

A STRUCTURAL EQUATION MODEL ON ACADEMIC WRITING
SELF-EFFICACY BELIEFS OF STUDENTS AT ENGLISH MEDIUM
UNIVERSITIES

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ABSTRACT

A STRUCTURAL EQUATION MODEL ON ACADEMIC WRITING SELF-EFFICACY BELIEFS OF STUDENTS AT ENGLISH MEDIUM UNIVERSITIES

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The study examined the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy and to what extent academic reading self-efficacy mediated the relationship among reading frequency, career interest, and academic writing self-efficacy. A sample of 1060 students, studying at English-medium instruction universities, selected from the accessible population participated in the study. The data were collected through student surveys. Relevant descriptive statistics, exploratory factor analysis, confirmatory factor analysis and structural equation modeling were utilized in data analysis. The scales showed good psychometric characteristics with high-reliability coefficients. The results of structural model testing indicated a model with a mediocre fit. Academic reading self-efficacy was found to be the strongest predictor of four factors of academic writing self-efficacy namely, ideation, mechanics, organization and regulation. Among academic socialization variables, departmental environment variable also significantly predicted three factors of academic writing self-efficacy, while relationships with faculty members and peers did not have a significant effect on any of the factors. There was a positive and significant relationship among short writing tasks and academic writing self-efficacy while the

long writing tasks yielded a significant negative association with ideation, mechanics, and organization. In addition, academic reading self-efficacy significantly mediated the relationship between reading frequency, career interest, and academic writing self-efficacy variables. Overall the model explained 83% of the variance in undergraduate students' academic writing self-efficacy beliefs in ideation, 68% of the variance in mechanics, 94% of the variance in organization, and 86% of the variance in regulation.

Keywords: Academic Writing Self-Efficacy, Academic Reading Self-Efficacy, Academic Socialization, English as Medium of Instruction, Higher Education

ÖZ

ÖĞRETİM DİLİ İNGİLİZCE LİSANS PROGRAMLARINA KAYITLI OLAN ÖĞRENCİLERİN AKADEMİK YAZMA ÖZYETERLİKLERİ ÜZERİNE BİR YAPISAL EŞİTLİK MODELİ

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Bu araştırmada, akademik okuma özyeterliği, akademik sosyalleşme, akademik yazma çalışmaları ve akademik yazma özyeterliği arasındaki ilişki incelenmiştir. Ayrıca, akademik okuma özyeterliği değişkeninin, okuma sıklığı, kariyer ilgisi ve akademik yazma özyeterliği arasındaki ilişkiye ne ölçüde aracılık ettiğini incelenmiştir. Erişilebilir popülasyondan seçilen, öğretim dili İngilizce olan üniversitelerde öğrenim göre toplam 1060 lisans öğrencisi çalışmaya katılmıştır. Çalışmada elde edilen veriler öğrenci anketi uygulaması yoluyla toplanmıştır. Elde edilen verilerin analizi için ilgili tanımlayıcı istatistikler, açıklayıcı faktör analizi, doğrulayıcı faktör analizi ve yapısal eşitlik modellemesi kullanılmıştır. Ölçekler, yüksek güvenilirlik katsayıları ile iyi psikometrik özellikler göstermiştir. Model testinin sonuçlarına göre test edilen model ortalama bir uyuma sahiptir. Modeldeki yordayıcı değişkenlerin çoğu, sonuç değişkenini anlamlı şekilde yordamıştır. Elde edilen bulgular akademik okuma özyeterliği değişkeninin akademik yazma özyeterliğinin güçlü bir yordayıcısı olduğunu göstermiştir. Akademik sosyalleşme değişkenlerinden bölüm ortamı değişkeni akademik yazma özyeterliğini anlamlı olarak yordadığı, ancak öğretim üyeleri ve akranlarla ilişki değişkenlerinin akademik yazma özyeterliği üzerinde

anlamalı bir etkisi olmadığı görülmüştür. Bölümde yürütölen kısa akademik yazma çalışmaları arasında akademik yazma özyeterliğı arasında olumlu ve anlamalı bir korelasyon varken, uzun akademik yazma çalışmaları ile fikir üretme, dilbilgisi ve yazma mekaniğı ve yazım metnini geliştirme alt boyutları arasında negatif bir korelasyon olduğı ortaya çıkarmıştır. Akademik okuma özyeterliğı, okuma sıklığı, kariyer ilgisi ve akademik yazma özyeterlik değışkenleri arasındaki ilişkiye anlamalı düzeyde aracılık etmiştir. Sonuç olarak oluşturulan model akademik yazma özyeterliğinin fikir üretme alt boyutundaki varyansın %83'ünü, yazma mekaniğı alt boyutundaki varyansın %68'ini, yazma metnini geliştirme alt boyutundaki varyansın %94'ünü ve yazma için özdüzenleme alt boyutundaki varyansın %86'sını açıkladığı tespit edilmiştir.

Anahtar Kelimeler: Akademik Yazma Özyeterliğı, Akademik Okuma Özyeterliğı, Akademik Sosyalleşme, Öğretim Dili Olarak İngilizce, Yüksek Öğretim

To Ibrahim
My dearest, nearest and L♥VE



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LIST OF ABBREVIATIONS

AMOS	Analysis of Moments Structures
EAP	English for Academic Purposes
EFL	English as Foreign Language
EGAP	English for General Academic Purposes
ELT	English Language Teaching
EMI	English as Medium of Instruction
ESL	English as Second Language
ESP	English for Specific Purposes
EOP	English for Occupational Purposes
EVP	English for Vocational Purposes
GFI	Goodness of Fit Index
L2	Second Language
MCAR	Missing Completely at Random
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MONE	Ministry of National Education
NNFI	Non-normed Fit Index
RMSEA	Root Mean Square of Error Approximation
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square
TLI	Tucker-Lewis Index
VESL	Vocational English as a Second Language

CHAPTER 1

INTRODUCTION

In this chapter, the background, the purpose, the significance of the study were explained and the key terms were defined.

1.1 Background of the Study

Showing an academic attitude is somehow difficult for many; however, expected for undergraduate students. When this expectation is raised in an English Medium Instruction (EMI) university where the language-related difficulties overwhelm students, the majority of the students had certain challenges in terms of complying with the academic standards, keeping up with the work required in their discipline, and eventually succeeding in their departments. To pursue their studies at their universities, the students enrolled in EMI universities generally get a variety of English language skills courses such as General English Courses, English for academic purpose (EAP) courses, or English for specific purposes (ESP) courses at university and even starting from high school to develop their language skills. Despite this effort, it is not an exceptional thing to catch faculty members complaining about their students' written work, in-class participation, and ability to read between the lines, and even their ability to read the articles assigned. Among all these complaints, “strangers in academia” (Zamel, 1995, p. 506), the undergraduates, have been the source of research to be conducted to get an understanding of potential factors leading to these grumbles.

The pedagogic perspective which considered academic writing in English merely as “study skills” (Lea & Street, 2006, p.368) such as sentence structure, grammar, vocabulary, written genre, First language (L1) interference to Second language (L2) has altered into viewing academic writing as “the way of thinking, reading, speaking,

and writing dominant in the academic setting; involving ways of receiving knowledge, managing knowledge, and creating knowledge for the benefit of a field of study” (Neeley, 2005, p. 8). Thus, learning to write academically is not merely a linguistic matter that can be taught discretely without considering the discipline. It comprises the understanding of how the concepts, the information, and the tasks in the discipline are offered, deliberated, and constructed.

Within this social and adaptive process that the EMI students were in, knowing academic discourse is “a power vacuum” (Elbow, 1991, p. 2), and the students who have already learned academic discourse are advantaged. Cumming, Lai, and Cho (2016), in their synthesis of research on students’ writing at higher education, compiled empirical results as:

- (1) students experience difficulties with, but develop certain strategies to deal with, the complex processes of writing from sources; (2) prior knowledge and experience influence students' performance in writing from sources; (3) differences may appear between L1 and L2 students in their understanding and uses of sources in writing; (4) performance in tasks that involve writing from sources varies by task conditions and types of texts written and read; and (5) instruction can help students improve their uses of sources in their writing. (p. 47).

These results indicated that being familiar with the written tasks due to previous experiences, task performances, and getting clear instructions on the material is critical for success in the higher education writing process. In addition to these, in many cases at EMI departments, success in academic writing depends on reading done by the learner (Hirvela, 2004; Leki & Carson, 1997; Rosenfeld, Leung, & Oltman, 2001; Zhu, 2004). Grabe and Zhang (2013) stated that academic writing tasks require reading and writing integration considering the tasks assigned such as summarizing a text being read, writing a reaction paper, or writing a research paper, and doing all these can only be possible with the help of much practice. Plakans (2009) found out students who write better essays use more effective reading strategies in the study that examined L2 English as Second Language (ESL) writers' use of reading strategies while composing an integrated writing task through the analyses of think-aloud practices and discussions. Within all this integrated process of departmental study, it should be noted that writing and reading in a specific discipline are demanding for non-native speakers

of English (Wingate & Tribble, 2011). This demanding nature indeed affects the students' positive emotional experiences, confidence, and interests in writing (Zhang, 2018).

Within all these challenging processes of learning a language and using that language to continue their undergraduate studies, the students' beliefs for their capabilities to produce the desired outcome (Bandura, 1977), their self-efficacy beliefs, are inextricably linked to their departmental course achievement. The studies indicate the apparent relationship with academic self-efficacy beliefs. In their meta-analytic study with 36 studies, Multon and his colleagues (1996) reported that there was a positive relationship between academic performance and self-efficacy. Pajares (2003), in his literature review, stated that writing self-efficacy predicted writing outcomes and had a mediational role in the social cognitive development of students.

Similarly, Schunk and Rice (1989) found out that students in the experimental group who clearly got an instruction in a way that fostered efficacy beliefs in writing, performed better in writing tasks in comparison to the control group students. Moreover, the relation between students' self-efficacy beliefs in reading and writing is found to be close to Maguire, Reynolds, and Delahunt's (2013) study with first-year students at the college. Thus, studying academic writing self-efficacy concerning academic reading self-efficacy would be more meaningful to explain the variance among undergraduate students at EMI settings.

This demanding nature of academic writing would be related to students' beliefs in their abilities to produce the desired written task, actually their efficacy beliefs in academic writing (Pajares, 2003). As for the social cognitive theory, self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Efficacious learners can organize their learning process more confidently (Bandura, 1986). As expected, the writers with higher writing self-efficacy feel more self-assured while they are writing the assigned tasks, and they are also more likely to confront the difficulty of writing tasks with the help of their desire for displaying greater determinations (Lavelle, 2006). Several studies have indicated the positive relationship between writing self-

efficacy and students' writing performance (e.g., Pajares & Johnson, 1996; Schunk & Swartz, 1993; Yang, 1999; Woodrow, 2011; Zimmerman & Bandura, 1994). In addition to students' performance and achievement in writing, self-efficacy is also influential on learners' affective factors as their motivation (Mills, 2014), their anxiety level (Cheng, 2002; Mills, 2014; Rezaei, Jafari, & Younas, 2014; Tola & Serei, 2016; VanPatten & Glass, 1999), their interest (Lane, Lane, & Kyprianou, 2004), their efforts and goal-setting behaviors (Linnenbrink & Pintrich, 2003; Pajares, 2003). All these studies signified that students' writing self-efficacy has an important role in the academic writing process.

Similar to this very close association between writing self-efficacy and students' performance in writing, another close relationship is stated to be observed between students' reading and writing performance. Though being underexplored, recently, the majority of the L2 writing researchers have been examining together in contrast to the earlier years of L2 writing research, which viewed writing separately from reading (Zhao & Hirvela, 2015). The main reason for this shift is that writing from sources, that is, reading for writing, is crucial for many higher education institutions with EMI (Leki, 2007). Moreover, "Test of English as a Foreign Language" (TOEFL), one of the most acceptable exams in many universities that provide international education opportunities, have integrated reading-listening-writing tasks to test students' writing ability (Leki, 2007). Thus, starting from the acceptance period, many students at EMI universities are expected to produce L2 compositions in which they were expected to comprehend the assigned reading text, analyze its structure, that is the common language and organizational patterns, synthesize the information they read from sources and provide an adequate response in a written way (Hirvela, 2004). In terms of writing performance, the findings of several research studies supported the fact that proficient readers of English are performing better in writing tasks (Esmaeili, 2002; Herrero, 2007; Murshidi, 2014; Uppstad, Solheim & Skaftun, 2020). Henceforth, it would not be wrong to claim that fostering students' academic reading abilities would contribute to their academic writing process. To do this, reading self-efficacy is a crucial element for being at least an acceptable level reader (Ferrara, 2005).

Considering self-efficacy and reading frequency literature, reading frequency is a significant predictor of text comprehension (Cipielewski & Stanovich, 1992; Guthrie, Wigfield, & Cox, 1999). Reading self-efficacy is defined as “the reader's sense that he or she can read effectively” (Guthrie & Wigfield, 1999, p. 201), and it is crucial in both text comprehension and motivation for reading. Students who are interested in their careers and their fields are expected to read more for their academic development since they consider the school as a valuable experience for attending career-related activities and being professionals in their fields (Klem & Connell, 2004; Wang & Holcombe, 2010). Moreover, students' reading self-efficacy and writing self-efficacy are reported to be strongly related in Maguire, Reynolds, and Delahunt's (2013) study conducted with first-year college students. In the current study, the mediator effect of academic reading self-efficacy on academic writing self-efficacy was studied about future career interests and time dedicated to reading activities. Thus, studying these two factors concerning academic reading self-efficacy as a mediator variable of academic writing self-efficacy would provide a somehow complete representation of Bandura's (1977) reciprocal determinism in which the relationship among behavioral, personal, and environmental factors was emphasized.

In the phase of developing academic reading and writing abilities, the students are also grappling with the social norms of the university, whose standards and practices can be learned so that the novices can feel like a member of the whole university community (Lea, 2004). All these struggles in college experiences contribute to the socialization processes of undergraduates, which was defined as “the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society” (Weidman, 1989, p. 293). According to Weidman (1984), higher education institutions are not isolated environments; instead, they should be thought of as places where students are exposed to ideas by the help of their study at various academic disciplines, their relations with peers or faculty (Weidman, Deangelo, & Bethea, 2014). Body of literature indicates the role of faculty (Cole, 2011; Fuentes, Alvarado, Berdan, & DeAngelo, 2014; Padgett et al., 2010; Weidman, 1979), encouraging school atmosphere (Antony, 2002), and peer group influence (Tinto, 1993; Weidman, 1989) on student development. Among the sources of self-efficacy, students obtain efficacy information vicariously by comparing their performances with

peers (Schunk, 2003). When students observe their peers accomplishing a task, they develop the belief that they can perform it as well (Schunk, 1987). Moreover, the models that show the desired behavior is indispensable for learners' self-efficacy, and teachers or instructors employ cognitive modeling through explanations or verbalizing the model's thoughts and reasons for performing the desired actions (White, 2017). If the observer, the student, perceives the similarity between his performances with the model's, the faculty member in this present study, the probability of showing similar actions with the model's increases (Schunk, 2001). These models, also with their positive comments, convey to students their capability of performing literacy tasks (Walker, 2003) because students' feedback perceptions have a close relationship with student writing self-esteem and self-efficacy beliefs (Weaver, 2006). Wellington (2010) stated that most of the graduate students had developed negative attitudes towards academic writing due to the feedback they received for academic writing tasks they submitted. He also stated that feedback is "... probably the main activity used in improving students' writing" (p. 147). However, the students should have constructive insights to benefit significantly from the feedback. Thus, the role of faculty as a model and feedback provider; and the peers in the development of writing self-efficacy beliefs were reflected in the model designed in this present study. Moreover, specific academic writing support provided by faculty was also included since more domain-specific research is needed to elaborate on self-efficacy research (Schunk, 1989). The supportive departmental environment for academic research was also considered for the model development since self-efficacy relates to growth attitudes and in turn, to academic integration (Zander, Brouwer, Jansen, Crayen, & Hannover, 2018). Students who study in an academically supportive educational research environment have high academic self-efficacy (Bayat & Salehiniya, 2018).

All in all, the context of the academy and the nature of departmental support courses at EMI universities force undergraduates to obtain academic reading and writing abilities and to socialize in the academy. The aim of this research is to study academic writing self-efficacy and its relationship with other factors. With this aim it will contribute to the literature to a great extent. Hence, this proposed research aims to study students' academic writing self-efficacy in direct relation with academic reading self-efficacy, academic socialization, and academic writing tasks, and also the indirect

relation with the reading frequency and career interest through academic reading self-efficacy.

1.2 Purpose of the Study

The purpose of the study was to test the hypothesized structural model on predicting students' academic writing self-efficacy (*ideation, mechanics, organization, and regulation*) by variables including academic reading self-efficacy, academic socialization, academic writing tasks, reading frequency, and career interest. With this purpose, the research questions addressed are as follows:

1. What is the overall nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy (*ideation, mechanics, organization, and regulation*)?
2. To what extent does academic reading self-efficacy mediate the relationship between reading frequency, career interest, and academic writing self-efficacy (*ideation, mechanics, organization, and regulation*)?

Among the model variables, the academic writing self-efficacy variable is the outcome variable that was measured by four factors as ideation, organization, writing mechanics, and regulation. The academic socialization variable was measured with three factors as the relationship with faculty, relationship with peers, and departmental environment. The academic writing tasks variable was measured with two factors as short essay tasks and long essay tasks. The reading frequency variable refers to time dedicated by students to read both academic and non-academic reading materials, while the career interest variable refers to students' interest in their future careers. Academic reading self-efficacy is the mediator variable between reading frequency, career interest, and academic writing self-efficacy. The hypothesized model is presented in Figure 1.1.

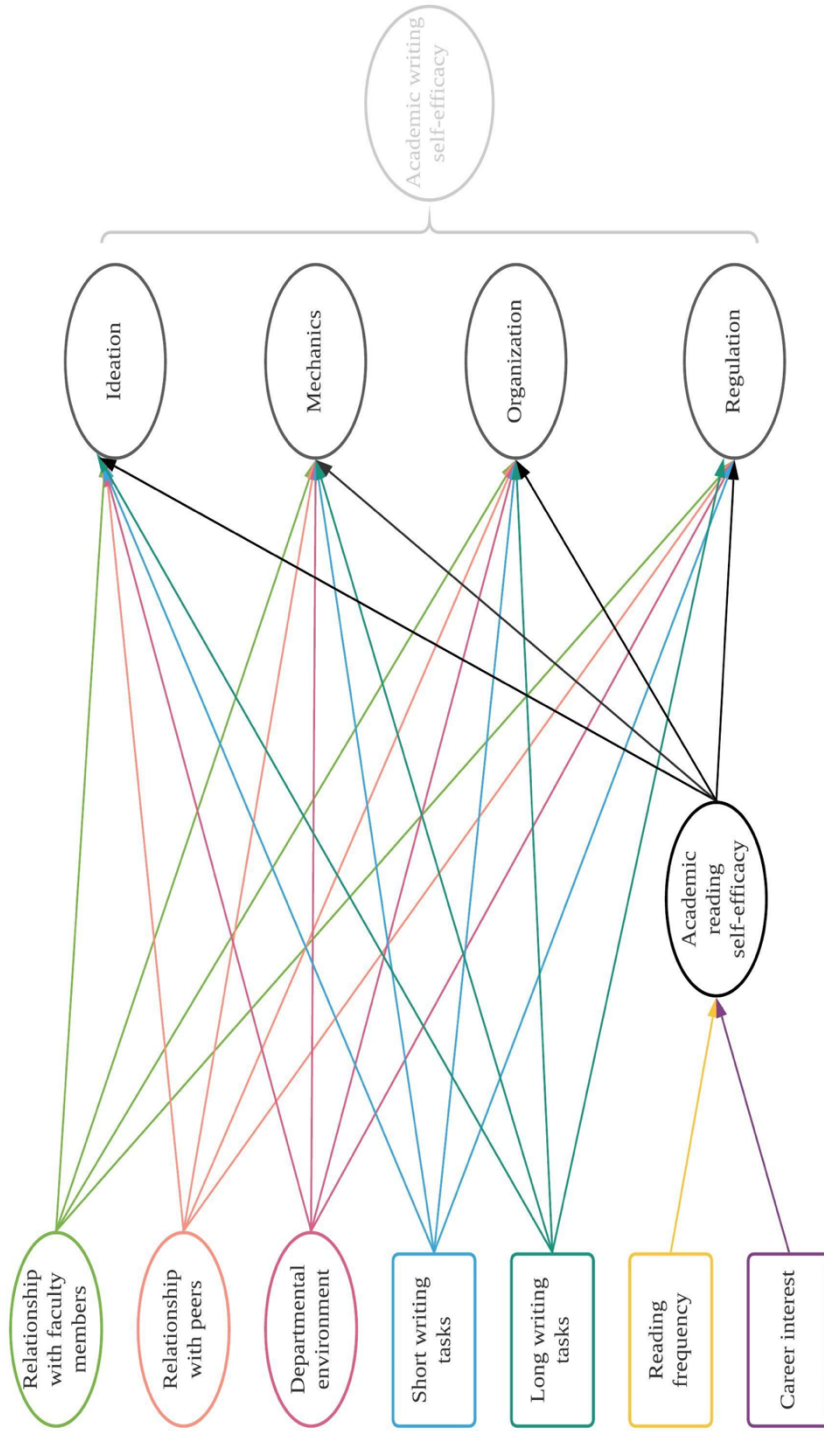


Figure 1.1 Conceptual model displaying the relation between study variables
Note. Ideation, mechanics, organization and regulation are the subdomains of academic writing self-efficacy.

1.3 Significance of the Study

Students do not engage in writing in isolation or without affordances: they do so through interactions with lecturers, colleagues, administrative staff, librarians, texts of various kinds, digital tools, and within specific organizations of space and over time. The import of this is that students need to understand the activity systems they work within if they are to make use of their affordances and to work within their constraints. (Green, 2016, p. 102)

Rather than being a skill to be dealt with separately from other skills, academic writing should be considered as a social process (Paltridge, 2004). In this social process, students also participate in various cognitive acts (Ferris & Hedgcock, 2014) such as comprehending the text, the organization patterns, learning a variety of rules related to mechanics. In addition to these cognitive acts, the students engage in various behavioral acts such as the observation of modeled acts, re-acting following the observed model, or submitting the written work in the way it was presented (Gabrielatos, 2002). More obviously, as a result of these social, cognitive, and behavioral processes, the academic writing process comprises an important affective side taking place in the belief mechanisms of the learner on their capabilities for accomplishing these processes. It is impossible to deny the relationship between students' self-efficacy beliefs in writing and achievement in writing (Pajares & Johnson, 1996). Hence, testing a structural model in which behavioral, cognitive, social, and affective processes have been represented as predictor variables and having academic writing self-efficacy beliefs as the outcome variable bear both theoretical and practical importance considering the field of research, academic writing curriculum development process, and the instruction at English Medium higher education settings. Considering the literature examined, up until this present study, no model examining these processes has been hypothesized and tested.

To begin with, theoretically, among the challenges stated by the majority of EMI university students, "lack of explicit knowledge about writing" (Wingate, Andon, & Cogo, 2011, p. 77) is the one that was commonly stated. At this point, the challenges emphasized relate not only to linguistic issues (Andrade, 2006) but also to the genre that the departmental work requires and the university study skills in which the integration of reading and writing is indispensable (Morrison & Evans, 2015). Furthermore, noteworthy differences appear in the types of writing that the students

write at high school and the university (Nesi & Gardner, 2012). Even the students realize that the training they received at secondary school has not efficiently made them ready for producing an academic text. All these differences forced the researchers to examine the nature of academic writing and the ways to improve the writing process that the university students were in. Considering the national EMI context, the studies in Turkey showed that students mostly had difficulties in comprehending the text and producing it (Ekoç, 2020). As Sert (2008) mentioned, all these difficulties can be exemplified by the quotation from one of the lecturers she interviewed in her study:

The brightest students come from the countryside with poor English backgrounds, and preparatory classes are not sufficient to prepare them for EMI. They try hard to grope their way blindly through English. For example, I know some students who struggle to analyze each sentence in an academic text by looking up each word in the dictionary to fully understand the content. (p. 166)

For the benefit of these “brightest students” (Sert, 2008, p. 166), more studies need to be conducted in the national context as well to examine the nature of the relationship between academic reading and writing and the factors affecting the improvement of both these skills. Among these factors, the most “pervasive” (Bandura, 1991, p. 2) one that is self-efficacy is in the center of this study since the hypothesized model is examining both the indirect effect of reading frequency and career interest through academic reading self-efficacy and the direct effect of academic reading self-efficacy, academic socialization and academic writing tasks on academic writing self-efficacy.

The studies related to academic writing self-efficacy of students were rare in number, and its sub-dimensions were relatively underexplored (Zhang, 2018). The review of research to develop an instrument to measure student academic writing self-efficacy indicated that the scales developed included items that measure student writing efficacy beliefs on content, design-unity, accuracy, and punctuation (Mitchell, Rieger, & McMillan, 2017). The number of items related to the organization and self-regulation of written work was limited (Brunning, Dempsey, Kauffman, & Zumbunn, 2013). Considering the national context, only Yavuz Erkan (2004) developed a writing self-efficacy scale in Turkish with four dimensions: accuracy, design-unity, content, and punctuation. Moreover, the majority of those scales utilized a rating scale

with four points which makes it less sensitive as Bandura (2006) stated: “scale with only a few steps may, in actual use, shrink to one or two points” (p. 312). In the present study, to examine the hypothesized model and to test the structural model, “The Academic Writing Self-Efficacy Scale” was developed. This scale would be contributing to the field of research on writing self-efficacy since all this information on the relationship among variables provided valuable information and insights. Additionally, rather than focusing on general academic writing self-efficacy, domain-specific information on the factors of academic writing self-efficacy; namely, ideation, organization, mechanics, and regulation, would contribute to the current research database and future studies to be conducted by providing detailed information on factors of academic writing self-efficacy.

This study has another unique quality in that it examined the relationship between reading frequency, career interest, academic reading self-efficacy, and academic writing self-efficacy. Students with a higher interest in reading progress more while reading in the second language (Ecalte, Magnan, & Gibert, 2006), and their interests encourage them to continue reading despite some challenges they meet while reading (Al Murshidi, 2014). Thus, they become frequent readers with higher performance in reading (Whitten, Labby, & Sullivan, 2016) and with higher efficacy in reading (Prat, Sala, & Redford, 2010). Though the relationship between reading and writing self-efficacy beliefs was somehow examined in the related literature (e.g., Al Murshidi, 2014; Prat-Sala & Redford, 2012; Shell, Murphy, & Bruning, 1989; Tanyer, 2015), this study is the first examining the interrelated nature of the relationship among career interest, reading frequency, reading and writing self-efficacy beliefs.

Considering the requirements of academic writing and the departmental work done at university, academic socialization is “one-way assimilation into a relatively stable academic community with fixed rules and conventions” (Morita, 2004, p. 574). Through this assimilation process having interactions with peers and faculty members and being in departmental facilities promoting these interactions will provide an important opportunity for language development which lessens the stress and the tension related to these requirements. Among the frameworks that have explored the undergraduate socialization process, Weidman’s framework is one of the rare to

understand how students socialize in their norms and values (Feldman, Ethington, & Smart, 2001). With the help of this study, the students' adaptation to norms of the academy was explicitly explored concerning academic writing self-efficacy, which made it a unique sample of research in the field of academic writing self-efficacy.

Last but not least, for practice, the variables in the model suggest crucial and hands-on information to both faculty and language instructors working in EMI settings. Student self-efficacy is a significant predictor of their achievement on a specific task. Thus, students' academic writing self-efficacy and their relation to the factors suggested in the model provide somehow indirect information on how to improve students' academic writing performance as well. Walker (2003) conducted a meta-review and factors such as having various tasks, providing clear modeling and instruction, active engagement in both reading and writing, interactions among peers, giving choice, and teaching literacy skills were found to be effective for cultivating efficacy beliefs in both reading and writing. Considering the predictors in the model, while reading frequency and career interest variables suggested practical guidance on the way of improving students' academic reading self-efficacy, peer relations, faculty relations, departmental environment, academic writing tasks, variables were explaining the variance in academic writing self-efficacy more intricately. Thus, all these variables suggested practical guidance on how to support students' academic writing, how to foster academic socialization, and which writing tasks to be conducted to improve academic writing self-efficacy beliefs of students when examined in detail.

All in all, the model suggested in the study with all these predictor variables, with a strong mediator variable, would explain more on academic writing self-efficacy theoretically; and its practical value was undeniable.

1.4 Definition of Terms

English as the medium of instruction (EMI) refers to “the use of the English language to teach academic subjects (other than the English course itself) in countries where the majority of the population’s first language is not English” (Dearden, 2015, p.2).

Academic writing self-efficacy refers to university students' beliefs in their capability to develop ideas for writing, to organize a writing task, to use appropriate mechanics of writing, and to regulate their writing process.

Academic reading self-efficacy refers to university students' beliefs in their capability to use required reading skills to pursue the undergraduate reading process (Prat-Sala & Redford, 2010).

Academic socialization skills refer to interpersonal relationships such as interaction with peer and faculty, learning activities (e.g., studying, attending lectures), and a departmental environment that supports students' participation in academic and social life by which students obtain the "knowledge, skills, and dispositions that make them more or less effective members of their society" (Weidman, 1989, p. 293). In this study, students' interpersonal skills, that is the peer and faculty interaction and the departmental environment that supports student's incorporation into academic life, would be referred to as academic socialization skills.

Career interest refers to undergraduates' interest in career opportunities such as attending conferences, meetings in their disciplines.

CHAPTER 2

REVIEW OF LITERATURE

This chapter includes an overview of the research studies and theoretical background for academic writing self-efficacy beliefs. The chapter begins with brief information on academic writing in English Medium settings, in general. Then, the theoretical framework for the hypothesized model is explained, focusing on the relationship between academic writing and self-efficacy beliefs, the sources of self-efficacy beliefs, the factors affecting self-efficacy beliefs, brief information on academic reading, and its relationship with self-efficacy beliefs and the constructs related to academic socialization. The chapter ends with a summary section.

2.1 English as Medium of Instruction (EMI)

The international language of research and academic publication is English and anyone who wishes to have ready access to this material needs to know the language. (Flowerdew & Peacock, 2001, p. 10).

Undeniable influence of neoliberal globalization leading to the international higher education institutions have brought about the need for using a common language of instruction, which in turn gave rise to English-Medium Instruction (EMI). EMI refers to the use of English instead of the native language of the country while offering university degree courses in higher education. With the help of EMI, universities tried to have an international profile, to inhibit language obstacles for the enrolment of the students, to improve the international competencies of inland students, and to have international faculty members (Wächter & Maiworm, 2014). Dearden (2015) tried to form a global map of EMI and reported that 54 countries were applying EMI at the tertiary level, especially at private universities. The majority of the participants (67%)

reported a possible increase in EMI universities in their countries in the future. In Europe, these programs were called ETP (English Taught Programs) or ETB (English-taught Bachelor's Programs). The number of ETPs has become 2900 according to the Study Portals database in the 19 European countries. The number of ETBs per country ranged between 32 in Romania and 545 in Turkey (European Association for International Education, 2018). As for the countries in the Middle East, American, British, and Australian campuses, ETBs increased from 140 to 260 (Weber, 2011). Recent reports from the Ministry of Higher Education and Scientific Research (MOHESR) indicated that starting from major universities like Qatar University, the language of instruction is becoming Arabic rather than English due to Islamic policies (Macaro, Curle, Pun, An, & Dearden, 2018). The growth of EMI can be noticed in Asia. For example, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) announced that there are 227 universities across Japan offering academic subject courses through EMI (MEXT, 2016).

All these huge numbers indicating the global impact of EMI have also led to the exploration of the diverse properties of students' needs and experiences at both international and English Medium Instruction (EMI) settings in literature. In their systematic review of research, Macaro et al. (2018) concluded that the research in the field is dominated by themes such as teacher and/or student beliefs, perceptions, and attitudes towards its practice. However, the selection of EMI for universities is generally decided by policymakers. A considerable amount of data indicated that EMI certainly contributed to students' English proficiency, but it undeniably led to certain obstacles for learning the content (Macaro et al., 2018). They also indicated that:

The negative motivations amongst teachers and students can be summarized as levels of English proficiency being too low and its potentially negative impact on content. Additional concerns include the creation or consolidation of socio-economic elites and anti-egalitarian outcomes for students; additional workload for teachers switching to EMI; lack of teacher professional development and support. (Macaro et al., 2018, p. 64)

2.1.1 English as Medium of Instruction (EMI) in Turkey

Starting from the 1950s with the establishment of Middle East Technical University (METU), and later than Boğaziçi University, which had been founded as Robert College previously, some of the public universities started to open space for EMI departments in Turkish Higher Education, gradually. With the rise of Anatolian High Schools, in which core curriculum school subjects were taught in English, the popularity of EMI had become widespread (Doğançay-Aktuna, 1998). Though these Anatolian High Schools with one-year English preparatory classes were abolished in 2005, there are still English courses that have been greatly dealt with in course hours. In addition to these, at EMI universities and EMI departments in Turkey, the students who are not proficient enough for English departmental work are enrolled in a one-year English preparatory program, and they can pursue their departmental work after they succeed in the English proficiency exam given this preparatory year. Thus, English had great significance in the Turkish education system. Despite this significance and the value of English in the education system, the issue of EMI at higher education institutions is still a matter of debate due to its cultural impact, its effect on the status of the Turkish language, its effect on the students' ability to keep up with the content courses and people's concern on the socioeconomic inequality in the accessibility of EMI (Aslan, 2018).

The studies conducted to search for students' and instructors' attitudes towards EMI in Turkey had controversial results. In his study at eight universities that have EMI departments, Kılıçkaya (2006) found out that majority of the instructors prefer Turkish as Medium of Instruction (TMI) since teaching in English, having English materials make learning the course content more difficult for the majority of students. In terms of subject matter learning, EMI is reported to make the convey of academic content difficult (Sert, 2008) and most of the instructors agreed that EMI leads to a decrease in students' success since they cannot learn the subject matter as they were expected to (Collins, 2010). In addition to this cognitive-based criticism, EMI in Turkey is also being opposed by some in terms of sociopolitical perspective. English-medium instruction is viewed as a representative of "Englishization of Turkish society" (Selvi, 2014, p. 142). For even some researchers, it is leading to damage to standard Turkish

(Sinanoğlu, 2000), and it is perceived as the abuse of neo-colonialism (Duman, 1997). In contrast to the views of opponents, the proponents of EMI at Turkish Higher Education claimed that EMI does not have any hindering effect on learners' mental development (Soylu, 2003), and highlighted that learning a foreign language contributes to learners' abilities in their native tongue (Kırkıcı, 2004). With their 4-semester study, Coşgun and Hasırcı (2017) found out that studying at an EMI university enhanced listening and reading skills, and thus, English proficiency of students as a whole. Ozer and Bayram (2019) stated that EMI programs had an important effect on students' motivation though most of the participants indicated that their proficiency in English had not improved throughout their education. From an organizational perspective, the researchers state that EMI at higher education attracts international students to come to Turkey (Alptekin & Tatar, 2011) and it also facilitates our Turkish learners' mobility in international education systems (Sayarı, 2007). All in all, the studies conducted in EMI universities had controversial findings pertaining to the relationship between students' achievement, motivation, mental development, proficiency in four skills of English, and studying at EMI.

Within all this controversy, it is quite obvious that Turkish students at EMI settings have certain difficulty in their departments due to their English proficiency (Demirbulak, 2011) even their proficiency level may sometimes threaten the departmental quality (British Council, 2015). The problems related to English proficiency and the need for using English for the requirement of the academy also brought about more research on the application of English for Academic Purposes (EAP), and English for Specific Purposes (ESP) (Kırkgöz & Dikilitaş, 2018) at EMI settings.

2.2 Branches of English Language Teaching (ELT)

Hutchinson and Waters (1987) divided English Language Teaching (ELT) into two main branches as: "English for specific purposes" (ESP) and "English for general purposes" (EGP). In the EGP context, the students learn General English concepts such as the daily language used in communicative settings (Hyland, 2006). The students learn basic grammar rules, they study reading and listening skills related to

general communicative settings such as posting a card, shopping, and they also learn the basics of writing to write postcards and letters. The aim is to learn English that will be helpful in daily life (Nunan, 2004).

The second branch, English for specific purposes (ESP), includes programs specifically designed for students studying at disciplines, and it includes language items such as content-specific terminology, tasks, and language exercises (Dudley-Evans, 1997). ESP has two branches as “English for Academic Purposes” (EAP) and “English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language (EOP /EVP /VESL)” (Hutchinson & Waters, 1987, p. 17). These branches were presented on the tree shown below in Figure 2.1.

Both general academic English and subject-specific language practices such as summarizing and writing introductions are being taught in English for Academic Purpose (EAP) courses. Academic language used in departments to pursue the departmental work is the main focus of EAP courses. EAP has two divisions as “English for General Academic Purposes” (EGAP) and “English for Specific Academic Purposes” (ESAP). EGAP focuses on study skills such as listening and note-taking; ESAP is based on the language required for a specific academic subject together with its disciplinary cultures such as the structure, terminology, particular skills, and the proper academic conventions needed for the subject (Gilett, 1989).

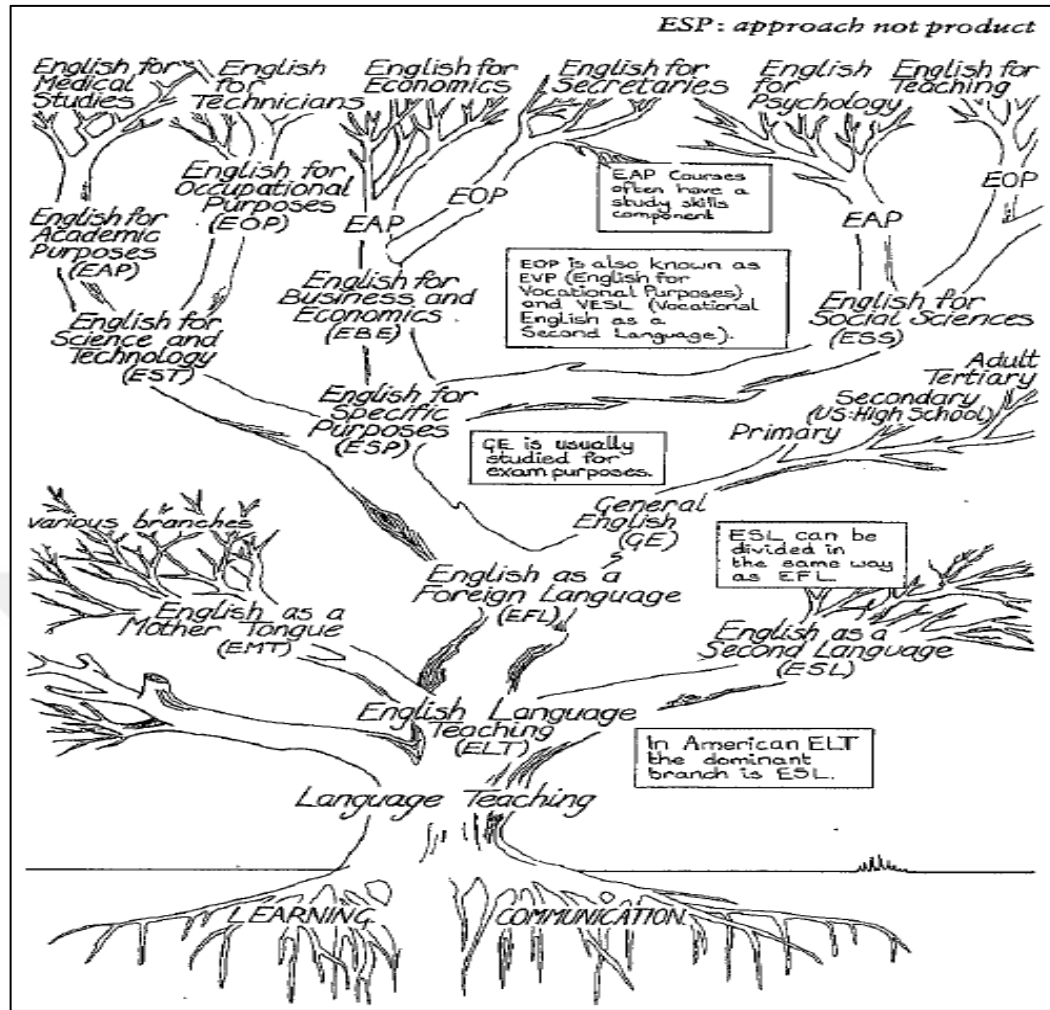


Figure 2.1. The tree of ELT. (Reprinted from Hutchinson & Waters, 1987, p. 17)

Considering Turkish EMI settings, EAP can be said as the dominant division observed in departments (Kılıç, 2018). In terms of academic writing, EAP means teaching different writing tasks such as essays, reports, project papers/proposals and these written tasks may change according to the academic disciplines studied (Hyland, 2006). Thus, specific disciplines require specific genres for their academic studies. However, as Yazıcıoğlu (2004) mentioned, the preparatory classes at EMI universities are also offering language education by following up EGP course materials and context; thus, a sudden shift to EAP at departments leads to severe challenges for both instructors and students. Still, it could be said that Turkish EMI settings are not the

only victims of this clash and the challenges of academic writing considering the international literature.

2.3 The Nature of Academic Writing in English

Among the four language skills (listening, reading, speaking, and writing), writing is deemed important, especially for university students since nearly all exams, projects, and classwork are held within a written process. There is no clear-cut, definitive definition of academic writing, but it can be said that academic writing is the major tool in an academic discourse, which has been defined as “academic language that reflects the sound understanding of what they are studying in disciplinary courses” (Elbow, 1998, p. 147). This means that the students engage in academic English tasks “such as reading abstracts, getting down key ideas from lectures, and writing critiques, summaries, annotated bibliographies, reports, case studies, research projects, expository essays” (Scarcella, 2003, p. 9). With the help of this written process, the students can convey their thoughts and feelings and they can communicate their messages to diverse readers (Chiu, 2006). That is why a variety of pedagogical approaches were developed to teach writing.

