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A Study on Correlation between Self-efficacy Perceptions and Writing Skills of Students with Turkish Ancestry and Foreign Students

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ABSTRACT Self-efficacy perception is among the titles education researches have recently attached great importance to. Writing skill that is taught through a programmed education process among the basic language skills is a skill that can be improved through lots of variables. It is believed that self-efficacy perception also influences writing skill as is the case with many skills of education process. In this study, efforts were exerted to establish correlation between self-efficacy perception and writing skill level of students with Turkish ancestry and foreign students based on various variables. Results achieved indicate that there is a correlation, partial tough, between self-efficacy perception and writing skills of the foreign students learning Turkish.

INTRODUCTION

Researches on effect of psychological factors on education process gained momentum starting from the 19th century. One of the most interesting psychological factors of today is self-efficacy perceptions. In the last thirty-five years following introduction the self-efficacy perceptions to the science world by Bandura (1977) , different researches suggested that it has important effects on human life's different fields such as sports, health, profession selection and education (Feltz and Lirgg 2001; Hackett 2002; Schwarzer and Luszczynska 2005; Zimmerman 2000; Schunk and Pajares 2002). Diversification of researches conducted and results achieved helped increase number and quality of studies conducted on self-efficacy.

Writing is extremely important in terms of helping one express himself easily within language skills. After learning how to write, individuals learn to express their emotions, thoughts and desires as well as events coming into being by using correct symbols in line with the rules established (Ozbay 2009: 115). Writing is a skill that can be acquired through a planned teaching process. Planning of teaching process is composed of different stages such as preparation to write, draft creation, paraphrasing, correction, and sharing. Turn backs in the entire process and correcting and re-writing what has been written in the first place are integral components of writing process (Toth et al. 1990; McCallum et al. 1998; Tompkins 1998; Coskun 2007). Additionally, language skills –especially writing- are influenced by not only cognitive process but also affective characteristics (Karakaya and Ulper 2011).

Bandura (1993) has defined self-efficacy as considerations of people on their capacity of performing a task at an acceptable level of achievement. People make these considerations by using information gained from four different sources: Their own experiences, meanings derived from the experience of models observed, oral persuasion efforts towards themselves and indicators related to their physical and psychological conditions at that moment (Bandura 2002; Schunk 1984, 1990). When looking at the matter from writing education, it may be said that success and failures experienced by the students in previous writing processes (experiences), performance showed by their class mates in writing activities (indirect experiences), oral feedbacks they receive from their teachers and/or parents about writing process (oral persuasion), physical and psychological health condition at the time of writing activity (physical and psychological condition) impact writing self-efficacy perceptions.

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Researches conducted suggest that self-efficacy is an important factor that is affecting academic success and performance (Bandura and Locke 2003; Pajares 1996; Flannagan 2007; Gecer 2012; Taskin Can et al. 2012; Arslan 2012). Self-efficacy in academic studies affect activity selection of individuals, establishment of the targets to be achieved when task selected is completed, time and efforts exerted while performing the activity, determination and insistence to be shown upon encountering a difficulty, and power of dealing with pressure and concern to be felt when working on the activity (Bandura 2006; Pajares 1996, 2008; Wood and Bandura 1989; Schunk and Pajares 2002, 2009). Also, researchers suggest that self-efficacy perceptions are correlated with the structures laid down by the motivation theories and play an active role in self-arrangement process (Schunk1981, 1982, 1984, 1990; Zimmerman et al. 1992; Schunk and Gunn 1986; Schunk and Ertmer 2000; Gaskill and Woolfolk Hoy 1992; Mutlu and Eroz-Tuga 2013).

Self-efficacy perceptions influence the behaviors of students inside the class to a great extent (Henk and Melnick 1995). In this context, theoretically, it is expected for a student with a high writing self-efficacy, that is, perceiving his writing skill to be high, to be more enthusiastic about writing exercise, set out higher targets about writing, overcome problems encountered in writing process more easily, and exert more efforts in order to complete any writing activity initiated with a better result.

