



A Content Analysis of Postgraduate Theses Examining the Effectiveness of Writing Interventions in Türkiye

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Abstract

This study aimed to examine postgraduate theses in Türkiye in which the effectiveness of writing interventions was investigated in a multidimensional way. In this context, 157 theses designed with action research or experimental/quasi-experimental methods were subjected to content analysis. Descriptive characteristics of the theses such as type, year, educational/grade level and research method were analyzed using the manifest approach, whereas the sections suitable for interpretation and synthesis such as recommendations were analyzed using the latent approach. Both approaches were used to analyze writing interventions, writing outcomes, keywords, and the implementation processes in the theses. The data were analyzed with MAXQDA 2022 software. According to the study results, lower secondary school was the level of education in which the most applications were made, and the pre-test/post-test control group design was the most preferred in theses. Creative writing, web-based technology, text type/structure-based instruction and the process writing approach were the writing interventions, the effects of which were most frequently researched. The elements of writing with the most reported findings were internal structure/content, external structure/form, and the stages of writing. The study included results that would enable teachers, researchers, and educational administrators to make theoretical and pedagogical inferences about writing instruction.

Keywords: Turkish language teaching, writing instruction, writing intervention, effective writing instruction, content analysis

Türkiye'de Yazma Müdahalelerinin Etkililiğini İnceleyen Lisansüstü Tezlere Yönelik Bir İçerik Analizi

Öz

Bu çalışma, Türkiye'de yazma müdahalelerinin etkililiğinin araştırıldığı lisansüstü tezlerin çok boyutlu olarak incelenmesini amaçlamaktadır. Bu kapsamda, eylem araştırması veya deneysel/yarı deneysel yöntemlerle desenlenen 157 tez içerik analizine tâbi tutulmuştur. Tezlerin tür, yıl, sınıf düzeyi, araştırma yöntemi gibi betimsel karakteristikleri açık; öneriler gibi yoruma ve sentezlemeye uygun bölümleri ise örtük yaklaşımla analiz edilmiştir. Tezlerdeki yazma müdahaleleri, yazma çıktıları, anahtar kelimeler ve uygulama süreçlerinin analizinde ise iki yaklaşımdan da yararlanılmıştır. Veriler MAXQDA 2022 yazılımı ile analiz edilmiştir. Çalışmanın sonuçlarına göre ortaokul düzeyi en fazla uygulamanın yapıldığı öğretim kademesi, ön-test son test kontrol gruplu desen ise tezlerde en fazla tercih edilen desendir. Yaratıcı yazma, web tabanlı teknolojiler, metin türü/yapısına dayalı öğretim ve süreç odaklı yaklaşım etkisi en fazla araştırılan yazma müdahaleleridir. En fazla bulgunun rapor edildiği yazma unsurları ise "iç yapı/içerik, dış yapı/biçim ve yazma aşamaları"dır. Çalışma öğretmenlerin, araştırmacıların ve eğitim yöneticilerinin yazma öğretimine ilişkin kuramsal ve pedagojik çıkarımlar yapabilmelerine imkân verecek bulgular içermektedir.

Anahtar Kelimeler: Türkçe öğretimi, yazma eğitimi, yazma müdahalesi, etkili yazma öğretimi, içerik analizi

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Introduction

Writing is a language skill that includes functions such as obtaining information, conceptualizing, expressing feelings and experiences and influencing the thoughts of others. Failure to master writing -one of the fundamental tools for learning and representing what is learned- can limit a person's personal, social, academic and professional gains (Graham, 2019). In addition, writing is a crucial skill to improve because of its importance in active participation in today's information society (Fidalgo, Harris, & Braaksma, 2017). The question of what instruction method can provide for this improvement and what elements this instruction should contain has been answered differently so far. These different answers have paved the way for the emergence of various paradigms, writing approaches, and strategies as well as the formation of a broad terminology in the literature.

Flores-Ferrés, van Weijen and Rijlaarsdam (2022) conceptualize these paradigm shifts in the historical process of writing instruction under four headings: linguistic, cultural, procedural, and communicative/functional. While the linguistic paradigm emphasizes the acquisition of correct linguistic forms (micro-linguistics which focuses on the sentence or word level, and macro-linguistics which focuses on discourse structures), the cultural paradigm focuses on the function of writing in participation within the cultural community and in the facilitation of human development. Based on cognitive psychology and a focus on the writer's mind, the procedural paradigm describes writing as a complex process involving mental operations such as planning, transferring thoughts into writing, reviewing and revising. Finally, the communicative-functional paradigm views the writer as a member of a larger community. It prioritizes the appropriateness of language use in communicative and social contexts rather than its accuracy. Observation of the development of these different approaches suggests that the idea that writing has a multidimensional structure has become more widespread over time.

Writing is now defined as “a deliberate and generative task area that requires the recruitment and integration of a range of neurodevelopmental processes such as executive and self-regulatory processes, the coordination of graphomotor and cognitive-linguistic skills and knowledge of social/rhetorical conventions and rules of text production rules” (Singer & Bashir, 2004, p. 559). This definition, which emphasizes the multifaceted nature of writing, makes it clear it is necessary to consider the teaching of this skill from a broad perspective. However, there is no ideal standard form of this teaching that is useful in all circumstances because world knowledge, motivation, beliefs and attitudes (Singer & Bashir, 2004) and stylistic and cultural preferences of writers in making and expressing meaning (Schultz & Fecho, 2000) vary. Moreover, this instruction may vary according to the characteristics attributed to writing, evaluations of the scope and function of writing, nature of the expected outcomes of writing instruction and proximal and distal goals. Despite these differences, the primary goal of all writing instruction programs is to implement effective practices that enable students to become good writers. Successful learning is closely related to factors such as teachers' knowledge of the components, subareas and skills to be improved in writing instruction (Güneş, 2020), the development of a deep understanding of the writing process and pedagogy (Ryan et al., 2021), knowledge of past writing paradigms and approaches that have been effective for teaching writing and mastery of writing-related terminology. In addition, acquiring knowledge about teaching writing and applying that knowledge in conjunction with pedagogical principles is critical to effective writing instruction. Educators can provide effective writing instruction by gaining experience through teaching, observing others, learning from experts and studying published materials (Graham & Alves, 2021). Scholarly reports published by experienced researchers in their field or those who are considered experts are essential resources. The data and findings in these sources can guide teachers who teach writing, other researchers working in the field and educational administrators in making arrangements to improve current practices.

Through various scientific studies, researchers have tried to determine whether different writing programs, designed or adapted by themselves, are effective in achieving various goals such as students becoming better writers, developing writing habits, increasing their interest in writing and improving their self-efficacy and self-regulation skills. In this regard, it is crucial for teachers and

researchers who want to implement this program to clarify many issues such as useful aspects of this writing program which is carried out in a certain period, points with shortcomings, and considerations while implementing the program in question. When researchers address the effect of the writing program not only based on statistical data but also on the issues they observe during the teaching process and concretize them with various recommendations, the tested program gains an applicable structure. Scientific research can be an essential starting point not only for teachers and researchers but also for educational administrators and policymakers. Many issues such as developing curricula, creating textbooks, organizing learning environments that enable students to learn effectively, promoting effective writing approaches and making decisions to improve teacher education can be addressed based on scientific evidence.

In this direction, one of the study's objectives was to identify the writing approaches, methods, techniques and strategies with the effectiveness in writing instruction researched. The study also reported writing outcomes (dependent variable in quasi-experimental/experimental studies) included in the research from the thematic point of view and the activities included in the implementation processes of the studies, and the highlighted keywords were presented. These findings are important to show the terminological diversity of writing instruction and provide a scholarly resource to teachers and researchers who want to design effective writing instruction. Another goal of the study was to provide a general framework for effective writing instruction by summarizing the propositions in the studies that examined the effectiveness of one or more writing interventions (approach, method, technique, strategy, etc.) in the context of "teachers, researchers, and educational administrators."

Previous Studies and the Current Study

In the literature, there are studies in which articles and dissertations about writing were analyzed through descriptive analysis or content analysis (Coşkun, Balcı & Özçakmak, 2013; Göksu, 2016; Sertoğlu, 2020; Tok & Potur, 2015; Uyar, 2016). In one of these studies, Coşkun et al. (2013) examined 168 theses on writing instruction between 1981-2010 by type, year, university, target audience and topic. In that study, studies on the effectiveness of teaching methods accounted for about a quarter of all studies. The study found that 40% of the theses evaluated students' writing in formative ways. In contrast, the percentage of theses that evaluated students' writing in terms of content elements such as paragraph organization, creativity, and text planning and text elements was only 6.5%. In another study, Göksu (2016) examined 63 articles and 101 theses conducted between 2005-2015 regarding purpose, findings, method, sample, data collection method and instruments. The study results showed that 27.7% of the theses were designed as quasi-experimental/experimental, and the majority were descriptive. In the study, postgraduate theses were evaluated according to their purpose, and it was concluded that the studies conducted for idea formation occupied a larger place in the distribution of topics. "Implementation and development studies" was another category with a high frequency. In another study, Uyar (2016) examined 24 postgraduate thesis studies conducted between 1990 and 2015 at the primary, lower secondary and upper secondary educational levels and designed as quasi-experimental/experimental or action research. In that study with important findings under titles such as "participant, duration/context/explanation of instructional intervention and findings" included, Uyar (2016) found that there were more studies examining the effect of instructional interventions which aimed at improving the quality of written expression and the effect of pre-exercises to enrich the content of the writing.

In another study, Sertoğlu (2020) analyzed 24 qualitative and mixed-method research articles on methods and techniques in writing instruction in 2010-2019 using the meta-synthesis method in terms of the year, subject, method, study group, data collection instrument, data analysis, results and recommendations. The study indicated that creative writing, reflective writing, note-taking, and active learning were the most studied topics in writing instruction. The study revealed the problems experienced by students in relation to the methods and techniques and the recommendations for teaching writing. The most important of these recommendations was that teachers should gain experience in practice, use various methods and techniques, emphasize practice, give importance to writing preparation activities, attend professional development seminars and cooperate with families.

In addition, Tok and Potur (2015) subjected the trends of dissertation studies and articles published in the field of writing instruction during 2000-2014 to content analysis regarding the target audience, the method used and related field. As a result of their analysis, the researchers found that "the effectiveness of different methods in writing" and "writing in different text types" were the preferred research topics. In another study, Tavşanlı and Kaldırım (2020) thematically analyzed 32 articles published in Türkiye between 2007 and 2019 on the process writing approach. The obtained data were examined based on seven themes (perception of writing, writer identity, writer success, intervention effect, program, teacher competencies, and factors influencing writing). The studies' recommendations were categorized as researchers, Ministry of National Education (MoNE), teachers, and universities. Among these recommendations, "conducting studies with large groups," "teachers' understanding of process writing practices," and "trying different models for the process writing approach" were prominent.

In addition to these studies that directly addressed writing instruction, there were also studies in the literature conducted in Turkish language classrooms whose findings were related to the learning area of writing. In these studies, writing was reported to be a popular subject of study (Boyacı & Demirkol, 2018; Şentürk & Yazar, 2021; Yağmur Şahin, Kana & Varışoğlu, 2013). In their study, Sevim and İşcan (2012) found that the most common keywords in master's theses on writing education were "written expression, Turkish education, Turkish teaching, and vocabulary, writing skill, writing education, language, intellectual expression, text and creative drama".

Most studies had a one-dimensional structure, limited to descriptive statistics. In addition to descriptive statistics, the studies that contained more detailed results were based on examining relatively few studies. Therefore, the present study whose sample consisted of all postgraduate theses examining the effectiveness of writing interventions in Turkish language teaching is the most comprehensive and up-to-date study on a similar topic. It is believed that the synthesis of the recommendations based on the findings of the studies, especially those related to practice, as well as the synthesis of the activities in the studies and the key elements considered in the implementation processes, will help Turkish teachers draw pedagogical conclusions for writing instruction and put theoretically effective elements into practice. In this context, the research questions are as follows:

- What is the distribution of theses on writing interventions by type, year, educational/classroom level and research method/design?
- What is the distribution of approaches, methods, techniques and strategies in the theses?
- What are the outcomes (dependent variables) addressed in the theses?
 - What are the outcomes in terms of effect?
 - What are the outcomes for creating text (different stages and elements of writing,
 - outcomes for different stages and elements of writing, sub-elements and outputs for text structure/type)?
 - What are the outcomes of writing related to the concept of the self?
- What kinds of activities, practices and writing tasks are included in intervention theses for writing instruction?
- What are the keywords emphasized in the implementation processes?
- What recommendations (for teachers, researchers and educational administrators) are given for writing instruction based on the research findings of the intervention studies?

Method

Research Design

This research is a qualitative research based on document analysis. Qualitative research involves exploratory and inductive logic. The inductive strategy seeks to understand the multiple connections between dimensions that emerge from the data obtained without making prior assumptions (Patton, 2014, p. 56). This is also the case in this study. The data in the studies that attempted to determine the effects of various writing interventions were treated and analyzed from an inductive perspective. According to Patton (2014), qualitative data can be also collected in

experimental designs in which participants are randomly assigned to an experimental group and a control group. On this basis, data were collected not only from studies designed as action research but also from quasi-experimental/experimental studies in which qualitative data were of secondary importance. In this way, the validity of the qualitative research was to be increased.

Data Collection

In order to identify the theses to be examined in this study, the Council of Higher Education National Thesis Center (YÖK National Thesis Center) database was searched using all words associated with the keyword "writing" and combinations of these associated words. This study only included the postgraduate theses which attempted to determine the effectiveness of one or more writing interventions with quasi-experimental/experimental design or action research and met the criterion of being conducted in the context of a Turkish language course and in the field of learning to write in Turkish language education. Theses on write-to-learn in Turkish language teaching for foreigners, foreign language teaching or other disciplines were excluded. In the last case, it was decided to examine 157 theses that fit the scope of the study. These theses were conducted between 1993 and 2020. The implementation processes of the theses were examined in detail, including the appendices, to identify the keywords and activities. First, information not directly related to the subject matter of the study was removed from the relevant sections to obtain more straightforward texts. These texts were then uploaded and coded as a single document in the qualitative analysis software. A similar sequence was followed for the recommendation parts in the theses. Regardless of their titles, all recommendations were re-examined and classified into the categories of the current study. The text document containing the researchers' tags and recommendations was also uploaded to the software.

Data Analysis

In this study, all 157 postgraduate theses and dissertations in which the effect of one or more writing interventions was determined by action research or quasi-experimental/experimental methods were subjected to content analysis (see Appendix 1). Content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use" (Krippendorff, 2004, p. 24). The reason for choosing theses as the data source in the study lies in the fact that theses contained much more detailed information and findings than articles or other types of scholarly reports on many topics such as approaches/strategies that can be used in writing instruction, roles/tasks/responsibilities in the writing process, arrangements that contribute to the development of writing-related outcomes, components that are critical for writing, and the competencies students need to develop to become good writers.

