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Investigating academic writing strategy use in L1 and L2

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Abstract

This study is designed to determine English Language Teaching pre-service teachers' first and second language academic writing strategy uses through a cross-sectional evaluation. It is also aimed to examine students' perceptions, strengths and weaknesses in first and second language academic writing processes. Data was collected from 253 participants through a questionnaire, open-ended questions and interviews. The results revealed that strategy use is proficiency-dependent; the students with lower proficiency tend to use writing strategies more and planning strategies were used most frequently in both languages.

Keywords: Academic Writing, Writing Strategy, First Language Writing, Second Language Writing.

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1. Introduction

Writing strategies are employed to regulate the cognitive writing processes both in L1 and L2 language (Flower & Hayes, 1981; Grabe & Kaplan, 1996). These strategies are used as useful tools to transform knowledge and get over the difficulties they encounter in order to achieve a goal in both L1 and L2 writing (Petric & Czarl, 2003; Cohen & Brooks-Carson, 2001). In literature, referring to the significance of strategy use in writing processes, the strategy studies on L1 and L2 writing processes have increased recently (Wolfersberger, 2003; Sasaki, 2000; 2004; Wong, 2005a; Lei, 2008). The common motivation underlying these studies is that understanding writing strategies is indispensable to help English as Foreign language (EFL) learners develop their writing abilities.

The studies comparing L1 and L2 writing have found that there are similarities among the strategies used for two processes. For instance, Cohen and Brooks-Carson (2001) found out the direct transfer of L1 strategies to L2. The difference between L1 and L2 writing processes was also emphasized. Basically, the distinction is that L1 writing process includes producing content, drafting ideas, revising writing, choosing appropriate vocabulary and editing text, whereas L2 writing involves all of these elements with second language process (Wolfersberger, 2003). This makes L2 writing a challenging and complex process. Thus, the strategies used in L2 writing have been focused more due to language proficiency load on students (Muncie, 2002).

Moreover, considering the variable of proficiency in strategy use, the transfers of strategies and their effectiveness have been examined for both high and low proficient learners. For instance; Wolfersberger (2003) obtained that lower level students tend to transfer L1 strategies to the L2 writing process. Especially, when they encounter a difficult writing task, they became confused and blocked with too many language problems that broke down their composing process and inhibit their strategy use in L2.

Particularly in case of academic writing, learners encounter more challenges since academic writing requires conscious effort and practice in composing, developing and analyzing (Myles, 2002). In Gillian and Dolores's (2009) study, the effectiveness of different techniques for academic writing was investigated focusing on the strategies of note-taking, editing and self-monitoring. The results confirmed that effective use of strategies increases the writing qualities and content knowledge. In a similar vein, Castello, Inesta and Monero (2009) investigated the doctoral students' academic writing processes in relation with regulation. The results revealed that consciousness about writing process and especially awareness about their difficulties helped them progress and solve the writing problems.

However, the studies on the use of writing strategy in academic writing tasks have been limited. Considering the fact that academic writing involves different processes due to nature of writing task and cognitive load of more complicated language use, it can be claimed that the use of writing strategies effectively becomes more essential for the learners' success (Wong, 2005b). Therefore, there is a need for the studies that examine the learners' academic writing strategies. This study attempted to contribute to this discussion by examining English Language Teaching (ELT) pre-service teachers' use of writing strategy in second language academic writing tasks in comparison with first language writing tasks. Particularly, the purpose of the study was to determine the students' self-perceptions about the use of L2 academic writing strategies, considering the attitudes towards writing and in compassion with L1 writing tasks. On this purpose, the following research questions were addressed:

1. What strategies do Turkish ELT pre-service teachers tend to employ in L2 academic writing?
2. Does their strategy use differ in terms of the year they attend?
3. Does the positive attitude to writing affect the writing strategy? Do the ones who like writing use more strategies or vice versa?
4. What strategies do they tend to use in their L1 writing?

2. Method

The present study was designed with mixed method, combining quantitative and qualitative research designs. Through the quantitative data provided from the questionnaires, the participants' academic writing strategy uses could be described and the qualitative data from interviews supported these findings. Besides, the open-ended questions helped to discuss the participants' L1 strategy uses.