Studies conducted specifically on language education and language skills suggest that self-efficacy perceptions are important in terms of education activities and researches (Pajares and Valiante 2006; Matoti and Shumba 2012). However, problems are encountered in several researches in connection with measurement of self-efficacy perceptions (Bandura 2006; Schunk and Pajares 2009). Lack of theoretically robust, highly useful and reliable measurement tools for the application is an important factor in terms of this problem (Schunk and Pajares 2009).

Developments in recent years helped increase number of foreigners and students with Turkish ancestries who are learning Turkish. In parallel to this situation, in Turkey, it is seen that research in teaching Turkish to foreigners is increasing (Varisoglu et al. 2013). Education programs of European Union and different global organizations as well as several agencies of Republic of Turkey ensure that thousands of students visit Turkey for education every year. Statistics published by Measurement, Selection and Placement Center (OSYM) for the academic year 2010-2011 show that there are 26228 foreign students in Turkey and 7273 new students enrolled in Turkish universities in the current term (OSYM 2011).

The second language that learned affects the academic achievement (Bayat 2011; Halai and Karuku 2013). Objective of foreign students and students with Turkish ancestry in coming to Turkey is a qualified education process. This can be possible only if they can learn Turkish of Turkey which is the education language and improve themselves in Turkish language skills to an adequate extent. It is extremely important to improve writing skills among others because writing directly affects homework and exam performance in future years of students residing in another country for education (Ching et al. 2004; Rosenfeld et al. 2001). Individuals' level of improvement and pace in terms of writing in a second language vary depending on education they received in their countries of origin and background, writing skill levels in mother tongue, second language education they have been given and their motivation for learning a second language (Cumming et al. 2007).

Studies conducted suggest that there is an important correlation between self-efficacy perceptions and writing achievement when it comes to writing in the second language learnt with regards to writing skills in particular (Pajares 2003; Pajares et al. 2007; Buyukikiz 2011). When reviewed from this perspective, self-efficacy perceptions in efforts aimed at teaching Turkish to foreign students and students with Turkish ancestry as a second language / foreign language are important explainers or predictors.

Objective of this study is laying down the correlation between writing skills and self-efficacy perceptions of the students originating from the overseas and students with Turkish ancestry whose presence in our country is at significant numbers.

METHODOLOGY

Model

This study is a quantitative study in terms of gathering and evaluating data. Causal –compar-

ative method and correlational method have been employed in line with the research problems (Fraenkel et al. 2011). Causal –comparative method is a method which lays down reason or result for difference among certain groups and influence of one dependent variable on an independent variable which has been used for the research (Fraenkel et al. 2011; Lodico et al. 2006). However, correlational method is a method used in order to examine whether or not there is a correlation between two or more than two data without trying to influence one of them (Fraenkel et al. 2011; Lodico et al. 2006).

Study Group

Study group of this research is composed of foreign students and students with Turkish ancestry who were studying at Gazi University Center for Turkish Learning Research and Application (GU-TOMER) and Gaziantep University Center for Turkish Teaching Research and Application (GAU-TOMER) in the academic year 2011-2012. Within scope of study, between May 14-25, 2012, data were gained from 140 students who reached the level C at GU-TOMER and GAU-TOMER and volunteered to take part in the research. It has been established that some of the measurement tools contained missing coding while others had more than one coding and 11 students who completed these measurement tools were excluded from the study. Of the remaining 129 students, 61 are composed of students with Turkish ancestry and 68 are composed of foreign students. 30% of students with Turkish ancestry are female and 31% are male while 6 of them study at GAU-TOMER and 55 of them study at GU-TOMER. Their average age is 21,7. 24% of foreign students are female and 44% are male while 11 of them study at GAU-TOMER and 57 of them study at GU-TOMER. Average age of foreign students is 20.7.

