

# ***The Effectiveness of the Process-Genre Approach in Enhancing Writing Skills in Turkish as a Foreign Language***

**İbrahim DOYUMĞAÇ<sup>1</sup>**

**Merve SUROĞLU SOFU<sup>2</sup>**

**Rabia DEMİRKOL<sup>3</sup>**

## **Abstract**

This randomized controlled trial examined the short-term effects of the process-genre-based writing approach on the writing achievement of students learning Turkish as a foreign language and the retention of these effects. Eighty B2-level international students from 13 countries were randomly assigned to the experimental (process-genre instruction,  $n = 40$ ) or control (traditional textbook-based instruction,  $n = 40$ ) condition using stratified randomization. Following the exclusion of two participants from the control group, the final analytical sample comprised 78 participants (experimental,  $n = 40$ ; control,  $n = 38$ ). The 9-week intervention targeted nine text genres through systematic scaffolding of process-genre awareness. Writing performance was assessed using a validated 25-point analytical rubric measuring grammar, vocabulary, content organization, textual coherence, and length. Data were collected in three stages: pretest, posttest, and a retention assessment conducted five weeks after the completion of the intervention. MANCOVA, controlling for pretest scores, showed a significant difference between the experimental and control groups when the posttest and retention scores were considered together (Wilks'  $\Lambda = .118$ ,  $F(2, 75) = 288.24$ ,  $p < .001$ ,  $\eta^2 = .885$ ). The experimental group demonstrated higher adjusted scores than the control group at both posttest ( $M_{adj} = 23.86$  vs.  $20.86$ ,  $p < .001$ , Cohen's  $d = 3.28$ ) and retention ( $M_{adj} = 22.83$  vs.  $20.09$ ,  $p < .001$ , Cohen's  $d = 2.76$ ). Qualitative analysis revealed perceived

<sup>1</sup> Dr. Öğr. Üyesi, Adıyaman Üniversitesi, Eğitim Fakültesi, Türkçe Eğitimi ABD, idoyumgac@adiyaman.edu.tr and ibrahim63doyum@gmail.com, ORCID: 0000-0002-8234-7555

<sup>2</sup> Dr. Öğr. Üyesi, Nişantaşı Üniversitesi, Türkçe Öğretimi Uygulama ve Araştırma Merkezi, mervesuroglu@gmail.com, ORCID: 0000-0001-9101-8211

<sup>3</sup> Öğr. Gör. Dr., Nişantaşı Üniversitesi, Rektörlük Türk Dili Bölümü, demirkolrabiaa@gmail.com, ORCID: 0000-0003-0998-7393

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improvements in writing skills and processes, affective engagement, vocabulary use, and grammatical competence. Process-genre pedagogy produced substantial and sustained improvements in foreign language writing achievement. The integration of process strategies with genre awareness appears particularly effective for developing learners' compositional competence across linguistic, cognitive, and motivational dimensions.

**Keywords:** *Process-genre approach, writing skills, teaching Turkish as a foreign language, randomized controlled trial.*

## **Yabancı Dil Olarak Türkçe Yazma Becerilerinin Geliştirilmesinde Süreç-Tür Temelli Yaklaşımın Etkiliği**

### **Öz**

Bu randomize kontrollü çalışma, süreç-tür temelli yazma yaklaşımının Türkçeyi yabancı dil olarak öğrenen öğrencilerin yazma başarısı üzerindeki kısa vadeli etkisini ve bu etkinin kalıcılığını incelemiştir. B2 düzeyindeki 13 farklı ülkeden toplam 80 uluslararası öğrenci, tabakalı rastgele atama yöntemi kullanılarak deney (süreç-tür temelli yaklaşım,  $n = 40$ ) veya kontrol (geleneksel ders kitabı temelli öğretim,  $n = 40$ ) grubuna rastgele atanmıştır. Kontrol grubundaki iki katılımcının analizlerden çıkarılmasının ardından nihai analiz örnekleme 78 katılımcıdan (deney,  $n = 40$ ; kontrol,  $n = 38$ ) oluşmuştur. Dokuz hafta süren müdahalede, süreç-tür farkındalığının sistematik olarak yapılandırılması yoluyla dokuz metin türüne odaklanılmıştır. Yazma performansı; dil bilgisi, sözcük bilgisi, içerik düzenleme, metinsel tutarlılık ve metin uzunluğu boyutlarını ölçen, geçerliği doğrulanmış 25 puanlık analitik bir rubrik kullanılarak değerlendirilmiştir. Veriler, ön test, son test ve müdahalenin tamamlanmasından beş hafta sonra gerçekleştirilen kalıcılık ölçümü olmak üzere üç aşamada toplanmıştır. Ön test puanları kontrol edilerek yapılan MANCOVA analizi, deney ve kontrol gruplarının son test ve kalıcılık puanları birlikte değerlendirildiğinde gruplar arasında anlamlı bir fark olduğunu göstermiştir (Wilks'  $\Lambda = .118$ ,  $F(2, 75) = 288.24$ ,  $p < .001$ ,  $\eta^2 = .885$ ). Deney grubunun düzeltilmiş puanlarının hem son testte ( $M_{\text{düz}} = 23.86$ 'ya karşı  $20.86$ ,  $p < .001$ , Cohen's  $d = 3.28$ ) hem de kalıcılık ölçümünde ( $M_{\text{düz}} = 22.83$ 'e karşı  $20.09$ ,  $p < .001$ , Cohen's  $d = 2.76$ ) kontrol grubundan daha yüksek olduğu belirlenmiştir. Nitel analiz, yazma becerisi ve yazma süreci, duyuşsal katılım, sözcük kullanımı ve dil bilgisel yeterliğe ilişkin algılanan gelişmeleri ortaya koymuştur. Süreç-tür pedagojisi, yabancı dil yazma başarısında

önemli ve sürdürülebilir iyileşmeler sağlamıştır. Süreç stratejilerinin tür farkındalığıyla bütünleştirilmesi; öğrencilerin dilsel, bilişsel ve motivasyonel boyutlarda kompozisyon becerilerini geliştirmek için özellikle etkili görünmektedir.

**Anahtar kelimeler:** *Süreç-tür yaklaşımı, yazma becerisi, yabancı dil olarak Türkçe öğretimi, rastgele kontrollü çalışma.*

## Introduction

In foreign language instruction, the natural order of acquisition of the four fundamental language skills is listening, speaking, reading, and writing (Truong & Pham, 2017). The acquisition of writing skills is considered more difficult and complex than other language skills (Flower & Hayes, 1981) and requires certain levels of linguistic, cognitive, and sociocultural skills (Barkaoui, 2007; Truong, 2022). Writing skills can be affected by several factors, develop over time, and entail a process that involves both language and ideas (Davis & McKay, 1996). Thus, students' writing skills entail not only the memorization of linguistic knowledge and sample texts but also awareness of how to create independent written texts and active interaction with their peers during the learning process (Truong & Pham, 2017). Writing is influenced by linguistic, cognitive, and sociocultural factors and is often considered difficult, as it is a productive skill shaped by individual differences. According to Mekki (2012), one of the main challenges in acquiring writing skills is the neglect of the writing process and collaborative strategies when learning linguistic elements and text types. In acquiring writing skills, language learners may experience difficulties in producing coherent, contextually appropriate texts even when they possess linguistic knowledge (Uddin, 2014). Thus, writing competency requires awareness about writing context in language learning (Hyland, 2013) and comprehension of the cognitive awareness in writing (Khanalizadeh & Al-lami, 2012; Truong, 2022).

During writing instruction, language learners usually imitate the texts provided by the teachers and memorize certain sentence structures. Thus, the writing problem that begins when students are new learners persists until they graduate from the university, despite their learning the grammar rules. This does not meet the expectations of language instructors (Ly, 2014), making it difficult to achieve writing outcomes aligned with language levels and hindering students' productivity in writing classes (Doyumğaç, 2022). Writing is a challenging skill with social impact and spans var-

ious academic disciplines (Hyland, 2013). As explained earlier, writing is a productive language competence (Doyumğaç, 2022; Truong, 2022) that encompasses linguistic, cognitive, and sociocultural dimensions, including grammar, language use skills, and knowledge about the context in which the message takes place (Badger & White, 2000, pp. 157-158). Thus, implementing effective teaching applications in writing instruction could improve students' writing skills (Rahimi & Ong, 2023; Rahimi & Zhang, 2022). Therefore, it could be suggested that the process-genre approach could be suitable for modern writing classes.