Quantitative/manifest and qualitative/latent approaches to content analysis were used simultaneously. While quantitative content analysis is applied deductively by producing frequencies of pre-selected categories or values associated with specific variables, a qualitative approach to content analysis follows an inductive path that begins with an in-depth reading of the text and attempts to uncover less obvious contextual or hidden content. Furthermore, manifest analysis involves the identification of visible, physically present, and countable content, while latent analysis involves the interpretation of meaning (subtext) by attempting to distinguish it (Julien, 2008; Lune & Berg, 2017). In this context, non-interpretable data such as type of thesis, publication year, research design and educational level were explicitly analyzed. In contrast, keywords, activities and recommendations in the implementation processes were implicitly analyzed from an interpretive perspective as the underlying meaning of the text was also essential. In categorizing the dependent variables, both manifest and latent analyses were performed. The quantitative approach was used in both the data sets. In the content analysis, based on the steps suggested by Lune & Berg (2017), the research question and sub-questions were identified, analytical categories were created, additional themes and categories were identified by examining the available texts, comparable sections of text were created, codes were assigned to these sections, and the data fragments were sorted.

Non-interpretable features of the studies were visualized using Tableau 2021.4 software. The rest of the data was analyzed using MAXQDA 2022 software (VERBI Software, 2021). Themes,

categories, and subcategories were created hierarchically using the software. A network structure of themes, categories, and subcategories was created using the MAXMaps function of the software, and the data were visualized in this way. The code subcode segment model allowed each subcategory to be linked to other categories, and hierarchical code subcode models were used to create the diagrams. In addition, the frequencies of subcategories, total frequencies of all categories, and themes were included in the charts. Because there may be data in a study that fell under more than one category, the total frequency resulting from the analysis may be higher than the number of studies.

Validity and Reliability

In qualitative research, validity and meaningfulness are related to the richness of information in the selected situations rather than the sample size (Patton, 2014, p. 245). Current research encompassed both conditions because there was a large number of studies in the research, and these studies were conducted in different samples, instructional levels and contexts. This situation helped to obtain maximum information from the studies and had a positive effect on validity. In addition, to contribute to reliability, codes ([1], [2]...) were included in the charts to indicate the study location of the data. In addition, throughout the data analysis process, themes, subcategories, categories, notes and diagrams were constantly reviewed for accuracy and clarity. As part of the triangulation process, data collection was spread over a period, the collected data were retrospectively reviewed, and two coders independently coded 30 randomly selected studies. The result of this process was an overall agreement of .92 according to the kappa statistic (Cohen, 1960). This value indicated excellent agreement according to McHugh's (2012) classification. Thus, coding reliability was achieved.

Declaration of Ethical Code

As the author of this study, I undertake that I have complied with all the rules within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" and that I have not taken any of the actions under the title of "Actions Contrary to Scientific Research and Publication Ethics" of the relevant directive.

Findings

Descriptive Statistics of Theses on Writing Interventions (Type of Thesis, Year, Educational/Grade Level, Research Method/Design)

Type of Thesis and Year

The distribution of theses according to years and types is given in Figure 1:

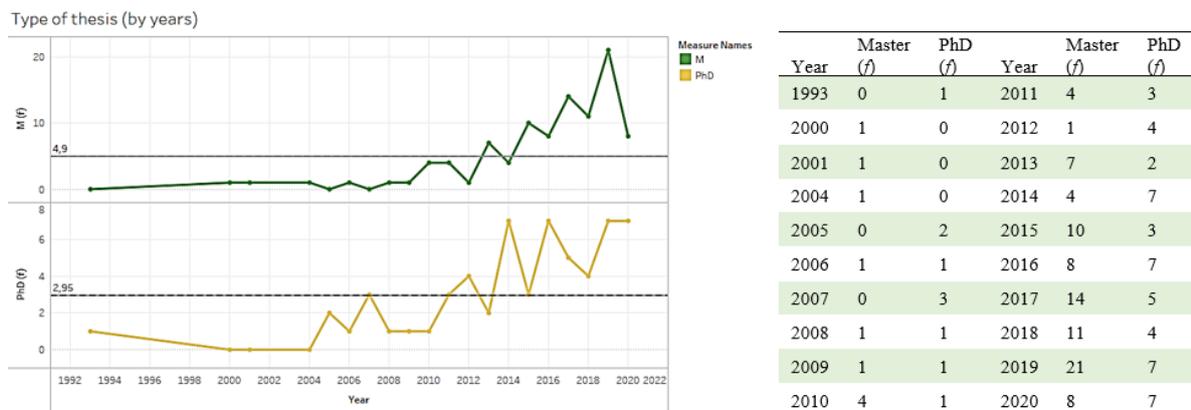


Figure 1. Distribution of Theses according to Type and Years of Publication

As seen in Figure 1, 62.4% (f = 98) of the theses on the effect of writing interventions on students' writing outcomes in Türkiye were master's theses, and 37.6% (f = 59) were doctoral theses. Approximately two-thirds of all theses (66.9%) were conducted between 2015 and 2020. This

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corresponded to 73.5% ($f = 72$) of master's theses and 55.9% ($f = 33$) of doctoral dissertations. This data indicated that studies examining the effects of different interventions in writing instruction were trending upward.

Educational/Grade Level

The distribution of theses according to the level of education and grade levels is presented in Figure 2:

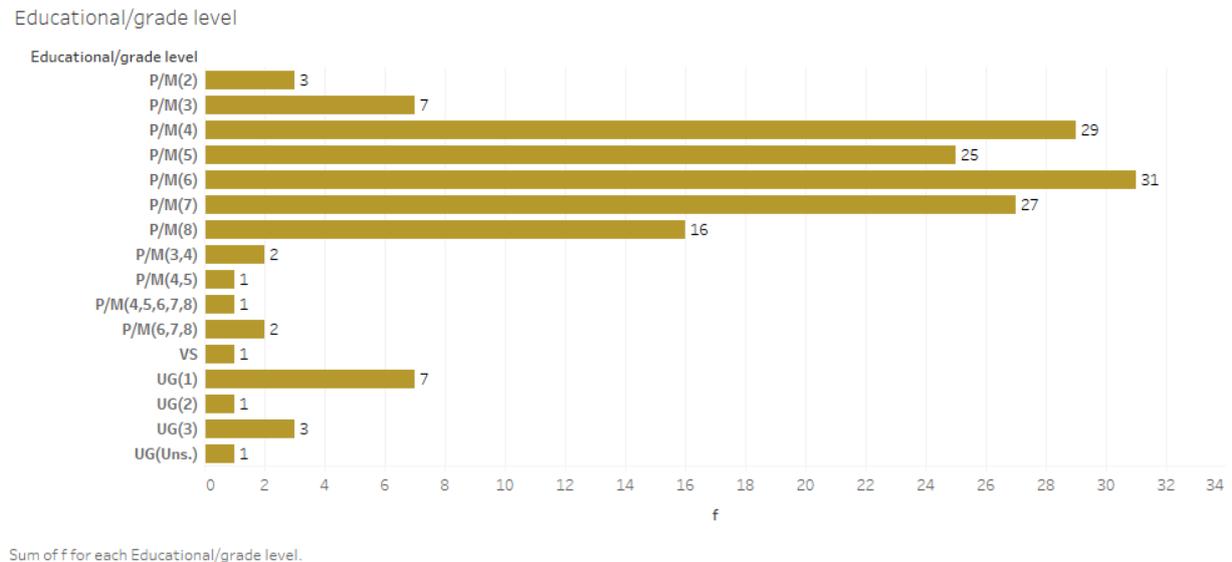


Figure 2. Distribution of Theses according to Educational and Grade Level

Examination of Figure 2 revealed that the grade levels where the thesis applications were most frequently submitted were sixth ($f = 31$), fourth ($f = 29$), seventh ($f = 27$), fifth ($f = 25$), and eighth ($f = 16$) grades, respectively. Regarding educational level (Figure 2), 92.3% ($f = 144$) of all studies were conducted at the primary and lower secondary levels. Studies conducted at two or more grade levels accounted for 3.8% ($f = 6$) of all studies.

Research Method/Design

Figure 3 shows the distribution of research methods/designs used in the studies analyzed:

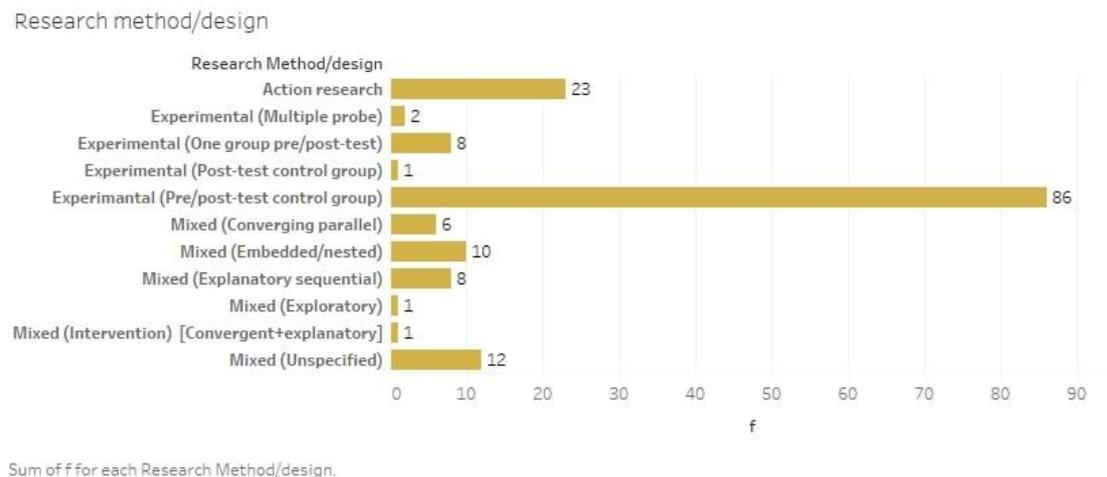


Figure 3. The Research Method/Design Used in the Studies Analyzed

According to the data in Figure 3, 61.8% ($f = 97$) of the graduate thesis studies in which the effects of writing interventions were examined were quasi-experimental/experimental, 24.2% ($f = 38$) were mixed, and 14.6% ($f = 23$) were action research. In 88.6% ($f = 86$) of the studies designed as quasi-experimental/experimental, pre-test/post-test control group, 8.2% ($f = 8$) one group pre/post-test, 2.1% ($f = 2$) multiple-probe and 1% ($f = 1$) post-test control group were preferred. Mixed method, which varied in terms of the design used, included embedded/nested ($f = 10$), explanatory sequential ($f = 8$), converging parallel ($f = 6$), exploratory ($f = 1$), intervention [convergent + explanatory] ($f = 1$). The type of design used was not specified in 31.6% ($f = 12$) of the studies using the mixed method. When evaluated only in terms of the designs used, it was seen that 54.8% ($f = 86$) of all studies used a pre-test/post-test control group design.

Approaches, Strategies, Methods, and Techniques Used in Theses on Writing Interventions

The approaches, strategies, methods and techniques used to improve students' writing outcomes in theses on writing interventions varied. Some were conceptualized directly in writing instruction (creative writing, teaching based on text type/structure, process approach, 6+1 analytical writing and assessment etc.). In contrast, others were developed in disciplines other than language teaching and writing instruction (flipped classroom, quantum learning, the expectancy-value theory, active learning, project-based learning, multiple intelligences approach/theory, brainstorming, educational game etc.) and adapted to writing instruction. The approaches, strategies, methods, techniques and materials, the effects of which were examined in graduate theses, are presented in Table 1:

Table 1.

Distribution of Studies according to the Approach, Strategy, Method, Technique and Material Used

| Approach/strategy/method/technique | f | Research |
|---|----|---|
| Creative writing | 19 | [3], [5], [13], [21], [23], [41], [44], [48], [49], [59], [71], [80], [85], [89], [109], [113], [137], [155], [157] |
| Creative writing strategies/techniques/activities | 16 | [3], [5], [13], [21], [23], [44], [59], [71], [80], [85], [89], [109], [113], [137], [155], [157] |
| Creative writing (based on the 5E learning model) | 1 | [41] |
| Creative writing (process-based) | 1 | [48] |
| Creative writing (reflective thinking) | 1 | [49] |
| Web-based technology | 18 | [8], [18], [38], [40], [51], [52], [58], [63], [74], [97], [100], [101], [110], [136], [142], [145], [150], [156] |
| Digital story | 10 | [8], [18], [38], [40], [52], [58], [63], [136], [145], [150] |
| Digital story | 9 | [8], [18], [38], [40], [52], [58], [63], [136], [150] |
| Collaborative digital storytelling | 1 | [145] |
| Augmented reality technology | 1 | [156] |
| Online cooperative learning method | 1 | [100] |
| Online argumentative writing education | 1 | [110] |
| Storybird | 1 | [74] |
| Distance education | 1 | [142] |
| Web 2 tools | 1 | [101] |
| Technology-supported collaborative and individual writing practices (wiki & blog) | 1 | [51] |
| Teaching writing based on blended instructional design (integrated with wiki & blog) | 1 | [97] |
| Teaching based on text type/structure | 16 | [10], [29], [32], [35], [53], [56], [77], [88], [96], [98], [107], [112], [122], [125], [144], [152] |
| Argumentative text | 3 | [112], [122], [152] |
| Story writing program | 2 | [78], [107] |
| Story/narrative | 1 | [53] |
| Storytelling | 1 | [35] |
| Paragraph structure teaching (paragraph writing method based on activity and structure) | 1 | [10] |
| Paragraph structure teaching (compare and contrast paragraph) | 1 | [29] |
| Official correspondence forms | 1 | [96] |
| Informative text | 1 | [125] |
| Persuasive text | 2 | [88], [98] |
| Short story | 1 | [32] |
| Tales | 1 | [144] |
| Synthesis text | 1 | [56] |