The review of research on those pedagogical approaches indicated that three significant theories underpin the practice of academic writing in higher education settings. The product-oriented approaches dominated by the ideals of behaviorism were stated to be the initial pedagogical approaches to teach academic writing. This approach is text-oriented. In this approach, the students are expected to write the prototype presented by the instructor (Gabrielatos, 2002). Accordingly, in a product approach-oriented class, the students are given a model for the expected written tasks, and they are also provided with serious and structural guidelines to follow. At the end of the written process, they are expected to write in the way they are presented. In the product approach, rather than the students’ ideas and their idea development stages, the organization of writing is much more important, and the students are expected to follow the guidelines provided and to use the skills, structures, and vocabulary as suggested (Steele, 2004).

With the rise of cognitive learning theories and the importance of cooperative work done in class, process-oriented writing approaches started to dominate academic writing classes (Lam, 2015). In the process approach, learning writing is seen as the discovery of meanings and learning writing strategies such as organizing, revising and preparing suitable writing for the audience (Ferris & Hedgcock, 2014). In contrast to the product approach which values the text produced at the end of writing sessions, the process approach values the students' creativity, getting feedback from self, peers, or instructors, revising writing with the help of this feedback, and the collaboration among peers (Hassan & Akhand, 2010).

The last pedagogical perspective perceives academic writing as a sociocultural act. The genre-based approach emphasizes the context of writing and the language of the target discourse community (Paltridge, 2004). The concept of genre is defined as using the language of a particular discourse community in a socially appropriate way. (Hyland, 2003). Genre-based approaches emphasize the reader more. To them, a piece of writing needs to follow the conventions that the reader would find suitable (Hassan & Akhand, 2010). That is why it is also criticized since it undervalues the process that the learner is in and the learners' characteristics (Swales, 1990). Based on this criticism, the academic literacies approach started to be more influential especially in the universities in the United Kingdom (Wingate, 2011).

The academic literacies approach states that recognizing students' backgrounds, the nature of the higher education institutions, dialogues between tutors and students were crucially important to evaluate the written text produced by the students (Lea, 2004). Thus, the social practices in academia, academic literacy, is referring to "the ways of thinking, reading, speaking, and writing dominant in the academic setting; involving ways of receiving knowledge, managing knowledge, and creating knowledge for the benefit of a field of study" (Neeley, 2005, p. 8) rather than focusing on students' language skills, that is "study skills" (Lea & Street, 2006, p. 368) such as sentence structure, grammar, vocabulary, written genre, L1 interference to L2. In other words, the new literacy studies not only look at reading and writing as mutually supporting activities, but they also focus on the social contexts influencing language learning and

“the construction of language texts” (Rodby, 1992, p. 55). However, this approach did not provide clear guidelines for the in-class application of the approach; additionally, its emphasis on issues such as identity, power relations, and institutional practices over text seemed to be contradicting with the students’ preferences (Wingate, 2011).

All in all, the nature of academic writing bares some behavioral qualities such as modeling the text submitted by the instructor, following up the clear guidelines, obeying the rules of language mechanics, cognitive qualities such as reading beforehand, developing ideas, elaborating on these ideas, cooperative qualities such as obtaining and getting feedback, working on written tasks collaboratively and some socio-cultural qualities as being suitable for the context its produced in, giving messages to its readers and being a member of an academic discourse community. Thus, it has a dynamic and complex nature to be examined by more research.

2.3.1 Academic writing challenges of students at EMI settings

Academic writing refers to “a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise” (Laberee, 2009, p.16). The students are expected to write academic texts in their disciplines, which compromises a formal tone, investigation of a research problem with a clear focus, and correct word choice to convey ideas or concepts. All these formal conventions are also a gate to socialize in the academy. That is, with the help of these conventions, students could acquire the formal conventions used in their disciplinary communities (Leibowitz, Goodman, Hannon, & Parkerson, 1997).

Within this socialization process, the students in English medium higher education settings suffer from problems related to students’ language proficiency and cultural differences (McMahon & Wernsman, 2008; Tran, 2012). These cultural differences might be noted in what students write as Hyland (2005) stated the writers at English Medium Settings were writing from a different cultural background while the readers of what they write might be reading with different cultural or discipline-specific expectations. This discrepancy makes it difficult for native faculty members/instructors as readers. However, the case is more problematic when the

writer and the reader are nonnative speakers of English and when they come from two different cultural and educational backgrounds at higher education settings like English Medium Universities in Europe and Asia (Petchko, 2018).

The writer, the student, suffers from this mismatch more since he has a range of linguistic problems such as insufficient vocabulary, incorrect grammar, and poor writing mechanics. Moreover, the members of the writer's discipline or research area should find that piece of writing persuasive (Irvin, 2010). To achieve this, the writer should use universal academic practices, citing sources guided by disciplinary conventions.

Hyland (2013) states that academic writing is "...trusted ways of writing are no longer valued as legitimate for meaning-making when they [students] arrive at university because of the different practices of the academy" (p. 55); which means that simply practicing second language (L2) forms is not enough to communicate in the discipline that they are in; they have to produce the text types with appropriate discipline-specific and rhetorical structure. The disciplinary specificity in the written genre needs to be considered carefully (Samraj, 2004). Furthermore, the assessment of students' performance in higher education largely depends on various forms of written tasks. This makes the academic writing highly important for majority of the students.

The academic writing process brings about new demands requiring acculturation by the students in EMI settings. Breeze (2012) stated in her study that "the novel cognitive demands of university work are exacerbated by linguistic difficulties so that the task of writing a paper or an exam answer is doubly complicated" (p. 9). Writing, then, becomes a social act (Rubin, 1998) in which the students, the writers, are situated by the faculty who is assessing the task (Ivanic & Simpson, 1992). All of these social relations in the writer-reader relationship have led to the difficulties of the undergraduate writing process (Starfield, 2004). New literacy skills such as critical interpretation, library research, and argument development should be mastered. While students are trying to adapt to the homogenous culture of the university, they are also trying to improve their "literacy" skills (Street, 2003).

As for Turkish EMI universities, Şaraplı (2013) found out that academic essay writing is as difficult for undergraduates as it is for faculty members. The students had certain difficulties in producing the expected writing tasks, which also led to a certain level of anxiety (Kurt & Atay, 2007). Similarly, in Kırmızı and Kırmızı's study (2015), university students reported that they found themselves moderately efficacious in accuracy, content, design, and unity dimensions of writing self-efficacy, but highly efficacious in punctuation. Writing anxiety was reported to be at a moderate level and was generally caused by negative evaluation of the teacher and time pressure. Kırmızı and Kırmızı also reported that when the anxiety level of students increases, their self-efficacy beliefs in writing decreases.

Apart from the anxiety, Kılıç (2018) indicated that the writing skills taught in the preparatory school were not compatible with what is required in different departments. Due to this mismatch, the majority of the students had certain difficulties in completing their departmental work. Lastly, Altınmakas and Bayyurt (2019) performed a study to investigate the underlying factors affecting undergraduate writing at EMI departments. They found out that undergraduate writing was influenced by various educational and contextual factors and their interrelations. These factors were students competency in both the first language (L1) and the second language (L2), the instruction provided in writing courses, the experience that the students had previously, the students' perceptions about academic writing, the expectations raised for using academic discourse while writing a text.

The studies conducted at EMI settings certainly indicated that due to all these stated difficulties and social adaptation processes into the academic community, the majority of the students at EMI settings find academic writing as challenging, even sometimes as an unachievable skill since they both encounter language forms and study skills. Due to these difficulties, they have to reflect their interpretations on what they read or the research problem considering the specific requirements of the distinct discipline which matters more (Pineteh, 2014).

Most of the students at EMI settings state that so much demand on academic writing tasks arouses feelings of anxiety and lack of control (Graham, 2006). Thus, in order

to become successful writers, they need to self-regulate and use a range of strategies to attain their writing goals (Graham & Harris, 2000). The students who can regulate their writing process can plan, observe, and evaluate their writing process while also making use of the motivational strategies (Brunning & Horn, 2000). They have high self-efficacy levels and use specific writing strategies (Zimmerman & Kitsantas, 2007). Among all these factors influencing students' success in writing, the key factor behind successful writing is a sense of self-efficacy (Pajares, 2003).

2.4 Social Cognitive Theory and Self-Efficacy Beliefs

The Social Cognitive Theory (SCT) stresses the interaction among behaviors, cognition and the environment of a human being (Crothers, Hughes, & Morine, 2008). For Bandura "man is neither driven by inner forces nor buffeted helplessly by environmental influences" (Bandura, 1989, p. 3). The unique feature of SCT is its emphasis on social influence, the social environment in which individuals perform the behavior, and its emphasis on external and internal social reinforcement. Another unique quality of the theory is the focus on past experiences. Past experiences affect whether a person will deal with a particular behavior and the reasons for that behavior (Bandura, 1989).

Based on this, Bandura (1989) formed the Triadic Reciprocal Determinism model. In his Triadic Reciprocal Determinism model personal factors (known also as cognitive factors) such as values, self-efficacy beliefs, attributes; behavioral as actions, choices, and environmental determinants such as reinforcement, feedback, interaction are intertwined and intersected with one another bi-directionally (Pervin & John, 1999). The factors are not equally influencing each other, nor do they all happen at the same time (Wood & Bandura, 1989). Despite the functional dependence between cognitive, environmental, behavioral, and personal determinants, there was no fixed pattern for the reciprocal interaction (Bandura, 1986). Bandura's Triadic Reciprocal Model is depicted in Figure 2. 2.

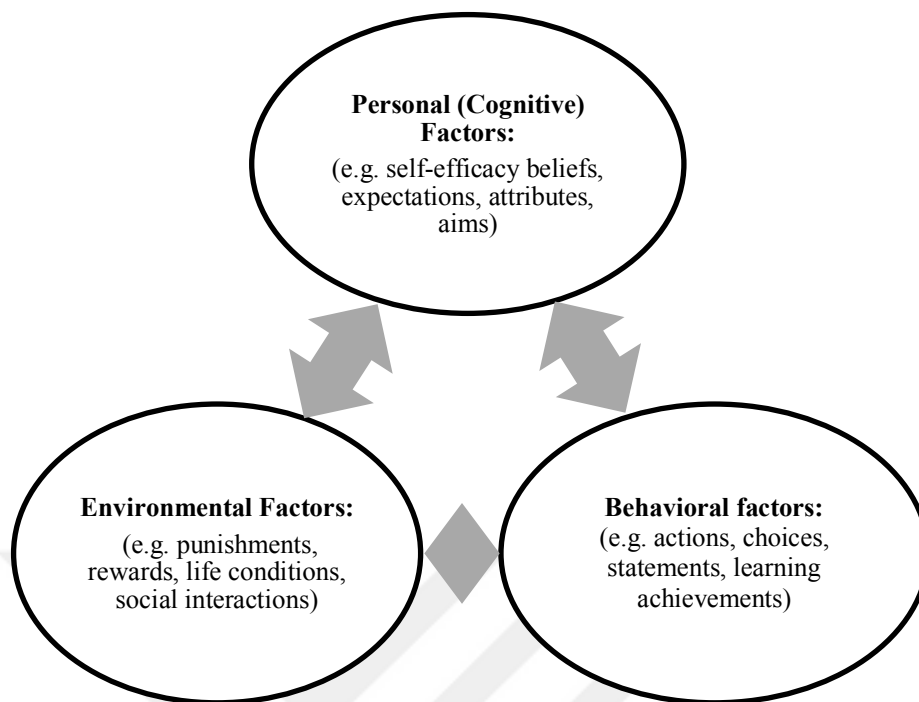


Figure 2.2. Triadic reciprocal model.

Among all factors, “none is more central or pervasive than beliefs of personal efficacy” (Bandura, 1997, p. 3). Bandura described self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). According to Bandura (1994), babies are born into the world without any personal self-efficacy. Hence for human beings, family and the relations with family could be accepted as the first human contact with the environment to develop self-efficacy. As the babies or the kids grow up this first environmental contact would expand to other members of the society as their peers, teachers, schools, between or the people in the district. Hence, if the person is trying new things with a gradual development in an encouraging environment in which the family makes sure the safe and provides heartening feedback, that person is prone to develop positive self-efficacy beliefs (Bandura, 1994).

While becoming a member of society, young children start to observe the third agents in the environment: their friends, peers, and their teachers. They compare themselves

and their abilities with their same-age peers. Also, they take both their teachers and their peers as models. Similar to the feedback and encouragement provided in a family environment, if the person is positively reinforced and supported for trying new things by the teacher, this would also contribute to the development of self-efficacy beliefs. Additionally, if their undesired behaviors were noticed by the agents in the environment, and if they were handled by the teachers, the kids may quit displaying undesired behaviors (Bandura, 1994). Hence, considering these developmental stages and their influence on the development of academic self-efficacy, it would not be wrong to say that the academic feedback obtained from faculty members or peers, studying and being in various learning groups, and studying at a supportive departmental environment contribute to the formation of the students' academic self-efficacy beliefs. (Schunk & Pajares, 2002).

Throughout this developmental process, self-efficacy beliefs had a certain amount of direction on human cognition, emotion, motivation, and way of decision (Stajkovic & Luthans, 2002). Bandura (1995) proposed that four impelling sources build up self-efficacy beliefs.

2.4.1 Sources of self-efficacy beliefs

According to Bandura (1997), enactive mastery experiences (e.g. one's previous performance that was found to be successful or unsuccessful), vicarious learning experience (e.g. peer models displaying the desired behavior), social persuasion (e.g. instructors' comment), and emotions (e.g. apprehension, stress) construct human beings' efficacy beliefs.

The literature examined these sources indicated that the mastery experience is the most salient predictor of self-efficacy beliefs (e.g. Matsui, Matsui, & Ohnishi, 1990; Usher & Pajares, 2006b). These findings support the fact that Bandura (1997) had proposed that human beings who had accomplished a task feel more efficacious in displaying the same behavior or a behavior that required a higher amount of competence. Then, the person becomes aware of the fact he can succeed if he perseveres in the face of difficulty. However, the person who could not complete an action could not feel able

to do another task concerning the unaccomplished one (Bandura, 1997). Thus, with the help of meticulous examination of the results of the performed or not performed behaviors, the person can develop self-efficacy beliefs. This perseverance and careful considerations generate a strong belief in human capability to act (Bandura, 1997). With the help of these performance accomplishments, the person starts to believe that he can succeed at any task if he perseveres (Palmer, 2006).

Through observing the behaviors displayed by social models (Bandura, 1997) human beings can also develop their efficacy beliefs. Lent, Lopez, Brown, and Gore (1996) had research on vicarious experiences provided by both peer and adult modeling experiences and their relations with self-efficacy beliefs. The results of the study indicated that this source had predicted self-efficacy beliefs ranging from low to modest levels. Similarly, other studies focusing only on peer-related vicarious experiences (Ahn, Bong, & Kim, 2017; Klassen, 2002) or adult-related ones (Ahn, Usher, Butz, & Bong, 2016; Usher & Pajares, 2006a) indicated the relationship between vicarious experiences and self-efficacy beliefs.

Social persuasion, getting verbal messages from people who are important to us such as our colleagues, our friends our supervisors, teachers, or administrators, is the third important source that fosters the development of self-efficacy beliefs. Receiving encouraging messages from these people boost one's belief in their abilities (Matsui et al., 1990; Usher & Pajares, 2008). This source gets to be more effective when it is accurate, and when this persuasion is retrieved from the person who is more skillful such as teachers, instructors, and a person who is felt to be reliable (Bong & Skaalvik, 2003). Finally, emotional conditions such as anxiety, stress, or physiological ones such as fatigue, and mood could be indicators of one's self-efficacy beliefs. These physiological arousals could be observed while students are appraising their performances under various conditions. The studies related to emotional and physiological conditions and their relation with self-efficacy indicated that students feeling positive are likely to have higher self-efficacy beliefs while the ones feeling worried or depressed tended to have lower self-efficacy (e.g. Bates & Khasawneh, 2007; Klassen, 2004; Smith, 2001). Considering the studies related to these sources, the results need to be interpreted cautiously since it is quite not possible to identify

consistent results that support the fact that these sources are influential for the development of self-efficacy. While some studies significantly found the correlation of self-efficacy beliefs and its sources (e.g. Bates & Khasawneh, 2007; Klassen, 2004; Smith, 2001; Usher & Pajares, 2008), in some studies, the correlation between the sources of self-efficacy and self-efficacy itself was not established (e.g. Hampton & Mason, 2003; Matsui, et al., 1990; Usher & Pajares, 2006a, Zelanak, 2014).

Usher and Pajares (2008) stated in their review on self-efficacy research that this failure on finding a correlation between these two might be related to the problems in the design of research methodologies, the choices of the instrument, and the contextual issues in related studies. For methodology and the choice of instrument considering the domain-specific nature of self-efficacy might be useful since “the construction of sound efficacy scales relies on a good conceptual analysis of the relevant domain of functioning. Knowledge of the activity domain specifies which aspects of personal efficacy should be measured” (Bandura, 2006, p. 310).

2.4.2 Factors affecting students’ self-efficacy beliefs in higher education

The review of research starting from the 1980s indicated that rewards, goal setting, peer or teacher models, feedback taken from peers or instructors, strategies used for tasks, self-evaluation, and assessment (Klassen, 2002) can boost students’ self-efficacy beliefs. The majority of these studies were conducted at the elementary and secondary levels. Considering higher education studies, it could be said that the majority of them could be observed after the year 2000 (Van Dinther, Dochy, & Segers, 2011). Initially, the amount of experience was effective in developing students’ self-efficacy beliefs in higher education settings (Cantrell, Young, & Moore, 2003; Miller & Byers, 2008; Tang et al., 2004). Moreover, methodologies used in class such as lectures, discussion, classroom visits, or micro-teaching can improve the four sources that construct students’ efficacy beliefs (Van Dinter et al., 2011; Settlage, 2000. Ren (2000) had found out that the combined library works such as lectures, demonstration, hands-on practice, and assignments are related to the sources of self-efficacy beliefs, highlighting mastery experiences. For writing courses and developing students’ writing self-efficacy beliefs; though not specifically focusing on developing

students' writing self-efficacy beliefs, the studies indicated more engagement in writing leads to lower writing anxiety and apprehension among students (Aljafen, 2013; Bannister, 1992; Lee & Krashen, 2002) which strongly contributes to the growth of self-efficacy beliefs in writing (Pajares & Valiante, 2001). Thus, it could be inferred that engaging in various writing tasks would be contributing to how students develop writing self-efficacy beliefs.

Peer tutoring and studying with peers were also effective in raising self-efficacy beliefs in higher education settings. According to Bandura (2005), adolescents can develop self-efficacy beliefs through their relations with their peers. Their peers influence them because the adolescent can be familiar with real-life skills, get autonomy, and develop their values with the help of which they can evaluate their self-efficacy through their relations with their peers (Schunk & Meece, 2005). Griffin and Griffin (1998) had found out that reciprocal peer tutoring (RPT) had a certain influence on how students develop self-efficacy. A growing body of research generally demonstrates the existence of a positive relationship between strong peer bonds and higher academic achievement (Andreou & Metallidou, 2004; Llorca, Cristina Richaud, & Malonda, 2017; Kokkinos & Kipritsi, 2012). In addition to peer tutoring, studies related to the influence of modeling on the development of self-efficacy beliefs (e.g. Brannagan, Dellinger, Thomas, Mitchell, Lewis-Trabeaux, & Dupre, 2013; Schunk, 2001) indicated that modeling the desired behavior by adults and peers is critical for the development of self-efficacy beliefs. The student who observes an efficacious model may start to believe that if the model can perform the desired action, they can do it as well (Schunk, 2001). As students start doing the modeled actions, they become aware of their learning progress, and this awareness strengthens their sense of self-efficacy (Schunk & Zimmerman, 2006). The studies related to peer relations and academic writing generally focused on peer feedback, collaborative learning, modeled strategy instruction, and academic writing performance and self-efficacy (Schunk & Swartz, 1993). There is no study directly related to students' academic writing self-efficacy at higher education settings, though the ones at other levels are limited in number as well.

Another factor that is important for positive self-efficacy development is strongly related to the academic environment that the students were in (Hymel, Comfort,

Schonert-Reichl, & McDougall, 1996; Smith, 2002). The studies focusing on the relationship between self-efficacy beliefs and school climate supported the fact that how much students involve and participate in schoolwork was partially related to how much the school environment made these students feel autonomous and related, which in turn contributed to the growth of positive self-efficacy beliefs, academic achievement and the decrement in school dropout.

2.4.3 Self-efficacy research on English language learning

The interaction of triadic determinants in SCT, that is, the reciprocal relationships among behavioral, environmental, and personal factors, had a relative contribution to human functioning and potentialities upon the certain situation, activity, or socio-structural constraints and opportunities (Pervin & John, 1999). Among these, the interaction can seriously be observed by a child's linguistic development which starts simply modeling the speech heard around, goes on with understanding, perceiving, and organizing the events that are heard; and which later, guides the child's thought on the things around him. As children grow up, they become aware of the communication patterns among grown-ups, develop their way of communication. While doing this, they also become aware of the usefulness of the language in directing their actions, and in explaining their own opinions to others. Thus, the social cognitive theory has highly been a matter of research in the field of linguistics, language teaching, and learning (Bandura, 1991). A body of literature provides instances of the fact that self-efficacy is positively associated with achievement (e.g. Bong, 2001; Hackett, Betz, Casas, & Rocha-Singh, 1992, Schunk & Swartz, 1993).

A systematic review of literature on self-efficacy studies in the English Language Teaching (ELT) field; covering the years from 2003 to 2012 was carried out by Raoofi, Tan, and Chan (2012). The study indicated that many researchers had started to be interested in examining the influence of self-efficacy beliefs on students' language learning process (Raoofi, Tan, & Chan, 2012). Moreover, the results of the systematic review indicated that great amount of these articles indicated the close relationship between self-efficacy and success in learning English. The studies conducted by Mills et al. (2006, 2007) specifically focused on proficiency in four skills that are reading,

listening, speaking, and writing. The studies examined had similar results with other studies in other disciplines displaying the positive relationship between self-efficacy and achievement in English language skills.

Several studies were found to examine factors like strategies, styles, and contextual variables in relation to students' self-efficacy in the foreign language learning context (Bonyadi, Nikou, & Shahbaz, 2012; Magogwe & Oliver, 2007; Raoofi et al., 2012;). Those studies indicated that the use of language learning strategies was significantly related to a learner's self-efficacy (Bonyadi et al., 2012; Magogwe & Oliver, 2007). Templin, Guile, and Okuma (2001) conducted a study with Japanese college students who learned English as a foreign language. In this study, the participants were provided with self-efficacy embedded instruction based on a self-efficacy syllabus. The goal of this program was to master the desired tasks developed for the course. The researchers had found that instruction types that foster self-efficacy beliefs positively affect learning outcomes.

There are a limited number of articles that probed on the effect of self-efficacy on the affective domain of learning a foreign language (Erkan & Saban, 2011; Pintrich & De Groot, 1990; Raoofi et. al, 2012; Tuncer & Dogan, 2016; Wang, 2006). Though the results of these studies were somehow controversial, it could be said that apprehension and anxiety were found to have a negative correlation with self-efficacy beliefs.

Within this growing body of interest towards self-efficacy research in the field of ELT, the researchers started to develop skill-oriented self-efficacy belief scales to measure students' efficacy beliefs on four skills; that is, reading, listening, speaking, and writing (Chen, 2007). Thus, depending on the purpose of this study, the ones dealing with writing and writing-self efficacy beliefs were examined in the following part.

2.4.4 Self-efficacy beliefs and writing in English

A growing body of research indicated that self-efficacy beliefs predict writing outcomes and significantly correlated with writing performance (e.g. Bandura, Bruning, & Horn, 2000; Rankin, Bruning, & Timme, 1994; Pajares, Miller, & Johnson,

1999; Schunk & Swartz, 1993a). This significant relation inevitably indicated the need for measuring academic writing self-efficacy beliefs specifically finding out the dimensions to be measured in writing as well. Writing self-efficacy is defined as “the individual’s judgment of being able to use the set of skills needed to perform different types of writing tasks” (Pajares & Johnson, 1994, p. 9).

Shell, Colvin, and Bruning (1989) conducted a study with college students to find out the relationships among students’ writing self-efficacy beliefs and reading self-efficacy beliefs, their self-confidence for achievement, and their achievement in these courses. They found out that students’ positive beliefs towards their achievement had positively affected their achievement. It was also found out that students’ beliefs towards their comprehension skills in reading and component skills in writing differed from each other based on their grade level.

Pajares and Johnson (1994) explored the relationship among students’ writing apprehension, general self-confidence, writing self-confidence, and their achievement in writing with a research study conducted among pre-service teachers. The study was run for over a semester. They collected the data by submitting scales on writing apprehension, general self-confidence, writing self-confidence; and students’ course grades were used as outcome variables for measuring students’ success in writing. The results of the study displayed the existence of a negative relationship between students’ writing apprehension and their success in writing and their both general confidence and confidence in writing, whereas students’ writing confidence was positively correlated to their achievement in writing. Students’ general confidence was found to be related to students’ confidence in writing and their apprehension; however, it did not significantly predict students’ achievement in writing.

Similarly, the study by Zimmerman and Bandura (1994) indicated that college students’ self-efficacy for doing writing activities, their goals in their grades, and their writing self-efficacy predicted their writing achievement. Pajares and Valiante (1999) had developed the “Writing Self-Efficacy Scale” on which they were expected to “provide judgments of their confidence in their ability to successfully perform grammar, usage, composition, and mechanical writing skills, such as correctly

punctuating a one-page passage or organizing sentences into a paragraph to clearly express a theme” (p. 240). With the help of the invaluable study by Zimmerman and Kitsantas (1999), the concept of self-regulation of writing has been added to other ones related to mechanical and composition skills used while writing.

Bruning, Dempsey, Kauffman, Zumbrunn, and McKim (2013) had developed the “Self-Efficacy for Writing Scale” in which three dimensions of writing; that is “ideation, writing conventions and self-regulation” (p.13) were reflected depending on “The Cognitive Model of Writing” by Flower and Hayes (1980, p.80). The first dimension of the scale was ideation. This domain was primarily focusing on idea generation (Schraw, 2006). In this factor, the participants were being asked about their self-efficacy beliefs related to how they can generate ideas and convey them within a written process. The second dimension is on writing conventions. In this factor, the students were asked about the mechanics of writing such as how to use grammar rules, punctuation, and correct vocabulary in their writings. The last factor of the scale included items measuring self-regulation. Self-regulation items were related to organizing time, appropriate learning environment for writing, and evaluating the writing process. The scale applied to first-year university students and the results indicated the existence of a positive relationship between writing self-efficacy and performance in written tasks (Bruning et al., 2013)

Though the studies specifically focusing on the sources of writing self-efficacy beliefs are rare in number, all these studies indicate that these sources are also relating to self-efficacy beliefs for writing. None can deny the fact that “a young writer may feel a sense of accomplishment after crafting a single sentence well, but this small and private mastery experience may remain unnoticed by others.” (Pajares, Johnson, & Usher, 2007, p. 108). This study by Pajares et al. (2007) is the only study that focused on the relationship between sources of self-efficacy beliefs and writing self-efficacy. In their study, the researchers adapted the items in the “Sources of Self-Efficacy” scale by Multon, Brown, and Lent (1991) in a way to reflect writing; and there were 28 items on the scale representing the four sources of self-efficacy beliefs. The sample items from the scale were as follows:

Mastery experience: “I get good grades in writing.”, “When I come across a tough writing assignment, I work on it until I complete it.”

Vicarious experience: “Many of the adults I admire are good writers.”, “Most of my friends are poor writers.”

Social Persuasion: “People often tell me that I am a good writer.”, “My relatives believe that I am a good writer.”

Physiological arousals: “Just thinking about writing makes me nervous.”, “Writing makes me feel uneasy and confused.” (Pajares et al., 2007)

To measure writing self-efficacy beliefs, the researchers used Pajares and Valiante’s (1999) Writing Skills Self-Efficacy scale. The scale included 10 items measuring how much the students are sure that they could perform specific writing skills. The students rated their abilities on a scale from 0 (completely uncertain) to 100 (completely certain). The skills ranged from basic such as writing simple sentences with good grammar to more developed ones that have a good introduction, body, and conclusion (Pajares et al., 2007). The researchers had collected the data from 1256 students studying at elementary school, middle school, and high school. 633 girls and 623 boys attended the study; among these 296 of them were from elementary school, 497 from middle school, and 463 of them were from high school. The results of the study indicated that mastery experience was the strongest predictor of writing self-efficacy beliefs ($r = .49$). While social persuasion had the second predictive power ($r = .12$), anxiety and stress accounted for 10 % of the variance in students’ writing self-efficacy belief. The negative predictive power of anxiety and stress indicated the fact that the more students feel anxious the less is their self-efficacy beliefs for writing. The vicarious experience did not predict the writing self-efficacy beliefs. The effects were similar for boys and girls. To a great extent, these results specifically focusing on writing were in parallel with the studies on personal self-efficacy beliefs and their sources.

Considering the national context studies, Yavuz Erkan (2004) developed a 21-item writing self-efficacy scale. They applied a 75-hour intervention program that aimed to change participants’ belief in their writing ability, writing attitude and writing apprehension. After this intervention program, they submitted the scale to the

participants and they analyzed the data they obtained to examine the relationship among the variables studied. The results of the study indicated that the more students feel anxious while writing, the less they feel capable of producing the desired writing tasks, and this leads to decrements in their achievement in writing. Surprisingly, the correlation between students' attitudes towards writing was positively correlated with their writing apprehension.

As a follow-up to this study, this 21- item scale was adapted by Yavuz Erkan and İflazoğlu-Saban (2011) in another study. The new scale included 28 items measuring students' writing self-efficacy beliefs on a four-point Likert scale ranging from "1) I do it very well" to "4) I do not do it well at all". The original form of the scale (Yavuz Erkan, 2004) included factors on content, design, unity, accuracy, and punctuation. The statements in each factor were in "I can" statements on students' ability for writing in English. The factor analysis yielded a four-factor structure in contrast to the version in 2004. The items related to the design and unity domain were loaded on one factor together. Hence, the researchers decided to have one factor named "Design-Unity". These four factors; Design-Unity, Accuracy, Content, and Punctuation accounted for 66.16% of the variance explained in writing self-efficacy. The Cronbach alpha was found to be .92 for content, .94 for design-unity, .74 for accuracy, and .72 for punctuation.

Kırmızı and Kırmızı (2015) examined the relationship among students writing self-efficacy in English, writing anxiety, and the potential reasons for this anxiety in a Turkish higher education context. The sample of the study was the students from the English Language and Literature department. The data were collected through Cheng's (2004) "Second Language Writing Anxiety Inventory (SLWAI)" and the "Causes of Writing Anxiety Inventory (CWAI)" by Rezaei and Jafari (2014), and the "Writing Efficacy Scale (WES)" by Yavuz Erkan (2004). The results of the study indicated that the participants felt moderately efficacious while writing in English at all sub-domains of writing efficacy as content, mechanics, punctuation, and unity. Concerning writing anxiety, the participants felt moderately anxious while writing. There was a strong negative correlation between writing self-efficacy and writing anxiety. Besides, the students' level of writing anxiety displayed a difference among

male and female participants; in that, male students felt highly efficacious in L2 writing, thus, their writing anxiety was less in comparison to female students. As for the major causes of writing anxiety among Turkish foreign language learners, deadlines for submitting the homework, and instructors' negative comments were mentioned as common reasons for writing anxiety by the students (Kırmızı & Kırmızı, 2015).

İncecay and Genç (2014) conducted a study on university students' use of blogs and their relation with writing self-efficacy. The sample of the research were university students who studied in an English Medium setting. They collected the data using a writing-efficacy scale developed by Yavuz Erkan & İflazoğlu Saban (2011), and semi-structured interviews were done with the participants on the use of blogs. They submitted a writing self-efficacy scale to the participants both at the beginning and the end of the semester after they used blogs throughout one semester in their writing classes. Though the quantitative results of the study indicated that there was not a significant relationship between students' self-efficacy beliefs in writing and the use of blogs, the semi-structured interviews indicated that the students became aware of using different methods in their writing process, this awareness made them feel better while they are writing (İncecay & Genç, 2014).

Tanyer (2015) conducted a study to find out the relationship between students' self-efficacy for writing and reading and their writing performance. The researcher collected the data by "Self-Efficacy in Writing (SEW)" and "Self-Efficacy in Reading (SER)" scales developed by Prat-Sala and Redford (2010). First-year EFL pre-service teachers studying at a Turkish state university (N=116) formed the sample of the study. In order to evaluate students' writing performances, the researchers submitted a short essay task for the final exam of the writing course, and the students' papers were graded by two instructors. The findings revealed that writing self-efficacy there was a positive and significant correlation between writing performance and reading self-efficacy. Additionally, hierarchical regression analysis indicated that self-efficacy for reading and writing significantly predicted the achievement in the writing course.

Kavanoz and Yüksel (2016) developed a self-efficacy scale for academic writing in English. They conducted a study with 199 faculty members working at various universities. The scale was found to be a two-factor scale as self-efficacy explaining 69.51% of the variance in text composing self-efficacy, explaining 6.04% of the variance in text production self-efficacy. The reliability of the total scale was found as .98; .98 for the nature of the text composing factor and .90 for text production factor. All in all, the review on the sources of self-efficacy beliefs and writing self-efficacy indicated the need for focusing on these sources while designing a modeling study for writing self-efficacy beliefs not because the information related to self-efficacy is coming from them does not have a direct influence on self-efficacy, but because these sources are important since they are cognitively evaluated (Bandura, 1977, Bandura, 1986). During this cognitive efficacy evaluation process, people also evaluate factors such as task difficulty, students' effort, the support they received from their instructors, the task outcome, their success, and failure in these tasks (Schunk, 1989b; Schunk, 1991). This complex nature of cognitive appraisal that the person is informed about what self-efficacy is based on (Pajares, 1997). It could be understood from this nature that rather than a specific scale to represent these sources, the factors predicting or influencing these sources and other personal or situational factors also need to be considered while studying writing self-efficacy beliefs.

Additionally, the majority of the studies were not specifically dealing with writing or academic writing self-efficacy. The ones examined indicated the certain need for considering a variety of tasks, peers, modeling, feedback, and school environment while hypothesizing a structural model for academic writing self-efficacy. Apart from these factors, a closer look to the field of academic writing indicated the inevitable need for examining the relationship between academic writing and reading since the studies conducted over thirty years have displayed that students at higher education settings are all expected to engage in a certain amount of academic reading and writing tasks (Rosenfeld, Leung, & Oltman, 2001) and these tasks and their integration on producing academic texts are extremely essential for both the faculty members and the students (Spack, 2004; Zhu, 2004).

With the hypothesized model, the need for a closer examination of writing self-efficacy, the sources of it, and the factors influencing or related to writing self-efficacy would be possible and contribute to the literature since fostering students' writing self-efficacy beliefs would undeniably be contributing to their success in written work. Furthermore, it is crucially important that academic writing is a gate for students to "socialize in the academy and it is also the link between students' entry into disciplinary communities and their acquisition of the formal conventions associated with the academy" (Leibowitz, Goodman, Hannon, & Parkerson, 1997, p.5).

2.5 Academic Reading at English Medium Higher Education

The English language skill which is certainly more commonly used at EMI settings is reading because the majority of the tasks and precisely the assessment procedures used at university courses depend on students' reading texts such as selected chapters from textbooks, weekly readings from books, journals, reports, conference papers or theses (Sengupta, 2002; Spack, 1993). Thus, academic reading can be defined as a multifaceted and purposeful task that requires dealing with a great number of arduous, discipline-specific texts, and also careful, meaningful synthesis of the information retrieved from these texts to develop your view and scope on the read topic (Carrell & Carson, 1997; Huckin & Flower, 1990). Additionally, students are expected to be aware of authorial intentions and purposes (Huckin & Flower, 1990). The common use of reading made it inevitable that without success in reading skills, it was impossible to succeed in the departments. The research conducted among students in EFL settings or EMI institutions indicated that they found reading as demanding since they need to spend longer times than native speakers to finish an assigned academic reading text (e.g. Durkin, 2004; Kaplan, 2005; Newman, 2001); and they need to have further training to form the habit of critical reading (e.g. Flower et.al, 1990; Reid, 1998).

Fang (2012) conducted a review of literature on the studies conducted at higher education L2 settings for identifying the challenges that students encounter in second language reading. The reviewed studies indicated that students find it difficult to handle the linguistic variation based on the variation of the disciplines. This linguistic

variation had also led to certain problems in reading comprehension. Apart from the nature of the reading itself, reading also forms the basis for the majority of academic writing tasks since students were being asked to write texts on various genres based on their readings. Due to this, the students who are trying to understand the new reading norms of the academic community have certain challenges in producing the desired writing tasks (Kuzborska, 2015). Hence, careful observation of the relationship between academic reading and writing must be done to find a way to handle this challenge.

2.5.1 The relationship between academic reading and academic writing

Interpret and synthesize. What the hell does that mean? Synthesize means to pull together, no, to make something up. Why should I want to make something up? (Flower, Ackerman, Kantz, McCormick, & Peck, 1990, p. 3)

The quotation above is taken from an interview with an international master's degree student. He clarified the point that the difficulty he had in writing is not related to his language skills such as grammar, punctuation, or organization patterns expected, but it was certainly related to the reading task that he did previously to submit the writing assignment for the weekly review tasks done in class. For a long, a great amount of research in the field of L2 reading has indicated that reading and writing are highly related to each other in terms of the cognitive nature of literacy and the tasks provided in academic communities (Hudson, 2007, Kuzborska, 2015). Paltridge et al. (2009) had summarized the relationship between writing as "write based on what is read" and "read for what is to write" (p.9), and accumulate all this knowledge in their book written for teachers of academic writing in the second language.

Hirvela (2004) stated that the majority of written tasks at postsecondary level reading can be regarded as input for writing. The students can demonstrate what they had understood from the reading they did via the piece of written work they had prepared (Spack, 1997). Thus, the students had to read the text iteratively to get the gist for the content, coherence, and organization of the written work they would be preparing. This situation precisely indicates that reading and writing are "reciprocal activities in that the outcome of a reading activity can serve as input for writing, and writing can

lead students to further reading resources” (Grabe & Kaplan, 1996, p. 297). Moreover, the majority of the tasks such as taking notes, summarizing the information obtained from a text that is being read, paraphrasing this information, synthesizing the information taken from various texts, answering essay type exam questions, or writing an extended research paper or literature review at departmental courses include the integration of writing and reading (Zhu, 2004).

Grabe and Zhang (2013) in their review of the literature identified nine possible problems observed in academic writing and reading in second language settings. These were stated as below:

Less writing practice with L2 academic writing tasks
Weaker and widely varying L2 reading skills in English
Limited experience with extensive reading and/or application of information from reading-for-writing tasks
Limited vocabulary knowledge in comparison with L1 students
Limited grammatical accuracy
Differing motivations for being in a classroom requiring L2 reading/writing tasks
A relative lack of tacit knowledge about how L2 texts are organized and how they should be organized while writing (i.e., L2 intuitive knowledge and extensive practice is largely missing)
Limited fluency in English writing; thus, composing takes longer and proceeds with more fits and starts, and L2 students do not produce longer automatic phrasings while writing
Less L2 cultural and background knowledge to draw on.”(p. 11)

These problems would inevitably decrease general academic success at departmental work since the majority of the academic tasks at undergraduate or graduate levels necessitated the integration of reading, listening, and writing skills on a task (Rosenfeld, Leung, & Oltman, 2001). Due to this strong relationship between academic reading and writing, it is inevitable to consider the fact that students who have difficulty in academic reading would most probably have difficulty in producing the expected writing tasks in their departments. It might be inferred that fostering students’ comprehension in reading would especially be contributing to their success in academic writing as well.

2.5.2 Factors affecting students' success in reading comprehension

In order to improve success in academic reading and text comprehension, undeniably students should have a great amount of vocabulary knowledge in L2 (Choi & Zhang, 2018; Koda, 2007; Urquhart & Weir, 1998). In addition to vocabulary knowledge, the “depth of vocabulary knowledge” (Nasaji, 2004, p. 112); that is how well the meanings are known is also important for foreign language learners to comprehend the text (Nergis, 2013). Syntactic awareness; being aware of the grammatical structures, is strongly related to second language reading comprehension (Bernhardt, 2005; Grabe, 2009; Koda 2005)

The recent trend in reading comprehension research has been emphasizing the importance of metacognitive strategy use; that is conscious monitoring of the comprehension, to succeed in academic reading (Malcolm, 2009; Sheorey & Mokhtari, 2001). Moving back to past research, it is quite obvious that the time spends on reading would precisely contribute to students' success in text comprehension (Cox & Guthrie, 2001; Wang & Guthrie, 2000; Wigfield & Guthrie, 1997); and cultural background of the readers can be a reason to succeed or fail in comprehending a text in English (Anderson, Wilson & Fielding, 1988; Cain, Oakhiee, & Bryant, 2000).

Considering affective constructs, Wigfield and Guthrie (1997) proposed that reading efficacy, prominence, motivation, interest, engagement, the inclination to challenge, perception, grades, competition and work anticipation can be effective on reading comprehension. Among these, the studies indicated that motivation for reading affects students' reading comprehension and success in reading (Chapman & Tunmer, 1995; Guthrie, Wigfield, Metsala, & Cox, 1999; Paige, 2011, Wang & Guthrie, 2004). Though the effect of motivation on reading comprehension had been widely explored, the concept of reading self-efficacy or academic reading self-efficacy can be stated to be underexplored. This could be related to the fact that the majority of the researchers and instructors are more concerned about the use of cognitive or metacognitive strategies to comprehend a text in English, dealing with unknown vocabulary, fast reading strategies, and their influence on students' achievement. Though these aspects are explored and are still being among the major focus of

research in the field of reading, other underlying affective factors such as self-efficacy are to be explored more since they are also important for developing reading skills and strategies. Moreover, considering the outcome variable of the hypothesized model in this research study, researching academic reading self-efficacy beliefs and their relation to academic writing self-efficacy beliefs would significantly contribute to the exploration of academic reading self-efficacy beliefs as well.

2.5.3 The research on self-efficacy beliefs and reading

Academic reading self-efficacy belief can be defined as the belief that the students have on their capability to read the academic reading texts (Prat-Sala & Redford, 2010). There are few studies conducted on reading or academic reading self-efficacy beliefs; the majority of which indicated positive correlations with reading achievement.

