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AN ANALYSIS OF THE OPINIONS OF INSTRUCTORS AND  
STUDENTS TOWARDS THE PROBLEMS RELATED WITH  
WRITING ACTIVITIES IN WRITING CLASSES

A MASTER'S THESIS

BY

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS

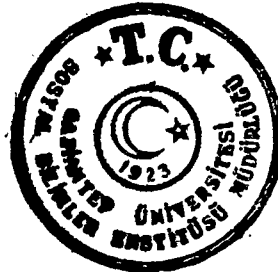
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## STATEMENT OF APPROVAL

We certify that the thesis entitled “An Analysis of the Opinions of Instructors and Students towards the Problems Related with Writing Activities” prepared by Güzide Öner in “English Language Teaching”, satisfies all the requirements as a thesis for THE DEGREE OF MASTER OF ARTS.

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## **ABSTRACT**

### **AN ANALYSIS OF THE OPINIONS OF INSTRUCTORS AND STUDENTS TOWARDS THE PROBLEMS RELATED WITH WRITING ACTIVITIES IN WRITING CLASSES**

**(A Study Carried out at Foreign Languages Department of Gaziantep University)**

**By**

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**MA in English Language Teaching**

**Supervisor : Assist. Prof. Dr. Elif Leyla Toprak**

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The purpose of the present study is to analyse the problems concerned with writing activities by investigating the differences in the attitudes of the students and instructors at Foreign Languages Department of Gaziantep University. The main concern of the research is to investigate the relationship between instructions and writing abilities. The subjects of this study consisted of 133 students selected randomly from the preparatory classes, and 25 instructors of Foreign Languages Department. In this study, the differences in the opinions of instructors and students towards writing activities were analysed. In order to collect data, a questionnaire was prepared and administrated to these subjects. The data were analysed by using chi square(non-parametric test of significance). The percentages of the results illustrated in the tables indicate that there are not many differences between the opinions of instructors and students. Informants considerably believe the importance of prewriting activities. The preference of instructors and students seem to be for the writing process.

**Science Code: ELT 599**

## ÖZET

### İNGİLİZCE YAZIM DERSLERİNDEKİ ETKİNLİKLERE YÖNELİK SORUNLARA İLİŞKİN ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİNİN İNCELENMESİ

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Bu araştırmanın amacı, Gaziantep Üniversitesi Yabancı Diller Bölümündeki öğretim elemanlarının ve öğrencilerinin görüşleri karşılaştırılarak İngilizce yazım derslerinde karşılaşılan problemleri ortaya çıkarmaktır. Bu çalışmanın asıl amacı ders verme tekniği ile yazım yeteneği arasındaki ilişkileri araştırmaktır. Bu çalışmaya rastgele seçilmiş 25 öğretim elemanı ve 133 öğrenci katılmıştır. Öğretim elemanlarının ve öğrencilerin İngilizce yazım çalışmalarına ilişkin görüş farklılıkları incelenerek iki grup karşılaştırılması yapılmıştır. Veri toplama aracı olarak araştırmaya katılan kişilere dağıtılmak üzere bir anket hazırlanmıştır. Sonuçlar yüzdeleri ile tablolarda gösterilmiş ve " $\chi^2$ " testi ile anlamlılık dereceleri incelenmiştir. Bu sonuçlara göre öğretim görevlileri ile öğrenciler arasında çok fazla bir görüş ayrılığı yoktur. Araştırmaya katılan öğretim görevlileri ve öğrenciler ön yazım çalışmalarının önemini ve bir yazım aşaması sürecinin olması gerektiğini belirtmişlerdir.

**Bilim Dalı Sayısal Kodu :ELT 599**



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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Presentation**

The content of this chapter includes the background information to the study, the statement of the problem, the purpose of the study, and the hypotheses. The scope limitations, and the definition of the terms are also included in this chapter.

### **1.1 Background Information to the Study**

Research on composition has traditionally been concerned with the written product. Since this line of research depended upon the evaluation of composition which students wrote after having received certain types of instruction, little attention was paid to , more important considerations such as purpose, audience, and the process of

composing itself. Questions dealing with “why” or for “whom” students were writing were not taken into account. The whole notion of how writers write “where ideas come from, how they are formulated and developed, what various stages of composing entail” was ignored (Zamel, 1982:195). Unfortunately, examination papers in composition throughout the world with few exceptions are disappointing. Although there were so much writing in conventional foreign language classes over so many years it was not possible to find highly effective methods for teaching the writing skill. Many college and university students with four, five, even six or more years behind them are still unable to express themselves in a clear, correct, and comprehensible manner in writing. It is known that the acquisition of writing is one of the major problematic areas in teaching English as a Foreign Language (Hence forth EFL). This problem could be because of students’ inability of writing even in their mother tongue or they are taught writing through the traditional method which focuses on the form of the compositions more than meaning. Chastain (1990:12) points out that some foreign language teachers have traditionally assigned compositions at the end of grammar-based chapters as a means of testing their students’ grammar knowledge. Generally traditional writing instruction stresses only a limited portion of the writing process. By means of this system it is difficult to create successful writers, and many students all over the world also fail to become good and independent writers.

Recently, however, the focus of research on composition has shifted to the process approach. Rather than investigating what students write, teachers and researchers started to study the composing process itself. They began to work under the assumption that “before we know how to teach writing, we must first understand how we write”. The composing process seems to be an extremely complex undertaking ; it involves much more than studying a particular grammar , analysing and imitating rhetorical models, or outlining what it is one plans to say. “The process involves not only the act of writing itself, but prewriting and rewriting, all of which are interdependent” (Zamel, 1982:196) . In the present study, the process approach has been followed to

remove deficiencies in writing classes (see chapter 2 section 2.4 for detailed discussion).

As it is widely known Janet Emig's (1971, mentioned in Zamel, 1982; Raimes, 1991; Gordon, 1997) classic study represented one of the first attempts to investigate what writers do when they compose. One of Emig's most important findings was that writing involved a continuing attempt to discover what it is one wanted to say. It is the act of discovery that has identified as the main feature of the writing process. The discovery is an important dimension, which the writing process involves, the period before the actual writing begins, that is, how writers get and form ideas before putting pen to paper.

Actually writing is one way of providing variety in classroom procedures, and it also makes possible for students to work individually in large classes. It also provides a student with physical evidence of his/her achievements, a source whereby he can measure his/her improvement (Paulston and Bruder, 1976:203). Writing is placed as a secondary important skill or regarded as inferior form of the language under the influence of the audio-lingual approach to language teaching. Recently, writing is no longer regarded as secondary important skill to teach. Instead, writing is given its own status in the English Language Teaching (Hence forth ELT) course because of the following reasons. For one thing, linguists have become interested in studying the characteristics of written language as well as spoken language, and it is now clear to everyone that writing is not simply a poor relative of speaking. For another, teachers of English have become increasingly concerned with the need to teach writing to students of science and technology, for whom ability in the spoken language may be secondary or irrelevant (White, 1989:8; Raimes, 1983:535). Actually, when we learn a second language, in order to communicate with other people, we must understand them, talk to them, read what they have written and write to them. Writing is also seen as a means of motivating lecturers at tertiary institutions to develop language related skills (Boughey, 1997:126).

The claim for a relationship between writing and learning is tend to rest on

the function of writing as a tool for clarifying and extending thoughts (Biggs, 1988 cited in Boughey, 1997:126). In spite of the importance of writing in a theory has been known by many researchers as pointed above, procedures and applications of it has become a problem for teachers of second languages. Many teachers have to face with difficulties of teaching writing. It is not easy to create successful writers of second language. As Rivers (1981:291) explained clearly, in order to be literate in the native language a person must learn how to read and write. So students starting from elementary schools have practised these skills for centuries in class. This approach to native language learning has transferred to the foreign language classroom, without much consideration of its appropriateness or inappropriateness for students who do not already have the spoken form of the language at their command. On the other hand, as McClintic (1989:2) mentions, the process approach to writing instruction, by focussing students' attention toward the importance of improving a written piece of work through effort and revision, helps students to improve their writing and become good writers. In fact, as Murray (1980:4-5) points out, a person records in written language what s/he says in her/his head. This does not mean that writing is simply transforming oral language into written form. First a person practises what s/he wants to say silently and later may record and revise in written language what sounded right in the mind. No draft is recommended in the beginning of the writing process due to the reason explained above. The draft emerges when the writing can be read; the information begins to assume a meaningful order. Thus, there is no clear line between the cycles of rehearsing, drafting and revising, since these strategies interact throughout the process of writing. The term planning is more appropriate than prewriting to describe the generation of ideas and writing goals.

Prewriting or planning is argued to occupy a major classroom time (Murray, 1978; Rohman, 1983; cited in Moore, B. and Caldwell, H 1993:100). Adegbija (1991:233), also argues " prewriting activities in which students are personally involved and that stimulate real-life, discipline-related experiences have a great potential for motivating students to effectively perform writing tasks in their various disciplines in that they open the door to knowledge of what must be said and how it can be organized for effective



communication. Emphasis on prewriting strategies has an in-built motivating power, teaches the sense of communicating with an audience in writing, and is more natural and relevant to what is being taught in the different disciplines of learners. Teachers who focus on language related activities can therefore be likened to benefactors who merely give pieces of fish whereas those who focus on teaching prewriting strategies which can be applied to the different disciplines of learners actually teach the learners to fish themselves”.

### **1.2 Statement of the Problem to be Investigated**

Although the importance of preparation for writing is recognized and writing research has focussed on the process of writing rather than on the finished product, preparation for writing is not given the attention it rightfully deserves (Raimes, 1991:410). Very little of the process approach to writing has found its ground in contemporary classrooms Langer and Applebee, (1986, cited in Moore and Caldwell, 1993:100) stated that the teachers tend to put the emphasis on the isolated skills. There are several good reasons for teachers to obtain traditional methods. First of all, conventional writing exercises are easy to construct (Rivers,1981:291). Even the inexperienced or poorly qualified teacher may take them directly from the text book , with which an answer booklet is usually provided. Another good reason is that writing exercises keep students busy and out of mischief. In traditional classroom teachers can assign a single standard topic and remind the students to be aware of grammar and punctuation then assign them to write and finish it in one hour of classroom time (Gordon, 1996:37). It has been proven that especially at the university level, focussing on the sentence structure gives learner a little transfer value outside the language classroom, the traditional way of teaching interrupts students’ ability of creativity (Adegbiga,1991:227). So years of training in writing cannot make foreign language learners better writers (Rivers,1981:291). Widdowson (1978:116) is particularly critical of ESL teaching practices because they focus upon usage rather than real communication. ESL teachers concerned with language acquisition and error analysis emphasize, even



more than native language writing teachers, correctness and form. Writing assignments are made for the sole purpose of testing the mastery of specific grammatical structures and that few involve invention techniques or prewriting strategies.