3. Participants

The population of the study consists of the pre-service teachers attending to the department of English Language Teaching at Education Faculty of Anadolu University in Turkey. To obtain more reliable and generalizable findings and to describe the overall profile of students' writing process and strategy use development, data was collected in a cross-sectional way; thus from all grades 253 students (from 1^{st}, 2^{nd}, 3^{rd}, 4^{th} grades) were involved in the study. After extracting the uncompleted instruments, the data collected from 229 students were analyzed. The age rate of the students ranged in between 18 -23 and they had different academic backgrounds depending on their experience and interests. Additionally, graduate students (*n*=24) enrolled in Master (MA) and Doctorate (PhD) program of English Language Teaching in the Graduate School of Educational Sciences were also involved in the study. The age rate of this group is between 24-40.

The distribution of participants in this study is presented in the following.

Table 1. Distributions of Participants in the Study

Group	Number
1.year	60
2.year	56
3.year	58
4.year	55
M.A. & PhD.	24
TOTAL	253

4. Instruments

For data collection; a questionnaire on writing strategies, written test scores, open-ended questions and interviews were used. The questionnaire was adapted from Petric and Czarl (2003)'s study. It consists of a list of written statements, each presenting a statement about the use of a writing strategy designed in five-point Likert scale ranging from *never, almost never true of me* to *always, almost true of me.* Strategy use is determined through students' self-ratings of frequency of use of different strategies. The items in the questionnaire were categorized according to the structure of writing process, as purposed by Flower and Hayes (1981). There are four background knowledge questions in the first part and 38 strategy items. The strategy items are divided into three sections; planning strategies (8 items), while writing strategies (14 items) and revising strategies (16 items).

Additionally, participants' exam scores obtained from advanced writing course were taken into evaluation as indicators of their writing proficiency. The exam was a paper-pen test in which two prompts were given and the students were asked to write an expository paragraph, and an example essay. The exams were assessed in terms of the unity of the paragraph, coherence within the essay and clear thesis statement and supporting ideas and the organization. These scores were used as selection criteria for the interviews.

Then, follow-up semi-structured interviews were carried out to support the obtained data and examine students' perceptions on strategy uses and writing processes in depth. For the interviews, the students who get the highest and lowest score from the writing exam were

selected. The interview questions were concerned with their L2 writing process and their strategy to overcome the difficulties.

Lastly, a set of open-ended questions, about their L1 writing and strategies they used mostly, were given to the all participants. The questions were prepared in parallel to the items in questionnaire and L1 writing processes.

5. Results

5.1. Second Language Academic Writing Strategies

To determine which strategies Turkish ELT pre-service teachers in the study tend to employ in L2 academic writing and whether strategy uses differ in terms of years; firstly the participants' overall strategy uses were investigated. Thus, the students' responses to the questionnaire were analyzed and the mean scores in the subcategories of the questionnaire for planning (before writing), while-writing and revising (after writing) strategies were determined. The descriptive statistics on overall academic writing strategy use in L2 are presented in the following:

Table 2. Descriptive Statistics on Overall Strategy Use in L2 Writing

Group	*n*	*Mean*	*SD*
1.year	60	3,16	.4208
2.year	56	3.02	.3991
3.year	58	3.03	.2599
4.year	55	2.99	.3145
M.A. & PhD.	24	3.11	.2769
TOTAL	253	3.06	.3522

As Table 2 indicates that all participants occasionally employed the strategies investigated in the questionnaire in L2 writing (total mean=3, 06). When the mean scores of the participants were examined in terms of years they attend, it was seen that the 1st year students (mean=3, 16) outperformed other groups in terms of strategy uses while the 4th year students (mean=2, 99) were the groups that reported using the strategies least frequently. Moreover, the high value of standard deviation (SD) in the results of the 1st year students showed that there were more individual differences within the group than the other participants.

