

# The Effect of Online Scenario Based Learning on English Writing Motivation and Self-Efficacy Beliefs of University Students <sup>1 2</sup>

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## Abstract

The aim of this research is to investigate the impact of online scenario-based English writing instruction on the motivation for English writing and self-efficacy beliefs among university students. The research, conducted as action research, involved a group of 14 students enrolled in the English preparatory program at a state university in the Marmara Region of Türkiye during the fall semester of the 2020-2021 academic year. Eight scenario activities were prepared as part of the online scenario-based English writing instruction. Action plans were developed to enhance students' writing motivation and self-efficacy beliefs. The implementation of the prepared action plans consisted of four cycles and eight weeks. To collect data, the "English Writing Motivation Scale" and the "English Paragraph Writing Self-Efficacy Scale" were used. Dependent groups t-test was applied to compare the mean scores on the same sample group, and Wilcoxon signed-rank test was used when the data did not exhibit a normal distribution. Quantitative analysis revealed a significant increase in students' intrinsic motivation to write in English following the online scenario-based English writing instruction. Additionally, it was observed that online scenario-based writing instruction enhanced students' self-efficacy beliefs in writing in English. These promising results suggest the incorporation of online scenario-based writing activities in English writing instruction.

**Keywords:** English Writing Skill, Online Learning, Scenario-Based Learning, Self-Efficacy Beliefs, Writing Motivation

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# Çevrimiçi Uygulanan Senaryo Temelli Öğrenme Modelinin Üniversite Öğrencilerinin İngilizce Yazma Motivasyonuna ve Özyeterlik İnancına Etkisi

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## Öz

Bu çalışmanın amacı, çevrimiçi senaryo temelli İngilizce yazma öğretiminin üniversite öğrencilerinin İngilizce yazmaya yönelik motivasyonlarına ve öz-yeterlik inançlarına etkisini araştırmaktır. Eylem araştırması olarak gerçekleştirilen araştırma, 2020-2021 eğitim-öğretim yılı güz döneminde Türkiye'nin Marmara Bölgesi'ndeki bir devlet üniversitesinin İngilizce hazırlık programına kayıtlı 14 öğrenciden oluşan bir grubu kapsamaktadır. Araştırma kapsamında sekiz senaryo etkinliği hazırlanmıştır. Öğrencilerin İngilizce yazma özyeterlik inançlarını ve motivasyonlarını arttırmak amacıyla eylem planları hazırlanmıştır. Eylem planlarının uygulanması dört döngü ve sekiz haftadan oluşmuştur. Araştırma verileri "İngilizce Yazma Motivasyon Ölçeği" ve İngilizce Paragraf Yazma Öz-yeterlik İnancı Ölçeği" kullanılarak elde edilmiştir. Verilerin analizinde verilerin normal dağılım gösterdiği durumlarda bağımlı gruplar t-testi kullanılırken, verilerin normal dağılım göstermediği durumlarda Wilcoxon işaretli sıra testi kullanılmıştır. Elde edilen nicel bulgulara göre, öğrencilerin İngilizce yazma konusundaki içsel motivasyonları artmıştır. Ayrıca, çevrimiçi senaryo temelli yazma eğitiminin öğrencilerin İngilizce yazma konusundaki öz-yeterlik inançlarını artırdığı görülmüştür. Bu sonuçlara dayanarak, çevrimiçi senaryo temelli yazma etkinliklerinin İngilizce yazma öğretimine dahil edilmesi gerektiği açıktır.

**Anahtar Kelimeler:** İngilizce Yazma Becerisi, Çevrimiçi Öğrenme, Senaryo Temelli Öğrenme, Öz Yeterlik İnancı, Yazma Motivasyonu

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## Introduction

Enhancement of writing proficiency in English is particularly significant in foreign language education when compared to other language skills. In the competitive global landscape, English writing skill not only contributes to enhancing students' academic achievements but also fosters greater social and emotional development, providing them with improved opportunities for employment after graduation (Moses and Mohamad, 2019, p. 3386). Furthermore, the development of writing skill in a foreign language enables university students to study abroad (Melikhova and Skorobogatova, 2020, p. 153), achieve greater academic success, and compose various academic texts such as articles, projects, scientific reports, class notes, and theses (Linuwih and Winardi, 2020, p. 283). As a result, university students with advanced English writing skill not only excel academically but also have the ability to stay updated on international developments, leverage international resources, and access better professional opportunities.

Despite the importance of English writing skill for university students, those at this level often struggle to express their thoughts accurately and effectively (Saravan, Palasimy, and Aziz, 2021, p. 262). Both undergraduate and graduate students encounter difficulties in writing English texts in academic genres (Al Mubarak, 2017, p. 178). General English courses at the university level also fall short in adequately developing students' writing skills. To enhance their English writing skill, students need to grasp not only the relevant rules but also how the language is applied in specific contexts and understand the relationships between texts and contexts (Nagao, 2018, p. 131). Applying a critical approach in this process is crucial; students should be expected to write in situations and contexts where they use analytical and evaluative skills instead of providing simple and straightforward explanations (Woodward-Kron, 2007, p. 254). Thus, encouraging students to actively use and interpret the target language is possible (Nunan, 1998, p. 103). Similarly, Çakır (2010, p. 166) emphasized the importance of considering the target audience in writing processes, stating that writing activities are often limited to the classroom environment. Therefore, for the development of English writing skill, it is not only essential to teach various rules and structures related to the writing process but also to present specific contexts and prompt students to write appropriately within those contexts, ultimately enhancing their writing skills.

The utilization of scenarios based on specific contexts during the learning process contributes to the enhancement of students' writing skill (Chapel and Victor, 1999, p. 100). Scenarios present learners with situations that involve problems and real-life circumstances, thereby improving their motivation and higher-order thinking skills (Smart, Hicks, and Melton, 2013, p. 74). Scenario-Based Learning (SBL), as an effective instructional model, incorporates various learning activities to enhance the skills of students with different abilities and levels. The SBL approach also aids in the development of various English skills, including reading, writing, listening, and speaking (Al-Attar, 2019, p. 24). In light of this information, the SBL approach could be effective in enhancing English writing skills. It is believed that this approach may address common issues such as low motivation and self-efficacy beliefs, which hinder the development of writing skills. Additionally, the study was conducted with the anticipation that in online scenario-based language learning (SBLL), university students could use the target language in a social context and within given situations. Motivated by the information presented in the literature, this study aims to increase English writing motivation and writing self-efficacy beliefs of university students studying at English preparatory class by using the scenarios in online English writing classes. Accordingly, the study was guided by the following research questions:

1. How does online scenario-based English writing instruction affect students' motivation to write in English?
2. How does online scenario-based English writing instruction affect students' English writing self-efficacy beliefs?

## Literature Review

Writing in English as a Foreign Language (EFL) is a vital aspect of language proficiency and has garnered significant focus from scholars in the realm of second language (L2) education (Hwang et al., 2014, p. 361). The growing global importance of English has led to an increasing interest in the teaching and learning of English writing (Zhao, 2010, p. 4). The ability to write in English not only enables students to communicate with each other in different ways (Li and Storch, 2017, p. 2) but also to increase their academic success levels, and find better job opportunities after graduation (Moses and Mohamad, 2019, p. 3387). Moreover, students with advanced writing skills can produce various academic papers, including articles, projects, scientific reports, lecture notes, and thesis studies (Linuwih and Winardi, 2020, p. 284). In this case, university students with advanced English writing skills can not only be more successful academically but also stay updated on international developments, leverage international resources, and access better job opportunities.