In recent years, several studies have investigated the impact of the process-genre approach on the writing skills of foreign language learners from different perspectives (Harpiansi, 2023; Hazaea, 2023; Rahimi & Ong, 2023; Truong, 2022). In a study conducted in Thailand by Peungcharoenkun & Waluyo (2023), various feedback types and technology integration within the process-genre writing approach were reported to improve the writing skills of language learners. These findings were consistent with a study that investigated the impact of the process-genre approach on writing skills in a sample of 148 students and reported that the approach contributed significantly to writing skills (Rahimi & Zhang, 2022). Hazaea (2023) reported that the process-genre approach contributed to the writing skills of foreign language learners. These findings were consistent with the reports on the empirical (Babalola, 2012) and performative (Gupitasari, 2013) analysis of the impact of the process-genre approach on writing skills. The findings of these studies were also consistent with the report by Agesta & Cahyono (2017), which investigated the impact of the process-genre approach on the report-writing skills of junior high school students. Certain recent studies aimed to determine the impact of the process-genre approach on writing self-efficacy and anxiety. For example, Zhang (2018) reported that the process-genre approach improved the writing self-efficacy of Chinese foreign language learners, and Abdullah (2019) reported that the process-genre writing approach reduced writing anxiety. In a study conducted to determine the assistance provided by the process-genre approach to the writing skills of 4th-grade students in Colombia (Arteaga-Lara, 2017), it was reported that the process-genre approach raised students' awareness of the stages of writing (prewriting, drafting, revising, and publishing). Similarly, in a study by Abdel-Haq, Atta, and Ali (2020), Egyptian foreign language learners improved their autonomous writing skills through reflection, decision-making, and revi-

sion of their papers. Studies in Turkey have also highlighted the importance of process-genre-based studies.

## **Literature Review**

### **Process-Genre-Based Writing Approach in the Instruction of Writing in a Foreign Language**

Each written text is in a specific genre or subgenre. The objectives, structure, and language of each text require different writing approaches that have developed over time (Han & Hiver, 2018; Swales & Feak, 2012). The strengths of each novel genre have been highlighted. Several studies indicated that the genre-based writing approach (Badger & White, 2000; Kim & Kim, 2005; Lee, 2012) and the process-based writing approach (Al-Hammadi & Sidek, 2015; Graham & Perin, 2007; Hayes, 2012) played a key role in the development of writing skills and performance. However, other studies indicated that a genre- or process-based writing approach would be inadequate to promote proficiency in writing skills. For example, Badger and White (2000) proposed a synthesis of the process and genre-based approaches.

The process-genre writing approach, a combination of process and genre approaches (Badger & White, 2000; Zhang, 2016), was based on the recognition of the limitations of process and genre approaches in the development of writing skills and developed to integrate the strengths of these approaches (Babalola, 2012; Rusinovci, 2015). It is considered a hybrid of process and genre approaches (Goa, 2007). The process-genre-based writing approach includes the stages, grammatical features, and special discourse knowledge required by a particular genre, as well as creative thinking and text development processes (Goa, 2007). Process-genre writing requires grammatical and schematic knowledge associated with a specific socio-cultural context, as well as strategic skills (Badger & White, 2000). In this approach, competency in writing is acquired by the emphasis on textual dimensions, writing strategies, and the relationships between sentences and paragraphs (Schmitt & Rodgers, 2002). Furthermore, Schmitt & Rodgers (2010) reported that writing style should be consistent with the aim and the context. To create a meaningful text, the student should be proficient in vocabulary, grammar, technical textual features, and writing strategies. Another study reported that this writing approach allows students to organize their emotions and thoughts, prepare drafts, review and edit the product, and write content in a specific genre (Deng, Chen

& Zhang, 2014). Also, the process-genre writing approach promotes the social aspect of the language (Spycher, 2007), allowing students to write effectively in various genres (Derewianka, 1990).

The process-genre-based approach includes a mix of process and genre-based processes such as preparation, modeling, planning, co-construction, independent construction, and revision. In the process-genre-based writing approach, the role of teachers is facilitative rather than authoritarian, while students are encouraged to take responsibility for their texts. In this approach, timely feedback is necessary, and it has been reported that such feedback contributes to their writing skills (Yan, 2005). In this approach, the teacher introduces a situational context for the students to write a text about in the first step and ensures that they predict the structural properties of the genre. In the second step, the teacher provides a model of the genre and allows students to analyze it based on the objectives, target audience, and textual structure. In the third step, the teacher presents the topic and asks the students to discuss their ideas to raise interest. In the fourth step, students are asked to write the text together (collaborative learning). Students are asked to write texts after the teacher presents a new topic in a specific genre. The process allows students to experience different writing strategies and learn the stages of writing: planning, drafting, and revision. Furthermore, students could be asked to review, edit, and comment on their texts in collaboration with other students (Rahimi & Zhang, 2022; Truong, 2022). The process-genre approach in writing classes allows students to observe text creation in response to an objective. The process-genre writing approach provides specific knowledge of linguistic forms, styles, and syntax, as well as of textual harmony in each writing genre. The approach allows students to comprehend the linguistic structure, vocabulary, and discourse employed. Furthermore, students could observe the functions of the language and content in the context (Kitjaroonchai, Kitjaroonchai & Sanitchai, 2022). This writing approach allows teachers to go further in writing instruction and explore specific contexts in which a particular genre is employed. These explorations allow students to investigate not only the structure of the texts in the selected discussion but also the reasons they were written. As successful future authors, students should understand patterns in writing tasks. This approach supports the development of writing skills and includes student responses, along with concepts associated with the genre, such as contextual knowledge, writing objectives, and specific textual features.

## **The Background in Turkey**

Research on teaching Turkish as a foreign language indicates that writing is one of the language skills in which learners experience the greatest difficulty (Biçer et al., 2014; Maden & İşcan, 2011; Altunkaya, 2021). To address these difficulties, error analysis (Konaçoğlu, 2020), task-based writing (Baklacı, 2018), collaborative writing (Ekinci, 2018), creative writing activities (Top, 2013; Uzun, 2015), rephrasing/paraphrasing exercises (Yıldız-Çağdaş, 2019), the sentence-writing pyramid (Aydoğdu & Okur, 2024), and productive-transformational grammar-based applications (Doyumğaç, 2022). Additionally, it is noted that practices such as story completion, letter writing, paragraph construction, summarization, and collaborative writing support students' active participation in the writing process (Altunkaya, 2021). However, existing studies largely focus on specific dimensions of writing, and applications that holistically integrate the writing process with genre knowledge remain limited. In contrast, the process-genre-based writing approach offers a holistic framework that supports students' active participation in processes such as planning, drafting, receiving feedback, rewriting, and revising, and helps them develop genre awareness. Given the increasing number of students learning Turkish as a foreign language (YÖK, 2024), the development of writing skills is important.

Therefore, the following research questions were determined in the current mixed-method study:

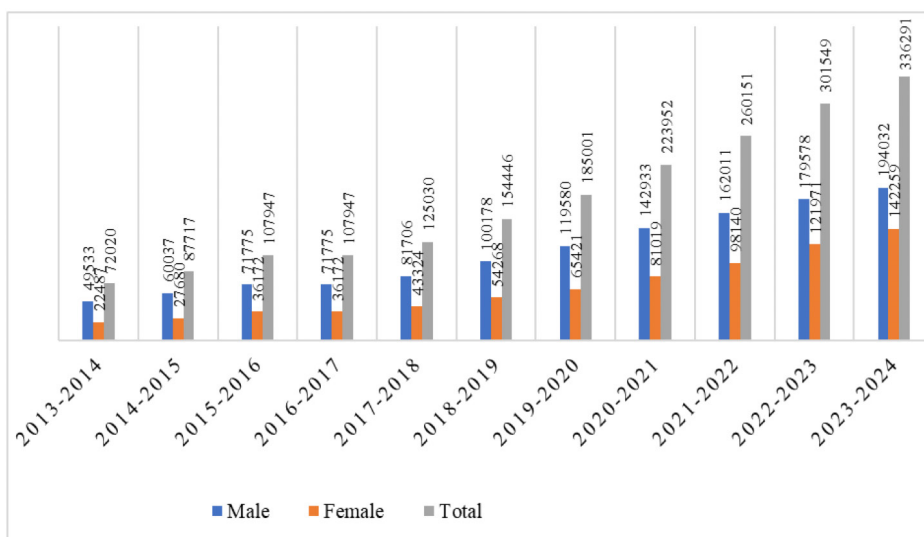
1. To examine the immediate effects of process-genre instruction on Turkish foreign language writing achievement
2. To investigate the retention of learning effects five weeks post-intervention
3. To explore learners' perceptions of process-genre pedagogical experiences.

Based on theoretical principles and previous empirical findings, we hypothesized that learners receiving process-genre instruction would demonstrate significantly greater improvement in writing achievement compared to those receiving traditional instruction, with effects maintained at retention testing.