Data Collecting and Evaluation Tools

Four data collecting tools and one tool for evaluating data have been used in this research. These include Personal Information Form, Writing Skill Self-Efficacy Scale for Foreigners Learning Turkish (WSSSFLT), Writing Self-Efficacy Scale – for Students with Turkish Ancestry-(WSS-STA-), written expression papers and rated scoring key employed for evaluation of the written expression papers . Written expression paper has been applied to both groups with no difference since students with Turkish ancestry and foreign students are expected to write at the same level following language education of one year. The same rated scoring key has been used for assessment of written expression papers of both groups since standards do not differ. Forms drawn up to collect personal data has been applied to both groups. However, since characteristics shaping self-efficacy of foreign students and students with Turkish ancestry differ from one another in terms of measurement of self-efficacy perceptions, two different scales suitable for the groups have been employed.

Personal Information Form

Questions aimed at establishing some features which are thought to affect self-efficacy perceptions about writing skills of students included in the study group within scope of research and their writing success. These questions include questions aimed at establishing demographic features such as gender and age as well as questions as to objective of learning Turkish for students, whether or not they have received an education on Turkish and if learning Turkish is easy or difficult.

Writing Skill Self-Efficacy Scale for Foreigners Learning Turkish (WSSSFLT)

WSSSFLT developed by Buyukikiz (2011) has been employed in order to measure writing skill self-efficacy perception of the foreign students learning Turkish as second language in this research. This scale is of 7 Likert type and is composed of 16 items . Scale has two sub-dimensions, namely, expression and form characteristics in writing and adherence to grammar rules in writing. The first sub-dimension of scale contains 13 items while the second sub-dimension contains 3 items. In addition to evidences of validity and reliability reported by the researcher, (for further information, see Buyukikiz 2011: 87-92), Cronbach Alpha consistency coefficient of the scale has been calculated once again over the data collected in terms of reliability of the results to be gained. Based on the calculations made, consistency coefficient of the scale has been calculated for the entire scale as .96; for the first sub-dimension as ,96 and for the second sub-dimension as .77.

Writing Self-Efficacy Scale – for Non-Native Students of Turkish Origin-(WSS-ST)

In order to measure writing self-efficacy perceptions of the students with Turkish ancestry learning Turkish as the second language as the other target audience of the study , WSS-ST- as developed by Buyukikiz et al. (2013) have been employed. WSS-ST-, which contains 17 items and is a 7 Likert type scale, has two sub-dimensions, namely, adherence to expression and format characteristics and *compliance with grammar rules in writing*. In addition to evidences of validity and reliability reported by the researchers, (for further information, see Buyukikiz et al. 2013), Cronbach Alpha consistency coefficient of the scale has been calculated once again over the data collected so that results to be derived from current study are reliable. Based on the calculations made, consistency coefficients of the scale have been calculated for the entire scale as .93; for the first sub-dimension as .94 and for the second sub-dimension as .75 .

Written Expression Papers

A written expression exercise has been done in order to determine written expression success levels of the students participating in the study. In this scope, students have been given five titles and asked to write a composition about a theme of their choice. When determining themes of composition, care has been taken to include themes which will appeal to both target groups. Also, reference books studied by the students from different schools have been examined and themes covered have been taken as reference so that students can express themselves better. Themes presented to students are as follows: *"Please write a composition about your impressions concerning Turkey and Turkish people."*, *"Please write a composition about positive and negative aspects of living away from your family and country."*, *"Please write a composition about the greatest problem in the world you would like to solve."*, *"Tell us about a place you have seen which impressed you a lot."*, *"Please write a composition telling the hard and easy aspects of learning Turkish (please exemplify)."*

Rated Scoring Key: Analytic rated scoring key developed by Buyukikiz (2011) has been used in evaluating the written expression papers collected in this study. The tool has been prepared in order to evaluate the writing skill in the second language education and is composed of five sub-sections, and items contained in it help enable general composition knowledge such as form characteristics in writing expression, language and expression, plan and covering and grammar rules such as spelling and punctuation to be assessed (for further information, please see, Buyukikiz 2011: 93-95). Scoring consistency coefficient reported by the researcher is .79.