This is the present situation existing in the writing classes of Foreign Languages Department at Gaziantep University. Most of the teachers are not supported by in-service training on teaching contemporary writing approaches or have not taken any courses since their undergraduate programs are completed. Even if they wanted to attend the teacher training courses it is almost impossible in Gaziantep. Because of time limitations and absence of such institutions in service training courses. Instructors of Foreign Languages Department at Gaziantep University are always busy with their teaching schedule. They have to catch up with the program which is mainly based on text books. Although the students are tested on four main skills of English, teachers cannot devote necessary time to skills like speaking and writing because of over loaded program. Especially writing claims a lot of time if all the tasks are performed in the classroom. Another handicap of teaching writing at university level is that teachers cannot give homework. Students are not willing to do writing homework because teachers do not have the opportunity to grade their homework because they cannot devote needed time for checking and evaluating the students writing papers.

It is also necessary to obtain unity between the 19 groups of Foreign Languages Department. There are several reasons for students' unwillingness to write : First of all they come from different cultural and socio-economical background. The largest number of the students of Gaziantep University come from east or south east part of Turkey, these areas are mainly poor , with high population and with low income. Therefore, they are not well trained or educated in crowded classrooms of high schools and they do not even have enough comprehension to write in their native tongue which is another reason that they are having difficulty writing in English. Their educational background is also mainly based on science and mathematics and because of the university entrance examination, they completely forget about writing composition even in Turkish and put the emphasis on only multiple choice tests. So it is difficult for teachers to make their students write in a limited classroom time.

As it is mentioned above the students come from different cultural backgrounds and some of the written tasks assigned by teachers can be very challenging. Even the simplest topic such as travelling can become a very difficult task to a student who has never travelled in his/her life.

Unfortunately, Turkish students do not like reading not only in their mother tongue but also in English. They are not patient enough to read the articles of their main course books. As it is known and proven by many researchers and writers (McMahan, X Day, Funk, 1995; Carson, 1990 ;Stotsky,1983;Carrell et al,1990 ) there is a strong relationship between writing and reading. As a result, lack of reading may effect students' knowledge in a negative way relatively their composition writing. In order to write good compositions, students must be given selected reading by their teachers. However, it is done very rarely at Foreign Languages Department of Gaziantep University . The students are not given selected passages or involved in prewriting activities. The students usually do not have sufficient background knowledge about the subject that they are going to write down in addition to this fact lack of prewriting activities makes the situation worst. They do not also know how to revise and edit their papers so they cannot become independent writers.

Another reason is that the students at Foreign Languages Department are also admitted to the department with very different level of language knowledge and abilities. To evaluate their level of English an exemption test is given to the students and this is followed by placing the students into tracks. The instructors' aim is to give them basic language learning skills such as; reading, writing, listening, speaking and listening. Mainly the instructors are used to concentrate on grammar and reading skills. On the other hand the new tracking system, which has been implemented since 1997-1998 put the emphasis to the other skills such as writing, speaking and listening. At the Department of Foreign languages teachers have to follow the materials that are suggested by committee members of instructors. The instructors have to follow these materials without being able to make any judgement about the materials. The instructors

cannot also use their own materials because of the constraints of time. These deficiencies mentioned above cause the global failure or affect their success in a negative way and as a result writing classes become very boring or uninteresting for the students. Yet it is one of the most vital skill to be taught .

The problems exist not only because of instructions and materials but also the students themselves are the part of the problem. Their previous training system did not claim them to write down essays or composition. But mainly consisted of multiple choice exams including the university entrance exam. They pass the university exam only by studying tests. Thus, it is not easy to convince them to write a composition, which is one of the most important skill which comes after reading comprehension. It is also considered to be a vitally important skill for engineering students who are going to be given essay exams in their prospective years. For this reason, importance of the instruction of writing activities will be emphasized and their usage will be proven throughout this study.

Finally the main problems to be investigated at the department of Foreign Languages are the students inability in writing good composition and reasons behind these, as well as the teachers inability in teaching writing effectively.

### **1.3 Purpose of the Study**

Although the importance of preparing for writing is recognized , preparation is seldom given the attention it rightfully deserves. As Langer and Applebee, (1986 cited in Moore,B. and Caldwell, H. 1993:100 ) point out very little process writing has been found in contemporary classrooms, the emphasis tends to remain on the teaching of isolated skills. Many educators questioned the validity of prewriting. At Foreign Languages Department, instructors also do not considerably believe in the importance of writing activities at the university level. The majority of instructors expect their students to start writing within three or five minutes after the beginning of the lesson. On the other hand according to many researchers writing is considered to be a process

which consists of certain stages such as; prewriting, writing the first draft, revising and editing. Therefore, teachers should help their students to overcome the problems connected within the student's writing activities or courses.

The purpose of the present study is to investigate the problems related with writing activities and find solutions or bring suggestions to the present problems of writing with the aid of the above mentioned stages and to give some suggestions to writing class instructors at the Department of Foreign Languages.

#### **1.4 Significance of the Study**

This study has a great significance, as it is among the few dealing with difficulties that students come across while they are writing a composition in a target language. It also aims to suggest some effective techniques to be used as process approach which is the most recent and effective writing technique in foreign language classes.

The role of process approach to writing is very important in this study. In order to create effective writing classes, students should be given instruction that is based on the process approach which explains writing situation not as an end product but as a composing process of stages.

#### **1.5 Hypotheses**

The main hypotheses and sub-hypotheses of this study formulated through questions and statements are directed to the participants. The following are the main null-hypotheses and their subsequent sub-hypotheses to be tested.

**Main Hypothesis 1:** There is no significant difference between the opinions of instructors and students towards the problems related with present teaching situation of writing activities in writing classes at Foreign Languages Department of Gaziantep University.

This hypothesis has 15 sub-hypotheses related to the opinions of instructors

and students according to the questions regarding the teaching situation of writing activities in writing classes at Foreign Languages Department of Gaziantep University.

There is no significant difference in the responses of instructors and students regarding the questions:

- 1.1 Whether the students have been assigned prewriting activities.
- 1.2 Whether the students have been assigned freewriting activities.
- 1.3 Whether the debates are set up about the subject topic before writing.
- 1.4 Whether the students are assigned reading passages about the subject topic before writing.
- 1.5 Whether the reading passages are summarised and discussed in writing classes.
- 1.6 Whether pictures, cartoons, strip stories are used in the writing classes
- 1.7 Whether the students have the opportunity of watching videos that are related to their subject they are about to write.
- 1.8 Whether the students have the opportunity of using tape-recorder and cassettes that are related to their subject they are about to write.
- 1.9 Whether the teachers benefit from any other materials other than writing books.
- 1.10 Whether the students are asked to talk about the subject to you or their classmates.
- 1.11 Whether the important grammatical points related to the subject are explained to the students related to their subject during editing.
- 1.12 Whether the students asked to translate from Turkish into English during writing.
- 1.13 Whether there is a parallelism between writing lessons and writing exams.
- 1.14 Whether the emphasise is given to grammatical points and punctuation when the exams are being marked.
- 1.15 Since the percentage of engineering students is higher at the Department of Foreign languages, are the students trained according to their related studies.

**Main Hypothesis 2:** There is no significant difference between the opinions of instructors and students towards the problems related with ideal writing activities in writing classes at Foreign Languages Department of Gaziantep University.

This hypothesis has 50 sub-hypotheses formulated from the statements regarding the preferences of instructors and students related to writing activities in writing classes at Foreign Languages Department of Gaziantep University.

There is no significant difference in the responses of instructors and students regarding the statement implying that :

- 2.1 Before starting freewriting activities, topics related to the subject should be prepared to be discussed.
- 2.2 Using pictures, cartoons, maps and strip stories helps students to organize their thoughts in the course of writing.
- 2.3 Using authentic materials that are related to the subject that they are going to write attract students attention.
- 2.4 Watching video films that are related to the subject topic is a useful activity before writing.
- 2.5 It is necessary to acknowledge the students about subject topic with the aid of cassettes and tape-recorders.
- 2.6 Students should be directed to freewriting for a while in the beginning of each writing classes.
- 2.7 It is necessary for the students to concentrate on the subject matter without thinking about the grammatical points.
- 2.8 Before writing the first draft, it is useful to assign reading passages related to the topic to be written about.
- 2.9 Before writing the first draft, assigned reading passages should be discussed.
- 2.10 Assigned reading passages should be summarised by the students without adding their own interpretation.
- 2.11 It is necessary for the students to prepare vocabulary lists related to the writing topic while they are studying the assigned reading passages.
- 2.12 Before writing the first draft it is better for students to have a talk and discussion about the subject that they are planning to write.