## Method

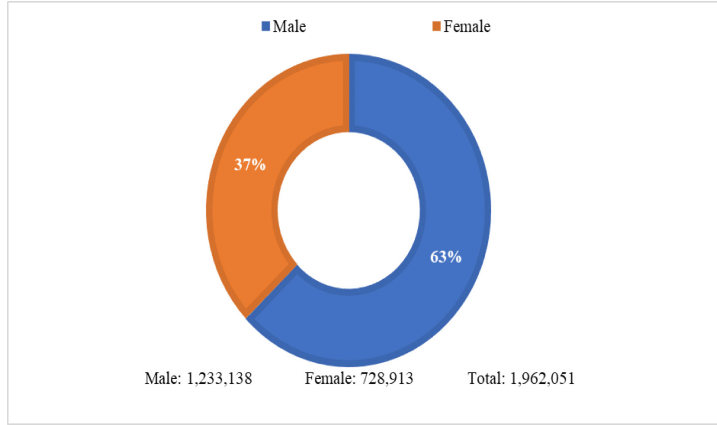
### The Research Model

The study was conducted with several foreign prep class students who were learning Turkish as a foreign language in Turkey. According to data published by Turkey's Higher Education Council, the number of international students in higher education has been rising. According to THEC data, the number of international students in Turkey between 2013 and 2024 is presented in Figure 1 (THEC, 2024).



**Figure 1.** Number of international students in Turkey (2013-2024)

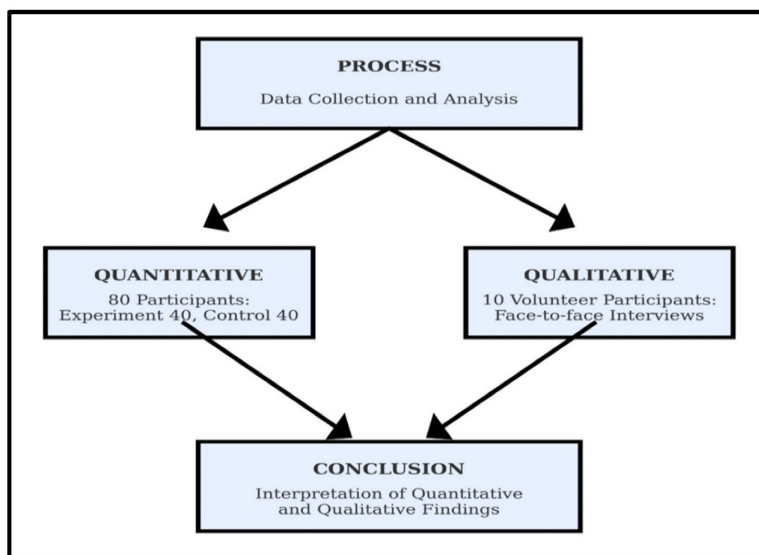
As seen in Figure 1, the number of international students studying in Turkey has increased every year. According to THEC data, the distribution of international higher education students in Turkey by gender between 2013 and 2024 is presented in Figure 2 (THEC, 2024).



**Figure 2.** Gender distribution of international students in Turkey (2024)

Figure 2 shows the gender distribution of international higher education students in Turkey in 2024. Out of a total of 1,962,051 students, 63% are male (1,233,138) and 37% are female (728,913). This indicates that the number of male international students in Turkey is higher than that of female students. The gender disparity may be associated with cultural, economic, and social factors. The present study aimed to determine the impact of the process-genre-based writing approach on the writing skills of students learning Turkish as a foreign language and on their views of this approach. An explanatory sequential design (Creswell, 2009), a mixed-methods design that employs both quantitative and qualitative techniques, was adopted in the study. In an explanatory sequential design, quantitative data are collected initially, followed by qualitative data to detail the quantitative findings. In the quantitative section, an empirical pretest-posttest design with a random control group was adopted. The experimental section aimed to test the causality between the variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2019). In a pretest-posttest random-control-group design, two groups are formed at random, with one randomly assigned to the experimental group and the other to the control group. Pretests and posttests are administered to both groups, while the application is conducted only in the experimental group. In the first stage, quantitative data were collected and analyzed. In the second stage, qualitative findings were presented to explain the quantitative data (Creswell, 2009). In the first stage, the experimental study data were analyzed, and in the second stage, qualitative data were collected to analyze the experimental data.

In the qualitative section of the study, a case study design was employed. According to Merriam and Tisdell (2015), case studies entail an in-depth analysis and discussion of a limited system. Yin (2018) also described the case study as an empirical research method used to investigate a current real-life phenomenon, especially when the boundaries between the phenomenon and its context are unclear. In the current study, the holistic single-case design was adopted. Single-case design research is conducted with a single subject, and, in the case of a well-formulated theory, the design can be employed to confirm or refute it (Yıldırım & Şimşek, 2013). The present study examines the impact of the process-genre-based writing approach on the writing skills of learners of Turkish as a foreign language and their views on this approach. In the first stage, the experimental data were analyzed; in the second stage, qualitative data were collected to analyze the results from the experimental stage. The quantitative and qualitative data collection and analysis processes are presented in Figure 3.



**Figure 3.** Mixed-methods study design and data collection timeline

In the first stage, the written work of the experimental and control group students was used as the pre-test. The students' written work was analyzed and scored using the analytical writing rubric. After the pretest, process-genre-based writing instruction was implemented for nine weeks. After the application, written works were collected from students in the experimental and control groups, analyzed, and scored using the analytical

writing rubric. Five weeks after the application, the written works were collected from both groups and analyzed as the retention test. To determine correlations and trends in the quantitative data, interviews were conducted with participants in the second stage, and the findings were analyzed. After the interview data were collected, the quantitative and qualitative data were analyzed using a holistic approach.

### The Study Group

The research was conducted at the Turkish Language Research and Application Center of a private university in Istanbul, in the Marmara Region of Turkey. Istanbul was selected because it hosts the largest number of international higher education students in Turkey (85,402 students) (THEC, 2024). International students could attend associate, undergraduate, or postgraduate programs after completing C1-level Turkish proficiency. The participants were international students enrolled in a Turkish preparatory program and learning Turkish as a foreign language. A total of 80 B2-level international students were initially included in the study and assigned to the experimental ( $n = 40$ ) and control ( $n = 40$ ) groups. Two participants from the control group were subsequently excluded from the statistical analyses, resulting in a final analytical sample of 78 participants (experimental,  $n = 40$ ; control,  $n = 38$ ). B2-level students were selected because the writing outcomes examined in the study were aligned with B2-level learning objectives and required sufficient proficiency to engage in the targeted writing tasks. Convenience sampling was used to recruit participants because they were readily accessible and met the study eligibility criteria (Etikan, Musa, & Alkassim, 2016; Yıldırım & Şimşek, 2013). Participant demographics at the time of group assignment are presented in Table 1.

**Table 1.** *Participant demographics by group assignment*

| Characteristic | Experimental (n=40) | Control (n=40) | Total (N=80) | $\chi^2/t$ | p   |
|----------------|---------------------|----------------|--------------|------------|-----|
| Gender         |                     |                |              | 1.89       | .17 |
| Male           | 21 (52.5%)          | 15 (37.5%)     | 36 (45.0%)   |            |     |
| Female         | 19 (47.5%)          | 25 (62.5%)     | 44 (55.0%)   |            |     |
| Age Group      |                     |                |              | 2.67       | .26 |
| 18-25 years    | 8 (20.0%)           | 4 (10.0%)      | 12 (15.0%)   |            |     |
| 26-33 years    | 15 (37.5%)          | 18 (45.0%)     | 33 (41.3%)   |            |     |
| 34+ years      | 17 (42.5%)          | 18 (45.0%)     | 35 (43.8%)   |            |     |

| Country of Origin | 8.23 .61  |           |            |
|-------------------|-----------|-----------|------------|
| Afghanistan       | 6 (15.0%) | 3 (7.5%)  | 9 (11.3%)  |
| Chad              | 3 (7.5%)  | 4 (10.0%) | 7 (8.8%)   |
| Egypt             | 1 (2.5%)  | 4 (10.0%) | 5 (6.3%)   |
| Iran              | 6 (15.0%) | 4 (10.0%) | 10 (12.5%) |
| Iraq              | 1 (2.5%)  | 0 (0.0%)  | 1 (1.3%)   |
| Kazakhstan        | 3 (7.5%)  | 1 (2.5%)  | 4 (5.0%)   |
| Lebanon           | 3 (7.5%)  | 3 (7.5%)  | 6 (7.5%)   |
| Nigeria           | 4 (10.0%) | 4 (10.0%) | 8 (10.0%)  |
| Russia            | 1 (2.5%)  | 4 (10.0%) | 5 (6.3%)   |
| Somalia           | 2 (5.0%)  | 4 (10.0%) | 6 (7.5%)   |
| Sudan             | 4 (10.0%) | 5 (12.5%) | 9 (11.3%)  |
| Ukraine           | 4 (10.0%) | 1 (2.5%)  | 5 (6.3%)   |
| Yemen             | 2 (5.0%)  | 3 (7.5%)  | 5 (6.3%)   |

*Note.* Table 1 presents participant characteristics at the time of group assignment ( $N = 80$ ). Two participants from the control group were subsequently excluded from the statistical analyses, resulting in a final analytical sample of 78 participants (experimental,  $n = 40$ ; control,  $n = 38$ ).