Data Analysis

In terms of data analysis, first, it has been examined whether or not data indicate a normal distribution. Once it is found out that data indicate a normal distribution, a homogeneity test has been conducted by using Levene statistics before each analysis is conducted. Where data indicate homogenous distribution, parametric tests have been employed, where data do not indicate homogenous distribution, non-parametric tests have been used. p values of Levene statistics have been given below every table.

When conducting analyses on the first problem of the research, it has been tested whether or not self-efficacy perceptions and writing success of the students with Turkish ancestry and foreign students vary depending on gender, whether or not they have learnt Turkish previously and if they perceive Turkish as difficult or easy owing to t- test and Mann-Whitney U tests ; and it has been tested whether there are differences depending on objective in learning Turkish with Anova test.

For analyses related to the second problem of the study, two-way Pearson correlation coefficients have been calculated.

Operation

After permission was obtained from the agencies where studies were to be conducted in order to collect data, data were collected by the researcher between May, 14-25, 2012. A session was organized at every class in order to collect data and average period of session was measured as 50 minutes. Before data were collected, participants were briefed, and data collection tools were distributed to those volunteering to take part in the study. Data collection studies were pursued at the classroom and by working as groups.

RESULTS

Examination of Writing Self-efficacy Perceptions and Writing Successes of the Students with Turkish Ancestry and Foreign Students According to the Gender Variable

Results of statistical analyses aimed at understanding whether or not participants writing self-efficacy perception levels and writing successes differ depending on the gender variable are available in TableS 1 and 2, respectively.

As is seen in Table 1, it has been determined that self-efficacy perception of students with Turkish ancestry and foreign students does not differ depending on the gender variable. Although it is not statistically significant, it is observed that women among the students with Turkish ancestry and men among the foreigners have higher self-efficacy when averages are taken into consideration.

As is seen in Table 2, writing success level of students with Turkish ancestry does not show a significant difference depending on the gender variable. It is observed that, among foreign students, women (X=54.29) are more successful than men (X=47.32) to the extent that they show a statistically significant difference [$t_{(66)}$=3.734; p<0.05].

Examination of Writing Self-efficacy Perceptions and Writing Successes of the Students with Turkish Ancestry and Foreign Students According to the Objective in Learning Turkish Variable

Results of statistical analyses aimed at understanding whether or not writing self-efficacy perception levels and writing successes of students with Turkish ancestry and foreign students differ depending on the their objectives in learning Turkish are available in Tables 3 and 4, respectively.

Table 3 indicates that writing self-efficacy perceptions of students with Turkish ancestry do not differ depending on their objectives in learning Turkish. Similarly, writing self-efficacy perceptions of foreign students do not differ depending on their objectives in learning Turkish.

As can be seen in Table 4, as is the case in writing self-efficacy perceptions, no differentia-

Table 1: Examination of writing self-efficacy perceptions levels of the students with Turkish ancestry and foreign students according to the gender variable

Group	*Gender*	*n*	*Mean*	*Ss*	*sd*	*t*	*P*
Turkish Ancestry	Female	30	92.03	18.16	59	.736	.465
	Male	31	89.06	12.78			
Foreigners	Female	24	72.96	20.05	66	-.036	.972
	Male	44	73.14	19.10			

Table 2: Examination of writing success of the students with Turkish ancestry and foreign students according to the gender variable

Group	*Gender*	*n*	*Mean*	*Ss*	*sd*	*t*	*P*
Turkish Ancestry	Female	30	57.03	6.91	59	.687	.495
	Male	31	55.87	6.28			
Foreigners	Female	24	54.29	7.37	66	3.734	.001*
	Male	44	47.32	7.33			

P < .05

Table 3: Examination of writing self-efficacy perception levels of the students with Turkish ancestry and foreign students according to the objective in learning variable

Groups	*Variance source*	*KT*	*SD*	*KO*	*F*	*p*
With Turkish Ancestry	Inter-groups	1226.99	3	408.99	1.743	.168
	Intra-groups	13376.22	57	234.67		
	Total	14603.21	60			
Foreigner	Inter-groups	926.39	3	308.80	.824	.486
	Intra-groups	23990.25	64	374.85		
	Total	24916.63	67			