Starting from earlier studies, Schunk and Rice (1989) explored the effect of goal setting on students' self-efficacy and their reading comprehension in a study conducted among students with low reading skills. The goal-setting procedure was identified as goals related to the process of learning and the goals for achievement. Students were involved in a program in which they were taught strategies such as finding main ideas, dealing with unknown vocabulary to answer comprehension questions by their teacher who explained and demonstrated the strategy. Actually, the teacher was the cognitive model for using reading strategies. At each lesson, one group of students received training on a task with a process goal such as trying to use a comprehension strategy, whereas others were trained on a reading achievement goal such as answering vocabulary questions. Children in a third (control) group did not receive any training. Compared with control students, the students who had taken training on goal setting turned out to have higher self-efficacy for answering comprehension questions (Schunk & Rice, 1989)

In a Ph.D. study, Waleff (2010) conducted mixed methods design including an experiment to examine the relationship among the implementation of activities that develop mastery experiences, students' reading self-efficacy and achievement.

The sample of the study had an intermediate English level. The experimental group had 9-weeks of training by their teacher on mastery orientation reading goals. Before the training, the researcher submitted the “Reader Self-Perception Scale” and the “4-Sight Reading Test”. After nine weeks, this scale and the test were resubmitted. In order to analyze the mean differences in self-efficacy, achievement, the researchers utilized repeated measures t-tests. They also conducted a correlation analysis for examining the relationship between self-efficacy and achievement. Repeated measures t-test indicated that if the teacher implemented activities that are related to mastering the tasks suggested, this would positively influence both the development of self-efficacy beliefs and students’ reading achievement. There was also a positive correlation between students’ reading achievement and their self-efficacy beliefs.

Shang (2010) designed a study that explored the relationship between the use of cognitive, metacognitive, and compensation strategies of reading and reading comprehension self-efficacy in English. The study was conducted among fifty-three English-major freshmen at a university in Taiwan. In order to measure self-efficacy, the researcher used Wong’s (2005) “Language Self-efficacy Scale”. As for the reading strategies the researcher used various tools as Oxford’s (1990) “Strategy Inventory for Language Learning” version 7.0, Carrell’s (1989) “Metacognitive Strategies Questionnaire”, Pintrich et al.’s (1991) “The Motivated Strategies for Learning Questionnaire” (MSLQ), Baker and Boonkit’s (2004) English Reading Strategies Questionnaire. The results of the study showed that the most frequently used reading strategy was the metacognitive strategy. The second frequent strategy employed by students was the compensation strategy, and the third strategy was the cognitive strategy. Additionally, there was a significant positive relationship between the use of cognitive, metacognitive, compensation strategies, and their self-efficacy beliefs on comprehending an English text.

A similar study examining the relationship between self-efficacy and the use of reading strategies was conducted by Wang and Li (2010) among undergraduate students studying at an EMI university in China. The participants were given reading instructions to use reading strategies and the use of strategies. The results of the study indicated that reading self-efficacy was significantly and positively related to the

use of reading strategies. The students with a high level of self-efficacy employed more reading strategies while reading a text in English than the students with lower levels of self-efficacy.

Naseri and Ghabanchi (2014) conducted a study to examine the relationship between self-efficacy beliefs, Locus of Control (LOC), and reading comprehension. The study was conducted among 81 advanced EFL students. The researchers had collected the data using the “Michigan Reading Comprehension Test” to measure students’ achievement in reading comprehension. They have adapted “The Persian General Self-efficacy Scale” developed by Nezami, Schwarzer, and Jerusalem (1996) for measuring reading self-efficacy. The results of the study indicated that there was a significant strong positive correlation among self-efficacy beliefs, LOC, and reading comprehension.

All in all, this review on self-efficacy beliefs and their relation to reading, indicated that reading achievement and the use of reading strategies are related to students’ self-efficacy beliefs.

2.5.4 The relationship between academic reading self-efficacy and academic writing self-efficacy

In addition to reading achievement and the use of reading strategies, several studies indicated positive relations with writing achievement and writing self-efficacy beliefs. Shell, Murphy, and Bruning (1989) conducted a study to investigate to what extent students’ self-efficacy beliefs and their outcome expectancy beliefs predict their achievement in both reading and writing. The study was conducted among 153 undergraduate students in an American university. They collected the data by the tool the authors themselves developed: “Writing Skills Self-Efficacy Scale” (Shell et al., 1989). In order to measure student comprehension in reading, the researchers submitted the “Degrees of Reading Power Test” and as for the writing, the students’ writings in their courses were holistically graded. The results of the study indicated that self-efficacy and outcome anticipations significantly predicted students’ reading achievement. Moreover, self-efficacy was found to be a strong predictor of both

reading and writing achievement. They also run canonical correlation analysis which indicated that positive reading beliefs contribute more to the achievement of reading and writing.

Prat-Sala and Redford (2010) examined the nature of the relationship among intrinsic/extrinsic reading motivation, reading self-efficacy, writing self-efficacy, and deep/strategies/surface strategies of studying on a reading text. For this study, they used the “Work Preference Inventory Motivation Questionnaire” (Amabile, Hill & Hennessey, 1994), “Self-Efficacy in Reading and Writing Questionnaires”, and the short version of the “Revised Approaches to Study Inventory” (Entwistle, Tait & McCune, 2000) to collect the data among 163 university students. To conduct the study, the researchers developed the “Self-Efficacy in Reading Scale (SER)” measuring students’ self-efficacy belief in reading considering academic texts in higher education and “Self-Efficacy in Writing Scale (SEW)” measuring students’ efficacy beliefs in essay writing in higher education. There were 12 items in each instrument. In order to define the level of self-efficacy both in academic reading and academic writing, by taking the mean of all items at each instrument, a total efficacy value was calculated. The results of the study displayed the students with high self-efficacy in both reading and writing were more likely to use either a deep or a strategic approach while studying a text in English, whereas the students with lower self-efficacy preferred to use a surface approach. This study bears a unique quality that the instruments developed to measure students’ academic reading and academic writing self-efficacy were the first ones specifically measuring academic reading and writing task-related efficacy rather than general reading and writing efficacy beliefs.

As a follow up to the study in 2010, Prat-Sala and Redford (2012) examined the nature of the relationship among writing self-efficacy, reading self-efficacy, and writing performance of students with 145 psychology major students in the UK. They found that both efficacy variables were related to performance in writing. With data collected from 289 nursing students, Maguire, Reynolds, and Delahunt (2013) examined the association between learning strategies and writing self-efficacy. Only first-year students were taken into sample since these students found themselves as a novice in terms of developing authorial identity and using learning strategies.

They used the “Self-efficacy in Reading Scale” and “Self-efficacy in Writing Scale” by Prat-Sala and Redford (2010), and “Student Authorship Questionnaire” by Pitman, Elander, Lusher, Fox, and Payne (2009). They also used 5 items of the “Harvard Writing Survey” (Sommer & Saltz, 2004). The results of the study indicated that the students were efficacious in writing. In addition, students’ beliefs in their authorship were positively correlated with writing and reading self-efficacy. Besides, reading self-efficacy was reported to be positively associated with writing self-efficacy

Lastly, in the national context, Tanyer (2015) collected data from first-year EFL pre-service teachers studying at a state university in Turkey (n=116). Similarly, Prat-Sala and Redford's writing and reading self-efficacy scales were administered. Findings were consistent with the international literature showing that reading self-efficacy, writing self-efficacy, and writing performance were positively related.

This review indicated that the interconnected relationship between reading and writing can also be observed in reading and writing self-efficacy beliefs; which were proved to be positively related to performance in reading and writing. Additionally, it was also seen that the research on specific academic reading and writing self-efficacy beliefs is limited. Thus, researching academic reading self-efficacy beliefs of students and their relation to academic writing self-efficacy beliefs would also be contributing to literature in the field.

2.5.5 Reading frequency, career interest, and academic reading self-efficacy

In the proposed structural model for this study, academic reading self-efficacy beliefs of undergraduate students were the mediator variable that was studied in relation to students’ career interest and time dedicated to reading tasks in English. It was hypothesized that academic reading self-efficacy beliefs would be mediating the relationship between students’ career interest, reading frequency, and academic writing self-efficacy beliefs.

Considering reading self-efficacy beliefs of undergraduates, it was an obvious fact that the students who dedicate more time to read in the target language would precisely be

more proficient readers of English (Brophy & Good, 1986; Taylor, Frye, & Maruyama, 1990; Wang, 2016). This feeling of achievement would boost their efficacy beliefs and also this feeling of mastering the desired task was proven to be the most powerful predictor of efficacy beliefs (Bandura, 1986, 1997; Multon, Brown, Steven, & Lent, 1991; Schunk, 1984).

It was also hypothesized that undergraduates who are interested in their future career and their field would have a higher level of reading self-efficacy beliefs which would be indirectly contributing to their academic writing self-efficacy beliefs since the research on students' interest in their field and their efficacy beliefs indicated the consistent evidence on significant relation between both (Lent, Brown, & Larkin, 1989; Pajares & Miller, 1995; Post, Stewart, & Smith, 1991).

All in all, with the help of the proposed model both the direct relationship between academic reading self-efficacy and academic writing self-efficacy and also the mediator effect of academic reading self-efficacy on the indirect relationship among reading frequency, career interest, and academic writing self-efficacy could be tested. That would undeniably contribute to the literature by somehow explaining the possible relations that could be observed in the complex nature of academic writing and academic reading in English.

2.6 Academic Socialization of Undergraduate Students

Socialization is “the process through which a human being learns the way of life of his/her society and develops the capacity to function both as an individual and as a member of the group” (Cohen & Orbuch, 1990, p. 37). They (1990) stated the goals of socialization as:

- having the required abilities necessitated by his/her society.
- being able to communicate efficiently with the help of developing the abilities of speaking, reading, and writing.
- being aware of the basic values and beliefs of society and adopting them.
- developing self-consciousness.

University students' socialization is defined as the process in which the students become aware of the appropriate behavior patterns used in disciplines and how displaying these expected behaviors is valued in their areas (Taylor & Anthony, 2000). Throughout this socialization process, the student internalizes these behaviors, skills, norms, and ascribe values to this knowledge in order to be a member of the academic community (Gardner & Parnes, 2007).

The complicated task of becoming integrated into the university context becomes more complex since all undergraduates who are "newcomers" (Duff, 2010, p. 169) bring their own matchless experiences and perceptions to the university classes. These experiences and perceptions were later than combined with contextual variables in the academic community, and this integration would certainly influence students' cognitive development and the quality of their learning process (Vygotsky, 1986). This complex task of being a member of the homogenous academic environment puts the students under the process of academic socialization (Wallace, 1966).

This socialization process is highly important for undergraduates since it would be key to have a positive sense of the learning environment which would be affecting students' academic achievement (Pascarella & Terenzini, 1991) and more importantly the joy of being a member of the department that they are studying in. Astin (2014) examined the studies conducted to explore the relationship between learning and students' involvement in mutual activities. The results of the study indicated that the more students became involved in the community that they were studying in, the more they learn. Among the patterns of student involvement, he identified that activities such as student-faculty interaction, student-student interaction, and participation in departmental activities were the ones commonly mentioned in the studies analyzed. He also found out both the quantity and quality of the involvement in the academic community make a difference in students' achievement and learning, their feelings towards the discipline they are studying in, and their engagement in the tasks they are studying on (Astin, 2014).

Starting from peer and faculty interaction and its effects on undergraduate student development, Fuentes, Alvarado, Berdan, and DeAngelo (2013) investigated the relationship between student-faculty interaction and the number of meaningful interactions done in faculty mentorship in the senior year. It was a longitudinal study. The data were collected for four years from the same students. The results indicated that early interaction with faculty that starts from the very beginning of the first year helps students to have more significant interactions with faculty later in college in the form of mentorship.

Umbach and Wawrzynski (2005) conducted a study to examine the relationship between the faculty's educational practices and student engagement. The study was conducted at a national level and the data were collected from 45,226 students and 14,336 faculty members from 137 schools. They collected the data from the "National Survey of Student Engagement (NSSE)". They had found out that the social educational context that the faculty members create gradually affected student's engagement in faculty and also their learning process. The students who had engaged more and learned were the ones who had studied with an instructor using vigorous and cooperative teaching methods, engaging students in practices that foster their higher-order cognitive skills, challenging students, interacting with students, and employing activities for heartening students' experiences.

Cole (2011) examined the nature of the relationship between intellectual self-concept and college GPA with a longitudinal study. The data were collected from 7,063 African-American students for four years. The data were collected by the Student Information Form and College Student Survey. The collected data were examined through multilevel regression analyses. The results of the study indicated that there was a positive and significant correlation among inter-racial interactions, relationships between students and faculty members, and the intellectual self-concept of students. The interaction between students and faculty members was a significant and strong predictor of students' self-perception of their academic abilities and their self-confidence in their intellectual abilities.

Padgett, Goodman, Johnson, Saichaie, Umbach, and Pascarella (2010) conducted a study to examine the relationship between students' desire to engage in complex cognitive activities and its relationship with the quality of non-classroom interactions with faculty. The data were collected from nineteen institutions that participated in the Wabash National Study of Liberal Arts Education (WNSLAE). It was a longitudinal study. The same participants were administered the same survey used in the study. The results of the study indicated that the students who interacted more with their faculty engaged in complex cognitive activities more.

For peer interaction, Antonio (2004) tried to explore the relationship between the socialization processes of students, their self-confidence, and degree aspirations. It was a longitudinal study conducted during 1996-1997 and a sample of 2222 third-year students participated in the study. The results of the study indicated that there was a positive and strong correlation among students' socialization processes, their self-confidence, and degree aspirations; that is, the students who involved in diverse friendship groups were more self-confident and they had higher degree aspirations in comparison to the students who had homogenous friendship groups.

Kaufman and Feldman (2004) conducted a study to examine how students can form identities in the intellectual and occupational domains with the help of their interaction with peers and others. They interviewed 82 participants randomly selected from a college. The researchers found out that experiences such as studying abroad foster socialization among peers in higher education. They also identified the fact that with the help of peer interaction and negotiation, students could develop their perspectives, have more cosmopolitan views of the world.

All in all, for undergraduate socialization it was displayed that students' interaction with faculty members, their peers, and being in a supportive departmental environment eases the task of being integrated into faculty and collegiate experiences.

2.6.1 Weidman's framework for undergraduate academic socialization

The research on academic socialization had followed up two streams (Weidman, 2006). The first research stream by Feldman and his colleagues is based on the developmental perspective of person-environment interaction (Feldman, Smart, & Ethington, 2001). This stream focused on the socialization of students by focusing on the sociological background characteristics of students and their personality types to be effective in students' socialization into college.

The second research stream focused on a college affect perspective (Antonio, 2004, Berger & Milem, 2000; Weidman, 2006). It has worked on the institutional diversity, interactions with faculty, the diversity of peer groups, and their impacts on the outcomes of the socialization process in higher education. In this research stream, rather than the sociological and personal traits of the students, their involvement in collegiate experiences and the interactions hold within this involvement were reflected. The stream makes use of the organizational aspects of socialization while designing the socialization framework since their design reflects the school and the change within the school in a structured way (Weidman, 2006).

Considering the forms of student involvement, Weidman (1989) had constructed a framework for undergraduate socialization. This framework reflected the institutional environment of the higher education institution in terms of both peers' and faculty members' academic culture. Three basic patterns of socialization such as interacting with others, integrating both the faculty members' and peers' expectations, and acquiring necessary knowledge and skills for actual professional practice formed the basis of the framework.

According to this framework, universities are not encapsulated environments. The students have other forms of interaction which make them ready for both academic life at university and also professional life after schools such as having Master or doctoral degrees. The process of socialization "is not regarded as linear, but as seamless, fluid, dynamic, interactive, evolving, and permeable" (Weidman, Twale, & Stein, 2001, p. 9).

This framework had unique characteristics considering socialization of students at higher education settings since “it is one of the rare higher education models that explicitly incorporate academic environments (i.e., departments), and the components of the normative contexts and socialization processes of academic environments and institutions could provide substantial assistance in understanding similarities and differences in exactly how the disparate academic environments in Holland’s theory seek to socialize students to their respective norms and values” (Feldman, Smart, & Ethington, 2004, p. 548-549). The conceptual framework for undergraduate socialization developed by Weidman (1989) is displayed in Figure 2.3.



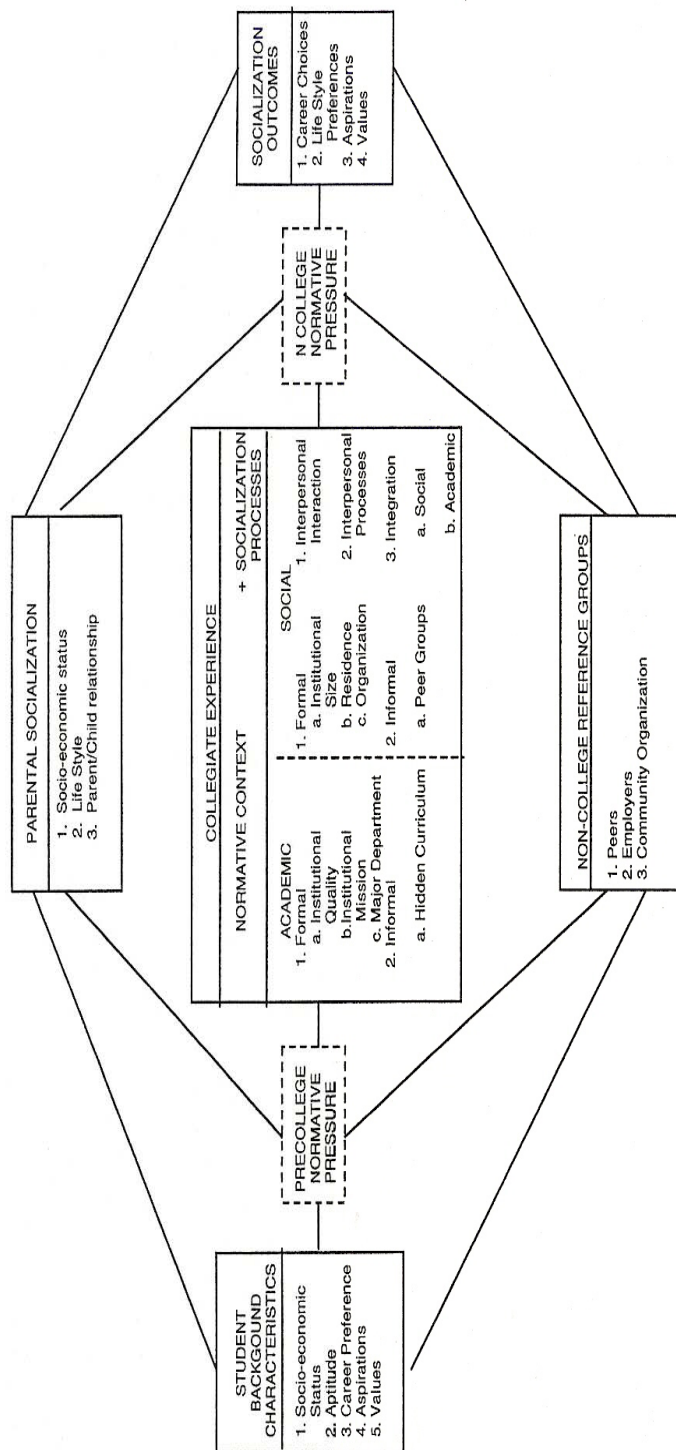


Figure 2.3. The conceptual framework for undergraduate socialization.

Note: Reprinted from pdf version of the document by John C. Weidman, 1989, Undergraduate Socialization: A Conceptual Approach. Higher Education: Handbook of Theory and Research. Vol. V (p. 299). New York: Agathon Press.

In this framework, Weidman mentioned four variables in his framework: “student background characteristics, college characteristics, measures of students’ linkages to the college environment, and the indicators of college impact” (Weidman, 1989, p. 292). The students start up their college experience with certain background characteristics, values, personal goals, and aspirations. Throughout their college years, they develop their academic experiences by being exposed to various socializing events such as attending academic events, having a relationship with their peers and their faculty members, and they even start to form a relationship with non-college partners such as work owners, departmental institutions and potential career providers. Thus, throughout the years they spend in college those background characteristics they brought to the college either change or some can be maintained (Weidman, 1989)

This framework was selected to form exogenous variables of the hypothesized model since academic writing refers to “a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise” (Laberee, 2009, p.9). The students are expected to write academic texts in their disciplines; which comprises a formal tone, investigation of a research problem with a clear focus, and correct word choice to convey ideas or concepts. All these formal conventions are also a gate to socialize in the academy in the way the students interact with their peers, the faculty members, and engage in departmental activities.

All in all, the socialization process of students is related to students’ aspirations, self-concept, adaptation, and achievement at their college experiences; thus, it deserves attention to be paid in further studies. Considering the lack of instances of the term “academic socialization” in the local literature, this proposed study bears a unique feature.

2.6.2 Academic socialization and self-efficacy beliefs

In addition to the social features of academic writing, students’ self-efficacy beliefs are also affected by their relationship with peers, their teachers (the faculty for university students), and the school environment which are stated to be at the core of

undergraduate socialization. Thus, a research study for academic writing self-efficacy beliefs of undergraduate students would be a complete work via examining its relation to undergraduate academic socialization.

Considering the relationship between socialization and self-efficacy beliefs, the majority of the research focuses on socialization within an organizational perspective examining the relationship between workers' efficacy beliefs, career expectations, and socialization process in the community that they are working in (Griffin, Colella, & Goparaju, 2000). Thus, only the research considering the development of self-efficacy beliefs of students and the socializing role played by social actors such as parents, teachers, siblings, peers, and the environment were closely examined for this present research.

In his triadic model of socio-cognitive development of human beings, Bandura (1997) suggested that the relations among the personal factors such as cognitive, affective factors, the behavioral factors such as the way of learning strategies, and the environmental factors such as the departments, the classroom are not unidirectional, but reciprocal (see Figure 2.1). While personal factors are affecting the learner's behavior, certain behavior may shape the learner's personal feelings and thoughts. While shaping behaviors, the person becomes aware of the appropriate behavior by observing the social models in the community. Imitating the observed behavior or responding to a task in the way the models responded undeniably have aided individuals to socialize in the community they exist.

Within this socialization process, social actors such as parents, peers, teachers, and siblings, play a crucial role (Kesebir, Uttal, & Gardner, 2010). These social actors are the sources for observational learning. Similar to the socialization process of the individual, these social actors also contribute to the development of self-efficacy beliefs due to the effect of observations and modeling on the development of self-efficacy beliefs. In addition to the observations and modeling, individual socialization experiences such as field trips, out-class activities, computer games, working or doing some volunteer work at various places affect the development of self-efficacy (DiBenedetto & Bembenuddy, 2012) since in all these experiences the person is

exposed to social modeling and expectations raised by models which would, in turn, contribute to the development of students' self-efficacy and self-regulatory behavior (Bandura, 1997) Hence, it could be concluded that for both the development of self-efficacy beliefs and socialization, learning from others is an important component.

The interaction with social models, that is interaction with peers and interactions with faculty members in both at class or other settings rather than the school environment, had been influential in students' academic socialization process (e.g. Hurtado & Carter, 1997; Pascarella & Terenzini, 2005; Tinto, 1993). Even, it was found out that the quality and nature of these interactions had significantly influenced university retention rates (Pascarella & Terenzini, 2005). These interactions could also be effective in students' setting up their way of academic development (Bruffee, 1993). They also contribute to students' sense of competency (Gregerman, Jonides, Hippel, Lerner, & Nagda, 1998; Tinto, 1993). Similarly, for the research on the development of academic self-efficacy beliefs, the literature review by Schunk and Pajares (2002) had stated that the relations with parents, peers, teachers, and also the school environment were found to be significantly correlated with academic self-efficacy. Similarly, in their review of research for the development of self-efficacy beliefs at higher education settings (Van Dinter, Dochy, & Seger, 2011) discussed that enactive mastery experiences are found to be the strongest source of self-efficacy beliefs. Also, vicarious experiences are found to be effective in the development of self-efficacy beliefs in higher education settings (Van Dinter et al., 2011). In addition, the classroom climate may also foster the development of self-efficacy beliefs (Van Gennip, Segers, & Tillema, 2009).

All in all, according to SCT, behavioral models such as faculty members, senior students; peers, and the school environment were found to be related to both academic socialization and the development of self-efficacy beliefs. Thus, a study that examines the structural relationship among relationships with peers, relationship with faculty members, departmental environment, and academic writing self-efficacy beliefs would significantly be contributing to the literature that focuses on the observational and environmental nature of both self-efficacy and academic socialization.

2.6.3 The social nature of academic writing

In his work examining the relationship between the written task and the audience who is reading the work, Rubin (1998) states that “writing is, in essence, a social act which occurs in social contexts” (p. 63). Considering the reader, who is most probably the faculty member or peers in class, the academic writing process leads to new challenges and demands for undergraduates. The undergraduates are expected to fulfill their expectations and adjust to new forms of assessment and grading, which leads to challenges for some in terms of integrating into their departments (Krause, 2010). Thus, by completing the written assignments university students may become academically integrated and even with the written exams, their course performance is set.

In their research on new literacy skills, Lea and Street (2006) interviewed faculty members on their expectations related to the academic writing of their students. One tutor explained his desire as below:

I need my students to have an introduction that sets the scene and the main body which covers several issues highlighted in the introduction and introduces the economic theory, application, and analysis. Students need to be critical, to evaluate, to try and reach some sort of synthesis, and then to simply summarize and conclude. You need a good solid introduction leading into your main body and each part of your main body will be crafted and will link with the next. It will have a professional feel about it and will not describe but will critically analyze and then it will lead to a summary and conclusion. (p.163)

Thus, from the tutor’s perspective rather than obvious rules related to written mechanics, the students were expected to have coherence, critical ideas in which the analysis and the synthesis of the theory studies could be observed within a flow of the organization. While the tutor had this kind of expectation, the interview with students indicated that they are aware of the expectations from them, but they find it difficult to comply with these expectations. One reported that:

The thing I am finding most difficult in my first term here is moving from subject to subject and knowing how you're meant to write in each one. I'm aware of writing for a particular tutor as well as for a particular subject. Everybody seems to want something different (Lea & Street, 2006, p. 164).

The conclusions obtained from the students' interview were summarized as:

Students themselves often internalized the language of feedback. They knew that it was important to present an argument and they knew that structure played an important part but they had difficulties in understanding when they had achieved this success in a piece of writing. Students would frequently describe how they had completed a piece of work that they believed was well constructed and appropriate to the subject area, only to discover that they had received a very low grade and fairly negative feedback. They often felt unsure and confused about what they had done wrong. What seemed to be an appropriate piece of writing in one field, or indeed for one individual tutor, was often found to be quite inappropriate for another. The conflicting advice received from academic teaching staff in different courses added to the confusion. For example, in some areas, students were specifically directed to outline what would follow in the main body of a traditional essay, whilst other tutors would comment, 'I do not want to know what you are going to say' (p. 164).

Within all this interaction with faculty, the undergraduates try to find their way of academic writing while following up on the guidelines provided by their tutors. Thus, these iterative and mutual relations form the social side of the academic writing process; with the help of which the students' academic integration into university would be completed as well. This integration process could be supported by faculty since they could foster students' socializing into the "academic community which dictates a specified range of acceptable writing behaviors" (Horowitz, 1986c, p. 789).

In addition to faculty members, peers, and interaction with them also contribute to the social side of academic writing. Writing groups had become vital for academic culture since the late eighteenth century in North American universities, due to the student-centered learning movement of the 1960s (Aitchison & Lee, 2006). These writing groups fostered the relationship among peers, the mutuality in written work, and the development of academic identity (Lee & Boud, 2003). Apart from writing groups, the

studies on peer feedback and its relation to the academic writing process had been of interest to many pieces of research in the field (Mon & Zein, 2017).

Corrective feedback obtained from peers on the written work was effective in the development of positive academic writing attitudes (Cho & MacArthur, 2011) since they were more supportive considering the language of feedback (Landry, Jacobs, & Newton, 2015). Moreover, in their study on the collaborative process of writing, Van Gennip, Segers, and Tillema (2010) had found out that the more the students' study with their peers on written assignments the more they develop an understanding of their peers' ideas and opinions. Wigglesworth and Storch (2009) stated that getting peer feedback entails learners with various mental processes, such as deliberation of feedback, drawing attention to the previously learned language rules related to mechanics, vocabulary, organization, and writing conventions. All these are highly valuable to language learning.

Lastly, within the current trend of research on the situatedness of academic writing among especially graduate students who are expected to write their theses, dissertations, or research papers, the research supported the fact that being in an academically supportive and collaborative environment was significantly related to developing self-regulation of academic writing (Castello, Inesta, & Monereo, 2010), and their academic identity (Braine, 2002). Moreover, this body of research emphasizes that academic writing has both social aspects, in which the students are allowed to use the academic discourse expected by the departmental work; and also, it is a cultural one since all these conventions and discourse allow students to be a member of the community that they study in (Hyland, 2000; Swales, 1990; Zhu, 2004).

Though the relationship between academic writing and academic socialization-related variables were examined separately, the social nature of writing bears consideration to be examined with more research. Thus, this study would be significantly contributing to literature and can be called first since the relationship among academic socialization variables and on academic writing self-efficacy beliefs of undergraduates were studied together in a structural model.

2.7 Summary

The demands of globalization had put English into the center of tertiary education for many countries in the world, including Turkey. Though it is reported that having English as the medium of instruction (EMI) have some challenges from both students' and instructors' side, it still could be said that the number of universities or departments suggesting EMI is increasing day by day since most of the policymakers, teachers, parents, and students implementing EMI intends to internationalize the education in their universities. Due to the rate at which universities are internationalizing, English can be called "the academic lingua franca" (Dearden, 2014, p. 33).

This global growth led to various pedagogical perspectives to teach English and inevitably to teach academic writing. From the behavioral perspective, academic writing was seen as the product, that is the text produced, thus, the students were expected to produce the texts modeled by their instructors. They had to follow up on the rules related to the mechanics and organizational patterns of writing. With the studies on cognitive learning theories, process-oriented writing had become popular in the field of academic writing. In a process-oriented writing approach, the students' written process and their interactions with their peers and teachers had gained more value rather than the modeling of the written products. Lastly, with the introduction of the pedagogical perspective that sees writing as a social process, in addition to the written process, the readers' perspective; that is, the audience had gained importance as well. The students started to produce in different genres that are reflecting their departmental work, their readings, their interactions within their department considering the expected language of the homogenous academic community. Hence, the vigorous and multifaceted nature of academic writing had, in turn, become a burden and a rigorous aspect of EMI to be investigated since many students could still not find a way to respond to the expectations of the members of the academy who had to evaluate the students in a mostly written way.

This tension related to academic writing led to anxiety among most of the undergraduates that had become a matter of research for the researchers examining the

affective side of writing. As Pajares (2003) stated in his review of literature among these, affective conditions such as the sense of self-efficacy were a significant variable to be examined more due to being proven to be an influencing factor for writing motivation and writing outcomes. Following this statement, the literature certainly indicated that to a great extent writing self-efficacy beliefs of undergraduate students were found to be positively correlating with their achievements in writing, their regulation of the written process, and their motivation in academic writing. It was also found to be negatively correlating with their writing anxiety. The body of literature focusing on the development of self-efficacy beliefs indicated that the amount of experience (Cantrell, et al., 2011), course engagement (Lee & Krashen, 2002), the methods and components used in the courses (Settlage, 2000), interaction with peers (Bandura, 2005) and teachers (Schunk & Zimmerman, 2006), language proficiency in EFL settings (Mills et al., 2006) and the contextual variables such as school environment (Hymel et al., 2006) were found to be contributing to the development of self-efficacy beliefs. Still, the number of studies specifically focusing on the sources of writing self-efficacy beliefs and the factors influencing the development of writing self-efficacy beliefs were certainly limited. Bearing the importance of this variable for writing in mind, it could be stated that the structural model hypothesized in this research would be contributing to the literature focusing on the predictor variables of academic writing self-efficacy beliefs.

Given the bulk of literature examining the relationship between academic reading and writing, examining the relationship between academic reading self-efficacy and academic writing self-efficacy beliefs had turned out to be inevitable. In higher education settings, the majority of the reading tasks assigned would certainly become input for writing (Hirvela, 2004). Hence, the students who could deal with the text iteratively could also get an insight into the content, coherence, and the organization of the written work that they were assigned (Grabe & Kaplan, 1996). Though limited in number, the literature on the relationship between academic reading self-efficacy and academic writing self-efficacy was certainly reflecting the interconnected nature of these two skills. All studies examined indicated that there was a positive relationship between academic reading and academic writing self-efficacy beliefs (Maguire et al., 2013; Prat-Sala & Redford, 2010, 2012; Shell et al., 1989 & Tanyer, 2015).

This nature of the relationship had indicated that selecting academic reading self-efficacy beliefs as the mediator variable of the hypothesized model to explain the variance in academic writing self-efficacy beliefs of undergraduates would precisely be plausible.

With regard to the social nature of academic writing and Bandura's socio-cognitive theory, the review of research indicated that academic socialization of students, which depicted the inter-relations among students, their peers, faculty members, and the departmental environment, could be associated with students' self-efficacy beliefs in academic writing. Though there was not any research that had specifically focused on the relationship between students' academic socialization and academic writing self-efficacy beliefs, these three mechanisms of socialization suggested by Weidman's framework of academic socialization (1989) were certainly found to be correlating with students' academic development (Kelly, 2002; Pascarella & Terenzini, 2005), their sense of competency (Gregerman et al., 1998) and their academic self-efficacy (Schunk & Pajares, 2002). The social nature of academic writing and the research considering the writing as a social act had indicated that being in harmony with academic conventions could be named as a gate for being a member of the academic community and its specific discourse (Hyland, 2000). In this process, the relationship with faculty members (Lea & Street, 2006), their feedback on the students' written work and the sample writings that they had provided to set as an example (Pajares, 1996), and the students' relationship with their peers, peer study groups (Van Gennip et al., 2010) were indisputably found to contribute to undergraduates' academic writing abilities.

To conclude, the theoretical knowledge obtained from this review provided insightful findings and interpretations on the nature of academic writing, academic reading, self-efficacy beliefs, academic socialization variables, and the relationship among these variables. Upon this theoretical knowledge, the hypothesized model aiming to explore the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy and to find out to what extent academic reading self-efficacy mediates the relationship among reading frequency, career interest, and academic writing self-efficacy was constructed.

CHAPTER 3

METHOD

This research aims to investigate the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy and to find out to what extent academic reading self-efficacy mediates the relationship among reading frequency, career interest, and academic writing self-efficacy. This part comprises the overall design of the research, research questions, context, sample, data collection instruments, data collection procedures, data analysis, and the limitations.

3.1 Research Design

The overall design of this research is correlational design in which relationships between a set of variables are examined. By the help of correlational design, researchers can examine the complex relationships among the predictor and the outcome variables (Frankel, Wallen, & Hyun, 2018).

Since the purpose of the research was to investigate the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy and to find out to what extent academic reading self-efficacy mediates the relationship among reading frequency, career interest, and academic writing self-efficacy, through structural equation modeling to test the hypothesized model examining the relations stated above would be possible.

3.1.1 Research Questions

This study aimed to respond to the following research questions:

1. What is the overall nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy (*ideation, mechanics, organization, and regulation*)?
2. To what extent does academic reading self-efficacy mediate the relationship among reading frequency, career interest, and academic writing self-efficacy (*ideation, mechanics, organization, and regulation*)?

3.1.2 Description of the variables

Academic writing self-efficacy variable is the outcome variable of the study. It refers to the undergraduate students' beliefs in their capability of writing academically, using proper ideation strategies, an appropriate organization with correct mechanics, and regulation strategies at English Medium Instruction (EMI) settings.

Among four subdomains of academic writing self-efficacy, *ideation* refers to students' beliefs in their capability to find and present relevant ideas in their writing. *Organization* refers to students' beliefs in their abilities to use appropriate organization techniques to provide unity in their writing. *Mechanics* variable is referring to students' beliefs in being able to use correct grammar, vocabulary, and punctuation while writing, and *regulation* refers to students' learners' beliefs about their capability to engage inappropriate actions, thoughts, feelings, and behaviors while writing. Each of these components was studied in relation to the academic reading self-efficacy, academic socialization, and academic writing task variables. A higher score on this variable refers to having positive beliefs on their academic writing skills, namely, ideation, organization, mechanics, and regulation.

Academic reading self-efficacy variable is the mediator variable since it was proposed to mediate the relationship between reading frequency, career interest, and academic writing self-efficacy. It refers to undergraduate students' judgments of their capability to perform desired academic reading skills in English Medium Instruction (EMI)

settings. A higher score on this variable refers to having positive beliefs about their academic reading skills.

Academic socialization variable is one of the exogenous variables of the hypothesized model. It was not expected to be predicted by other variables in the model (Weston & Gore, 2006). This variable refers to the undergraduate students' relationship with faculty, the relationship with peers, and the departmental environment at the EMI setting, which makes them a member of the academic society that they are in. *Relationship with faculty members* is referring to students' relations with faculty on courses, evaluations, and tasks done out of class. *Relationship with peers* variable refers to students' bidirectional social interactions with their peers. *Departmental environment* variable refers to studying at a department that organizes and supports academic events such as conferences, seminars, etc. Each of these components was studied in relation to academic writing self-efficacy beliefs. A higher score on this variable refers to having a good academic relationship with faculty and peers; and being in an appropriate academic departmental environment.

Academic writing tasks variable is the third exogenous variable of the model referring to the assigned short and long written tasks in the department such as 1-2-page discussion paper, writing a case, etc. A higher score on this variable means the frequent use of these tasks in departmental courses.

Students' interest in their future career variable is the fourth exogenous variable in the model which refers to the students' awareness about their future career opportunities and interest towards participating in those opportunities. A higher score on this variable means being more interested in future career-related opportunities and participating in them.

Reading frequency variable is the last exogenous variable in the model referring to how much time undergraduate students spend on reading academic texts, newspapers, websites, and literary works in English. A higher score on this variable means the students' perceptions regarding how frequently they read in English.

3.2 Context

The universities in Turkey are either public universities that are supported by the government and free of charge for students or private universities set up by private organizations or chambers which require a certain amount of tuition paid by students. Since the private universities have differed in terms of their language teaching policy and the curriculum, and also with limited numbers of students, the research sites selected were identified as public universities.

Turkey is one of the countries where English as Medium of Instruction (EMI) is implemented at the higher education level. While the majority of private universities aim to have EMI in the majority of their departments, for state universities, it can be said that only Boğaziçi University and Middle East Technical University (METU) are applying 100% percent EMI in all departments. At some state universities, such as Yıldız Technical University, Hacettepe University, Yıldırım Beyazıt University, Marmara University, Dokuz Eylül University, some of the departments have EMI while some may have 30% EMI in their programs.

The students who took the University Entrance Exam and registered for these programs have various educational backgrounds and English proficiency levels. That is why all universities which have EMI programs offer one-year English preparatory programs, in which the students take general English courses in which four skills (listening, speaking, reading, and writing) are taught. At the end of this preparatory year, the students take the English proficiency exam. The ones who succeed in this exam can go on with their departmental courses; whereas, the ones who do not succeed in the proficiency exam take the preparatory year again, and they cannot go on their departmental courses unless they pass the English proficiency exam. Thus, EMI becomes a matter of argument for researchers, instructors, and also students. For the majority of the students, being a student at an EMI department is tough, a burden, and something to be complained about (Aslan, 2017; Kırkgöz, 2007; Selvi, 2014). For instructors, the students have serious difficulty in understanding the lectures and doing the required tasks (Kılıçkaya, 2006). Lastly, for researchers, further research needs to be conducted to understand the dynamics of EMI in Turkish Higher Education settings.

Actually, it could be said that this dynamic nature of the EMI context provided strong motivation to conduct this present research.

As already stated among public universities in Turkey, the number of public universities with EMI is limited to two as METU and Boğaziçi University. In order to overcome this limitation and surge the generalizability of the results, the researcher decided to add public universities of which some faculties or departments provide English Medium Instruction.

The majority of faculties that offer EMI are Faculties of Medicine, Faculties of Engineering, Faculties of Nursing, and Faculties of Economics and Administrative Sciences (FEAS). Among all the departments with EMI, the researcher had decided to select the ones from FEAS considering the academic writing tasks done in the departments. Since in Faculties of Medicine, Engineering, and Nursing, the written tasks done are generally reflecting the department-specific terminology, and the task types show certain differences based on field requirements, they had to be studied in a discipline-specific attitude rather than examining general academic writing processes employed while writing.

Additionally, the students in FEAS practice writing tasks such as case studies, project reports, article summaries, or reflection papers. In those papers, they were expected to use the rules and regulations related to EAP (Zhu, 2004). The majority of these academic writing tasks were done in relation to the academic texts assigned for reading. Hence, a study conducted in this context would be more meaningful considering the outcome variable, that is, undergraduate students' academic writing self-efficacy beliefs, and also the mediator variable of the study which is academic reading self-efficacy.

At some universities, such as Uludağ University, EMI is applied at the departmental level such as having only the Department of Economy in English while having the Department of International Relations in Turkish. Since academic socialization is one of the variables to be studied in this present study, only the universities that have EMI at the faculty level were considered to be the context. Thus, the universities that have

EMI at the departmental level were excluded from the sample of the study. The name of the universities having EMI at the faculty level and the number of students enrolled in these universities are presented in Table 3.1.

Table 3.1

The Number of Students at Faculties of Economics and Administrative Sciences

<i>University</i>	<i>N</i>
Anadolu University	2008
Boğaziçi University	2123
Çukurova University	457
Dokuz Eylül University	1464
Hacettepe University	2057
METU	2365
Muğla Sıtkı Koçman University	605
Yıldırım Beyazıt University	2405
Total	13484

Note. Reprinted from *Yükseköğretim Lisans Atlası* by the Higher Education Council (HEC) used on January 3rd, 2020, retrieved from <https://yokatlas.yok.gov.tr/lisans-anasayfa.php>. However. Copyright 2020 by YÖK.

3.3 Sample

The distribution of the population indicated that Ankara holds the majority of the population ($N=6824$). Moreover, the researcher also examined the language courses offered at all universities and tried to select the ones that deliver the academic writing courses and advanced reading practices. Based on the information obtained from the university websites and emails obtained from the faculty, it was seen that not all universities offer English departmental courses that include academic writing and advanced reading practices, which are the variables studied in the research. The research sites were selected purposefully, that is, the research sites were selected by the researcher based upon “a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research” (Oliver, 2006, p. 289). Therefore, the accessible population was undergraduate students enrolled in the FEAS at selected universities of Ankara.