Developing writing skills is often considered more challenging compared to other language skills (Ellis, 2003, p. 3). One reason for this is that the development of this skill tends to occur later than the development of other language skills (Kucer, 2005, p. 5). Additionally, writing is not merely the act of putting words on paper. In order for students to effectively enhance their English writing skills, it is imperative that they first cultivate proficiency in other essential language skills. One fundamental aspect involves mastering grammatically correct structures, which serve as the foundation for coherent writing. This entails not only understanding the grammatical rules but also adeptly transforming these structures into cohesive paragraphs or compositions. By honing these foundational language skills, students can significantly elevate their ability to express themselves fluently and persuasively in written English (Yulianti, 2014, p. 12). Additionally, the application of various rules such as spelling, punctuation, and the ability to use multiple cognitive, metacognitive, and linguistic skills in tandem, managing writing decisions and behaviors (self-regulation) (Bruning et al., 2013, p. 28); selecting and using words correctly to create meaningful sentences (Chenoweth and Hayes, 2001, p.83) are expected to be competent in writing. In addition, learners should be competent in generating a main idea, support their opinions, summarize their opinions on a specific topic, and establish good connections between sentences (Suastra and Menggo, 2020, p. 434). The organization of a writing product also include an arrangement with introduction, development, and conclusion sections (Javadi-Safa, 2018, p. 14). Therefore, students are expected to pay attention to elements such as coherence, accurate usage, and logical organization of thoughts while writing to produce effective compositions.

There is less information in the field literature about how the skill of English writing is acquired. Demirel (1999, p. 10) emphasizes that writing skills cannot be acquired through a mechanical process like other skills; instead, it can be learned through critical and creative thinking processes. Yulianti (2014, p. 4) proposes that writing is a learned behavior, and its development can be fostered through instructional processes. Kartawijaya (2018, p. 156) argues that learners cannot acquire this skill spontaneously and easily. Similarly, Myles (2002, p. 5) and Nyasimi (2015, p. 28) have highlighted that the acquisition of writing skills, particularly through activities and instructional processes within the school environment, is feasible. In this context, it is underscored that attaining proficiency in writing demands more concerted effort and knowledge compared to other skills.

There are various factors that influence individuals' English writing skills. Students' success in English writing is significantly influenced by two key affective factors: motivation and self-efficacy beliefs. In other words, motivation and self-efficacy beliefs affect students' good or bad performance in English writing and their ability to write effectively. In the process of acquiring the English writing skill, learners decide how to manage the writing process, how much effort they will put in, and which cognitive resources and strategies to use (Zimmerman and Reiserberg, 1997, p. 76; MacArthur and Graham, 2016, p. 26). These decisions to be made are greatly influenced by factors such as learners' interest in writing, their motivation to participate in the

writing process, their knowledge of the subject, their expectations of success, their beliefs about the reasons for success, and their tendency to approach new tasks (Graham, 2018, p. 260). Students who do not have the motivation to write cannot participate effectively in academic writing activities (Moses and Mohamad, 2019, p.3390). Additionally, they exhibit low self-control and self-determination abilities, high anxiety about writing, and low level of writing self-efficacy (Pajares, 1996, p. 165). To increase students' motivation towards writing, they should be provided with opportunities to relate to the social and cultural context (Lo and Hyland, 2007, p. 221). Strong interpersonal and social interactions should also be included in the creation of a learning environment in which students with high motivation levels take part (Gömleksiz, 2001, p. 220). Generally, when students attribute success to factors under their control, when their self-efficacy beliefs are high, when they are goal-oriented and internally motivated, their motivation to write also increases (Kyllonen et al., 2014, p. 14). In line with this information, it is seen that the motivation levels of the students are effective in the development of English writing skill. For this reason, giving students writing tasks that they can achieve in the learning environment, including writing activities that will attract their attention and relate to real life can contribute positively to the development of English writing skills.

In a similar vein, writing self-efficacy beliefs directly affect individuals' thinking and feeling styles, behaviors, self-confidence, perceptions of writing, and their decisions to avoid or fulfil a given task. When learners believe that they can do the writing task assigned to them, they will be more interested in fulfilling a writing task (Schunk and DiBenedetto, 2016, p.38); will complete writing tasks with a higher standard (Bandura, 1994, p. 73) and will demonstrate more persistence and resiliency when completing a writing task (Sabti et al., 2019, p. 6). In addition, self-efficacy belief in English writing directly affects students' setting individual goals in writing (Chea and Shumow, 2017, p. 170). As a result, it can be said that the factor that determines how well students write is their self-efficacy belief.

Extensive research suggests a strong correlation between writing performance and students' self-efficacy beliefs. Shell et al. (1989, p. 96) found a significant relationship between students' self-efficacy beliefs and their writing success. Similarly, Pajares and Johnson (1996, p. 166) argue that writing skill positively affects students' performance in the essay writing process. Pajares and Valiante (1999, p. 394) found that writing self-efficacy belief is an important predictor of writing performance. Zimmerman and Kitsantas (2007, p. 160) stated that in the writing process, it is necessary to make a writing plan, and to acquire self-regulation skills, which include the writing process and students' self-reflections on the writing product. In the study of Woodrow (2011, p. 510) conducted with college students, a substantial correlation between writing self-efficacy and performance was found. In short, students' performance in completing a certain writing assignment is strongly predicted by their self-efficacy belief. Zimmerman and Bandura (1994, p. 74) argue that university students should have writing self-efficacy beliefs to be more successful. In line with this information in the literature, it is seen that motivation and self-efficacy belief affect the development of English writing skills and increases the academic success of students. Therefore, it is crucial to strengthen students' motivation and self-efficacy beliefs in writing, to provide them with the required support in this respect, and to plan learning activities that give students a variety of opportunities in the process of improving their writing skill.

Scenarios in English writing classes help students improve their writing skill in various ways. In the traditional writing approach, students are given information, and they are asked to complete the writing activity within a certain time frame (for example, 30 or 60 minutes). On the other hand, if scenarios are used in English writing classes, students can be provided with an interactive resource so that they can write more effectively (Dehaan et al., 2012, p. 255). Additionally, problem-based scenarios can be used for students to produce more effective writing products (Schneider and Andre, 2005, p. 196). The use of scenarios in teaching English writing can

increase language acquisition opportunities by supporting students in creating frameworks (schemas) that help them organize their ideas and find words that they can use in their written assignments (Jackson, 1993, p. 111). In his study, Jackson (1993, p. 110) found that if the students were given an English writing activity after the scenario situation, they were able to use the newly acquired words and structures meaningfully, and they used pronoun structures more accurately.