To detect whether these differences between the groups in terms of strategy uses were statistically significant, one way ANOVA was applied. The results of the analysis indicated that there was no statistical differences between the groups since $F=2,252,\ P=0.064 > \alpha=0,05$. Thus, it could be interpreted that all participants tend to use the same amount of strategies in L2 writing regardless of their years.

Based on these overall strategy use results, it could be stated that the courses on writing such as Academic Writing Skills I and Turkish Writing Skill might influence the strategy uses of the students attending to the 1st year. When the writing courses finish, the students tendency to use strategies decreases; as the findings on the 3rd and 4th years imply.

In addition, to examine the use of each strategy type the same analysis was applied to each subsections of the questionnaire consisting of planning (before writing), while-writing and revising (after writing) strategies. The results are given in Table 3.

Table 3. The Descriptive Statistics on Types of Writing Strategies

	Group	*Mean*	*SD*
Planning Strategies	1.year (*n*=60)	3.21	.3524
	2.year (*n*=56)	3.13	.4876
	3.year(*n*=58)	3.21	.4455
	4.year (*n=55*)	3.16	.4882
	M.A. & PhD. (*n=24)*	3.16	.4876
While-writing Strategies	1.year (*n*=60)	3.47	.7957
	2.year (*n*=56)	3.22	.4604
	3.year(*n*=58)	3.22	.3475
	4.year (*n=55*)	3.26	.5170
	M.A. & PhD. (*n=24)*	3.24	.3866
Revising Strategies	1.year (*n*=60)	2.87	.3536
	2.year (*n*=56)	2.79	.4546
	3.year(*n*=58)	2.78	.3767
	4.year (*n=55*)	2.66	.3541
	M.A. & PhD. (*n=24)*	2.79	.3946

For the planning strategies, the participants reported that they occasionally used them as the mean values were in the ranges of 2, 60-3, and 39. In terms of years, the 1st year students slightly outperformed the other groups. The use of planning strategy uses decreased throughout their education; the 4th year and post-graduate students were found to use these strategies least frequently.

Once while-writing strategies are considered, it was found that the 1st year students tend to employ these strategies more than planning strategies. On contrary to the outperformance of the 1st year students, the students at 2nd, 3rd and 4th years reported the use of these strategies at more or less the same interval of planning strategies (2, 60-3, and 39). So, like planning strategies, the students except the 1st year students, occasionally preferred to use while writing strategies.

For revising strategies, although the mean values were lower than other writing strategies, they fell in between the same range interval (i.e. 2, 60-3, 39). So, it could be interpreted that the students occasionally tend to use revising strategies. Different from other strategies, there were the outperformance of 2nd and 4th year students (mean=2, 79) in the use of revising strategies.

Overall, the analysis on the type of strategies pointed out that the 1st year students used planning and while-writing strategies more than other groups. This finding implied the effect of instruction on the strategy uses since the 1st year students had academic writing courses for two semesters and in the courses they practiced more about these types of strategies. Generally, all groups reported to use all strategy types occasionally, except the 1st year students for while writing strategies. This indicated that the students were aware of the significance of strategy uses in academic writing tasks but they did not tend to use these strategies as their proficiency enhanced throughout their education.

To check whether the differences at the mean values are statistically significant, one-way ANOVA was again applied. The findings are presented in Table 4.

Table 4. The results of one-way ANOVA for overall strategy uses

		SS	df	MS	F	P
Overall Strategy Use	Between Groups	1.095	4	.274	2.252	.064
	Within Groups	30	163	248	.122	
Planning Strategies	Between Groups	.682	4	.171	.904	.462
	Within Groups	48.788	248	.189		
While-writing Strategies	Between Groups	1.245	4	.321	2.098	.082
	Within Groups	32.545	278	.175		
Revising Strategies	Between Groups	1.515	4	.348	2.491	.044
	Within Groups	37.717	248	.152		

α=0, 05

The results of ANOVA indicated that there was no statistical difference between the groups at planning and while-writing strategy uses. Thus, the differences that were observed on the base of the mean values and category could not be proved statistically. However, for revising strategies, it was obtained that there was a statistical difference between the groups since *F=2,491, P=.004< α=0, 05.* To determine which group caused this difference, *Tukey HSD test* was conducted. Accordingly, the 1st year and the 4th year students caused the difference since the mean difference of these groups were *0.21* and *P=.034 < α=0, 05.* This difference might be caused due to the high mean value of revising strategy use of the 1st year students or the low mean value of revising strategy use of the 4th year students.