- 2.13 In order to prevent intervals teachers should remind the students that during the first draft of writing if the students came across with an unknown vocabulary item they should leave a gap for it and fill in the blank when they remember it.
- 2.14 After writing the first draft and peer correction it will be better for students if their teachers do a quick revision on necessary words related with the subjects .
- 2.15 Before starting to write the first draft, finding the title and thinking it separately from the main idea is an important step of entering the world of writing.
- 2.16 It is better for students to read their first drafts to each other in order to find out missing points of the drafts.
- 2.17 Intermingling the paragraphs or reading them backwards is necessary in order to understand logical relationships between them.
- 2.18 During the edition of the last draft, exercises on grammar help students to find out their missing points.
- 2.19 Supplying a list of mistakes which the students often make because of being under the influence of their mother tongue prevents the repetition of these mistakes.
- 2.20 It is necessary to give homework.
- 2.21 When the homework is handed in , the first drafts also should be given to the teachers.
- 2.22 Teachers should evaluate the homework and return it as soon as possible.
- 2.23 Classroom activities including prewriting exercises related to the topic should be done in the classroom before students are assigned homework.
- 2.24 To improve students ability of writing, teachers should use some other materials in addition to the writing books.
- 2.25 Teachers should apply different methods in order to improve writing skills of their students.
- 2.26 There is a belief that students can improve their vocabulary knowledge and improve the ability of writing by reading the articles that are related to the subject .
- 2.27 To give writing exams including topics that are parallel to the writing studies or



- activities done in the classroom increases the motivation of the students.
- 2.28 The ability of good writing can be gained by education.
- 2.29 It is believed that letter writing is a more effective communicational device than telephone.
- 2.30 Putting emphasis on the grammatical points, rules, punctuation may lead the students to pay attention to the form.
- 2.31 Trying to form perfect grammatical sentences makes the students spend a lot of time on form but not on the content.
- 2.32 Teachers should encourage their students to write short and grammatically correct sentences in the examinations.
- 2.33 Translation from Turkish into English improve students writing skill.
- 2.34 Translating from Turkish to English or from English to Turkish is an appropriate activity for widening vocabulary and doing brain gym.
- 2.35 Participation to composition writing activities in the classroom improves the ability of writing.
- 2.36 Keeping a diary and writing very often is an important factor of improving writing ability.
- 2.37 Doing the given homework completely, improves the students success of writing.
- 2.38 Using dictionary in the writing examination is useful for the students.
- 2.39 Using dictionary effects the students' fluency in a negative way.
- 2.40 Writing a summary of a book or short story can be considered as good writing activity.
- 2.41 It is necessary to have a good command of English in order to write a summary of an article.
- 2.42 There is a clear difference between writing a summary and anecdote.
- 2.43 Using strip stories or pictures at the beginning level of writing narrative or story, may ease the task of writing process.
- 2.44 It is better to write events according to their natural order so as to make them



more understandable for the reader when writing a narrative or a short story.

- 2.45 It is better to order the events not in their natural order but according to their interesting points of order.
- 2.46 It is necessary to have special ability in order to write down your ideas and special events that you experienced.
- 2.47 Writing a composition needs a lot of effort so it is useless for people who lacks writing ability to spend time and effort.
- 2.48 Learning how to write a good composition is an important factor for student to become successful throughout his/her study.
- 2.49 Students' learning to talent of expressing themselves with a good composition will put them one step further than their friends.
- 2.50 A person will always need a skill of writing for many different reasons including curriculum vitae.

### **1.6 Assumptions**

In this study, it is assumed that the tools used in collecting data are considerably valid and reliable. After conducting a pilot study at the Department of Foreign Languages of Gaziantep University. The samples are assumed to represent the population concerned in general and respondents to be sincere and objective in their agreement and disagreement with the questions and the statements included in the questionnaire.

### **1.7 Scope and Limitations**

As the aim of this study is to analyse the opinions of instructors and students towards the problems related with writing activities in writing classes of foreign languages, (a descriptive study at the Department of Foreign Languages of University of Gaziantep ), the number of subjects were limited. Besides, the opinions of some instructors regarding the writing activities were not requested in the study since these

instructors did not lecture in the preparatory classes of Foreign Languages Department of Gaziantep University. The study was planned to be conducted only at Foreign Languages Department of Gaziantep University, therefore the other departments of the University of Gaziantep or other Foreign Languages Department of other Universities in Turkey were not included in the scope of this study. Thus results can shed light on the writing classes and their problems at the Department of Foreign Languages of Gaziantep University. As such, the findings would not be applicable and could not be generalised to the entire population throughout the country and elsewhere.

### **1.8 Definitions of Terms**

**Code:** The total shared language system of a community (Finocchiaro and Bonomo,1973:276)

**Audio- Lingual:** A term used currently to indicate an approach to language learning- first by hearing and then repeating or by listening and speaking (Finocchiaro and Bonomo,1973:275)

**Cue:** A stimulus which is given to elicit a response: The cue may be a gesture, a picture, a word, a sentence, etc., which is used to call forth a desired response (Finocchiaro and Bonomo,1973:277)

**Incremental Learning:** Learning in small steps (Finocchiaro and Bonomo,1973:279) .

**Metalinguistics:** The scientific study of linguistics and its relation to other cultural factors in a society. Paralinguistics, kinesics, proxemics, for example, are included in metalinguistics (Finocchiaro and Bonomo,1973:280) .

**Peer Teaching:** Two or more students helping each other to learn by practising and engaging in communication activities with each other (Finocchiaro and Bonomo,1973:281) .

**Peer Correction:** Students reading each others paper and correcting them before submitting to the teacher (Finocchiaro and Bonomo,1973.281) .

**Generate:** 1-In generative - transformational grammar, to list the rules which account for the existence of all the acceptable(well-formed) sentences in the language.  
2- To create or produce (Finocchiaro and Bonomo,1973:278) .

**Chronological Order:** The sequence in which events occur. Chronological order is a simple and common way to organize a narrative; it is also the structure that process essays follows (Kirsznar and Mandell ,1989:587).

**Coherence:** The tight relationship between all the parts of a good piece of writing. Such a relationship ensures that the writing will make clear sense to readers. For a piece of writing to be coherent, it must be logical and orderly, with effective transitions making the movement between sentences and paragraphs clear (Kirsznar and Mandell ,1989:588).

**Simile:** Comparing two things that are unlike , using “like” or “as”(Kirsznar and Mandell ,1989:101).

**Metaphor:** Identifying two unlike things without using “like” or “as”(Kirsznar and Mandell , 1989:101).

**Prewriting** (invention or planning): The initial preparatory stage of writing in which a writer explores the writing assignment, focuses ideas, and ultimately decides on a thesis for an essay. A writer might begin by thinking through the requirements of the assignment- the purpose, the length of the essay, and the audience (Kirszner and Mandell ,1989:593).

**Freewriting:** An indirect method that allows the writer to back off from the subject and thus move beyond writer's block. Freewriting involves writing quickly, without stopping, for a fixed period of time on any subject. The goal of this strategy is to free-associate to discover ideas to write about (Kirszner and Mandell ,1989:594). It is like brainstorming, but you do it by yourself, "thinking on paper". The emphasis here is on gathering ideas or making a list of what you want to say (Goffman and Berkowitz,1990:3).

**Brainstorming:** An invention technique that involves listing everything that comes to mind about the writing topic. It is a chance to be creative and to be drawn in new, even surprising directions (Kirszner and Mandell ,1989:594 ). Brainstorming is also a group activity in which two or more people freely and without hesitation discuss any thoughts that occur to them on a given topic. Without concern for whether something is "silly" or even "irrelevant", everything is considered as a potential idea for possible use later on (Goffman and Berkowitz,1990:3).

**Process:** The pattern of development that presents a series of steps in a procedure, such as a laboratory experiment, in chronological order (Kirszner and Mandell ,1989:596).

**Writing Process:** The name given to the sequence of tasks a writer undertakes when writing an essay . During invention or prewriting, the writer gathers

information or ideas and focuses them into a workable topic. During the arrangement stage, the writer organizes these ideas into a logical sequence. During drafting and revision, the essay is actually written and then reworked. These stages occur in no fixed order; many effective writers move back and forth among them. This process reveals that writing is not simply a way of expressing ideas that are clear in the writer's mind; it is actually a way of thinking and learning that can help writers to discover new ideas and new connections among ideas (Kirsznner and Mandell ,1989:599).



## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.0 Presentation**

This chapter is devoted to the review of the literature part which includes sub-headings as the followings: *Communication, Four Basic Skills of Languages that are Taught in the Foreign Language Classes, Writing Process, The Process Approach to Reading and Writing, The Basic Rhetorical Styles of Writing (Narrative, Descriptive, Expository), Narration, Narrative Discourse, Narrative Detail, Narrative Variety, and Narrative Order, Structuring a Narrative essay, Traditional Approach to Writing Instruction, Process Approach to Writing Instruction, The Cycles of Writing Process (Rehearsing, Drafting, Revising, Evaluation), Related Studies Conducted Abroad and in Turkey.*

#### **2.1 Communication**

As it is pointed out by Johnson (1970 cited in Paulston and Bruder 1976

:56)communication requires interpersonal responsiveness rather than the mere production of language which is truthful, honest, accurate, stylistically pleasing, and so on . When people communicate, they use the language to accomplish some function, such as arguing, persuading, or promising. Larsen-Freeman (1986:123) states that “since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meaning and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again., if necessary”. Communication is simply an act of communicating. To communicate means to make opinions, feelings or information etc. known or understood by others, e.g. by speech, writing or bodily movements. Shortly, it is sending and receiving messages. Language is a system of communication. When two or more people communicate, they usually use language. However, language is not the only form of communication among people. All observable behaviours are communicative for example, drawing, body movements, and so on. In a constitution of a normal communication situation, there is a sender transmitting a signal to a receiver. Sending, transmitting and receiving are terms which refer to the process of exchanging messages in communication as physical operations. In social terms there is an addresser who directs a message to an addressee . The person who transmits an acoustic signal is addressing and the person whose ears pick up the signal is the person being addressed. Grammatically the sender/addresser is the first person and the receiver/addressee is the second person. These are participant roles in the communication (Widdowson, 1991:47-48).

Communication is essentially a social affair. With the existence of mankind, a group of different system of communication have been evolved to make social interaction possible.

The word “communication” suggests sending or receiving messages by means

of language either in the oral form as speech, or in the written form. For any kind of communication, such as communication through telephone ,writing, reading, vocal or radio etc. there have to be two sides called “communicants”.

In an act of communication communicants are influenced by environmental cues (see section 1.8) as well as by their own intentions. “ They have certain expectations as to the response of the person to whom they are addressing the message; some of the expectations are culturally based. They frame their message and select the linguistic elements to express it so as to arouse in the receiver the meaning they are trying to convey. Communicants usually express the same message with different elements such as when they addressing it to a child, an intimate friend, a person in authority, or a stranger” (Rivers,1981:221).

The main concern in foreign language teaching is also communication, without having a communication between students and instructors none of the learning acts can take place. Therefore, in order to communicate, one should not only be competent in speaking but also be able to communicate through writing (Raimes, 1983:546). The writing skill which is the main point of this study will be explained in long terms but since all four skills are interrelated in English Language teaching it is better to talk about them briefly.

There are four basic skills to teach in Language Teaching. In the realm of The Natural Approach suggested by Krashen and Terrel’s (1983, cited in Larsen-Freeman, 1986:103 ). These skills are generally taught in the following order; listening, speaking , reading and writing.

