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M. Bekturova^{1*}, A. Zhaitapova¹, S. Tulepova², G. Diankova³

¹Kazakh Abylai khan University of International Relations and World Languages,
Almaty, Kazakhstan;

²Suleyman Demirel University, Kaskelen, Kazakhstan;

³South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria.

E-mail: mb.bekturova@gmail.com

THE IMPACT OF SOCIAL AND AFFECTIVE FACTORS ON THE FORMATION OF ACADEMIC WRITING COMPETENCE AMONG FUTURE EFL TEACHERS

Abstract. There are several factors that contribute to poor academic writing skills amongst university students, which play a significant role among future EFL teachers. The article presents a critical review of literature on social aspects leading to unsatisfactory writing abilities and provides a case study dedicated to the analysis of the impact of social factors on the formation of academic writing competence amongst PhD students in one of the leading Kazakhstani universities. These factors include environmental and individual moderators as well as writing triggers and blockers. Consequently, these factors affect the quality of pre-service teachers' writing at tertiary level, especially among young researchers in the Kazakhstani context. By the usage of a semi-structured questionnaire as a research method the present study has shown that positive communication with the research supervisor, the anticipated sense of achievement and a positive spatial environment that is suitable for protected time for writing facilitate the process of academic writing. Meanwhile, there are some factors that have a negative impact on the academic writing process, which include mostly psychological issues such as the fear of negative feedback, the lack of time-management and self-regulation skills. The article argues that these issues need to be addressed if thesis writing is to be improved and suggest further research ideas in this regard.

Key words: teaching academic writing, social factors, affective factors, online questionnaire, writing skills, self-esteem, academic environment.

М. Бектурова^{1*}, А. Жайтапова¹, С. Тулепова², Г. Дянкова³

¹Абылай хан атындағы ҚазХҚ және ӨТУ, Алматы, Қазақстан;

²Сулейман Демирель атындағы Университет, Қаскелең, Қазақстан;

³Неофит Рильски атындағы Оңтүстік-Батыс Университет,

Благоевград, Болгария.

E-mail: mb.bekturova@gmail.com

БОЛАШАҚ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ АКАДЕМИЯЛЫҚ ЖАЗУ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУҒА ӘЛЕУМЕТТІК- АФФЕКТИВТІ ФАКТОРЛАРДЫҢ ӘСЕРІ

Аннотация. Университет студенттерінің академиялық жазу дағдыларының нашар болуына ықпал ететін бірқатар факторлар бар. Мақалада қанағаттанарлықсыз жазу қабілеттеріне әкелетін әлеуметтік аспектілер бойынша әдебиеттерге сыни шолу жасалды және жетекші қазақстандық университеттердің бірінде PhD докторанттарының академиялық жазу құзыреттілігін қалыптастыруға әлеуметтік факторлардың әсерін талдауға арналған кейс-стади жасалды. Бұл факторларға қоршаған орта және жеке модераторлары ретінде жазу триггерлері мен блокаторлары кіреді. Демек, бұл факторлар жоғары оқу орындарында, әсіресе Қазақстандық контексте жас зерттеушілер арасында болашақ шет тілі мұғалімдердің жазу сапасына әсер етеді деп айта аламыз. Жартылай құрылымдық сауалнаманың нәтижесінде, осы зерттеу ғылыми жетекшімен оң қарым-қатынас, күтілетін жетістік сезімі және жазу үшін белгіленген уақыт үшін қолайлы кеңістіктік, жағымды орта академиялық жазу процесін жеңілдететінін көрсетті. Сонымен қатар, академиялық жазу процесіне теріс әсер ететін кейбір факторлар бар, олар негізінен теріс кері байланыстан қорқу, уақытты басқару және өзін-өзі реттеу дағдыларының болмауы сияқты психологиялық мәселелерді қамтиды. Мақалада дипломдық жұмысты жазуды жақсарту қажет болса, бұл мәселелерді шешу қажет екендігі айтылады.

Түйін сөздер: академиялық жазу оқытуы, әлеуметтік факторлар, аффективті факторлар, онлайн сауалнама, жазу дағдылары, өзін-өзі бағалау, академиялық орта.