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| | | |
|---|----|--|
| Process-based writing approach | 16 | [2], [7], [19], [36], [68], [83], [86], [90], [116], [117], [120], [127], [133], [148], [151], [153] |
| 4+1 planned writing and evaluation model | 6 | [2], [7], [19], [83], [116], [127] |
| Process-based writing approach (General) | 5 | [68], [90], [117], [120], [153] |
| Process writing modular program | 1 | [133] |
| Cognitive process model | 1 | [148] |
| Mental design model | 1 | [36] |
| Metacognitive skill oriented | 2 | [86], [151] |
| Drama/creative drama | 13 | [16], [43], [47], [50], [67], [78], [81], [102], [103], [104] "[111], [135], [141] |
| Drama/creative drama | 12 | [43], [47], [50], [67], [78], [81], [102], [103], [104] [111], [135], [141] |
| Creative drama practices constructed with children's literature texts | 1 | [16] |
| Strategy instruction | 9 | [1], [24],[26], [62], [95], [99], [138], [139], [146] |
| Self-regulated strategy/Self-regulated writing instruction (Based on the self-regulated strategy development model) | 7 | [1], [24],[26], [62], [95], [99], [146] |
| Narrative text writing strategies (POW [Pick-Organize-Write+ C-SPACE [Characters, Setting, Purpose, Action, Consequence, Emotions]) | 1 | [99] |
| Informative text writing strategies | 1 | [95] |
| Narrative writing strategies (SPACE [Setting-Purpose-Action Consequence-Emotions), WWW, What=2, How=2) | 1 | [146] |
| Informative text writing strategies (PLEASE [Pick-List-Evaluate-Activate-Supply, End, Evaluate], (POWER [Plan-Organize-Write-Edit-Revise]) | | |
| Argumentative text writing strategies (planning and writing strategies, STOP [suspend-take a position-organize ideas-plan and as you write), DARE [develop-add-reject-end]) | 1 | [1] |
| General writing strategies | 1 | [138] |
| Metacognitive strategies | 1 | [139] |
| Graphic organizer | 6 | [11], [25], [91], [92], [130], [147] |
| Clustering | 2 | [11], [25] |
| Mind map | 2 | [130], [147] |
| Story map/based on dual coding theory | 1 | [92] |
| Four square writing method | 1 | [91] |
| Feedback | 5 | [31], [42], [61], [115], [128] |
| Peer feedback/peer interaction/peer-assisted writing | 2 | [42], [115] |
| Feedback (general) | 2 | [31], [128] |
| Writing practices based on feedback and correction (integrated with reading and listening assignments and speaking activities) | 1 | [61] |
| 6+1 analytic writing and assessment | 5 | [9], [60], [69], [105], [108] |
| Cooperative/collaborative learning | 4 | [46], [84], [118], [154] |
| Co-op co-op and student teams achievement divisions | 1 | [118] |
| Mutual questioning/interrogation technique | 1 | [46] |
| Learning together technique | 1 | [84] |
| Writing technique as a group | 1 | [154] |
| Active learning | 3 | [65], [93], [123] |
| Flipped classroom method | 3 | [70], [87] [106] |
| Multi-stimulus learning-teaching processes | 2 | [76], [140] |
| Cartoon | 2 | [54], [55] |
| Integrated learning -teaching approach | 2 | [33], [66] |
| Integrated learning -teaching approach | 1 | [66] |
| Turkish education environments structured according to children (visual, linguistic, audio texts, etc./based upon integrated learning - teaching approach) | 1 | [33] |
| Dictation | 2 | [79], [131] |
| Dictation | 1 | [131] |
| Repetitive dictation and writing exercises | 1 | [79] |
| Reflective thinking-based writing activities | 2 | [15], [45] |
| Visual-supported writing activities | 2 | [114], [149] |
| Visual-supported writing activities | 1 | [149] |
| Visual activities (structured according to problem-solving) | 1 | [114] |
| Researcher writing approach | 1 | [129] |
| The Expectancy-Value Theory | 1 | [20] |
| Brainstorming | 1 | [72] |
| Connotation technique | 1 | [17] |
| Multiple intelligences approach/theory | 1 | [34] |
| Balanced literacy approach | 1 | [30] |
| Learning journal/course diary | 1 | [27] |
| Educational games | 1 | [57] |
| Critical reading-writing instruction | 1 | [73] |

| | | |
|--|---|-------|
| Quantum writing technique | 1 | [14] |
| Fiction stairs | 1 | [28] |
| Intertextual reading approach | 1 | [6] |
| Humor based activities | 1 | [124] |
| Learning in museum activities (Informal/out-of-school learning environments) | 1 | [37] |
| Authentic task-based authentic material | 1 | [64] |
| Teaching learning strategies | 1 | [22] |
| Case study method | 1 | [39] |
| Practices for learner autonomy | 1 | [121] |
| Summarizing writing, selective writing, and dictation methods | 1 | [94] |
| Project-based learning approach | 1 | [132] |
| Layered curriculum practice supported by project-based learning method | 1 | [75] |
| Mastery learning theory/method | 1 | [119] |
| Authorship and writing skills course | 1 | [82] |
| Literary children books | 1 | [12] |
| Four-stage teaching for writing skills (word, sentence, paragraph, text) | 1 | [4] |
| Teaching and assessment approach to writing skills (performance evaluation model based on multiple data sources) | 1 | [126] |
| Teaching based on pre-writing preparation techniques (cluster, brainstorming, picture, Q/A) | 1 | [134] |
| Alternative listening/watching materials | 1 | [143] |

Creative writing ($f = 19$) was the intervention whose effect was most frequently considered in graduate theses. The second most preferred category was web-based technology ($f = 18$). Text type/structure-based instruction ($f = 16$) and process-based writing approach ($f = 16$) were also among the intervention categories with the highest number of responses. Among the categories, the effects of which were examined in at least two graduate thesis studies, were drama/creative drama ($f = 13$), strategy instruction ($f = 9$), graphic organizer ($f = 6$), feedback ($f = 5$), 6+1 analytical writing and assessment ($f = 5$), cooperative/collaborative learning ($f = 4$), active learning ($f = 3$), flipped classroom ($f = 3$), multi-stimulus learning-teaching processes ($f = 2$), cartoon ($f = 2$), integrated learning - teaching approach ($f = 2$), dictation ($f = 2$), reflective thinking-based writing activities ($f = 2$) and visual-supported writing activities ($f = 2$). Additionally, 28 different interventions were represented, with one study among the theses analyzed. Among the subcategories, digital story, self-regulated strategy/self-regulated writing instruction, and writing interventions based on the 4+1 planned writing and evaluation model came to the fore.

Writing Outcomes in Theses (Dependent Variables)

Affective Outcomes

As can be seen in Figure 4, affective outcomes included writing attitude ($f = 68$), motivation ($f = 36$), self-efficacy ($f = 32$), anxiety ($f = 20$), disposition ($f = 2$), sensitivity ($f = 1$) and habit ($f = 1$). The primary outcome with the highest number of sub-dimensions was self-efficacy. In self-efficacy, findings were reported in 17 different sub-dimensions (see Appendix 2). In this respect, self-efficacy was the central dimension found most analytically. The following dimensions were motivation ($f = 13$), attitude ($f = 11$), and anxiety ($f = 5$). In the leading dimension of attitude, liking to write ($f = 7$) and interest ($f = 6$), in motivation, purpose ($f = 3$) and loading failure to writing ($f = 3$) in self-efficacy, WS-G-aware [awareness of writing skill] ($f = 2$) and psychology of writing ($f = 2$) can be given as examples of the sub-dimensions where the most findings were reported. For anxiety, each of the five sub-dimensions was represented by one result, whereas for writing disposition, sensitivity and habits, there was no result in any sub-dimensions in the analyzed theses.

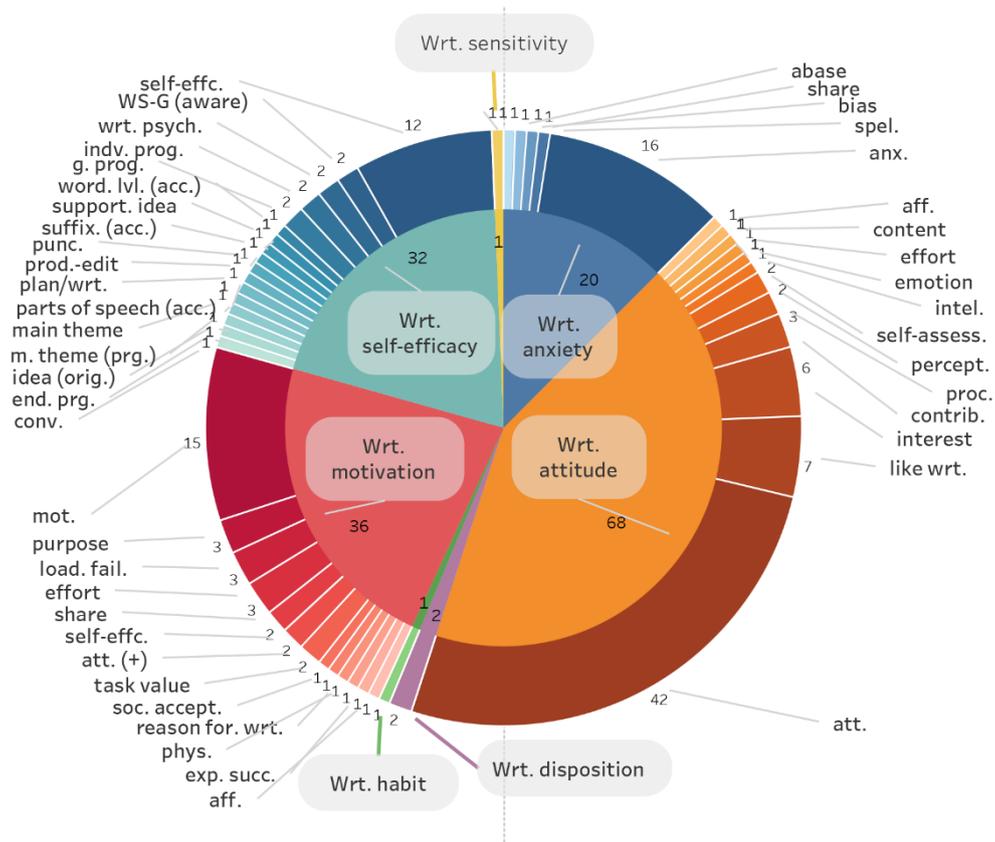


Figure 4. Affective Outcomes Addressed in Intervention Studies for Teaching Writing

Outcomes for Text Generation

Outcomes for Different Stages and Elements of Writing

When Figure 5 is examined, it is seen that the skill areas with the highest number of findings reported in thesis studies were internal structure/content ($f = 185$), external structure/form ($f = 112$), stages of writing ($f = 81$), text units ($f = 56$) and textuality ($f = 15$). External structure/form ($f = 13$), stages of writing ($f = 9$), and internal structure/content ($f = 8$) were the sub-dimensions with the highest number of sub-dimensions (see Appendix 3). However, idea ($f = 61$) in the internal structure dimension was the sub-dimension with the highest findings. In the same dimension, parts of writing ($f = 55$) and other elements ($f = 47$) were the sub-dimensions with the highest findings. Word ($f = 31$) and sentence ($f = 25$) in text units, spelling ($f = 26$) and punctuation ($f = 17$) in external structure/ form planning ($f = 20$) and organization ($f = 18$) in stages of writing, and coherence ($f = 11$) in textuality were the sub-dimensions with the highest frequency in their categories.

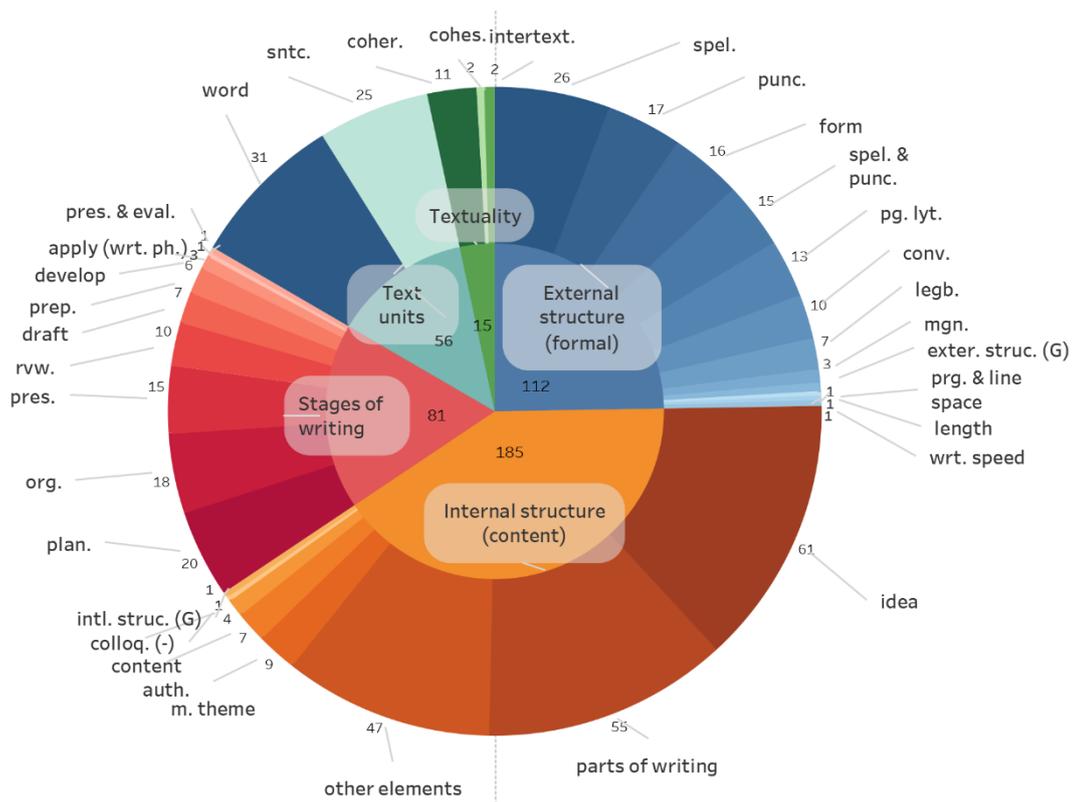


Figure 5. Outcomes for Different Stages and Elements of Writing in Intervention Studies for Teaching Writing

Sub-Dimensions of Outcomes for Different Stages and Elements of Writing

Some of the stages and elements in Figure 5 also have sub-dimensions. As seen in Figure 6, these sub-dimensions are other elements, parts of writing, and ideas in internal structure/content, word and sentence in text unit, planning, presentation, and review in stages of writing (see Appendix 4). In this respect, the findings regarding these sub-dimensions were handled much more precisely. In the analyzed theses, there were findings for a total of 37 subcomponents in the sub-dimensions of other internal structure elements ($f = 8$), idea ($f = 7$), parts of writing ($f = 4$), word ($f = 5$), sentence ($f = 4$), planning ($f = 3$), presentation ($f = 3$) and review ($f = 3$). Title ($f = 19$) and ending ($f = 14$) in parts of writing, the idea [G/general] ($f = 17$), and fluency ($f = 14$) in idea, language & expression ($f = 17$) and voice ($f = 14$) in other internal structure elements, word choice ($f = 6$) word level [accuracy] ($f = 5$) in word, fluency ($f = 10$) and sentence structure ($f = 8$) in the sentence were the skill area components with the most findings. The planning, presentation and review sub-dimensions contained narrative and informative/expository components represented by 1 finding each next to general (not in any text structure).