As shown in Table 1, 80 participants were initially assigned to the experimental ( $n = 40$ ) and control ( $n = 40$ ) groups. The gender distribution did not differ significantly between the groups ( $p = .17$ ); women constituted 47.5% of the experimental group and 62.5% of the control group. Overall, women represented 55.0% of the sample. Participants came from 13 different countries, with Iran ( $n = 10$ ), Sudan ( $n = 9$ ), and Afghanistan ( $n = 9$ ) being the most frequently represented. Regarding age, 12 participants (15.0%) were aged 18-25 years, 33 (41.3%) were aged 26–33 years, and 35 (43.8%) were aged 34 years or older.

## **Data Collection Instruments**

### **Quantitative data collection instrument**

Writing performance was evaluated using the Turkish Writing Skills Evaluation Rubric, developed and psychometrically validated by Suroğlu Sofu and Demirkol (2024). The rubric employs an analytical scoring framework that encompasses five dimensions of L2 writing performance: grammatical accuracy, lexical variety, content development, textual coherence, and

text length. Each dimension is assessed on a five-point scale ranging from 1 (very poor) to 5 (excellent), yielding composite scores between 5 and 25. The initial validation study demonstrated strong psychometric properties, including high internal consistency (Cronbach's  $\alpha = .87$ ) and substantial convergent validity with standardized Turkish language proficiency measures ( $r = .72$ ). To ensure scoring reliability within the present study, two trained raters independently evaluated 30% of the writing scripts. Inter-rater agreement analyses revealed excellent reliability across all scoring dimensions, with an overall intraclass correlation coefficient indicating high scoring consistency (ICC = .91, 95% CI [.87, .94]). Dimension-specific inter-rater reliability coefficients were also found to be robust: grammatical accuracy (ICC = .89, 95% CI [.84, .93]), lexical variety (ICC = .91, 95% CI [.87, .94]), content development (ICC = .93, 95% CI [.90, .95]), textual coherence (ICC = .90, 95% CI [.86, .93]), and text length (ICC = .95, 95% CI [.92, .97]). These coefficients exceed commonly accepted benchmarks for high-stakes educational assessment, indicating a strong degree of scoring precision and stability. In cases where raters differed by more than one point on a given dimension, discrepancies were resolved through discussion and consensus-scoring procedures to enhance evaluative consistency.

### **Semi-Structured Interview Form**

A comprehensive semi-structured interview protocol was developed to obtain in-depth insights into the experimental participants' experiences with process-genre-based writing instruction. The protocol was designed to capture learners' perceptions of instructional effectiveness, cognitive and affective engagement, and perceived changes in writing development throughout the intervention process. Specifically, the interview questions focused on four interrelated domains: (1) perceived development in writing competence, (2) evaluations of instructional practices and genre-based activities, (3) motivational and emotional responses toward writing, and (4) expectations and preferences regarding future writing instruction.

To enhance content validity and contextual appropriateness, the interview protocol was reviewed by three experts in Turkish language education with specialization in L2 writing pedagogy. The protocol was subsequently pilot-tested with five advanced learners of Turkish who were not included in the primary sample. Feedback obtained during the pilot phase led to minor revisions concerning linguistic clarity, question sequencing, and cultur-

al sensitivity. The final interview protocol included both broad reflective prompts and process-oriented probing questions intended to elicit rich qualitative data regarding learners' writing experiences. Example opening questions included: "How would you describe your overall experience with the writing course over the past nine weeks?" and "What aspects of the course remain most memorable to you?" To explore strategic competence and writing regulation, participants were asked: "Can you describe how you currently approach a writing task?" and "In what ways has your writing process changed since the beginning of the course?" Linguistic development was examined using prompts that focused on learners' perceptions of vocabulary and grammatical use in writing. At the same time, motivational dimensions were explored through questions about emotional engagement, confidence, and attitudes toward writing tasks.

## **Procedures**

### **Recruitment and Baseline Assessment**

Participant recruitment commenced four weeks prior to the implementation phase via multiple channels to maximize accessibility and participation. Informational presentations were conducted in existing B2-level Turkish classes, printed announcements were displayed in common student areas, and invitation emails were distributed via the university communication system. Students expressing interest in the study attended individual screening sessions during which eligibility criteria were verified and informed consent procedures were completed in accordance with ethical research standards.

Baseline writing assessments were administered to all participants during regularly scheduled class sessions under standardized testing conditions. Participants were allotted 90 minutes to compose an expository essay on the topic "The Importance of Learning Foreign Languages in Today's World" (250-300 words). To minimize preparation bias and preserve internal validity, participants were not informed of the writing topic in advance.

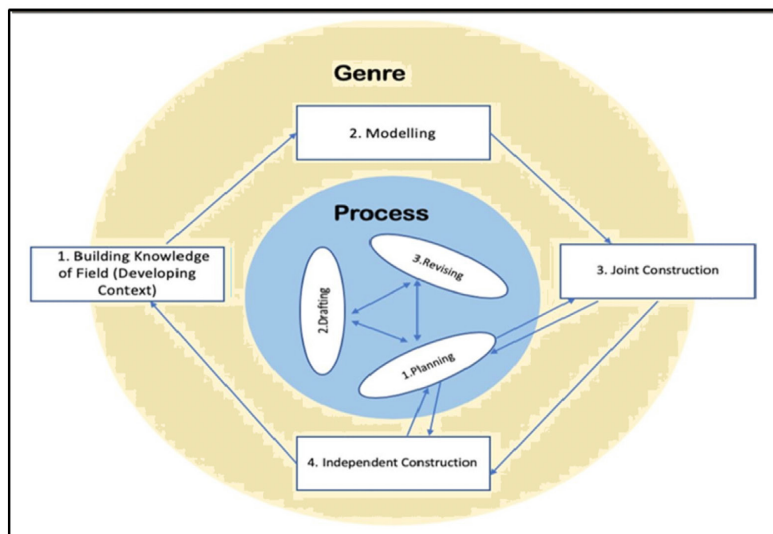
**Intervention Implementation:** The intervention was conducted over nine weeks, from October to December 2024, and consisted of three 90-minute instructional sessions per week. Experimental and control group classes were scheduled at different times in order to prevent cross-group contamination and uncontrolled interaction effects. Both instructional conditions maintained equivalent instructional duration and comparable class sizes ranging from 18 to 22 students per section.

To ensure procedural fidelity, detailed implementation logs were maintained throughout the intervention process. These logs documented instructional activities, learner engagement, classroom dynamics, and any deviations from the planned instructional framework. In addition, weekly coordination meetings were held to maintain consistency across instructional sections and to enable responsive pedagogical adjustments informed by classroom observations and learner needs.

**Assessment Phases:** Post-intervention assessments were conducted immediately after the instructional period (Week 10). Under conditions identical to those of the pretest administration, participants were asked to write an expository essay on “The Role of Technology in Modern Education.” To examine the durability and retention of writing gains, a delayed retention assessment was administered 5 weeks after the intervention (Week 16). Participants completed a writing task based on the prompt “Environmental Challenges Facing Young People Today.” The five-week interval was intentionally selected to evaluate sustained learning outcomes while minimizing participant attrition.

**Qualitative Data Collection:** Qualitative data were collected through semi-structured interviews with all 40 participants in the experimental group, conducted within two weeks following the retention assessment phase. All interviews were audio-recorded with participants' consent and ranged from 15 to 20 minutes in duration. Interviews were conducted entirely in Turkish to facilitate natural expression, reduce linguistic anxiety, and enable participants to articulate their instructional experiences and writing development processes in greater depth. This procedure enhanced the authenticity and interpretive richness of the qualitative data.

The present study aimed to improve students' creativity by learning text structures, social context, and writing processes using process-genre-based writing strategies. The process-genre approach adopted in the study is detailed in Figure 4.



**Figure 4.** Process-genre instructional cycle

The writing activity begins with the determination of a specific social context and ends with the production of the text in the process-genre writing approach. During the writing activities conducted in the current study, the teacher was asked to facilitate writing across different genres by providing the necessary knowledge of each genre each week. The design of the process-genre writing approach to instruction, which was based on the studies by Rose and Martin (2012), Rothery and Stenglin (1994), and Flowers and Hayes (1981), and was classified as a four-stage model by Huang and Jun Zhang (2020), is presented in Figure 4. In the present study, writing courses were taught using the model presented in Figure 4. The instructions lasted over nine weeks, and the methodology included determining the context, introducing the linguistic aspects, and the collaborative writing and peer feedback stages. Furthermore, students were expected to acquire independent writing skills in the last stage of the model (Huang & Jun Zhang, 2020; Pujianto, Emilia, & Ihrom, 2014).