The study was conducted at METU, Hacettepe University, and Ankara Yıldırım Beyazıt University in Ankara. METU has EMI at all departments, while both

Hacettepe University and Ankara Yıldırım Beyazıt University have some faculties with EMI.

At METU, the language of instruction is English for all departments. All courses and the evaluation procedures utilized are done in English. The majority of the courses in the selected faculty include academic writing tasks such as writing reflection papers, project proposals, open-ended exams, and term papers. These tasks, in general, require a certain amount of academic reading in disciplines. The majority of the faculty members provide a detailed outline of the courses and course requirements.

At Hacettepe University, the departments in the FEAS have both Turkish and English as the medium of instruction. The students who took the University Entrance and Placement Exam can select either the Turkish or English departments. The ones which are offered in English require a higher university entrance exam score. The majority of the instructors of EMI departments are different from their Turkish counterparts. However, some instructors offer both Turkish and English courses in those departments. The majority of the faculty members at EMI departments provide students with detailed outlines informing them about the course requirements. Similarly, the courses include the integration of academic reading and writing on tasks such as term papers, reflection papers, and open-ended exams.

At Yıldırım Beyazıt University, FEAS have departments as Economy, International Relations, Finance, and Political Science and Public Administration. There is also The Faculty of Business which holds Banking and Finance, International Trade and Business, Business, Management and Information System departments. The students in this faculty take the core curriculum of the Faculty of Business together, and in the third year, they start to take their department-specific courses together with the general courses of the Faculty of Business. Thus, this university has field-specific and different departments in comparison to Hacettepe and METU. Despite this difference, the policy followed for EMI course requirements is nearly the same as others her two universities selected. The courses offered contained a certain amount of academic writing and reading practices which are set by the faculty members with detailed course outlines.

Moreover, when the course load and written work conducted at faculties in these three universities were examined in detail, it was seen that students had more written tasks starting from 2nd year and these written works would later become project proposals or papers while they were studying at 4th year. Generally, the academic writing tasks and students' written performance evaluation on an academic task start from second grade. Thus, the freshmen were excluded from the study. Furthermore, the students in first grade are generally at the stage of alienation from the department; that is, they try to get an understanding of the departmental environment and the academic work expected from them in another language.

In addition to the policies followed in departmental courses, the core English Course Curriculum at all these three universities has mutual characteristics. Initially, the students who are placed in these universities are expected to submit an international exam (TOEFL, PTE, COPE) score that indicates at least B2 English proficiency level or they have to take the English Proficiency Exam prepared by the School of Foreign Languages of these universities. The student who gets the achievement score from this exam can pursue their departmental work. However, if they cannot pass this exam, they have to register for a one-year English preparatory program to learn and improve their English. At the end of this one-year English preparatory program, the students take the English Proficiency Exam, and the ones who can pass this test can study their freshman in their departments. However, the ones who cannot pass the exam should retake the preparatory year. The students who start their departments take English Departmental Support courses which include advanced reading, listening, and speaking practices. The students also take some English for Academic Purposes courses such as academic writing courses or academic presentation skills. In each of these universities, academic writing is mutually and strongly emphasized.

There are 6824 students registered to the FEAS and The Faculty of Business in these three universities. Their population is summarized in Table 3.2.

Table 3.2

The Distribution of the Students at the Faculty of Economics and Administrative Sciences and the Faculty of Business Based on Universities

<i>University</i>	<i>Department</i>	<i>N</i>
Hacettepe University	Economy	529
	Political Sciences and Public Administration	411
	International Relations	455
	Business Administration	659
METU	Economy	660
	Political Sciences and Public Administration	597
	International Relations	476
	Business Administration	632
Ankara Yıldırım Beyazıt University	Economy	277
	Political Sciences and Public Administration	314
	International Relations	363
	Business Administration	292
	Finance	276
	Banking and Finance	285
	Management Information Systems	291
	International Trade and Business	307

Note. Reprinted from *Yükseköğretim Lisans Atlası* by the Higher Education Council (HEC) used on January 3rd, 2020, retrieved from <https://yokatlas.yok.gov.tr/lisans-anasayfa.php>. Copyright 2020 by YÖK

A total of 1316 students from these three universities participated in the study. There were 256 students attended in the pilot phase, and 1060 of them participated in the main study. The sampling procedure was convenience sampling since the participants who filled in the instruments were the ones who accepted to participate in the study among the students who were present in class at the time of data collection and they wanted to fill in the instruments applied (Dörnyei, 2007). Table 3.3 displays the distribution of participants from these three universities.

Table 3.3

The Distribution of the Participants Based on Universities

<i>University</i>	<i>N</i>
METU	474
Hacettepe University*	513
Yıldırım Beyazıt University	329

There were 587 female and 473 male participants. Second-year ($n= 371$, 35.3%), third-year ($n= 389$, 36.7%) and fourth-year ($n= 299$, 28%) students participated in the study. In total, 1060 undergraduate students studying at EMI participated in the main study. Considering the representation by gender and grade level in the sample, it could be said that the sample is characterizing both genders and all three levels at those faculties. The majority of the students were from the Department of Business Administration ($n= 328$, 30.9%). The students from International Relations ($n= 264$, 24.9%), Economy ($n= 202$, 19.1%) and Political Science and Public Administration ($n= 126$, 11.9%) also participated in the study. In terms of the departments, Yildirim Beyazıt University had four different departments, namely, Finance, Banking and Finance, Management Information Systems, and International Trade and Business departments. There were also 140 participants from these departments. Table 3.4 displays the characteristics of the sample participating in the main study.

Table 3.4

The Characteristics of the Sample

Variables	<i>f</i>	%
Gender		
Female	587	55.4
Male	473	44.6
Grade		
2nd year	371	35.3
3rd year	389	36.7
4th year	299	28
Department		
Business Administration	328	30.9
Economy	202	19.1
International Relations	264	24.9
Public Administration	126	11.9
Finance	39	3.7
Banking and Finance	31	2.9
Management Information Systems	53	5
International Trade and Business	17	1.6

For measuring the frequency of the reading, four items were asked to the participants on a 5-point scale from “I never read (1)” to “I always read (5)”; two for scientific and

field related reading tasks, and the other two for extensive reading such as a newspaper or literary documents.

The students reported that they read the assigned scientific texts in English, such as articles, books, or other documents in their field ($M= 3.40$, $SD= 1.05$) more than the ones they found by themselves ($M= 2.78$, $SD= 1.06$). Moreover, students read periodicals more frequently ($M= 2.95$, $SD= 1.06$) in comparison to the English books written in genres such as novels, short stories, and poems ($M= 2.70$, $SD= 1.07$). Considering all four items as reading frequency, it can be said that the participants had a medium to a high level of reading frequency ($M= 3.09$, $SD= 0.77$).

The students were also asked to report about their proficiency on four skills in English on a five-point rating scale from “Very poor (1)” to “Excellent (5)”. They reported that their writing level was 3.77 ($SD= 0.54$) and their listening level $M= 3.85$ ($SD= 0.79$). They reported a self-proficiency level for their reading ($M= 4.09$, $SD= 0.89$) at a better level than the other four. However, students reported themselves to be slightly less proficient in speaking ($M= 3.27$, $SD= 1.05$) than the other skills in English. The results related to students’ self-reported proficiency in four skills were presented in Table 3.5. Lastly, the participants had a grade point average (GPA) of 2.76 ($SD= 0.54$) out of 4 based on their self-reported data. The results related to the reading frequency scale, students’ self-reported proficiency in four skills, and their GPA are presented in Table 3.5.

Table 3.5

Reading Frequency, Self- Reported Proficiency Level, and GPA of Students

Item	<i>M</i>	<i>SD</i>
Reading frequency scale		
Reading assigned scientific texts in English for my department courses (Articles, books, Internet sites, etc.)	3.40	1.05
Reading scientific texts that I found in English for my department courses (Articles, books, Internet sites, etc.)	2.78	1.06
Reading periodicals such as newspapers and magazines	2.95	1.06
Reading English books written in genres such as novels, short stories, and poems	2.70	1.07
Self-reported proficiency scale		
Reading	4.09	0.89
Writing	3.77	0.54
Listening	3.85	0.79
Speaking	3.27	1.05
GPA	2.76	0.54

3.4 Data Collection Instruments

The data for the research were collected through Academic Writing Self-Efficacy Scale, Academic Reading Self-Efficacy Scale (Prat, Sala, & Redford, 2010), Academic Writing Tasks Scale (Akçaoğlu, 2011), Academic Reading Self-Efficacy Scale, Academic Socialization Scale, and Career Interest Scale. The detailed description of each scale and the development/adaptation processes of the above-mentioned scales were given in the following sections.

The participants were also asked about their self-reported proficiency in English skills; that is, reading, writing, listening, and speaking. Moreover, they were asked about the time they dedicate to reading in English. The final part of the data collection instrument included the demographics section, asking participants' gender, department, GPA, and grade level in the department. Table 3.6 presents sample items and the rating scale of each scale used in the present study.

Table 3.6

Data Collection Instruments

<i>Scales</i>	<i>Sample Items</i>	<i>Rating Scale</i>	<i>Developed or Adapted</i>
Academic Writing Self-Efficacy Scale (26 items)	Item 2: I can put my ideas into writing while writing a text in English. Item 6: While writing a text in English I can comply with the spelling rules appropriately. Item 22: I can create a suitable environment for writing an English text.	9-point rating scale- "I cannot do at all (1)" to "I can do very well (9)"	Developed by the researcher
Academic Reading Self-Efficacy Scale (9 items)	Item 4: After you have read a text, how well can you answer questions on it?	9-point rating scale- "I cannot do at all (1)" to "I can do very well (9)"	Adapted from Prati, Sala, and Redford (2010)'s twelve-item Self-Efficacy in Reading Scale (SER)
Academic Socialization Scale (20 items)	Item 2: I have talked to my instructors about the courses (homework, grades, exams, projects, etc.) Item 12: I have given lesson notes to other students. Item 16: My department appreciates the involvement in academic activities (research projects, academic publishing, etc.)	5-point Likert type- "Never (1)" to "Always (5)".	Adapted from Weidman and Stein (2003) on graduate students' academic socialization and Çapa-Aydın, Yerin-Güneri, Barutçu-Yıldırım and Çağ's (2016) Student Engagement Scale

Table 3.6 (cont.)

Data Collection Instruments

<i>Scales</i>	<i>Sample Items</i>	<i>Rating Scale</i>	<i>Developed or Adapted</i>
Academic Writing Tasks Scale (10 items)	Item 1: A short summary of an article that is read (1-2 pages) Item 10: Writing a project report	5-point Likert type- “Never (1)” to “Always (5)”.	Adapted from Akcaoglu’s (2011) Academic Writing Tasks Scale
Career Interest Scale (6 items)	Item 2: I am looking for opportunities that contribute to personal development (internships, courses, congresses, training, etc.).	5-point Likert type- “Strongly disagree (1)” to “Strongly agree (5)”.	Adapted from Kenten’s (2012) Career Adapt-Abilities Scale
Reading Frequency Scale (5 items)	Item 1: Assigned scientific texts in English for my department courses (Articles, books, Internet sites, etc.)	5-point Likert type- “I never read (1)” to “I always read (5)”.	Developed by the researcher
Self-Reported English Proficiency (4 items)	Item 2: Reading	5-point rating scale “Very poor (1)” to “Excellent (5)”.	Developed by the researcher

3.4.1 Academic Writing Self-Efficacy Scale

Academic writing self-efficacy was measured by a scale developed by the researcher within the scope of this study to measure the outcome variable of the study; that is, the students' belief in their capability to produce the academic writing tasks required in their education. There are several studies conducted in the field of writing in relation to self-efficacy beliefs. Still, there was a need for a new scale that is appropriate for EMI settings. In previous studies conducted to measure academic writing self-efficacy, the focus was more on the mechanical tasks of writing. On the other hand, processes such as idea formation, organization of ideas, the mental process during writing, and self-regulation were not considered. Thus, this developed scale aimed to be more comprehensive.

3.4.1.1 The development of Academic Writing Self-Efficacy Scale

In order to develop the Academic Writing Self-Efficacy Scale, the existing scales were initially examined. The first scale examined was developed by Meier, McCarthy, and Schmeck (1984). It consisted of 19 items. Participants rated their certainty on a 100-point scale with 0 indicating complete uncertainty and 100 indicating total certainty on their abilities to perform mechanical tasks such as spelling a text to more complex tasks that focused on clarity of presentation. The probability ratings for each item were summed to generate a total confidence score. It was a one-factor scale. The second scale was Shell, Brunning, and Murphy's (1989) eight-item scale in which the students were asked to rate their confidence in writing skills such as punctuation, grammar rules. This scale included items specifically on the mechanics of writing with one factor again.

Pajares and Valiante conducted a detailed examination of writing self-efficacy beliefs and developed The Writing Self-Efficacy Scale (WSES) (Pajares & Valiante, 1999). However, the scale can be considered as a strong adaptation of as the items previously used by Shell et al. (1989, 1995). Pajares (2007) later stated that these items were adapted for having a scale measuring writing self-efficacy at all grade levels. It was a two-factor scale that can be named as efficacy for using basic skills of writing such as

grammar, vocabulary and punctuation, and the second factor is related to using compositions skills such as forming paragraphs, organizing an essay.

Until the work done by Zimmerman and Bandura (1994), the research on self-efficacy for writing focused primarily on composition skills. With the help of this work, an important aspect, that is, self-regulatory competence in writing was started to be considered by the researchers in the field. In their study, 85 students taking advanced English composition courses responded to Writing Self-Regulatory Efficacy Scale, consisting of 25 items on a 7-point rating scale on which a score of 1 is rated as the participant could not do the designated activity while a score of 7 was standing for performing very well. The items in this scale were about students' perceptions of their capability for the features of writing such as planning and revising, meeting the requirements of writing, and self-managing the writing time. The results of the study indicated that the Writing Self-Regulatory Efficacy Scale had a single factor, and the students in the advanced class had higher self-efficacy for completing the features of writing.

Prat, Sala, and Redford (2012) developed a 12-item Self-efficacy in Writing Scale (SEW). The SEW scale contains items that refer to their perceived self-efficacy in writing essays, such as "How well can you demonstrate substantial subject knowledge in your essay?" or "How well can you provide relevant evidence to support your argument?". It was a nine-point scale in which participants rated themselves from "I cannot do at all (1)" to "I can do very well (9)". This scale consisted of items related to the organization of the written process rather than focusing only on the mechanics and the conventions of writing, as observed in preliminary research done in the field. The fifth scale (Self Efficacy for Writing Scale) was developed by Brunning, Dempsey, Kauffman, and Zumbrunn (2013). It included 16 items and had three dimensions (generation, convention, and writing self-regulation). Although this scale is more comprehensive than others, the organization dimension is not included.

In the national context, Yavuz Erkan (2004) developed a 21-item writing self-efficacy scale in Turkish. The scale has four factors as content, accuracy, design-unity, and punctuation. The items of the scale were scored on a four-point Likert scale ranging

from “strongly disagree” to “strongly agree.” Each statement on the scale was preceded by the phrase “I can”. However, this scale had four units of Likert system, which makes it less sensitive as Bandura (2006) stated, scale with only a few steps may, in actual use, shrink to one or two points. In addition, considering the factors the scale included items that measure students’ writing efficacy beliefs on content, design-unity, accuracy, and punctuation, but not the ones related to organization and self-regulation of written work.

Thus, the common factors related to academic writing self-efficacy addressed in the existing scales were related to *mechanics and written convention* (e.g. Brunning et al., 2013; Meier et al., 1984; Pajares & Valiante, 1999; Shell et al., 1989; Yavuz Erkan, 2004) *the organization of the written task* called as *design and unity* (Yavuz Erkan, 2004), *idea generation* (Brunning et al., 2013) and *writing self-regulation* (Zimmerman & Bandura, 1994; Brunning et al., 2013). Moreover, Brunning et al. (2013) stated that models or measures that comprises behavioral acts such as using correct grammar, punctuation, cognitive acts that focuses on the organization and the unity; and also, the regulation of writing process such as organizing time while writing need to be developed. Considering this suggestion and the factorial structure of existing scales, the potential dimensions of writing self-efficacy were identified as idea generation, mechanics, structure, organization, design, unity, and regulation.

After determining the potential dimensions of the scale, the researcher conducted interviews with faculty members who are teaching at EMI universities. To select interviewees, faculty websites were examined in detail in terms of the courses given by faculty members, course requirements, course outlines to identify faculty members in whose courses academic writing practices were done and graded. Fourteen faculty members from three different universities in Ankara were selected based on their course syllabuses and experience in the department. They were contacted by email and personal visits. Only three of them volunteered to participate in the interviews.

The researcher conducted approximately 30-minute semi-structured interviews, in which the participants were asked about their expectations of the students’ written processes in the department. There also were questions related to the students’ reading

skills and on the departmental course activities that focus on writing and reading practices, assessment methods used, academic writing problems of students, and their needs related to English language skills. The interviews were recorded and transcribed. Based on the transcriptions, the researcher identified the abilities focused in terms of writing and reading skills. Findings indicated the need for the inclusion of the items related to students' terminology use, writing organization, and transferring the reading background towards writing in addition to time management and the use of writing formats such as APA, MLA.

Depending on these factors and the interviews conducted at English Medium Higher Education contexts, the researcher compiled the items from literature and worded some items based on the data obtained from interviews. The English items extracted from the literature were adapted to higher education settings, translated into Turkish, and reworded after getting permissions from the scale developers since not all of the items in the scales were used. Thus, the item bank was formed for measuring academic writing self-efficacy beliefs of undergraduate students registered at EMI settings.

The item pool of 28 items was mailed to three experts in English Language Teaching, Linguistics, and Academic Writing. These three experts who agreed to examine the scale had valuable background characteristics. Two of them had their Ph. D. in the ELT. One of them works as an assistant professor, and the other one works as an instructor in the ELT department. The other expert had Ph. D. in Foreign Language Teaching and worked at the School of Foreign Languages as an instructor. All three experts had the experience of teaching the Academic Writing course at the departmental level. These experts examined the items for both content and face validity. Based on their feedback, one item related to cohesion was added: "While writing in English, I can stick to my writing point." Several items were reworded and adjusted accordingly. The developed scale included 29 items with a nine-point rating scale starting from "I cannot do at all (1)" to "I can do very well (9)".

Piloting of this 29-item initial scale was conducted with 256 second-year undergraduate students (184 female, 72 male) at the FEAS in a public university. After checking the assumptions of Exploratory Factor Analysis (EFA) (i.e., having metric

variables, normality, linearity, absence of outliers among cases, absence of multicollinearity, factorability of R, and sampling adequacy), EFA was conducted using principal axis factoring and Direct Oblimin rotation. The initial run revealed a five-factor structure based on the eigenvalue greater than 1 and scree test. However, there were only two items loaded on one of the factors. These items were related to the use of writing guidelines, such as the Modern Language Association (MLA), the American Psychological Association (APA). Actually, these two items were different in nature from the other items on the scale. These guidelines have rules that the students can easily find and apply without their own contribution or effort. Though applying these rules was strongly expected in the academic writing process, they are “simplistic formulae and recipes” for writing (Swales & Feak, 2004, p.331) rather than using language effectively in real-world situations, which were tried to be reflected by other items in the scale. Hence, the researcher decided to exclude these two items. In addition, one item related to vocabulary use as “While writing in English, I can use words correctly” had a low factor loading (0.238), and it most probably overlapped with the item “While writing in English, I can select the appropriate vocabulary.” Thus, this item was also excluded.

The resultant run of factor analysis with 26 items yielded a four-factor structure explaining 73.2% of the variance. The pattern matrix (Table 3.6) displayed the factor loadings and factor structure of the 26-item Academic Writing Self Efficacy Scale. Factors were named as factor structure as “*ideation*,” “*organization*,” “*mechanics*,” and “*regulation of writing*”. The first factor, “*ideation*”, included five items such as “While writing a text in English, I can produce original ideas” [İngilizce bir metin yazarken pek çok orjinal fikir üretebilirim]. The items in this factor were compromising idea development on the given written task. The second factor, *organization*, included ten items related to the organization and development of academic writing tasks. A sample item read: “While writing a text in English, I can write an effective introductory part [İngilizce bir metin yazarken etkili bir giriş bölümü yazabilirim]. The third factor included five items on “*mechanics of writing*”, like grammar, vocabulary, and punctuation, such as “While writing a text in English, I can comply with the punctuation rules appropriately” [İngilizce bir metin yazarken noktalama kurallarına uygun yazabilirim]. The fourth factor was related to the

“*regulation of writing*”. The items in this factor were related to the time management, creating a suitable environment and planning such as “While writing a text in English, I can manage my time well” [İngilizce bir metin yazarken zamanımı iyi kullanabilirim].

Table 3.7

The Factor Loadings of Academic Writing Self-Efficacy Scale

Items	Factor Loading			
	1	2	3	4
Item 17	.92	-.05	-.07	.07
Item 15	.86	-.09	.08	.01
Item 16	.85	-.02	.07	.05
Item 14	.83	-.07	.05	.04
Item 19	.74	.07	.02	.08
Item 18	.71	.13	-.09	.14
Item 20	.64	.13	.09	.04
Item 13	.60	.17	.04	.08
Item 12	.57	.19	.10	.07
Item 21	.52	.01	.02	.35
Item 10	.51	.11	.33	-.18
Item 11	.46	.05	.35	-.09
Item 6	-.01	.94	-.08	.05
Item 7	-.08	.80	.03	.08
Item 9	.16	.72	.06	-.08
Item 8	.13	.81	.04	.05
Item 2	-.03	-.07	.74	.14
Item 1	-.01	-.01	.74	.13
Item 4	.02	.17	.73	.05
Item 3	.25	.07	.63	-.11
Item 5	.13	.22	.45	.23
Item 23	.09	.08	.10	.76
Item 24	.25	.06	.10	.60
Item 25	.14	.08	.13	.59
Item 22	.21	.02	.23	.50
Item 26	.02	.10	-.06	.43

Note. Factor 1 refers to the item’s ‘*organization*,’ Factor 2 to the items on ‘*mechanics*,’ Factor 3 to the items on ‘*ideation*,’ and Factor 4 to the items on ‘*regulation of writing*.’

However, three of the items were loaded on unexpected factors and required some revisions. The first one was item 21 (“While writing a text in English, I can prepare an outline” [İngilizce bir metin yazarken metnin taslak planını çıkarabilirim]). This item was expected to load on *regulation*, but it was cross-loaded on *regulation* and *ideation*. Thus, the researcher decided to reword the item as “Before starting to write a text in English, I can prepare an outline of the text” [İngilizce bir metin yazmaya başlamadan önce metnin taslak planını çıkarabilirim].

The second one was item 10 (While writing a text in English, I can use discipline-specific terminology [İngilizce bir metin yazarken alana özgü terimleri kullanabilirim.]. It was proposed to be in *writing mechanic* but it loaded on *ideation* with the loading of .51 and on organization *mechanics* with the loading of .33. To make an emphasis on mechanics, item 10 was revised by adding “appropriately” similar to the other items in the *mechanics* factor. The revised item read: While writing a text in English, I can use discipline-specific terminology appropriately [İngilizce bir metin yazarken alana özgü terimleri yerli yerinde kullanabilirim]. The last one was item 11 (While writing a text in English, I can adjust the text appropriate for the audience [İngilizce bir metin yazarken metni okuyacak kişilere uygun bir şekilde düzenleyebilirim.] was loaded on organization domain as it was planned, but it also cross-loaded on ideation with the loading of .353. No revisions were made for this item.

Cronbach alpha coefficients obtained from the pilot study were found as follows: .88 for *ideation*, .95 for *organization*, .90 for *mechanics*, and .89 for *regulation*. These values were indicating consistency among each factor (Cortina,1993).

3.4.2 Academic Reading Self-Efficacy Scale

The second instrument used was for measuring academic reading efficacy beliefs of undergraduate students. The scale was adapted and translated into Turkish from Prat, Sala, and Redford's (2010)'s twelve-item Self-Efficacy in Reading Scale (SER).

3.4.2.1 Adaptation of Academic Reading Self-Efficacy Scale

The original Self-Efficacy in Reading Scale (SER) (Prat Sala & Redford , 2010) included 12 items with a seven-point scale ranging from 1 (not well at all) to 7 (very well). However, when the items were examined, the researcher decided to eliminate three items. One of them was with a lower factor loading and had a complicated expression: “If you cannot understand an academic text, how well can you understand it if you go to a lecture about it?”. The other two were double-barreled items: “Before you critically evaluate a statement, how well have you understood its meaning?” in

which critical evaluation and understanding had two different points to be measured; and “When reading, how well can you make notes in your own words?” in which both note-taking and reading are measured at the same time. Moreover, the rating part was changed to be nine-point rating scale in which participants rated themselves from “I cannot do at all (1)” to “I can do very well (9)”; so that the responses were distributed over a good part of the range of alternatives (Bandura, 2006), and also to provide consistency with the developed Academic Writing Self Efficacy Scale.

The final nine items were translated from English into Turkish by three experts, who were foreign language instructors at EMI universities. “Guidelines for the Process of Cross-Cultural Adaptation of Self-Report Measures” (Beaton, Bombardier, Guillemin, & Ferraz, 2000) were used for the adaptation process. These translations were reexamined by the researcher. At this step, inconsistencies were identified and discussed with the experts. The experts were asked about their word selection, their suggestions on statements, and why they had made these choices. Later, the translated Turkish version of the scale was mailed to two foreign language instructors and a translator. These experts had no idea about the original version and they had not met the instrument before. In this way, it would be possible for them to translate the Turkish version into the original language independently. As a follow-up to the translation process, the back-translated version of the scale was compared with the original one. With the help of this final step, the researcher could get a semantic agreement and have a consensus between the original and back-translated versions of the scale. All this process of adaptation was done after obtaining permission by personal communication with Merce Prat-Sala, one of the developers of the scale.

The Turkish version of the scale was tested with 256 second-year undergraduate students (184 female, 72 male) in the pilot study. Findings of EFA resulted in a one-factor scale, with nine items explaining 64% of the variance in students’ academic reading self-efficacy beliefs. Factor loadings (Table 3.8) ranged between .76, and .88. Cronbach's alpha coefficient was found to be .94 indicating high internal consistency (Cortina, 1993).

Table 3.8

The Factor Loadings of Academic Reading Self-Efficacy Scale

<i>Items</i>	<i>Factor</i>
	<i>Loading</i>
<i>Items</i>	<i>1</i>
Item 4	.88
Item 9	.83
Item 1	.82
Item 1	.80
Item 6	.79
Item 5	.79
Item 8	.78
Item 7	.77
Item 2	.76

3.4.3 Academic Socialization Scale

The third instrument, Academic Socialization Scale, was used for measuring students' collegiate experiences and their socialization process at university. Based on the study conducted by Weidman and Stein (2003) on graduate students' academic socialization, the researcher translated the items related to the departmental environment, which were measuring students' incorporation into the departmental environment. These translated items were reviewed and back-translated to find out language-related inconsistencies and to reach a semantic correspondence. For measuring students' relationship with faculty members and their relationship with their peers, the items from and Çapa Aydın, Yerin Güneri, Barutçu Yıldırım, and Çağ's (2016) work on student engagement were used.

3.4.3.1 Adaptation of Academic Socialization Scale

The original Academic Socialization Scale (Weidman & Stein, 2003) was developed to test the adaptation of doctoral students into academic norms in terms relationship with faculty members, relationship with their w-peers and the departmental

environment as suggested in Weidman (1984)'s framework. However, the items were representing the case of graduate setting more than undergraduate, such as "I am treated as a colleague by the faculty" or "Other students are the best source of information about the academic requirements of this department.". Therefore, only items related to departmental environment were used from this scale. In addition, the format of the items was revised. That is, in the original scale, items were written in fragments such as "An environment that promotes long-lasting friendships and associations among students,"; thus, these items were rewritten as "My department has an environment that promotes long-lasting friendships and associations among students."

Moreover, in the original form of the scale, the students were asked to pick up among three choices as "True-Somewhat True-Not True.". Instead of this, all items were written in sentence format, and the rating was done on a 5-point rating scale, ranging from "Never (1)" to "Always (5)". As a next step, items were adapted into Turkish. For this adaptation procedure, the researcher used the "Guidelines for the Process of Cross-Cultural Adaptation of Self-Report Measures" (Beaton, Bombardier, Guillemin, & Ferraz, 2000). The items were translated from English into Turkish by three instructors of English and were reviewed by the researcher. Later, the translated Turkish version of the scale was sent to two reviewers, one-instructor and one translator, who had not seen the original form before. The researcher compared the back-translated version with the original one to have consistency between both forms. All these processes of translation, revision and adaptation were done by obtaining permission from Weidman and Stein.

The *departmental environment* factor included seven items. A sample item from this factor is "In addition to courses, there are personal development activities (seminars, conferences, social activities, etc.) in my department." The items related to the relationship with faculty members and the relationship with peers were taken from Student Engagement Scale (SES; Çapa Aydın et al., 2016). Since SES (Çapa Aydın et al., 2016) was in Turkish, and the study provided relevant evidence on factor structure and reliability, no items on these sub-domains were changed by the researcher. The factor named as the *relationship with faculty* included eight items measuring students'

socialization with faculty. It included items such as “My instructors respect my opinions “I participated in social activities outside the class with my instructors. The second factor, *relationship with peers*, assessed students’ socialization with their peers. It included five items such as “I studied for exams with my peers. The rating was on a 5-point rating scale ranging from “Never (1)” to “Always (5)”.

The final form of the Academic Socialization Scale, with 20 items, was piloted and subjected to exploratory factor analysis. The results of the EFA indicated a four-factor structure rather than three (presented in Table 3.9).

Table 3.9

The Factor Loadings of Four Factor Academic Socialization Scale

<i>Items</i>	<i>Factor Loadings</i>			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Item 19	.90	-.04	-.02	-.02
Item 20	.84	-.04	.02	-.02
Item 17	.76	-.05	-.04	.08
Item 18	.70	.06	.05	.04
Item 15	.62	.03	.03	.02
Item 14	.38	.26	.06	-.12
Item 13	-.04	.80	.03	.01
Item 11	.06	.73	-.06	-.02
Item 12	-.13	.64	-.06	.13
Item 10	.10	.62	.06	.06
Item 9	.08	.42	.25	-.07
Item 8	-.01	.01	.73	-.07
Item 7	.11	.08	.73	-.02
Item 6	.10	.03	.63	.20
Item 3	.05	-.01	.01	.70
Item 2	.02	.17	-.02	.64
Item 5	.08	-.05	.31	.57
Item 4	.01	-.03	.42	.55
Item 1	.18	.08	-.19	.48

Note: Factor 1 consists of the items on the departmental environment, Factor 2 consists of the items on the relationship with peers, and Factors 3 and 4 consists of the items on the relationship with faculty members.

Examining the factor loadings table revealed that items of the relation with faculty members were separated into two factors. However, it was difficult to name the factors obtained from this division. Thus, the researcher decided to run exploratory factor analysis restricting the factor numbers as three as it back-translated throughout the scale adaptation process. This analysis yielded the following results presented in Table 3.10.

Table 3.10

The Factor Loadings of Three-Factor Academic Socialization Scale

<i>Items</i>	<i>Factor Loadings</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
Item 18	.937	-.038	-.054
Item 19	.863	-.033	-.021
Item 20	.710	.066	.062
Item 17	.705	-.030	.071
Item 15	.534	.048	.089
Item 16	.434	-.006	.277
Item 14	.339	.308	-.043
Item 13	-.030	.824	-.014
Item 11	.071	.753	-.105
Item12	-.184	.679	.068
Item10	.110	.581	.073
Item9	.103	.386	.116
Item4	-.064	-.051	.828
Item5	.005	-.067	.793
Item6	.059	.006	.658
Item3	.034	-.011	.534
Item7	.091	.075	.501
Item2	.000	.151	.481
Item 8	-.011	-.005	.465
Item1	.184	.085	.210

Note. Factor 1 consists of the items in the departmental environment. Factor 2 consists of the items on the relationship with peers, and Factor 3 consists of the items on the relationship with faculty members.

The factor structure obtained by restricting the factor numbers as three indicated was somehow in parallel with the initially proposed item structure of the adapted scales.

Item 14, which was “In my department, there are activities (seminars, conferences, social activities, etc.) that support personal development in addition to the courses.” (*Bölümümde derslere ek olarak kişisel gelişimi destekleyen faaliyetler (seminer, konferans, sosyal aktiviteler, vs. vardır.)*) seemed to load on the *relationship with peers* with .308 loading and the Item 1, which was “Faculty members in my department respect my ideas.” (*Bölümde ki hocalarım fikirlerime saygı duyar.*), had lower loading than .30. Still, the researcher decided to keep the items as they are and go on for the main study in which the results of exploratory factor analysis would be tested again to confirm the structure by Confirmatory Factor Analysis.

Overall, these factors were explaining 54.2 % of the variance. The factor loadings ranged between .34 and .94 for the departmental environment, between .39 and .82 for the relationship with peers, between .21 and .83 for the relationship with faculty. The reliability of each factor was also estimated through Cronbach’s alpha coefficient. Alpha values were .82 for the relationship with faculty, .79 for the relationship with peers, and .87 for the departmental environment.

3.4.4 Academic Writing Tasks Scale

For the academic writing tasks of the students, the researcher used Akçaoğlu’s (2011) adapted scale from the study on Survey of Academic Writing Tasks at Graduate and Undergraduate Level (Bridgeman & Carlson, 1983) on writing tasks done at higher education settings. The original scale was comprised of eight items. These tasks ranged from “summaries of articles read (1-2 pages)” to longer “project reports.” The participants were asked to indicate the frequency of these writing tasks throughout the semester on a 5-point rating scale, ranging from “Never (1)” to “Always (5).” Three items were added by the researcher based on the suggestions of faculty members. These were “Project Proposals,” “Project Papers,” and “Using programs to check plagiarism such as Turnitin, Quetext, etc.”

Initial factor analysis based on Eigenvalue one criteria yielded a three-factor structure in which the last item related to the use of programs to check plagiarism formed on the factor by itself. This item was added by the researcher after conducting interviews with

faculty members. Obtaining this result, the researcher asked the opinion of an expert, who is a faculty member in English Language Teaching and has the experience of teaching academic writing at the faculty level, about how to handle this item. The faculty member indicated that using these programs does not require the knowledge of the academic writing process such as the use of language mechanics, organizing ideas, or coherence. The programs just check the written work that was already done by being in a written process. Thus, the researcher decided to delete this item and re-run the exploratory factor analysis with ten items.

Factor analysis with ten items based on pilot data revealed a two-factor structure as short writing tasks and long writing tasks though it was reported to be a one-factor scale in the original work with eight items by Akçaoğlu (2011). These two factors explained 57.10% of the variance among the use of written tasks at undergraduate courses. The factor loading table is in Table 3.11. Cronbach's alpha coefficients were .79 for short writing tasks and .72 for long writing tasks in the pilot study. These values are satisfactory, indicating consistency within each factor (Cortina, 1993).

Table 3.11

The Factor Loadings of Academic Writing Tasks Scale

<i>Items</i>	<i>Factor Loadings</i>	
	<i>1</i>	<i>2</i>
Item 10	.89	.10
Item 9	.80	-.02
Item 6	.74	.08
Item 7	.52	-.08
Item 8	.51	-.25
Item 5	.20	-.89
Item 1	-.01	-.88
Item 2	.06	-.80
Item 3	.32	-.46
Item 4	-.05	-.40

3.4.5 Career Interest Scale

Career Interest Scale aimed to address students' interest in their future careers. For this purpose, the curiosity factor of Kenten's (2012) Career Adapt-Abilities Scale was

used. The original form of the scale was developed by Savickas and Porfeld (2012). It was tested in 13 countries and showed desirable psychometric properties. It has four dimensions: curiosity, concern, control, and confidence. It was adapted to Turkish by Kenten (2012). The curiosity dimension included six items (such as “I search for everything about my career (industry, businesses, jobs, required skills),” “I am investigating options before deciding on my career”) on a 5-point Likert type scale, ranging from “Strongly disagree (1)” to “Strongly agree (5)”. In the pilot study, Cronbach’s alpha coefficients based on pilot data were found as .89 for *the scale*, indicating consistency within each factor (Cortina, 1993). The factor loadings are displayed in Table 3.12.

Table 3.12

The Factor Loadings of Career Interest Scale

<i>ems</i>	<i>Factor Loading</i>
Item 4	.86
Item 3	.83
Item 2	.82
Item 1	.76
Item 5	.73
Item 6	.55

Note. Since the items were adapted in Turkish, only item numbers were displayed.

3.4.6 Reading Frequency Scale

The scale on reading frequency included four items on how much time a participant devotes to reading. The items were “English scientific texts recommended for the department for my courses (articles, books, Internet sites, etc.)” “English scientific texts that s/he found about his/her field (articles, books, Internet sites, etc.)” “English periodicals such as newspapers and magazines” and “English books are written in genres such as novels, stories, poetry, etc.”. Based on the pilot data, Cronbach’s alpha coefficient was found to be .73.

3.6 Data Collection Procedures

In the fall semester of 2016, the research study was submitted to both METU and Hacettepe University Applied Ethics Research Centers to be reviewed for ethical concerns and to receive necessary official permissions to collect data. After the approvals from the ethical committee were received, the researcher contacted the faculty members in the departments of the FEAS to conduct interviews. After finalizing the data collection instrument based on the suggestions of the faculty members, the pilot study was completed at the beginning of the spring semester. For the main data collection, the head of the departments was visited and informed about the details of the study. Afterward, faculty members were sent e-mails or visited at their offices to ask for their permission to collect data during course hours. The researcher administered the data collection instrument in the classroom environment. The items were written on an optical form and the participants were expected to fill in this form. It took approximately 10 minutes to complete the instrument. The data collection process was completed by the middle of September 2018 with 1060 participants.

3.7 Data Analysis

The data obtained from optical forms of the instruments were transferred to the computer environment. Initially, the data file was examined for handling the missing items and eliminating wrongly coded ones.

With the data obtained in the main study, Confirmatory Factor Analysis (CFA) was performed for Academic Writing Self-Efficacy Scale, Academic Reading Self-Efficacy Scale (Prat, Sala, & Redford, 2010), Academic Writing Tasks Scale (Akçaoğlu, 2011), Academic Socialization Scale, and Career Interest Scale. CFA was performed by using IBM SPSS AMOS 23.0 software. Prior to structural model testing, some practical issues were considered. Initially, missing value analysis indicated that there was not a large amount of missing data across the entire dataset. On individual items, Item 4 on the Academic Writing Self-Efficacy Scale had the largest missing information among all items in the data collection instrument – 19 responses (1.8%)

were missing, which was lower than 5% (Schafer, 1999). In addition, Bennett (2001) maintained that a statistical analysis on a data set with more than 10% of missing data may yield to biased results.

The expectation-maximization (EM) technique was utilized since the analysis for confirmatory factor analysis and structural equation modeling may yield statistical estimation problems due to incomplete data set (Carter, 2006). The EM algorithm (Dempster, Laird, & Rubin 1977) allows us to estimate non-random missing data through maximum likelihood procedure. In addition to missing value imputation, the adequacy of the sample size for the statistical analyses was also checked. The sample size of this study met the recommended criteria of Stevens (2009) 15 cases for each predictor and also the conservative criteria of a minimum of 10 cases for each predictor (VanVoorhis & Morgan, 2007).

The potential outliers were examined in each scale separately based on boxplots, z-scores, leverage values, and Mahalanobis distance. All standardized z-scores of the cases were within the boundaries [$+ 3.29$ and $- 3.29$ ($p < .001$)] (Tabachnick & Fidell, 2013). Based on these results, it could be said that no outliers were detected. In relation to the multivariate outliers, the Mahalanobis distance value was calculated by running a linear regression analysis. A conservative alpha level, namely .001, was used as suggested by Hair et al. (2010).

For the Academic Writing Self Efficacy Scale, six cases (Case 61, 103, 241, 792, 699, and 999) were out of the critical value ($p < .001$) (Tabachnick & Fidell, 2013). However, their leverage value was not beyond the critical value of 0.1901. Thus, the decision was to keep these cases in the data set and run the analysis. For the Academic Reading Self Efficacy Scale, four cases (Case 103, 474, 684, and 1040) were not within the limit of the critical Chi-square distance ($p < .001$) (Tabachnick & Fidell, 2013). Their leverage value was beyond the critical value of 0.2014, between 0.21 and 0.24. Thus, the researcher decided to delete these cases in the data set.

For the Academic Socialization Scale, two cases (Case 474 and 684) were not within the limit of the critical Chi-square distance ($p < .001$) (Tabachnick & Fidell, 2013). Their leverage value was beyond the critical value of 0.1804, between 0.19 and 0.21. Thus, it was decided to delete these cases in the data set. For the Short Writing Tasks Scale, case number 103 was observed to be an outlier since it was both out of the critical Chi-square distance ($p < .001$) (Tabachnick & Fidell, 2013) and its leverage value was beyond the critical value of 0.1706, as being 0.18. Hence, it was deleted from the data set. For the Career Interest Scale, there were no outliers detected. Thus, no cases were deleted in further statistical analyses.

In order to determine the extent of non-normally distributed data, the outliers were screened, both univariate and multivariate normality were checked. The results related to the Kolmogorov-Smirnov and Shapiro-Wilk tests were statistically significant for each item in each scale in the present study indicating univariate normality. To examine multivariate normality Mardia's test was used. The test resulted in a non-normal multivariate distribution. However, given each scale, the highest skewness coefficient was -1.516 , and the highest kurtosis coefficient was -2.210 (for item 6 in Career Interest Scale). As the skew index beyond three and kurtosis index beyond ten may indicate that the distribution is non-normal (Kline, 2011), it was concluded that the departures from the normality in the present study were not serious. The inspection of histograms and Q-Q plots was also likely to support this finding. Still, as a remedy for the violation of normality, maximum likelihood estimation (MLR) was used in CFA and SEM analyses since it was robust to standard errors, and it did not require multivariate normality (Kaplan, 2009; Muthen & Muthen, 2007).