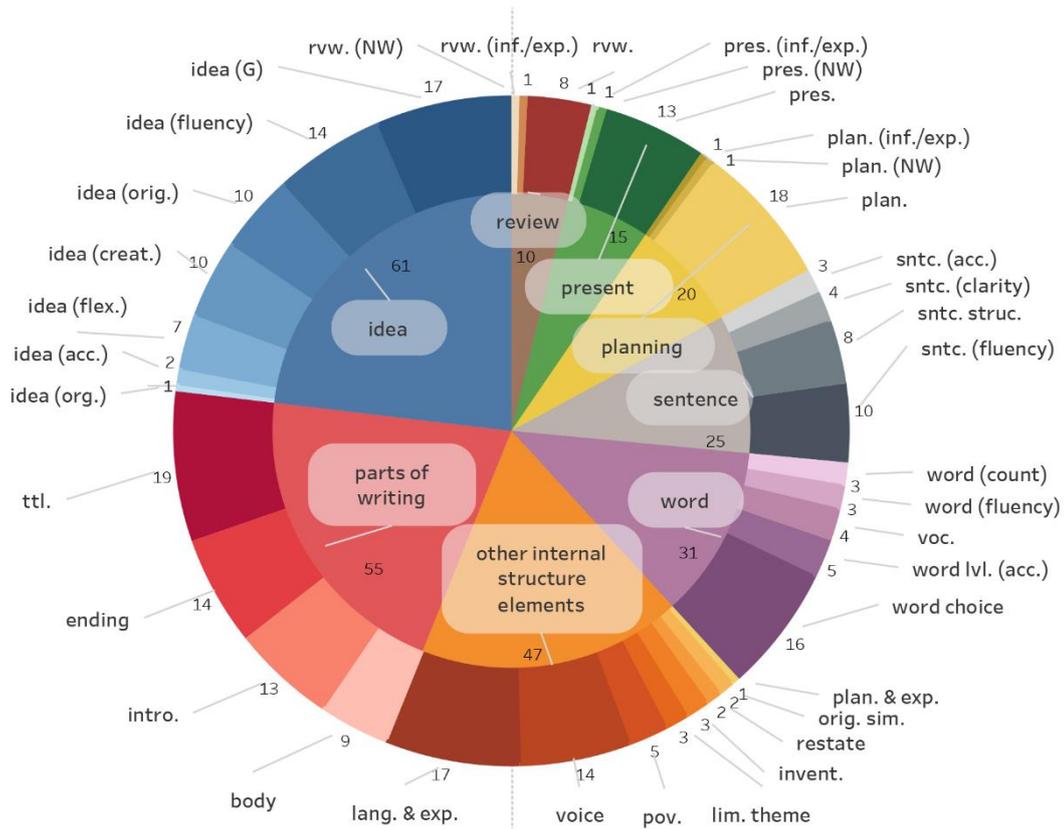


Figure 6. Sub-dimensions of the Outcomes for Different Stages and Elements of Writing in Intervention Studies for Teaching Writing

Outcomes on Text Structure/Type

According to Figure 7, the narrative was the text structure and type about which the most findings were reported in the theses analyzed ($f = 108$). This was followed by creative writing ($f = 24$), informative/expository ($f = 11$), argumentative/persuasive ($f = 7$), academic writing ($f = 6$), short story ($f = 5$), using text structure ($f = 4$), memoir ($f = 3$), essay ($f = 2$). Authentic text, article, critical writing, creative writing [story], fluent story, synthesis text, travel writing, official correspondence, compare-contrast, and summary/abstract article were the text structures/types included in the theses, with one finding each. The leading dimension with the highest number of sub-dimensions reported was narrative writing ($f = 12$). Character ($f = 14$) was the component with the highest frequency among these sub-dimensions. The setting, time and story grammar (containing more than one narrative text component) were the other sub-dimensions with the highest frequency, with 12 findings each. Academic writing contained 6 sub-dimensions, argumentative/persuasive 5, and short story 4. The frequencies of these sub-dimensions varied from 1 to 2 (see Appendix 5).

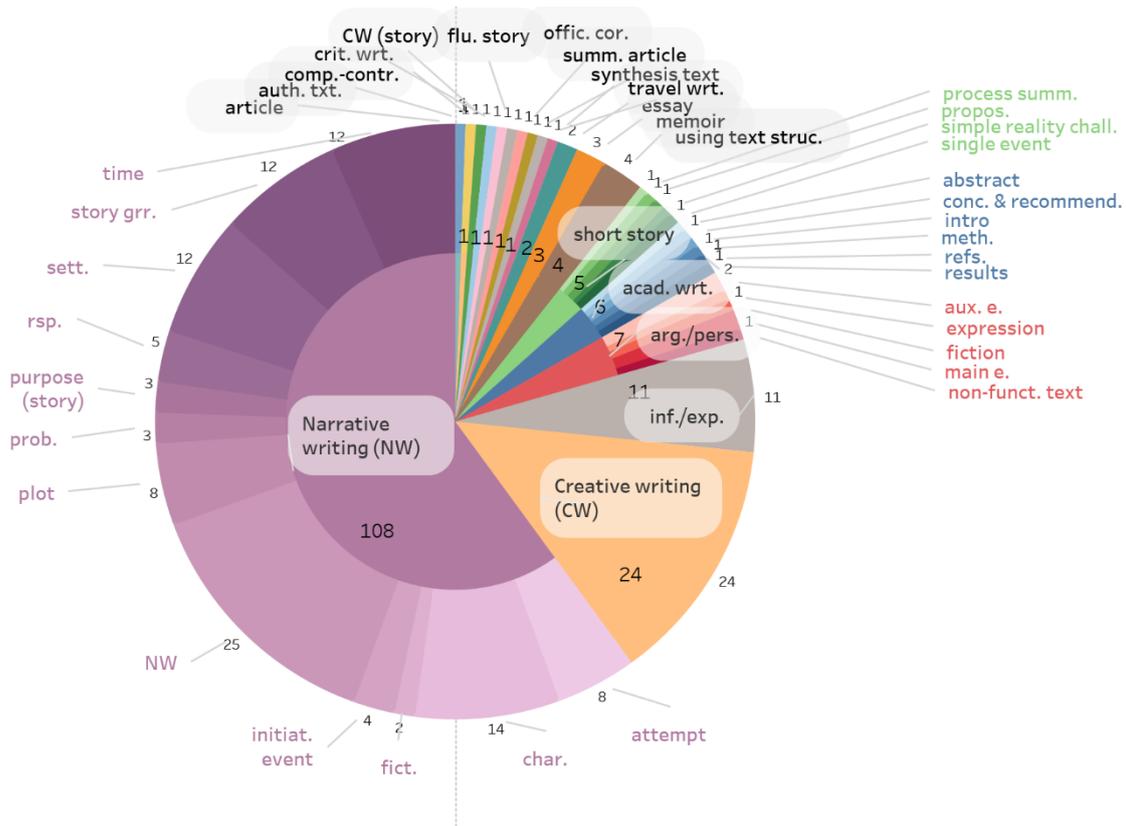


Figure 7. Outcomes for Text Structure/Type in Intervention Studies for Teaching Writing

Writing Outcomes Related to the Concept of Self

In the analyzed theses, some findings were related to the concept of "self" (Figure 8). The dimensions in which the findings were reported were self-regulation ($f = 8$), metacognition ($f = 7$), sense of self ($f = 2$), self-control ($f = 1$), and self-assessment ($f = 1$) (see Figure 21). Of these, metacognition and self-regulation had 6 and 4 sub-dimensions, respectively. No sub-dimensions were found in the other dimensions. Excluding the sub-dimension of self-regulation, which referred to the general organization of writing and was represented by five findings, the frequency of all other sub-dimensions was 1-2 (see Appendix 6).

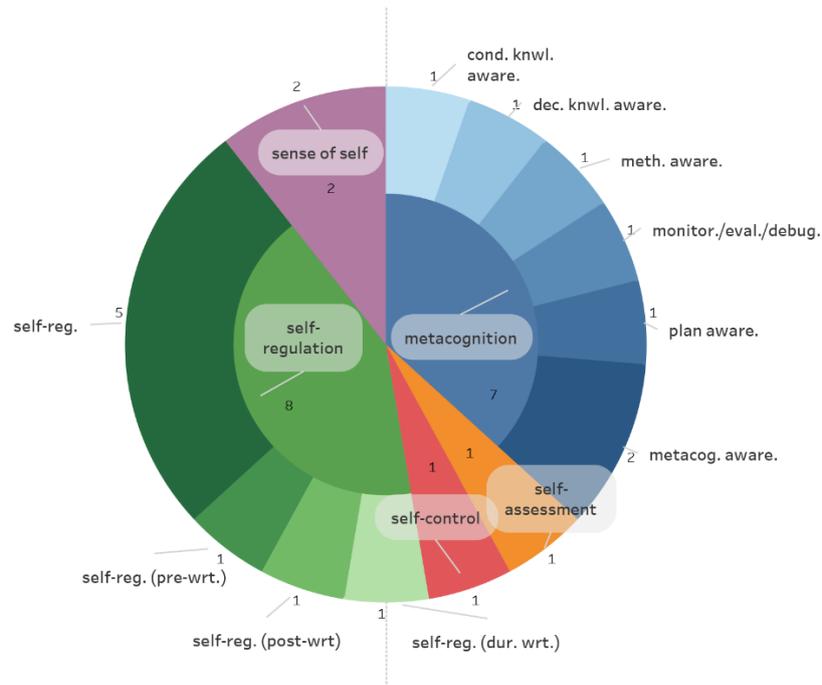


Figure 8. Outcomes Related to the Concept of the Self in Intervention Studies for Teaching Writing

Writing Activities, Practices, and Tasks

Table 2 shows the writing activities, practices and tasks carried out in postgraduate theses in the field of teaching writing:

Table 2.

Writing Activities, Practices, and Tasks in Intervention Theses on Writing Instruction

| Activity (word) | f | Activity | f | Activity (word combination) | f | Activity | f |
|-----------------|-----|---------------|----|-----------------------------|----|-----------------------|---|
| Write | 355 | picture | 21 | text exercise | 91 | free write | 7 |
| Text | 225 | drama | 20 | question answer | 89 | SRSD activity | 7 |
| Activity | 168 | order | 20 | game-based activity | 46 | concept network | 5 |
| Exercise | 111 | image | 19 | group activity | 37 | derive word | 5 |
| Answer | 91 | paragraph | 19 | creative writing | 35 | discussion text | 5 |
| Question | 89 | rewrite | 18 | complete text | 32 | script write | 5 |
| Story | 79 | object | 17 | story map | 21 | sentence expansion | 5 |
| Word | 67 | animation | 16 | write dialogue | 21 | story write | 5 |
| discussion | 64 | board | 16 | creative drama | 20 | write slogan | 5 |
| brainstorming | 57 | material | 16 | concept pool | 14 | create character | 4 |
| Group | 57 | mind | 16 | collaborative write | 13 | create sentence | 4 |
| Creative | 56 | book | 15 | digital story | 13 | graphic organizer | 4 |
| Sentence | 56 | collaborative | 15 | mind map | 13 | order event | 4 |
| complete | 54 | conclusion | 14 | order sentence | 12 | silent read | 4 |
| Map | 47 | digital | 14 | paragraph activity | 12 | text analysis | 4 |
| game-based | 46 | idea | 14 | read exercise | 12 | visual material | 4 |
| Visual | 45 | keyword | 14 | role play | 12 | watch movie | 4 |
| Create | 37 | pool | 14 | concept map | 11 | word activity | 4 |
| Blank | 36 | character | 13 | hypothetical write | 11 | critical write | 3 |
| Fill | 35 | find | 13 | pair activity | 11 | guide write | 3 |
| Read | 32 | news | 13 | read aloud | 11 | monologue write | 3 |
| Concept | 31 | association | 12 | warm-up activity | 9 | plan activity | 3 |
| Cluster | 29 | play | 12 | complete sentence | 8 | short movie | 3 |
| Cartoon | 28 | role | 12 | prepare poster | 8 | text review | 3 |
| Dialogue | 26 | Video | 12 | audio-visual material | 7 | visual interpretation | 3 |

As seen in Table 2, the most focused words in the activities were write ($f = 355$), text ($f = 255$), activity ($f = 168$), exercise ($f = 111$), answer ($f = 91$), question ($f = 89$), story ($f = 79$), word ($f = 67$), discussion ($f = 64$), brainstorming ($f = 57$), group ($f = 57$), creative ($f = 56$), sentence ($f = 56$), complete (54), map ($f = 47$), game-based ($f = 46$), visual ($f = 45$) and create ($f = 37$). In terms of word combinations,

it was seen that the activities that constituted the application dimension of the theses indicated diversity. Accordingly, text exercise ($f = 91$), question-answer ($f = 89$), game-based activity ($f = 46$), group activity ($f = 37$), creative writing ($f = 35$), complete text ($f = 32$), story map ($f = 21$), write dialogue ($f = 21$) and creative drama ($f = 20$) were the most preferred activities in the implementation processes of the theses.

Keywords

In Table 3, keywords and word combinations for the applications are given. In determining these, the "implementation process" section under the title of "method" in the thesis studies was taken as a basis. In addition, lesson plans, activity descriptions and instructions in the "appendices" section of the theses were also utilized. Practices referring to the same activity but named differently were evaluated in the same group.

Table 3.

Keywords and Word Combinations Emphasized in Intervention Theses for Teaching Writing

| Keywords (word) | <i>f</i> | Word | <i>f</i> | Keywords (word combination) | <i>f</i> | Word combination | <i>f</i> |
|-----------------|----------|------------------|----------|-----------------------------|----------|--------------------------|----------|
| Write | 254 | daily | 40 | skill development | 129 | attract attention | 7 |
| Skill | 169 | process-oriented | 39 | daily life | 40 | positive attitude | 7 |
| development | 154 | guidance | 38 | process-oriented write | 37 | digital story | 6 |
| idea | 116 | vocabulary | 38 | text structure | 26 | knowledge activation | 6 |
| Feedback | 107 | communication | 36 | active participation | 25 | structure awareness | 6 |
| Group | 89 | evaluation | 36 | peer assessment | 25 | error correction | 5 |
| Plan | 80 | self-assessment | 36 | write knowledge | 21 | individual difference | 5 |
| Think | 80 | activate | 35 | graphic organizer | 19 | interest activity | 5 |
| knowledge | 75 | active | 32 | sufficient time | 17 | mental skill | 5 |
| Creativity | 69 | association | 32 | peer review | 16 | Text structure awareness | 5 |
| Peer | 67 | attention | 32 | peer feedback | 15 | text type awareness | 5 |
| Text | 67 | pre-writing | 32 | critical think | 14 | type awareness | 5 |
| motivation | 65 | sentence | 31 | draw attention | 14 | word choice | 5 |
| Structure | 63 | technology | 31 | text type | 13 | write habit | 5 |
| imagination | 62 | awareness | 30 | think aloud | 13 | affective skill | 4 |
| preparation | 62 | language | 30 | idea generation | 12 | argumentative text | 4 |
| Spell | 61 | associate | 29 | mental preparation | 12 | cognitive skill | 4 |
| Review | 59 | post-writing | 29 | page layout | 12 | creative write | 4 |
| punctuation | 58 | research | 29 | independent write | 11 | develop imagination | 4 |
| Attitude | 57 | participation | 28 | write anxiety | 11 | develop think | 4 |
| Originality | 56 | strategy | 27 | develop think | 10 | engage activity | 4 |
| assessment | 53 | share | 26 | write feedback | 10 | frequent write | 4 |
| Edit | 51 | time | 26 | formative assessment | 9 | language skill | 4 |
| correction | 45 | environment | 25 | idea development | 9 | model through | 4 |
| expression | 45 | style | 25 | improve think | 9 | model through thinking | 4 |
| organization | 45 | word | 25 | process-based write | 9 | paragraph write | 4 |
| Draft | 42 | topic | 24 | plan write | 8 | peer support | 4 |
| Prior | 42 | mental | 23 | target audience | 8 | sentence fluency | 4 |
| Life | 41 | perspective | 23 | think skill | 8 | through think | 4 |
| Story | 41 | presentation | 23 | | | | |

When the table was examined, it was seen that the most emphasized keywords in the practices were write ($f = 254$), skill ($f = 169$), development ($f = 154$), idea ($f = 116$), feedback ($f = 107$), group ($f = 89$), plan ($f = 80$), think ($f = 80$), knowledge ($f = 75$), creativity ($f = 69$), peer ($f = 67$), text ($f = 67$), motivation ($f = 65$), structure ($f = 63$), imagination ($f = 62$), preparation ($f = 62$), spell ($f = 61$), review ($f = 59$), punctuation ($f = 58$), attitude ($f = 57$), originality ($f = 56$) and assessment ($f = 53$). The most emphasized keyword combinations were skill development ($f = 129$), daily life ($f = 40$), process-oriented writing ($f = 37$), text structure ($f = 26$), active participation ($f = 25$), peer assessment ($f = 25$), write knowledge ($f = 21$), graphic organizer ($f = 19$), sufficient time ($f = 17$), peer review ($f = 16$), peer feedback ($f = 15$), critical thinking ($f = 14$) and draw attention ($f = 14$).