Before the application, the study was approved by the ethics committee. Then, the 9-week implementation procedures were planned. The experimental process was based on the B2 level topics and genres (Bölükbaş & Yılmaz, 2020) in the New Istanbul Turkish Language Textbook for International Students. Thus, the writing courses were conducted over nine weeks, and the properties of diaries, memoirs, stories, essays, letters,

travel notes, critical writing, news reports, and articles were taught with examples. Studies on the process-genre-based writing approach have emphasized that various text genres, such as narrative, argumentative, and descriptive, positively affect students' writing achievement (Huang & Zhang, 2020). After the experimental procedures were planned, B2-level learners of Turkish as a foreign language were randomly assigned to two groups: the experimental and control groups. Before the application, the students in the experimental and control groups wrote texts as a pre-test. Then, the experimental process was initiated. It was conducted with B2-level international students learning Turkish as a foreign language at the Istanbul Nişantaşı University Language Learning Center.

Students wrote a diary entry in the first week of the nine-week program, a memoir in the second week, a story in the third week, a letter in the fourth week, an essay in the fifth week, a travel article in the sixth week, a critique in the seventh week, a news report in the eighth week, and an article in the ninth week. In the program, in which the properties of a different genre were taught each week, the students adopted process-genre writing strategies (Badger & White, 2000; Pujianto et al., 2014). During the nine-week writing program, writing activities were conducted on a different genre each week.

### **Quantitative data analysis**

In this study, MANCOVA was used to examine differences between the experimental and control groups on two dependent variables (posttest and retention) while statistically controlling for pretest scores. The assumptions of MANCOVA were systematically examined. The dependent variables and covariate were continuous, whereas the independent variable was dichotomous (experimental vs. control). The skewness and kurtosis values for the pretest, posttest, and retention scores were within  $\pm 1$ , indicating acceptable univariate normality (Hair et al., 2010; Tabachnick & Fidell, 2013). Histograms and Q-Q plots further supported the normality assumption. Linear relationships were observed between pretest and posttest ( $r = .486$ ), pretest and retention ( $r = .428$ ), and posttest and retention ( $r = .720$ ), with no correlation sufficiently high to indicate problematic multicollinearity (see Figure 5). Equality of covariance matrices was supported by Box's M test ( $M = 2.809$ ,  $p = .435$ ), and homogeneity of error variances was supported by nonsignificant Levene's tests for posttest ( $p = .114$ ) and retention ( $p = .198$ ). The group  $\times$  pretest interaction was not statistical-

ly significant, supporting the homogeneity of regression slopes assumption. Following the MANCOVA, univariate ANCOVAs were conducted for posttest and retention scores. Adjusted means and Bonferroni-adjusted pairwise comparisons were subsequently examined to determine the direction and magnitude of between-group differences.

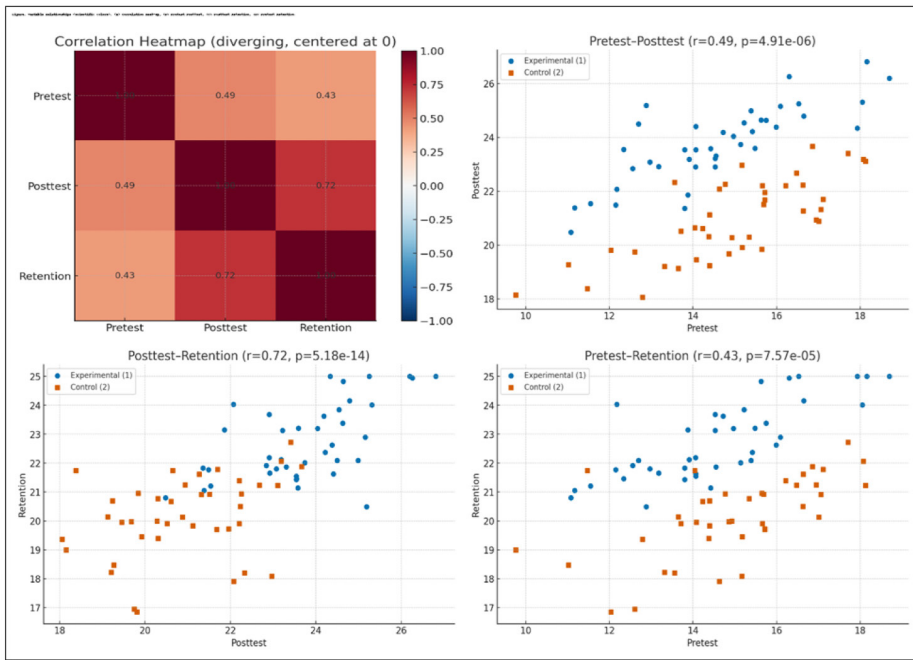
### **Qualitative data analysis**

The interview records were transcribed. The transcribed interviews were edited in Word and converted to PDF. The PDF files were loaded into MAXQDA for analysis. The data were analyzed using MAXQDA software and classified under hierarchical codes and subcodes. The initial codes and subcodes were checked for similarities and patterns, and the codes were then organized under broader conceptual themes. All three authors met several times to discuss and interpret these codes and themes. In these meetings, the comprehensiveness of the codes and themes was determined, and the codes and themes were outlined. Thus, a consensus was achieved for the study codes and themes (Lincoln & Guba, 1985; Schwandt et al., 2007). The qualitative data were organized into four codes and 20 subcodes. To assess the data and obtain participant feedback, a two-session meeting was held with participants, during which the preliminary and final versions were presented (Yıldırım & Şimşek, 2013). After consensus was reached on the data, the participants' views on the subcodes and codes are presented as direct quotes. According to Şahin (2017, p. 190), the views of the interviewed individuals could be presented as direct quotes in descriptive analysis to emphasize the data. In the present study, certain views are presented as direct quotes to emphasize the perspectives of students learning Turkish as a foreign language during process-genre-based writing activities. Each participant in an experimental group was assigned a codename consisting of letters and numbers (P1, P2, P3...).

## **Findings**

### **Quantitative findings**

In this study, the effect of the process-genre-based writing approach on students' posttest and retention scores was examined while controlling for pretest scores. The relationships among pretest, posttest, and retention scores and the distribution of scores across the experimental and control groups are presented in Figure 5.



**Figure 5.** Correlation matrix and group comparisons for writing measures

**Note.** A) Correlation heatmap: ( $-1 = \text{red}$ ,  $0 = \text{white}$ ,  $+1 = \text{blue}$ ); the color scale encodes both the direction (sign) and magnitude of the association. B) Pretest–Posttest, C) Posttest–Retention, D) Pretest–Retention scatter plots: points denote groups (Experimental = blue/circle, Control = orange/square). The  $r$  and  $p$  values in the titles summarize the bivariate associations.

Following the visual examination of the relationships among the study variables, descriptive statistics for the pretest, posttest, and retention scores are presented in Table 2.

**Table 2.** Descriptive statistics at all time points

| Measure   | Experimental Group (n = 40), M (SD) | Control Group (n = 38), M (SD) |
|-----------|-------------------------------------|--------------------------------|
| Pretest   | 14.92 (2.18)                        | 14.58 (2.03)                   |
| Posttest  | 23.85 (1.47)                        | 20.87 (1.52)                   |
| Retention | 22.83 (1.59)                        | 20.10 (1.71)                   |

**Note.** Maximum possible score = 25 points.

As shown in Table 2, the experimental and control groups had similar mean scores at pretest ( $M = 14.92$  and  $M = 14.58$ , respectively). Descriptively, the experimental group showed higher mean scores than the control group at both posttest ( $M = 23.85$  vs.  $M = 20.87$ ) and retention ( $M = 22.83$  vs.  $M = 20.10$ ). To determine whether these between-group differences remained significant after controlling for pretest scores, a multivariate analysis of covariance (MANCOVA) was conducted, and the results are presented in Table 3.

**Table 3.** *Multivariate analysis of covariance results*

| Source              | Wilks' $\lambda$ | F      | df | Error df | p     | $\eta^2$ | 95% CI       |
|---------------------|------------------|--------|----|----------|-------|----------|--------------|
| Pretest (covariate) | .156             | 204.51 | 2  | 75       | <.001 | .845     | [.778, .884] |
| Group (treatment)   | .118             | 288.24 | 2  | 75       | <.001 | .885     | [.825, .918] |

As shown in Table 3, after controlling for pretest scores, the multivariate effect of group on the combined posttest and retention outcomes was statistically significant, Wilks'  $\Lambda = .118$ ,  $F(2, 75) = 288.24$ ,  $p < .001$ ,  $\eta^2 = .885$ . The pretest covariate also showed a statistically significant multivariate effect, Wilks'  $\Lambda = .156$ ,  $F(2, 75) = 204.51$ ,  $p < .001$ ,  $\eta^2 = .845$ .