Recently, scenario-based assessment approach has been used in the process of improving students' English writing skill by using scenarios. In advanced academic settings, students are expected to know how to use information from multiple sources and how to translate it into a coherent written text. Scenario-based assessment approach is also used to evaluate the writings according to a specific source. In this approach, students are presented with a scenario (or current context) along with the source materials. Students are then asked to read, summarize, critique, analyze the opinions in the sources, and finally, create an essay explaining their views using the evidence obtained from the sources. The scenario given to the students in this assessment design provides a realistic environment for improving students' reading, writing and critical thinking skills, increasing their motivation and class participation (Bennett, Denaë, and van Rijn, 2016, p. 85). By asking students lead-in questions about the scenario situation, it is aimed to help students understand the scenario content better and write effectively (Zhang et al., 2019, p. 76). In the development of English writing skill, scenarios can provide students with realistic contexts and enable them to write essays considering the purpose of writing and the target audience. In addition, with the scenario-based assessment approach, students can be given a series of tasks to complete, and their English writing skills can be improved by enabling them to write according to these tasks.

Developing technology, widespread use of the internet and online learning environments have enabled scenario-based learning to be implemented in digital and online learning environments as well as physically presenting them in the classroom environment (Mehall, 2021, p. 3). Scenario-based online learning provides students with high-quality, student-centered experiences where they can enhance their learning (Siddiqui, Khan, and Akhtar, 2008, p. 255). In such an environment, students can progress according to their individual learning speeds, especially with asynchronous learning. One reason for this is related to the use of more meaningful scenarios and more effective feedback, which improve students' thinking skills in online learning environments (Mehall, 2021, p. 4). In online SBL activities, effective feedback can be given to students to help them achieve the desired learning outcomes (Bardach et al., 2021, p. 7). Norton et al. (2012, p. 1085) stated that while scenario studies were initially presented to students as an instructional material based on texts, with the development of modern software technology, scenarios can be presented to students online, thus providing students with a more accessible and interesting learning experience. Tambunan, Dalimunte and Silitonga (2017, p. 30) concluded that online learning based on scenarios is effective in increasing students' motivation and interest in learning, improving the motivation of educators, and enabling students to learn better. In this case, online scenario-based learning is a way to make learning more effective for students. In this learning environment, students can actively participate in solving a real-life problem. In light of the information presented in the literature, implementation of SBL in an online environment removes time and space limitations. Students get the opportunity to apply their knowledge in new and realistic ways, which helps them understand better and increase their motivation. Online SBL can therefore be effective in enhancing English writing ability and eliminating common problems as low motivation and self-efficacy beliefs that prevent the development of writing ability.

## Method

### Research Model

This study was designed as action research. By using action research, it was aimed to solve the problems observed and identified in the teaching process, and to increase students' English writing motivation and writing self-efficacy beliefs by making interventions and directions in the process. Action research aims learners to learn and gain knowledge by making deliberate interventions to achieve some desired changes (Johnson, 2012, p. 1). In this study, online scenario-based English writing instruction was designed and implemented to increase students' English writing motivation and writing self-efficacy beliefs. In action research, teacher researchers can work alone as well as with other teachers and researchers (Köklü, 1993, p. 358). In this study, the researcher both designed and implemented the online SBL environment and assumed the role of researcher. Thus, individual action research type was used in the study.

### Study Group

The research group consisted of 14 students who were enrolled in the same A2 level class of School of Foreign Languages of a state university located in Marmara Region, Türkiye, during the fall semester of the 2020–2021 academic year. In individual action research, the teacher usually focuses on a single class and a problem and situation in the class (Ferrance, 2000, p. 17). In this study, only one class was preferred to understand and solve the problem situation in depth. Convenient sampling method was employed in determining the study group. In convenient sampling, researchers select participants from individuals who are easy to reach, appropriate for research, and volunteers (Rahi, 2017, p. 3). In this study, the institution where the researcher worked was preferred while determining the practice school. University students in the study group were between the ages of 18 and 23. 8 of them were female and 6 were male.

### Setting

In this study, two educational platforms were prepared while implementing the action plans. The first platform was Google Classroom. For this, a group was created in the institution where the researcher works, using corporate e-mail addresses. The researcher created a class called 5A2-Writing and shared the class code with the students. Students were enrolled in the created class using the class code. The Google Classroom platform was used to make announcements to students in the online learning environment, to send them weekly assignments, to upload their assignments, to evaluate their writing products and to give feedback. The writing assignments given to the students could be viewed on the system week by week. In addition, it was possible to track whether the students submitted their assignments, on what date and at what time. Due to these features, the platform provided great convenience. When necessary, students who delayed their writing assignments were identified from the system and a reminder e-mail was sent to them. A screenshot of a writing assignment sent to students is shown in Figure 1.

**Covid-19**  
Burcu Karafil · Jan 25 (Edited Jan 26)  
100 points

Your local newspaper runs a series of articles on the current issues every month. By doing so, it is aimed to raise the awareness of the people in the current issues and the problems in the society. As the COVID-19 problem evolved all around the world, there have been many changes that affected our lives dramatically. The manager of the newspaper wants to take the attention of the people on the significance of consequences of pandemic. For this purpose, the newspaper asks people to search this issue and write about the pandemic process. The best writings will be selected for the local newspaper and they will be awarded.

Write an opinion paragraph about the consequences of Covid-19. Present your view in a Writing. For this Task, you can make a list first. Making a list can help you get started. Think about the topic and then list any words, ideas, or examples that you can use in writing. You don't need to use all of them.

Class comments

Add class comment...

Figure 1. Google Classroom Platform Assignment Screenshot

As can be seen in Figure 1, the writing tasks given to the students and the explanations about the task are given in detail. When students upload their writing tasks to the system, the writings of the students are seen in detail and detailed feedback can be given to the students.

In the scenario-based English writing instruction process, the lessons were carried out synchronously through the Microsoft Teams platform. Researchers and students accessed the platform using their corporate e-mail addresses. On this platform, the researcher created a team called 5A2-Writing. The code of the created team was shared with the students, and the students joined the team using this code. In this way, all students were allowed to join the team. This platform allows students to share content with students, to write using the chat section, to share and manage the sharing by giving students the right to control, and to work in pairs with the created chat rooms (breaking rooms). This platform was also used for sending homework to students and sending homework by students. A sample screenshot of the teaching process is given in Figure 2.

Using less energy is important in green schools. Lights with motion sensors are a common feature. These "smart" lights remain off until someone enters a room. Conserving water is also important to green schools. Many building designs include rain water tanks that store water for landscaping and gardening. By reducing the amount of electricity and water used, green schools can lower their utility bills.

Green schools promote the three R: reduce, reuse, and recycle. They adopt programs to recycle paper, plastic, and aluminum. These efforts reduce the amount of materials that get sent to landfills. They also use recycled supplies, such as computer paper, paper towels, an toilet paper.

**Task 3:** Based on the information you gathered by making research and the text presented by the project manager, present your project in writing. In your writing describe the green school. Please state the benefits of the features of this school and indicate the relationship between green schools and learning. Remember that you should persuade the jury with your project. So, indicate the main points and support your ideas.

Figure 2. Screenshot of the Course Process



**Procedure**

In the study, an online scenario-based English writing instruction design was developed, and action plans were prepared. The implementation of the action plans consisted of four cycles and eight weeks. Each action plan included two scenario-based English writing activities. The process of synchronous and asynchronous implementation of online scenario-based English writing instruction in online learning environments started on 7th December 2020 and ended on 12<sup>th</sup> February 2021. The implementation process of the activity plans created within the scope of action plans is presented in Table 1.