## **2.2 Four Basic Skills that are Taught in the Foreign Language Classes**

### **2.2.1 The Listening Skill**

The understanding or decoding of any “message” or stream of speech will depend on the learner’s familiarity with each of the elements that s/he hears and on his/her expectation of them in variety of situations. In the course of listening the listener



recalls the important details of the message while he continues to listen to the other parts. Listening skills are developed over a long period of time in logical incremental steps. There is a movement from short to long sentences. “ In developing foreign language learners’ listening skill, it is essential that speakers do not slow down or discord speech in any way in the mistaken notion that it will help students to understand better”(Finocchiaro,1973:107). Rivers points out that “ speaking does not of itself constitute communication unless what is being said is comprehended by another person” (1981:151). Comprehending means listening to speaker and understanding the message. Listening is not a passive skill, nor even as has traditionally been believed, a receptive skill . Listening is a creative skill. In order to comprehend the sounds falling on the listeners ears, the listeners take the raw material of words arrangements of words, and the rise and fall of the voice from this material they create a significance. Listeners will need to develop their own listening strategies, but they can be assisted through the stages. In the usual language- learning situations, language skills should not be taught in isolation, “ listening comprehension activities should spring naturally from, or provide material for, oral practice or reading: they can also provide a stimulus for writing activities”(Ibid:167).

The idea of focussing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. Larsen (1981:109) pointed out that a baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak it will know the time when it is ready. Most learners will spend considerably more time in listening to the foreign language than in producing it themselves. It is not only that they must understand what is said to them during face to face interaction they must be ready to produce the sounds so they need to not only understand the meaning but also memorize the sounds. There is also a vast range of situations where they will be the silent receivers of messages directed at them, from radio, televisions, announcements and a multitude of other

sources. In the foreign environment, the ability to make sense of these messages is often crucial for survival, as well as providing access to wider and richer experiences. While listening a person cannot normally exercise any control over the language that is used. S/he must be prepared to extract meanings, as best as s/he can, from whatever language is directed at him. The active nature of listening means that, no less than in speaking, the learner must be motivated by a communicative purpose.

This purpose determines to a large extent what meanings he must listen for and which parts of the spoken text are most important to him. Listening has often been called a passive skill. This is misleading, because listening demands active involvement from the hearer.

The nature of listening comprehension means that the learner should be encouraged to engage in an active process of listening for meanings, using not only the linguistic cues but also his nonlinguistic knowledge. He should also be made aware that not every cue is equally important to the message (Rivers, 1981:160).

### **2.2.2 The Speaking Skill**

“Within the world of realistic fiction dialogues exemplify the functions of language in everyday life” Martin(1986:153). What the words mean depends on how they are used, not simply how they are defined; the speaker’s intention and relation to the hearer are among the many factors that are automatically taken into account. Since two people are always involved in them that listening and speaking skills are interdependent to a great extent. Generally, but not necessarily, improvement in listening comprehension may bring with it an improvement in the ability to speak. However, a person may speak with a certain degree of fluency and speak language perfectly. According to Finocchiaro and Bonomo (1973:109) “Speaking is a more complex skill than listening; in addition to knowing the sound, structure, and vocabulary systems of the language, the speaker must think of the idea s/he wishes to express, either initiating the monologue or conversation or responding to a previous speaker; s/he must change the position of the

tongue and jaw in order to articulate the appropriate sounds, s/he must be consciously aware of the grammatical, lexical, and cultural features needed to express his idea; s/he must be sensitive to any change in the register or style necessitated by the person(s) to whom s/he is speaking and the situation the conversation is taking place." All of these interrelated acts-mental and physical- must take place simultaneously. The spontaneous, creative use of language may take years of learning depending upon the age of the learner, his motivation, his aptitude and above all, on the instruction (Finocchiaro 1973:111).

An act of speech involves more than knowledge of the code (see section 1.8) it involves the selection of integrated patterns of elements of the code for the expression of an intention.

In many languages, expressing intentions in speech also involves the selection of different sentence types and syntactic pattern from those of written language and different choice of lexical items. In speaking, if speakers do not choose their words carefully the message decoded might be quite different from the message they intended to convey. This happens frequently even in communication taking place in native-language. Misinterpretation is even more likely to occur when the speaker is using non-native language for communication with a native speaker of that language. Just as Rivers (1981:222) mentioned that the cultural associations of the linguistic items such as; intonation, stress, tone of voice, facial movements, gestures may be quite different for listener and speaker.

Since there are lots of differences in form and function between written and spoken language as it is pointed by (Bereiter and Scardamalia, 1981; Green and Morgan 1981 cited in Cutchen 1987:268) oral and written language as they naturally occur, have different functions and structures that could far outweigh differences inherent to the modalities themselves. Typically, oral language is conversational with the function of maintaining communicative relations among the participants. Written language on the other hand, typically functions to establish and maintain logical

relations across sentences in extended discourse". Instructors must know and understand these differences between spoken and written forms of the language they will teach. Thus, this situation makes the teaching of the speaking skill is more demanding than the teaching of any other language skill.

### **2.2.3The Reading Skill**

Goodman (1970:260) defined that "Reading is a psycholinguistic guessing game. It involves interaction between thought and language. Simply, it is an interactive communication between the readers' mind and the information printed. Reading comprehension either in L1 or in L2 is the ability to understand texts and this ability is proved by not only linguistic knowledge of the reader but also his/her general knowledge of the world. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive clues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been said." As it is seen by Clarke (1978:132)also this perspective characterizes reading as an active process in which the reader samples linguistic cues and then, on the basis of these cues, produces hypotheses about the message of the writer. Thus, the development of reading and writing abilities to which reading is the most important activity to be taught in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. As James (1987: 181) points out when teaching reading skills in the foreign language classrooms, present attempts focus on words, but it is a known fact that the word is not the most important unit in reading. Thus, learners must not pay much attention to words and sentences. The main difference in the attitude to reading in recent years has been the emphasis on providing guidance for students in developing their skill in reading, rather than merely expecting it to develop somehow of its own accord. Unless students have been taught to read the

target language fluently, without deciphering it labouriously word by word , and to approach a book or magazine article independently with confidence, it is unlikely that they will want to continue to read in that language (Rivers, 1981:259-260). Process approach has come to the stage in the realm of ELT after 1960s. As a result a process approach to teaching reading skills is should be applied and the students at the end will become independent readers.

Reading is certainly an important activity for expanding knowledge of a language but only under certain conditions. Such as ;the students should know the differences between spoken and written language. “ Furthermore, they should be taught to read with confidence and comprehension through a carefully organized series of reading experiences, so that they can draw the maximum of new linguistic knowledge from coherent discourse” (Rivers, 1981:263). The development of reading and writing abilities to which the instructors will now turn will also contribute to the consolidation of the listening and speaking abilities. Far from devoting less time to listening and speaking as reading and writing activities are engaged in, the reading and writing should serve as a jumping of point for oral questions and answers, discussions, summaries, word study activities, or recital of personal related experiences . The reading and writing activities will provide or add to the content of what the students can talk about. Since reading is a language related process students should be helped to respond to the visual symbols which represent the same auditory signals to which they had responded previously (Finocchiaro and Bonomo 1973:118-119).

#### **2.2.4 The Writing Skill**

For some time especially during the second world war, under the influence of the audio-lingual approach to language teaching which was given primary importance to speaking so writing was regarded as being inferior form of a language (White, 1989:8 ; Raimes 1991:408). Since the speech gain primary importance writing had the secondary important role. As a result of this, writing took the form of sentence drills in language

instruction. The writing reinforced or tested the correct application of grammatical rules.

The 1970s saw the development of more than sentence combining and controlled composition. Influenced by L1 writing research on composing processes (Emig, 1971; Zamel, 1976 cited in Raimes 1991 :405) teachers and researchers reacted against a form dominated approach by developing an interest in what L2 writers actually do as they write. Therefore, writing is no longer related to second place instead, writing is given its own status in the ELT course. Teachers of English have become increasingly concerned with the need to teach writing to the students of science and technology, for whom ability in the spoken language may be secondary or even irrelevant.

Writing means primarily the carefully guided marks on paper that instructors assist their students in making unless they are teaching a course in creative writing or advanced composition. Usually students are guided by instructors through several stages over a long period of time- the length depending as usual, on their ages, interests, capacities, needs- to a freer stage where they are able to write a composition or essay on a topic of interest to them with few or no errors. There are two major types of writing, both overlapping: practical and creative. Practical writing is found in letters as well as in outlines, summaries, or a series of notes while creative writing is found in literature.

Harrison (1987:1) pointed out that, the written language is based on the same elements as speech. But spoken English varies from place to place, area to area and country to country. Dialects and regional variations contain idiomatic expressions and usages. One person's colloquial speech fails to provide a universal means of communication. On the other hand, written language has rules and guidelines which despite minor variations in the major English-using countries, enable meaning to be conveyed from user to user without hindrance. Even written communication is different from spoken communication you cannot hear it and it can be divided into two classes:

*The first creative writing*, is theoretically work of imagination; writing stories or poetry. In practice the classroom activity consists of recording activities or thoughts just as, they come into the writer's head.



*The second practical writing*, which is assumed, is the everyday stuff of notes, memoranda, research papers, reports, letters, essays and anything that is written in connection with one's studies or work. Writing without an adequate vocabulary or a competence in language structure is pointless. There must be an understanding of the generally accepted rules of language if anyone other than the writer and indulgent teacher is to make sense of what is written. What is written needs to be comprehensible by any reader.

The most important parts of the code for the simple business of writing good English are vocabulary and syntax. Writers need to know, or to be able to find, the right words to describe what is on their mind.

Before starting to write anything, decision must be made what is need to be written. Even the simplest message needs some thought. When the message contains an instruction on which the reader is supposed to act, the need for definition is even greater. Effective composition begins with writers own clear understanding of what must be said and the effect the writer wish to have on the reader.

The small parts of composition are words. They are the starting points. They will serve the writers' purpose of conveying information usefully. The choice of words needs discrimination short familiar simple words used economically are usually best (Harrison1987:122-123).

Writing has been characterised as written thinking. Students should be encouraged to express their ideas, experiences, thoughts or feelings. Any free or creative writing they are required to do should have a content in harmony with their evolving interests. Creative or freer writing will evolve from numerous oral language activities. Its content will have been triggered by many sensory experiences and oral discussions. Its surface expression will have been shaped gradually over a long period of time through a multitude of guided sequential writing activities. The request " go home and write" should never be made unless the instructor is reasonably certain that the students have been adequately prepared (Finocchiaro and Bonomo,1973:130).