6. Attitudes towards Second Language Academic Writing and Its Effect on Strategy Use

To examine whether any affective factor influences the academic writing strategy use, the attitudes of the participants toward second language academic writing were investigated. The question of "Do you like academic writing in English" was asked with the options of *I do not like it all, I have no feelings and I like it all.*

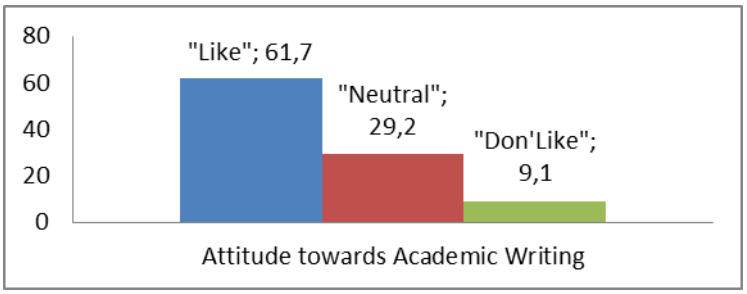


Figure 1. Participants' attitudes towards academic writing in second language

According to the frequency rates of the answers, 61, 7 percentage of the students reported that they like writing in English, while % 9, 1 of the students reported that they do not like it all. 29, 2 percent of the students did not have any feeling about writing in English. Therefore, it could be stated that most of the participants had positive attitude to second language academic writing.

In order to investigate the effect of positive and negative attitude to writing in English on the strategy uses, *t-test* was employed. Comparing the overall strategy uses of two groups, the ones who like and the ones who do not like, it was found that *t=0.156, P=0,876> α=0, 0.* So, there was no statistical significant difference between the ones who like and who do not like. In other words, the attitude was not an indicator of the strategy uses.

7. Perceptions on Strategy Use in Second Language

In order to reveal students' perceptions on the strategy use in L2 academic writing and support the findings of the questionnaire, the follow-up interviews were conducted. To detect any significant difference in the perceptions in terms of proficiency in writing courses, the students to be interviewed were selected from the ones who had the highest mark and the ones with lowest mark at the writing exam in the course.

Firstly, the students were asked about their ideas on writing in L2 and any problems or strengths in academic writing. Regardless of their success rate, all of them agreed that they had some problems in academic writing when they first entered in this department. The reason they mentioned was;

"…when we first came here we had a lot of difficulty in writing because we accustomed to taking multiple choice exams. We do not have much opportunity to write…but here we must write in an organization…." (St2)

The common points that all participants agreed on were that they benefited from the instruction on academic writing process and this training improved their writing.

"I have difficulty in writing in Turkish….but writing in English is different, it is taught systematical and I loved my instructor….We learned everything step by step, we learned what to write how and where, but we did not learn writing in Turkish like this in high school." (St1)

In spite of the instruction on writing, the failure in the writing tests was explained by the less successful students as;

"Writing is not so problem for me, I like writing but …yes I know my grades are low ...but I studied writing ….I think I can accomplish it ...may be the reason could be the test anxiety. I got panic while writing in the exam but at home I am more relaxed…" (St4)

The test anxiety and lack of motivation were reported as the reasons for the failure in writing. The reasons like the lack of competence in writing skills were not mentioned, they claimed that they knew how to write a well organized essay but external or internal factors inhibited them. St5 confirmed the effect of attitude to the writing strategies. It could be interpreted that if she liked writing she could employ more strategies to improve her writing.