Since the SEM technique assumes a linear relationship among variables, the linear relationships among the pairs of measured variables were examined by inspecting the scatterplots. The obtained plots indicated a linear shape between the outcome and predictor variables (Appendix F). Since multicollinearity among the predictors may impede the result interpretation and IBM SPSS AMOS 23.0 can fit the models that are not subject to this limitation, the correlation matrix of exogenous latent constructs was examined initially. There was no strong bivariate correlation among predictors above the threshold value.90. Then regression analysis was performed among variables to

check the VIF values. The analyses indicated that the VIF values were all less than 5 and tolerance values were below .20 (Hair et al., 2010). Hence, it was concluded that the data has no limitation in terms of multicollinearity. For all statistical analyses, .05 was selected as the appropriate alpha level to indicate significance. To provide an estimate of reliability, Cronbach's alpha coefficients were used for each scale.

For the model testing Structural Equation Modeling (SEM) was performed using IBM SPSS AMOS 23.0 software. However, prior to SEM for model testing, the item-parceling procedure was applied due to model complexity. Item parceling reduces the number of indicators to "an optimal, just-identified level" (Little, Cunningham, & Sharar, 2002, p.162). The number of indicators was reduced with the help of item parcels. By parceling, the researcher can have more realistic and simplistic models to get a better capture of complex theories put forward while hypothesizing the models (Nasser & Wisenbaker, 2003). Additionally, with the help of item parceling in empirical studies, it is feasible to achieve normally and continuously distributed data, to decrease the amount of model parameters, and to get more established parameter estimates (Little et al., 2002).

Moreover, item parceling reduces random error, and parceled data also tend to show normalized distributions (Little et al., 2002). It also contributes to the possibility of reaching commonality among predictors; thus, getting approximate distribution of a true construct with parcel-based data could be better than item-based data (Bandalos, 2002; Nasser & Wisenbaker, 2003 to improve modeling efficiency. Also, SE models with parceled data fit the data better than their item-based counterparts (Bandalos, 2002; Holbert & Stephenson, 2002). Hence, considering the complexity of the model with seven constructs and eighty-three items that have been measured to represent these constructs and including direct and indirect effects to be measured, the item parceling procedure was used to provide more stable estimates with less random error.

There are several algorithms to form parcels (Matsunaga, 2008) that share a common and representative characteristic of the factor, the items to be parceled must be determined prior to the parceling procedure based on their dimensions (Little et al., 2002). In order to decide the dimensionality of the items, the items were prescreened

using an exploratory factor analysis algorithm (Bandalos, 2002) that uses an iterative estimator with an oblique rotation for the hypothesized model. Due to a lack of knowledge on the true factor structure at the population level, empirical algorithms were preferred as the parcel-forming strategies can be selected based on the observations done prior to parceling on the results pertaining to exploratory factor analysis (Rogers & Schmitt, 2004). The empirical algorithms were a random algorithm, factorial algorithm, correlational algorithm, radial algorithm, and content-based algorithm (Matsunaga, 2002). For the study, the factorial algorithm (Rogers & Schmitt, 2004) was utilized to form parcels.

As a requirement of the factorial algorithm, exploratory factor analysis was performed, and parcel-building was guided by factor loadings. In each parcel, there are items selected based on their factor loadings representing the highest to the lowest one, and item picking direction is swapped for each sequence of item selection (Matsunaga, 2002). Considering Bandalos's (2002) and Rogers and Schmitt's (2004) suggestions at least three-parcels for each factor were tried to be formed in order to identify the parts of measurement correctly, to minimize the number of parameters to be estimated and to prevent the bias throughout the estimation process (Matsunaga, 2002).

For the Academic Writing Self-Efficacy Scale, measuring the outcome variable of the model, four factors *ideation*, *organization*, *mechanics*, and *regulation* were extracted from exploratory factor analysis, and the four-factor structure was also tested with confirmatory factor analysis. Thus, the factor loadings were screened to form parcels. Since the factor ideation, structure, and regulation included five items or less, the researcher could only form two parcels for these factors. For the factor *organization*, three parcels were formed to represent the factors based on factor loadings. Item parcels were close to normal based on the deviation of skewness and kurtosis value from zero (Tabachnick & Fidell, 2013). Skewness values ranged from .08 to .56 and kurtosis values ranged from .11 to .72. The items in the Academic Reading Self Efficacy Scale, measuring the mediator variable of the model, were also parceled via factorial parceling. Since it was a single factor scale, nine items were parceled into three based on their loadings and alternating the direction of item-picking turns through the parcels (Matsunaga, 2002). Item parcels were close to normal as skewness

and kurtosis values did not deviate much from zero (skewness values between -.39 and .74; kurtosis values between .48 and .56).

The academic socialization variable was measured by a 20-item three-factor Academic Socialization Scale, which was one of the exogenous variables in the model. Since this construct included multiple factors, in order to improve modeling efficiency and to provide more stable estimates and fit the data better than their item-based counterparts (Bandalos, 2002; Holbert & Stephenson, 2002), factorial parceling was preferred for this construct. The *relationship with faculty* and *departmental environment* factors were parceled into three; however, the factor measuring the *relationship with peers* parceled into two since the number of items was five in this factor. Item parcels were close to normal with skewness values ranging from .17 to .65 and kurtosis values ranging from -.15 to -.50.

After using the item parceling procedure, the hypothesized model was tested Structural Equation Modeling (SEM) using IBM SPSS AMOS 23.0 software. SEM refers to testing carefully defined multivariate models based on hypotheses about to what extent endogenous and exogenous variables are correlating with each other (Hoyle, 1995). The hypothesized model in the present study examined the complex relationships among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy and examined to what extent academic reading self-efficacy mediates the relationship among reading frequency, career interest, and academic writing self-efficacy beliefs.

In order to report the significance of indirect effects, the bootstrapping method was performed. The bootstrapping method is a resampling method in which the observed estimation of the mediation effect is generated (Cheung & Lau, 2008). In order to decrease Type 1 error, the number of samples was set to 500 or 1000 in this method (Efron, 1982) and 95% was selected as a confidence interval. The hypothesized model is displayed in Figure 3.1.

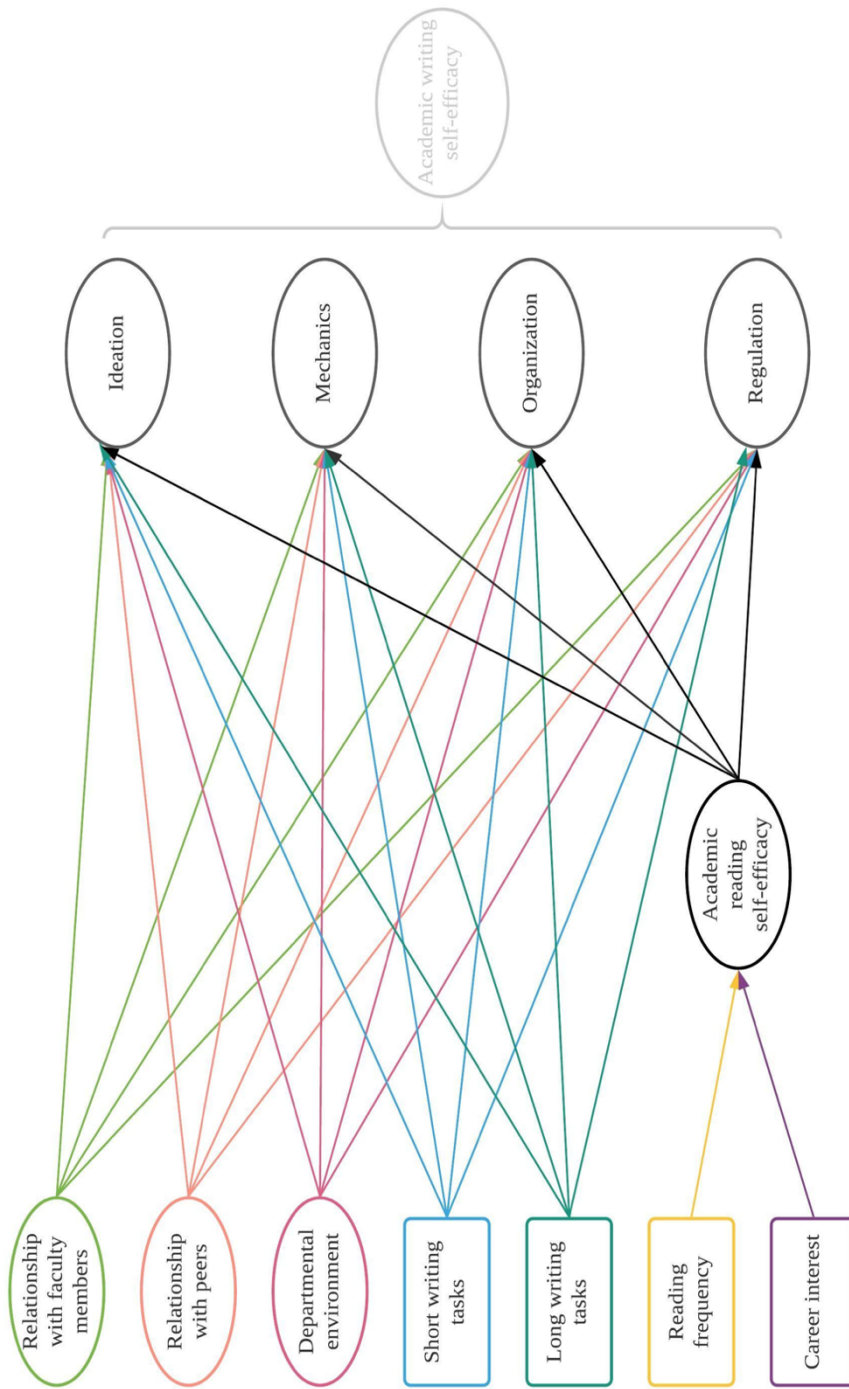


Figure 3.1. The hypothesized structural model.

Note. For clarity of presentation, correlations among exogenous variables and indicator loadings are not displayed.

In this model, the following variables were addressed:

Three factors measuring academic socialization variables, *the relationship with faculty*, *the relationship with peers*, and *the departmental environment*, were exogenous variables of the model. *Relationship with faculty* variables involves eight components in which participants were asked about their relationships with faculty and to rate the frequency on a five-point scale. The items in this factor were parceled into three via factorial parceling. *Relationship with peers* variable involves five items in which participants were asked about their relationships with their peers and to rate the frequency on a five-point scale. Factorial parceling was done, and the items in this factor were parceled into two for this factor. *The departmental environment* that supports students' incorporation into campus academic and social life is also the exogenous variable of the model which involves seven items in which participants were asked about the departmental environment in which both social and academic life incorporation rate is measured on a five-point scale. Factorial parceling was done and the items in this factor were parceled into three for a factor. Since they are latent, unobserved variables, all three were represented circles in the model.

Two factors measuring writing tasks variable, *short writing tasks*, and *long writing tasks* were also exogenous variables of the model. The *short writing tasks* variable consists of five items in which the participants were asked about the assigned written tasks in the department such as a 1-2-page long discussion paper, writing a short reflection paper, etc. The *long writing tasks* variable included five components in which the participants were asked about the assigned written tasks in the department such as case study, a project report, etc. The students were asked to rate the frequency of these tasks on a five-point scale. The mean of the items was calculated for these two variables and they were represented as a rectangle in the model since they were manifest variables.

The reading frequency variable was another exogenous variable of the study. This variable included four items in which the participants were asked about how much time they spend reading academic texts, newspapers, etc. in English. The students were asked to rate the frequency of these tasks on a five points scale. The mean of the items

was calculated for this variable and it was represented as a rectangle due to being a manifest variable in the model.

Students' interest in their career as an exogenous variable involves six items in which the participants were asked about their attentiveness for their future career. The students were asked to rate their agreement on proposed items on a five-point scale. The mean of the items was calculated for this variable, and it was represented as a rectangle due to being a manifest variable in the model.

Academic reading self-efficacy is the mediator variable that helps explain how or why an independent variable influences an outcome (Kenny, Kashy, & Bolger, 1998). In other words, it explains the indirect relationship between the dependent variable and the independent variable. This variable includes nine items in which participants were asked about their belief in their capability to perform undergraduate reading tasks and to rate this on a nine-point scale. Since this construct was measured by a one-factor scale with nine items, factorial parceling was done, and the items were parceled into three. Since it was a latent, unobserved variable, it was represented by a circle in the model.

Academic writing self-efficacy is the dependent or outcome variable of the study; since it was hypothesized to be predicted by other variables in the model. The academic writing self-efficacy variable consists of four factors as writing organization, ideation, written mechanics, and self-regulation of writing. Each of these components was studied in relation to the academic reading self-efficacy beliefs, academic socialization, and academic writing tasks variables presented in the model. This variable involved twenty-six items in which participants were asked to rate their beliefs on their capability to perform undergraduate writing tasks on a nine-point scale. Factorial parceling was performed for this variable. Since the factor *ideation*, *structure*, and *regulation* included five items or less, the researcher could only form two parcels for these factors, for the factor *organization* three parcels were formed to represent the factors based on their factor loadings.

In order to evaluate the fit of the hypothesized model to the data model chi-square (χ^2), comparative fit index (CFI), the goodness of fit index (GFI), root mean square error of

approximation (RMSEA), and Tucker and Levis Index (TLI) were used (Mac Callum, et al., 1996). For this research, the widely used criteria of between .90 and .95 (Hu & Bentler, 1999) was used for CFI. The goodness of Fit Index (GFI) is the proportion of variance accounted for the estimated population covariance. $GFI \geq .95$ indicates a good model fit (Kline, 2005). For Root Mean Square Error of Approximation (RM, SEA) a value of zero indicates the best fit (Kline, 2005). $RMSEA \leq .05$ indicates a good fit, values between .08 and .10 indicates an acceptable fit, and $RMSEA \geq .10$ suggests a poor fit (MacCallum, Browne, & Sugawara, 1996). For TLI (Kline, 2005) criteria of between .90 and .95 indicate a good fit.

To measure the indirect effect, that is, to what extent academic reading self-efficacy beliefs mediate the relationship among reading frequency, career interest, and academic writing self-efficacy beliefs, the bootstrapping method was utilized using IBM AMOS 23 software. Bootstrapping is a technique of resampling done by repeatedly selecting n cases by replacing the original n cases to form a sampling distribution (Little, Card, Bovaird, Preacher, & Crandal, 2007). By help of this sampling distribution asymmetric confidence intervals are formed and it is not a must to assume normality (Preacher & Hayes, 2004).

3.8 Limitations

The time in which data are collected may affect the results (Frankel, Wallen & Hyun, 2018). The data collection period started towards the end of the spring semester and continued towards mid-September in the fall in this study. Though the majority of the data were collected in the spring semester, it still bears the time threat. The possibility of confounding variables is another threat to be considered. Since the results were interpreted among the variables studied in this research, other variables correlating with the study variables that were not considered as study variables might exist. In the current study, the participants were from three state universities in Ankara. The students studying at other universities in Turkey or other countries may have different views considering the study variables. Therefore, the results of the present study cannot be generalized to EMI universities as a whole (Gravetter & Forzano, 2011) since it is limited to the undergraduates who were taking an academic writing course at these three universities.

CHAPTER 4

RESULTS

The purpose of the study was to investigate the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy. With this major purpose, this study also aimed to find out to what extent academic reading self-efficacy belief mediated the relationship among reading frequency, career interest, and academic writing self-efficacy. This part comprises the psychometric characteristics of the scales developed/adapted, relevant descriptive statistics, and the results related to model testing with Structural Equation Modelling (SEM).

4.1 Psychometric Characteristics of the Scales

Upon the results obtained from Exploratory Factor Analysis (EFA) in the pilot study, Confirmatory Factor Analysis (CFA) was performed using IBM AMOS 23.0 to verify the factor structure of the scales developed and adapted for this research study. For all statistical analyses, an alpha value of .05 was selected. In CFA, the following fit indices were utilized: chi-square, Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA). Furthermore, with standardized errors parameter estimates were provided. In addition to confirmatory factor analysis, the reliability coefficient (Cronbach alpha coefficient) was generated to provide internal consistency estimates for each instrument.

4.1.1 The validity and reliability of Academic Writing Self Efficacy Scale

Exploratory Factor Analysis (EFA) in the pilot study indicated a four-factor structure for the Academic Writing Self-Efficacy Scale. Confirmatory Factor Analysis (CFA)

was employed to confirm the factorial structure revealed in EFA (Awang, 2010). The analysis was run with a sample of 1060 students studying in English Medium Instruction (EMI) settings. Chi-square, $\chi^2 (293, n = 1060) = 2242.68, p = .00$ value was found to be significant indicating that the model was unacceptable. Therefore, other fit indices; the Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA) (Hu & Bentler, 1999; MacCallum, Browne & Sugawara, 1996; Yu, 2002) were checked since chi-square could be affected by sample size (Byrne, 2001). Fit indices were found as are in the following: CFI = .91, TLI = .90, RMSEA = .08, and GFI = .85. These values indicated a fair fit (MacCallum, Browne, & Sugawara, 1996).

To improve the model fit, modification indices were examined. Based on this investigation, the following error pairs were covaried: ϵ_2 - ϵ_5 , ϵ_9 - ϵ_{10} , and ϵ_{19} - ϵ_{20} . These fit indices indicated a good model fit with $\chi^2 (283, n = 1060) = 1448.59$, GFI = .90, CFI = .95, TLI = .94, and RMSEA = .06. The standardized estimates of the items varied between .75 and .85 for the *ideation* factor, between .67 and .89 for the *mechanics* factor, .73 and .84 for the *organization* factor, and .65 and .82 for the *regulation* factor. The four-factor measurement model for the Academic Writing Self-Efficacy Scale was displayed in Figure 4.1. In addition, Cronbach's alpha coefficient for each factor was estimated as .91 for the *ideation* factor; .94 for the *organization* factor; .90 for the *mechanics* factor, and .88 for the *regulation* factor.

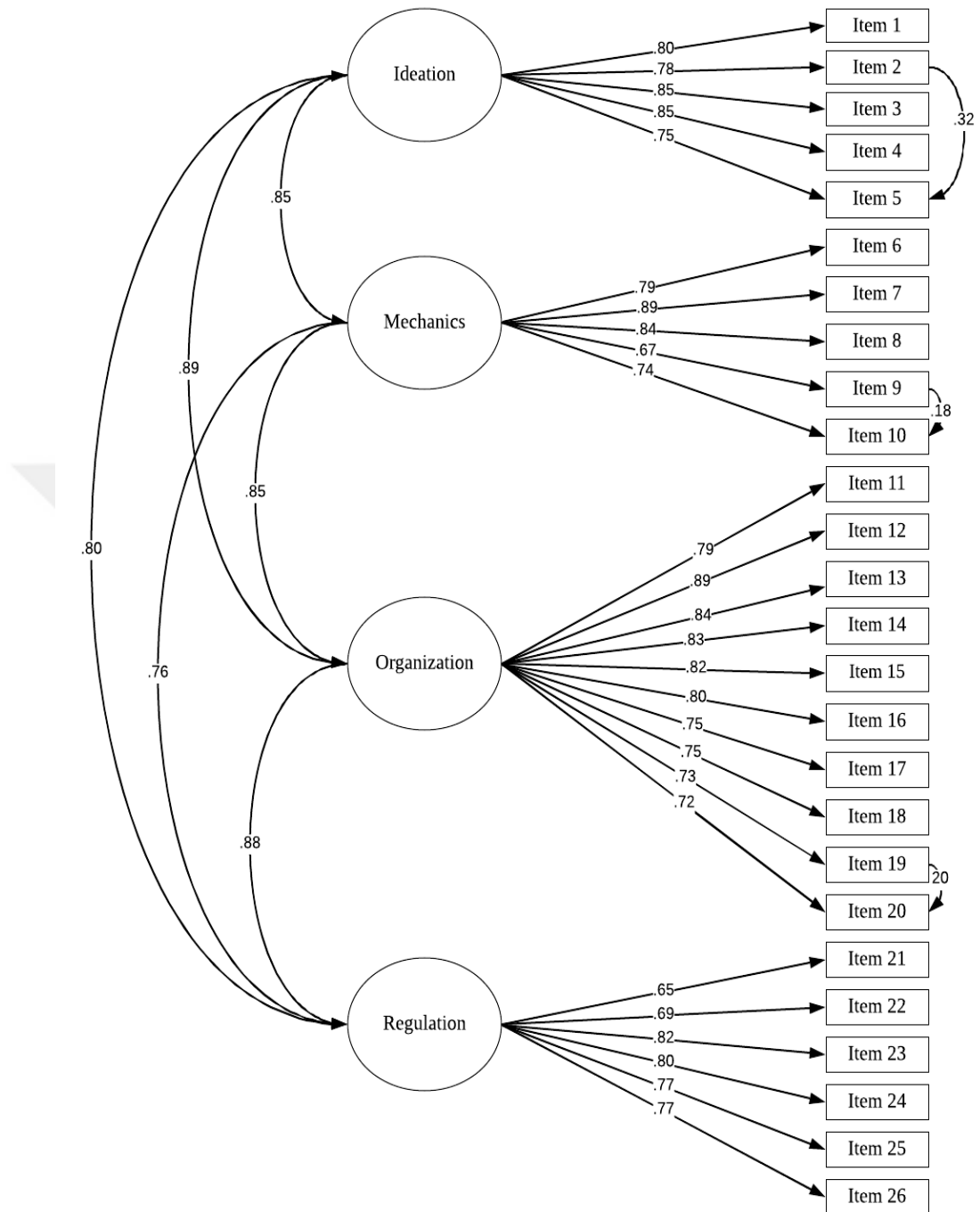


Figure 4.1. Academic Writing Self-Efficacy Scale's factor structure with standardized estimates.

Note. For model clarity, all error terms and their estimates were not represented in the figure.

4.1.2 The validity and reliability of Academic Reading Self-Efficacy Scale

For one-factor Academic Reading Self-Efficacy Scale, the CFA indicated significant chi-square, $\chi^2 (27, n = 1056) = 346.78, p = .00$. Therefore, other fit indices GFI, TLI, CFI, and RMSEA (Hu & Bentler, 1999; MacCallum, Browne, & Sugawara, 1996; Yu, 2002) were checked. Fit indices were found as follows: GFI = .93, CFI = .94, TLI = .92, and RMSEA = .09. Though other fit indices indicated an acceptable fit, the RMSEA value was .09, which is above .08. The one-factor measurement model was displayed in Figure 4.2. The standardized estimates of the items were between .63 and .79. In addition, reliability coefficients were found .92, indicating a high level of internal consistency.

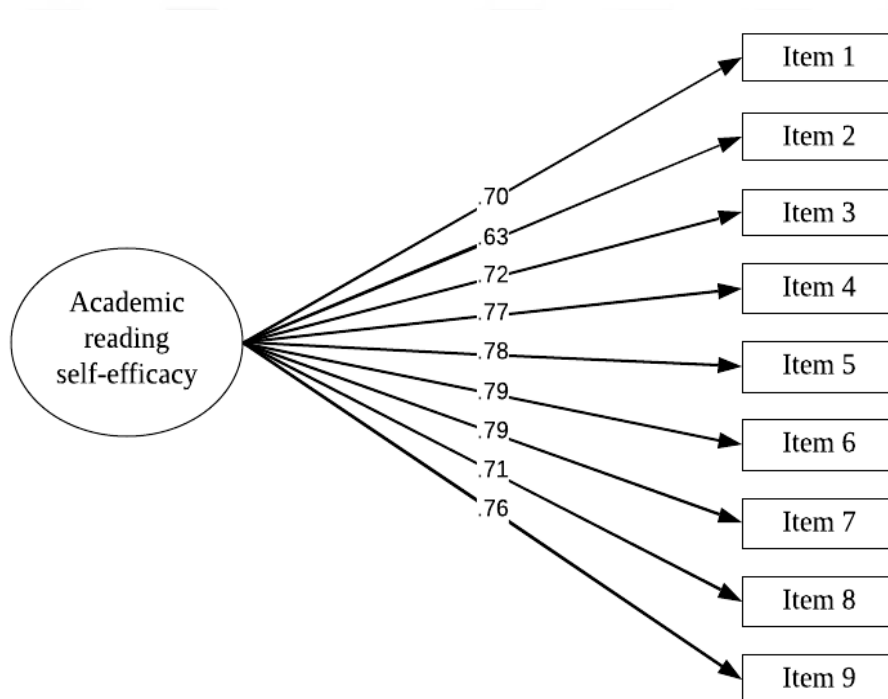


Figure 4.2. Academic Reading Self-Efficacy scale's factor structure with standardized estimates.

Note. For model clarity, all error terms and their estimates were not represented in the figure.

4.1.3 The validity and reliability of Academic Socialization Scale

Three-factor structure of Academic Socialization Scale was tested with CFA. Since the CFA resulted in a significant Chi-square, $\chi^2 (167, n = 1058) = 1573.86, p = .00$,

other fit indices (GFI, TLI, CFI, and RMSEA) were checked. Fit indices were found as follows: CFI = .85, TLI = .88, RMSEA = .08, and GFI = .85. To improve the model fit, errors (ϵ_1 - ϵ_2 , ϵ_6 - ϵ_7 , ϵ_7 - ϵ_8 , ϵ_{12} - ϵ_{13} , ϵ_{14} - ϵ_{15} , and ϵ_{19} - ϵ_{20}) were covaried. Fit indices for the revised model were found as follows: CFI = .93, TLI = .91, RMSEA = .06, and GFI = .92, indicating an acceptable fit.

The standardized estimates of factors were varying between .39 and .76 for the *relationship with faculty members* factor, .49 and .72 for the *relationship with peers* factor, and .53 and .83 for the *departmental environment* factor. The three-factor measurement model was displayed in Figure 4.3. In addition, the reliability coefficients for each factor were: .83 for the *relationship with faculty members* factor; .90 for the *relationship with peers* factor; and .88 for the *departmental environment* factor. These values are above the desired threshold of .70 (Nunnally, 1978).

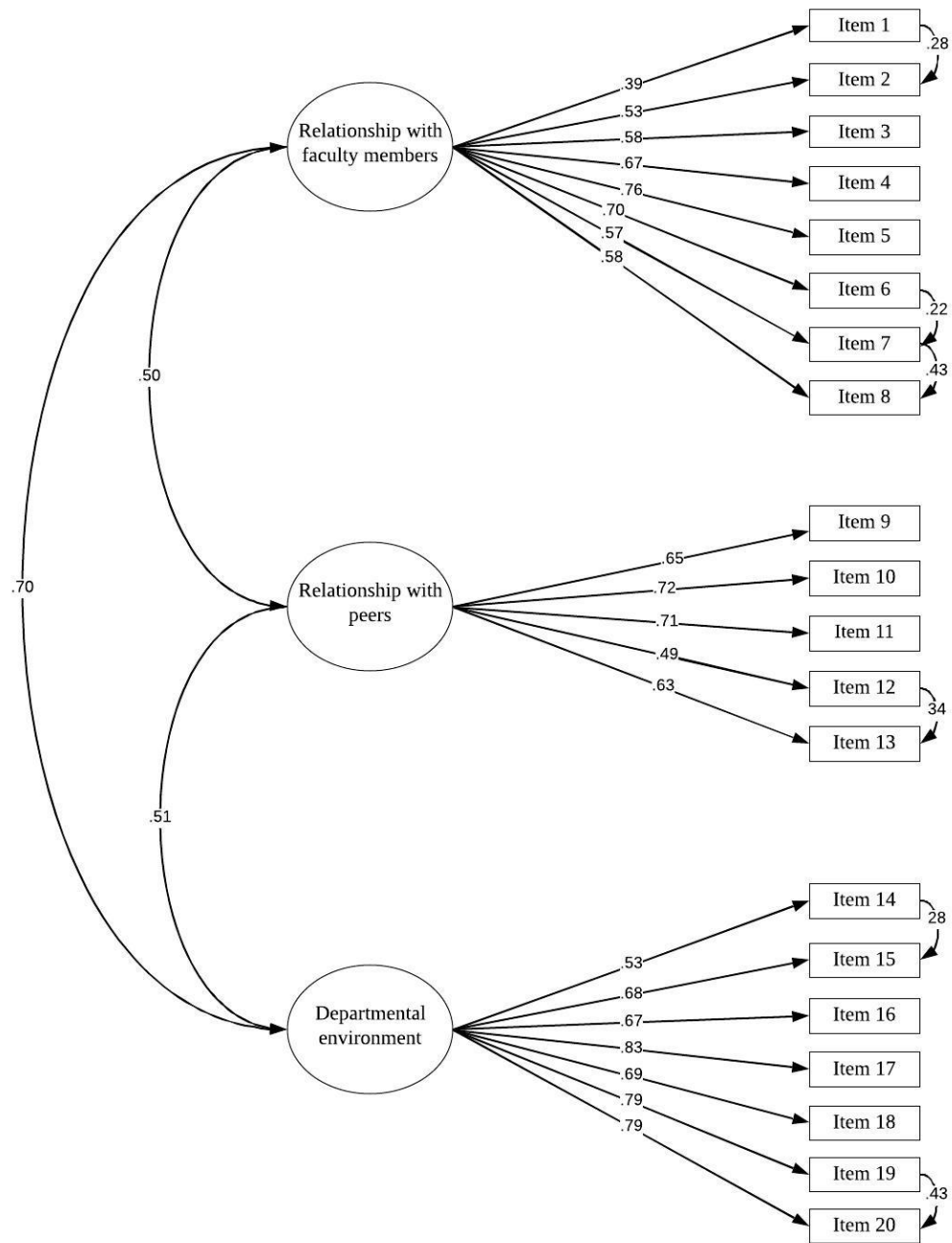


Figure 4.3. Academic Socialization Scale's factor structure with standardized estimates.

Note. For model clarity, all error terms and their estimates were not represented in the figure.

4.1.4 The validity and reliability of Academic Writing Tasks Scale

For the two-factor structure of the Academic Writing Tasks Scale, the CFA indicated a significant chi-square, $\chi^2(34, n = 1059) = 621.21, p = .00$. Fit indices were found as follows: CFI = .85, TLI = .80, RMSEA = .10, and GFI = .89. Therefore, modification indices were examined. Parallel with the findings of pilot study, item 6 (“open-ended exams”) caused large variation. Therefore, it was decided to delete this item and re-run the analysis. After this deletion, the results of the confirmatory analysis yielded acceptable results for Academic Writing Tasks Scale with two factors as short and long writing tasks, $\chi^2(25, n = 1060) = 240.05, p = .00$, CFI = .94, TLI = .92, RMSEA = .08, and GFI = .95. The final factor structure was displayed in Figure 4.4.

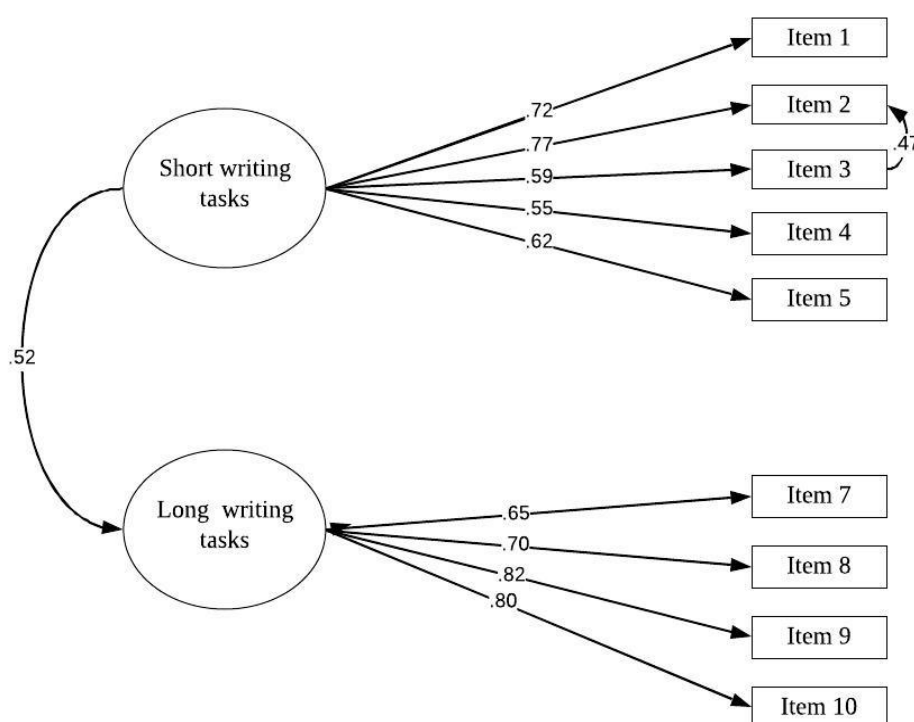


Figure 4.4. Academic Writing Tasks Scale’s factor structure with standardized estimates.

Note. For model clarity, all error terms and their estimates were not represented in the figure.

The standardized estimates of factors varied between .55 and .77 for the *short writing tasks* factor and between .65 and .82 for the *long writing tasks* factor. Furthermore, reliability coefficients were found .81 for the *short writing tasks* factor and .80 for the *long writing tasks* factor.

4.1.5 The validity and reliability of Career Interest Scale

The one-factor structure of the Career Interest Scale was tested through CFA. Analysis yielded the following results: χ^2 (9, n = 1060) = 147.73, CFI = .96 GFI = .95, RMSEA = .08 and TLI = .94 (see Figure 4.5). All fit indices, except chi-square, had satisfactory values. The standardized estimates varied between the ranges of .52 and .82. The reliability coefficient of the Career Interest Scale was found .89, indicating internal consistency (Nunally, 1970).

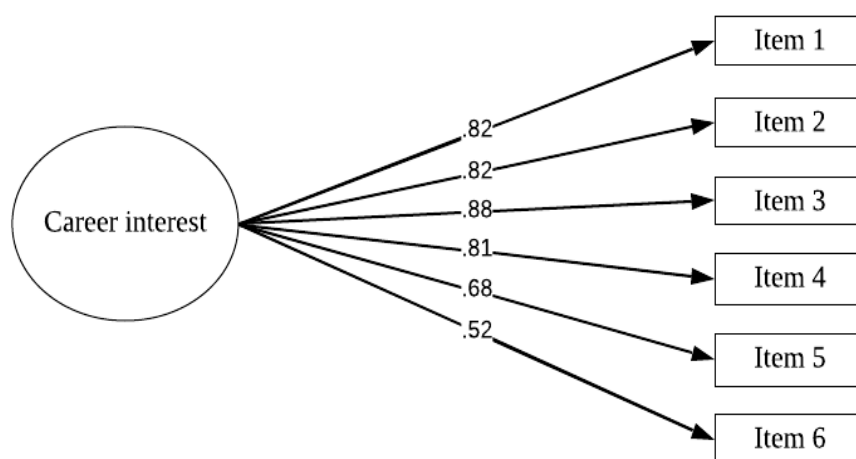


Figure 4.5. Career Interest Scale's factor structure with standardized estimates.

Note. For model clarity, all error terms and their estimates were not represented in the figure.

4.2 Descriptive Statistics

Descriptive statistics analysis (mean, standard deviation values) for each scale were run. According to the results pertaining to four factors of Academic Writing Self-Efficacy Scale, slight difference was found among four dimensions: ideation ($M = 6.26$, $SD = 1.49$), mechanics ($M = 6.46$, $SD = 1.45$), organization ($M = 6.53$, $SD =$

1.31), and regulation ($M = 6.52$, $SD = 1.38$). In terms of academic reading self-efficacy, the participants felt themselves moderately efficacious ($M = 6.64$, $SD = 1.18$). For both, the participants reported their opinions on a 9-point scale ranging from “I cannot do at all (1)” to “I can do very well (9)”. Considering four factors of the Academic Socialization Scale, the participants seemed to socialize less with their faculty members ($M = 3.00$, $SD = .77$) in comparison to their peers ($M = 3.69$, $SD = .82$) on a 5-point rating scale ranging from “Never (1)” to “Always (5)”. The departmental environment had a mean level of 3.28, with a 0.84 standard deviation.

Based on the results obtained from the Reading Frequency Scale, in which participants were asked to indicate the frequency of these reading tasks throughout the semester on a 5-point rating scale, ranging from “I never read (1)” to “I always read (5), it could be said that the participants usually dedicated their time to reading in English ($M = 3.09$, $SD = .72$) and they often put effort to do activities related their future career ($M = 3.80$, $SD = .83$). The students reported that they spared more time to the assigned English reading items such as articles, books, or other documents in their field ($M = 3.40$, $SD = 1.05$) than the ones they searched and found ($M = 2.78$, $SD = 1.06$). Moreover, the findings indicated that students dedicated more time to read periodicals ($M = 2.95$, $SD = 1.06$) than the literary documents ($M = 2.7$, $SD = 1.07$). In terms of writing tasks, the departmental short written tasks ($M = 2.91$, $SD = .75$) were done slightly more than the long writing tasks ($M = 2.69$, $SD = .95$). The participants were asked to indicate the frequency of these writing tasks throughout the semester on a 5-point rating scale, ranging from “Never (1)” to “Always (5),

Based on the self-reported data, the participants had a 2.77 GPA average ($SD = .54$), and they reported that their writing level ($M = 3.77$, $SD = .54$) and their listening level were above average ($M = 3.85$, $SD = .79$) while the participants reported having a better level when compared to the other four ($M = 4.09$, $SD = .89$). Among others, speaking was the skill they reported themselves to be the least competent ($M = 3.27$, $SD = 1.05$). Furthermore, they reported themselves to be better at receptive skills; that is reading and listening than they were with productive skills, writing, and speaking. The results related to descriptive statistics were summarized in Table 4.1.

Table 4.1

The Results of Descriptive Statistics

Variables	<i>M</i>	<i>SD</i>
Academic Writing Self Efficacy		
Ideation	6.26	1.49
Organization	6.53	1.32
Structure	6.46	1.45
Regulation	6.52	1.38
Academic Reading Self-Efficacy		
	6.64	1.18
Academic Socialization		
Relationship with faculty members	3.00	0.77
Relationship with peers	3.69	0.81
Departmental environment	3.28	0.85
Reading frequency	3.09	0.77
Assigned academic reading	3.52	0.92
Voluntary academic reading	3.19	0.98
Reading periodicals	2.95	1.06
Reading literary work	2.70	1.07
Academic writing tasks		
Short writing tasks	2.91	0.76
Long writing tasks	2.69	0.95
Career Interest	3.80	0.83
Self-reported English proficiency		
Writing	3.77	0.79
Reading	4.09	0.73
Listening	3.85	0.89
Speaking	3.27	1.05
GPA	2.77	0.54

Note: “Academic Writing Self-Efficacy” and “Academic Reading Self-Efficacy” were measured on a 9-point scale. The other variables presented on the table were measured on a 5-point scale apart from GPA (which is out of 4).

Correlations among the variables were also displayed in Table 4.2. As seen, the dimensions of Academic Writing Self-Efficacy were positively correlated with each other. The variable *ideation* was highly correlated with *mechanics* (.73), *organization* (.82), and *regulation* (.72). Likewise, the variable, *mechanics*, was found to be positively correlated with *ideation* (.73), *organization* (.78), and *regulation* (.68). Similarly, the variable *organization* was positively correlated with *ideation* (.82), *mechanics* (.78), and *regulation* (.80).

Lastly, the variable *regulation* was positively correlated with the other factors of the scale which were *ideation* (.72), *organization* (.80), and *mechanics* (.68). All of the correlations were significant and high. In addition, *academic reading self-efficacy*, the mediator variable of the model, which was used to find out to what extent it mediated the relationship between *reading frequency*, *career interest*, and *academic writing self-efficacy*, was found to be positively correlated with *ideation* (.63) *mechanics* (.59), *organization* (.68), and *regulation* (.66), and with *reading frequency* (.49) and *career interest* (.33). As indicated, all correlations among the variables were found to be positive and significant.

On the other hand, the correlations among the exogenous variables, that is, reading frequency, career interest, long writing tasks, short writing tasks, the variables of academic socialization relationship with faculty members, relationship with peers, and departmental were either low or moderate (ranging from .08 to .61), as the rates suggested for discriminant validity (Kline, 2010).

Table 4.2

Correlations among variables

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
1.Ideation												
2.Organization	.82**											
3.Mechanics	.73**	.78**										
4.Regulation	.72**	.81**	.68**									
5.Academic reading self-efficacy	.63**	.68**	.59**	.65**								
6.Reading frequency	.44**	.44**	.42**	.39**	.48**							
7.Career Interest	.27**	.29**	.25**	.30**	.33**	.39**						
8.Short writing tasks	.38**	.40**	.32**	.38**	.36**	.43**	.26**					
9.Long writing tasks	.08**	.12**	.07*	.15**	.13**	.26**	.21**	.46**				
10.Relationship with faculty members	.21**	.19**	.23**	.21**	.21**	.38**	.28**	.34**	.32**			
11.Relationship with peers	.19**	.23**	.19**	.26**	.24**	.28**	.28**	.27**	.21**	.41**		
12.Departmental environment	.21**	.23**	.21**	.23**	.19**	.29**	.30**	.31**	.31**	.61**	.41**	

* $p > .01$, ** $p > .05$

4.3 The Results Related to Model Testing

The following chi-square and fit indices were obtained from model testing: χ^2 (300, n = 206) = 816.30, p = .00, GFI=94, CFI = .97, NFI = .96, TLI=.96, and RMSEA = .05. Values of CFI and NFI were greater than .95, indicating a good fit (Hu & Bentler, 1999). RMSEA value indicated a model with mediocre fit (Browne & Cudeck, 1993). The model with standardized parameter estimates is displayed graphically in Figure 4.6. The standard errors of the parameters (S.E.) were presented in Appendix E. They ranged from .03 to .09, revealing that the estimates were reasonably determined.

Overall inspection of significance levels of regression coefficients indicated that academic reading self-efficacy was the most salient predictors of each of the four factors of academic writing self-efficacy; ideation (β = .88), mechanics (β = .81), organization (β = .94), and regulation (β = .89). Next, among the factors associated with academic socialization, only the departmental environment significantly predicted efficacy beliefs related to the organization (γ = .08), mechanics (γ = .14), and ideation (γ = .08). However, it did not predict the regulation. Relationships with peers and relationships with faculty members were not significant for any of them. As for the writing tasks, short writing tasks significantly and positively predicted four factors of academic writing self-efficacy; ideation (γ = .16), mechanics (γ = .07), organization (γ = .14), and regulation (γ = .13). On the other hand, long writing tasks were significantly and negatively related to ideation (γ = -.12), mechanics (γ = -.10), and organization (γ = -.08) while not significant for the regulation. Though the regression coefficients were low, it could still be said that dealing with short writing tasks in class frequently positively contributes to student self-efficacy beliefs in academic writing, whereas long writing tasks may lead to a decrease in their academic writing self-efficacy.