The idea is to give some information about language skills. Since all skills in language learning in ELT are interrelated with each other. Yet it is very difficult to analyse all types of language skills in such a short term and this study mainly emphasizes on writing skill especially the writing process which is necessary and applicable for the situation at the foreign languages department.

### **2.3 Writing Process**

Research on composition has traditionally been concerned with the written product up to 1960s. Since this line of research depended upon the evaluation of compositions that students wrote after having received certain types of instruction, little attention was paid to other, more important considerations such as purpose, audience, and the process of composing itself. Questions dealing with why or for whom students were writing were not taken into account. However, the focus of research on composition has shifted during 1960s. Rather than investigating what students wrote, teachers and researchers began to study the composing process itself. They worked under the assumption that before learning how to teach writing they must first understand how they write. Zamel (1982:196) pointed out that the process involves not only the act of writing itself, but prewriting and rewriting, all of which are interdependent. Widdowson (1978, cited in Zamel, 1982:196) is particularly critical of ESL teaching practices because they focus upon the usage rather than real communication. Janet Emig's (1971:98) most important finding was that writing involved a continuing attempt to discover what it is one wanted to say. Writing viewed from this perspective is the process of exploring one's thoughts and learning from the act of writing itself what these thoughts are. As a result of this interest in understanding and describing the writing process, which refers to everything a writer does, from the moment s/he starts thinking about what to write until the final copy is completed (Watkins and Berkowitz 1990:2). An integral part of studying the writing process has involved examining what skilled writers know about writing and how they engage in writing



activities. Burroway (1987:36) states that once you identified the idea , the process of thinking it through begins, and it does not end until the story is finished. Most writing is done between the mind and the hand , not between the hand and the page. She also suggest that “ Writing is mind farming. You have to plow , plant ,weed and hope for growing weather.”

Research by Gordon and Braun (1985:59) on the process of writing has detailed nonlinear cognitive behaviours that occur as prewriting, drafting, revising and editing. Flower and Hayes (1980:17) also describe the writing process as the interaction of many subprocesses (e.g planning, generating, transcribing, reviewing, editing) all of which have to be coordinated. During prewriting for example, writers engage in activities such as; brainstorming, freewriting, drawing, or doodling, cluster diagramming, making a collage, writing a private journal entry designed to help them generate ideas. Adegbija (1991:227) found out in her research that most teachers at Nigerian universities think that prewriting activities are unnecessary for the students at the university level, however; she examines such activities from learners perspectives and argues that even teachers of university students should spend more time in teaching to engage in prewriting activities. She points out that “good planning is the cornerstone of successful writing. An unplanned piece of writing is like unplanned life; it is disorganized, ununified, and incoherent”.

These are the reasons that Adegbija gives for engaging students in prewriting activities.

- 1- To ensure an efficient and good write-up.
- 2- To give insight into what is to written.
- 3- To ensure and interwoven, coherent and proper organization.
- 4- To conserve on time and ensure its judicious investments, especially with regards to meeting time limits.
- 5- To study the main facts that can relate to an essay properly.
- 6- To be explanatory and precise.

- 7- To remind oneself of important points.
- 8- To arouse and retain readers interest.
- 9- To earn more marks, especially in the case of examinations.

As all these important statements point out that prewriting activities have a vital role on students writing. Stover(1988:61) also touches the importance of “free writing” which is considered one of the most important phases of prewriting activities. Free writing uncovers buried images and allows new ones so during the stage of free writing students write without fear. They learn to add detail, delete unnecessary repetitions, repair sentence errors, sharpen word choice, write sentences with surprises at the ends. Therefore, free writing is the cream of prewriting as the writer claimed “it does not allow you not to start.” Many researchers [Dunn and Bridwell (1980:346 cited in Taffy 1989), Gordon and Braun(1985:60) ] emphasize the importance of social context and text structure. Examining social context and text structure suggest factors that seem particularly likely to affect students assumptions about writing and their activities within the writing process. As it has been indicated by research that the social context in which students learn to write has a major effect on the type of writing they produce and on their control of prewriting, drafting, revising and editing activities. Importance of the audience which is one of the social context has been stressed. Audience provides a forum for the expression of one’s ideas, and it communicates to students the purpose of prewriting, revising and editing activities. A second important aspect of the social context is the purpose for writing. Purpose affects the ideas generated during writing and how those ideas are communicated. When both purpose and audience are emphasized in the writing curriculum, students are more likely to be aware of the social and communicative purpose of writing. In practice, audience and purpose are two aspects of social context that are thoroughly interrelated and critical to the development of skilled writer.

Another aspect of writing that influences students’ perception of what to do during the writing process is text structure. Authors use key words and phrases that

signal the reader about the type of structure and information contained. Words such as “similarly” or “in contrast” signal comparison/contrast, while words “first” or “next” signal explanations or other chronology based text structures. Research on the role of text structures in writing suggest that there is a positive relationship between text structure knowledge and writing ability (Dunn and Bridwell, 1980 cited in Taffy 1989: 346) and that teaching about text structures improves students’ writing. As it is suggested process of writing consists of stages and knowledge about text structures appears to enter at several points in the writing process. During prewriting, writers consider how to present information to their audience, the questions that they plan to answer, and the text structure that best conveys their ideas. During drafting, writers consider the information to include throughout their paper, and those key words and phrases to include as text structure signals their readers. During last stages such as editing and revising, writers examine their papers to insure that the information is sufficiently clear and organized.

Perl (1980a:22) found that in his study even unskilled writers use consistent and stable composing strategies which represent their attempts to discover meaning he also discovered that writing was affected by the mode of discourse. Students wrote more with satisfaction when their writing involved them personally, while they wrote with less satisfaction when their writing was more objective. Sommers (1980:387) like Perl studied the writing strategies of less experienced and more experienced writers she found that less skilled revised in the most limited way, they could not understand writing is a process. While the unskilled writers in Perl’s study seemed to understand that writing is a process they were also concerned with form, usage and grammar. Perl and Sommers both suggest that inexperienced writers pay so much attention to form that they cannot discover process of writing and composing. As Halsted (1975:82) comments, “The obsession with the final product is what ultimately leads to serious writing block.. More importantly, it is a sure way to close off avenues to discovering what it is have to say.”

## **2.4 The Process Approach**

The process approach lays emphasis on the individuality of each teaching and learning context. Thus, it makes for a learner-centred approach to education, which attempts to promote the pupil's development, as an individual with intellectual and emotional needs, and as social being. The learner is seen as a whole person and not just as a disembodied intellect or as a skilled performer (Clark, 1987:55). Education is also not seen as a process for the transmission of a set of closed truths, but as a way of enabling learners to learn how to learn by their own efforts. Teachers are not instructors but creators of an environment in which learners learn and learn how to learn.

Process approaches to the foreign language curriculum tend to concentrate on creating the right environment for individual internal interlanguage development to proceed smoothly. There is less stress on syllabus definition and more emphasis on the need for a set of methodological principles of procedure designed to set the language learning process in motion. There is also a concern for individual differences among learners and for developing strategies to respond to them and to promote each learner's sense of involvement and responsibility in his/her own learning. It has become customary in process approaches to conceptualize learning experiences in terms of problem-solving tasks and activities, in which the learner is actively engaged in the interpretation and expression of meaning in order to create an appropriate solution.

## **2.5 The Process Approach to Reading and Writing**

In a process approach, students develop a concept of reading and writing while involving with the text. The process approach combines teacher and learner centred instruction. Through the process approach students gradually learn to have responsibility of their own learning so main purpose for teaching process approach to enable students to predict story content and use text structure as a plan for their writing (Gordon, 1989:79). Since the process of writing research looks into how writers write not to the final product (Moore and Caldwell, 1993:100). Writing research has focussed

on the process of writing rather than on the finished product by 1960's. The most important finding to emerge from the research is that writing is not a linear process of gathering information, outlining and writing, but that involves many different stages such as; generating ideas, planning, writing, evaluating and rewriting. The researchers emphasis has also shifted from the physical processes involved in the act of writing to the cognitive processes during the last decades. Whereas early models segmented the writing process into a number of discrete stages, such as pre writing, writing, rewriting, current models use similar terms to describe cognitive strategies that are recursive rather than linear. Traditionally planning is believed to be prewriting activity, however; many researchers found that planning exists throughout the writing process and that writers continually think, write and rewrite. Evaluation and revision were also found to take place throughout the writing process (Perl1979, Sommers 1980, cited in Zamel1983:172). Revision is an extremely important part of writing process, it begins the minute you start writing because things rarely come out the way you want them to the first time. Revision involves more than tidying the prose or essay it also means the discovery of ways what makes writing better, so revision is a process and that students would benefit from strategies and advice to assist them in revising and evaluating their own and peers work, whether for form or content (McMahan, X Day, Funk, 1995:31).

Since these strategies interact throughout the process of writing, the term planning is more appropriate than pre writing to describe the generation of ideas and writing goals. It is argued by many researchers that pre writing or planning should occupy a major part of classroom writing time. Flavell (1993:234) suggests that "metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them". The metalinguistic awareness empowers students and gives them tools to manipulate information and accomplish different purposes through writing ( Reppen,1995:32). This focus has been a response to the occasional excesses of a process approach to writing instruction. An emphasis on a

process approach often disregards the importance of written form and, in effect, takes power away from learners, particularly those from different language or culture backgrounds. For the L2 student, many writing conventions will remain a mystery unless teachers are able to bring these forms and patterns of language use to conscious awareness. Emphasizing the process to the exclusion of the product neglects direct instruction in certain text features, yet students are still evaluated by their control of these features such as; text organization, sentence structure. By providing students with the language to talk about texts, they can better understand how to make a piece of writing more effective and appropriate to the communicative purpose. This helps students increase their writing skills and become more effective during peer editing and revision.

Although the importance of preparing for writing is known by everyone, nobody is given the attention that rightfully deserves. We can find very little of process approach to writing in contemporary classrooms. The emphasis tends to continue the teaching of isolated skills or the traditional approach to writing instruction.(section 2.7) Such as; an observational study of 25 elementary schools in the mid west found that preparation for writing consisted of giving directions in 36 % of observations and brain storming in 31 %. In an early landmark study done by Applebee (1981, cited in Moore and Caldwell, 1993:100), obtained similar results from a national survey of 754 secondary school teachers. Since the majority of students were expected to start writing within 3 minutes of the beginning of the lesson many educators questioned the validity of prewriting (Moore and Caldwell 1993:100). The researchers found out the results above that exemplifies that teaching of isolated skills are still in practice.