Furthermore, the students were asked the strategies they employed before, while and after writing. They all agreed that they did a kind of planning before starting to write, the difference occurred in the subcategories of planning strategies. These subcategories (Sasaki, 2000) were considered in this study to get better insights of the participants' strategy use. The first type of planning strategies the participants used was global planning, as seen in quotations below;

"I think a lot before starting to write….I do not make an outline in the exams but I like writing an outline because after making an outline it is easier to write …. I include in my outline the main idea and examples .examples in each paragraph…" (St2)

"I do not make outline. I take longer notes whatever comes to my mind. I classify these notes which one in the introduction, body and conclusion… It does not take so much time, when necessary I include these notes in the writing." (St1)

The students who had the highest marks in the test reported that they used this strategy. They emphasized that they learned this strategy type in the course and in some exams, outline or plan of writing (text) was asked so they often employed this strategy.

Another type of planning was thematic planning which is less detailed organization of the writing.

"I do not make an outline… I just read the title and think and do a mental plan…" (St3)

"I think! I take short notes…firstly I think the major points, then, think about the examples as minor points…but I don't note down."(St4)

Different from this type, local planning was reported by a less successful student, St5;

"I just start to write, no I do not make an outline I do not plan, after I write the first sentences, I just write whatever comes to my mind ….. So I think after almost each sentence…I think which grammar structure and vocabulary and which I should use…yes I know it is a hard job but…" (St5)

This showed that less successful students tend to employ local planning more. Also, this student was aware of the fact that this strategy could inhibit their writing performance.

Furthermore, the strategies that the students used when they encountered a problem while writing were asked. The answers indicated that the effect of differences in proficiency (years);

One of the successful students, St1 emphasized the significance of background knowledge and the facilitating effect on writing;

"The most important thing in writing is background knowledge but capability to use the appropriate vocabulary we need this… examples are enough, I mean, topics are current. And to write a thesis statement that covers all the idea in the essay we should know appropriate, current expressions…related vocabulary a kind of jargons…For example in the last exam we had a topic on the bird flu we did better….I think what we have learned and the background knowledge is very important in writing, while writing thesis statement or topic sentences in the paragraphs we use this knowledge, we choose the appropriate vocabulary thanks to them…. Finding examples we have read or examples make our writing better…." (St1)

This strategy she reported could be categorized as information retrieving. The other students especially less successful ones agreed on this assumption but they confirmed that they did not apply it often. Another retrieving strategy that St1 reported was plan retrieving;

"…I try to be sure that I have included all the notes I have taken beforehand. so yes I go back to my notes…" (St1)

Other successful students answered the questions in the same way. Thus, it could be stated that consulting to the outline or plans and notes was another strategy that were used by the successful students. Less successful students applied naturally generated ideas as while-writing strategy when they got blocked in writing, as seen in example below;

"I reread the whole draft but I try to read as if I was reading someone else's essay…if I am blocked so much I try to think something else and it just starts to come to my mind…"(St4)

As the results for while-writing activities indicated, the use of while-writing strategies such as retrieving and generating ideas depends on the context, genre of writing, topic of writing. More proficient students could use some strategies more successfully.

Lastly, the students were asked about the revising strategies. All participants agreed that revising was an essential strategy but depending on the context and individual differences, they could apply it at varying levels. For instance;

"revising is problem I do not like revising, firstly I revised, I reread but then I gave up…I think I am lazy…for this… now when I finish and hand it out…….If I check, I mean if I reread I would check grammar structures."(St3)

Apart from the affective factor, the interviews revealed that revising strategy correlated with the proficiency (grades). Less successful students told that they did not apply it efficiently.

"I reread. I reread fast …No I don't read in detail. I check thesis statements. Whether topic sentence is powerful or not …" (St4)

"….I do not read after I finish, I just want to give and escape…I mean writing is an obstacle for me...I do not like maybe I do not know how to write so…"(St5)

Translating was another strategy that was revealed in the interviews. The students who has lowest grade reported that they usually applied this strategy;

"I always do this, yes I plan Turkish a kind of …my teacher always warns me "you just translate it" so I could not use exact vocabulary .appropriate ones to express my idea…so ...my English is not enough for this…." (St5)

The reason for using this strategy was explained as the lack of competence in English. Also other students agreed that they could not resist in translating ideas into English. They complained having expressions which smells Turkish.