М. Бектурова^{1*}, А. Жайтапова¹, С. Тулепова², Г. Дянкова³

¹Казахский университет международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан;

²Университет имени Сулеймана Демиреля, Каскелен, Казахстан;

³Юго-Западный Университет «Неофит Рильски», Благоевград, Болгария.

E-mail: mb.bekturova@gmail.com

ВЛИЯНИЕ СОЦИАЛЬНЫХ И ЭМОЦИОНАЛЬНЫХ ФАКТОРОВ НА ФОРМИРОВАНИЕ КОМПЕТЕНЦИИ АКАДЕМИЧЕСКОГО ПИСЬМА БУДУЩИХ ПЕДАГОГОВ ИНОСТРАННОГО ЯЗЫКА

Аннотация. Существует несколько факторов, способствующих формированию неудовлетворительных навыков академического письма у студентов университетов. В статье представлен критический обзор литературы по социальным аспектам, приводящим к низкому уровню овладения навыками письма, а также приведен кейс, посвященный анализу влияния социальных факторов на формирование компетенции академического письма у студентов программы докторантуры одного из ведущих казахстанских университетов. Эти факторы включают в себя модераторы как индивидуального, так и экзогенного характера, а также факторы, способствующие и препятствующие процессу письма. Данные факторы влияют на качество письменной работы студентов вузов, особенно молодых исследователей. Использование полуструктурированной анкеты в качестве метода исследования показало, что позитивное общение с научным руководителем, ожидаемое чувство достижения и позитивная пространственная среда, выделенная для написания работы, облегчают процесс академического письма. Между тем, существуют некоторые факторы, оказывающие негативное влияние на процесс академического письма, к которым относятся в основном психологические проблемы, такие как страх негативной обратной связи, отсутствие навыков тайм-менеджмента и саморегуляции. В статье рассматривается актуальность проблемы влияния вышеупомянутых факторов с целью формирования компетенции академического письма и возможные решения этих задач в педагогической практике.

Ключевые слова: обучение академическому письму, социальные факторы, эмоциональные факторы, опрос, навыки письма, самооценка, академическая среда.

Introduction. The research in the academic writing field has put in the focus mainly a cognitive aspect, taking into account that writing is considered to be the most difficult set of competences that takes a lot of time to acquire (Korotkina, 2018). According to the theory of L. Flower and J.R. Hayes, “The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing” (Flower et al., 1981). Nevertheless, there

has been a shift from the cognitive perspective on writing to social and affective learning (Lea et al., 2013) with the focus on writing as integrative by nature and as a combination of cognitive, linguistic, social, cultural and affective dimensions.

Academic writing is considered to be a competence that each university student (and especially a young researcher) must possess, and which is very challenging to acquire. Research shows that the level of academic writing among university students is low due to many factors (Chokwe, 2013), nevertheless, it is “the primary means that by which students, across all disciplines, present their learning and understanding in higher education and how they are most often assessed on that learning and understanding by the subject-specialist lecturers who mark their work” (French, 2018). Therefore, there is an urge need to research the formation of academic writing as a competence not only from cognitive perspective, but also from social and affective aspects, especially among students whose mother tongue is not English, in which case the additional difficulties students face include the strong influence of mother tongue (Al-Tamimi, 2018), “the demands of style, structure and vocabulary” (Hussain, 2019), “a lack of experience in writing in general, ... low language proficiency” (Frydrychova Klimova, 2013). In post-Soviet countries, the difficulties are mostly caused by “the old Soviet - Russian lingua - didactic tradition of teaching foreign languages;... a low level of prestige of research work among students and some of their teachers” and can be “specific to a particular educational establishment” (Merkulova, 2016).

As this study is dedicated to the exploration of the impact of social and affective factors on academic writing, it is necessary to mention Vygotsky’s sociocultural theory which emphasizes the role of social factors in language learning and considers social communication as the core of cognitive development. According to this theory, in order to develop cognitive thinking all human beings mediate through various ways and tools, which he refers to as mediators. There are three main mediators: material tools, psychological tools and other human beings (Vygotsky, 1981).