Following the significant multivariate group effect, univariate ANCOVA analyses were conducted separately for the posttest and retention scores, as presented in Table 4.

**Table 4.** *Univariate ANCOVA results by dependent variable*

| Variable  | Source  | SS     | df | MS     | F      | p     | $\eta^2$ | 95% CI       |
|-----------|---------|--------|----|--------|--------|-------|----------|--------------|
| Posttest  | Group   | 221.45 | 1  | 221.45 | 267.89 | <.001 | .779     | [.693, .838] |
|           | Pretest | 198.73 | 1  | 198.73 | 240.44 | <.001 | .762     | [.672, .824] |
|           | Error   | 62.07  | 75 | 0.83   |        |       |          |              |
| Retention | Group   | 178.92 | 1  | 178.92 | 189.44 | <.001 | .716     | [.615, .790] |
|           | Pretest | 156.33 | 1  | 156.33 | 165.56 | <.001 | .688     | [.581, .767] |
|           | Error   | 70.86  | 75 | 0.95   |        |       |          |              |

As shown in Table 4, after controlling for pretest scores, the group effect was statistically significant for both posttest,  $F(1, 75) = 267.89$ ,  $p < .001$ ,  $\eta^2 = .779$ , and retention,  $F(1, 75) = 189.44$ ,  $p < .001$ ,  $\eta^2 = .716$ . The pretest covariate was also statistically significant for both posttest,  $F(1, 75) = 240.44$ ,  $p < .001$ ,  $\eta^2 = .762$ , and retention,  $F(1, 75) = 165.56$ ,  $p < .001$ ,  $\eta^2 = .688$ .

To further examine the direction and magnitude of the between-group differences, adjusted means and pairwise comparisons for the posttest and retention scores are presented in Table 5.

**Table 5.** *Adjusted means and pairwise comparisons*

| Variable  | Group        | Adjusted M | SE   | 95% CI         | Mean Difference | SE    | p     | Cohen's d |
|-----------|--------------|------------|------|----------------|-----------------|-------|-------|-----------|
| Posttest  | Experimental | 23.86      | 0.14 | [23.57, 24.15] | 2.995*          | 0.183 | <.001 | 3.28      |
|           | Control      | 20.86      | 0.15 | [20.57, 21.16] |                 |       |       |           |
| Retention | Experimental | 22.83      | 0.16 | [22.52, 23.14] | 2.739*          | 0.199 | <.001 | 2.76      |
|           | Control      | 20.09      | 0.16 | [19.78, 20.40] |                 |       |       |           |

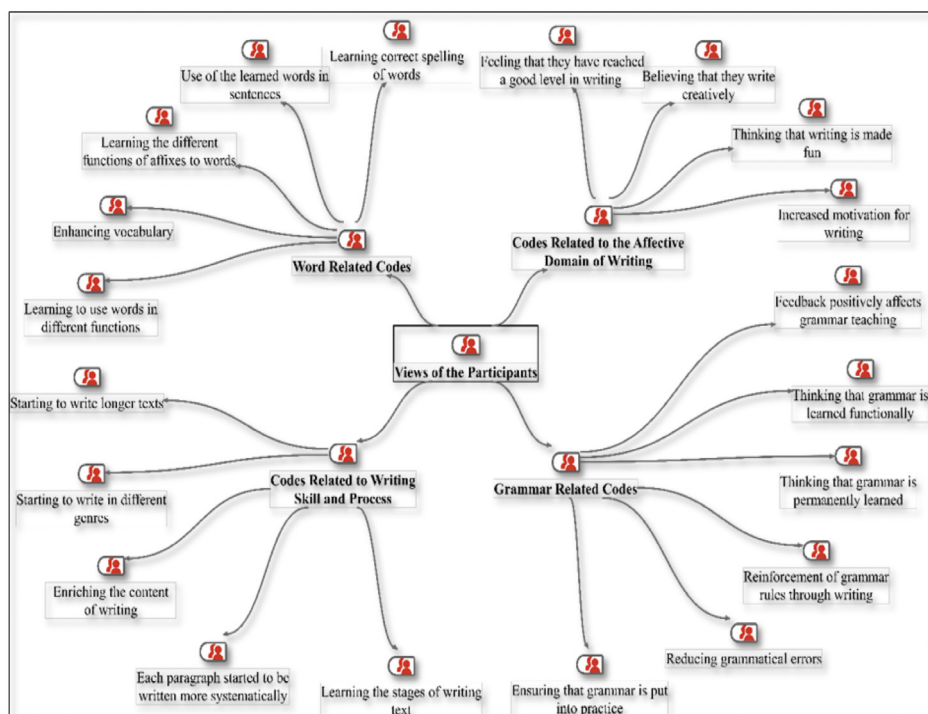
Note. Covariates evaluated at pretest mean = 14.75. \* $p < .001$ .

As shown in Table 5, the adjusted posttest mean was higher in the experimental group ( $M = 23.86$ ) than in the control group ( $M = 20.86$ ), with an adjusted mean difference of 2.995 ( $p < .001$ ). Similarly, the experimental group had a higher adjusted retention mean ( $M = 22.83$ ) than the control group ( $M = 20.09$ ), with an adjusted mean difference of 2.739 ( $p < .001$ ). These findings indicate that the between-group differences remained statistically significant after controlling for pretest scores.

The findings related to the third research question, “*What are the views of the experimental group participants on the process-genre-based writing approach?*” are presented in Figure 6.

### Qualitative Findings

The codes and subcodes derived from the experimental group participants’ views on the process-genre-based writing approach are presented in Figure 6.



**Figure 6.** Hierarchical code-subcode model for experimental group participants

The codes and subcodes presented in Figure 6 indicate that the frequencies of the prominent subcodes related to the process-genre-based writing approach were generally similar, whereas codes reflecting the outcomes of the process-genre-based writing activities occurred more frequently. Furthermore, the qualitative findings were consistent with the rubric criteria for grammar, vocabulary, content, topic coherence, and text length. Overall, the qualitative findings, which largely aligned with the quantitative results, were organized into four codes and 20 subcodes.

**Code 1: Writing skills and process:** The findings demonstrated that the process-genre writing approach had a positive effect on writing skills and the writing process of the students. The participant statements demonstrated that after instruction using the process-genre writing approach, the students began writing longer texts across different genres, improved the content of their writing, wrote each paragraph more systematically, and learned the stages of writing. Participants P<sub>3, 5, 7, 8, 10</sub> stated the following:

*“These practices were beneficial for the development of textual content and integrity. I write better now.” P<sub>3</sub>*

*“We learned how to write the introduction, development, and conclusion.” P<sub>5</sub>*

*“Thanks to the writing course, I learned how to write by seeing. I admit I used to write poorly at the previous levels, but now I write better.” P<sub>7</sub>*

*“I could not write about content before, but after the writing course, I can write harmonious paragraphs.” P<sub>8</sub>*

*“The activities allowed me to discover different writing genres and improved my writing style.” P<sub>10</sub>*

**Code 2: The affective aspect of writing:** The qualitative study findings demonstrated that the students believed they had reached a good writing level after instruction with the process-genre writing approach; they wrote creative texts, found the writing course fun, and reported increased writing motivation. Participants P<sub>2, 4, 10</sub> stated the following:

*“After the knowledge (I acquired) in the writing course, I think I am now good at writing.” P<sub>2</sub>*

*“The information I learned in the writing classes showed me my shortcomings, and I felt better.” P<sub>4</sub>*

*“I think I write more creatively now.” P<sub>10</sub>*

**Code 3: Vocabulary:** The findings demonstrated that the students learned the correct spelling of words, used vocabulary easily in sentences, learned the different functions of suffixes, improved their vocabulary, and began to use various functions of words after instruction using the process-genre-based writing approach. Participants P<sub>3, 4, 5, 6, 9</sub> stated the following:

*“I learned the meaning of several words in the writing class.” P<sub>3,4</sub>*

*“I learned how to use the vocabulary in the writing class.” P<sub>5</sub>*

*“We learned a lot of words. There are several words in B2, and all of them are important. We used this (vocabulary) when writing.” P<sub>6</sub>*

**Code 4: Grammar:** The findings demonstrated that students' grammatical errors decreased, they transferred their grammatical knowledge into practice, writing reinforced grammatical knowledge, knowledge was retained, grammatical learning became functional, and feedback positively affected

grammar instruction after instruction with the process-genre-based writing approach. Participants  $P_{1,3,5,9}$  stated the following:

*"The writing course activities were beneficial because I made grammatical mistakes before, but now I write well."*  $P_1$

*"I used to make a lot of grammatical mistakes in the writing course, but now these mistakes are reduced."*  $P_3$

*"Feedback provided in the writing class improved my writing."*  $P_5$

*"I learned the grammar rules well in the writing class. I no longer repeat the rules to memorize them."*  $P_9$

The rubric included dimensions for grammar, vocabulary, content, subject integrity, and text length. Qualitative findings also support quantitative findings. Specifically, students' reflections indicated improvements in writing fluency and organization, which correspond to rubric-based gains in text length and content development. Similarly, their enhanced lexical repertoire and reduced grammatical errors supported the rubric's vocabulary and grammar criteria, while references to paragraph unity reflected subject integrity. Notably, the convergence of qualitative narratives with rubric-based quantitative outcomes strengthens the study's internal validity. It highlights the pedagogical impact of the process-genre-based approach in Turkish language education. This alignment demonstrates that the process-genre approach not only fosters measurable linguistic outcomes but also cultivates learner perceptions of growth across multiple dimensions of writing competence.