The results of the interviews supported the findings of the questionnaire that the students employed planning strategies and while-writing strategies more than revising strategies. Moreover, the students drew attention to the effect of motivation and the systematical instruction on writing and use of strategies. The proficiency level, which was determined according to the test scores of students in this study, was seen as the effective factor on the use of strategies. While the lower level students had more tendencies to use some strategies more than the higher level students.

8. Academic Writing Strategy Use in L1

After determining the strategy use of L2 academic writing, the L1 writing strategies the students employed were also investigated through open-ended questions in order to discuss the academic writing processes in detail. In the open-ended questions, participants were asked to report what they usually write in their L1, Turkish and what they do before, while and after they write. The analysis of the answers for open-ended questions was conducted for each group of participants to obtain the most common strategies in Turkish. Through content analysis and adapting Sasaki's (2000) and Wong's (2005a) categorization of strategies, the participants' responses were analyzed.

Firstly, the genre of writing in Turkish was questioned. The majority of the students in all classes answered that they wrote e-mails most frequently. After e-mails, letters, diaries and assignment as requirements of the course were reported. Except the students at the first year, other students reported that they rarely wrote in Turkish for academic purposes. The 1st year students had a Turkish Writing Skill course, so they were required to write essays in Turkish in the exams and assignments. The students attending to the 2nd and 3rd year students required to write essays in Turkish occasionally for the courses on teaching profession. The 4th year and MA & PhD group were the ones that reported less writing in Turkish. The other common genres of writing in Turkish were other leisure time activities such as diaries, poems and letters.

Regarding the strategy types used in L1, the students' answers were analyzed. For before-writing strategies, sub-categories of planning strategies that Sasaki (2000) proposed were defined; namely, global, thematic, organizing and local planning strategies. For the strategies that the students employed when they encountered a problem while writing, retrieving strategies subcategorized as plan retrieving and information retrieving also the strategy of generating ideas including the subcategories of naturally generated and description generated were identified. Translating was excluded from this analysis since the questions were already about their L1 writing

For rereading strategies, using Wong's (2005a) classification, revising, editing strategies were added. The frequency rate of each subcategory of strategies was evaluated within the each group of main strategy types. The percentages are presented in Table 5.

Table 5. Relative Distribution of Reported Use of the Five Writing Strategies in Turkish

		1st year n (%)	2nd year n (%)	3rd Year n (%)	4th year n (%)	MA &PhD n (%)
Planning	Global	78 (50, 9)	64 (57, 1)	41 (59, 4)	65 (63, 7)	62 (84, 9)
	Thematic	53 (34,6)	13 (11, 6)	10 (14, 4)	7 (6, 8)	11 (15, 06)
	Organizing	---	9 (8, 0)	3 (4, 3)	5 (4, 9)	---
	Local	22 (14, 3)	25 (40,5)	15 (21, 7)	25 (24, 5)	---

	Plan	14 (18, 4)	---	----	----	9 (21, 4)
Retrieving	Information	---	---	11 (68, 7)	---	4 (9, 5)
	Naturally	9 (11, 8)	26 (40, 6)	3 (18, 7)	25 (89, 2)	13 (30, 9)
Generating	Description	---	---	2 (12, 5)	3 (10, 7)	---
	Others	53 (69, 7)	38 (59, 3)	---	---	16 (38, 09)
Translating		-----	----	---	---	---
	Revising	63 (39,6)	52 (24, 6)	59 (25, 3)	58 (65, 9)	5 (8, 1)
Rereading	Editing	40 (25, 1)	63 (29, 8)	122 (52, 3)	15 (17, 04)	53 (86, 8)
	Others	36 (22, 6)	53 (25, 1)	26 (11, 1)	---	---

The figures in Table 5 indicated that the most common strategies were global planning as before-writing strategies and rereading and revising strategies as after-writing strategies. The strategies that the students applied when encountered a problem while writing varied and mostly the other strategies that were not included here were preferred; such as asking for help, leaving aside and searching for the topic again. Among while-writing strategies explained in the list, plan retrieving strategies were reported more than information retrieving. Moreover, the students expressed that they usually generated the idea without a stimulus as in naturally generated ideas rather than generating an idea related to previous description.