In terms of academic writing Vygotsky’s theory and its mediators can be adapted. Scientific texts, article drafts, theses can be viewed as material tools; self-reflection work on the writing process as psychological tools and interactions with peer colleagues, scientific supervisors, consultants are to be human communications. With this in mind, we have explored an adapted version of a structural model of academic writing, presented by R.Murray and S.Moore in 2006 (Murray et al, 2006), and is indicated below:

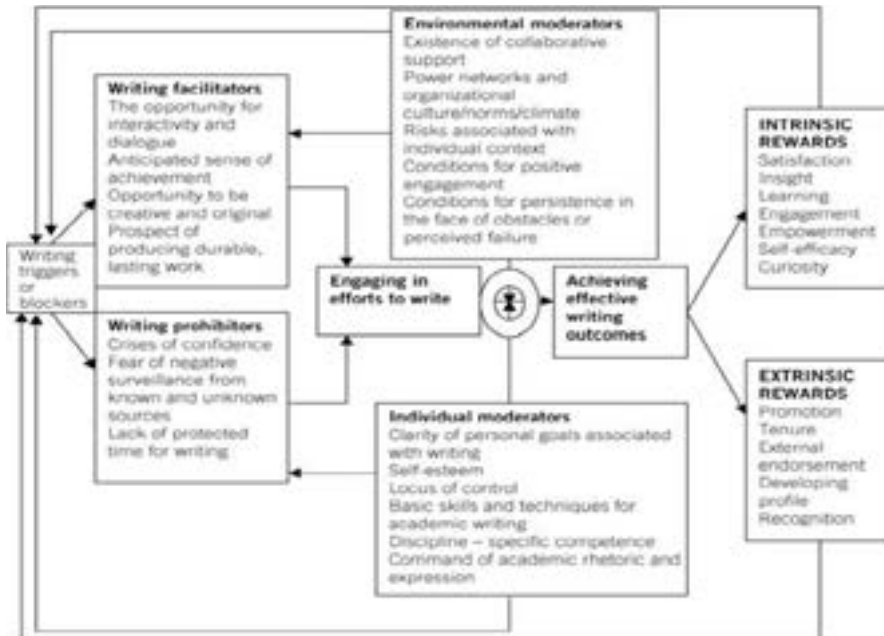


Figure 1. A structural model of academic writing: framing your academic writing context. Adapted from Moore S. (2003)

R. Murray and S. Moore (2006) claim that social and affective factors that may have a negative or a positive impact on writing can be considered as environmental and individual respectively. Environmental factors tend to focus on communication mediators, on the interactions within an organizational institution (peer researchers, professors, etc.), while individual factors emphasize on self-reflection, on the affective aspect of writing (personal feelings of a researcher regarding his/her writing, time-management and self-control skills, command of basic academic writing skills and discipline-specific competence, etc.).

Adapting Vygotsky's socio-cultural theory (Vygotsky, 1978) to academic writing and using the structural model of academic writing designed by R. Murray and S. Moore (Murray et al., 2006) as the main theoretical framework, this paper explores whether there is a correspondence between social and affective factors and the thesis writing progress among PhD students of one of the leading Kazakhstani universities. In order to eliminate the factor of English level proficiency the target audience is chosen to be the PhD students of "Teaching English as a foreign language" specialty. This study had two research questions: (a) What factors facilitate and prohibit the process of academic writing? (b) To what extent do environmental and individual factors have an impact on writing a thesis? The findings will be significant as they will provide the researchers an insight into students' expectations and feelings during the challenging process of writing a thesis.

Research method and materials. The main method of this small-scale study was determined to be a semi-structured survey, which included 13 questions with 1 open-

ended question and 11 questions using Likert scale. The questionnaire was designed based on the structural model of academic writing by R. Murray and S. Moore (2006) (see Table 1 below). The target audience included 16 TEFL doctoral students of 1-3 years of study of one of the Kazakhstani universities (3 students were in their final 3rd year of study, 12 students - the 2nd year of study, 1 - the 1st year of study). Before taking the questionnaire, the respondents gave their consent for voluntary participation in the research, confirmed the understanding that the purpose of the survey was to reveal impact of social and affective factors on academic writing, and that all data obtained are confidential and anonymous. This survey complies with the requirements of the Law of the Republic of Kazakhstan “On personal data and their protection” from 21.05.2013.