Table 1  
The Action Plans Implemented in the Action Research Process

Week	Action Plan	Scenario Activity		Application Date
1	-	Preliminary Studies	-	07.12.2020- 11.12.2020
2	1	A day of a famous singer	Including sub-stages	14.12.2020- 20.12.2020
3	1	Alex and His New Life	Including sub-stages	21.12.2020- 27.12.2020
4	2	Green Schools	Requiring prior research- Group Work	28.12.2020- 03.01.2021
5	2	Mark and His Coat	Requiring prior research- Group Work	04.01.2021- 10.01.2021
6	3	My Creative Meal	Being single staged	11.01. 2021-7.01.2021
7	3	Should Junk Food be Sold in School for Primary School Students	Being single staged	18.01.2021- 24.01.2021
8	4	Covid 19	Examining writing samples and discussing	25.01.2021- 31.01.2021
9	4	Writing an E-mail	Examining writing samples and discussing	01.02.2021- 07.02.2021
10	-		-	10.02.2021- 12.02.2021

In the study the action research process specified by Kemmis and McTaggart (2005, p. 563) and Ekiz (2006, p. 179) were taken into account. Accordingly, the action cycle including the processes of “Planning the Action Plans”, “Implementing the Action Plans”, “Making Observations/Evaluation of the Data”, “Evaluation of the Actions” and “Rearrangement of Action Plans” was followed. The researcher took an active role in the process. While applying the action plans, the researcher took detailed notes on the problems encountered, students’ attitudes and behaviors during the process, and kept journals after each lesson to discuss the problems she encountered. Thus, detailed observations were made about the effectiveness of the action plans and the interventions to be made. This process was applied in each action plan, data collection and analysis process.

Within the preliminary studies, the purpose and the scope of the research were thoroughly explained to the students before the action plans were put into effect. It was explained to the students how the implementation process would be carried out, which educational platforms would be used for which purposes and how. For this purpose, the necessary classes were created on the relevant educational platforms, the team codes were shared with the students, and each student's participation in the class was ensured. Additionally, the "English Writing Motivation Scale" and the "English Paragraph Writing Self-Efficacy Belief Scale" were applied to determine how their writing motivations and self-efficacy beliefs.

During the implementation process, a file was prepared and shared with the students regarding the content, paragraph types and learning outcomes to be discussed each week. In the application of the first action plan, it was seen that some students did not attend the classes, causing the scenario activity not to be completed within the planned time frame, leading to additional classes being organized. Additionally, it took more time than planned to complete the sub-stages. To overcome these problems, extra classes were conducted with students. Moreover, the students were reached through WhatsApp, one-to-one classes were conducted with them.

Within the scope of the second action plan, two scenario situations have been prepared. These scenarios are titled "Green Schools" and "Mark and His Coat." For these scenario activities, it was planned for students to engage in collaborative group work to acquire information and conduct research on the topic covered in the scenario activity. Nevertheless, during the implementation process, it was determined that conducting paired group work in the online learning environment would be challenging. The fact that students had not previously gathered in a classroom setting and had not established close relationships with each other hindered the effective implementation of paired group work. Taking into account the opinions of the consultation and validation committee members, it was decided to transform paired activities into individual work. Accordingly, changes were made to the fourth week writing activity within the scope of the second action plan, and paired activities were removed. During the implementation process of the second action plan in the fourth week, it was observed that students became more accustomed to the application process and the system used. Additionally, it was noted that students were more engaged in the application process, actively participating in lessons by asking questions related to the topic. However, some students continued to face challenges of non-participation in classes and not submitting their writing products to the system on time.

During the implementation of the third action plan, it was observed that the topic of "Should Junk-Food be Sold in Schools for Primary School Students?" affected students' writing process due to their lack of prior knowledge. Therefore, students were given time to conduct necessary research individually to address their lack of knowledge. Consequently, the deficiency in subject knowledge led to a change in the timing aspect. Additionally, some students expressed a preference for writing their essays asynchronously outside of class hours. However, students were able to complete the writing activity in a shorter period. It was noted that there were fewer errors in students' writings.

In the fourth action plan, a decrease in students' motivation was observed, and it was noted that students did not complete their writing tasks, posing a significant issue. The problem of some students not attending the class persisted, and some students also delayed uploading their essays to the system. Reminder messages were sent to students to encourage them to submit their writings. The issue of a lack of motivation in students was discussed with the validation and consultation committee members. The committee members expressed their opinion that writing activities conducted synchronously in the online learning environment should be done asynchronously. In line with this, it was decided to conduct the writing activity in the eight weeks asynchronously.

After the implementation of action plans, the “English Writing Motivation Scale” and the “English Paragraph Writing Self-Efficacy Belief Scale” were applied again, and it was tried to determine how their writing motivations and self-efficacy beliefs changed with the process.

### **Data Collection Tools**

#### ***English writing motivation scale***

In the study the “English Writing Motivation Scale” developed by Karafil (2021) was used to determine the students’ motivation level for writing in English. The scale consists of 31 items and three sub-dimensions namely Intrinsic Motivation, Extrinsic Motivation and Amotivaton. The Cronbach Alpha value for the first sub-dimension of the scale was .95, .94 for the second sub-dimension, .79 for the third sub-dimension. The scale was administered to the students before and after the application of the action plans to determine their motivation level.

#### ***English paragraph writing self-efficacy scale***

To determine the students’ English writing self-efficacy belief levels, the “English Paragraph Writing Self-Efficacy Belief Scale” developed by Karafil and Oğuz (2022) was used. The developed scale was applied before the implementation of the action plans and after the implementation of the action plans. Thus, it was determined how online scenario-based English writing instruction affected their English writing self-efficacy beliefs. The scale consisted of two sub-dimension and 33 items. The sub-dimensions were labeled as “writing process and rules” and “self-regulation.” The Cronbach’s Alpha was found as .97, and .96 for the sub-dimensions, respectively. Moreover, Cronbach’s Alpha value for overall scale was determined to be .99.

### **Data Analysis**

To determine the appropriate analysis method in comparing the pre- and post-application scores obtained by the students from the scales, it was investigated whether the obtained data displayed a normal distribution for the relevant variables. For this, Shapiro-Wilk Normality Test was conducted. The Shapiro-Wilk test was preferred because it gave more significant results in study groups with a sample size of 50 or less. The fact that the p value obtained in the Shapiro-Wilk tests has a value greater than .05 indicates that the data show normal distribution (Büyüköztürk, 2010, p.42). In the study, it was determined that while the scores in amotivation sub-dimension of the English writing motivation did not show normal distribution ( $p < .05$ ), the scores obtained in the other sub-dimensions showed normal distribution ( $p > .05$ ). In this case, dependent groups t-test was applied to compare the mean scores on the same sample group (Kalaycı, 2014, p. 99). Wilcoxon signed-rank test was used when the data did not exhibit a normal distribution. The quantitative data were analyzed using the IBM SPSS Statistics 18 package program and all the objectives of the research were tested at the .95 confidence level ( $p < 0.05$ ). In the study, Cohen d and eta squared ( $\eta^2$ ) values were used to determine the effect size of the differences between the means.

### **Ethical Statement**

Research ethics permission for this study was obtained from Afyon Kocatepe University Scientific Research and Publication Board on 06.11.2020. Additionally, to conduct the research, application has been made to the School of Foreign Languages, and permission for implementation has been taken.