Recommendations Presented in Intervention Theses for Teaching Writing

The recommendations presented in the theses are discussed under three sub-headings. These are teachers, researchers, and educational administrators.

Recommendations for Teachers

The recommendations of teachers were placed into three main categories (for detailed information see Appendix 7). These categories included developing & implementing teaching & learning strategies ($f = 593$), assessment ($f = 46$), and general teacher role/task ($f = 41$), starting with the category with the highest frequency. Table 4 contains findings on some of these categories and subcategories.

Table 4.

Recommendations for Teachers

| Codes | Sub-codes | f |
|---|---|---|
| Developing & implementing teaching and learning strategies | Using a process-based writing | 72 |
| | Using techniques for generating/organizing ideas | 68 |
| | Considering student characteristics, and diversifying teaching based on the needs of different students | 67 |
| | Giving feedback | 60 |
| | Use of text | 51 |
| | Use of material | 47 |
| | Including practices to develop creativity in writing | 46 |
| | Integrating writing with other language skills | 41 |
| | Organizing activities that allow students to learn collaboratively | 28 |
| | Using technology | 27 |
| | Taking into account the opinions of students in determining the writing topic and not being restrictive in writing topics | 22 |
| | Involving students in drama and creative drama activities | 14 |
| | Providing methodological diversity | 13 |
| | Including practices that contribute to students' development of higher-order skills | 12 |
| | Emphasizing practice | 11 |
| | Assessment | Encouraging the use of metacognitive strategies |
| Encouraging the use of self-regulation strategies | | 7 |
| Enabling students to make self-assessment | | 15 |
| Informing students about assessment methods, techniques, and outcomes | | 9 |
| Conducting a process-based assessment | | 7 |
| Assessing students individually | | 6 |
| General teacher role/task | Using rubrics | 3 |
| | Improving collaboration between teachers and students | 3 |
| | Not focusing on mechanics | 3 |
| | Guiding | 14 |
| | Becoming a role model | 12 |
| | Preparing & developing different material | 6 |
| | Conducting research/following innovations | 5 |
| | Becoming an expert | 4 |

Note. A detailed MAXQDA graphical version of the codes, the studies that are the source of the codes, and the frequencies are presented in Appendix 7.

When Table 4 was analyzed, the category with the highest frequency was "developing & implementing teaching and learning strategies". This category was divided into 16 subcategories. Of these categories, the ones with the highest frequency included "using a process-based writing" ($f = 72$), "using techniques of generating/organizing ideas" ($f = 68$), "considering student characteristics, and diversifying teaching based on the needs of different students" ($f = 67$), "giving feedback" ($f = 60$),

“use of text” ($f = 51$), “use of material” ($f = 47$), “including practices to develop creativity in writing” ($f = 46$), “integrating writing with other language skills” ($f = 41$), “organizing activities that allow students to learn collaboratively” ($f = 28$), “using technology” ($f = 27$), “taking into account the opinions of students in determining the writing topic and not being restrictive in writing topics” ($f = 22$), “involving students in drama and creative drama activities” ($f = 14$), “providing methodological diversity” ($f = 13$), “including practices that contribute to students' development of higher-order skills” ($f = 12$), “emphasizing practice” ($f = 11$), “encouraging the use of metacognitive strategies” ($f = 7$), and “encouraging the use of self-regulation strategies” ($f = 7$). When we look at the subcategories in assessment, which was the second main category with the highest frequency, it was seen that teachers had more opinions in the categories of “enabling students to make self-assessment” ($f = 15$), “informing students about assessment methods, techniques and outcomes” ($f = 9$), “conducting a process-based assessment” ($f = 7$) and “assessing students individually” ($f = 6$). “Using rubrics”, “improving collaboration between teachers and students” and “not focusing on mechanics” were represented by three frequencies each. The third main category, “general teacher role & task”, included the subcategories “guiding” ($f = 14$), “becoming a role model” ($f = 12$), “preparing & developing different material” ($f = 6$), “conducting research/following innovations” ($f = 5$) and “becoming an expert” ($f = 4$).

Recommendations for Researchers

In this theme, there were 514 opinions placed in 4 categories (for detailed information see Appendix 8). These categories were strategy/method/technique/subject ($f = 189$), sample ($f = 162$), research process ($f = 117$) and research method ($f = 46$). Among these categories, strategy/method/technique contained 21 subcategories, namely research process 8, sample 7 and research method 3. Categories, subcategories and frequencies are presented in Table 5.

Table 5.

Recommendations for Researchers

| Codes | Sub-codes | f |
|--------------------------------------|--|----|
| Strategy, method, technique, subject | Working on topics of different text types/structures | 27 |
| | Writing attitude | 20 |
| | Writing skill/performance | 19 |
| | Technology | 17 |
| | Creative writing | 12 |
| | Writing apprehension | 10 |
| | Developing measurement tools | 10 |
| | Writing strategies | 9 |
| | Feedback | 8 |
| | Collaborative learning | 8 |
| | Creative drama | 7 |
| | Graphic organizers | 6 |
| | Learning environment | 6 |
| | Self-regulated strategy development | 6 |
| | Writing self-efficacy | 6 |
| | Paragraph-level studies | 5 |
| | Metacognition | 3 |
| | Material studies | 3 |
| | Teaching ways to develop thinking | 3 |
| | Reflective thinking | 2 |
| | Self-assessment | 2 |
| Sample | Same subject at different grade level | 56 |
| | Different levels of education | 39 |
| | Different socioeconomic level | 24 |
| | More participants | 17 |
| | Different age group | 10 |

A Content Analysis of Postgraduate Theses Examining the Effectiveness of Writing Interventions in Türkiye

| | | |
|------------------|---|----|
| | Different sample | 9 |
| | Special samples | 7 |
| Research process | Study on other language skills | 44 |
| | Conducting longer/longitudinal studies | 33 |
| | Analyzing gender variables | 9 |
| | Planning the process | 8 |
| | Testing the persistence of the effect | 8 |
| | Conducting research in different geographical regions | 6 |
| | Conducting interdisciplinary studies | 5 |
| | Conducting more comprehensive studies | 4 |
| Research method | Conducting more qualitative studies | 31 |
| | Mixed studies | 9 |
| | Quantitative studies | 6 |

Note. A detailed MAXQDA graphical version of the codes, the studies that are the source of the codes and the frequencies are presented in Appendix 8.

According to Table 5, the categories with the highest number of opinions in the “strategy/method/technique/subject” category were as follows: (working on topics of) “different text types/structures” ($f = 27$), “writing attitude” ($f = 20$), “writing skill/performance” ($f = 19$), “technology” ($f = 17$), “creative writing” ($f = 12$), “writing apprehension” ($f = 10$), “developing measurement tools” ($f = 10$), “writing strategies” ($f = 9$), “feedback” ($f = 8$), “collaborative learning” ($f = 8$), creative drama ($f = 7$), “graphic organizers” ($f = 6$), “learning environment” ($f = 6$), “self-regulated strategy development” ($f = 6$), “writing self-efficacy” ($f = 6$), “paragraph-level studies” ($f = 5$), “metacognition” ($f = 3$), “material studies” ($f = 3$), “teaching ways to develop thinking” ($f = 3$), “reflective thinking” ($f = 2$), “self-assessment” ($f = 2$). Among the subcategories, the sample included seven categories such as “same subject at different grade level” ($f = 56$), “different level of education” ($f = 39$), “different socioeconomic level” ($f = 24$), “more participants” ($f = 17$), “different age group” ($f = 10$), “different sample” ($f = 9$), and “special samples” ($f = 7$). The eight subcategories in the “research process” category were directly related to the sub-elements of the research procedure, unlike specific writing strategies. These recommendations included “study on other language skills” ($f = 44$), “conducting longer/longitudinal studies” ($f = 33$), “analyzing gender variables” ($f = 9$), “planning the process” ($f = 8$), “testing the persistence of the effect” ($f = 8$), “conducting research in different geographical regions” ($f = 6$), “conducting interdisciplinary studies” ($f = 5$), and “conducting more comprehensive studies” ($f = 4$). The last main category, “research method”, directly referred to the recommended research methods and designs. In this category, researchers were recommended “conducting more qualitative” ($f = 31$), mixed ($f = 9$) and quantitative studies ($f = 6$).

Recommendations for Educational Administrators

The recommendations for educational administrators were divided into 16 main categories and 36 subcategories (for a detailed version see Appendix 9). Recommendations for educational administrators are presented in Table 6:

Table 6.

Recommendations for Educational Administrators

| Codes | f |
|--|----|
| Organizing in-service training & seminars and conferences for teachers | 65 |
| Providing writing training for prospective teachers | 36 |
| Ensuring methodological diversity in the curriculum | 32 |
| Supporting creative writing activities | 19 |
| Use of technology | 14 |
| Preparing a suitable environment for drama/creative drama practices | 13 |
| Enriching the learning environment | 12 |
| The collaboration between stakeholders | 12 |
| Material development | 11 |

| | |
|---|---|
| Including different text types/structures in the curriculum | 9 |
| Reducing class sizes | 6 |
| Establishment of a writing commission | 6 |
| Developing writing skills in other lessons | 6 |
| Increasing the course duration of writing instruction | 5 |
| Diversifying measurement and evaluation approaches | 5 |
| Including self-regulation and metacognition more in curricula | 4 |

Note. A detailed MAXQDA graphical version of the codes, the studies that are the source of the codes and the frequencies is presented in Appendix 9.

As seen in Table 6, the categories with the highest number of opinions were “organizing in-service training/seminars and conferences for teachers” ($f = 65$), “providing writing training for prospective teachers” ($f = 36$), “ensuring methodological diversity in the curriculum” ($f = 32$), and “supporting creative writing activities” ($f = 19$). The other categories, in order from most to least frequent, were: “use of technology” ($f = 14$), “preparing a suitable environment for drama/creative drama practices” ($f = 13$), “enriching the learning environment” ($f = 12$), “the collaboration between stakeholders” ($f = 12$), “material development” ($f = 11$), “including different text type/structure in the curriculum” ($f = 9$), “reducing class sizes” ($f = 6$), “establishment a writing commission” ($f = 6$), “developing writing skills in other lessons” ($f = 6$), “increasing the course duration of writing instruction” ($f = 5$), “diversifying measurement and evaluation approaches” ($f = 5$) and “including self-regulation and metacognition more in curricula” ($f = 4$).

Discussion and Conclusion

This research is based on a review of studies reported as postgraduate theses that examined the effects of writing interventions on students' writing outcomes in Turkish schools. These studies were classified according to the type of thesis, year, educational/grade level, research method/design, approach, strategy, method, technique, or material. In addition, writing outcomes, activities and tasks, keywords, and recommendations on which the implementation processes were focused were subjected to detailed content analysis.

The first conclusion of the study was that the number of theses examining the effects of writing interventions increased in recent years. One of the main reasons for this was the curriculum reform in primary and lower secondary schools in Türkiye in 2005-2006, which put the paradigm of student-centered learning into practice and introduced a process-based writing approach adopted in writing instruction. In particular, the emergence of terminological and methodological diversity led to some acceleration in scientific research. The 8th grade, in which there were relatively fewer studies at the lower secondary school level, is the period when students prepare for the transitional examination to upper secondary school. The researchers' belief that students' desire and motivation to contribute to scientific research during this period would fall behind their more pragmatic goals is an important reason that has led them to conduct applications at other grade levels.

One of the important results of this study was the diversity of writing interventions whose effects were examined. Nearly 100 approaches, methods, techniques, strategies, or materials were examined in the theses analyzed for their impact on various student writing outcomes. In similar studies by Göksu (2016) and Uyar (2016), which examined the postgraduate theses in the field of teaching writing until 2015, this number was only 14. From this point of view, it can be seen that the diversity of interventions addressed in the dissertations increased significantly between 2015 and 2020. This methodological diversity is a positive situation about Turkish education and writing instruction because various studies (Metem & Esendemir, 2020; Tağa & Ünlü, 2013) have shown that Turkish teachers are not at the desired level regarding methodological competence in writing instruction. Scientific research will contribute to eliminating this knowledge gap and gaining competence. Considering the diversity of learning styles and needs of students in the classroom, it is also necessary to present this diversity theoretically. In addition to approaches such as creative writing, web-based technology, text type/structure-based instruction, and process-based approach, it was also

found that strategy-based models such as SRSD, which have recently gained popularity in the international writing literature, were explored in graduate theses on writing instruction.

In the current study, writing outcomes (dependent variables) in which the effects of writing interventions were examined were analyzed under affective, text-oriented, and self-concept-related writing outcomes. This analytic information was grouped under specific themes and aimed to highlight trends in the research.

The most commonly studied affective writing outcomes were attitude, motivation, self-efficacy and anxiety. When evaluated in terms of writing stage/elements, it was found that the effects of writing interventions were examined on many dimensions and sub-dimensions. This can be explained by the fact that most of the theses examined included comprehensive results and the data collection instruments used in the theses varied. The study results indicated that internal structure (content) was the stage/element where the effect of writing interventions was most studied. This was followed by external structure/form and the stages of writing. The significant representation of external structure/form in the theses was an important finding, showing that form-related elements in writing continued to be considered as important as content. The high frequency of stages of writing was a result of the fact that process-based writing was a current and popular approach in writing research. In addition, the presence of nearly 40 subcomponents indicated that writing skills in theses were assessed analytically.

In the evaluation made in the study regarding text type and structure, it was determined that the findings related to narrative writing and its components were almost twice as high as the findings reported for other genres and structures. In their study, Graham, Tavşanlı and Kaldırım (2021) stated that such a high preference for narrative writing might be a result of the important place of oral narratives in the historical and cultural tradition of the Turkish people. This determination based on the cultural background was appropriate. However, it was thought that the fact that approximately two-thirds of the primary studies analyzed in the current study were conducted at the 2nd-6th grade levels might be the reason for this dominance in narrative writing because narrative writing had a significantly larger place in the curriculum than informative text writing at these grade levels.

On the other hand, although nearly 40 different genres (biography, brochure, e-mail, diary, news, advertisement, letter, fable, humorous anecdote, theater, etc.) to be taught according to the levels of the students are defined in the Turkish curriculum (Ministry of National Education, [MoNE], 2019), it was observed that the studies focused on the teaching of a limited number of genres, especially stories. There were no findings on the teaching of some genres. This situation led to the inability to make inferences about the effect of writing interventions on the teaching of different genres. Another noteworthy point in the study was that relatively few findings were reported on the "self," a popular research topic in the international literature. Apart from the theses on the effect of SRSD, there were no theses on self-regulation.

Moreover, the reported findings on basic writing outcomes such as self-regulation and metacognition were even fewer than those of many subcomponents such as spelling and punctuation. This situation could be explained by the fact that the traditional understanding of writing was dominant in Türkiye until about twenty years ago. As a reflection, the cognitive paradigm and brain-based research were not utilized sufficiently in Turkish lessons. Therefore, there is a need for more studies on this conceptual area.