Category	Questions	Answer options
Writing facilitators	a) Rate this statement "The opportunity for interactivity and dialogue with my scientific supervisor is important" b) Rate this statement "It's crucial for me to know that by doing my research I will achieve success" c) Rate this statement "It's crucial for me to know that my work will contribute to the development of science, that my work will be durable and will last" d) Rate this statement "It's important to have an opportunity to be creative and original"	1 - Strongly disagree 4 - Strongly agree
Writing prohibitors	a) How often do you get panicked and crises of confidence? b) How often do you feel a fear that you will get negative feedback from your supervisor or peer colleagues? c) How often do you feel that you do not get enough protected time for writing?	1 - Never 4 - All the time
Environmental factors	a) Rate the statement “The effect of the organizational culture in my university on my thesis writing is important and means a lot to me” b) Rate this statement: “The spatial environment (location, light, furniture) plays a significant role for me during writing my thesis”	1 - Strongly disagree 4 - Strongly agree 1 - Strongly disagree 4 - Strongly agree
Individual factors	a) Do you feel that you lack basic techniques and skills for academic writing? If so, how would you rate it? b) Do you feel that your level of self-esteem as a young researcher may have a negative effect on your thesis writing process? c) How would you rate the effect of your time-management and self-control skills on the process of writing a thesis?	1 - No, my academic writing skills are good 4 - Yes, very much 1 - Not at all, I am confident 4 - Very much, I feel like I lack research skills 1 - I manage time and myself quite well, I see only positive effects 4 - My serious lack of time-management and self-control skills have a great negative impact on thesis writing

Table 1. The question categories presented in the survey

Results. The questionnaire consisted of 4 parts: writing prohibitors, writing facilitators, environmental and individual factors. The analysis of the responses will be presented according to the abovementioned parts.

a) Writing facilitators

Respondents were asked to rate the following statements on the scale of importance:

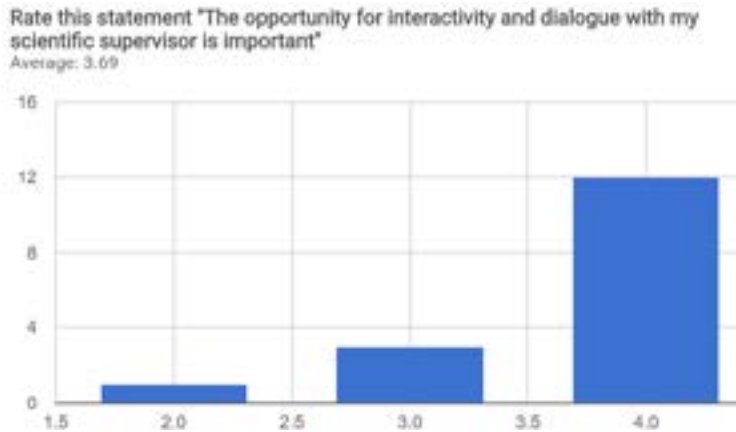


Figure 2. The importance of interactivity between a student and a scientific supervisor

As it can be seen from Figure 2, the majority of respondents highlighted the significance of communication with their direct consultant - academic supervisor. According to the research of Hamidah Mohd Ismail et al., communication is the most discussed tension between PhD students and their supervisors, alongside with power conflicts and lack of knowledge (Mohd, 2019). Without proper interaction and support from professors, students are less likely to complete their PhD studies. The success of a PhD student is strongly reliable on the academic interaction with his/her research supervisor.

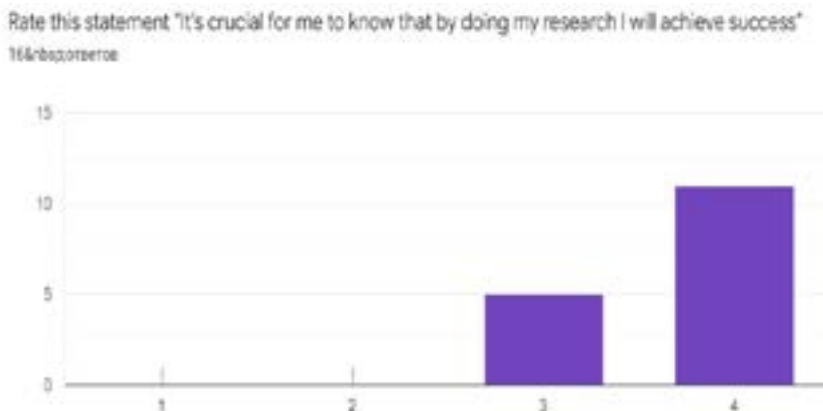


Figure 3. The importance of anticipated sense of achievement among PhD students

Figure 3 above shows that the power of anticipated achievement in research is high and is 100% significant for PhD students. It directly correlates with the goals respondents indicated in the last question of the survey. All 16 respondents answered that the reasons they pursue a PhD degree are professional development and desire to contribute to science. Some responses are provided below and presented in the word bubble (see Figure 4):