**Findings**

**Findings on the effect of online scenario-based English writing instruction on students’ motivation**

As for the first sub-problem of the study, it was aimed to determine how online scenario-based English writing instruction affected students’ motivation to write in English. For this, the scores of the students obtained from English writing motivation scale before and after the online scenario-based English writing instruction were examined. Then these scores were compared, and it was determined whether there was a significant difference between the scores. Table 2 presents the distribution of the scores obtained by the students from their responses to the English writing motivation scale items before and after the action plans were implemented.

Table 2  
Descriptive Analysis of English Writing Motivation Scores Before the Implementation of Action Plans

Writing Process-Writing Rules				Self-regulation				Total			
$\bar{X}$ (Pre)	SD	$\bar{X}$ (Post)	SD	$\bar{X}$ (Pre)	SD	$\bar{X}$ (Post)	SD	$\bar{X}$ (Pre)	SD	$\bar{X}$ (Post)	SD
3.82	.55	4.19	.49	2.38	1.10	2.26	.66	1.50	.51	1.63	.84

It was found that the pre-test scores of the intrinsic motivation sub-dimension ( $\bar{X} = 3.82$ ) of the scale were in the range of “suits me” and at good level; the extrinsic motivation sub-dimension scores ( $\bar{X} = 2.38$ ) were found to be in the range of “does not suit me” and at moderate level, while the amotivation sub-dimension scores ( $\bar{X} = 1.50$ ) were found to be in the range of “never suits me” and at low-level. However, after the implementation of the action plans, it was found that the scores of the intrinsic motivation sub-dimension ( $\bar{X} = 4.19$ ) of the scale were in the range of “suits me” and at good level; the extrinsic motivation sub-dimension scores ( $\bar{X} = 2.26$ ) were found to be in the range of “Does not suit me” and at moderate level, while the amotivation sub-dimension scores ( $\bar{X} = 1.63$ ) were found to be in the range of “Does not suit me” and at low-level.

Paired samples t-test analysis was performed for intrinsic motivation and extrinsic motivation sub-dimensions to determine whether there were significant differences in students’ English writing motivation scores before and after online scenario-based English writing instruction, and the findings are presented in Table 3.

Table 3  
Comparison of Intrinsic and Extrinsic Motivation Sub-Dimension Scores

Sub-dimensions	Tests	N	$\bar{X}$	SD	SE	T test		$\eta^2$	<i>d</i>
Intrinsic Motivation	Pre-test	14	3.82	.55	.14	df	t	<i>p</i>	
	Post-test	14	4.19	.49	.13	13	-5.61	.00	0.969 -1.49
Extrinsic Motivation	Pre-test	14	2.38	.66	.17		-.59	.56	0.026 -0.157
	Post-test	14	2.26	1.10	.29	13			

Significant differences were obtained ( $p < .05$ ) between the scores of the students in the intrinsic motivation sub-dimension of the English Writing Motivation Scale before and after the online scenario-based English writing instruction. In terms of students' mean scores, it was found that the mean scores obtained after the implementation were higher, as a result, the significant difference between the scores was in favor of the post-application scores. However, there was no significant difference in terms of extrinsic motivation ( $p > .05$ ).

To determine whether there was a significant difference between the scores obtained in the English Writing Motivation Scale Amotivation sub-dimension before and after online scenario-based English writing instruction, the Wilcoxon signed-rank test was used. The findings are presented in Table 4.

Table 4  
Comparison of Amotivation Sub-Dimension Scores

Score	Ranks	N	M.R.	S.R.	z	p
Pre-test	Negative ranks	5	6.60	33.00		
Post-test	Positive ranks	9	8.00	72.00	-1.226	.220
	Equal	0				
	Total	14				

Table 4 demonstrates that there was no statistically significant difference in the mean ranks ( $p > .05$ ).

**Findings related to students' English writing self-efficacy beliefs**

To investigate how online scenario-based English writing instruction affected students' English writing self-efficacy beliefs, the scores obtained by the students from the "English Paragraph Writing Self-Efficacy Scale" before and after the implementation of online scenario-based English writing instruction. Table 5 presents the distribution of the scores obtained by the students from their responses to the English writing self-efficacy belief scale items before and after the action plans were implemented.

Table 5  
Descriptive Analysis of English Paragraph Writing Self-Efficacy Belief Scores Before the Implementation of Action Plans

Writing Process-Writing Rules				Self-regulation				Total			
$\bar{X}$ (Pre)	SD	$\bar{X}$ (Post)	SD	$\bar{X}$ (Pre)	SD	$\bar{X}$ (Post)	SD	$\bar{X}$ (Pre)	SD	$\bar{X}$ (Post)	SD
3.56	.52	3.83	.43	3.59	.35	3.84	.43	3.57	.40	3.84	.43

It was determined that the scores obtained from the sub-dimensions of the scale and the total mean score obtained from the scale were found to be in the "I agree" range and at good level. After the implementation of the action plans, the scores of the sub-dimensions of Writing Process-Writing Rules ( $\bar{X} = 3.83$ ), Self-Regulation ( $\bar{X} = 3.84$ ) and the total mean score ( $\bar{X} = 3.84$ ) were in the range of "I Agree" and at good level.

In determining whether there were significant differences in the English Paragraph Writing Self-Efficacy Belief Scale scores before and after the application process, paired samples t-test analysis was used, and the findings are shown in Table 6.

Tablo 6  
Comparison of English Paragraph Writing Self-Efficacy Belief Scores

Sub-dimensions	Tests	N	$\bar{X}$	SD	S.E.	T test			$\eta^2$	<i>d</i>
						df	t	<i>p</i>		
Writing Process- Writing Rules	Pre-test	14	3.56	.52	.13					
	Post-test	14	3.83	.43	.11	13	-2.87	.01	0.387	-0.767
Self-regulation	Pre-test	14	3.59	.35	.09	13	-2.40	.03	0.307	0.641
	Post-test	14	3.84	.53	.14					
Total	Pre-test	14	3.57	.40	.10	13	-4.07	.00	0.560	-1.087
	Post-test	14	3.84	.43	.11					

It was obtained that there were differences in the arithmetic mean scores of the English Paragraph Writing Self-Efficacy Belief Scale sub-dimensions. There was an increase in the Writing Rules-Writing Process and Self-Regulation sub-dimensions of the scale and in the total mean scores after the application. As a result of the paired samples t-test analysis, it was determined that the difference between the pre- and post-application scores of the students in the sub-dimensions and the total mean score was significant ( $p < .05$ ). When the mean scores of the students were examined, it was found that the mean scores obtained after the application process were higher, therefore, the significant differences between the scores were in favor of the scores obtained after application process. When the effect values obtained were examined, it was determined that online scenario-based English writing instruction had a moderate effect in terms of increasing students' self-efficacy beliefs about Writing Rules-Writing Process and Self-Regulation skills, and a strong effect in increasing their writing self-efficacy beliefs.