The current study also tried to create a framework for the issues that should be focused on effective intervention programs by identifying the most emphasized keywords in the implementation processes of writing interventions. Accordingly, it was seen that the most focused words and phrases in the implementation processes of the primary studies were write, skill, development, skill development, idea, feedback, group, plan, think, knowledge, creativity, peer, text, motivation, structure, imagination, preparation, spell, review, punctuation, attitude, originality, assessment, daily life, process-oriented writing, text structure, active participation, peer assessment, graphic organizer, sufficient time, peer review, peer feedback. In terms of activity-oriented activities, it was concluded that activities with keywords and vocabulary groups such as text, activity, exercise, text exercise, answer, question, question-answer, story, word, discussion, brainstorming, group, creative, sentence,

complete, map, game-based, game-based activity, visual, create, group activity, creative writing, complete text, story map, write dialogue, creative drama were more preferred. When the words and word combinations were evaluated in general, it was seen that there was diversity, the elements that were important in terms of student-centered approaches were at the forefront of the practices, and the concepts and terms directly related to writing were integrated with these elements. Skill development was at the forefront of the objectives currently focused on. Teaching techniques such as question-answer, discussion, and brainstorming were frequently preferred in writing activities. On the other hand, idea, creativity and feedback were among the keywords frequently emphasized.

Another aspect that made this study different from previous meta-analyses was that it addressed the recommendations presented in a detailed manner based on much more studies. These recommendations were discussed under three headings: teachers, researchers and educational administrators. Among the recommendations offered to teachers, there were many elements, such as utilizing the process approach and its elements, implementing practices that would contribute to students' producing different thoughts, taking into account student characteristics in writing activities, and giving feedback. Other recommendations for teachers included providing opportunities for self-assessment, informing students about the assessment procedure and results, guiding and modeling students in writing, developing materials, and following current developments. These recommendations largely overlapped with the findings of Sertoğlu's (2020) study in which articles on methods and techniques in writing education in Türkiye between 2010 and 2019 were analyzed. However, it was seen that a significant portion of the recommendations offered to teachers in the analyzed studies was directed toward the problem areas in writing instruction. In this respect, they had a functional quality. At this point, by looking at the design and implementation processes of writing interventions, the activities in these processes, and the keywords focused on, teachers can develop a deep understanding of how they can overcome a problem they are currently experiencing in writing instruction. Therefore, the characteristics of each of the studies were presented specifically, and the research from which each finding was derived is indicated.

When the recommendations offered to the researchers were analyzed, it was seen that most of these recommendations were related to the research subject. At this point, one of the most emphasized issues was the necessity of conducting studies on different text structures. In the current study, it was seen that the number of primary studies investigating the effects of writing interventions on teaching different text structures in the literature was insufficient. Increasing the number of these studies would expand the relevant literature to include the teaching of new genres/structures and would constitute an important data source for future studies. The two recommendations in this category pointed to two important deficiencies in scientific research on writing instruction. The first of these was the lack of longitudinal studies in the field of writing instruction, and the other was the fact that a research tradition still needed to be established to test the effect's permanence. In particular, the absence of retention tests in the studies resulted in the inability to make a direct comparison with the studies in the international literature in this respect.

In the study, recommendations for educational administrators, who are among the important stakeholders of education, were also reported. One of these recommendations was to organize in-service trainings/seminars/conferences and to provide writing training to pre-service teachers. This also indicated that an international problem in the field of teaching writing was also present in Türkiye. Various studies (Brindle, Graham, Harris, & Hebert, 2016; Coelho, 2020; Cutler & Graham, 2008) revealed that teachers needed to receive more training in teaching writing, especially in teacher preparation programs. In-service trainings are also important in introducing teachers to practices proven effective in writing intervention research and informing teachers about current approaches, methods, and strategies. Other recommendations ranged from curricula to learning and teaching environments, from assessment and evaluation to structural arrangements.

Although almost all of the recommendations in the studies were based on the findings, it was observed that some recommendations included opinions, wishes and inferences that were not related to the research findings. Making recommendations or inferences based on little or no apparent

connection to the research findings was a mistake. Just as conclusions are derived from the findings for each research objective, recommendations and inferences should be based on the results, and researchers should guide how to implement these recommendations (Biggam, 2021). In particular, policy and practice change recommendations should be based on hard evidence. In cases where there is no direct evidence but the need for change is indirectly expressed, recommendations should be made for further discussion and study rather than policy or practice change (Kornuta & Germaine, 2019). Bennett Durkin (2020) provides a comprehensive framework for the recommendations section of a research study, stating that recommendations should be feasible, should not be "pie in the sky," and each recommendation should be carefully evaluated for plausibility before it is presented. According to Bennett Durkin (2020), comprehensive messages should be avoided in recommendations, and multiple possibilities should only be listed one after the other with a specific goal. The reliability of the study will also be improved by taking note of these problems in studies on writing instruction, a challenging area of Turkish language instruction.

The current study provided a comprehensive framework for the question, "What should be done for writing instruction to be effective?" Teachers can develop an effective writing design by taking into account the characteristics of the interventions in this study and the critical elements focused on in the implementation processes. On the other hand, the different profiles of the learners, their cultural backgrounds, the learning environment and the materials make it necessary to be flexible in this design. At this point, a writing intervention shaped by considering the theoretical framework and terminology of learner-centered paradigms should be sensitive to learners' varying learning preferences. The writing curriculum for teaching Turkish as a first language should be expanded to include practices that have proven effective in teaching writing. The present study provided findings that could be used by curriculum designers and teachers, especially in the design and implementation of writing activities.

This study had some limitations. First, the fact that the researchers examined the effects of the same intervention did not mean that they applied the same implementation phases. Even if the interventions were the same, the nature and duration of the activities and the keywords focused on were likely to be different. Dispositions were context-specific and had the potential to vary according to many variables ranging from learning environments to demographic characteristics. Therefore, any interpretations based on this study's findings should consider that this was a qualitative study and did not claim generalizability. In addition, the findings were limited to the general characteristics and recommendations of the analyzed theses rather than the primary qualitative findings. Synthesizing qualitative and quantitative findings in future research will help better understand the impact of interventions. In addition, only postgraduate theses were examined in the current study. Although this choice was made because theses contained more detailed data than articles, examining articles in future studies will provide comparable findings.

Research and Publication Ethics

As the author of this study, I undertake that I have complied with all the rules within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" and that I have not taken any of the actions under the title of "Actions Contrary to Scientific Research and Publication Ethics" of the relevant directive.

Authors Contribution Rate

All phases of this study, from designing the study to analyzing the data and reporting the findings, were carried out by me. The study is an original work that has not been published elsewhere.

Conflicts of Interest

No conflict of interest was declared by the author.

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Appendices

Appendix-1. Studies Examined in the Context of Content Analysis

- [1]*Ahıskalı, E. E. (2020). *The effect of teaching planning and writing strategies on planning and writing achievement, writing self-efficacy, and writing anxiety* [Unpublished doctoral dissertation]. Dokuz Eylül University.
- [2]*Ahraz, S. (2018). *The effect of planned writing method on the unique text creation access of fourth-grade primary school students* [Unpublished master's thesis]. Aksaray University.
- [3]*Ak, E. (2011). *The effect of creative writing techniques on the written expression skills of 5th-grade students in Turkish lessons* [Unpublished master's thesis]. Dokuz Eylül University.
- [4]*Akbaba, R. S. (2015). *Development and implementation of activities to improve the sixth-grade students' writing skills in Turkish course scope* [Unpublished master's thesis]. Firat University.
- [5]*Akbaba, R. S. (2020). *The effect of creative writing works on narrative text writing skills and advanced reading awareness* [Unpublished doctoral dissertation]. Firat University.
- [6]*Akdal, D. (2011). *The impact of intertextual reading on creative writing skills of 5th grades of students in primary education* [Unpublished master's thesis]. Ahi Evran University.
- [7]*Aksu, Ö. (2015). *Impact of 4+1 planned writing and assessment model on the preparation of performance works of eight class students* [Unpublished master's thesis]. Abant İzzet Baysal University.
- [8]*Aktaş, N. (2019). *The effect of digital writing workshop activities on writing motivation and development of story writing skills* [Unpublished doctoral dissertation]. Gazi University.
- [9]*Altuner, G. Ş. (2017). *The impact of 6 + 1 analytical writing and evaluation model on written expression skills and self-efficacy and writing anxiety in primary school teacher students* [Unpublished master's thesis]. Gazi University.
- [10]*Altuntaş, B. (2017). *An application on the development paragraph writing skills* [Unpublished master's thesis]. Ahi Evran University.

- [11]*Anılan, H. (2005). *The effectiveness of clustering method in developing written expression skills* [Unpublished doctoral dissertation]. Anadolu University.
- [12]*Aslan, C. (2006). *Effect of literary children books on reading comprehension and writing skills of children* [Unpublished doctoral dissertation]. Ankara University.
- [13]*Avcı, A. S. (2013). *The effects of creative writing activities on 8th-grade students on the writing dispositions and writing apprehensions* [Unpublished master's thesis]. Niğde University.
- [14]*Aydın, E. (2018). *Quantum writing technique effect on primary education writing abilities and clinical practices in 7th-grade students* [Unpublished master's thesis]. Ağrı İbrahim Çeçen University.
- [15]*Aydın, G. (2015). *The effect of reflective teaching activities on academic writing skills in Turkish Language and Literature pre-service teacher education* [Unpublished doctoral dissertation]. Atatürk University.
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- [18]*Baki, Y. (2015). *The effect of digital stories on the sixth-grade students' writing process* [Unpublished doctoral dissertation]. Atatürk University.
- [19]*Balci, O. (2017). *Effect of 4+1 planned writing and evaluation model on the development of writing skills and written expression attitudes of sixth-grade student* [Unpublished master's thesis]. Abant İzzet Baysal University.
- [20]*Barutcu, T. (2017). *The relation between writing skills and motivation in teaching based upon the expectancy-value* [Unpublished doctoral dissertation]. Gazi University.
- [21]*Başkök, B. (2012). *The primary job of students of applied creative writing is the work of students in the arts participation, and the Turkish language course is the determination of the effect of* [Unpublished master's thesis]. Akdeniz University.
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- [25]*Bircan-Manay, E. (2017). *The effects of method cluster on 6th-grade students' manner of writing skills and their perception of self-efficacy on writing* [Unpublished master's thesis]. Dokuz Eylül University.
- [26]*Can, B. (2016). *The effect of education model based on self-regulated strategy development on improving story writing skills* [Unpublished doctoral dissertation]. Gazi University.
- [27]*Can, C. (2017). *The effect of learning journal on the students' academic achievements and writing skills in Turkish education* [Unpublished master's thesis]. Akdeniz University.
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A Content Analysis of Postgraduate Theses Examining the Effectiveness of Writing Interventions in Türkiye

- [37]*Çıldır, B. (2016). *The effect of learning in museum activities upon the writing skills of students* [Unpublished doctoral dissertation]. Ankara University.
- [38]*Çıralı, H. (2014). *The effect of digital storytelling on visual memory and writing skill* [Unpublished master's thesis]. Hacettepe University.
- [39]*Çolak, E. D. (2017). *The case study method effect Turkish lessons to 8th-grade reading and writing success and problem-solving skills: The theme of society life example* [Unpublished master's thesis]. Giresun University.
- [40]*Demirbaş, İ. (2019). *The effect of digital stories on the primary school students' listening comprehension and creative writing skills* [Unpublished master's thesis]. Kırşehir Ahi Evran University.
- [41]*Dorlay, O. (2018). *Effects of creative writing activities on secondary school students writing skills according to 5E learning model* [Unpublished master's thesis]. Kırıkkale University.
- [42]*Dölek, O. (2016). *The effect of peer interaction-based writing activities on written expression abilities of 7th-grade students* [Unpublished master's thesis]. Gaziantep University.
- [43]*Duman Yegen, G. (2019). *An action research on improving the creative writing skills of primary school 3rd-grade students with creative drama method* [Unpublished master's thesis]. Burdur Mehmet Akif Ersoy University.
- [44]*Duru, A. (2014). *Valuation of the effectiveness of strategies for improving creative writing skills of sixth-grade students* [Unpublished master's thesis]. Niğde University.
- [45]*Elçi, Z. A. (2018). *The effect on reflective thinking's-based writing activities on written expression abilities, writing attitude and writing anxiety of 8th-grade students* [Unpublished master's thesis]. Gaziantep University.
- [46]*Ercan, İ. (2019). *The effect of cooperative learning method on informative text writing skills and attitudes of middle school students* [Unpublished master's thesis]. Kırıkkale University.
- [47]*Erdoğan, M. (2018). *The effect of creative drama method on creative writing skills of primary school 4 th grade students* [Unpublished master's thesis]. Bartın University.
- [48]*Erdoğan, Ö. (2012). *The effects of process-based creative writing activities on students? Writing expression and attitude towards writing* [Unpublished doctoral dissertation]. Hacettepe University.
- [49]*Erdoğan, R. (2019). *Primary school 4. grade in Turkish class examining effect of reflective thinking supported creative writing studies on students' creative writing skills* [Unpublished master's thesis]. Recep Tayyip Erdoğan University.
- [50]*Ergüder, S. (2019). *The effect of creative drama method on the attitudes of primary school third-grade students for story writing skills* [Unpublished master's thesis]. Yıldız Teknik University.
- [51]*Ergül-Sönmez, E. (2020). *Exploring the effect of technology-supported collaborative and individual writing practices on Turkish writing education* [Unpublished doctoral dissertation]. Gazi University.
- [52]*Eroğlu, A. (2020). *Using digital storytelling in Turkish lessons for 7th graders at secondary school* [Unpublished doctoral dissertation]. Sakarya University.
- [53]*Erzincan, A. (2017). *The effect of the story type in the primary fourth class on the development of the written expression skill* [Unpublished master's thesis]. Atatürk University.
- [54]*Et, E. (2019). *The effect of writing studies with caricature on the creative writing skill of secondary school students* [Unpublished master's thesis]. Kırşehir Ahi Evran University.
- [55]*Fındık-Dönmez (2013). *The effect of the cartoons on reading comprehension and developing writing skills in Turkish teaching of 7th students in elementary education* [Unpublished master's thesis]. Abant İzzet Baysal University.
- [56]*Geçici, F. (2019). *The effect of synthesis text writing education on synthesis writing skills of seventh grade students* [Unpublished doctoral dissertation]. Hatay Mustafa Kemal University.
- [57]*Gedik, M. (2012). *The impact of educational games on achievement and permanence of secondary schools second-year students process of basic language skills development* [Unpublished doctoral dissertation]. Atatürk University.
- [58]*Gider, B. (2019). *The effect of individual and cooperative digital storytelling activities on the writing performance and language development of gifted students* [Unpublished master's thesis]. Kırklareli University.
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- [69]*Kaldırım, A. (2014). *The effect of 6+1 analytical writing and evaluation model on the sixth-grade students' writing expression skills* [Unpublished master's thesis]. Dumlupınar University.
- [70]*Kansizoğlu, H. B. (2018). *The effect of flipped classroom model-based writing teaching on metacognitive awareness level, writing success and writing anxiety of students* [Unpublished doctoral dissertation]. Gazi University.
- [71]*Kapar Kuvanç, E. B. (2008). *The effect of creative writing techniques to students' attitudes to Turkish course and their successes in Turkish courses* [Unpublished master's thesis]. Dokuz Eylül University.
- [72]*Karaarslan, F. (2010). *The efficiency of brainstorming in speaking and writing instruction* [Unpublished master's thesis]. Sakarya University.
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Appendix-2. Affective Outcomes Addressed in Intervention Studies for Teaching Writing