Table 4: Examination of writing success of the students with Turkish ancestry and foreign students according to the objective in learning Turkish variable

Groups	*Variance source*	*KT*	*SD*	*KO*	*F*	*p*
With Turkish Ancestry	Inter-groups	158.90	3	52.97	1.242	.303
	Intra-groups	2430.15	57	42.63		
	Total	2589.05	60			
Foreigner	Inter-groups	296.409	3	98.803	1.573	.204
	Intra-groups	4019.282	64	62.801		
	Total	4315.691	67			

tion is seen in writing success of students with Turkish ancestry depending on the objective in learning Turkish. No differentiation has been determined in writing success of the foreign students depending on objective in learning Turkish.

Examination of Writing Self-efficacy Perceptions and Writing Successes of the Students with Turkish Ancestry and Foreign Students According to Variable of Whether or not Having Learnt Turkish Previously

Results of statistical analyses aimed at understanding whether or not writing self-efficacy perception levels and writing successes of students with Turkish ancestry and foreign students differ depending on whether or not they have learnt Turkish before traveling to Turkey are available in Tables 5 and 6, respectively .

As can be seen in the Table 5, almost half of the students with Turkish ancestry (29) have stated having taken Turkish classes before coming to Turkey. Based on the analysis conducted, no statistically significant difference has been detected between writing self-efficacy perceptions of the students with Turkish ancestry who have taken Turkish classes previously and that of students who did not take Turkish classes previously. Although it is not unexpectedly statistically significant, it is observed that students who have taken Turkish classes previously have higher writing self-efficacy.

Eight of the students who took part in the study stated having taken Turkish classes before coming to Turkey. Unlike the data gained from the students with Turkish ancestry, it has been established that writing self-efficacy perceptions of the foreign students who have stated having taken Turkish classes (X=81.63) are significantly and statistically higher than that of those students (X=71.93) who have stated taking no Turkish classes [$t_{(66)}$=2.569; p<0.05].

Table 6 indicates that there is no statistically significant difference between writing success scores of the students with Turkish ancestry who have taken Turkish classes previously and that of those students who did not take Turkish class-

Table 5: Examination of writing self-efficacy perception levels of the students with Turkish ancestry and foreign students according to variable of whether or not having taken Turkish classes previously

Group	*Having previously*	*n*	*Mean*	*Ss*	*sd*	*t*	*P*
With Turkish Ancestry	Taken Turkish classes	29	87.86	17.14	59	-1.262	.212
	Taken no Turkish classes	32	92.94	13.90			
Foreigner	Taken Turkish classes	8	81.63	7.74	66	2.569	.017*
	Taken no Turkish classes	60	71.93	20.10			

*p < .05

Table 6: Examination of writing successes of the students with Turkish ancestry and foreign students according to variable of whether or not having taken Turkish classes previously

Group	*Having previously*	*n*	*Mean*	*Ss*	*sd*	*t*	*P*
With Turkish Ancestry	Taken Turkish classes	29	58.07	6.42	59	1.880	.065
	Taken no Turkish classes	32	54.97	6.45			
Foreigner	Taken Turkish classes	8	55.50	6.44	66	2.597	.026*
	Taken no Turkish classes	60	49.02	7.95			

*p < .05

es. Another issue that is worth attention is the fact that, unlike table on self-efficacy perceptions, writing success scores of the students who have stated having taken Turkish classes are higher than that of the students who have stated having no Turkish classes.

It is observed that, among foreign students, there is a statistically significant difference in writing success as is the case in self-efficacy perception [$t_{(66)}$=2.597; p<0.05]. As can be seen in Table 6, it has been found out that foreign students who have stated having taken Turkish classes (X=55.50) are more successful in writing than those foreign students who have stated having no Turkish classes (X=49.02) .