## Results and Discussion

Within the scope of the first sub-problem, it was explored how online scenario based English writing instruction improved students' English writing motivation level. When the scores of the students before the implementation of the action plans were examined, it was seen that students had good level of intrinsic motivation for writing in English, low scores on the demotivation subscale, and a moderate level of external motivation. Intrinsic motivation refers to motivation that comes from the individual, while the source of external motivation is external factors (Ryan and Deci, 2000, p. 56). Therefore, these findings from the study suggest that, before the implementation process of the action plans, students are more interested in and motivated by internal factors such as enjoyment and interest in writing in English. The low scores on the demotivation subscale also indicate that students have a good level of motivation for writing. When reviewing the literature, studies related to students' levels of intrinsic and external motivation can be found. Yeşilyurt (2008, p. 135) found that students' levels of intrinsic motivation are higher than their levels of external motivation. Doğan (2009, p.1) and Ataman (2017, p.1) concluded that preparatory class students have a moderate level of motivation for learning a foreign language. Laeli (2019, p.4) determined in a thesis study that students have a moderate level of intrinsic and external motivation for writing in English. Kuluşaklı (2021, p. 165) also obtained the result that university students have a moderate level of motivation for writing in English. These findings indicate that students' motivation for writing can vary at different levels.

It was determined that there were significant differences between the scores of the students before and after the application process in the Intrinsic Motivation sub-dimension, and this difference was in favour of the scores obtained after the application process. In this case, it was found that online scenario-based English writing instruction increased students' intrinsic motivation to write in English. Therefore, it can be said that at the end of the online scenario-based English writing instruction, students were more interested in writing, they enjoyed the activities more, they were happy, they liked these activities and they found them interesting. Intrinsic motivation is a variable that enables language learners to be more successful in language learning (Nguyen, 2015, p. 54), and includes students to work harder to achieve a goal or to be successful in a given task, and to be more willing to learn (Vallerand and Bissonnette 1992, p. 660). Intrinsically motivated students strive to be successful because of the happiness and satisfaction they will experience after fulfilling a task (Ouahidi, 2020, p.685). As a result, it can be concluded that the students were motivated to write to develop their English writing skill and to be successful in activities that involved scenario-based English writing, and they were more willing to write in English. It can be interpreted that students understood the importance and value of writing skill with the scenario-based writing activities. One reason for this situation may be that when students realized that they could write more effectively during the process and that their writing skill improved with the practices, they were more motivated to write. In terms of writing motivation, the feedback students receive about their writing is also effective (Hidi and Boscolo, 2006, p. 145). In this study, the researcher gave detailed feedback to the students about their writings and allowed them to review their writings and see their mistakes and deficiencies. It can be argued that this situation enabled students to be more motivated by making more effort in writing. In addition, the fact that scenario activities require students to think may have been a source of motivation for them. Surastina and Dedi (2018, p. 15) also found that the most important factor affecting the academic writing motivation of students learning English as a foreign language was the enjoyment of writing activities. Graham et al. (2021, p. 1) found that 61% of students were motivated to write due to intrinsic factors (curiosity and willingness to participate). In this case, the results obtained in this study regarding intrinsic motivation show parallelism with various research findings in the literature. Various studies in the literature also highlight the relationship between motivation and writing skill (Bagherzadeh and Azizi, 2012, p. 2096; Cahyono and Rahayu, 2020, p. 162; Fazel and Ahmadi 2011, p. 742). In this case, it can be said that English learners, with better motivation for writing, can produce better writings, and their writing skills can improve. Therefore, to enhance students' writing skills, their writing motivation should be continuously developed in classes.

There are also studies in the literature stating that the scenario-based learning model increases student motivation. Lamine (2011, p. 1) concluded that the SBL model increased students' motivation. Karasu (2019, p. 3) found that SBL increased students' interest and curiosity about the English lesson. Students are put in settings that are really representative of real life through the use of scenarios, which also encourage participation in the learning process by allowing students to empathize with different characters and examine alternative points of view (Pernice, 2003, p. 145). In addition, it is seen that students are more interested in scenario-based learning activities and participate more in the lessons (Mio, Venture-Medina, and João, 2019, p. 896). The findings obtained in this study also reveal that online scenario-based writing activities can be used effectively to increase students' writing motivation. Motivation affects students to reach the targeted outputs in a course, to perform at a higher level, to have a high interest in the course and thus to have positive learning experiences. Motivation is also a crucial factor in the development of English writing skill. According to Yuanbing (2011, p. 235), the act of writing in a second language is greatly influenced by motivation, particularly intrinsic motivation. In the study of Mili (2020, p. 2), it was determined that most of the participants were motivated to learn English due to intrinsic factors, while 26% were motivated for finding a job and 17% were motivated to learn English for academic purposes. In this case, it can be said that intrinsic and extrinsic motivation sources are effective in terms of learning English and writing in English, learners can be motivated internally or externally in the learning process, depending on their individual needs and characteristics. These

findings indicate that student motivation plays a crucial role in determining how students participate in writing activities, what types of writing tasks they perform, and how much effort and attention they exert at various stages of the writing process. The results of this study suggest that motivational aspects should be taken into account, and writing should be incorporated into the teaching and learning process, especially in instructional activities, teaching processes, and in the relationship between writing teachers and students.

Another aim of the study was to determine how online scenario-based English writing instruction affected university students' English writing self-efficacy belief levels. For this purpose, first, students' English writing self-efficacy belief levels were determined before the online scenario-based English writing instruction. It was obtained that the students self-efficacy beliefs in writing process-writing rules, self-regulation sub-dimension and total mean score were at good level. In this case, it can be argued that students had a good level of self-confidence in fulfilling the processes such as using spelling rules correctly, reviewing their writing, finding, and correcting their mistakes, sending homework on time, and planning before writing. Various studies in the literature show that university students' writing self-efficacy beliefs are at different levels. Zhang and Guo (2012, p. 105), Sun and Wang (2020, p. 3) found that students' writing self-efficacy belief levels were moderate. Tsao (2021, p.578), on the other hand, found in his study that students' English writing self-efficacy belief levels were in the low-medium range. These differences may be due to the differences in students' interests, needs, or learning styles.

The self-efficacy belief scores of the students before and after the application process were compared and it was determined whether there were significant differences between the scores. A significant difference was found between the pre- and post-application scores of the students in favour of their post-application scores. In this case, it can be said that online scenario-based writing instruction increased students' self-efficacy beliefs in writing in English. One of the reasons for this may be that students did more writing activities during the implementation of the action plans, and thus they could write more easily. In addition, before the implementation of the action plans, the students did not have sufficient knowledge about the structures and rules required for paragraph writing, they had done fewer writing activities in accordance with the paragraph structure before; on the other hand, learning these structures and rules and applying them in their writing within the scope of the research may have made them believe in themselves more about writing.

Self-efficacy belief is an important variable that increases students' success, improves their social skills, and allows them to be less afraid of failure (Bandura, 1986, p. 4). The direct experiences of students are effective in the development of self-efficacy belief (Bandura, 1997, p. 5). In this study, the students did various scenario-based writing activities, and the researcher helped the students to see their mistakes by giving detailed feedback on their writings. Thus, the students interpreted the results of their writing activities. The fact that students realized that there were fewer mistakes in their writing during the process, that they learned various rules about paragraph writing and that they could apply them in their writing may have helped them experience a sense of success and increase their self-belief in writing. Another variable affecting self-efficacy belief is verbal persuasion. The researcher provided the necessary support to the students during the implementation of the action plans and helped them develop positive perceptions that they could write effective writings with positive and supportive words. This situation may have increased the students' writing self-efficacy beliefs.