## **Discussion**

The study's findings indicate that the process-genre writing approach significantly improved the writing skills of learners of Turkish as a foreign language. Students in the experimental group outperformed those in the control group in both the post-test and retention test. These results suggest that the approach contributes not only to short-term achievement but also to long-term retention of writing skills. The current study's findings were consistent with those reported in several previous studies on the process-genre-based writing approach (Ajmal, 2015; Arteaga-Lara, 2017; Ghufroon, 2016; Hazaea, 2023; Rahimi & Ong, 2023; Rahimi & Zhang, 2022; Zhang, 2018). Consistent with these studies, the present study's findings demonstrated that process-genre-based writing activities positively affected students' writing skills and mediated certain improvements

in those skills. These findings were consistent with the report by Ajmal (2015), who demonstrated that the process-genre approach improved writing skills, and Gupitasari (2013), who reported that the process-genre approach improved writing proficiency in various genres. The present study findings also supported the findings reported in recent experimental studies, which demonstrated that the process-genre approach somehow improved the general writing performances of college students, improved their writing self-efficacy in development of writing ideas, reinforcement of the grammar rules, motivation, and reduced writing anxiety (improving affective skills), and positively reinforced their writing autonomy and behavior (Alabere & Shapii, 2019; Bin-Hady et al., 2020; Truong, 2022). The qualitative findings, consistent with the quantitative findings and the current experimental research, also supported those reported in previous studies. In the current study, the qualitative findings demonstrated that the process-genre-based writing approach was effective for learning grammar rules and vocabulary, increasing writing motivation, and producing varied and creative texts within a genre. These findings were similar to those of studies conducted with students and the process-genre-based writing approach by Assaggaf (2016) and Eliwarti and Maarof (2017). Several previous studies reported that the process-genre approach improved textual content, text integrity, vocabulary, and grammar (Agesta & Cahyono, 2017; Alabere & Shapii, 2019). In the current study, it was determined that the process-genre-based writing approach ensured text integrity, acquisition of knowledge about the stages of writing, and retention and reinforcement of grammatical knowledge.

The process-genre approach also positively affected the affective writing skills (i.e., writing motivation, writing anxiety, writing belief) of the learners of Turkish as a foreign language. Since the students believed in the improvement of their writing skills (e.g., that they had written more creative texts and that writing became more fun) and in their motivation (e.g., felt better about writing), they exhibited stronger beliefs about their writing skills after instruction with the process-genre-based writing approach. These findings were similar to the previous reports in the literature that confirmed the contributions of the process-genre-based writing approach to writing motivation and reduction of writing anxiety (Abdullah, 2019; Zhang, 2018). This demonstrates that the process-genre-based writing approach positively affected students' affective writing skills.

Findings from several studies using the process-genre-based writing approach over the last two decades were consistent with the current study's findings. For instance, according to Yan (2005), the process-genre approach facilitated the integration of all aspects of writing, motivated students to write, and prepared students to write both inside and outside the classroom. Kim and Kim (2005) reported that the process-genre approach provided opportunities to improve individual creativity and helped students fully understand the characteristics of the genres. Several recent studies have reported that the process-genre approach positively affected students' writing skills and made them more active in writing (Hazaea, 2023; Rahimi & Zhang, 2022; Truong, 2022). Similarly, a study conducted by Xu (2016) reported that the process-genre-based writing approach improved independent writing skills, enabled students to develop unique writing models, and had a positive effect on writing instructional strategies. Recent studies demonstrated that the process-genre approach improved the overall writing performance of college students, strengthened writing self-efficacy in the development of writing ideas, grammatical rules, and self-regulation, and reinforced writing autonomy awareness and behavior (Bin-Hady, Nasser & Al-Kadi, 2020; Truong, 2022). Furthermore, a recent study reported that the process-genre-based approach yielded a moderately positive correlation between comprehension and paragraph writing among foreign language students, and that the writing approach supported foreign language learners (Hazaea, 2023).

In a study investigating the impact of the process-genre-based writing approach on the academic writing skills of L2 learners, the approach was reported to improve academic writing skills (Alabere & Shapii, 2019). Also, several studies have concluded that the process-genre-based approach had a significant effect on students' self-esteem and self-efficacy (Rusinovci, 2015; Zhang, 2018). In the current study, it was concluded that the process-genre approach played a key role in motivating foreign language learners, reducing their anxiety, and improving their creative writing. These findings were consistent with previous studies, which reported that the process-genre-based writing approach could lead to positive attitudes towards writing among L2 writers (Hazaea, 2023; Rahimi & Ong, 2023; Rahimi & Zhang, 2022). The increase in writing motivation and the decrease in writing anxiety in the present study could be explained by the instruction with the process-genre writing approach. These findings were consistent with previous reports demonstrating a significant positive effect

of the process-genre-based writing approach on writing achievement (Rahimi & Zhang, 2022). The present study supported findings from several studies on the significant contributions of various writing approaches and methods to student engagement. These studies reported that adequate writing instruction could have a positive effect and could be improved with interventions and the implementation of effective instructional approaches (Rahimi & Ong, 2023; Rahimi & Zhang, 2022). Thus, this was also true for the process-genre-based writing approach.

Another significant finding of the current study was the positive contribution of the process-genre approach to students' awareness of creative/independent writing and creative writing behavior. This finding was consistent with previous reports (Arteaga-Lara, 2017; Abdel-Haq et al., 2020). The process-genre-based writing approach significantly contributed to the use of creative and independent writing strategies. It led to more active students who did not rote-learn or imitate the text examples. It led to active student participation in the classroom and improved their performance by allowing them to notice their mistakes. Recent studies have reported that the process-genre-based writing approach provides feedback, allows students to see their mistakes (Peungcharoenkun & Waluyo, 2023), and helps them interact with their peers (Rahimi & Zhang, 2022). Thus, the process-genre-based writing approach contributes significantly to the writing skills of foreign or second-language learners.

## **Conclusion**

The findings of the study reveal that process-genre-based writing activities have a strong and meaningful impact on students' writing skills, with both immediate and sustained effects over the five-week retention period. The results of the multivariate analysis show that, when pretest scores are controlled for as a covariate, the group variable creates a significant difference in the posttest and retention tests. The fact that the mean scores of the experimental group on the posttest and retention test were significantly higher than those of the control group indicates that this approach is effective in improving writing achievement. Additionally, the large partial eta-squared values for the group effect at posttest ( $\eta^2 = .779$ ) and retention ( $\eta^2 = .716$ ) indicate substantial effects. The findings reveal that students achieved significant improvements not only in their immediate learning but also in learning retention.

The qualitative interview findings supported the quantitative findings. The qualitative experimental group findings demonstrated that the process-genre-based writing approach was effective in improving students' writing skills and processes, the affective aspect of writing, vocabulary, and grammar.

The qualitative writing skills and the writing process findings included starting to write longer texts, in different genres, improvements in the content, systematic paragraph writing, acquisition of knowledge on the writing stages, while the prominent affective findings included the belief that they reached a good writing level, started to write creative texts, writing became fun, and higher motivation. The prominent qualitative vocabulary findings included learning correct spelling, employing the new words in sentences, learning various functions of suffixes, and improved vocabulary and understanding of word functions. The prominent grammatical findings included practical use of grammar, a reduction in grammatical mistakes, reinforcement and retention of grammatical rules, learning grammatical functions, and the positive impact of feedback on learning grammar. It was demonstrated that process-genre-based writing activities improved the vocabulary, grammar, writing skills, and affective skills of learners of Turkish as a foreign language who attended prep classes in Turkey.