Examination of Writing Self-efficacy Perceptions and Writing Successes of the Students with Turkish Ancestry and Foreign Students According to the Perceptions as to Difficulty in Learning Turkish Variable

Results of statistical analyses aimed at understanding whether or not writing self-efficacy perception levels and writing successes of students with Turkish ancestry and foreign students differ depending on whether they perceive Turkish learning as difficult or easy are available in Tables 7 and 8, respectively.

As can be seen in Table 7, no significant difference has been found between writing self-efficacy perceptions of the students with Turkish ancestry who think learning Turkish is difficult and that of those students thinking that learning Turkish is easy. However, it is observed that there is a relatively high difference between averages of the scores received by those thinking learning Turkish is easy (X=91.50) and those thinking learning Turkish is difficult (X=71.67) from the scale . It is believed that such situation is because of the difference in size of both groups.

It has been found out that there is a statistically significant difference between writing self-efficacy perceptions of the foreign students thinking that learning Turkish is difficult and that of those students thinking learning Turkish is easy [$t_{(66)}$=-2.783; p<0.05]. As can be seen in Table 7, averages of those thinking learning Turkish is easy (X=78.69) are higher than that of those thinking that learning Turkish is difficult (X=65.52).

No statistically significant difference has been determined between writing success of the students with Turkish ancestry who perceive learning Turkish as easy and that of those students perceiving it as difficult. Similarly, Table 8 indicates that no statistically significant difference has been determined between writing success of the foreign students who perceive learning Turkish as easy and that of those students perceiving it as difficult.

Examination of Correlation between Writing Self-efficacy Perceptions and Writing Successes of the Students with Turkish Ancestry and Foreign Students

Data related to calculation of Pearson correlation coefficients aimed at examining writing

Table 7: Examination of writing self-efficacy perception levels of the students with Turkish ancestry and foreign students according to variable of their perceptions as to difficulty in learning Turkish

Group	*Perception as to difficulty*	*n*	*Mean*	*Ss*	*sd*	*t*	*P*
With Turkish Ancestry	Hard	3	71.67	24.58	59	-1.385	.296
	Easy	58	91.50	14.67			
Foreigner	Hard	29	65.52	22.00	66	-2.783	.008*
	Easy	39	78.69	14.94			

*p < .05

Table 8: Examination of writing successes of the students with Turkish ancestry and foreign students according to variable of their perception as to difficulty in learning Turkish

Group	*Perception as to difficulty*	*n*	*Mean*	*Ss*	*sd*	*t*	*P*
With Turkish Ancestry	Hard	3	49.33	4.51	59	-2.730	.090
	Easy	58	56.81	6.47			
Foreigner	Hard	29	48.31	8.08	66	-1.304	.197
	Easy	39	50.87	7.91			

Table 9: Correlation between writing self-efficacy perception levels and writing successes of the students with Turkish Ancestry

Group			*Self-Efficacy*	*Success*
With Turkish Ancestry	Self-efficacy	Pearson Correlation	1	.090
		P		.488
		N	61	61
	Success	Pearson Correlation	.090	1
		P	.488	
		N	61	61
Foreigner	Self-efficacy	Pearson Correlation	1	.393**

success between students with Turkish ancestry and foreign students are given in Table 9.

No statistically significant correlation has been established between writing self-efficacy perceptions and their real writing success levels (r=.90).

It has been determined that there is a statistically significant and positive correlation between writing self-efficacy perceptions and real writing success levels of the foreign students (r=.393; p<.01). When determination coefficient has been taken into consideration (r^2=0.15), it may be said that 15% of the variability in writing success stems from writing self-efficacy perception or 15% of total variance in the writing self-efficacy perception depends on writing success.

DISCUSSION

Findings derived from the study suggest that writing self-efficacy perception levels and writing successes of the foreign students and students with Turkish ancestry who are learning Turkish do not differ depending on the gender variable. Although it is not statistically significant, when averages are taken into consideration, it has been concluded that women among the students with Turkish ancestry (X=92.03) and men among the foreigners (X=73.14) have higher self-efficacy. From writing success perspective, writing success levels of students with Turkish ancestry do not show a significant difference depending on the gender variable. One of the results of this study is that, among foreign students, women (X=54.29) are more successful than men (X=47.32) to the extent that they show a statistically significant difference [$t_{(66)}$=3.734; p<0.05]. In the research conducted by Buyukikiz (2011: 100), among foreign students learning Turkish, written expression success levels of female students are higher than that of male students.