Students' belief in what they can do when given a task and their self-confidence are important elements that determine what they can actually do. Accordingly, self-efficacy is an important concept that determines a student's success. Low self-efficacy also correlates with low confidence in one's own abilities. It is important for students to be confident in writing, which is a productive skill, to be successful and to write better writing products. Therefore, foreign language teachers should attach importance to developing students' self-efficacy beliefs. For this, students can be helped to set instructional goals. Smaller tasks can be given to students so that they can progress gradually.



Based on the findings of the study, some suggestions can be drawn. Firstly, the study revealed that online scenario-based instruction enhanced students' intrinsic motivation for writing in English. This suggests that incorporating engaging and scenario-driven activities can foster students' interest, enjoyment, and active participation in writing tasks. To build on this, educators could design writing activities that simulate real-life situations or scenarios, allowing students to connect more deeply with the content and find personal relevance in their writing tasks. Moreover, the significant improvement in students' self-efficacy beliefs after the instructional intervention underscores the importance of providing sufficient practice opportunities and constructive feedback. By offering detailed feedback and opportunities for revision, educators can empower students to identify and correct their writing mistakes independently, thereby enhancing their confidence in their writing abilities. Incorporating varied writing tasks that gradually increase in complexity and aligning instructional goals with students' individual learning needs can further enhance their writing self-efficacy. This personalized approach acknowledges the diverse motivations and skill levels among students, allowing for targeted support and encouragement where needed. Furthermore, by immersing students in meaningful scenarios that require critical thinking and problem-solving, educators can sustain students' interest and curiosity, thereby promoting deeper engagement and active participation in the learning process.

### **Conclusions, Limitations, and Implications**

This study investigated how online scenario-based English writing instruction affected English writing motivation and self-efficacy beliefs of university students. The key findings are summarized as follows: First, it became clear that online scenario based English writing instruction increased students' intrinsic motivation for writing. Second, it was found that online scenario-based English writing instruction increased English writing self-efficacy beliefs of the students. Based on these promising results, it becomes clear that online scenario-based writing activities should be included in English writing teaching. Teachers are advised to use scenario-based English writing activities in their classes to increase their writing motivation and self-efficacy beliefs.

Despite promising findings of this study, it has some limitations. This study is limited to 14 students studying in the same class at A2 level in English. In the future studies, different study groups, university students from different regions, and with more comprehensive study groups, can be included and the results can be compared. This study examined the effect of online scenario based English writing activities within 8-week research. Future research is suggested with a longer the data collection process. This study is limited to the online learning-teaching environment. Similar studies can be carried out in face-to-face learning environments. Notwithstanding these limitations, this study has contributed to advancing current understanding about the role of using scenarios in L2 writing.

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## Genişletilmiş Özet

### Amaç

Bu araştırmanın amacı İngilizce dersinde çevrimiçi senaryo temelli İngilizce yazma öğretiminin üniversite öğrencilerinin İngilizce yazma motivasyonuna ve yazma öz yeterlik inancına etkisinin belirlenmesidir.

### Tasarım ve Yöntem

Çevrimiçi senaryo temelli İngilizce yazma öğretiminin üniversite öğrencilerinin İngilizce yazma becerisini, yazma motivasyonunu ve yazma özyeterlik inancını nasıl geliştirdiğinin araştırıldığı bu çalışmada eylem araştırması kullanılmıştır. Eylem araştırması, istenen bazı değişiklikleri elde etmek için kasıtlı müdahaleler yaparak öğrenenlerin öğrenmesini ve bilgi kazanmasını amaçlayan bir araştırmadır (Johnson, 2012, s. 1). Yapılan bu çalışmada da öğrencilerin İngilizce yazma becerisini, yazma motivasyonunu ve yazma özyeterlik inancını geliştirmek için çevrimiçi senaryo temelli İngilizce yazma öğretimi tasarlanmış ve uygulanmıştır. Araştırmacının hem çevrimiçi STÖ ortamını tasarlayıp uygulamayı yürütmesi hem de araştırmacı rolünü üstlenmesinden dolayı eylem araştırması türlerinden bireysel öğretmen araştırması kullanılmıştır.

Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılının güz döneminde Türkiye’de bir Marmara Bölgesi’nde yer alan bir devlet üniversitesinin Yabancı Diller Yüksekokulu İngilizce hazırlık programında A2 seviyesinde aynı sınıfta öğrenim gören 14 öğrenci oluşturmuştur. Eylem araştırması türlerinden bireysel öğretmen araştırmasında öğretmen genellikle tek bir sınıf üzerinde ve sınıftaki bir probleme ve duruma odaklanmaktadır (Ferrance, 2000, s. 17). Bu çalışmada da problem durumunun derinlemesine anlaşılması ve çözümlenebilmesi için tek bir sınıf mevcudu tercih edilmiştir.

Öğrencilerin İngilizce yazma özyeterlik inançlarını ve motivasyonlarını arttırmak amacıyla eylem planları hazırlanmıştır. Eylem planlarının uygulanması dört döngü ve sekiz haftadan oluşmuştur. Araştırma verileri “İngilizce Yazma Motivasyon Ölçeği” ve İngilizce Paragraf Yazma Öz-yeterlik İnancı Ölçeği” kullanılarak elde edilmiştir. Veri toplama araçları eylem planlarının uygulanmasından önce öntest olarak ve eylem planları uygulandıktan sonra sontest olarak uygulanmıştır.

Öğrencilerin ilgili ölçeklerden elde ettikleri uygulama öncesi ve sonrası puanların karşılaştırılmasında uygun analiz yönteminin belirlenebilmesi için elde edilen verilerin normal dağılım gösterip göstermediği araştırılmıştır. Bunun için “Shapiro-Wilk Normallik Testi” yapılmıştır. Shapiro-Wilk testi, örneklem sayısının 50 ve daha az olduğu çalışma gruplarında daha anlamlı sonuçlar vermesinden dolayı tercih edilmiştir. Elde edilen verilerin analizinde verilerin normal dağılım gösterdiği durumlarda bağımlı gruplar t-testi kullanılırken,



verilerin normal dağılım göstermediği durumlarda Wilcoxon işaretli sıra testi kullanılmıştır. Araştırmada elde edilen nicel veriler IBM SPSS İstatistik 18 paket programı kullanılarak çözümlenmiş ve araştırmanın tüm amaçları .95 güven düzeyinde ( $p < 0.05$ ) test edilmiştir.