- “Several major points: passion for research, contribution to specific subject, gain transferable skills, accomplish professional and educational goals”
- “To make a contribution to science, especially in my country; for career purposes”
- “Making contribution in science development of our country”
- “One of the goals in writing a thesis on PhD degree is to get qualified status of full professor which may positively influence on your future career as professor of University level or an independent researcher.”
- “To invent and develop efficient techniques in the practical part of scientific research in the field of FLE”
- “My target is to share my gathered knowledge with others, to contribute to the development of science in our country.”
- “to get more opportunities to develop; to get higher position and salary; to progress; to become more competent”



Figure 4. PhD students' responses indicating the goals for pursuing PhD degree

From the goals defined above we can clearly see that another important aspect that has a direct impact on their thesis writing is the knowledge that their research work is durable and will not go in vain. The responses for the statement below distinctly prove the hypothesis:

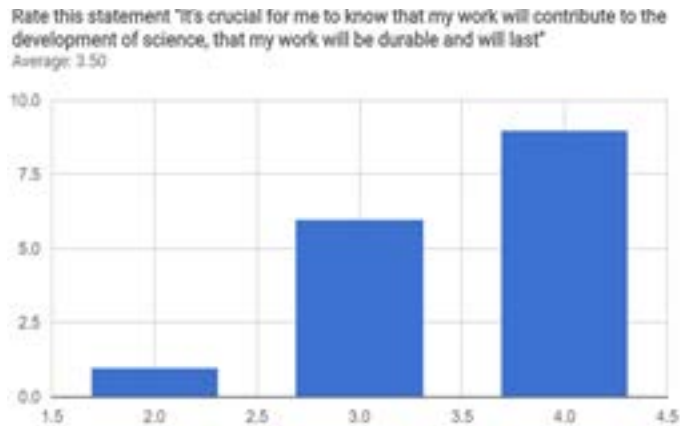


Figure 5. PhD students' attitude to producing durable, lasting research work

However, the opportunity to be creative and original is not as important and the bar chart below shows the decrease of average mean in comparison with abovementioned writing facilitators - 3.50 (see Figure 6):

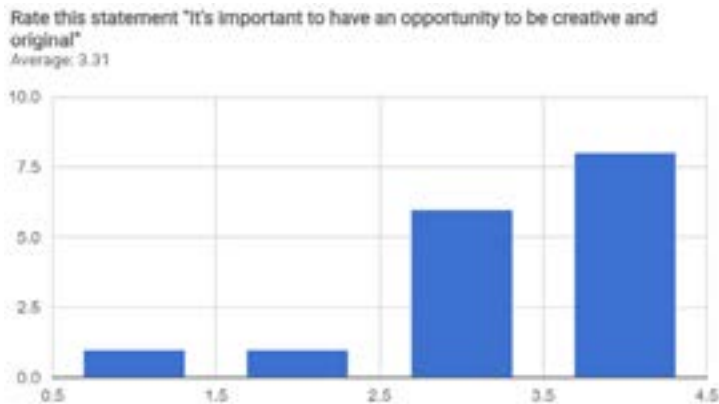


Figure 6. PhD students' attitude to being creative and original in research work

We may conclude that among all writing facilitators provided in the structural model of academic writing (Murray et al., 2003) the most significant are the interaction with research supervisor and the anticipated sense of achievement (average mean 3,69 out of 4).

b) Writing prohibitors

According to R. Murray and S. Moore (2006), most of the writing prohibitors are somehow linked to the fear of receiving a negative feedback (Murray et al., 2006). They have identified three main obstacles that may arise in the process of academic writing: crises of confidence; fear of negative surveillance from known and unknown sources; lack of protected time for writing.