Indirect effects of the time dedicated to academic reading and career interest on academic writing self-efficacy through academic reading self-efficacy were estimated through the bootstrapping method (Byrne, 2001). The direct effects of the time dedicated to academic reading ($\gamma = .43$) and career interest ($\gamma = .14$) on academic reading self-efficacy were significant. In addition, the indirect effect of time dedicated to academic reading through academic reading self-efficacy was significant for all factors of academic writing self-efficacy; ideation ($\gamma = .38$), mechanics ($\gamma = .35$), organization ($\gamma = .40$), and regulation ($\gamma = .38$). Similarly, but with lower regression estimates, the indirect effect of the interest towards future career was significant; ideation ($\gamma = .13$), mechanics ($\gamma = .12$), organization ($\gamma = .14$), and regulation ($\gamma = .13$). Direct, indirect, and total effects are presented in Table 4.3.

Table 4.3

Standardized Direct, Indirect and Total Effects

<i>Predictor</i>	<i>Criterion</i>	<i>Direct Effect</i>	<i>Indirect Effect</i>	<i>Total Effect</i>
Academic reading self-efficacy	Ideation	.88*	-	.88*
	Mechanics	.81*	-	.81*
	Organization	.94*	-	.94*
	Regulation	.89*	-	.89*
Relationship with faculty members	Ideation	-.04	-	-.04
	Mechanics	-.07	-	-.07
	Organization	-.05	-	-.05
	Regulation	-.09	-	-.09
Relationship with peers	Ideation	-.04	-	-.04
	Mechanics	-.03	-	-.03
	Organization	-.01	-	-.01
	Regulation	.06	-	.06
Departmental environment	Ideation	.09*	-	.09*
	Mechanics	.14*	-	.14*
	Organization	.08*	-	.08*
	Regulation	.08	-	.08
Short writing tasks	Ideation	.16*	-	.16*
	Mechanics	.07*	-	.07*
	Organization	.14*	-	.14*
	Regulation	.13*	-	.13*
Long writing tasks	Ideation	-.12*	-	-.12*
	Mechanics	-.10*	-	-.10*
	Organization	-.08*	-	-.08*
	Regulation	-.05	-	-.05
Reading frequency	Academic reading self-efficacy	.43*	-	.43*
	Ideation	-	.38*	.38*
	Mechanics	-	.35*	.35*
	Organization	-	.40*	.40*
	Regulation	-	.38*	.38*
Career interest	Academic reading self-efficacy	.14*	-	.14*
	Ideation	-	.13*	.13*
	Mechanics	-	.12*	.12*
	Organization	-	.14*	.14*
	Regulation	-	.13*	.13*

* $p < .05$

Finally, the amount of variance explained by the model was examined through squared multiple correlation coefficients (R^2) (see Table 4.4). The results showed that 83% of the variance in undergraduate students' academic writing self-efficacy beliefs in *ideation*, 68% of the variance in *mechanics*, 94% of the variance in *organization*, and 86% of the variance in *regulation* were explained by the overall model. In addition, 25% of the variance in academic reading self-efficacy was estimated through career interest and reading frequency variables.

Table 4.4

The Proportion of Variance (R^2) for Endogenous Variables

<i>Endogenous variables</i>	<i>R^2</i>
Academic reading self-efficacy	.25
Ideation	.83
Mechanics	.68
Organization	.94
Regulation	.86

4.4 The summary of results

This study aimed to investigate the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy belief factors of ideation, organization, mechanics, and regulation, and to find out to what extent academic reading self-efficacy belief mediated the relationship among time dedicated to reading, career interest, and academic writing self-efficacy belief factors of ideation, organization, mechanics, and regulation.

To test the hypothesized model, an Academic Writing Self-Efficacy Scale was developed. Also, Academic Reading Self-Efficacy Scale (Prat, Sala, & Redford, 2010), Academic Socialization Scale (Çapa Aydın et al., 2016; Weidman & Stein, 2003), Career Interest Scale (Kenten, 2012), and Academic Writing Tasks Scale (Akçaoğlu, 2011) were adapted and used. Following the pilot study, confirmatory factor analysis was performed to test the measurement model, and reliability analyses were run for each scale by generating Cronbach's alpha coefficient. The scales showed good psychometric characteristics with high-reliability coefficients.

As for the sample, descriptive statistics indicated that undergraduates studying at EMI settings felt moderately efficacious in both academic writing and reading. They socialized academically more with their peers than their instructors, and their departments had a moderately supportive environment for academic development. As for writing tasks done in their courses, it could be said that short writing tasks were preferred more in comparison to long writing tasks in their courses. In terms of the time, the students dedicated more time to read the assigned materials than the ones they had selected on their own. In addition, the students were quite interested in their

future careers. Concerning their self-reported proficiency in four skills in English, the participants reported themselves to be more proficient in receptive skills like reading and listening than productive skills, namely, writing and speaking. Lastly, their GPA was found to be moderately high.

The results of structural equation modeling indicated a model with a mediocre fit. The majority of the predictor variables in the model predicted the outcome variables significantly. The mediator variable, academic reading self-efficacy, significantly mediated the relationship between reading frequency, career interest, and academic writing self-efficacy variables. Also, academic reading self-efficacy was found to be a strong predictor of academic writing self-efficacy. In terms of academic socialization, being in a departmental environment that supports academic development significantly predicted academic writing self-efficacy, while relationships with faculty members and peers did not have a significant effect on it. Despite the small effect, short writing tasks also significantly predicted the ideation, mechanics, organization, and regulation. There was a positive relationship among them, while the long writing tasks yielded a negative correlation with the ideation, mechanics, and organization. Thus, it can be noted that doing short writing tasks in class might lead to a small increment in academic writing self-efficacy; whereas, doing long writing tasks might lead to a small decrement in academic writing self-efficacy.

Finally, the model explained 83% of the variance in undergraduate students' academic writing self-efficacy beliefs in ideation, 68% of the variance in mechanics, 94% of the variance in organization, and 86% of the variance in regulation.

CHAPTER 5

DISCUSSION

This study investigated the nature of academic writing self-efficacy and its relation to academic reading self-efficacy beliefs, academic socialization, and academic writing tasks, and also, to what extent academic reading self-efficacy belief mediated the relationship among reading frequency, career interest, and academic writing self-efficacy beliefs. This chapter discusses the major findings on undergraduate academic writing self-efficacy beliefs, academic reading self-efficacy beliefs and then draws implications for educational practice and further research.

5.1 Academic Writing Self-Efficacy Beliefs of Undergraduates at EMI Universities

Bearing the importance of self-efficacy beliefs in writing, this study had the aim to test the hypothesized model examining the nature of the relationship among academic reading self-efficacy, academic socialization, academic writing tasks, and academic writing self-efficacy, and pertaining to this major aim to measure undergraduate students' self-efficacy beliefs in academic writing, Academic Writing Self-Efficacy Scale was developed. The scale revealed to be a four-factor one as ideation, mechanics, organization, and regulation. With these four dimensions, this developed scale had unique characteristics as having items on organization and regulation together with mechanics and ideation rather than the ones focusing only one of them separately (e.g. Miller, Russell, Cheng, & Skarbek, 2015; Pajares & Johnson, 1994; Yavuz & Erkan, 2014; Zimmerman & Bandura, 1994).

According to the descriptive results pertaining to four factors of the Academic Writing Self-Efficacy Scale, the students reported that they feel moderately efficacious in finding ideas, using appropriate writing conventions, organizing their text, and regulating their writing process. The results pertaining to the variables directly

predicting the four factors of academic writing self-efficacy, namely ideation, mechanics, organization, and regulation, indicated that the majority of these factors were significantly predicted by academic reading self-efficacy, the departmental environment, short writing tasks, and long writing tasks variables. In addition to the direct effect of the academic reading self-efficacy variable on academic writing self-efficacy beliefs, this variable was also found to be mediating the relationship between reading frequency, career interest, and academic writing self-efficacy. Thus, the structural model hypothesized was a theoretically well-developed one that provided important insights to examine the factors related to academic writing self-efficacy beliefs.

Among the predictor variables predicting academic writing self-efficacy, academic reading self-efficacy was found to be the most salient. Though the studies examining the relationship between academic reading and academic writing self-efficacy are rare in number, the majority of them indicated that the close relationship between them (e.g. Maguire, Reynolds, & Delahunt, 2013; Prat-Sala & Redford, 2010; 2012; Tanyer, 2015; Woolford-Singh, 2004). Hence, this present study contributed to the literature examining the interconnected nature of the relationship between academic reading and writing self-efficacy beliefs with the structural model hypothesized. Another important unique quality of this study was the fact that it examined the relationship between academic reading self-efficacy and the sub-dimensions of academic writing self-efficacy and the highest prediction rate was noted in students' self-efficacy in organizing their academic writing. This result obtained supported the fact that in second language (L2) learning process, the students who are involved in reading texts use textual borrowing strategies, pay attention to the appropriateness of the text (Shi, 2004); and construct their own text by synthesizing the information they get from organizational clues in the text they have read (Plakans, 2008). Furthermore, the research indicated that better student writers were more prone to read in English regularly (Lee & Krashen, 2002), trace important information, and incorporate it into their writing (Plakans & Gebril, 2012; Zhang, 2013; Zhao & Hirvela, 2015). Additionally, academic reading self-efficacy beliefs had a high prediction rate on writing self-efficacy beliefs on the regulation of the written process.

With the help of reading academic texts, the students also become aware of the writing strategies employed in a text, this knowledge of strategies would precisely influence how they plan and regulate their writing process (e.g. Gordon, 1990; Hamman, 2005). Considering these findings from previous literature, the results obtained from model testing supported the fact that the more students' felt themselves efficacious in reading, they felt more efficacious in regulating their writing process. Very close to the prediction rate found on the regulation of academic writing, academic reading self-efficacy was found to be predicting the ideation dimension of academic writing self-efficacy. As Bean (2001) stated college writing was a means for synthesizing the information obtained from reading texts to display your stance in a contingent and tentative way. Thus, the findings of the current study indicated that the students who felt themselves capable in academic reading had also felt themselves capable enough to find and present the ideas, and even to reflect their stance in academic writing.

Among the four factors studied the self-efficacy beliefs of students for their abilities to use appropriate mechanics of writing was also found to be predicted by academic reading self-efficacy. It is impossible to deny the fact that the more students read texts, the more they become aware of the textual structures used to develop the text (Grabe, 2002; 2009; Hyland, 2005). This awareness would precisely be reflected in the writing they produce, and it would also be contributing to their achievement in writing and their efficacy beliefs (Shell et. al, 1989). To conclude, the results obtained had indicated that the interconnected nature of the relationship between academic reading and academic writing self-efficacy.

Considering the academic socialization variables; the relationship with faculty members and peers did not predict the factors of academic writing self-efficacy while the departmental environment factor significantly predicted efficacy beliefs on mechanics, idea development, and organizing the written work. The regulation of writing was not predicted by the departmental environment variable. This result indicated that instead of students' in-person relations, the context they interacted with or they produced written work predicted their beliefs on their capabilities for using appropriate mechanics of writing, ideation, and organizing their written work. Based on the students' reporting, it could be said that studying at an academically supportive departmental environment, had positively, though slightly, contributed to students'

efficacy on mechanics, idea development, and organizing the written work. These results were no surprise since being in a supportive school environment would precisely contribute to the development of self-efficacy beliefs (e.g. Adeyemo, 2005; Pajares & Schunk, 2001; Schunk & Meece, 2005; Usher & Pajares, 2008).

However, the results pertaining to the relationship with peers and faculty members should be interpreted cautiously since the literature on self-efficacy beliefs clearly indicated that peers play a key role in improving personal efficacies and in shaping the development of adolescents (Bandura, 2005; Rosenthal & Zimmerman, 1978; Schunk, 1987; 2001; Schunk & Hanson, 2005); and also the good relations with models; that is, teachers or instructors, and their praise would precisely contribute to the development of self-efficacy beliefs (Bandura, 2005; Schunk 2001) and also the development of writing self-efficacy (e.g. Evans, 2013; Ferris, 1995; Grabe & Kaplan, 1996; Hyland, 1996, 1998).

The social cognitive theory puts mastering the learned knowledge and learning by observations on center, that is, by the help of effective modeling one can learn strategies for dealing with diverse circumstances (Bandura, 1989). Additionally, the literature on the development of academic writing skills obviously indicated that feedback from peers (Ferris & Hedgcock, 2005; Leki, 1990), collaborative work on a writing task (Al-Bataineh, Holmes, Jerich, & Williams, 2010), feedback from instructors (Can, 2009), and peer and teacher modeling (Al-Bataineh, et al, 2010) were found to be related with students' performance in writing. Since item wording influence the results (Blasberg, Hewitt, Flett, Sherry, & Chen, 2016; Sinclair & Tetrick, 2000), the items of Academic Socialization Scale on the relationship with peers and faculty members were re-examined.

The items in relationship with peers were related to sharing lesson notes, studying exams together, and explaining the points stated in the course to a friend. Though these items were representations of various ways of establishing a relationship in academic settings, considering the development of academic writing self-efficacy beliefs, they were not directly related to the ways of relationship with peers that foster the development of academic writing such as peer-feedback (e.g. Chaudron, 1984; Ferris 2003; Gungle & Taylor, 1989; Ferris & Hedgcock, 2005; Leki, 1990, Martinez, Kock,

& Cass, 2011; Tsui & Ng, 2000), peer collaboration (e.g. Griffin & Griffin, 1998) and peer models (Schunk, 2001). Similarly, the relationship with faculty members included items related to course selection, getting overall feedback on courses, being in social environments together, and working on projects. All in all, one possible reason for the results obtained on these two variables might be related to the items measuring them. Rather than the items measuring overall representations of the relationship with peers and faculty members, items with specific instances of academic writing development such as observing faculty members' and their peers' writing process, their model papers, peer or tutor modeling tasks, getting feedback from peers and faculty members, peer collaboration on writing tasks might have yielded different results.

In the structural model hypothesized in this study, the results indicated that short writing tasks significantly and positively predicted academic writing self-efficacy; ideation, mechanics, organization, and regulation. In addition, self-efficacy beliefs for ideation, mechanics, and organization, were significant; but negatively, predicted by long writing tasks, but not the efficacy beliefs related to regulation for written tasks were not significantly predicted by long writing tasks. Though the prediction rates were small, it could still be said that dealing with short writing tasks in class frequently positively contributed to students' self-efficacy beliefs in academic writing, whereas long writing tasks might lead to some kind of decrement in their academic writing self-efficacy. These results had amenably depicted the nature of the relationship between task difficulty and self-efficacy; that is, students with higher self-efficacy could deal with challenging tasks by putting more effort and their achievements in the tasks they dealt with lead to higher levels of self-efficacy (Bandura, 1996; Schunk, 1991, 1995).

As for writing efficacy, the learners who possess an adequate level of writing self-efficacy perceive themselves as capable writers and they try to make use of all writing opportunities dedicating more time, and more effort and to their writing process (Bottomley, Henk, & Melnick, 1997; Lavelle, 2006). With the achievements they have had in the writing process, they feel more efficacious in writing (Shell, Murphy, & Bruning, 1989). The ones who feel low proficient and low efficacious in writing would eventually be overwhelmed with the feeling of writing anxiety.

Writing ability of a person, readiness level to complete the writing task, the stress being evaluated on a writing tasks, and the type of feedback received from instructors can be counted as the major sources of writing anxiety among students who study at EMI universities (Atay & Kurt, 2006; Fox, 1980; Kırmızı & Kırmızı, 2015; Leki, 1999; Pajares & Johnson, 1994). Empirical evidence obviously indicated the negative relationship between writing anxiety and students' self-efficacy beliefs (e.g. Klassen, 2002; Huertaa, Goodson, Beigic, & Chlup, 2017; Martinez, Kock, & Cass, 2011; Matoti & Shumba, 2011; Pajares, 2007). Not unpredictably, in the study by Mascle (2013) with university business writing class students, the importance of fostering self-efficacy in order to lower students' writing anxiety and to develop their writing performance was highlighted. Thus, the results obtained in model testing had supported the fact that the selection of writing tasks and handling the difficulty created by those tasks play an important role in how much the learners would anticipate themselves as capable writers.

Overall the model depicted the interaction of behavioral, environmental, and personal factors in the academic writing process as proposed in Bandura's Social Cognitive Theory. The results obtained from the whole model could be summarized as if the students were provided with relevant academic writing and reading practices to stimulate the behaviors if they study at an academically supportive departmental environment and if they are aware of their interests, personal abilities, and beliefs they feel able to produce the desired tasks in academic writing. People's perceptions related to their efficacy affect their choices and beliefs in themselves to pursue the action (Bandura, 2001). Thus, self-efficacy influences motivations and beliefs in performing various actions. As a significant instance of this, at the core of the hypothesized model, students' beliefs in their abilities to read academic texts had strongly predicted their beliefs in their abilities in another skill, writing. Though not found to be significant in the results obtained considering the relationship with peers and faculty members, it still could be said that students and their social environments affect each other, and more importantly, students can learn why and how to write in the academic community vicariously, by observing what happens to other people who behave in that way (Bandura, 1996) getting inferences from the significant prediction rates obtained on academic writing tasks and departmental environment variables.

Lastly, the model explained a large amount of variance in organization, ideation, and regulation. Comparing the variance explained in each factor of academic writing self-efficacy, the least was observed in the mechanics. Examining the variables in the model, the ones related to reading and reading efficacy have empirically found to be contributing to students' organization and ideation (e.g. Corden, 2000; Joyce & Christie, 1989; Shen, 2005) and also regulation by the help of career goals and timing reading (Lent, Brown & Hackett, 2014). The variables related to academic socialization were also not representing tasks related to mechanics such as writing feedback with corrections on mechanics, which is certainly important for the development of mechanics in writing (e.g. Keppner, 1991; Matsumura, Patthey-Chavez, Valdes, & Garnier, 2002; Olson & Raffeld, 1987). Hence, the results pertaining to the amount of variance explained in mechanics domain might be affected by the variables in the model.

All in all, with its unique nature, the hypothesized model indicated the existence of the strong and direct relationship between academic reading self-efficacy and academic writing self-efficacy. Undergraduate students who feel themselves efficacious in academic reading also felt themselves efficacious in academic writing. Among the variables of academic socialization, only the departmental environment variable significantly predicted students' efficacy on mechanics, idea development, and organizing the written work. For writing tasks, it can be said that dealing with short writing tasks influence students' efficacy beliefs in academic writing positively while long writing tasks are done in class might lead to a decrease in students' academic writing self-efficacy.

5.2 Academic Reading Self-Efficacy Beliefs of Undergraduates at EMI

The direct and strong effect of academic reading self-efficacy on predicting all four dimensions of academic writing self-efficacy had clearly indicated that selecting academic reading self-efficacy as the mediator variable was certainly meaningful to examine the nature of the relationship among career interest, reading frequency, and academic writing self-efficacy variables.

The results of the descriptive statistics indicated that in terms of academic reading self-efficacy, the participants felt moderately efficacious. Pertaining to the results obtained from descriptive statistics of reading frequency and career interest variables, the participants reported that they usually read in English and they often put effort to do activities related to their future career. The students reported that they spared more time to the assigned English reading items such as articles, books, or other documents in their field than the ones they themselves searched and found. Moreover, the findings indicated that students dedicated more time to read periodicals than literary documents.

Considering the previous literature on reading self-efficacy beliefs of learners, it could not be wrong to say the studies were rare (Prat-Sala & Redford, 2012). The studies generally focused on the relationship between general or academic self-efficacy beliefs reading comprehension (e.g. Anmarkrud & Bråten, 2009; Guthrie & Wigfield, 2005; Khajavi & Ketabi, 2010; Shang, 2010). Hence, building a structural model to test the relationship among reading frequency; which was found to be positively contributing to students' reading comprehension (Anderson, et al. ,1988; Cox & Guthrie, 2001; Cunningham & Stanovich, 1991, 1997; Greaney, 1980; Wang & Guthrie, 2000); career interest, academic reading and writing self-efficacy beliefs is another distinctive feature of this present study.

It was hypothesized that the reading frequency variable and career interest variables would be predicting academic reading self-efficacy beliefs. By contributing to the development of reading self-efficacy beliefs of undergraduates studying at EMI universities, these two variables would be indirectly predicting the variance in students' academic writing self-efficacy beliefs on ideation, organization, mechanics, and regulation sub-domains. The results were in parallel with the hypothesis. It was found out that both the reading frequency and the career interest variables directly predicted academic reading self-efficacy beliefs. Within the mediation of academic reading self-efficacy, these two variables significantly and positively predicted the variance in academic writing self-efficacy; ideation, mechanics, organization, and regulation.

To begin with, the results obtained from model testing indicated that the students who read more in English felt themselves more capable in academic reading. This result was in parallel with the previous empirical studies in the field of reading which indicated that the relationship between the interest in reading in L2 or dedicating more time on reading and reading performance (e.g. Carver & Liebert, 1995; Cipielewski & Stanovich, 1992; Guthrie & Wigfield, 2000; Eidswick, 2009; Stanovich, 1986; Squires, 2014; West, Stanovich, & Mitchell, 1993; Wigfield & Guthrie, 1997), and self-efficacy (Smith, Smith, Gilmore, & Jameson, 2012). Hence, the learners having the feeling of efficacy and fun while reading do more reading which in turn makes them better readers (Baker & Wigfield, 1999). Those better readers pursue the reading activity even they meet with challenging text, unknown lexical items, and difficult themes to understand since they feel confident and capable enough to handle the text-related difficulties (Mucherach & Yoder, 2008; Zimmerman, 2000). Hence, the results obtained might be summarized as the more students read in English, the more they find themselves efficacious in academic reading.

The mediational effect of reading frequency variable on the subdomains of academic writing self-efficacy indicated that reading can be considered part of the overall writing process. In order to produce an academic text, the writers have to read as well (Flower-Hayes, 2012) since nearly all undergraduates at EMI settings often have to write a paper based on the academic texts they were assigned. By the help of these reading materials, students can also have an idea on how they should write (Nicola's-Conesa, 2012). In addition, while writing, the students revise their papers for correct vocabulary and grammar use, spelling and organization (Shanahan & Lomax, 1988). While doing this revision, the read material, the academic text, help them be aware of language patterns and rules to be used while writing (Hayes, 1996). This indispensable relation between reading and writing in L2 is also reflected in the relationship between reading self-efficacy beliefs and writing self-efficacy beliefs (Prat-Sala & Redford, 2012).

The frequent readers of English texts would naturally become better readers as suggested in previous literature; which in turn leads to becoming capable readers of English with higher self-efficacy beliefs. While they are reading these texts, they will

eventually go under mental processes that lead to awareness of the organization and the structure of the text (Grabe & Zhang, 2013). The ones who can transfer this knowledge into their writings would naturally feel more capable and confident in the text they have produced (Maguire, Reynolds & Delahunt, 2013). All in all, the hypothesized model had statistically proven this dynamic and the complex nature of the relationship among reading frequency, reading self-efficacy, and writing self-efficacy of undergraduates studying at EMI universities.

In addition to the reading frequency variable, the career interest variable was found to be significantly, though slightly, and positively predicting students' academic reading self-efficacy. Empirical evidence suggested that career attitude maturity is correlated with self-leading learning (Guglielmino, 1977; Mubianne, 2010) reading interest, reading experience, and reading level (Levinson, Ohler, Caswell, & Kiewra, 1998; Luzzo, 1993; Park & Kweon, 2011). The learners who are mature enough about their career goals engage in tasks related to their future career more (Lent, Larkin & Brown, 1989). Hence, their reading comprehension has also been found to be strongly correlated with their beliefs about how important it is to do well on a given reading task, how useful that task is concerning current and future goals (Anmarkrud & Bråten, 2009). The close relationship between career interest and self-efficacy beliefs was empirically discussed in Lent, Brown, and Hackett's (2014) metaanalysis, which presented a unifying view of how the socio-cognitive theory of career, academic interest, choice, and performance can be formed. Based on this work, it was noted that students' self-efficacy belief is an important personal agency in their career development process due to its dynamic, interactive, and contextual nature, which would be fostered by involving in vicarious learning and accomplishing experience performance (Bandura, 1997).

Considering the previous literature, the hypothesized model was designed by assuming that the students who are involved and interested in their careers are also involved in the reading tasks or the reading environment in their departments since they want to pursue career-related goals. This involvement would precisely be contributing to their self-efficacy beliefs in reading; which in turn would foster their efficacy beliefs in writing as well. The results obtained agreed with this hypothesis. The career interest

variable directly predicted academic reading self-efficacy beliefs. Within the mediation of academic reading self-efficacy, it also significantly and positively predicted the variance in academic writing self-efficacy; ideation, mechanics, organization, and regulation.

All in all, the test results for the hypothesized model, with its unique qualities in terms of variables selected, had indicated that there existed a strong and positive relationship between academic reading and writing self-efficacy beliefs. Based on this strong tie, reading frequency and career interest variables positively and indirectly explained the variance in students' self-efficacy beliefs in writing.

5.3 Implications for Educational Practice

Depending on how students are taught, self-efficacy beliefs may change; having a good understanding of self-efficacy beliefs, in general, can influence and inform instructional methodologies of educators, impacting both teaching and learning (Jones, 2018, p. 23).

Due to the importance of self-efficacy beliefs of learners on their *achievement* (e.g. Bandura, 1997; Eastin & LaRose, 2000; Khorrami-Arani, 2001; Magogwe & Oliver, 2007, Pajares, 2003; Tamara & Koufteros, 2002), *motivation* (e.g. Bandura, 1977, 1986, 1997; Weiner, 1992; Wigfield & Eccles, 2000; 2002), *self-regulation* (e.g. Schunk & Zimmerman, 1994; Zimmerman, Bandura, & Martinez-Pons, 1992; Zimmerman & Risemberg, 1997), *engagement* (e.g. Schunk & Mullen, 2012), and *autonomy* (e.g. Cotterall & Crabbe, 1999; Tılfarlıoğlu & Çiftçi, 2011), fostering self-efficacy beliefs in educational practice would certainly be positively impacting the learning and teaching environment. Hence, the hypothetical model had tried to examine various factors as predictors of both academic reading and writing self-efficacy beliefs of learners at EMI settings since these two skills; either separately or collaboratively; were agreed to be the most important (Jiang, Zhang, & May 2019) to pursue the departmental studies.

Regarding the relationship between academic reading and academic writing self-efficacy beliefs, the findings of the study had indicated that the students who feel

efficacious in academic reading would also feel efficacious in ideation, organization, mechanics, and regulation of the academic writing process. Hence, it would not be wrong to say that writing and reading skills may be considered as interrelated skills (Dahl & Smith, 1984; Ferris & Hedgecock, 1998; Lee, 2000) by faculty members and the writing courses should be delivered in accordance with this reality. Since reading can "expose students to models of different types of writing" (Joyce & Christie, 1989, p.105), by this exposure the students can be aware of how texts are composed, and ultimately, they would transfer this awareness on the organization, mechanics, and the ways of presenting the ideas to their own writing (Corden, 2000; Shen, 2005). Zhang (2013) had also claimed that there was a certain need for explicit instruction on integrating reading and writing in L2 teaching since it contributes to students' writing that synthesize both skills.

Considering EMI universities, based on these results and literature, the undergraduate level academic writing courses might be designed in a way that integrates both reading and writing skills rather than teaching writing separately. Starting from preparatory schools in which general English courses were given to students that do not possess an adequate level of English proficiency, a certain amount of academic reading and writing practice might be embedded into the curriculum. With the help of this, the students would somehow gain awareness of the demanding nature of the academic language used in departmental work (Yazıcıoğlu, 2004). Even, text analysis on organizational, and structural patterns needs to be done so that the students could be aware of the written genre as also claimed by Zhang (2013). Moreover, in the courses related to field topics, the faculty members may ask students to write on the texts they read more, and grading might be done accordingly to promote students' idea development on a specific topic since the majority of the students had indicated that they had difficulty in establishing effective discussion (Shafie, Azida, & Osman, 2010) due to the inadequacy of ideas (Chou, 2011). The results obtained had in a way supported the necessity of the focus on subject-specific language and for more subject-specific English language input in EAP context (Wingate, 2015; Murray, 2013; British, 2015) for preparing students before studying at their EMI departments or supporting them during EMI courses.

The variables of academic socialization, only departmental environment factors found to be positively predicting students' efficacy beliefs on mechanics, idea development and organizing the written work. This result agrees with the literature on the relationship between a positive and supportive learning environment and self-efficacy beliefs (Schunk & Meece, 2005; Usher & Pajares, 2008). Studying in departments that support academic involvement would certainly contribute to the development of students' academic self-efficacy beliefs. Though the relationship with peers and the relationship with faculty were not significant predictors of academic writing self-efficacy, the contradicting results of this study might be due to the items that focus on general socialization patterns rather than the ones related to academic writing. As for educational practice, still, the instructors might have courses in which peer work, peer feedback, peer modeling, constructive feedback from instructors, and the presentation of appropriate writing task models are adopted and emphasized so that the undergraduates would feel more efficacious in academic writing.

As for the writing tasks, the results indicated that short writing tasks such as 1-2-page reflection papers or summaries were predicting students' writing efficacy positively whereas long writing tasks such as project papers or proposals were predicting students' writing efficacy negatively though the prediction rate for all four domains was low. Hence, it could be said that the students do not find themselves efficacious enough when they were expected to write longer papers. In order to handle this drawback, the instructors might provide clearer guidance on how to prepare a longer paper, they may show more example papers; that is student papers from previous semesters or the ones the instructors have written, and also, since the written process of a long writing task would eventually take more time, the instructors might be providing regular feedback at regular intervals on the students' process because it would not be fair to expect students to write in a format that was not modeled by the instructor (Frey & Fisher, 2013).

Students in a way have to be taught how to write a specific writing task such as a reflection paper, a project proposal, or a project paper. Hence, the selection of the writing tasks, the clear instruction on how to write these tasks, and engaging learners with writing on regular basis would precisely be contributing to students' achievement

in writing (Fisher & Frey, 2007; Nauman, Stirling, & Borthwick, 2011; Patterson, Schaller, & Clemens, 2008); and none can deny the relationship between writing achievement and writing efficacy (e.g. Pajares, 2003; Shell et. al, 1995; Schunk & Swartz, 1995). All in all, with the help of “more knowledgeable others” (MKOs) (Vygotsky, 1978, p. 86) and “glorifying the unfinishedness of writing” (Murray, 2011, p. 4), the negative efficacy beliefs of students towards long writing tasks might be eliminated.

The results of the study indicated that the students who are more involved in reading and who pursue their careers were more efficacious in academic reading, and by the mediation of their efficacy beliefs in academic reading, they also feel efficacious in academic writing. These results would certainly be implying for educational practice that is involved in academic reading and dedicating more time on it, as the participants in this study reported that they did, would certainly contribute to students’ achievement in reading (Smith et al., 2012), their comprehension (Barber, Buehl, Kidd, Sturtevant, Nuland & Beck, 2015) which would in turn help improve their reading self-efficacy (Ghonsooly & Elahi, 2010). In order to have learners involved in reading, the faculty members need to be aware of the importance of reading motivation (e.g. Grabe, 2009; Wigfield & Guthrie, 1997), and they may provide learners with more reading work related to their career so that they can dedicate more time on reading. Additionally, instructors who teach English as a foreign language would precisely teach students reading skills required to carry out the departmental work (Huang, 2006) so that the students could pursue the departmental work assigned without serious difficulties; which would help them develop positive self-efficacy beliefs in reading (Mills, Pajares, & Herron, 2006).

Last but not least, the results obtained from this research had implied that while designing an academic writing curriculum the integration of academic reading could be seen as indispensable. Apart from these, providing clear instructions, regular feedback, and appropriate models while dealing with the long writing tasks, having a supportive school and classroom environment, and fostering students’ career interest and their willingness to read is be considered as factors that are related to the development of academic writing self-efficacy, which would, in turn, contributing to students’ achievement in writing (Pajares, 2003).

5.4 Implications for Further Research

To test the hypothesized model only public EMI universities and the students from FEAS in Ankara comprised the sample. This sample had some alike qualities, which yielded small standard deviations among the variables studied in the model. This lack of diversity is considered a threat to the nature of quantitative studies aiming to explain variance. The literature indicated that students' efficacy beliefs may change based on the department that they are studying in (e.g. Santiago & Einarson, 1998; Miller, Russell, Cheng, & Skarbek, 2015), and also the writing tasks done in class would certainly show change based on the departments (Brent, Carlson, & Sybil, 1989). Hence, future quantitative research in Turkey may focus on other EMI universities and departments to capture differences and put forward the factors that explain variations in different types of schools in Turkey. Additionally, a similar study or one focusing on other variables might be conducted at the graduate level since the students pursuing their graduate degree at EMI universities are also doing various academic writing tasks, and more importantly, in order to graduate they are expected to write a thesis.

The main focus of the study, undergraduate students' academic writing self-efficacy beliefs, was a relatively underexplored variable considering the previous literature. Though the present study addressed the variable with a structural model; in which notable factors were examined, still there is an indispensable need for other studies specifically addressing academic writing self-efficacy beliefs. Moreover, the instrument developed to measure students' academic writing self-efficacy beliefs had yielded statistical results indicating a four-factor scale measuring student's self-efficacy on ideation, organization, mechanics, and regulation. The number of studies conducted in the national context was limited; thus, this scale could straightforwardly be used at other EMI universities since it was developed in Turkish. In addition, the development of the scale was established by getting the opinions of EMI faculty members and noteworthy studies in the field of academic writing, self-efficacy beliefs, and writing self-efficacy beliefs. To move a step forward, the adaptation of such a remarkable scale from Turkish to English would be beneficial so that international EMI research would be conducted by this scale.

The mediation and the predictive power of academic reading self-efficacy beliefs of undergraduates on academic writing self-efficacy also indicated that further research in the field of academic writing would need to consider this strong bond between academic reading and writing. Apart from this, the instrument used to measure academic reading self-efficacy belief is a single factor nine-item scale (Prat-Sala & Redford, 2012). This instrument was the only one found suitable for the context of EMI universities. Hence, further research should address how to measure academic reading self-efficacy with different instruments and maybe with more items and factors since the skills assessed in the scale are necessary competencies for a good performance, but not sufficient.

Regarding the Academic Socialization Scale developed in this study, it would not be wrong to say that this tool would help measure undergraduate socialization at other Turkish universities. However, considering the hypothesized model and its outcome variable, the results of the study indicated the need for further research that might be examining the relationship between socialization patterns on academic writing and writing efficacy rather than general patterns of peer and faculty member relations because based on social cognitive theory self-efficacy belief is developed through mastery experiences, watching others while doing the tasks or being encouraged by important people around (Bandura, 1997; Lent et al., 1994). By watching role models individuals can make judgments about their abilities. By the help of encouragement, feedback, and instructional contributions regarding performance, students' beliefs in their abilities to perform the desired actions would be fostered (Bandura, 1997). Hence, further research may address these by adding variables amenably measuring the effect of modeling and feedback on academic writing self-efficacy.

Apart from a quantitative study, qualitative studies might also be conducted to examine the EMI student process of academic literacy development since "language, literacy, and culture intersect almost everywhere" (Cumming, 2013, p. 1). By the help of a qualitative study, it would be possible to observe social relations in homogenous environment of academic community, in which, the dominant language patterns are set by authorities (Lea, 1998) and the students were expected to follow these

conventions. Hence, by the help of fieldwork observations or in depth interviews the patterns of socialization might be investigated in a detailed way (Patton, 2005).

Overall, the model tested in this study bears some unique features in terms of its variables and its structure depicting the complex nature of relationships among these variables. The predictor variables explained the variance in academic writing self-efficacy beliefs at a higher degree, but still, there might be some other variables to be examined; especially for explaining more variance on students' efficacy beliefs on mechanics. Regarding, students' academic reading self-efficacy beliefs two variables in the model namely reading frequency and career interest explained some amount of the variance. For sure, there are others to be explored by further research. In addition, experimental studies might be conducted to prove empirically the cause-effect relationship among the significant predictors and academic writing self-efficacy.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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Sayın 28620816/70

08 ŞUBAT 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Yeşim ÇAPA AYDIN;

Danışmanlığını yaptığınız doktora öğrencisi Ayşegül SOLAR ŞEKERCİ'nin "*Öğretim dili İngilizce olan programlara kayıtlı öğrencilerin akademik yazma özyeterlilikleri: Akademik okuma, akademik sosyalleşme ve alan ilgisi üzerine bir modelleme çalışması*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2016-EGT-185** protokol numarası ile **13.02.2017 – 31.08.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

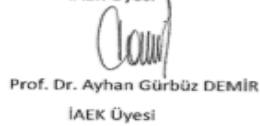
Bilgilerinize saygılarımla sunarım.


Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı


Prof. Dr. Mehmet UTKU

IAEK Üyesi


Prof. Dr. Ayhan Gürbüz DEMİR

IAEK Üyesi


Yrd. Doç. Dr. Pınar KAYGAN

IAEK Üyesi


Prof. Dr. Ayhan SOL

IAEK Üyesi


Doç. Dr. Yaşar KONDAKÇI

IAEK Üyesi


Yrd. Doç. Dr. Emre SELÇUK

IAEK Üyesi

B. SAMPLE ITEMS FROM SCALES

ACADEMIC WRITING SELF EFFICACY SCALE

		Kesinlikle yapamam		Yapamam		Kısmen Yapabilirim/ Kısmen Yapamam		Yapabilirim		Kesinlikle yapabilirim
1.	İngilizce bir metin yazarken aklıma pek çok fikir gelir.	1	2	3	4	5	6	7	8	9
9.	İngilizce bir metin yazarken kelimeleri yerli yerinde kullanabilirim.	1	2	3	4	5	6	7	8	9
13.	İngilizce bir metin yazarken uygun olan bağlaç ya da bağlaç yerine geçen kelimeleri kullanabilirim.	1	2	3	4	5	6	7	8	9
17.	İngilizce bir metin yazarken metnin akıcı olması için paragraflarımı iyi bir şekilde bağlayabilirim.	1	2	3	4	5	6	7	8	9
22.	İngilizce bir metin yazarken zamanımı iyi kullanabilirim.	1	2	3	4	5	6	7	8	9

ACADEMIC READING SELF EFFICACY SCALE

		Kesinlikle yapamam		Yapamam		Kısmen Yapabilirim/ Kısmen Yapamam		Yapabilirim		Kesinlikle yapabilirim
1.	Akademik bir metin okuduğunuzda metnin önemli noktalarını ne kadar iyi fark edebilirsiniz?	1	2	3	4	5	6	7	8	9
5.	Akademik bir metni okurken her cümlemin anlamını ne kadar iyi anlayabilirsiniz?	1	2	3	4	5	6	7	8	9
8.	Akademik bir metni anlamınızı kolaylaştıracak farklı yöntemleri (metnin altını çizme, önemli kısımları belirleme, vs.) ne derecede iyi kullanabilirsiniz?	1	2	3	4	5	6	7	8	9

B. SAMPLE ITEMS FROM SCALES

ACADEMIC SOCIALIZATION SCALE

		Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1.	Hocalarım fikirlerime saygı gösterir.	1	2	3	4	5
6.	Kariyer planlarımı hocalarımla paylaştım.	1	2	3	4	5
13.	Sınıf arkadaşlarıma derste anlamadıkları konuları anlattım.	1	2	3	4	5
19.	Bölümümün öğrencilerin bilimsel amaçlarını destekleyici bir eğitim ortamı vardır.	1	2	3	4	5

ACADEMIC WRITING TASKS SCALE

		Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1.	Okunan bir makalenin kısa özeti (1-2 sayfa)	1	2	3	4	5
5.	Bir konu ile ilgili düşünce yazısı	1	2	3	4	5
10.	Proje raporu yazma	1	2	3	4	5

CAREER INTEREST SCALE

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.	Kariyerim ile ilgili her şeyi (sektör, işletmeler, işler, gereken beceriler vb.) araştırıyorum.	1	2	3	4	5
2.	Kişisel gelişimime katkı sağlayacak fırsatları (staj, kurs, kongre, eğitim vb.) araştırıyorum.	1	2	3	4	5

C. SAMPLE OPTICAL FORM OF THE QUESTIONNAIRE

Sevgili Öğrencimiz,

Doldurmanızı istediğimiz bu anket, Doç. Dr. Yeşim Çapa Aydın'ın danışmanlığında ODTÜ Eğitim Bilimleri Bölümü'nde yürütmekte olduğum doktora tez çalışması kapsamında hazırlanmıştır. Bu tez çalışmasında, öğretim dili İngilizce olan programlara kayıtlı öğrencilerin İngilizce akademik yazma ve okumaya yönelik algılarının ve üniversite deneyimlerinin incelenmesi hedeflenmektedir. Soruları içtenlikle doldurmanız, daha doğru sonuçlara ulaşmamızı sağlayacaktır. Çalışmanın sonuçları yalnızca bilimsel araştırma amaçlı kullanılacaktır. Soruları boş bırakmamaya ve sadece tek bir seçenek işaretlemeye özen gösteriniz. Katıldığınız için şimdiden teşekkür ederiz.

Ayşegül Solar- Şekerci
asolar@hacettepe.edu.tr

Kodlamalarınızda lütfen yumuşak uçlu kurşun kalem kullanınız. Yuvarlakların içini tamamen doldurunuz.