### **Bulgular**

Öğrencilerin çevrimiçi senaryo temelli İngilizce yazma öğretimi süreci öncesinde ve sonrasında elde ettikleri İngilizce yazma motivasyonu puanları karşılaştırılmış olup, İçsel Motivasyon alt boyutunda anlamlı farklar olduğu ve bu farkın uygulama süreci sonrası puanları lehine olduğu saptanmıştır. Bu durumda, çevrimiçi senaryo temelli İngilizce yazma öğretiminin öğrencilerin İngilizce yazmaya yönelik içsel motivasyonlarını arttırdığı görülmüştür. Dolayısıyla, çevrimiçi senaryo temelli İngilizce yazma öğretimi öncesine kıyasla çevrimiçi senaryo temelli İngilizce yazma öğretimi sonunda öğrencilerin yazma konusunda daha ilgili oldukları, etkinliklerden daha çok keyif aldıkları, mutlu oldukları, bu etkinlikleri sevindikleri ve ilgi çekici buldukları için yazmaya karşı motive oldukları söylenebilir. Alanyazında senaryo temelli öğrenme modelinin öğrenci motivasyonunu arttırdığını belirten çalışmalar da yer almaktadır. Lamine (2011, s. 1) STÖ modelinin öğrencilerin motivasyonlarını arttırdığı sonucuna ulaşmıştır. Karasu (2019) STÖ'nün öğrencilerin İngilizce dersine yönelik ilgi ve meraklarını arttırdığını saptamıştır. Senaryolar, öğrencilerin gerçek hayatı taklit eden otantik durumlara yerleştirilmelerine, senaryolardaki çeşitli bireylerle empati kurmalarına, verilen konu(lar) hakkında birden fazla bakış açısını dikkate almalarına ve öğrenme sürecine katılmaya motive olmalarına yardımcı olmaktadır (Pernice, 2003, s. 145). Ayrıca, senaryo temelli öğrenme aktivitelerinde öğrencilerin daha fazla ilgili oldukları ve derslere daha çok katıldıkları görülmektedir (Mio, Venture-Medina, João, 2019, s. 896). Bu çalışmada elde edilen bulgular da çevrimiçi senaryo temelli yazma etkinliklerinin öğrencilerin yazma motivasyonlarını arttırmada etkili olarak kullanılabileceğini ortaya koymaktadır.

Öğrencilerin uygulama süreci öncesi ve sonrası İngilizce paragraf yazma özyeterlik inancı puanları karşılaştırılmış olup puanlar arasında anlamlı fark olup olmadığı tespit edilmiştir. Ölçeğin Yazma Kuralları-Yazma Süreci ve Öz Düzenleme alt boyutlarında ve toplam ortalama puanlarda uygulama sonrasında bir artış gözlemiştir. Öğrencilerin ortalama puanları incelendiğinde, uygulama sürecinden sonra elde edilen ortalama puanların daha yüksek olduğu ve bu nedenle puanlar arasındaki anlamlı farkların uygulama sonrasında elde edilen puanlar lehine olduğu görülmüştür. Dolayısıyla, senaryolara dayalı İngilizce yazma etkinlikleri ile birlikte öğrencilerin İngilizce yazma özyeterlik inançlarının arttığı saptanmıştır. Bu durumda uygulama sonrasında öğrenciler verilen yazma ödevlerini yerine getirme; yazım kurallarını ve noktalama işaretlerini doğru kullanabilme; paragraf yapısını oluşturan konu cümlesi, destekleyici cümleler ve sonuç cümlesi yazabilme gibi süreçler açısından kendilerine daha çok güvenmekte ve bu konularda başarılı olacaklarını düşünmektedir. Ayrıca, öğrencilerin yazılarını planlama, gözden geçirme, düzenleme, düzeltme gibi süreçlerde de kendilerine olan inançları artmıştır.

### **Sınırlılıklar**

Bu çalışma; 2020-2021 eğitim-öğretim yılı güz döneminde bir devlet üniversitesinin Yabancı Diller Yüksekokulu'nda İngilizce A2 seviyesinde aynı sınıfta öğrenim gören 14 öğrenci ile sınırlıdır. Veri toplama süreci bakımından on haftalık süreyle sınırlıdır. 2020-2021 eğitim-öğretim yılı İngilizce öğretim programında yer alan becerilerden yazma becerisi ile sınırlıdır. 2020-2021 eğitim öğretim yılı güz dönemi A2 kur seviyesi ile sınırlıdır. Araştırma ayrıca çevrimiçi öğrenme-öğretme ortamı ile sınırlıdır.

### Öneriler

Bu araştırma, üniversite öğrencilerinin İngilizce yazma motivasyonunu ve yazma öz yeterlik inancını geliştirmede çevrimiçi senaryo temelli İngilizce yazma öğretiminin etkili olduğunu ortaya koymaktadır. Bu bulgu, İngilizce yazma öğretiminde çevrimiçi senaryo temelli yazma etkinliklerine yer vermenin önemini vurgulamaktadır. Alanyazında STÖ modelinin İngilizce öğretimi bağlamında kullanımıyla ilgili çalışmalar sınırlıdır, bu nedenle bu modelin diğer dil becerileri üzerindeki etkililiğini inceleyen daha fazla araştırmaya ihtiyaç vardır. Gelecekteki çalışmalarda öz-düzenleme, dil öğretim stratejileri gibi farklı değişkenler de ele alınabilir. Bu çalışma, üniversite düzeyinde A2 seviyesindeki İngilizce yazma dersi kapsamında yürütülmüştür; benzer çalışmalar A1, B1 ve B2 seviyelerinde de yürütülebilir. Ayrıca, bu çalışma çevrimiçi öğrenme ortamında gerçekleştirilmiştir, ancak benzer çalışmalar yüz yüze öğrenme ortamlarında da uygulanabilir.

### Özgün Değer

Öğrencilerin İngilizce yazma becerisinin gelişmesinde belirli bir bağlama dayalı senaryoların kullanılması, onların gerçekçi durumlara uygun olarak daha etkili yazılar yazabilmelerine olanak sağlayabilir. Bu çalışmada da İngilizce yazma derslerinde öğrenciler senaryo temelli yazma etkinlikleri gerçekleştirirken belirli bir bağlam içinde çeşitli ikilemlerle, çelişkilerle, zorluklarla yüzleştirilerek onların çok yönlü düşünebilmelerine, böylece düşünme becerilerinin geliştirilmesine, verilen farklı durumlara uygun yazılar yazarak İngilizce yazma becerilerinin gelişmesine katkı sağlanacağı düşünülmüştür.

Senaryo temelli yazma etkinliklerinin, geleneksel sınıf ortamı yerine çevrimiçi öğrenme ortamlarında gerçekleştirilmesi de öğrenciler için daha ilgi çekici ve etkili bir öğrenme fırsatı sunarak onların motivasyonunu ve derse katılımını arttırabilir. Ayrıca, çevrimiçi senaryo temelli öğrenme ortamında öğrencilerin zaman ve mekân kısıtlamaları olmaksızın içeriğe ulaşabilmelerine, bireysel hızlarına göre ilerleyebilmelerine, eşzamanlı ve eşzamansız etkinlikler yolu ile daha ilgi çekici ve etkili bir öğrenme yaşantısı geçirerek İngilizce yazma becerilerinin gelişmesine katkı sağlanacağı öngörülmektedir.

Yurt içi alan yazında yer alan çalışmalar incelendiğinde çevrimiçi STÖ modelinin, İngilizce yazma becerisinin geliştirilmesine yönelik olarak kullanıldığı bir çalışmaya rastlanmamıştır. Bu anlamda çalışmada çevrimiçi STÖ modelinin İngilizce yazma öğretiminde kullanılması İngilizce yazma becerisinin geliştirilmesi sürecinde alanyazındaki bu boşluğun doldurulmasına katkı sağlayabilir.

**Araştırmacı Katkısı:** Burcu KARAFİL (%60), Aytunga OĞUZ (%40).