Affective Category, Affective sub-category

- writing anxiety, abase (anx.) anxiety of abasement (an element of writing anxiety) [52]
- writing anxiety, bias/prejudice (anx.) bias/prejudice (an element of writing anxiety) [52]
- writing anxiety, share (anx.) anxiety of sharing (an element of writing anxiety) [52]
- writing anxiety, spel. (anx.) anxiety of spelling (an element of writing anxiety) [52]
- writing anxiety, anx. (writing anxiety/apprehension) (a situation and subject-specific individual difference concerned with people's general tendencies to approach or avoid writing)
- writing attitude, aff. (att) affective (attitude) (an element of writing attitude) [114]
- writing attitude, content (att.) content (an element of writing attitude) [96]
- writing attitude, effort (att.) personal efforts to improve your writing (an element of writing attitude) (an element of writing attitude) [114]
- writing attitude, emotion (att.) emotion (attitude) (an element of writing attitude) [52]
- writing attitude, intel. (att.) (intellectual attitudes towards writing) (an element of writing attitude) [114]
- writing attitude, self-assess. (att.) self-assessment for writing (an element of writing attitude) [114]
- writing attitude, percept. (att.) perception (an element of writing attitude) [46], [125]
- writing attitude, proc. (att.) process (an element of writing attitude) [44], [52]
- writing attitude, contrib. (att.) contribution (an element of writing attitude) [46], [52], [105]
- writing attitude, interest (att.) interest (an element of writing attitude) [5], [18], [46], [51], [52], [99]
- writing attitude, like wrt. (att.) like to write (an element of writing attitude) [24], [43], [52], [78], [80], [86], [105]
- writing attitude, att. (writing attitude) (A set of acquired affective factors about writing that predispose individuals to write or avoid writing)
- writing disposition, wrt. dispos. (writing disposition) (affective factors such as self-discipline for writing, persistence in the face of difficulties, tolerance to uncertainty, autonomy, willingness to take risks, motivation, etc.) [13], [44]
- writing habit, wrt. habit (writing habit) (refers to the permanent and regular maintenance of the writing activity in every period of the individual's life) [90]
- writing motivation, aff. (motiv.) (motivation to write) [affective factors affecting writing motivation] (affective) (an element of writing motivation) [121]
- writing motivation, exp. succ. (motiv.) expectancies for success (motivation to write) (an element of writing motivation) [20]
- writing motivation, phys. (motiv.) physical (motivation to write) (an element of writing motivation) [physical factors affecting writing motivation] (an element of writing motivation) [121]
- writing motivation, reason for wrt. (reasons that motivate a person to write) (an element of writing motivation) [90]
- writing motivation, soc. accept. (motiv.) motivation to write (social acceptance) [social acceptance factors affecting writing motivation] (an element of writing motivation) [121]
- writing motivation, task value (motiv.) task-value (motivation to write) (an element of writing motivation) [20]
- writing motivation, att. (+) (motiv.) positive attitude towards writing (an element of writing motivation) [118], [136]
- writing motivation, self-efc. (motiv.) self-efficacy (motivation to write) [self-efficacy factors affecting writing motivation] (an element of writing motivation) [20], [121]
- writing motivation, share (motiv.) sharing (an element of writing motivation) [118], [136]
- writing motivation, effort (motiv.) efforts to writing (an element of writing motivation) [64], [118], [136]
- writing motivation, load. fail. (motiv.) loading failure to writing (an element of writing motivation) [64], [118], [136]
- writing motivation, purpose (motiv.) purpose (an element of writing motivation) [64], [118], [136]
- writing motivation, mot. motivation to write (interest, and inclination in writing)
- writing self-efficacy, conv. (self-efc.) convention (self-efficacy) (an element of writing self-efficacy) [25]
- writing self-efficacy, end prg. (self-efc.) end paragraphs with appropriate expressions (self-efficacy) (an element of writing self-efficacy) [25]
- writing self-efficacy, idea (org.) (self-efc.) idea (organization of ideas) (a textuality criterion/a subcomponent of coherence) (an element of writing self-efficacy) [25]
- writing self-efficacy, m. theme (prg.) (self-efc.) write paragraphs around the main theme (self-efficacy) (an element of writing self-efficacy) [25]
- writing self-efficacy, main theme (self-efc.) main theme (self-efficacy) (an element of writing self-efficacy) [25]
- writing self-efficacy, parts of speech (acc.) (self-efc.) using word types correctly (self-efficacy) (an element of writing self-efficacy) [25]
- writing self-efficacy, plan/wrt. (self-efc.) planning self-efficacy (an element of self-efficacy) [26]
- writing self-efficacy, prod-edit. (self-efc.) production & editing self-efficacy (an element of self-efficacy) [26]
- writing self-efficacy, punc. (self-efc.) punctuation (self-efficacy) (an element of writing self-efficacy) [25]
- writing self-efficacy, suffix. (acc.) (self-efc.) using suffixes correctly (an element of writing self-efficacy) [25]
- writing self-efficacy, support. idea (self-efc.) write paragraphs with supporting ideas self-efficacy (an element of writing self-efficacy) [25]
- writing self-efficacy, word lvl. (acc.) self-efc. write the words correctly (an element of writing self-efficacy) [25]
- writing self-efficacy, g-prog. (self-efc.) general progress (self-efficacy) (an element of writing self-efficacy) [63], [126]
- writing self-efficacy, indiv. prog. (self-efc.) individual progress (self-efficacy) (an element of writing self-efficacy) [63], [126]
- writing self-efficacy, wrt. psych. (self-efc.) psychology of writing (an element of writing self-efficacy) [63], [126]
- writing self-efficacy, WS-G aware. (self-efc.) awareness of writing skill (an element of writing self-efficacy) [63], [126]
- writing self-efficacy, self-efc. (writing self-efficacy) (belief in one's own level of knowledge, skill and proficiency in writing)
- writing sensitivity, wrt. sens writing sensitivity (refers to the sensitivity to the characteristics of the text, planning and writing processes) [63]

- writing anxiety
- writing attitude
- writing disposition
- writing habit
- writing motivation
- writing self-efficacy
- writing sensitivity

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Appendix-3. Outcomes for Different Stages and Elements of Writing in Intervention Studies for Teaching Writing

Category, Sub-category (1)

- External structure (Formal), spell. (spelling) (an element of external structure related to the formal features of the text) [4], [5], [18], [24], [28], [30], [31], [61], [67], [68], [69], [78], [84], [86], [88], [91], [100], [101], [107], [108], [115], [118], [131], [136], [150], [155]
- External structure (Formal), punc. (punctuation) (an element of external structure related to the formal features of the text) [4], [8], [18], [20], [28], [30], [64], [67], [78], [84], [86], [88], [91], [100], [101], [115], [155]
- External structure (Formal), form (form) (elements related to the formal features of the text) [5], [20], [53], [78], [79], [85], [96], [111], [114], [115], [120], [127], [130], [148], [151], [155]
- External structure (Formal), spell. & punc. (spelling & punctuation) (an element of external structure related to the formal features of the text) [15], [20], [25], [53], [58], [90], [93], [105], [111], [126], [127], [130], [135], [137], [151]
- External structure (Formal), pg. lyt. (page layout) (an element of external structure related to the formal features of the text) [18], [28], [83], [86], [90], [96], [107], [111], [120], [135], [147], [151], [155]
- External structure (Formal), conv. (conventions/mechanics) (an element of 6+1 trait writing approach). Note: General grammar rules are also evaluated in this context) [6], [15], [30], [41], [54], [61], [64], [109], [144], [151]
- External structure (Formal), legb. (legibility) (an element of external structure related to the formal features of the text) [18], [20], [78], [79], [115], [120], [135]
- External structure (Formal), mgn.(margin) (an element of external structure related to the formal features of the text) [68], [91], [115]
- External structure (Formal), exter. struc. (G) (external structure) (elements related to the format or mechanical dimension of a text, such as length, layout, margins, and legibility) [43], [134]
- External structure (Formal), length (length) (an element of external structure related to the formal features of the text) [156]
- External structure (Formal), prg. & line space (paragraph & line space) (an element of external structure related to the formal features of the text) [68]
- External structure (Formal), wrt. speed (writing speed) [120]
- Internal structure (content), idea (ideas/general) (idea generation/development [mostly an element of 6+1 trait writing approach]) [4], [8], [24], [31], [58], [69], [86], [95], [97], [105], [108], [111], [115], [118], [120], [130], [150]
- Internal structure (content), parts of writing
- Internal structure (content), other internal structure elements
- Internal structure (content), m. theme (main theme/idea) [8], [10], [26], [68], [91], [95], [101], [147], [151]
- Internal structure (content), auth. (authenticity and originality of the text) [23], [36], [80], [111], [147], [151], [155]
- Internal structure (content), content (content) (creating the internal structure of the text) [56], [64], [148], [149]
- Internal structure (content), colloq. (.) (colloquial/spoken language) (including elements of the spoken language in the article that do not match the written language) [61]
- Internal structure (content), intl. struc. (G) (internal structure) (elements related to the content of a text such as language and expression, forms of expression, ideas) [134]
- Sub-skill areas for different stages of writing, plan. (planning) (an element of process approach) [1], [7], [24], [26], [28], [31], [36], [42], [45], [62], [111], [116], [126], [127], [142], [149], [150], [151]
- Sub-skill areas for different stages of writing, org. (organization) (an element of 6+1 trait writing approach) (It refers to the logical and coherent arrangement of the introduction, body and conclusion [beginning, middle, end] parts of a text) [6], [24], [31], [35], [41], [43], [54], [56], [58], [69], [97], [105], [108], [109], [115], [118], [144], [150]
- Sub-skill areas for different stages of writing, pres. (presentation) (an element of 6+1 trait writing approach) (an element of external structure related to the formal features of the text) [7], [19], [24], [69], [90], [105], [108], [115], [116], [118], [136], [137], [150]
- Sub-skill areas for different stages of writing, rvw. (review) (an element of process approach) [7], [24], [31], [86], [90], [95], [116], [150]
- Sub-skill areas for different stages of writing, draft (drafting) (an element of process approach) [6], [31], [68], [86], [90], [121], [150]
- Sub-skill areas for different stages of writing, preparation (preparation to writing) (an element of process approach) [7], [8], [19], [44], [90], [116]
- Sub-skill areas for different stages of writing, develop (development) (an element of process approach) [7], [19], [116]
- Sub-skill areas for different stages of writing, apply (wrt. ph.) (apply (writing phases) (ability to apply the phases of writing) [82]
- Sub-skill areas for different stages of writing, pres. & eval. (presentation & evaluation) [44]
- Text units, word
- Text units, sintc.
- Textuality criteria, coher. (coherence) (a textuality criterion) (the ability to structure the text, the paragraph in a consistent way/credibility/logical integrity) [10], [28], [29], [56], [80], [88], [98], [100], [101], [148], [151]
- Textuality criteria, cohes. (cohesion) (a textuality criterion) (refers to the many ways (grammatical, lexical, semantic, metrical, alliterative) in which the elements of a text are linked together) [68], [107]
- Textuality criteria, intertext. (intertextuality) (a textuality criterion) (making intertextual connections) [6], [125]

Category

- External structure (Formal)
- Internal structure (content)
- Sub-skill areas for different stages of writing
- Text units
- Textuality criteria

Appendix-4. Sub-dimensions of the Outcomes for Different Stages and Elements of Writing in Intervention Studies for Teaching Writing

Sub-category (1), elements (2)

- review, rvw. (inf./exp.) (review) (informative/expository text/an element of process approach) [1], [9], [18], [25], [26], [62], [63], [89], [95], [102], [154]
- review, rvw. (NW) (review) (narrative writing/an element of process approach) [19]
- review, rvw. (review) (an element of process approach) [7], [24], [31], [86], [90], [95], [116], [150]
- present, pres.(inf./exp.) (present) (informative/expository text/an element of process approach) [19]
- present, pres.(NW) (present) (narrative writing/an element of process approach) [19]
- present, pres. (presentation) (an element of 6+1 trait writing approach) (an element of external structure related to the formal features of the text) [7], [19], [24], [69], [90], [105], [108], [115], [116], [118], [136], [137], [150]
- planning, plan (inf./exp.) (planning) (informative/expository text/an element of process approach) [19]
- planning, plan (NW) (planning) (narrative writing/an element of process approach) [19]
- planning, plan. (planning) (an element of process approach) [1], [7], [24], [26], [28], [31], [36], [42], [45], [62], [111], [116], [126], [127], [142], [149], [150], [151]
- sentence, sintc. (acc.) (sentence level) (accuracy) [4], [148], [151]
- sentence, sintc. (clarity) (sentence) (clarity)/clear sentence [15], [68], [82], [107]
- sentence, sintc. struc. (sentence structure) [6], [40], [41], [43], [54], [78], [109], [144]
- sentence, sintc. (fluency) (sentence) (fluency) (an element of 6+1 trait writing approach) [24], [31], [58], [69], [97], [105], [108], [115], [118], [150]
- word, word (count) (total number of words in the article) [24], [43], [71]
- word, word (fluency) (word fluency) [21], [151], [157]
- word, voc. (vocabulary) [5], [24], [71], [135]
- word, word lvl. (acc) (word level) (accuracy of words) [4], [68], [120], [148], [151]
- word, word choice (word choice) (an element of 6+1 trait writing approach) [6], [15], [24], [31], [41], [54], [64], [69], [105], [107], [108], [109], [115], [118], [144], [150]
- other internal structure elements, plan & exp. (planning & expression) [83]
- other internal structure elements, orig. sim. [2], [141]
- other internal structure elements, restate (restate a known item) (an element of internal structure) [2], [141]
- other internal structure elements, invent. (invention) (mostly idea-generating skills such as original ideas and examples, main idea and supporting idea, interesting title) [42], [45], [142]
- other internal structure elements, lim. theme (limiting the theme/subject) (write the theme/subject in a more specific and defined way) [95], [106], [135]
- other internal structure elements, pov. (point of view) (tackling the subject from a different perspective) [2], [80], [111], [113], [141]
- other internal structure elements, voice (voice) (an element of 6+1 trait writing approach) [6], [24], [31], [41], [43], [54], [69], [105], [108], [109], [115], [118], [144], [150]
- other internal structure elements, lang. & exp. (language & expression) (an element of internal structure that often refers to the ability to express) [4], [5], [20], [42], [45], [53], [84], [85], [90], [111], [114], [127], [130], [134], [135], [142], [149]
- parts of writing, body (middle part of a writing) [4], [8], [56], [88], [91], [100], [101], [111], [155]
- parts of writing, intro. (introduction) (first part of a writing) [4], [8], [56], [86], [88], [91], [100], [101], [111], [125], [147], [151], [155]
- parts of writing, ending (final part of a text) [5], [8], [24], [26], [35], [56], [88], [91], [100], [101], [107], [110], [111], [155]
- parts of writing, ttl. (title) [2], [15], [28], [56], [68], [83], [88], [91], [96], [101], [107], [110], [111], [120], [135], [141], [147], [151], [155]
- idea, idea (org.) idea (organization of ideas) (a textuality criterion/a subcomponent of coherence) 10,25
- idea, idea (acc.) (accuracy of ideas) [2], [141]
- idea, idea (flex.) (flexibility of ideas) [6], [40], [41], [43], [54], [109], [144]
- idea, idea (creat.) idea (creativity) (creativity in thinking/using creativity/developing imagination) [5], [23], [48], [49], [67], [72], [87], [111], [113], [141]
- idea, idea (orig.) (originality of ideas) [6], [40], [41], [43], [54], [90], [109], [111], [113], [144]
- idea, idea (fluency) (fluency of ideas) [2], [6], [15], [21], [40], [41], [43], [49], [54], [109], [111], [141], [144], [157]
- idea, idea (G) ideas (general) idea generation/development [mostly an element of 6+1 trait writing approach] [4], [8], [24], [31], [58], [69], [86], [95], [97], [105], [108], [111], [115], [118], [120], [130], [150]