Negative feedback is the conundrum of feedback. Few beliefs are more widely accepted by psychologists, managers, educators, and others concerned with human

performance than the belief that people need to receive feedback about how well they are performing their tasks . . . Yet in spite of the best intentions to stimulate performance improvement with negative feedback, it rarely works that way; all too often negative feedback produces the opposite effect. (Ilgen et al., 2000).

The questions in the survey were designed in order to identify the frequency rate of PhD students experiencing writing prohibitors. The results of the study show that respondents less often panic and experience self-doubt (average mean 2,75) rather than a fear to receive negative feedback from research peers/supervisors or manage time to write effectively without any distractions (average mean 2,81) (see Figures 7-9 below):

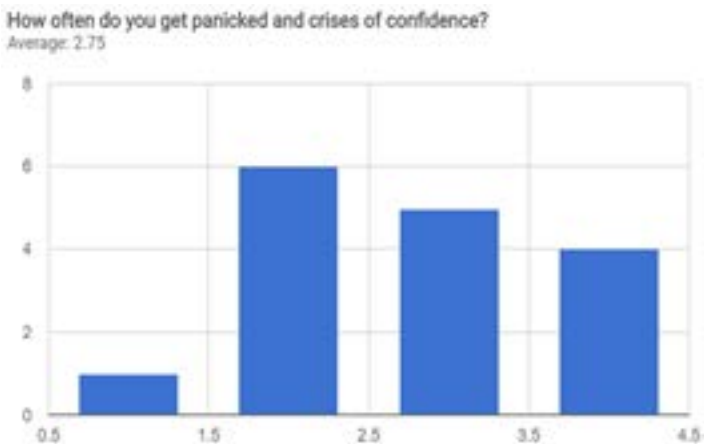


Figure 7. The frequency rate of respondents' panic and crises of confidence



Figure 8. The frequency rate of respondents' feelings of fear to receive negative feedback

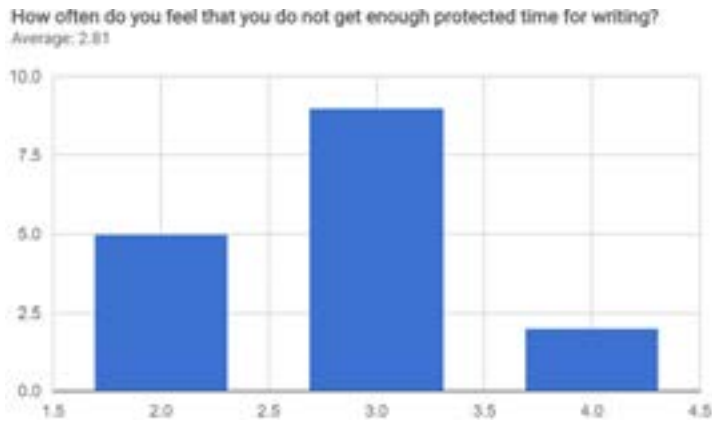


Figure 9. Respondents' answers in regards of their protected time for writing frequency

c) Environmental factors

Environment around young researchers plays an important role in the process of writing a thesis, both from emotional and spatial aspects. "Academic environments characterized by mentors and writing networks will work better in pursuit of all academic goals than those without such supports" (Murray et al, 2006). Research shows that productive output in academic writing is directly reliant to the positive academic environment (Cutter et al., 2020).

The third part of the questionnaire was designed to identify the respondents' attitude to the importance of environmental factors (both academic and spatial) in the process of academic thesis writing. Results show that the spatial environment has a greater significance in comparison with organizational environment in the university (average means 3,69 and 2,31 respectively):

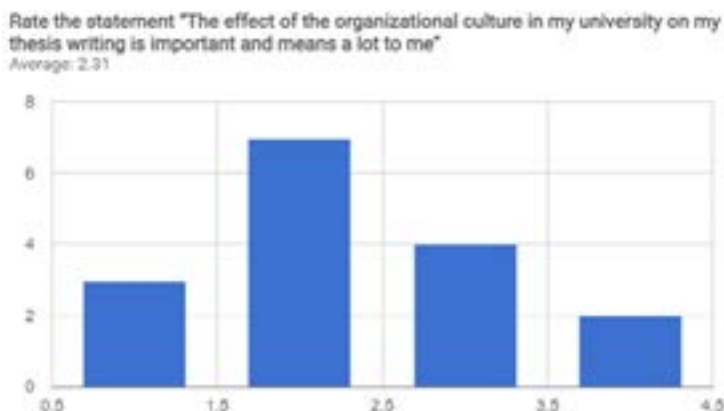


Figure 10. Respondents' attitude to the effect of organizational and academic environment on thesis writing process