In all classes, the common subcategory for before-writing strategies was global planning which means the detailed organization of the writing. The answers such as internet and library search on the topic, making outlines, making outlines for each paragraphs, mental planning of the organization, noting down the important points to mention, brainstorming so on were included into this subcategory.

Considering the 1st year students' responses, it was obvious that they were accustomed to making a detailed organization of writing in Turkish. This phenomenon could be explained as the consequence of the courses of Turkish writing skills as well as Academic Writing Skill. As mentioned above, the students were instructed on the writing process of Turkish writing. This could be seen clearly in the Example 1;

Example 1:

"Firstly, I decide on an outline. In my mind, I determine what to write, in which order

and with which examples. Sometimes write them on the paper. This prevents me being lost among my ideas. Really, making an outline before writing works well. But while writing informally such as letters I do not apply this. Sometimes, I just write what comes to my mind."

Furthermore, the techniques to plan the writing changed as the year of the students attend changed. That is, for the students who attend to the 3rd or 4th year, planning for writing was reported to be done mentally as in the Example 2 and 3;

Example 2:

"Firstly, I design my ideas on the topic I will write. I organize them in my mind. Later on I start to write." (3. year student)

Example 3:

"I design the general organization in my mind. I do brainstorming; I write everything whatever comes to my mind. Among them, I choose the most appropriate one and I start writing."

The reason for the change of before-writing strategies could be explained that the students chose the most practical technique for them after the instruction on Turkish writing.

Moreover, the while-writing strategies were investigated by the question of "What do they do when they encounter a problem?" The responses to this question differed among the participants regarding to their years. The answers such as asking for help, leaving aside, using similar sentences and researching on the topic were grouped as the others under the subcategories of strategies. The students attending to the 1st and 2nd year and graduate and post graduate students chose these strategies most frequently while writing. The reason for this difference could be the students' different interpretations of the question or the concept of problem in writing.

The other favorite subcategories for the students attending to the 3rd and 4th year were information retrieving which means to retrieve appropriate information from long term memory and naturally generated ideas which refers generating ideas without any stimulus. The examples were given below, respectively;

Example 4:

"I check my notes and if they were inadequate, I consider on the topic again and try to find more examples."

Example 5:

"I always try to link the sentences, when a new idea comes to my mind I am blocked. Then I use conjunctions…"

As after-writing strategies (revising strategies), the most common subcategories were rereading and revising regardless of the year the students attend. Although rereading and revising strategies could be regarded as the same at first sight, as Wong (2005a) claimed they require different operations so they could be regarded as separate strategies. Revising is a kind of scanning and the students could revise and check the structure, word choice or organization. On the other hand, rereading requires more detailed operations. The answers like rereading the whole text, the last paragraph and reading aloud and reading objectively were included in the subcategory of rereading. On the other hand, scanning, checking the spelling and structures, revising the coherence and unity were included into the subcategory of revising. In this way, when the findings were reexamined, it was seen that all participants reported to reread the text after writing, except the 1st year students, the other classes reported that they scanned their writing and checked the structural, meaning coherence. Again, the effect of instruction on Turkish writing could be observed clearly. The students attending to the 1st year learned to reread the text in detail and then revise the organization. Due to individual differences and lack of opportunities to write in Turkish in more organized way, the other students did not apply these strategies so frequently.

The overall results of open-ended questions revealed that there were some similarities between the strategies in L1 and L2 writing. Firstly, the rate of strategy use before writing was high in both L1 and L2 writing across all groups. The students tend to use planning strategies, particularly global planning both in l1 and L2. Regarding while-writing strategies, some similarities were also observed. Particularly, the strategy of naturally generated ideas was commonly used both in L1 and L2. Moreover, revising strategies were also problematic for the students both in L1 and L2. They used these strategies in a limited proportion than expected. The most striking similarity between L1 and L2 writing strategy use is the effect of instruction. For both languages, it was seen that the students tend to use these strategies more when they had special writing course, at the 1st year, but when these courses finished, their tendency to use these strategies at the writing tasks of other courses decreased both in L1 and L2.