During the last 15 years the researchers have seen an intensified interest in the relationship between the narrative discourse (section 2.6.1a) to which children are exposed and their writing. The debate has been strongly influenced by the process writing movement. A number of recent studies proves the impact of the listening on children's written texts. Many studies that have examined the relationship between written text and children's writing indicate that discussion which helps children focus on



techniques in their own writing results in improvement for some children( Keech, 1985 cited in Dressel 1990:398). Other young writers have been shown to profit from discussion highlighting aspects of narrative structure. For example Gordon and Braun (1985:63) found that “sensitizing children to story grammars of legends and fables by explicitly specifying story elements and than having children use the grammars as a composing frame work provided children with meta cognitive control over comprehension and writing. As it is presented in Stahl and Steven’s (1996:132) paper, the importance of writing for communication and improvement of children’s reading ability is also a part of language learning process. Just as improving child’s writing ability by teaching writing process.

Hildward and Olson (1982, cited in Dressel, 1990:398) also found that when students listen to stories, they focus more on global aspects such as coherence and theme rather than attending to details as they do when they read. These findings are particularly relevant to the current study, since those students who have a clear mental scheme to guide their writing also create more coherent text.

Another case study of five nursery school children, Fox (1985 , cited in Dressel 1990:411) found that hearing stories aloud provided models for the children. In their retellings of the stories, the children used the styles and the language used by the authors in their written texts. The children did not use the language that they used every day. Hade (1988, cited in Dressel 1990:411) also found that richness of original texts reflected children’s expression of the stories and the language of the text that are written by them. The result of the different researches indicates that when students learn to control different oral registers and they must be able to write in different ways for different purposes. Recent writing research has shown that students need to be exposed to and have practice with various genres in addition to narrative writing (Beretier and Scardamalia 1987,cited in Reppen, 1995:32). This is important for English L1 students and crucial for English L2 learners.

Simply allowing students to write a lot will not necessarily provide sufficient

practice in the types of writing valued for academic learning.

During the last decade, researchers have been looking at the use of written language in elementary classrooms. This research goes beyond merely describing the situations and features, often proposing strategies that may enhance student performance in various situations. Other researchers (Christie,1992; Martin,1989, cited in Reppen, 1995:32) have argued for the importance of language form and structure as an integral part of meaningful language use, a view that is being seen as increasingly more important for academic L2 contexts. Poynton (1986cited in Reppen, 1995:32 ) explored the types of writing elementary grade students do and highlights the importance of helping students to realize the different purposes of writing. As a result of this the metalinguistics awareness empowers students and gives them tools to manipulate information and accomplish different purposes through writing.

There is also a claim for a relationship between writing and learning which is well documented and tends to rest on the function of writing as a tool for clarifying and extending thought. The capacity of writing to function in this way would appear to rest on a number of inherent characteristics.

1- Writing is a process of “exploring one’s thoughts and learning from the act of writing itself what these thoughts are” (Zamel,1982:197) This process also succeeds in giving thoughts a permanence which they would not have in their unwritten state.

2-All texts are written for an audience even if (incase of a diary or a journal) that audience is the writer him or herself. The need to pay attention to the audience of the text prompts writers into anticipating and considering view points other than their own.

3-In contrast to speaking, writing is produced and received in a context which is devoid of support for the communication of meanings. The result of this is that, in writing, meanings must be explicit.

4-In speaking, meaning is constructed through a process of instruction which



involves both the speaker and the listener. In contrast to speaking, writing is a lonely process requiring writers to explore, oppose, and make connection between propositions for themselves, a process which is conducive to learning.

5-The linear form of a finished piece of writing requires that thoughts be ordered and organized. In order to capitalize on the relationship between writing and learning, therefore, many of our students need to learn to write. Recently in both ELT and first language pedagogy tends to focus on teaching and facilitating the development of what have been shown to be good writing practices, rather than on instructing students about the characteristics of a “good” piece of writing. Central to such practice is a process of writing, revising, and rewriting (Bougeny, 1997:127).

## **2.6 Three Basic Rhetorical Styles of Writing**

Followings Goffman and Berkowitz (1990) this study will deal with the three basic rhetorical styles of writing. They are called narrative, descriptive, and expository writing.

### **2.6.1 Narration and Narrative Writing**

Narration is the form of writing used to relate the story of each acts or events. Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels, and news stories as well as a large part of our everyday social interchange in the forms of letters and conversation. Knowing the pattern upon which creative narration is built will help a person to read stories with more enjoyment and also to write and talk more interestingly (Wishon and Burks, 1980:378).

The theories of reading produced during the past fifteen years have, nevertheless, made significant contributions to the understanding of narrative. Once the reader enters the scene of narration they cannot help seeing it from a new perspective. They do not need to recognize the grammatical features of represented speech and thought to experience its effects, any more than they need study phonemes to use

language ( Martin, 1986:152).

Narration is, first of all, a kind of human behaviour. As Scholes (1982:57) states “ it is specifically a mimetic or representative behaviour, through which human beings communicate certain kind of message”. Word “narration” in its broadest sense includes both plays and stories, along with other forms of imitation. A narrative, then, may be recounted orally, committed to writing, acted out by a group of actors or a single actor, presented in wordless pantomime, or represented as a sequence of visual images, flow of moving pictures, with or without sounds, speech, music, and written language. “ A narration is a process of enactment or recounting that is a common feature of our cultural experience” (Scholes ,1982:60) . Similarly, a narrative is a text that requires and rewards narrativity and it involves a number of procedures of interpretive constructing, but one of these may be singled out as the most characteristic feature of this activity.

A narrative tells a story by presenting events in an orderly, logical sequence. Narration can be the dominant pattern in many types of writing, formal such as history, biography, autobiography, and journalism as well as less formal , such as personal letters , entries and in diaries. Narration is also an essential part of casual conversation, and it underlies tall tales, speeches, and news and feature stories presented on TV or radio. In short any time a person tells what happened using narration (Kirsznar and Mandell, 1989:47).

The skills the learner develop in narrative writing will also be helpful to him/her in other kinds of writing. A process essay, such as an account of a laboratory experiment, is like a narrative in that it outlines a series of steps in chronological order. A cause and effect essay, such as an answer on an economics midterm that directs the student to analyse the events that led to the Great Depression, also resembles narrative in that it traces sequence of events. Writing both process and cause and effect essays will be easier if the learner master narration.

#### **2.6.1.a) Narrative Discourse**

Pavel’s review of narratology(1985 cited in Toprak 1997:192) is organized

from a similar point of view to the distinction made by Genette. He groups narrative studies in two main groups, abstract narratology and textual narratology. Abstract narratology comprises the study of “the study of abstract narrative structure”, textual narratology, concerns “the study of narrative discourse”. Pavel calls studies of discourse structure” the textual narratology”, and he calls the studies of content or the raw material of the narrative discourse studies of “abstract narrative structure”. Todorov’s suggestion is also similar “Narratology, to designate a general domain of study, covering both research about plot-structure(historie), and about text structure(discours)”.

#### **2.6.1.b) Narrative Detail**

Narratives, like other types of writing, need rich, specific detail if they are to be convincing. Each detail should help form a picture for the reader; even exact times, dates, and geographical locations can be helpful (Kirsznner and Mandell, 1989:48).

#### **2.6.1.c) Narrative Variety**

Because narratives are often told from one person’s perspective, and because they usually present a series of events in chronological order a constant danger is that all the sentences will begin to sound alike. A narrative without sentence variety may affect the readers like a ride down a monotonous stretch of highway. The writer can avoid this monotony by varying sentence structure (Kirsznner and Mandell, 1989:49).

#### **2.6.1.d) Narrative Order**

Many narratives present events in exactly the order in which they occurred, moving from beginning to end from first event to last. Whether or not the writer follow a strict chronological order, though, depends on the purpose of the writers narrative. If the writer is writing a straight forward account of a historical event or presenting a series of pour management practices, the writer will probably want to move efficiently from beginning to end. In writing personal experience essays or fictional narratives, however, the writer may choose to engage their readers interest by beginning with a key event from the middle of the story, or even from the end , and then presenting the events that led up to it. The writer may also begin in the present and then use a series of flashbacks,

shifts into the past, to tell the story. Whatever ordering scheme s/he uses it should shape and direct his/her narrative. Verb tense is an extremely important clue in writing that recounts events in a fixed order because tenses show the temporal relationships of actions, earlier, simultaneous, later. When someone writes s/he must be especially careful to keep verb tense consistent and accurate so his/her readers can easily understand the time sequence. Naturally, there are times when the writer must shift tense to reflect an actual time shift in the narrative. Together with verb tenses transitions connecting words or phrases are the most precise indicators of the relationships among events in time. Transitions can indicate to readers the order in which events in a narrative occur, and they also signal shifts in time. Transitions commonly used for these purposes in narrative writing include “first, second, next, then, later, at the same time, meanwhile, immediately, soon, before, earlier, after, afterwards, now, and finally”. In addition to these transitions, specific time markers such as “three years later, in 1927, after two hours, and on January 3” indicate how much time passed between events. Without these guides narratives would lack coherence, and readers would be unsure of the correct sequence of events (Kirsznier and Mandell, 1989:50).

#### **2.6.1.e) Structuring a Narrative Essay**

Like other essays, narratives usually have an introduction, a body, and a conclusion. If it is explicitly stated the essay’s thesis will, in most cases, appear in the introduction. Once the thesis established, the body of the essay will recount the series of events that makes up the narrative, following a clearly and orderly plan (Kirsznier and Mandell, 1989:50-51).