Örnek Kodlama ●

BÖLÜM I - İNGİLİZCE AKADEMİK YAZMA									
Lütfen belirtilen ifadelere yönelik görüşünüzü en iyi tanımlayan seçeneği kodlayınız.									
	Kesinlikle yapamam		Yapamam		Kesinlikle yapabiliyim		Yapabiliyim		Kesinlikle yapabiliyim
1. İngilizce bir metin yazarken aklıma pek çok fikir gelir.	1	2	3	4	5	6	7	8	9
2. Fikirlerimi İngilizce yazdığım bir metne dökebilirim.	1	2	3	4	5	6	7	8	9
3. İngilizce bir metin yazarken fikirlerimi ifade edecek pek çok kelime aklıma gelir.	1	2	3	4	5	6	7	8	9
4. İngilizce bir metin yazarken pek çok orijinal fikir üretebilirim.	1	2	3	4	5	6	7	8	9

BÖLÜM III- DERSLERİN GEREKTİRDİĞİ YAZMA ÇALIŞMALARI					
Lütfen İngilizce yazma çalışmalarının ne kadar sıklıkla yapıldığını ifade eden seçeneği kodlayınız.					
	Hiçbir zaman	Nadiren	Bazen	Sıklıkla	Her zaman
1. Okunan bir makalenin kısa özeti (1-2 sayfa)	1	2	3	4	5
2. Okunan bir metne yönelik görüş yazısı	1	2	3	4	5
3. Kısa araştırma makalesi yazma (5 sayfa veya daha az)	1	2	3	4	5

D. PERMISSIONS FOR THE INSTRUMENTS

ACADEMIC READING SELF-EFFICACY SCALE

Dear Aysegul,

Many thanks for your email and for the interest in my work. You are welcome to adapt the SER and SEW in any way you feel would fit the aims of your studies, including the elimination of some of the items that might not fit well with your study.

The two scales were developed to fit into 1 factor structure each, i.e., SEW assess participants' self-efficacy on writing and SER self-efficacy on reading. We started the development of the two scales with 24 items each scale. After two iterations which included the assessing of around 1000 participants and 2 iterations of factor analyses, we obtained the final two scales which correspond to 1 factor structure each.

I'm attaching to this email the loading of each item. These loadings are not on the public domain but you are welcome to use them. If you want to provide a reference just include *personal contact*.

Please let me know if there is anything else I can do to help with your research.

Good luck with your PhD and best wishes,

Merce

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Registered Office: Sparkford Road, Winchester, Hampshire SO22 4NR

D. PERMISSIONS FOR THE INSTRUMENTS

ACADEMIC SOCIALIZATION SCALE

Dear Aysegul,

You have my permission too use my socialization frameworks and questionnaires. The graduate student academic socialization questionnaire is attached.

Thanks for you interest in my work. Please let me know how your research goes.

Best regards.

--

John C. Weidman, Ph.D., Professor of Higher and
International Development Education

Department of Administrative and Policy Studies

University of Pittsburgh, School of Education

5910 Wesley W. Posvar Hall, Pittsburgh, PA 15260

Phone: +1-412-648-1772

<http://www.education.pitt.edu/people/profile.aspx?f=JohnWeidman>

CAREER INTEREST SCALE

From: SELAHATTIN KANTEN skanten@comu.edu.tr **Subject:** Re: Kariyer Uyum Yetenekleri Ölçeği kullanım izni

Date: 15 March 2017 at 22:53

To: Aysegul Solar aysegul.solar@gmail.com

Ölçeği kullanabilirsiniz.

İyi çalışmalar.

9 Mart 2017 09:41 tarihinde Aysegul Solar <aysegul.solar@gmail.com> yazdı: Sayın Doç.Dr. Selahattin Kanten Hocam,

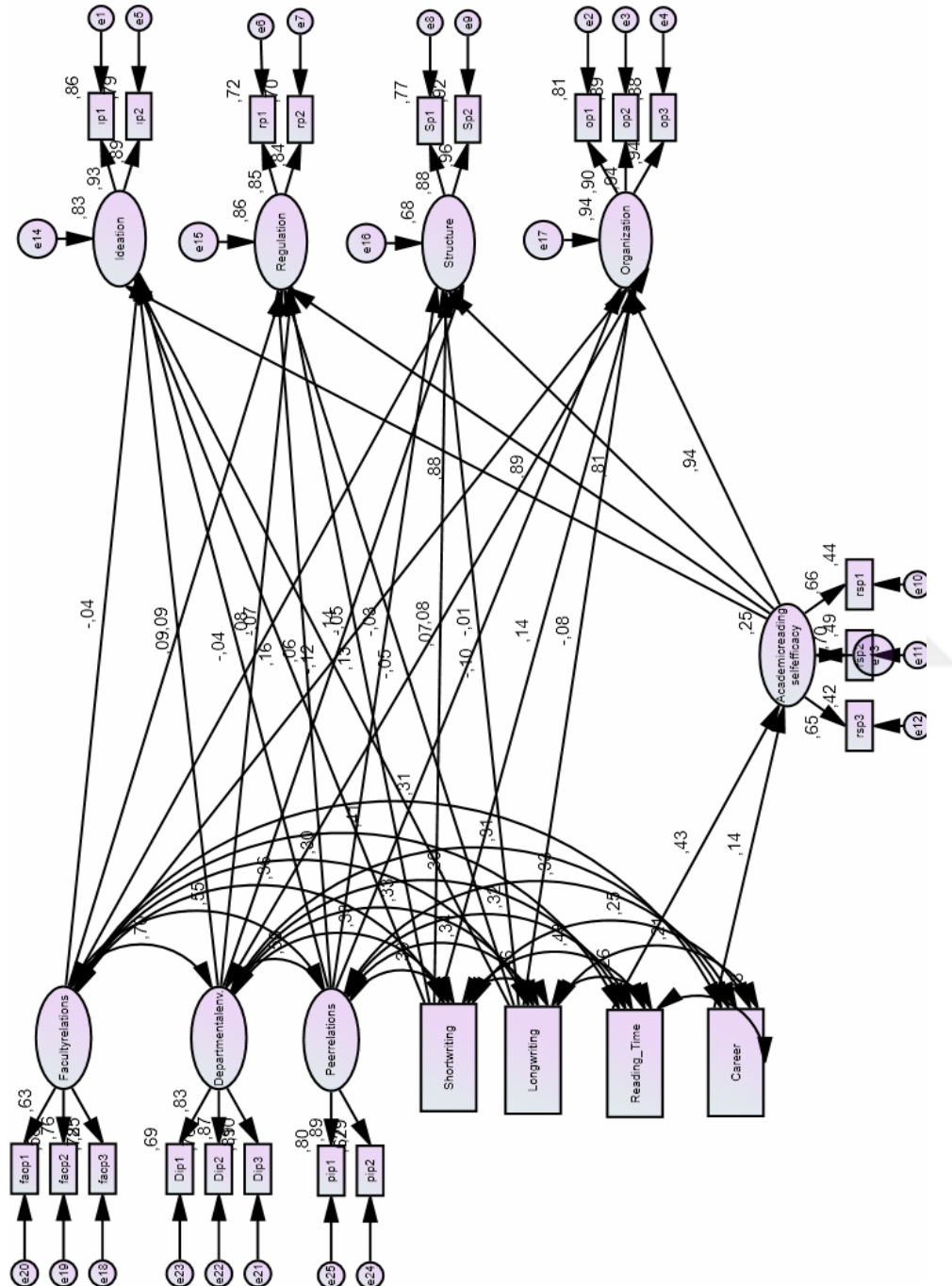
Ben ODTÜ Eğitim Bilimleri doktora öğrencisi Ayşegül Solar Şekerci. Akademik dürüstlük ilkelerini göz önünde bulundurarak Türkçe'ye adaptasyonunu yaptığınız "Kariyer Uyum Yetenekleri Ölçeğinizin" "Merak" alt boyutundaki 6 maddesini doktora tez çalışmamda izniniz olursa kullanmak istiyorum.

Saygılarımla.

Ayşegül Solar Şekerci

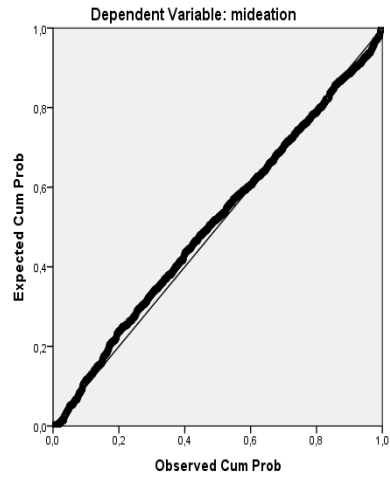
Hacettepe Üniversitesi Yabancı Diller Yüksekokulu

E. AMOS OUTPUT OF THE HYPOTHESIZED MODEL

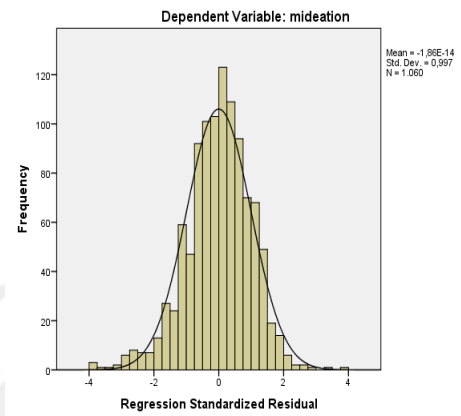


F. RESIDUALS, HISTOGRAMS AND SCATTERPLOTS

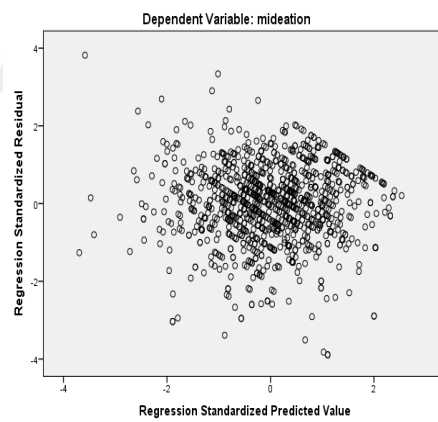
Normal P-P Plot of Regression Standardized Residual



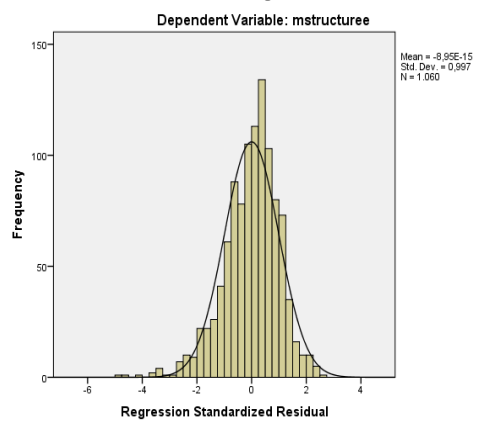
Histogram



Scatterplot

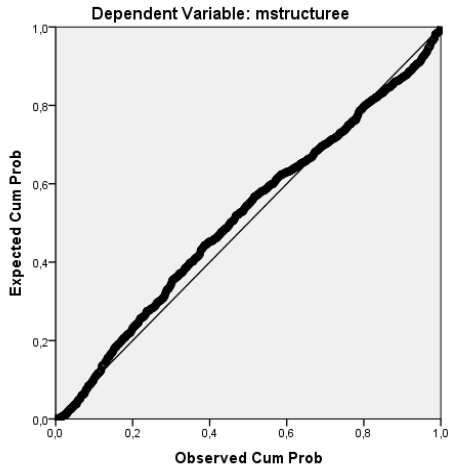


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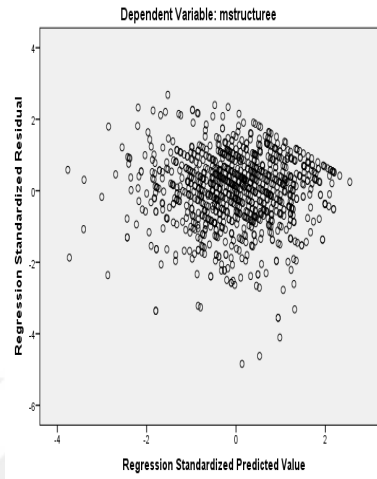


F. RESIDUALS, HISTOGRAMS AND SCATTERPLOTS

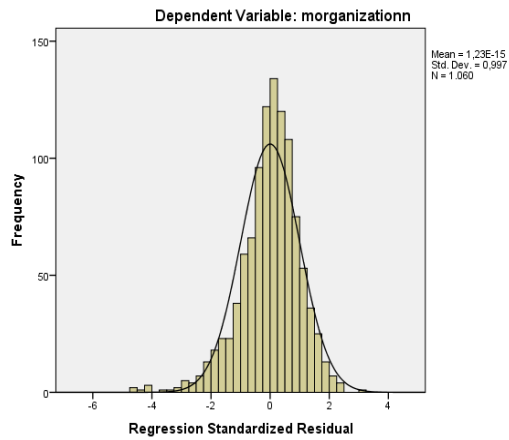
Normal P-P Plot of Regression Standardized Residual



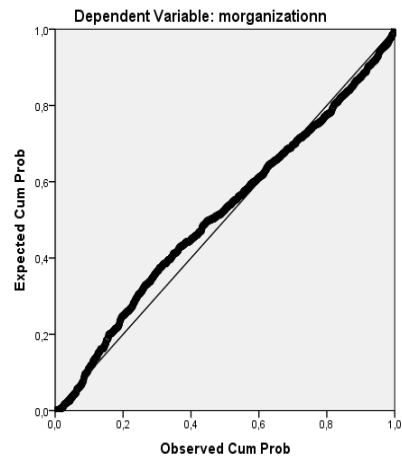
Scatterplot



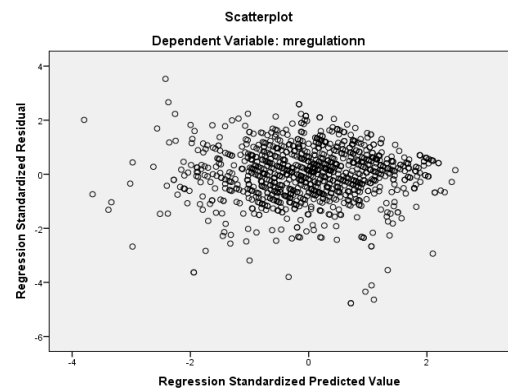
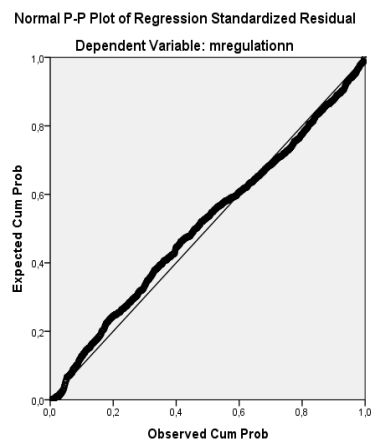
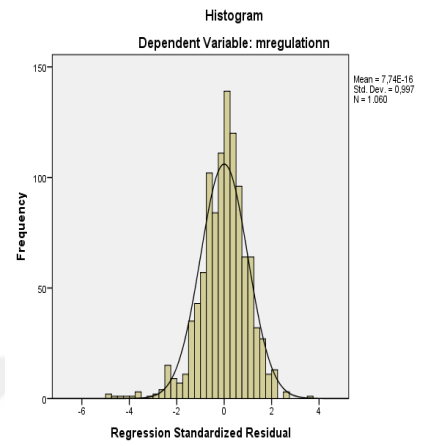
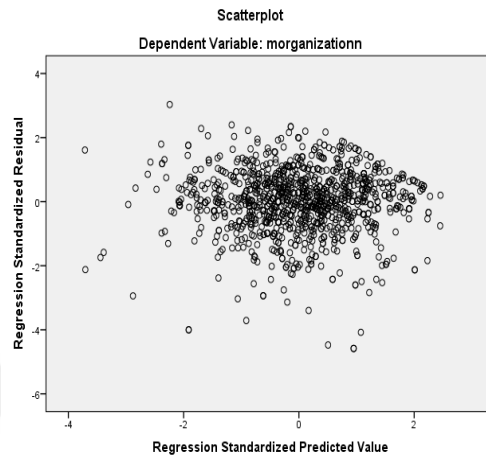
Histogram



Normal P-P Plot of Regression Standardized Residual



F. RESIDUALS, HISTOGRAMS AND SCATTERPLOTS



H. CURRICULUM VITEA

AYŞEGÜL SOLAR ŞEKERCİ

EDUCATION AND TRAINING

February 2012- Present	PhD. In Educational Sciences Curriculum and Instruction Middle East Technical University, Ankara, Turkey
September 2008-July 2011	MSc. in Educational Sciences Curriculum and Instruction Middle East Technical University, Ankara, Turkey
February 2004- June 2006	Minor in Psychology Middle East Technical University, Ankara, Turkey
September 2001- June 2006	B.A in Foreign Language Education – English Language Teaching Middle East Technical University , Ankara, Turkey

WORK EXPERIENCE

July 2016- Present	Instructor, Department of Basic English Hacettepe University, Ankara
July 2012 – July 2016	Instructor, Academic Coordinator of Academic Writing Courses, Hacettepe University, Ankara
June 2008-July 2012	Instructor, Curriculum Office Coordinator, TOBB University of Economics and Technology, Ankara
August 2006- June 2008	Instructor, Middle East Technical University Northern Cyprus Campus, Cyprus

RESEARCH INTERESTS

Literacy, Teaching Academic Writing and Reading, Students Beliefs, Curriculum Implementation

SELECTED WORK

Solar-Şekerci, A. & Çapa-Aydın, Y. (2019). *Academic writing self-efficacy beliefs of undergraduate students at English medium departments*. Paper presented at the VII. Uluslararası Eğitim Programları ve Öğretim Kongresi (ICCI-EPOK 2019), Ankara, Turkey.

Solar-Şekerci, A. & Bozu, D. (2016). *Students' tendency towards academic dishonesty and potential sources of it at an English Medium setting*. Paper presented at the VIII. International Educational Research Congress, Çanakkale, Turkey.

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I. TURKISH SUMMARY/ TRKE ZET

GİRİŞ

Lisans ğrencilerinin niversite eēitimleri boyunca belli bir dzeyde akademik bir tavır sergilemesi beklenir. Bu tavır yazılı olarak teslim ettikleri devlerinde, szl alıřmalarında ve akademide yrttkleri diēer alıřmalarında olduka nemlidir. Henz bu dzeyde bir iletiřim kurmamıř veya akademik alıřmalar yrtmemiř tm lisans ğrencileri yani “akademideki yabancılar” (Zamel, 1995, s. 506) yrtlen pek ok arařtırmanın kaynaēı olmuřtur. Bu akademik beklenti ēretim dili İngilizce olan yksekēretim programlarına kayıtlı ğrenciler iin sreci zorlařtıran nemli etmenlerden biridir (Dearden, 2015). nk bu programlara kayıtlı olana ğrencilerin akademik beklentilere ek olarak yzleřmesi gereken diēer bir sorun da İngilizceyi akademik olarak kullanabilme glēdr (Kim, 2018). Trkiye’ de bulunan ēretim dili İngilizce olan programlara kayıtlı ğrenciler İngilizceyi akademik olarak kullanabilme glē ve bu glē baēlı olarak geliřen akademik bařarısızlık, ērenme motivasyonun azalması, akademik kaygının artması gibi sorunlar ile yařamaktadırlar (Eko, 2018; Kırmızı ve Kırmızı, 2015). oēu ērencinin niversiteye giriřteki dil dzeyi, iki dnem yabancı dil hazırlık eēitiminden sonra bile, ēretim dili İngilizce programlarda zellikle blm alıřmalarını yrtmekte kullandıkları yazma becerileri ve okuma becerilerinde sorun yařamaktadır (British Council, 2013). Okuma, konuřma, yazma ve dinleme becerilerinden oluřan drt dil becerisine ynelik yapılan arařtırmalar incelendiēinde ğrencilerin zellikle akademik yazma becerisinin geliřimini olduka nemsedikleri, nk bu beceri sayesinde niversitede sınavlar dahil oēunluēu yazılı řekilde yrtlen tm deēerlendirmelerde bařarılı olacaklarına inandıkları sonucu ortaya ıkar (Adams, 2008; Pinetah, 2014; Tuck, 2012). Akademinin homojen dil yapısını ērenerek blmlerinde ki alıřmalarını devam ettiren ğrencilerin en ok zorlandıkları dil becerilerinden biri olan akademik yazma becerisi ğrencilerin niversitedeki akademik disiplin ierisinde ki homojen gruba dahil olabilmesinin nemli bir yoludur (Leibowitz, Goodman, Hannon ve Parkerson, 1997).

Son yıllarda yürütülen çalışmalarda akademik yazma becerisi sadece cümle yapısı, dilbilgisi, kelime bilgisi, yazı türü veya ana dilin ikinci dile müdahalesi gibi “çalışma becerileri” (Lea ve Street, 2006, s. 368) olarak değerlendirmektense, akademik yazmayı “bir çalışma alanı yararına bilgi alma, bilgiyi yönetme ve bilgi yaratma yollarını içeren” (Neeley, 2005, s. 8) bir beceri olarak ele alınmaktadır. Bu nedenle, akademik olarak yazmayı öğrenmek, disipline bakılmaksızın sadece dilbilimsel bir mesele olarak görülmektedir. Dilbilimsel tarafına ek olarak, akademik yazma becerisi akademik bir kimlik kazanmak için oldukça önemlidir (Maguire, Reynolds ve Delahunt, 2013). Cumming, Lai ve Cho (2016), öğrencilerin yüksek öğretimdeki akademik yazmaları üzerine yaptıkları araştırmaların sentezinde şu sonuçlara varmışlardır:

- (1) öğrenciler akademik yazma ile ilgili zorluklarla karşılaşır, ancak kaynaklardan yazmanın karmaşık süreçlerini ele alacak belirli stratejiler geliştirirler;
- (2) önceki bilgi ve deneyim, öğrencilerin yazılı olarak performansını etkilemektedir;
- (3) öğrencilerin ana dil ve hedef dili yazılı olarak kullanımlarında farklılıklar ortaya çıkabilir;
- (4) İngilizce akademik yazmayı içeren görevlerdeki performans, görev koşullarına; ve okunan metin türlerine göre değişir; ve
- (5) akademik yazma öğretimi, öğrencilerin kaynak kullanımlarını yazılarında geliştirmelerine yardımcı olabilir (s. 47).

Akademik yazının başarısı çoğunlukla öğrencinin akademik okuma yaparak metinlerden doğrudan ya da dolaylı olarak elde ettiği arka plan bilgisine ve metinler üzerinde harcanan zamana bağlıdır (örn. Hirvela, 2004, Leki ve Carson, 1997; Rosenfeld, Leung ve Oltman, 2001; Zhu, 2004). Grabe ve Zhang (2013) akademik yazma görevlerinin bilgiyi özetleme, sentezleme, metin girişine eleştirel olarak cevap vererek veya bir araştırma ödevi yazarak okuma ve yazma entegrasyonu gerektirdiğini bu nedenle çok fazla uygulama gerektirdiğini belirtmiştir. Plakans (2009) daha iyi akademik metinler yazan öğrencilerin daha fazla etkin yazma stratejileri kullandığını, çalışmalarında okuma stratejilerini kullanırken, detaylı okuyup, okudukları metinlerdeki bilgileri metne aktarmada başarılı olduğunu tespit etmiştir. Sonuç olarak akademik yazma becerisinin önemi, bu becerinin kazanılması için öğrencilerin akademik okuma becerilerini kullanmalarının katkısı alan yazın tarafından desteklenmektedir. Günümüzde dil öğrenme sürecinde, öğrencilerin başarısını etkileyen birçok faktör öğrenci tabanlı faktörler öne çıkmaktadır.

Bu nedenle öğrencilerin başarılı veya başarısız olmasının arkasında yatan özellikleri belirlemek için birçok çalışma yürütülmüştür. Bu çalışmaların sonucu olarak yaş, ön öğrenmeler, dil yatkınlığı, kişilik özellikleri, bilişsel özellikler, tutum ve motivasyonu önemli faktörler arasında yer almaktadır. Motivasyonu ve özgüveni yüksek öğrenciler dili öğrenmede daha başarılı olur, ancak endişe düzeyi yüksek ve özgüveni düşük öğrencilerin ise başarısız oldukları gözlemlenmiştir (Gardner, 1987). Dil öğrenme sürecinde önemli faktörler arasında yer alan öğrenci özyeterliliği öğrencinin başarılı olmasına katkı sağlamaktadır.

Bandura (1984) özyeterliliği bir bireyin bir görevi planlaması ve yerine getirmesi için gerekli olan bir kapasite sorgulaması olarak tanımlamış ve özyeterlik bir öğrencinin gelişimini ilerleten ya da baltalayan bir etmen olarak nitelendirmiştir. Bu nedenle öğrencilerin akademik başarıları özyeterliklerinden etkilenmektedir (Pajares, 1996; Schunk, 1995). Yüksek özyeterliliğe sahip öğrenciler yapabilecekleri şeyler hakkında kendine daha güvenli, kendilerine amaç belirleyen ve bu amaçlara erişmek için kararlı bir şekilde çalışanlar olarak nitelendirilmiştir (Ching, 2002; Magogwe ve Oliver, 2007). Bandura 1977’de özyeterlik inancını detaylandırması ile birlikte özyeterliliğin öğrenmedeki yeri birçok araştırmacı tarafından irdelenmiştir (Huang ve Chang, 1996; Linnenbrick ve Pintrich, 2003; Herron, Mills ve Pajares, 2007; Pajares, 2002; Schunk ve Pajares, 2001). Bu çalışmalarda, her ne kadar çalışılan değişkenler ve sonuçlar farklı olsa da özyeterliliğin öğrenmenin önemli bir parçası ve öğrencilerin başarıları için iyi bir belirleyici olduğu vurgulanmıştır.

Dil öğrenenlerin başarılarını etkileyen bilişsel ve duyuşsal faktörlere ek olarak, öğrencinin akademik sosyalleşme süreci akademinin homojen yapısı ve bu homojen yapı içerisinde öğrencinin akademik ve sosyal bir birey olma çabası için oldukça önemlidir (Feldman, Smart ve Ethington, 2004; Kaplan, 2010; Pascarella ve Terenzini, 2005). Üniversite eğitiminin başlamasıyla birlikte öğrencilerin hem üniversitede ki öğretim üyeleri hem de kendi aralarında ki etkileşim süreci akademik sosyalleşme olarak tanımlanmıştır (Weidman, 1987). Bu etkileşim sürecinde öğrencilerin okula özgü değerleri daha çok benimsedikleri, okula bağlılıklarının ve motivasyonlarının arttığı gözlemlenmiştir (Keys ve Fernandes, 1993). Her öğrenci için bu etkileşim sürecini farklı şekilde ilerletmekte ve farklı deneyimler kazanmaktadır (Weidman,

1982). Akademik yazma becerisinin akademik iletişim yolları arasında en sık kullanılan beceri olması ve akademik yazının aslında “sosyal duruş” (Rubin, 1998) olarak görülmesinden dolayı, akademik sosyalleşme ile ilgili değişkenlerin çalışılması önem taşımaktadır.

Akademik yazının sosyal bir süreç olarak gören bakış açısına ek olarak, öğrencilerin akademik başarısında ve sosyal olarak gelişiminde akranları ile olan iletişimleri (Tinto, 1993; Weidman, 1989) ve fakülte üyeleri ile olan iletişimlerinin Cole, 2011; Fuentes, Alvarado, Berdan ve DeAngelo, 2014; Padgett ve diğerleri, 2010) önemli rolü bulunmaktadır. Ayrıca özyeterlik kaynakları arasında dolaylı (gözlemsel) deneyimler yani öğrencilerin akranlarını veya öğretim üyelerini gözlemleyerek kendileri ile sosyal olarak karşılaştırması önemli rol oynamaktadır (Schunk, 2003). Akranlarının bir görevi yerine getirdiğini gözlemleyen öğrenciler, kendilerinin de yapabileceklerine inanma eğilimindedir (Schunk, 1987). Bu tür gözlemler yapan öğrenci kendi performansı ile modelin davranışı arasındaki benzerliği algılsa, modele benzer eylemleri gösterme olasılığı artar (Schunk, 2001). Ayrıca öğretmenlerin veya fakülte üyelerinin sergilediği davranışları taklit etmek, yönlendirmelerini takip etmek ve beklentilerine uygun akademik çalışmaları yürütmek pek çok öğrenci için başarılı olmak anlamına gelir (White, 2017). Yazma becerisi düşünüldüğünde bu modeller olumlu yorumları, gösterdikleri örnek yazım türleri ile öğrencilerin yazma özyeterliklerinin gelişmesini sağlarlar (Walker, 2003; Weaver, 2006). Wellington (2010) lisansüstü öğrencilerinin çoğunun akademik yazılarıyla ilgili aldıkları dönütlere ilişkin yaptığı araştırma sonucunda geri bildirimin “öğrencilerin yazmayı geliştirmede muhtemelen kullanılan ana etkinlik” olduğunu (s. 147) ancak öğrencilerin geri bildirim sürecinden yararlanmaları için olumlu algılara sahip olmaları gerektiğini savunmuştur. Akran ve öğretim üyeleri ile olan ilişki değişkenlerine ek olarak, akademik araştırma için destekleyici bölüm ortamı öğrencilerin akademik entegrasyonunu kolaylaştırırken (Zander, Brouwer, Jansen, Crayen ve Hannover, 2018), onların özyeterlik algılarını (Bayat ve Salehiniya, 2018) da desteklemektedir.

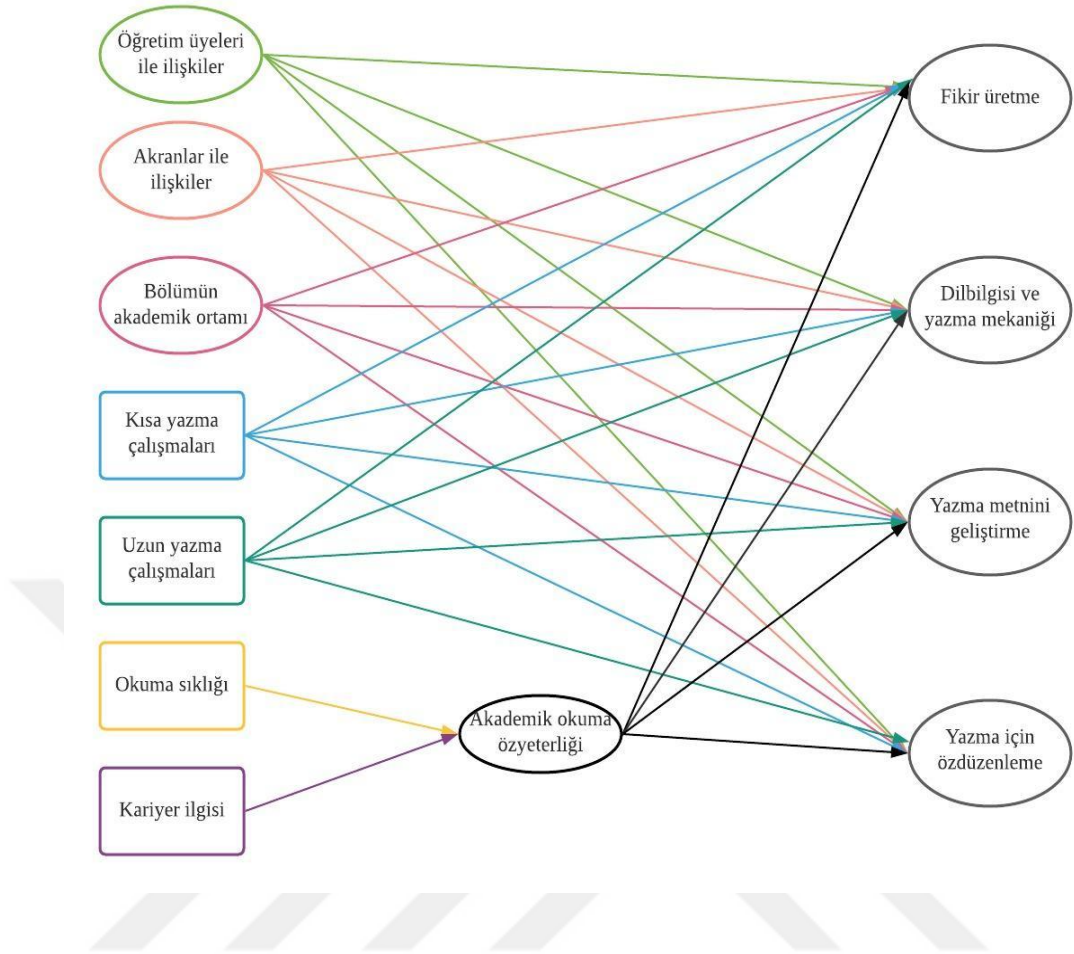
Sonuç olarak, alan yazın ve Türkiye’de öğretim dili İngilizce olan programların sayısında ki artış göz önünde bulundurulduğunda; öğrenmeyi destekleyen akademik sosyalleşme ve bir işi yapabilmeye yönelik olumlu inançların varlığının öğretim dili

İngilizce olan programlarda öğrencilerin yetkinliklerinin az olduğu akademik yazma ve okuma becerileri ile ilişkisinin araştırılması, bu becerilerin kazanımına uygun eğitim programları geliştirilebilmesi için önem taşımaktadır. Bu nedenle bu çalışmada öğrencilerin İngilizce akademik yazma özyeterlikleri, İngilizce akademik okuma özyeterlikleri, derslerde yürütülen akademik yazma çalışmaları, İngilizce okuma sıklığı, akademik sosyalleşme ve kariyer ilgisi arasındaki ilişkinin yapısal eşitlik modeli ile açıklanması amaçlanmaktadır. Bu ana amaç doğrultusunda, İngilizce akademik okuma özyeterliğinin öğrencilerin akademik yazma özyeterlikleri ile İngilizce okuma sıklığı ve kariyer ilgisi arasındaki ilişkiyi ne ölçüde aracılık ettiği de test edilecektir.

1.1 Çalışmanın Amacı

Bu çalışmanın amacı, öğrencilerin akademik yazma özyeterliklerini akademik okuma yeterliği, akademik sosyalleşme, akademik yazma görevleri, okuma sıklığı ve kariyer ilgisini içeren değişkenlerle yordayan yapısal bir modeli test etmektir. Örnekleme, Ankara'daki üç devlet üniversitesindeki İktisadi ve İdari Bilimler Fakültesi öğretim dili İngilizce olan bölümlerindeki lisans öğrencilerini içermektedir.

Model değişkenlerinden akademik yazma özyeterlik değişkeni; fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme, yazma için özdüzenleme olmak üzere dört faktörlü yapı ile analiz edilmiştir. Akademik sosyalleşme değişkeni öğretim üyeleri ile ilişkiler, akranlarla ilişkiler ve bölümün akademik ortamı olmak üzere üç faktörle ölçülmüştür. Akademik yazma görevleri değişkeni, kısa yazma çalışmaları ve uzun yazma çalışmaları olarak iki faktörle ölçülmüştür. Okuma sıklığı değişkeni, öğrencilerin akademik ve akademik olmayan okuma materyallerini okumaya ayırdığı zamanı ifade ederken, kariyer ilgisi değişkeni öğrencilerin gelecekteki kariyerlerine olan ilgisini ifade eder. Akademik okuma özyeterliği, okuma sıklığı, kariyer ilgisi ve akademik yazma özyeterliği arasındaki aracı değişkendir. Kavramsal model Şekil 1.1'de sunulmuştur.



Şekil 1.1. Kavramsal Model.

Bu amaçla, bu araştırmada aşağıdaki araştırma soruları ele alınmıştır:

1. Akademik okuma özyeterliği, akademik sosyalleşme, akademik yazma görevleri ve akademik yazma özyeterliği arasındaki ilişkinin genel niteliği nedir?
2. Akademik okuma özyeterliği, okuma sıklığı, kariyer ilgisi ve akademik yazma özyeterliği arasındaki ilişkiye ne ölçüde aracılık etmektedir?

1.2 Çalışmanın Önemi

Akademik yazma, diğer becerilerden ayrı olarak ele alınacak bir beceri olmaktan ziyade sosyal bir süreç olarak düşünülmelidir (Paltridge, 2004). Bu sosyal süreçte öğrenciler ayrıca metni anlama, organizasyon kalıpları, mekanikle ilgili çeşitli kuralları öğrenme gibi çeşitli bilişsel eylemlere (Ferris ve Hedgcock, 2014) dahil

olurlar. Bu bilişsel eylemlere ek olarak öğrenciler, modellenen eylemi gözlemlemek, gözlemlenen modele göre yeniden hareket etmek veya yazılı çalışmayı sunulduğu şekilde sunmak gibi çeşitli davranışsal eylemlerde sergilemektedirler (Gabrielatos, 2002). Tüm bu sosyal, bilişsel ve davranışsal süreçlerin bir sonucu olarak akademik yazma süreci, öğrencinin bu süreçleri gerçekleştirme yeteneklerine ilişkin inanç mekanizmalarında yer alan önemli bir duyuşsal yanı içermektedir.

Öğrencilerin yazma konusundaki özyeterlik inançları ile yazma başarısı arasındaki ilişkiyi inkar etmek imkansızdır (Pajares ve Johnson, 1996). Bu nedenle davranışsal, bilişsel, sosyal ve duyuşsal süreçlerin yordayıcı değişkenler olarak temsil edildiği yapısal bir modelin test edilmesi ve bu değişkenlerin akademik yazma özyeterliliğini yordama düzeyinin tespit edilmesi araştırma alanı dikkate alındığında hem teorik hem de pratik öneme sahiptir. Alan yazınında bu süreçleri detaylı bir şekilde inceleyen çalışmalara rastlanmamakla birlikte bu çalışma kapsamında belirlenen değişkenlerin yordama düzeyleri ile ilgili çalışmalar bulunmamaktadır.

Öğrencilerin akademik yazma özyeterlikleriyle ilgili çalışmalar az sayıda olduğu ve kısıtlı sayıda alt boyut içeren araştırmalar olduğu görülmektedir (Zhang, 2018). Öğrencilerin akademik yazma özyeterliliğini belirlemek için ölçme aracı geliştirilmesi hedeflenmiş ve bu aracı geliştirmek için yapılan ön araştırmanın sonucu geliştirilen ölçeklerin içerik, tasarım-birlik, dilbilgisi ve noktalama ile ilgili yazma yeterliği inançlarını ölçen maddeler içerdiğini göstermiştir (Mitchell, Rieger ve McMillan, 2017). Bu ölçekler yazılı çalışmanın düzenlenmesi, fikir üretme, yazma metninin geliştirilmesi ve öz düzenleme ilgili maddeler açısından yeterli düzeyde olmadığı tespit edilmiştir (Brunning, Dempsey, Kauffman ve Zumbrunn, 2013). Ulusal düzeyde yürütülen çalışmalar incelendiğinde sadece Yavuz Erkan (2004) 21 maddelik Yazma Özyeterlik Ölçeği dikkat çekmektedir. Bu ölçek dört boyuttan oluşmaktadır. Bunlar; içerik, tasarım birliği, dilbilgisi ve noktalama işaretleridir. Bunlara ek olarak benzer ölçeklerin büyük bir kısmı Bandura'nın (2006) belirttiğinin aksine detaylı ölçek derecelendirmesi yerine daha dar örneğin dört puanlı bir derecelendirme ölçeği kullanmıştır. Varsayılan modeli test etmek için 'Akademik Yazma Özyeterlik Ölçeği' geliştirilmiştir. Genel akademik yazma özyeterliliğine odaklanmak yerine, akademik yazma özyeterlik faktörlerine ilişkin alana özgü bilgiler; yani düşünce, organizasyon,

mekanik ve özdüzenleme akademik yazım özyeterlik faktörleri hakkında detaylı bilgi sağlayarak mevcut araştırma veri tabanına ve gelecekte yürütülecek çalışmalara katkı sağlaması hedeflenmektedir.

Türkiye'deki araştırmalar öğrencilerin büyük çoğunluğunun metni anlama ve üretmede zorluk yaşadığını göstermiştir (Ekoç, 2020). Sert (2008)'in de belirttiği gibi, Türkiye’de öğretim dili İngilizce olan programların büyük çoğunlukla yüksek giriş puanı almış ancak pek çoğu kırsal kesimden gelen ve İngilizce yeterlilikleri düşük düzeyde olan öğrenciler kayıt olmaktadır. Bu “en parlak öğrencilerin” (Sert, 2008, s. 166) yararı için, akademik okuma ve yazma arasındaki ilişkinin doğasını ve gelişimini etkileyen faktörleri incelemek için ulusal bağlamda yürütülecek çalışmalar ile alanın güçlendirilebileceği düşünülmektedir. Ayrıca, bu araştırmanın ön çalışmasında araştırmacı tarafında fakültelerde ders veren öğretim üyeleri ile yapılan sözlü görüşmelerde öğretim üyeleri lisans düzeyinde öğrencilerin akademik yazma yetkinliklerinin sınırlı olduğu, yazdıkları metinde kendi görüşlerini ifade etme güçlüğü yaşadıkları, ileri düzeyde okuma metinlerini okumakta zorlandıkları, akademik yazma dilini ve kurallarını yazdıkları metinde kullanamadıkları ve bu sürecin onları akademik usulsüzlüğe yönlendirdiğini gibi olumsuzlukları dile getirmişlerdir. Bu nedenle öğrencilerin akademik yazma ve okuma özyeterlik inançlarının irdelenmesi, öğrenci başarısını etkileyen önemli bir değişkenin çalışılmasını da mümkün kılacaktır. Bu değişkenlerin öğrencinin akademik sosyalleşmesi ve kariyer ilgisi ile ilişkilendirilmesi özyeterliliği etkileyen değişkenlerin tespit edilerek öğretim dili İngilizce olan üniversite veya bölümlere öneriler sunulabilmesi, akademik yazma ve okuma başarısını etkileyen faktörlerin tespit edilerek uygun dil öğretim programlarının oluşturulabilmesi sağlanabilmesi hedeflenmektedir. Bu nedenle bu çalışma kapsamında yer alan yapısal eşitlik modellemesi ile öğretim dili İngilizce olan programlara kayıtlı olan öğrencilerin İngilizce akademik yazma özyeterlik düzeyi, İngilizce okuma özyeterlik düzeyleri, okumaya yönelik ilgi, kariyer ilgisi ve akademik sosyalleşme düzeyleri arasındaki ilişkinin açıklanması mümkün olacaktır

YÖNTEM

2.1 Çalışma Deseni

Bu araştırmanın genel deseni korelasyonel araştırma desenidir. Bu tür araştırmalar, bir dizi değişken arasındaki ilişkileri araştırmak ve önemli insan davranışlarını açıklamaya yardımcı olmak veya olası sonuçları tahmin etmek için yapılmaktadır (Frankel ve Wallen, 2018). Yapılan araştırmada öğretim dili İngilizce olan programlara kayıtlı olan öğrencilerin İngilizce akademik yazma özyeterlik düzeyi ile İngilizce okuma özyeterlik düzeyleri, İngilizce okumaya ayrılan zaman, akademik yazma çalışmalarının sıklığı, kariyer ilgisi ve akademik sosyalleşme düzeyleri arasındaki ilişkinin açıklanması ve öğrencilerin akademik yazma özyeterlik düzeyleri ile İngilizce okuma sıklığı ve eğitim alınan disipline yönelik ilgileri arasındaki ilişkiyi akademik okuma özyeterlik düzeylerine aracılık etme düzeyinin tespit edilmesi amaçlanmıştır. Bu amaçla yapısal eşitlik modeli oluşturulmuş ve değişkenler arasındaki ilişkiler incelenmiştir. Bu çalışma öncelikle aşağıdaki araştırma sorularına cevap vermeyi amaçlamıştır:

1. Akademik okuma özyeterliği, akademik sosyalleşme, akademik yazma görevleri ve akademik yazma özyeterliği arasındaki ilişkinin genel niteliği nedir?
2. Akademik okuma özyeterliği, okuma sıklığı, kariyer ilgisi ve akademik yazma özyeterliği arasındaki ilişkiye ne ölçüde aracılık etmektedir?