Regarding the differences across groups in L1 and L2 writing, it drew attention that he manner of planning differed in L1 and L2. While the students preferred to write or prepare outline for L2 academic writing, they mostly mentioned about mental planning in L1 writing.

Besides, they could vary the types of while-writing strategies in L1 but they had some hesitations in L2 writing. The effect of language load on L2 writing could be seen for the use of strategies. The students could retrieve information more easily and practically in their L1 while they had some difficulty in L2 due to limited language proficiency.

9. Discussion and Conclusion

This study explored the students' self perceptions of strategy uses in second language academic writing in comparison with L1 writing strategies. The overall results of questionnaire revealed that Turkish ELT pre-service teachers in this study tend to employ writing strategies occasionally in their academic writing tasks. Particularly, the 1st year students were observed to use more strategies, namely planning, while-writing and revising strategies. The follow-up interviews indicated the effect of instruction on this use of strategy. The 1st year students had academic writing course and Turkish writing course, in which strategy training was given and the students practiced these strategies in their academic writing tasks. Thus, these students used planning and while-writing strategies more frequently, which could be regarded as useful, facilitating writing strategies, as consequences of training on the writing process in the courses. These findings correlate with the results of Sasaki (2000, 2004) who investigated the effect of instruction in longitudinal study. As Sasaki (2000, 2004) pointed out there was a positive effect of instruction of writing process on the strategy use in L2; the students who attend to a course on writing skills outperformed the other groups. Different from Sasaki's (2000, 2004) study, in the present study a special training program was not organized, the courses already included in the curriculum were taken into account.

As well as instruction, the effects of affective factors on strategy use in L2 writing were investigated in this study. The participants' attitudes towards academic writing were questioned but no significant difference was detected. On the other hand, in the interview, the students mentioned the lack of motivation as the reason of failure in their writing courses and the reason of unsuccessful applications of strategy uses in academic writing.

Furthermore, the interviews revealed the fact that the strategy uses could depend on the context, genre, topic and aim of the study. Also, the students mentioned that the individual differences were effective in writing strategies. Regardless of their proficiency in writing, they used different strategies ignoring the appropriate ones. In other words, in the courses or by the instructors some strategies were recommended as the useful strategies to improve the students' writing such as making outline, revising the plan or rereading in detail to ensure the coherence but the students could use different strategies that seem more practical.

Moreover, the revising strategies were reported as most frequent strategy for MA and PhD. The reason for this could be stated that the more experienced the learner becomes the more revising strategies they use. Since MA & PhD students are required to write more academic texts than the other classes; they tend to improve and use this strategy more. Their consciousness about the significance of strategy use for academic writing was higher than undergraduate students. This consciousness reflected on their practical use of revising strategies. This finding showed consistency with Castello et all's (2009) study. The doctoral students in that study used more strategies owing to their higher awareness about the academic writing.

When L1 and L2 writing strategies were considered in comparison, it was observed that more or less the same strategies tend to be employed. However, as the students become more experienced, in other words as they passed to other grades, they used fewer strategies and they improved their own techniques due to lack of opportunities to write in L1 in formal manner like in essays. Furthermore, some differences between L1 and L2 writing strategy uses were observed. The main reasons for this distinction could be the differences in instruction and context of writing. While the strategy training is mostly emphasized and the students practiced these strategies in in-class tasks and exams in L2 academic writing course, these strategies are just mentioned and/or overviewed in L1 writing course. Besides, the students could use some

strategies more easily in L1 but had difficulty in L2. The main reason for this is the limited second language proficiency. Particularly for generating ideas, the students had problems in L2.

As the implications that this study proposed, it could be stated that instruction on writing process is effective to improve useful strategies in writing L2, as observed in this study. Since writing skills are crucial for academic success, the writing process and strategy uses should be emphasized in all grades in all courses. Activities that could improve the students' academic writing skills would help students perform better in the exams. The tasks such as outline preparation or revising techniques, which are considered as effective academic writing strategies, should be emphasized in other content lessons and exams so that the students could apply the strategies in academic writing tasks in other courses.

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