As it is pointed out in Gordon (1989:100) the main purpose for teaching narrative text structure as strategy are to enable students to predict story content, to use text structure as a plan for story writing, to guide their story comprehension and composition, to frame their story recall and to revise story drafts. Fitzgerald (1986:431) also claimed and tried to prove that instruction of narrative structure has effect on children’s writing. Knowledge of such structures can help a writer in shaping or

organizing their ideas and then the improvement of children's knowledge of story pattern or structure might affect organization in their writing. It was proven by the study that instruction in narrative structure had a strong positive effect on organization in children's writing and it also improved quality of the composition. Boughey (1997:126) points out in her paper that " Attempts to use the mainstream curriculum of tertiary institutions to develop reading and writing skills can often be problematical". Other positive point can be talk about writing is that all the text are written for audience even if it is a diary. This means that writer has to pay special attention to writing. In contrast to speaking, meanings must be explicit in writing. In speaking meaning is constructed through a process of interaction which involves both the speaker and the listener. There could be question between them. In contrast to speaking, writing is a lonely process requiring writers to explore, oppose and make connections between propositions for themselves a process which is also conducive to learning.

#### **2.6.2 Descriptive Writing**

Description tells what something or someone looks like by giving the characteristics of a person, place or object ( Goffman and Berkowitz,1990:10). Description reproduces the way things look , smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time days, times of day or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality. It is usually people who are interesting to readers. Their appearance is interesting, especially as it reflects personality. When description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs. Character may be portrayed directly or indirectly. Both methods may be used in the same story. In indirect description, the writer tells how the person looks and what the person is like. In indirect description, the character is revealed through what he or she does, thinks, or says in certain situations. Another indirect

method is to reveal a personality through what other characters think and say of the person. These techniques may, of course, be used in combination (Wishon and Burks, 1980:379).

A narrative essay presents a series of events; it tells a story. A descriptive essay, on the other hand, tells what something looks like, feels like, sounds like, smells like, or tastes like. All good descriptive writing, whether objective or subjective, relies heavily on specific details that enable readers to visualize what is being described. The aim is not simply to tell the readers what something looks like but to show them (Kirsznner and Mandell, 1989:102). There is also a good way to describe something that is unfamiliar to reader is to compare it to something with which the reader is familiar by using simile or metaphor (see section1.8) There are two basic approaches to description: objective and subjective. In an objective description, the writer focus on the object rather than his /her personal reactions to it. In contrast to objective description is subjective or impressionistic description, which discloses the writers personal vision or emotional responses to what s/he sees and tries to get the readers to share them.

### **2.6.3 Expository Writing : Definition and Argumentation**

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, it may be developed in a number of ways.

Exposition may be used to explain a process, that is, to tell how something is made or done. To explain a process well, the essential steps must be stated clearly in logical sequence- first things first, second things second, and so on, going from the simplest to the most complex (Wishon, 1980:382). Process, like narrative, presents events in chronological order. Unlike narrative, however, a process essay details a particular series of events that produces the same outcome whenever it is duplicated. Because these events form a sequence that often has a fixed order, clarity is extremely important.



Whether your reader is actually to perform the process or simply to understand how it takes place, your paper must make clear the exact order of the individual steps as well as their relationships to one another and to the process as a whole. Therefore, not only must clear, logical transitions exist between the steps in a process, but the steps must be presented in strict chronological order- that is, in the order in which they are carried out. Unlike narratives, process essays do not use flashbacks or experiment with temporal order (Kirszner, 1989:201).

Definition is an explanation of what a word or a term means is another kind of exposition. The simplest form is a statement of, first, the general class to which the word belongs and, second, its distinguishing features (Burks, 1980:382). A definition tells what a term means and how it is different from other terms in class. Most people think of definitions in terms of dictionaries, which give brief, succinct explanations of what words mean but has much wider application. It also includes explaining what something, or even someone, is-that is, its essential nature. Sometimes a definition can be given in a sentence. At other times it requires a paragraph, an essay, or even a whole book. These longer, more complex definitions are called extended definitions. Extended definitions are useful for many academic assignments besides exams. In various situations, a definition can be essential because a term has more than one meaning that needs to be clarified.

Argumentation is a reasoned, logical way of convincing an audience of the soundness of a position, belief and conclusion Argumentation takes stand , which is supported by evidence and urges people to share the writer's perspective (Kirszner, 1989:462). It is closely related to exposition and is often found combined with it (Wishon, 1980:383). Unlike an informal exchange of opinion, formal arguments follow rules designed to ensure that ideas are presented fairly and logically. One purpose of argument is to convince reasonable people to accept your position. Another is simply to defend your position, to establish its validity even if other people cannot be convinced to agree. A third purpose of argumentation is to question or refute some position you believe to be misguided, untrue, or evil, without necessarily offering an



alternative of your own. Although persuasion and argument are terms frequently used interchangeably in everyday speech, they are quite different. Persuasion is a general term used to describe a technique a writer uses to move an audience to adopt a belief or follow a course of action. To persuade an audience a writer relies on various appeals- to the emotions, to reason, or to ethics (Kirszner, 1989:462). In an argumentative essay, as in all writing, choosing the right topic is important. It should be one in which the writer have an intellectual or emotional interest. Nevertheless, the writer of an argument should be open minded and willing the consider all sides of a question. After the topic have been chosen the writer should be ready to take a stand to state the position s/he will argue in the form of a thesis. Following steps in the argumentative essays are gathering evidence and dealing with opposition.

Expository writing includes explaining ideas, giving point of view, persuading, and so on. (Goffman, 1990:10). Mc Cutchen (1987:284) compares children's narratives and expository form. Children's narratives typically consist of temporally ordered sequences of events, and since much of the child's knowledge of the real world is similarly episodic, the information needed to create coherence in the narrative text may already exist in the knowledge base. The expository form, however, requires logical-causal relations among arguments, and such relations are less typically experienced in children's daily interactions with the world. Thus, such logical- relations among pieces of information may not directly exist in the child's knowledge base, and these relations may have to be established through indirect memory searches and inferential processes. For this reason, expository texts may demand more work upon the knowledge base, perhaps reorganization of knowledge, while narratives require, primarily, access of already existing information. Stability of the memory representation may be necessary for the extended memory searches that expository texts demand , and the slower pace of writing, plus its extra attentional demands, may enable such stability in the representation of the developing text.

## **2.7 The Traditional Approach to Writing Instruction**

The traditional notion of writing is a linear process with a strict plan-write-revise sequence. It focuses intensively upon organization and style. The traditional approach hypothesizes that knowledge of structures and the rules for combining them will result in student's becoming writers. Hence it deals with the properties of the linguistic production.

Corbett (1965:626) explains the notion of teaching writing with a traditional approach as "an emphasis on correct usage, correct grammar, and correct spelling" and maintains that the act of teaching writing in a traditional approach focuses on "the topic sentence, the various methods of developing the paragraph and the holy trinity of unity, coherence, and emphasis". According to Koch and Brazil (1978 cited in Toros, 1991:29) the traditional approach to teaching the forming or structuring stage is to present lectures on formal rhetoric, illustrating them with examples of paragraph and essay development, and to assign professionally written essays for reading and classroom analysis. Judy (1980:41) also suggests that "form" in writing has traditionally been presented as something independent of a writer's content, indeed, as something which exists before content" such as ; for many years students have been taught an idealized form of the paragraph, and have been required to match their writing to that model.

As Chastain (1990:12) stated out, in traditional writing classes, teachers insist that the correction of errors is an indispensable component of effective language instruction. Otherwise, errors will fossilize and their elimination will become increasingly difficult as the habit becomes more firmly ingrained in the learner's language patterns. Chastain also indicates that teachers of foreign languages have traditionally assigned compositions at the end of grammar based chapters in order to test their students ability to utilize grammar that learned recently and to prepare an error-free product. The next step is for teachers in the traditional based approach read the papers and mark the errors. Then they return the graded papers to the students. The reason

behind this is that students will study the corrections and try to eliminate repetition of these errors or mistakes from their writing composition in future.

Carnicelli (1980:112) points out, traditional writing instruction usually stresses only the writing stage: the student is given a topic and writes a first draft, the teacher grades the draft, then assigns another topic. There is a little or no time for pre-writing or rewriting. Revision is essentially recopying an assignment, correcting grammar, punctuation and spelling, or simply tidying up the writing. Only the last draft or product receives the teacher's attention.

## **2.8 The Process Approach to Writing Instruction**

The process approach to teaching writing concern itself with the process through which a piece of writing comes into existence. In this approach, as Murray(1980:12) indicates, writing is an act of recording or communicating. It is a significant kind of thinking in which the symbols of language assume a purpose of their own and instruct the writer during the composing process. According to Kehl (1990:11) a process approach to teaching writing sees writing as a process of several steps, beginning first generating ideas, writing to discover what one wants to say, revising, getting feedback from various readers and writing again.

Judy (1980:39) says "students of all ages have a wide range of experiences that can serve as the starting point for writing : hopes and fears, wishes and ambitions, past events in their lives , even fantasies". What seems most important is that students recognize that whatever they write should grow from their experience (Decker and Kathy, 1985:52-54). The teacher must provide time for students to talk about, to expand, and even to relearn or reexamine their experiences. Perl (1983:18) claims".Composing does not occur in the straightforward , linear fashion. The process is one of accumulating discrete words or phrases down on the paper and then working from these bits to reflect upon structure, and then further develop what one means to say. It can be thought of as a kind of "retrospective structuring"; movement forward occurs only after one has some

sense of where one wants to go. Both aspects, the reaching back and the sensing forward, have a clarifying effect. Rereading or backward movements become way of assessing whether or not the words on the page adequately capture the original sense intended. According to Perl (1983:45-47) constructing simultaneously involves discovery. Writers know more fully what they mean only after they have written it. As McClintic (1989:57-60) points out, the process oriented approach, by focussing students' attention toward the importance of improving a written piece of work through effort and revision, reflects an incremental theory (see section 1.8) of writing ability. This is the theory followers tend to focus more on the task itself, believing that both better and poorer writers can improve any piece of writing as they continue to re-work it, making use of new ideas and constructive feedback.

In the process approach, the teacher and the student face the task of making meaning together. The teacher and the writer together explore the purpose and content of the piece of writing. According to this view, the teacher has to help students finding their own content, their own forms, and their own language. Decker and Kathy (1985:3) state that "The learner is an active participant in the learning process, collaborating with his/her teacher to make meaning. S/he is afforded an opportunity to think, to read, and to write in critical, discriminating, and meaningful context". Through this way the students produce the principal text in the writing course. Teachers who use the approach encourage students to write multiple drafts of assignments, attending to issues of content in initial drafts dealing with correction of mechanical errors such as spelling and punctuation in the final parts of editing. Students are also encouraged to share their writing with peers, seeking and using substantive feedback as part of the revision process (Atwell, 1981; Calkins, 1986 and Graves, 1983).