Statistical analyses aimed at understanding whether or not writing self-efficacy perception levels and writing successes of students with Turkish ancestry and foreign students differ depending on the their objectives in learning Turkish show that there is no difference. Similarly, writing self-efficacy perceptions of foreign students do not differ depending on their objectives in learning Turkish.

According to statistical analyses aimed at understanding whether or not writing self-efficacy and writing successes of students with Turkish ancestry and foreign students differ depending on whether or not they have taken Turkish classes before coming to Turkey,; no statistically significant difference has been determined between writing self-efficacy perceptions of students with Turkish ancestry who have stated having taken Turkish classes and that of those students who have taken no Turkish classes. Although it is not statistically significant, it is observed that students who have taken no Turkish classes previously have higher writing self-efficacy. Unlike the data gained from the students with Turkish ancestry, it has been established that writing self-efficacy perceptions of the foreign students who have stated having taken Turkish classes (X=81.63) are significantly and statistically higher than that of those students (X=71.93) who have stated having taken no Turkish classes [$t_{(66)}$=2.569; p<0.05].

There is no statistically significant difference between writing success scores of the students with Turkish ancestry who have taken Turkish classes previously and that of those students who did not take Turkish classes. However, unlike the scores in self-efficacy perception results, writing success scores of students who have stated having taken Turkish classes previously (X=58.07) are higher than that of students who have stated having taken no Turkish classes (X=54.97) previously. It has been concluded that,

among foreign students, there is a statistically significant difference in writing success as is the case in self-efficacy perception [$t_{(66)}$=2.597; p<0.05]. It has been concluded that foreign students who have stated having taken Turkish classes (X=55.50) before coming to Turkey are more successful in writing than those foreign students who have stated having no Turkish classes previously (X=49.02) .

No significant difference has been found between writing self-efficacy perceptions of the students with Turkish ancestry who think learning Turkish is difficult and that of those students thinking that learning Turkish is easy. However, it is observed that there is a high difference in terms of score averages in favor of those thinking learning Turkish is easy (X=91.50) . But, it has been found out that there is a statistically significant difference between writing self-efficacy perceptions of the foreign students thinking that learning Turkish is difficult and that of those students thinking learning Turkish is easy [$t_{(66)}$=-2.783; p<0.05]. Averages of those thinking learning Turkish is easy (X=78.69) are higher than that of those thinking that learning Turkish is difficult (X=65.52).

No statistically significant difference has been determined between writing success of the students with Turkish ancestry and foreign students who perceive learning Turkish as easy and that of those students perceiving it as difficult.

No statistically significant correlation has been established between writing self-efficacy perceptions and their real writing success levels (r=.090). It has been concluded that there is a statistically significant and positive correlation between writing self-efficacy perceptions and real writing success levels of the foreign students (r=.393; p<.01). According to results, when determination coefficient has been taken into consideration (r^2=0.15), it may be said that 15% of the variability in writing success stems from writing self-efficacy perception or 15% of total variance in the writing self-efficacy perception depends on writing success. In another study on writing skills of foreign students learning Turkish and their writing self-efficacy perceptions (Buyukikiz 2011: 146), a positive correlation has been determined. In a study conducted with the bilingual students with Turkish ancestry who are learning Turkish (Uzbeks), although it has been concluded that students lack writing skills (Coskun 2009: 681), these students make coherence mistakes which is quite similar to mistakes made by the students who are native speakers of Turkish (Coskun 2011: 889).

CONCLUSION

Writing is a skill that can be taught and improved. Different studies conclude that self-efficacy perception is an important factor in academic success of the individuals. Therefore, it is important for teachers to provide feedbacks which will improve self-efficacy perception in improving writing skill during the education process.

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