Bu çalışma kapsamında şu değişkenler ele alınmıştır:

Akademik yazma özyeterlik değişkeni, araştırmanın bağımlı veya sonuç değişkenidir. Bu değişken öğretim dili İngilizce olan lisans programlarındaki öğrencilerin uygun fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme ve yazma için özdüzenleme stratejileri kullanarak akademik şekilde yazma yeteneklerine inanmalarını ifade eder. Bu değişken üzerindeki yüksek puan, akademik yazma becerileri konusunda öğrencilerin olumlu inançlara sahip olmaları anlamına gelir.

Akademik okuma özyeterlik değişkeni çalışmanın aracı değişkenidir. Bu değişken öğretim dili İngilizce olan lisans programlarındaki öğrencilerin bölüm çalışmaları gereği istenen akademik okuma becerilerini gerçekleştirebilmeye yönelik inançlarını

ifade eder. Bu deęiřkenle ilgili maddeler üzerinden edinilen yüksek puan, akademik okuma becerileri konusunda olumlu inançlara sahip olmayı ifade etmektedir.

Akademik sosyalleřme becerileri deęiřkeni, önerilen modelin dięer deęiřkenleri tarafından tahmin edilmedięi varsayıldıęı için modelin dıřsal deęiřkenlerinden biridir (Weston ve Gore, 2006). Bu deęiřken, lisans öęrencilerinin öęretim üyeleri ile iliřkileri, akranları ile olan iliřkileri ve bölüm çevresi ile olan iliřkilerini ifade eder. Bu deęiřkendeki yüksek puan, öęretim üyeleri ve akranlarla yeterli akademik iliřkilere sahip olmak ve bölüm olarak uygun bir akademik ortamında olmak anlamına gelir.

Akademik yazma görevleri deęiřkeni, bölümdeki derslerde yürütölen kısa ve uzun yazılı görevleri (1-2 sayfalık tartıřma kaęıdı, bir vaka yazısı yazma vb.) içeren modelin üçüncü dıřsal deęiřkenidir. Öęrencilerin gelecekteki kariyer deęiřkenine ilgileri, katılımcıların gelecekteki kariyerlerine ilgilerini ifade eden modeldeki dördüncü dıř deęiřkendir. Bu deęiřken üzerindeki yüksek puan gelecekteki kariyere daha fazla ilgi duymak anlamına gelir. İngilizce okumaya ayrılan zaman, modeldeki lisans öęrencilerinin akademik metinleri, gazeteleri, web sitelerini ve İngilizce edebi eserlerini okumak için ne kadar zaman harcadıklarını gösteren son dıř deęiřkendir. Bu deęiřken üzerindeki yüksek puan İngilizce okumak için yeterli zaman ayırmak anlamına gelir.

2.2 Örnekleme

Arařtırmanın evrenini Türkiye’ de öęretim dili İngilizce olan İktisadi İdari Bilimler Faköltesine kayıtlı öęrenciler oluřturmaktadır. İktisadi İdari Bilimler Faköltesinin sečilmesinin nedeni bu bölümlerde akademik yazma çalıřmalarının hem sosyal konuların ele alındıęı hem de sayısal verilerin verildięi kapsamlı bir şekilde yapılmasıdır. Mühendislik Faköltesi ve Tıp Faköltesi’nde İngilizce terim kullanımı yoğun olduęu için akademik yazma çalıřmaları alana özgü terim yoğunluęu ile sınırlı kalabilmektedir. Türkiye’de fakölte düzeyinde öęrenci sayısına yönelik bilgi Tablo 2.1’ de verilmiřtir.

Tablo 2.1

Öğretim dili İngilizce olan İktisadi İdari Bilimler Fakültesi öğrenci sayısı

<i>Üniversitesi</i>	<i>N</i>
Anadolu Üniversitesi	2008
Boğaziçi Üniversitesi	2123
Çukurova Üniversitesi	457
Dokuz Eylül Üniversitesi	1464
Hacettepe Üniversitesi	2057
Ortadoğu Teknik Üniversitesi	2365
Muğla Sıtkı Koçman Üniversitesi	605
Yıldırım Beyazıt Üniversitesi	2405
Toplam	13484

Not: Yüksek Öğretim Kurulu tarafından yayınlanan Yükseköğretim Lisans Atlası'ndan alıntılandı
<https://yokatlas.yok.gov.tr/lisans-anasayfa.php>

Bu öğrenci sayısının 6827'si Ankara'daki üniversitelerde eğitim almaktadırlar. Bu nedenle araştırmanın Ankara ili örneklemindeki Ortadoğu Teknik Üniversitesi, Hacettepe Üniversitesi ve Yıldırım Beyazıt Üniversitesi'nde yürütülmesine karar verilmiştir. Birinci sınıf öğrencileri bölümlerine uyum sürecinin başlangıcında olmaları, yaptıkları akademik yazma ve okuma çalışmalarının ileri düzey sınıflara göre daha kısıtlı sayıda olması ve akademik sosyalleşme sürecinin henüz başında olmalarından dolayı örnekleme dahil edilmemiştir. Örnekleme ki toplam 6827 öğrencinin; 256'sı ile pilot çalışma 1060 ile ana çalışma yürütülmüş, örneklemin %46,6'sı çalışmaya katılmıştır. Katılımcıların demografik olarak dağılımı Tablo 2.2'de verilmiştir.

Tablo 2.2

Katılımcıların demografik özellikleri

<i>Değişken</i>	<i>f</i>
<i>Cinsiyet</i>	
Kadın	587
Erkek	473
<i>Sınıf</i>	
2. sınıf	371
3. sınıf	389
4. sınıf	299
<i>Üniversite</i>	
Ortadoğu Teknik Üniversitesi	474
Hacettepe Üniversitesi	257
Yıldırım Beyazıt Üniversitesi	329
<i>Bölüm</i>	
İşletme	328
İktisat	202
Uluslararası İlişkiler	264
Siyaset Bilimi ve Kamu Yönetimi	126
Maliye	39
Bankacılık ve Finans	31
Bilgi Yönetim Sistemleri	53
Uluslararası Ticaret	17

Katılımcıların cinsiyet, sınıf, üniversite düzeyinde dağılımları birbirine yakınlık göstermektedir. Bölüm düzeyinde oluşan farklılığı nedeni ise Yıldırım Beyazıt Üniversitesi'nde İşletme Fakültesinin alt bölümlerinin farklılık göstermesidir.

2.3 Veri Toplama Araçları

Çalışmada veriler aşağıdaki ölçekler kullanılarak toplanmıştır:

Öğrencilerin akademik yazma özyeterliği için araştırmacı tarafından geliştirilen 26 maddelik “Kesinlikle yapamam (1)” dan “Kesinlikle Yapabilirim (9)” e uzanan 9’lu derecelendirme ölçeği üzerinde ölçme yapan Akademik Yazma Özyeterlik Ölçeği kullanılmıştır. Bu ölçek fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme ve yazma için özdüzenleme olmak üzere dört alt boyuttan oluşmaktadır. Fikir üretme alt boyutunda öğrencilerin metni yazarken düşüncelerini oluşturma ve bu düşünceleri metinde ifade etmeye yönelik “İngilizce bir metin yazarken aklıma pek çok fikir gelir.” Veya “Düşüncelerimi İngilizce yazdığım bir metin içerisinde uygun şekilde sıralayabilirim” gibi beş madde yer almaktadır. Dilbilgisi ve yazma mekaniği

alt boyutunda “İngilizce bir metin yazarken kelimeleri imla kurallarına uygun yazabilirim.” veya “İngilizce dilbilgisi kurallarına uygun cümleler yazabilirim.” gibi dilbilgisi ve imla kurallarına uyarak yazabilme becerisini temsile eden beş madde yer almaktadır. Yazım metnini geliştirme alt boyutu kompozisyon kurallarını takip ederek metni organize etme ve düşünceleri akademik kompozisyon kuralları çerçevesinde ifade edebilmeye yönelik “İngilizce bir metin yazarken etkili bir giriş bölümü yazabilirim.” veya “İngilizce yazdığım bir metinde öne sürdüğüm bir düşüncüyü iyi seçilmiş örnekler, nedenler, vs. ile geliştirebilirim.” gibi on maddeden oluşmaktadır. Yazma için özdüzenleme alt boyutu da “İngilizce bir metin yazarken zamanımı iyi kullanabilirim.” veya “İngilizce bir metin yazmak için uygun ortam yaratabilirim.” gibi altı maddeden oluşmaktadır.

İngilizce okuma özyeterlik düzeylerinin belirlenmesi için Prat, Sala, ve Redford (2010) tarafından geliştirilen ve araştırmacılar tarafından Türkçe olarak adaptasyonu yapılan dokuz maddelik “Kesinlikle yapamam (1)” dan “Kesinlikle Yapabilirim (9)” e doğru uzanan 9’lu derecelendirme ölçeği üzerinde ölçme yapan Akademik Okuma Özyeterlik Ölçeği kullanılmıştır. Bu ölçek, öğrencilerin üniversitede yaptıkları akademik okuma çalışmalarının gerektirdiği becerileri gösterme düzeylerini ölçen “Akademik bir metin okuduğunuzda metnin önemli noktalarını ne kadar iyi fark edebilirsiniz?” veya “Yeterli düzeyde çalıştığınızda akademik bir metni ne kadar iyi anlayabilirsiniz?” dokuz madden oluşmaktadır.

Öğrencilerin okuma sıklığını tespit etmek amacıyla araştırmacı tarafından 5 maddelik, “Hiçbir zaman okumam (1)” den “Her zaman okurum (5)” e uzanan Okumaya Sıklığı Ölçeği geliştirilmiştir. Bu ölçekte “Bölüm derslerimde önerilen İngilizce bilimsel metinleri (Makale, kitap, Internet siteleri, vb.)” veya “Alanım ile ilgili kendi bulduğum İngilizce bilimsel metinleri (Makale, kitap, Internet siteleri, vb.)” gibi maddeler vardır.

Öğrencilerin kariyer ilgisini belirleyebilmek için Kanten (2012) tarafından geliştirilen Kariyer Uyum Yetenekleri Ölçeğinin Merak alt boyutundaki 6 madde kullanılmıştır. Bu alt boyutta “Kariyerim ile ilgili her şeyi (sektör, işletmeler, işler, gereken beceriler vb.) araştırıyorum.” veya “Kişisel gelişimime katkı sağlayacak fırsatları (staj, kurs, kongre, eğitim vb.) araştırıyorum.” gibi maddeler yer almaktadır

Akademik sosyalleşme değişkenini öğretim üyeleri ile iletişim, akranlarla iletişim ve bölümün akademik ortamı olmak üzere üç alt boyut oluşturmaktadır. Bu değişkeni ölçmek amacıyla Akademik Sosyalleşme Ölçeği uyarlanmıştır. Ölçeğin geliştirilmesi sürecinde Weidmann (2010) tarafından geliştirilen Lisansüstü Akademik Sosyalleşme Ölçeğinin bölümün akademik ortamı alt boyutun 7 maddesi İngilizce 'den Türkçeye çevrilmiş ve lisans öğrencilerinin akademik düzeyine göre uyarlanmıştır. Öğretim üyeleri ve akranlarla iletişim alt boyutlarını ölçmek için Çapa-Aydın, Yerin-Güneri, Barutçu-Yıldırım ve Çağ (2016) tarafından geliştirilen Fakülte Bağlılığı ölçeğinin öğretim üyeleri ve bölümdeki arkadaşlarla iletişime yönelik alt boyutlarının 13 maddesi kullanılmıştır. Akademik Sosyalleşme Ölçeği, 20 maddelik “Hiçbir zaman (1)” dan “Her zaman (5)” a uzanan beşli, fakülte üyeleri ile iletişim, akranlarla iletişim ve bölümün akademik ortamı olmak üzere üç boyutlu bir ölçektir. Bu ölçekte “Hocalarım fikirlerime saygı gösterir.”, “Derslerde öğrendiğim konular hakkında diğer öğrencilerle konuştum.” veya “Bölümümün öğrencilerin bilimsel amaçlarını destekleyici bir eğitim ortamı vardır.” gibi maddeler bulunmaktadır.

Akademik yazma etkinliklerinin sıklığını ölçmek amacıyla, Akçaoğlu (2011) tarafından geliştirilen 10 maddeden oluşan “Hiçbir zaman (1)” dan “Her zaman (5)” a uzanan beşli ölçek kullanılmıştır. Bu ölçekte öğrenciler derslerinde bu çalışmalarını yapma sıklıklarını ifade eden seçeneği ilgili rakamı işaretleyerek seçmiştir. Yapılan etkinlikler “Okunan bir makalenin kısa özeti (1-2 sayfa)” veya “Okunan bir metne yönelik görüş yazısı” gibi kısa veya uzun yazma çalışmalarını temsil eden etkinliklerdir.

2.4 Araştırma Süreci

Çalışma kapsamında kullanılan veriler, 2016-2017 öğretim yılı bahar dönemi ile 2017-2018 güz dönemi başında toplandı. Veri toplama işlemine başlamadan önce, ilgili üniversitelerden veri toplama izni alınmıştır. Veri toplama araçları araştırmacı tarafından öğrencilere derslerinin ilke veya son kısımlarında uygulanmış ve ölçeklerin cevaplanması yaklaşık 15 dakika sürmüştür.

2.5 Veri Analizi

Açıklayıcı faktör analizi ve betimleyici istatistik analizleri IBM SPSS 23 programı ile doğrulayıcı faktör analizi ve yapısal eşitlik modellemesi için yapılan analizler IBM AMOS 23 programı kullanılarak yapılmıştır. Betimsel istatistik kapsamında değişkenlerin ortalama ve standart sapma değerleri hesaplanmıştır. Pilot çalışmadan elde edilen veriler ile ölçeklerin açıklayıcı faktör analizleri yapılmış, buradan elde edilen sonuçlar doğrultusunda yürütülen ana çalışmadan elde edilen veriler ile ölçeklerin betimleyici faktör analizleri yapılmış; yapısal eşitlik modellemesi ile önerilen model test edilmiştir.

2.6 Pilot Çalışma

Kullanılan ölçeklerin faktör yapılarını ve Cronbach Alfa Güvenirlik Katsayısı (Cronbach,1951) hesaplanarak ölçeklerin güvenilirliğini tespit etmek amacıyla 261 öğrenci ile pilot çalışma yapılmıştır. Yürütülen pilot çalışma sonrasında açıklayıcı faktör analizleri yapılmış ve iç tutarlılık katsayısı Cronbach Alfa Güvenirlik Katsayısı (Cronbach,1951) hesaplanarak elde edilmiştir.

Bu pilot çalışma sonucunda, Akademik Yazma Özyeterlik Ölçeği için toplam varyansın %73.2 sini açıklayan dört faktörlü bir yapı elde edilmiştir. Bu faktörler fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme ve yazma için özdüzenleme olarak adlandırılmıştır. Ölçek maddelerine ilişkin faktör yükleri ise fikir üretme alt boyutu için .46 ile .92 arasında, dilbilgisi ve yazma mekaniği alt boyutu için .72 ile .94 arasında, yazım metnini geliştirme .45 ile .74 arasında ve özdüzenleme alt boyutu için .43 ile .76 arasında değişen değerlerde elde edilmiştir. Faktör alt boyutları için elde edilen Cronbach Alfa Güvenirlik Katsayısı fikir üretme alt boyutu için .88, dilbilgisi ve yazma mekaniği, alt boyutu için .95, yazım metnini geliştirme alt boyutu için .90 ve yazma için özdüzenleme alt boyutu için .89 olarak tespit edilmiştir.

Akademik Okuma Özyeterliği ölçeği için tek faktörlü bir yapı elde edilmiştir. Ölçek maddelerine ilişkin faktör yükleri .76 ile .88 arasında değişen değerlerdir. Ölçeğin Cronbach Alfa Güvenirlik Katsayısı .94 tür.

Akademik Sosyalleşme Ölçeğinin toplama varyansın %54.2'sini açıklayan üç faktörlü bir yapıya sahip olduğu tespit edilmiştir. Bu faktörler öğretim üyeleri ile ilişkiler, akranlar ile ilişkiler ve bölümün akademik ortamı olarak adlandırılmıştır. Ölçek maddelerine ilişkin faktör yükleri ise öğretim üyeleri ile ilişkiler alt boyutu için .21 ile .83 arasında, akranlarla iletişim alt boyutu için .39 ile .82 arasında ve bölümün akademik ortamı alt boyutu için .34 ile .94 arasında değişen değerlerde tespit edilmiştir. Faktör alt boyutları için elde edilen Cronbach Alfa Güvenirlik Katsayısı öğretim üyeleri ile ilişkiler alt boyutu için .82, akranlarla iletişim alt boyutu için .79, ve bölümün akademik ortamı alt boyutu için .87 olarak tespit edilmiştir

Akademik yazma etkinliklerinin sıklığını tespit etmek için Akçaoğlu (2011) tarafından tek boyutlu olarak geliştirilen Akademik Yazma Etkinlikleri Ölçeği, bu çalışmada açıklayıcı faktör analizi sonucu iki boyutlu çıkmıştır. Bu boyutlar kısa yazma çalışmaları ve uzun yazma çalışmaları olarak adlandırılmıştır. Ölçek toplam varyansın %57.10'unu açıklamıştır. Ölçek maddelerine ilişkin faktör yükleri ise kısa yazma çalışmaları alt boyutu için .51 ile .89 arasında, uzun yazma çalışmaları alt boyutu için .40 ile .89 arasında tespit edilmiştir. Faktör alt boyutları için elde edilen Cronbach Alfa güvenirlik katsayısı kısa yazma çalışmaları alt boyutu için .79, uzun yazma çalışmaları alt boyutu için .72 olarak hesaplanmıştır.

Kariyer İlgisi Ölçeği tek boyutlu bir ölçektir. Ölçek maddelerine ilişkin faktör yükleri .55 ile .86 arasında değişmektedir. Ölçeğin Cronbach Alfa güvenirlik katsayısı .89 olarak hesaplanmıştır. Pilot çalışmadan elde edilen veriler doğrultusunda ana çalışma kapsamında veriler toplanmış ve doğrulayıcı faktör analizi ile yapısal eşitlik modellemesi için veri analizi yapılmıştır.

BULGULAR

3.1 Doğrulayıcı Faktör Analizi Sonuçları

Hem doğrulayıcı faktör analizi hem de yapısal eşitlik modellemesinden elde edilen sonuçları değerlendirmek için kullanılan ölçütler arasında en sık başvuru alan ölçütler benzerlik oranı ki-kare istatistiği (χ^2), RMSEA (Ortalama hata karekök yaklaşımı -

Root-mean-square error approximation), GFI (Uyum iyiliği indeksi -Goodness-of-fit index) dir. RMSEA için 0,05'e eşit veya daha küçük değer mükemmel bir uyuma, 0,08 ile 0,10 arasındaki değerleri kabul edilebilir bir uyuma, 0,10'dan daha büyük değer de kötü uyuma karşılık gelmektedir (Hu and Bentler,1999). Uyum iyiliği indeksi GFI 0 ve 1 arasında değer alır ve bu değer 1'e yakınlığı modelin uygunluğunun daha iyi olduğu gösterir. Diğer uygunluk ölçüleri, CFI (Karşılaştırmalı uyum indeksi-Comparative Fit Index), ve TLI (Tucker-Lewis indeksi) dir. Bu ölçütler 0 ile 1 aralığında değişen değerler almaktadır (Hu ve Bentler, 1999; Kline, 2016). Bu çalışmada bu ölçütler kullanılarak elde edilen veriler yorumlanmıştır.

Ana çalışmada 1060 öğrenciden toplanan veriler ile ölçeklerin doğrulayıcı faktör analizi yapılmıştır. Akademik Yazma Özyeterliği Ölçeğinin doğrulayıcı faktör analizi sonucunda elde edilen değerler referans değerleri ile uyum göstermektedir: $df=283$, $\chi^2=1448.59$), $CFI=.95$, $GFI=.90$, $TLI=.94$ ve $RMSEA=.06$. Faktör alt boyutları için elde edilen Cronbach Alfa Güvenirlik Katsayısı fikir üretme alt boyutu için .91, dilbilgisi ve yazma mekaniği, alt boyutu için .94, yazım metnini geliştirme alt boyutu için .90 ve yazma için özdüzenleme alt boyutu için .88 olarak tespit edilmiştir.

Akademik Okuma Özyeterliği Ölçeğinin doğrulayıcı faktör analizi sonucunda elde edilen değerler referans değerleri ile uyum göstermektedir. Bunlar, serbestlik derecesi $df=27$, $\chi^2=346.78$, $CFI=.94$, $GFI=.93$, $TLI=.92$ ve $RMSEA=.09$ dir. Ortalama hata karekökü .08'den yüksek olmasına rağmen, diğer fit indeks kriterlere uyumlu olduğu için Akademik Okuma Özyeterlik Ölçeğinin kabul edilebilir ölçüde uyumlu olduğu varsayılmıştır. Ölçeğin tek boyutlu olarak Cronbach Alfa Güvenirlik Katsayısı .92 dir.

Akademik Sosyalleşme Ölçeği için yapılan doğrulayıcı faktör analizi sonuçları ölçeğin üç boyutlu yapısını doğrulamıştır; serbestlik derecesi $df=167$, $\chi^2=1573.86$, $CFI=.93$, $GFI=.92$, $TLI=.91$ ve $RMSEA=.061$. Faktör alt boyutları için elde edilen Cronbach Alfa Güvenirlik Katsayısı öğretim üyeleri ile ilişkiler alt boyutu için .83, akranlarla iletişim alt boyutu için .90, ve bölümün akademik ortamı alt boyutu için .88 olarak tespit edilmiştir.

Akademik Yazma Etkinlikleri Ölçeğinin doğrulayıcı faktör analizi sonucunda elde edilen değerler referans değerleri ile uyum göstermektedir: serbestlik derecesi $df=25$, $\chi^2=346.78$, $CFI=.94$, $GFI=.95$, $TLI=.92$ ve $RMSEA=.08$. Faktör alt boyutları için elde edilen Cronbach Alfa Güvenirlik Katsayısı kısa yazma çalışmaları alt boyutu için .81, uzun yazma çalışmaları alt boyutu için .80 olarak hesaplanmıştır.

Kariyer İlgi Ölçeği için yapılan doğrulayıcı faktör analizi sonuçları ölçeğin üç boyutlu yapısını doğrulamıştır; $df=9$, $\chi^2=147.73$, $CFI=.96$, $GFI=.95$, $TLI=.94$ ve $RMSEA=.08$. Tek boyutlu ölçeğin Cronbach Alfa Güvenirlik Katsayısı .89'dur.

3.2 Betimsel Bulgular

Akademik yazma özyeterliği değişkeninin alt boyutlarında katılımcıların verdiği yanıtların ortalaması incelendiğinde öğrencilerin fikir geliştirme alt boyutunda ($Ort.=6.26$, $SS=1.49$) diğer boyutlara dil bilgisi ve yazım mekaniği ($Ort.=6.46$, $SS=1.45$), yazma için özdüzenleme ($Ort.=6.52$, $SS=1.38$) ve yazım metnini geliştirme ($Ort.=6.53$, $SS=1.31$) nispeten daha az ortalamaya sahip olduğu görülmüştür. Akademik okuma özyeterliği verilen yanıtların ortalaması 6.64 ($SS=1.83$)'dır.

Akademik sosyalleşme ölçeğinin alt boyutları olan öğretim üyeleri ile iletişim ($Ort.=3.00$, $SS=.77$), bölümün akademik ortamı ($Ort.=3.28$, $SS=.85$) ve sınıf arkadaşları ile iletişim ($Ort.=3.77$, $SS=.78$) değişkenlerinden nispeten az ortalamaya sahiptir. Bölümdeki öğretim üyelerinin sağladığı yazma desteği değişkeni de 3.05 ($SS=.95$) ortalamaya sahiptir. Öğrencilerin İngilizce okumaya ayırdıkları zaman değişkeninin ortalaması 3.09'dir ($SS=.96$). Bölüm derslerinde yürütülen akademik yazma çalışmalarının sıklığının ölçüldüğü kısa yazma çalışmaları alt boyutunun sıklığı ($Ort.=2.91$, $SS=.76$) uzun yazma çalışmaları alt boyutundan ($Ort.=2.69$, $SS=.94$) nispeten fazladır; ancak her ikisi de ölçeğin orta sıklık düzeyinin nispeten altında kalmaktadır. Son olarak kariyer ilgisi değişkeni 3.89 ($SS=.77$) ortalamaya sahiptir. Araştırmaya katılan öğrencilerin kariyer yaptıkları alana yönelik ortalama üzeri ilgiye sahip oldukları söylenebilir.

3.3 Yapısal Eşitlik Modeli Bulguları

Araştırmanın amacı doğrultusunda elde edilen veriler ile yapısal eşitlik modellemesi (YEM) yöntemi kullanılarak değişkenler arası ilişki örüntüsünün bir model yardımıyla açıklanmaya çalışılmıştır (Kline, 1998).

Çalışma kapsamında önerilen araştırma modelinde akademik sosyalleşme değişkeninin alt boyutları olan akranlar ile iletişim, öğretim üyeleri ile iletişim ve bölümün akademik ortamı değişkenleri, yazma etkinlikleri değişkeninin kısa ve uzun yazma etkinlikleri olan iki alt boyutu, İngilizce okuma sıklığı ve kariyer ilgisi değişkenleri modelin egzojen değişkenlerini, akademik okuma özyeterliliği değişkeni aracı değişken ve akademik yazma özyeterliliği değişkeninin dört alt boyutu olan fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme ve yazma için özdüzenleme değişkenleri ise modelin endojen değişkenlerini oluşturmaktadır. Modelde akranlar ile iletişim, öğretim üyeleri ile iletişim ve bölüm ortamı değişkenleri, kısa ve uzun yazma etkinlikleri, İngilizce okuma sıklığı ve kariyer ilgisi, akademik okuma özyeterliliği değişkenleri ile fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme ve yazma için özdüzenleme değişkenleri arasındaki doğrudan ilişki; İngilizce okuma sıklığı ve kariyer ilgisi değişkenleri ile fikir üretme, dilbilgisi ve yazma mekaniği, yazım metnini geliştirme ve yazma için özdüzenleme değişkenleri arasındaki ilişkiye akademik okuma özyeterliliği değişkeninin aracılık etme düzeyi test edilmiştir.

Test edilen modelde ki değişken sayısının ve bu değişkenleri ölçen madde sayısının fazla olması nedeniyle madde parselleme tekniği (item parceling technique) kullanılmıştır. Bu teknik karmaşık, çok değişkenli modellerin testinde daha iyi sonuç vermektedir (Bandalos ve Finney, 2001, Matsunaga, 2008). Test edilen modelin uyum ölçütleri; $\chi^2 = 816.30$, $p = .00$, GFI=94, CFI = .97, NFI = .96, TLI=.96, and RMSEA = .05. olarak belirlenmiştir. Bu uyum ölçütleri literatürde verilen uyum ölçüt kriterlerini sağlamış ve modelin istatistiksel olarak kabul edilebilir bir model olduğu sonucunu göstermiştir.

Modeldeki deęişkenlerin akademik yazma özyeterlięi alt boyutlarındaki doğrudan etkileri incelendięinde akademik okuma özyeterlięi deęişkeninin fikir üretme alt boyutunu $\beta=.88$, yazma için özdüzenleme alt boyutunu $\beta=.89$, yazma metnini geliştirme alt boyutunu $\beta=.94$ ve yazma mekanięi alt boyutunu $\beta=.81$ düzeyinde akademik okuma özyeterlięi aracılığıyla doğrudan yordadıęı tespit edilmiştir. Bu nedenle akademik okuma özyeterlięi deęişkeninin akademik yazma özyeterlięi ile oldukça yüksek düzeyde ilişkili olduęu söylenebilir.

Akademik sosyalleşme ölçeęinin alt boyutlarından olan öğretim üyeleri ve akranlar ile ilişki deęişkenlerinin akademik yazma özyeterlięinin bütün boyutlarını anlamlı bir şekilde yordamadıęı tespit edilmiştir. Bölümün akademik ortamı deęişkeninin fikir üretme alt boyutunu $\gamma=.09$, dilbilgisi ve yazma mekanięi alt boyutunu $\gamma=.12$ ve yazım metninin düzenleme alt boyutunu $\gamma=.08$ düzeyinde yordadıęı tespit edilmiştir.

Bölüm derslerinde yürütölen farklı yazma etkinlikleri deęişkeni ve alt boyutlarının akademik yazma özyeterlik ölçeęinin alt boyutları ile olan ilişkisi incelendięinde kısa yazma çalışmalarının tüm alt boyutlarını; fikir üretme alt boyutunu $\gamma=.16$, yazma için özdüzenleme alt boyutunu $\gamma=.13$, yazma metnini geliştirme alt boyutunu $\gamma=.14$ ve yazma mekanięi alt boyutunu $\gamma=.07$ düzeyinde anlamlı ve olumlu bir şekilde yordarken, uzun yazma çalışmalarının olumsuz bir şekilde fikir üretme alt boyutunu $\gamma=-.12$, yazma metnini geliştirme alt boyutunu $\gamma=-.08$ ve yazma mekanięi alt boyutunu $\gamma=-.10$ düzeyinde yordadıęı tespit edilmiştir.

Akademik okuma özyeterlięinin aynı zamanda modelin aracı deęişkeni olduęu düşünölürse bu deęişkenin aracı olarak seçilmiş olması oldukça doğru bir karar olarak görünmektedir. Aracı deęişken olarak akademik okuma özyeterlięi okumaya ayrılan zaman deęişkeni tarafından $\beta=.43$ oranında ve kariyer ilgisi deęişkeni tarafından $\beta=.14$ oranında açıklanmaktadır. Bu deęişkenlerin akademik yazma özyeterlięinin alt boyutları ile dolaylı bağlantı katsayıları incelendięinde kariyer ilgisi deęişkeninin fikir üretme alt boyutunu $\beta=.12$, yazma için özdüzenleme alt boyutunu $\beta=.13$, yazma metnini geliştirme alt boyutunu $\beta=.14$ ve yazma mekanięi alt boyutunu $\beta=.13$ düzeyinde akademik okuma özyeterlięi aracılığıyla dolaylı olarak yordadıęı tespit edilmiştir.

İngilizce okuma sıklığı değişkeninin ise fikir üretme alt boyutunu $\beta=.35$, yazma için özdüzenleme alt boyutunu $\beta=.38$, yazma metnini geliştirme alt boyutunu $\beta=.40$ ve yazma mekaniği alt boyutunu $\beta=.38$ düzeyinde akademik okuma özyeterliği aracılığıyla dolaylı olarak yordadığı tespit edilmiştir. Modeldeki değişkenlerin doğrudan ve dolaylı etkileri Tablo 3.1’de sunulmuştur.

Tablo 3.1

Akademik Yazma Özyeterliği Modeli Doğrudan ve Dolaylı Etki

<i>Yordayıcı Değişken</i>	<i>Ölçüt Değişken</i>	<i>Doğrudan Etki</i>	<i>Dolaylı Etki</i>	<i>Tam Etki</i>
Akademik okuma özyeterliği	Fikir üretme	.88*	-	.88*
	Dilbilgisi ve yazma mekaniği	.81*	-	.81*
	Yazım metnini geliştirme	.94*	-	.94*
	Yazma için özdüzenleme	.89*	-	.89*
Öğretim üyeleri ile ilişkiler	Fikir üretme	-.04	-	-.04
	Dilbilgisi ve yazma mekaniği	-.07	-	-.07
	Yazım metnini geliştirme	-.05	-	-.05
	Yazma için özdüzenleme	-.09	-	-.09
Akranlar ile ilişkiler	Fikir üretme	-.04	-	-.04
	Dilbilgisi ve yazma mekaniği	-.03	-	-.03
	Yazım metnini geliştirme	-.01	-	-.01
	Yazma için özdüzenleme	.06	-	.06
Bölümün akademik ortamı	Fikir üretme	.09*	-	.09*
	Dilbilgisi ve yazma mekaniği	.14*	-	.14*
	Yazım metnini geliştirme	.08*	-	.08*
	Yazma için özdüzenleme	.08	-	.08
Kısa yazma çalışmaları	Fikir üretme	.16*	-	.16*
	Dilbilgisi ve yazma mekaniği	.07*	-	.07*
	Yazım metnini geliştirme	.14*	-	.14*
	Yazma için özdüzenleme	.13*	-	.13*
Uzun yazma çalışmaları	Fikir üretme	-.12*	-	-.12*
	Dilbilgisi ve yazma mekaniği	-.10*	-	-.10*
	Yazım metnini geliştirme	-.08*	-	-.08*
	Yazma için özdüzenleme	-.05	-	-.05
Okuma sıklığı	Akademik okuma özyeterliği	.43*	-	.43*
	Fikir üretme	-	.38*	.38*
	Dilbilgisi ve yazma mekaniği	-	.35*	.35*
	Yazım metnini geliştirme	-	.40*	.40*
	Yazma için özdüzenleme	-	.38*	.38*
Kariyer ilgisi	Akademik okuma özyeterliği	.14*	-	.14*
	Fikir üretme	-	.13*	.13*
	Dilbilgisi ve yazma mekaniği	-	.12*	.12*
	Yazım metnini geliştirme	-	.14*	.14*
	Yazma için özdüzenleme	-	.13*	.13*

* $p<.05$

Oluşturulan modelin endojen değişkenlerdeki açıkladığı varyansa (R^2) bakıldığında akademik okuma özyeterliğindeki varyansın %25'ini, fikir üretme alt boyutundaki varyansın % 83'ünü, yazma için özdüzenleme alt boyutundaki varyansın %86'sını, yazma metnini geliştirme alt boyutundaki varyansın %94'ünü ve yazma mekaniği alt boyutundaki varyansın %68'ini açıkladığı tespit edilmiştir.

Tablo 3.2

Akademik Yazma Özyeterliği Modeli Açıklanan Varyans (R^2)

Endojen değişken	R^2
Akademik okuma özyeterliği	.25
Fikir üretme	.83
Yazma için özdüzenleme	.86
Dilbilgisi ve yazma mekaniği	.68
Yazım metnini geliştirme	.94

* $p < .05$

Sonuç olarak, akademik yazma özyeterlik modelini oluşturan değişkenlerin büyük bir kısmı modele anlamlı bir şekilde katkıda bulunmuş ve oldukça yüksek oranda varyansı açıklamaktadır.

TARTIŞMA, SONUÇ VE ÖNERİLER

Öğretim dili İngilizce olan programların sayısındaki artış ve British Council'in 2015'de yayınladığı Türkiye'de Yükseköğretimde İngilizce Öğretiminin Durumu raporu incelendiğinde yükseköğretimde öğrencilerin İngilizce eğitim veren üniversitelerde yaşadıkları dil güçlükleri nedeniyle uyum sürecinin uzun sürmesi ve pek çoğunda başarısız olma kaygısı ile dili öğrenebileceklerine yönelik inançlarının da olumsuz etkilendiği belirtilmiştir (British Council Rapor, 2015). Bu doğrultuda yürütülen bu modelleme çalışması öğrencilerin İngilizce akademik yazma ve okuma becerilerinin gelişimini destekleyecek akademik sosyal ortam, yürütülebilecek olan akademik yazma ve okuma etkinlikleri, bu etkinliklere ayrılması gereken zaman, öğretim üyelerinin yapabileceği destek çalışmaları ve öğrencinin alan ilgisinin bu faaliyetler ile ilişkisi konusunda oldukça anlamlı bulgulara sahiptir.

Bu araştırma ile açıkladığı yüksek varyans oranı ile birlikte öğrencilerin yapmış oldukları akademik okuma çalışmaları, okumaya ayırdıkları zaman ve akademik okuma özyeterliği değişkenleri akademik yazma özyeterlik inancının yüksek olabilmesi için önemli değişkenler olduğu tespit edilmiştir. Elde edilen bulgulara göre İngilizce akademik yazma çalışmalarının akademik okuma çalışmalarında bağımsız olarak yürütülmesi ve programların bu şekilde hazırlanması öğrencilerin akademik yazma sürecini olumsuz etkileyebilir. Buna paralel olarak akademik yazma eğitim programları hazırlanırken akademik okuma çalışmaları ile desteklenen programların hazırlanması öğrencilerin özyeterlik inançlarına olumlu katkıda bulunacaktır. Alan yazını incelendiğinde akademik okuma ve yazma çalışmalarının arasındaki olumlu ilişki (Smith, 1992, s.105) bu çalışmada oluşturulan modelde de özyeterlik inançları açısından açıkça izlenmiştir. Ayrıca alan yazınında yürütülen bazı çalışmalar akademik yazma becerilerinin akademik okuma becerilerini de olumlu etkilediği yönünde tersi yönde olumlu bir ilişkinin varlığını gösteren sonuçlara sahiptir (Spack, 1988, Zamel, 1992). Bu nedenle bu çalışmada oluşturulan modelden elde edilen sonuçlara göre öğretim dili İngilizce olan programlarda bölümde yürütülen akademik yazma çalışmalarının akademik okuma çalışmaları ile desteklenmesi, akademik okuma özyeterlik inancının desteklenmesi, İngilizce okuma sıklığı ve yapılan çalışmaların artırılması öğrencilerin akademik yazma özyeterliklerini ve dolaylı olarak onların akademik yazma çalışmalarındaki başarılarını da olumlu yönde etkileyebilir.

Yürütülen çalışmada akademik yazma özyeterlik inançları ile bölümde yürütülen çeşitli akademik yazma çalışmalarının sıklığı değişkeni arasında anlamlı ilişki olduğu belirlenmiştir. Kısa yazma çalışmaları olan 1-2 sayfalık özet ve okuduğu metne yönelik kişisel görüş yazısı gibi çalışmalar olumlu yönde akademik yazmanın alt boyutları ile ilişkili iken proje önerisi yazma, proje raporu yazma, grupta yürütülen yazma çalışmaları gibi uzun ve daha otonom çalışmalarının fikir üretme, dilbilgisi ve yazım mekaniği, yazım metnini geliştirme alt boyutları ile olumsuz yönde ilişkilidir. Her ne kadar bu ilişkilerin açıkladıkları varyans düşük olsa da özyeterlik inançlarına yönelik alan yazını düşünüldüğünde anlamlı bir sonuç içermektedir. Margolis ve McCabe (2006) öğrencilerin özyeterlik inançlarını geliştirebilmek için onlara orta zorluk düzeyine sahip ödevlerin verilmesi gerektiğini ve bu görevlerin zorluk derecesinin aniden değil, aşamalı olarak artırılması gerektiğini belirtmişlerdir.

Öğrencilerin verilen bu görevlerin üstesinden gelebilmeleri için onlara öğrenme stratejilerini kullanma yolları öğretilmeli, bu stratejileri kullandıkları uygulamalara ilişkin dönütler verilerek doğru stratejiler pekiştirilirken yanlış stratejiler düzenlenmelidir (Arslan, 2012). Akademik yazma çalışmaları içerik olarak uzadıkça ve öğrenciler sınıf dışında bağımsız olarak yürütülen bu çalışmalarda öğrencilere daha detaylı rehberlik sağlanarak, yönergeler verilerek ve çalışma sürecinde birebir destek saatleri belirlemek öğrencilerin bu çalışmaları yapabileceklerine yönelik inançlarına olumlu yönde destek olabilir.

Akademik sosyalleşmenin alt boyutları olan öğretim üyeleri ve akranlar ile ilişki değişkenlerinin akademik yazma özyeterliliğinin hiçbir boyutunu anlamlı bir şekilde yordamadığı tespit edilmiştir. Bölümün akademik ortamı değişkeninin fikir üretme, dilbilgisi ve yazma mekaniği ve yazım metnini geliştirme alt boyutunu olumlu bir şekilde yordadığı tespit edilmiştir. Elde edilen bu veriye göre öğrencilerin akademik olarak onları destekleyen bir akademik ortamda olmaları onların yazma özyeterliliğini olumlu bir şekilde etkilemektedir.

Araştırma kapsamında öğrencilerin kariyer ilgisi dolaylı olarak akademik okuma özyeterlilik inançları aracılığıyla akademik yazma özyeterlilik inançları ile olumlu yönde ilişkili olduğu sonucu elde edilmiştir. Bu sonuç, özyeterlilik çalışmaları ve alan yazınındaki çalışmaların ile paralellik göstermektedir. Örneğin, Hackett ve Betz (1981) yürüttükleri çalışmaları kariyere yönelik olumlu tutumun ve yapılan yönelik çalışmaların özyeterlilik inancının olumlu olarak desteklediği yönündeki bulgulara sahiptir.

Mevcut çalışmada test edilen model ile öğretim dili İngilizce olan üniversitelerde verilen akademik yazma ve okuma derslerine yönelik programlarda bu iki beceri arasındaki ilişkinin göz ardı edilmemesi, öğretim üyelerinin derslerinde farklı akademik yazma ve okuma etkinliklerine yer vermesi, bu çalışmaları yapan öğrencilere yeterli düzeyde yönerge ve danışmanlık sağlaması akademik yazma özyeterliliklerini güçlendirebileceği düşünülmektedir. Bunlara ek olarak öğrencilerin kariyer yaptıkları alana yönelik ilgilerini artıracak çalışmaları aktif olarak yürütmeleri akademik yazma özyeterliliğinin olumlu olarak desteklenmesi için yürütülecek çalışmaların başında gelmektedir.

J. THESIS PERMISSION FORM / TEZ İZİN FORMU

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