Sub-category (1)

- review
- present
- planning
- sentence
- word
- other internal structure elements
- parts of writing
- idea

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Appendix-5. Outcomes for Text Structure/Type in Intervention Studies for Teaching Writing

Category, Sub-category

- article, article (scientific writing that has an explanatory or interpretive nature) [116]
- auth. txt., auth. txt. (authentic text) [2]
- comp.-contr., comp.-contr. (compare & contrast paragraphs) (an informative text structure) [29]
- crit. wrt., crit. wrt. (critical writing) (type of writing in which information from multiple sources is analyzed, evaluated, and synthesized, and an argument is usually developed at the end) [73]
- CW (story), CW (story) (creative story writing) [129]
- flu. story, flu. story (writing fluent story) [129]
- offic. cor., offic. cor. (official texts [petitions, minutes, etc.] written to provide communication between individuals and institutions) [96]
- summ. article, summ. article (article with summary) [116]
- synthesis text, synthesis text (A type of writing in which writers synthesize information from multiple sources) [56]
- travel wrt., travel wrt. (type of writing based on giving information about places visited by the person) [90]
- essay, essay (type of writing in which the author expresses her own personal thoughts without making definite judgments) [90], [116]
- memoir, memoir [24], [62], [90]
- using txt struc., using txt struc. (the ability to use different text structures) [56], [82], [135], [137]
- short story, process summ. (process summarizing story) (A type of short story in which the events told can go out of life and there is no time element) [32]
- short story, propos. (proposing story) (a type of short story in which the event element is secondary and ideas are put forward, usually in the form of inner monologues) [32]
- short story, short story (type of story with a laconic narrative) [32]
- short story, simple reality chall (type of short story in which an impossible event is told as if it were true) [32]
- short story, single event (type of short story focusing on a single event) [32]
- acad. wrt., abstract (an element of academic writing) [15]
- acad. wrt., conc. & recommend. (conclusion & recommendations) (an element of academic writing) [15]
- acad. wrt., intro. (introduction) (first part of a writing) [4], [8], [56], [86], [88], [91], [100], [101], [111], [125], [147], [151], [155]
- acad. wrt., meth. (method) (an element of academic writing) [15]
- acad. wrt., refs. (references) (an element of academic writing) [15]
- acad. wrt., results references (an element of academic writing) [15]
- arg./pers., aux. e (auxiliary elements) (elements used to qualify the basic elements of the argumentative text and to increase the persuasiveness level of the text) [110], [112]
- arg./pers., expression (an element of argumentative/persuasive writing) [88]
- arg./pers., fiction (a narrative text structure element) [28], [156]
- arg./pers., main e. (creating argumentative/persuasive text main elements) Title, grounds, claim, counter-claim and conclusion elements in the argumentative text) [110], [112]
- arg./pers., non-functional text unit (Elements in argumentative texts that do not support the development of argumentation [such as unnecessary repetition and irrelevant unit] [112]
- inf./exp., inf./exp. (informative/expository text) [19], [30], [46], [91], [95], [101], [106], [125], [133], [139], [146]
- CW (creative writing), CW (creative writing) (A type of writing with wide borders, in which emotions and thoughts are blended with imagination and written in a subjective manner) [3], [6], [23], [40], [41], [43], [47], [49], [54], [59], [67], [74], [80], [85], [109], [111], [113], [117], [137], [141], [143], [144], [145]
- NW (narrative writing), attempt (attempts to solve the problem in the story) (a narrative text structure element) [24], [26], [35], [68], [86], [99], [107], [151]
- NW (narrative writing), char. (character) (a narrative text structure element) [23], [24], [26], [28], [35], [68], [80], [86], [99], [107], [111], [135], [147], [151]
- NW (narrative writing), fict. (fiction) (an element of argumentative/persuasive writing) [88]
- NW (narrative writing), initiat. event (initiating event) (a narrative text structure element) [24], [26], [35], [107]
- NW (narrative writing), NW (narrative writing) [5], [8], [18], [19], [24], [28], [30], [48], [68], [70], [78], [86], [90], [92], [99], [106], [108], [111], [120], [133], [135], [136], [146], [147], [150]
- NW (narrative writing), plot (plot) (a narrative text structure element) [23], [43], [68], [80], [86], [135], [147], [151]
- NW (narrative writing), prob. (problem/conflict) (a narrative text structure element) [8], [26], [68]
- NW (narrative writing), purpose (story) (a narrative text structure element) [24], [35], [107]
- NW (narrative writing), rsp. (response) (a narrative text structure element) [24], [26], [35], [99], [107]
- NW (narrative writing), sett. (setting) (a narrative text structure element) [23], [24], [26], [28], [35], [68], [80], [86], [99], [107], [147], [151]
- NW (narrative writing), story grr. (story grammar/elements) (general) [5], [8], [24], [26], [35], [62], [86], [87], [99], [107], [150], [151]
- NW (narrative writing), time (a narrative text structure element) [24], [26], [28], [35], [68], [80], [86], [99], [107], [135], [147], [151]

Category

- article
- auth. txt.
- comp.-contr.
- crit. wrt.
- CW (story)
- flu. story
- offic. cor.
- summ. article
- synthesis text
- travel wrt.
- essay
- memoir
- using txt struc.
- short story
- acad. wrt.
- arg./pers.
- inf./exp.
- CW (creative writing)
- NW (narrative writing)

Appendix-6. Outcomes Related to Self-concept in Intervention Studies for Teaching Writing

Category, Sub-category

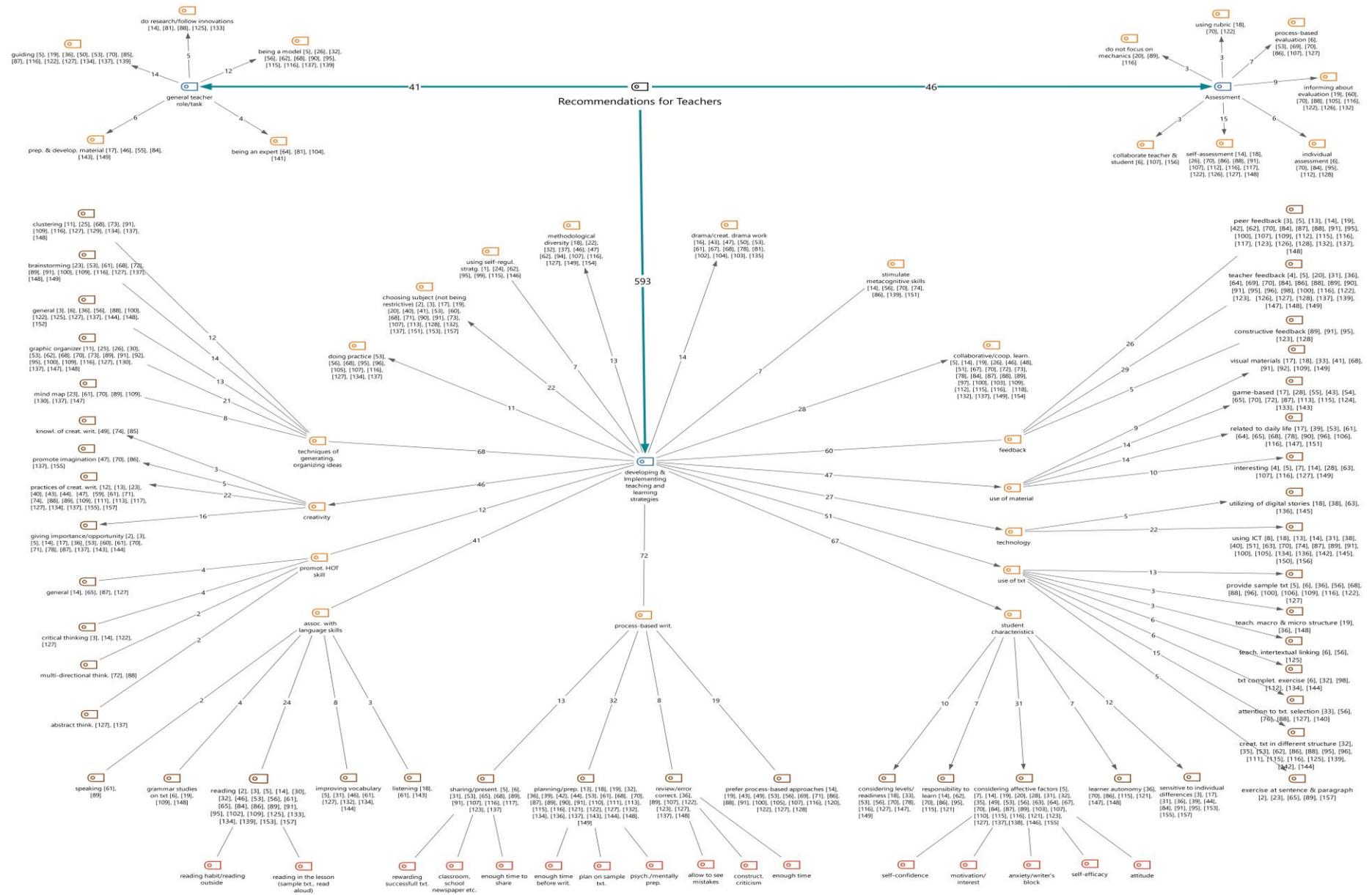
- metacognition, cond. knwl. aware. (conditional knowledge awareness (an element of metacognitive writing awareness) (type of metacognitive knowledge that includes why and when one will use writing strategies) [70]
- metacognition, dec. knwl. aware (declarative knowledge awareness) (declarative knowledge awareness) (an element of metacognitive writing awareness) (the type of metacognitive knowledge that includes the person's knowledge of herself and her writing strategies) [70]
- metacognition, meth. aware (methodological awareness) (an element of metacognitive awareness (awareness of the methods and techniques that can be used in writing) [70]
- metacognition, monitor/eval/debug. (monitoring/evaluation/debugging (an element of metacognitive awareness) (monitor and evaluate one's self-writing process and troubleshoot existing problems) [70]
- metacognition, plan aware. (planning awareness (an element of metacognitive awareness) [70]
- metacognition, metacog. aware. (metacognitive writing awareness) (a type of awareness that refers to understanding, monitoring, reflecting and evaluating, organizing and controlling one's own writing processes) [70]
- self-assessment, self-assess. (self-assessment) [131]
- self-control, self-control (control over cognitive, behavioral and affective elements of writing) [24]
- self-regulation, self-reg. (dur. wrt.) (self-regulation) (during writing) [118]
- self-regulation, self-reg. (post-wrt.) (self-regulation) (post-writing) [118]
- self-regulation, self-reg. (pre-wrt.) (self-regulation) (pre-writing) [118]
- self-regulation, self-reg. (self-reguation) (ability to control the writing process, including elements such as metacognition, strategic action and motivation) [95], [99], [115], [118], [146]
- sense of self, sense of self (refers to how one positions oneself as a writer) [8], [133]

Category

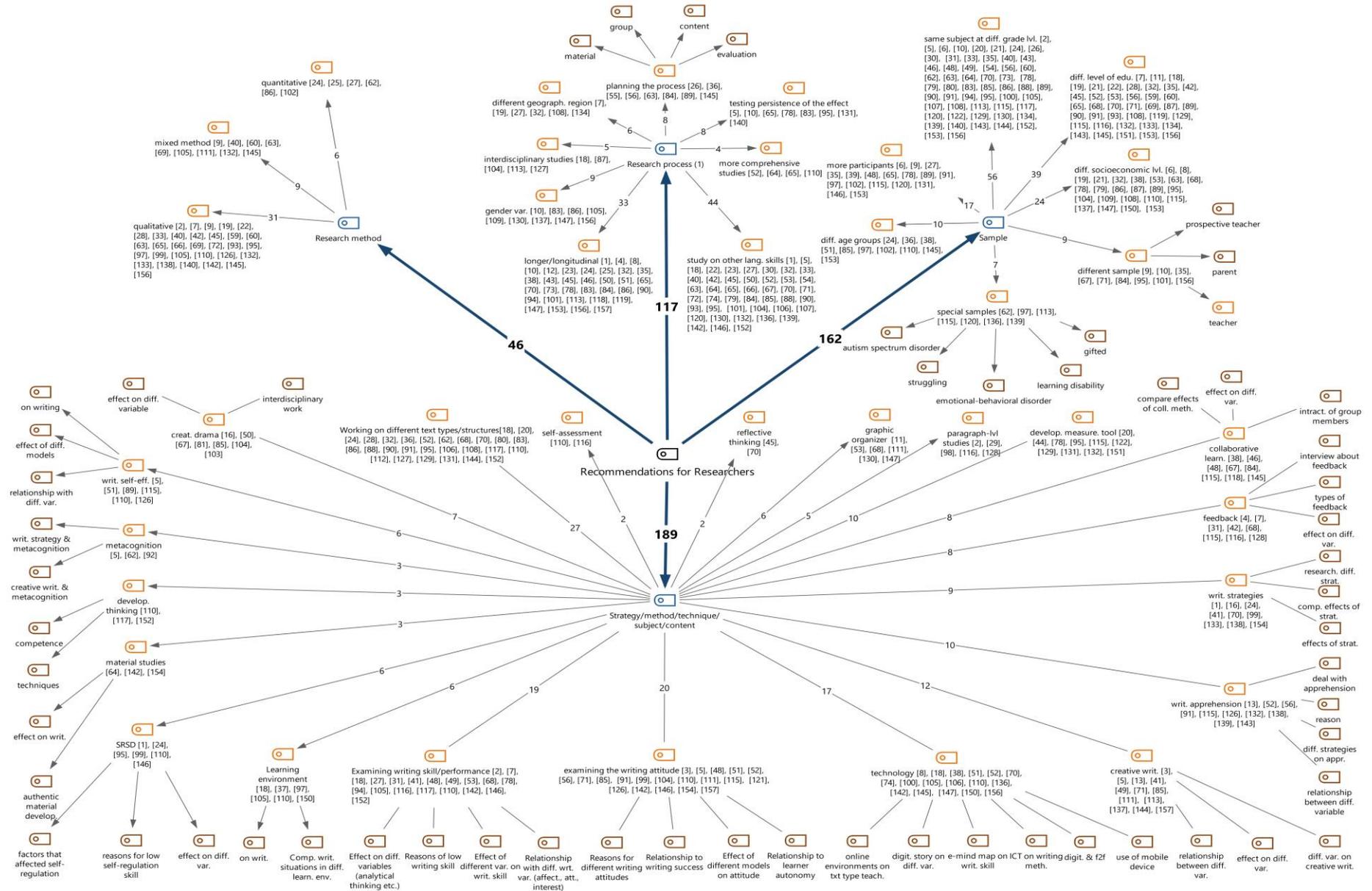
- metacognition
- self-assessment
- self-control
- self-regulation
- sense of self

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Appendix-7. Detailed MAXQDA Chart Showing Recommendations for Teachers



Appendix-8. Detailed MAXQDA Chart Showing Recommendations for Researchers



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Appendix-9. Detailed MAXQDA Chart Showing Recommendations for Educational Administrators