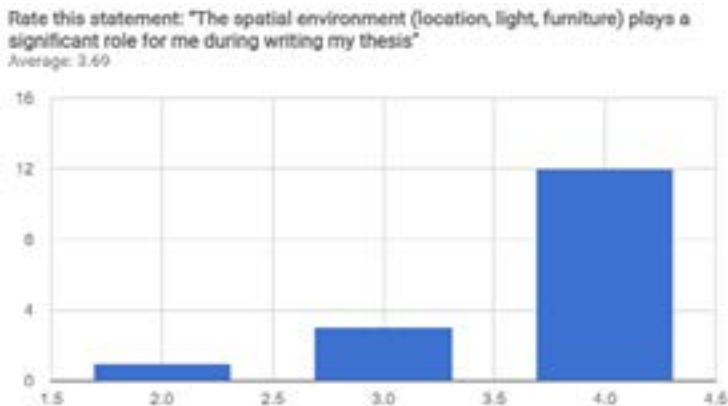


Figure 11. Respondents' attitude to the importance of spatial environment on academic writing

d) Individual factors

Personal psychological factors and character traits also have a great impact on the writing process. As writing is considered to be a complex activity that engages cognitive skills, it takes a lot of effort to concentrate on work and manage oneself in terms of will and time. Research studies indicate that self-regulation levels amongst students can predict their academic success, especially where writing as a high level of cognitive engagement is involved (Hammann, 2005).

The question below evaluates students' self-reflection on their level of academic writing competence. Respondents were asked to rate their academic writing competence from 1 to 4, where 1 is "My academic writing skills are good" and 4 is "Yes, I lack basic academic writing skills very much". According to the data, students believe that they possess satisfactory level of academic writing competence:

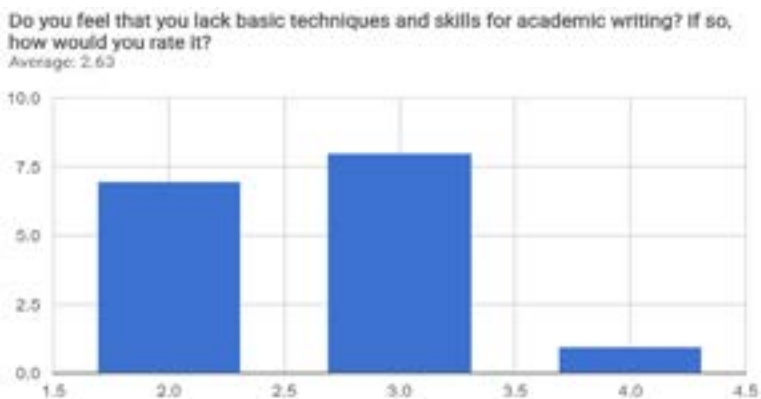


Figure 12. The level of academic writing competence amongst the respondents

Another individual factor that has a direct impact on the formation of academic competence is the young researcher's level of self-esteem. In the academic

environment, where each and every detail is being scrutinized, self-esteem may also be under attack and is closely connected with the fear of receiving negative feedback. Studies show that students' self-esteem directly influences their writing ability (Asri et al., 2019). The data show that the respondents feel less confident and have a lower-level self-esteem in comparison with the level of academic writing skills (average means are 2,13 and 2,63 respectively), see Figure 13:

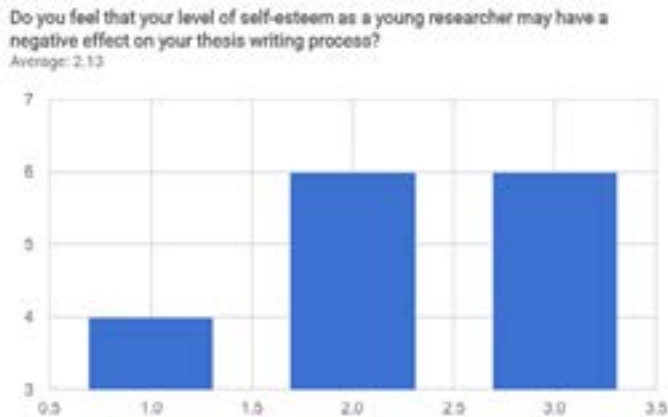


Figure 13. Students' self-reflection on their self-esteem levels

Moreover, respondents evaluate their time-management and self-control skills as the most negatively impactful on the process of thesis writing with the average mean of 3,06 amongst all individual factors measured (see Figure 14):

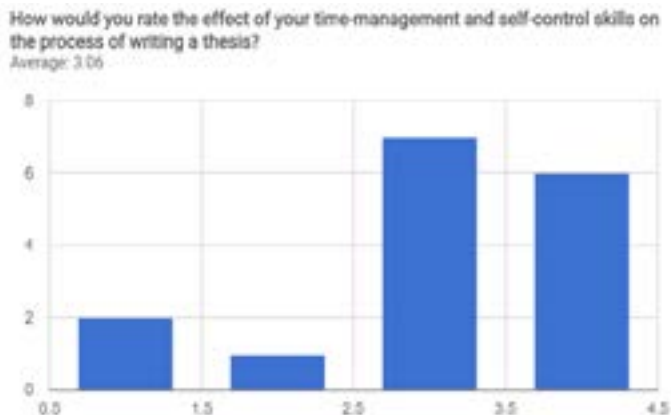


Figure 14. Respondents' self-reflection on the impact of their time-management and self - control skills on the process of thesis writing

Discussion. It is obvious that environmental factors play a significant role in academic writing as well as individual factors. Based on the results, the main individual factor that has the most negative impact is the lack of time-management

skill and self-control, and it is not a wonder that environmentally students are prone to have spatial comfort to be more effective in writing and is directly connected to the individual's intrinsic feelings.

Even though there are obvious research limitations that impact the research results (i.e. the limited number of the respondents, the subjective nature of the survey questions, etc.), the researchers believe that the results of the present research may allow the academic writing teachers as well as scientific supervisors consider the issues arisen to help the students overcome them.

Conclusion. There are various reasons for writing and the main question writers face is “Why do you write?”. It also relates to academics as well and the present paper is an attempt to deepen into this area, especially in the context of academic writing in Kazakhstan. The research was based on the social model of academic writing presented by S. Moore and R. Murray (2006), that claim that there are factors that facilitate and inhibit writing. From all the data presented, it can be concluded that amongst all factors indicated in the abovementioned model, the most significant ones that boost thesis writing for Kazakhstani PhD students are:

- 1) the positive communication with research supervisor;
- 2) the anticipated sense of achievement;
- 3) a positive spatial environment that is suitable for protected time for writing.

Meanwhile, there are some factors that have a negative impact on the academic writing process, which include mostly psychological issues such as the fear of negative feedback, the lack of time-management and self-regulation skills. It is obvious that all abovementioned factors should be researched in detail individually in order to avoid the negative impact of them on academic writing performance.

Academic writing incorporates many cognitive, social and affective challenges, and its formation directly depends on the development of its sub-competences as well. With this study we hoped to deliver once again the notion that academic writing (especially thesis writing of young researchers is impacted by many various factors and only by addressing the existing issues and cooperating within our academic community, we may take academic writing to the next level.

Information about authors:

Bekturova Madina – PhD student, Faculty of Postgraduate Education, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan; mb.bekturova@gmail.com; +7 (777) 062-77-92; <https://orcid.org/0000-0001-6748-9355>;

Zhaitapova Altnay – Doctor of Pedagogical Sciences, professor, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan; a.zhaitapova@mail.ru; <https://orcid.org/0000-0002-6594-1106>;

Tulepova Saule – Candidate of Science, assist.prof., Suleyman Demirel University, Kaskelen, Kazakhstan; saule.tulepova@sdu.edu.kz; ORCID ID: <https://orcid.org/0000-0003-0809-469X>;

Diankova Gergana – Doctor of Pedagogical Sciences, professor, South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria; diankova_g@swu.bg.

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МАЗМҰНЫ

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