### **Limitations and Recommendations for Future Research**

Although the present study provides valuable insights into the effectiveness of the process-genre approach to writing, it is subject to several limitations. First, the analysis did not systematically address the potential influence of demographic variables such as gender, age, nationality, and cultural background. Future research should therefore investigate these factors to determine whether they moderate or mediate the instructional approach's impact on writing performance. Second, the study was restricted to learners at the B2 proficiency level, which inevitably constrains the generalizability of the findings. Future research should extend the scope to learners at other proficiency levels (A1, A2, B1, C1, and C2) to provide a more comprehensive understanding of how the process-genre approach operates across different stages of language development. Third, the participants of this study were university students learning Turkish as a foreign language in Turkey. Testing the process-genre approach across different countries and in the teaching of other foreign languages would provide valuable evidence of its broader applicability and universality. Finally, the current

study was limited to the university level; further investigations at the primary, secondary, and high school levels would enrich our understanding of how the process-genre approach functions across different educational stages and age groups. In addition, due to time constraints and conditions, demographic data on the student department and the number of languages the students spoke were not collected. Future studies could include these demographics to investigate the impact of the process-genre-based writing approach on writing skills. Also, the current study addressed each text genre for only one week due to a lack of time. Future studies could allocate more time to each textual genre and could be conducted in various cities and at different time periods.

### **Ethical consideration**

The study was approved by the Ethics Committee of Nişantaşı University (Ethics approval number: 07/03/2024-2024/03).

### **Author Contribution Statement**

İbrahim Doyumgaç contributed 40%; Merve Suroğlu Sofu and Rabia Demirkol contributed 30% to the study. Authors contributed to the conceptualization, methodology, analysis, interpretation of the findings, and revision of the manuscript. Authors read and approved the final version of the manuscript.

### **Conflict of Interest**

The authors declare that there is no conflict of interest regarding the research, authorship and publication of this article.

### **Declaration on the Use of Artificial Intelligence**

The authors declare that no generative artificial intelligence tools were used in conducting the research, analyzing or interpreting the data, or generating the scholarly content of this manuscript.

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### **Genişletilmiş Özet**

Yazma becerisi, yabancı dil öğretiminde en karmaşık dil becerilerinden biridir. Dinleme, konuşma ve okuma becerilerinin ardından gelişen yazma;

dil bilgisel bilginin yanı sıra bilişsel süreçlerin yönetilmesini, metinsel farkındalığın geliştirilmesini ve sosyokültürel bağlamın dikkate alınmasını gerektirmektedir. Dolayısıyla yabancı dil öğrenenler, hedef dilde yeterli düzeyde dil bilgisi bilgisine sahip olsalar bile tutarlı ve amaca uygun metinler yazmada zorlanabilirler. Türkçenin yabancı dil olarak öğretimi alanında gerçekleştirilen araştırmalar da öğrencilerin özellikle yazılı anlatım becerilerinde önemli sorunlar yaşadıklarını göstermektedir. Türkiye’de ve farklı ülkelerde yürütülen araştırmalar; Türkçe öğrenenlerin metin planlama, içerik geliştirme, sözcük kullanımı, dil bilgisi kurallarını uygulama ve metin bütünlüğü oluşturma gibi alanlarda çeşitli güçlüklerle karşılaştıklarını göstermektedir.

Son yıllarda yabancı dil öğretiminde süreç temelli ve tür temelli yazma yaklaşımlarının güçlü yönlerini bir araya getiren süreç-tür temelli yazma yaklaşımı dikkat çekmektedir. Bu yaklaşım; yazmanın bir ürün olmadığını aynı zamanda planlama, taslak oluşturma, gözden geçirme ve yeniden düzenleme gibi aşamalardan oluşan bir süreç olduğunu göstermektedir. Uluslararası alan yazınında süreç-tür yaklaşımının yazma başarısını, yazma özyeterliliğini ve yazma motivasyonunu artırdığına ilişkin çok sayıda araştırma bulunmasına rağmen Türkçenin yabancı dil olarak öğretimi alanında bu yaklaşımın etkisini inceleyen çalışmaların oldukça sınırlıdır.

Bu araştırmanın amacı, süreç-tür temelli yazma yaklaşımının Türkçeyi yabancı dil olarak öğrenen öğrencilerin yazma becerileri üzerindeki etkisini belirlemek ve öğrencilerin bu yaklaşıma ilişkin görüşlerini ortaya koymaktır. Araştırmada, karma yöntem desenlerinden açıklayıcı sıralı desen kullanılmıştır. Araştırmanın ilk aşamasında, nicel veriler toplanmış ve analiz edilmiş; ikinci aşamada ise nicel bulguların daha ayrıntılı açıklanabilmesi amacıyla nitel verilerden yararlanılmıştır. Nicel boyutta ön test-son test kontrol gruplu deneysel desen benimsenmiştir. Nitel boyutta ise durum çalışması yaklaşımı tercih edilmiştir.

Araştırmaya başlangıçta Nişantaşı Üniversitesi Türkçe Öğretim Merkezinde (TÖMER) öğrenim gören B2 düzeyinde 80 uluslararası öğrenci dâhil edilmiş; katılımcılar deney (n = 40) ve kontrol (n = 40) gruplarına atanmıştır. Kontrol grubundaki iki katılımcının analizlerden çıkarılmasının ardından nihai analiz örneklemini 78 katılımcıdan (deney, n = 40; kontrol, n = 38) oluşmuştur. Katılımcılar; İran, Mısır, Sudan, Rusya, Kazakistan, Lübnan ve Çad gibi farklı ülkelerden gelen öğrencilerden oluşmaktadır.

Araştırmada nicel veri toplama aracı olarak Yabancı Dil Olarak Türkçe Yazma Becerisi Değerlendirme Rubriği kullanılmıştır. Rubrik; dil bilgisi, sözcük bilgisi, içerik, konu bütünlüğü ve metin uzunluğu boyutlarından oluşmaktadır. Nitel veriler ise deney grubundaki öğrencilerle gerçekleştirilen yarı yapılandırılmış görüşmeler aracılığıyla elde edilmiştir.

Deney grubuna dokuz hafta boyunca süreç-tür temelli yazma etkinlikleri uygulanmıştır. Uygulama kapsamında günlük, anı, hikâye, deneme, mektup, gezi yazısı, eleştiri yazısı, haber metni ve makale gibi farklı türlerde yazma çalışmaları gerçekleştirilmiştir. Öğrenciler; her türün yapısal özelliklerini öğrenmiş, iş birlikli yazma etkinliklerine katılmış, akran geri bildirimlerinden yararlanmış ve bağımsız yazma uygulamaları yapmıştır. Kontrol grubunda ise mevcut ders kitabındaki yazma etkinlikleri sürdürülmüştür. Uygulama sonunda son test ve yaklaşık beş hafta sonra kalıcılığı belirlemek amacıyla izleme testi uygulanmıştır.

Deney ve kontrol gruplarının ön test puanları arasında anlamlı bir fark bulunmamıştır. Bu durum, uygulama öncesinde iki grubun yazma becerileri açısından benzer özelliklere sahip olduğunu göstermektedir. Ancak uygulama sonrasında elde edilen son test puanları incelendiğinde deney grubu lehine anlamlı bir farklılık ortaya çıkmıştır. Ayrıca izleme testi sonuçları da deney grubunun başarısının devam ettiğini göstermiştir. Bulgular, süreç-tür temelli yazma yaklaşımının öğrenilen bilgilerin kalıcılığına da katkıda bulunduğunu ortaya koymaktadır.

Nitel bulgular; yazma becerisi ve yazma süreci, yazmanın duyuşsal boyutu, sözcük bilgisi ve dil bilgisi olmak üzere dört temel tema altında toplanmıştır. Öğrenciler, süreç-tür yaklaşımının metin planlama, paragraf oluşturma, giriş-gelişme-sonuç düzeni kurma ve farklı türlerde yazma becerilerini geliştirdiğini belirtmişlerdir. Ayrıca daha uzun ve daha bütünlüklü metinler yazabildiklerini ifade etmişlerdir. Duyuşsal boyutta öğrenciler yazma konusunda kendilerine daha fazla güvendiklerini, yazma derslerini daha eğlenceli bulduklarını ve yazmaya yönelik motivasyonlarının arttığını dile getirmişlerdir. Sözcük bilgisi temasında öğrenciler yeni sözcükler öğrendiklerini, bu sözcükleri farklı bağlamlarda kullanabildiklerini ve kelime dağarcıklarının geliştiğini belirtmişlerdir. Dil bilgisi temasında ise yazma etkinlikleri sayesinde dil bilgisi hatalarının azaldığını, kuralları daha kalıcı biçimde öğrendiklerini ve öğretmen geri bildirimlerinin gelişimlerine önemli katkı sağladığını ifade etmişlerdir.

Sonuçlar, süreç-tür temelli yazma yaklaşımının Türkçeyi yabancı dil olarak öğrenen öğrencilerin yazma becerilerini geliştirmede etkili bir yöntem olduğunu göstermektedir. Bu yaklaşımın öğrencilerin metin oluşturma