Koch and Brazil (1978:63-65) claim that if a teacher places too great emphasis on editing and proofreading at the outset of a composition course, the student's language, ideas, experiences which s/he must start with in the composition process will be overshadowed by the student's fear of error.

## **2.9 The cycles of the writing process**

The writing process is described in cycles, and consists of rehearsing, drafting, and revising. Students are often aware of these cycles and experience each of them. The cycles are not necessarily sequential and discrete but rather recursive. As it is pointed out by Decker and Kathy (1985:21) a writer may be revising and realise that s/he needs to brain storm for more information. S/he then applies the rehearsing strategy again to help him/her collect more raw material. Likewise, the writer may revise early in the writing process and again several times later as the writing progresses.

### **2.9.1 Rehearsing**

Rehearsing is often the beginning of the writing process after the initial impetus to begin writing. It includes any experience, activity, or, exercise that motivates a person to write, or that focuses a writer's attention on a particular subject (Proett and Gill, 1986; Murray, 1980; Flinn, 1984 Decker and Kathy, 1985). According to Proett and Gill (1986:5) "Pre-writing stimulates and enlarges thought and moves writers from the stage of thinking about a writing task to the act of thinking. The pre-writing stage is likely to be more important in generating quality than marking in the end.

For beginners, prewriting may be planned learning experiences which the teacher provides, but later on as they become more experienced, writers need fewer planned experiences. Invention techniques used in the rehearsing cycle are logs, brainstorming, listing and cubing.

### **2.9.2 Drafting**

Drafting is the central cycle of the writing process. The first goal of a writing at this program at this cycle is to develop fluency and confidence in students as they work as writers. By writing drafts, students try out the ways of presenting their ideas and get responses from their peers or from their instructors (Raines, 1985:230). After they develop freedom and confidence, they consider the needs of their audience and the purpose of their writing. According to Murray (1980:15) during the rehearsing, drafting, and revising cycles four primary forces interact. They are collecting and connecting ,

writing and reading. These forces interact so fast that we are often unaware of their interaction or even of their distinct existence. In the rehearsing cycle writing and collecting are given more attention, whereas in the revising cycle the opposite is true; reading and connecting take the primary role. The draft emerges when the writing can be read; the information begins to assume a meaningful order.

### **2.9.3 Revising**

According to Murray (1980:16) during the revising cycle writers rethink their thoughts to determine if they are saying what they want to say. Revising is not recopying or correcting errors generally emphasis is on how well the written material communicates the writer's intent to the audience. Decker and Kathy(1985:24), state that during this cycle of the process, the writer considers unity, focus, order, clarity and word choices. S/he may add further information or qualify details. Proett and Gill(1986:21 ), remind that "revision" means "seeing again". They maintain that revision and rewriting are not punishment or the price that a student has to pay for a draft that is not acceptable the first time, but an opportunity in which students become involved with their writing. As Spina (1984:76) suggests, in order to do more than recopy, the students must be taught how to revise their writing for content as well as mechanics. Spina (1984:76) also states that "once students have an understanding of the revision process, they can pair up to help each other with their writing". A check list is given to each group to direct the team. Students pair up as "author"and "editor". They then meet with their editors and discuss their papers, using the checklist as a guide.

Murray (1980:18), states that the experience of sharing writing should be reinforced by the writing conference. Individual conferences are the principal form of instruction in the process approach to writing. During these conferences teachers guide writers toward paying attention to what the piece of writing is trying to say and the writers talk about the paper and the forces which produced the draft as well.

The most effective teaching occurs when the students who have produced the work talk about how they have produced it. Through this way, students show what



they have learned by doing, so the teacher learns with them. The teacher extends, reinforces, and teaches what those students have already done and may be able to apply it to other tasks. Others in the class who have not tried it are encouraged to try it in the future (Murray, 1980:20).

#### **2.9.4 Evaluation**

Evaluation in the process writing course is not a matter of an occasional test. As the students pass through the writing process, there is a constant evaluation of the writing process. The writer's evaluation is shared with the teacher or with other writers in the class. The evaluation is evaluated as the writing itself is evaluated. Actually as Murray (1980:18), points out there is so much evaluation, so much self criticism, so much rereading that the writing teacher has to help relieve the pressure of criticism. The pressure should never be so great that it destroys self-respect. It should be kept in mind that effective writing depends on the student's respect for the potential that may appear.

To sum up the student has to have faith in the evolving draft to be able to see its value. Briefly, To have faith in the draft means having faith in the self.

#### **2.10 Related Studies on Process Approach to Teaching Writing Conducted Abroad**

From the beginning of the 1960s, writing research has focussed on the process writing rather than on the finished product (Britton et al. 1975; Flower and Hayes, 1981; Graves, 1983; Murray, 1984).

Despite the rapid growth in research and classroom applications and understanding in the area of the process of learning teachers did not follow this new tradition of teaching. Instructional approach seemed to be safe for them, when it came to measure their students. So they started to choose form- dominated approach which is relatively easy to follow in the classroom. All those studies also imply that most of the classroom instructions are based on traditional approach.

The importance of the process approach in writing has been proven by many



researchers (Raimes, 1991; Zamel 1987) , many teachers still use the traditional model of instructions. As a result most of the writing teachers become part of the problems not solutions to their students. Since current- traditional models of teaching depend on the teacher and they are the dominant figure , they have the control over students writing. Teachers prefer traditional models instead of choosing process-oriented teaching approaches where teachers have less controlling role. Because of the consequences and risks that teachers have to face with even though the importance of preparing for writing is known by everyone, nobody is given the attention that rightfully deserves.

In the words of Moore and Caldwell (1993:100) “very little of process approach to writing can be found in contemporary classrooms. The emphasis tends to continue the teaching of isolated skills or the traditional approach to writing instruction”(section 2.7). In an observational study carried out with 25 elementary schools in the mid west it was found that preparation for writing consisted of giving directions in 36 % of observations and brain storming in 31 %. An early land mark study done by Applebee, obtained similar results from a national survey of 754 secondary school teachers. Since the majority of students were expected to start writing within 3 minutes of the beginning of the lesson many educators questioned the validity of pre writing. The researchers found out the results above that exemplify that teaching of isolated skills are still in practice.

Vanett and Jurich(1990:51) discuss the result of their experiments when they taught writing for fluency. They tried to create a learning environment in which nonnative English speakers would become more fluent, confident writers in English. In order to prevent learners’ feeling of frustration caused by their limited success of expressing their ideas on paper, Vanett and Jurich created non-threatening classroom environment. To do that the teachers took the role of collaborators with students. An important part of creating a supportive context for writing was that teachers started writing along with their students. Becoming teacher-writers resulted not only in non-threatening atmosphere but also more democratic classroom . The traditional relationship

between teacher and student is often reduced to that of assignment giver and assignment completer, or evaluator and grade seeker. Writing with their students forced all of them out of these roles as their students came to know them both as teachers who assign and read their papers and as writers. By reading their entries, the students gained an understanding of how they approached assignments, limited a topic, and developed their ideas and by writing these entries teachers found themselves functioning as writer-learners along with students, struggling with the same concerns of audience, purpose and content that they confronted each week. As a result, teachers also wrote with “real” purpose and meaning, wishing to convey their personal experiences to each other, and making each writing assignment less of an obstacle to overcome and more of an opportunity for communication.

The result of writing personal journals with their students have led them to draw a number of conclusions about the process. First by writing with the students, they rediscovered both meaning and purpose. Second, the classroom environment became more humanistic and democratic. Third, by reading teachers writing, students developed a greater understanding of the importance of audience in their writing. Finally, by being writers in their classes teachers stopped being commentators and observers of the writing process, heightened their level of involvement with their students and curriculum and become more effective teachers of writing.

The study of Kobayashi and Rinnert (1992:183) emphasises the effect of translation on second language writing of lower-level writers and higher-level writers. They found out that Lower-proficiency students seem to produce higher quality compositions through translation: their writing improved in the three major components, particularly in content and style (Ibid:201). In the translation versions, these students developed more ideas with explanations and specifics, which captured the readers’ attention, and a greater variety of form. These results suggest that composing at the beginning level in the native tongue. On the other hand, the writing production of higher-proficiency students generally does not benefit very much from translation, only the style

of their versions was better in terms of vocabulary and variety of sentence structure, the quality of content and organization was similar in two versions of written products before and after using translation in writing classes .

As a result those whose second- language skills are so limited can benefit from invention and exploration of ideas in their first language especially in the prewriting and planning stages. However, the notion that too much dependency on the first language may inhibit second language writing performance. If the ultimate goal of English writing instruction is the ability to create English-like discourse, students should be encouraged to express themselves in English as much as possible. The extensive use of translation may hinder second-language writing fluency and delay the development of an awareness of the expectations of a second-language audience. As it is presented in Stalh and Steven's (1996:132) study, the importance of writing for communication and improvement of reading and writing ability is also a part of language learning process. But, unfortunately Graves(1978 cited in Stalh and Steven, 1996:132 ) could not find any evidence of writing for activities at the beginning. Some others included traditional instruction, stressing accuracy of form, or process writing, stressing the development of children's use of writing for authentic purposes, including communication and story telling. The process writing approach avoids the formal teaching of grammar, spelling, and other skills. Instead children go through several stages that successful writers use such as developing a topic, drafting, conferencing, revising and editing.

According to Hillocks (1986 cited in Stalh and Steven, 1996:132 ) in spite of the rapid growth in popularity of the process writing approach, there have been very few evidence of its use. He found only a few studies in which the use of process approach was compered with traditional approach and could not draw conclusions as to it its overall effectiveness. However, Clarke (1988 cited in Stalh and Steven, 1996:132) found that "first grade children taught using a process writing approach were able to write sooner and produced longer text, which contained a significantly greater number of different words." In the analysis it was suggested that in first grade reading and writing

ability grow together. It was also observed that children's writing seemed to be related to their ability to read, not to the type of experiences they have had in writing. Shanahan and Tierney (1990 cited in Stalh and Steven, 1996:141) observed that this observation replicates a number of findings that skill in writing is related to skill in reading. Freedle (1979:121) implied that "Since new learners of the language do not have the facility to comprehend passages, the facilitation of at least expository comprehension by means of narrative schema transfer should accelerate the rate at which such materials can be introduced to learners at the beginning".

Gordon (1996:37) examines writing teaching methods of three teachers. As she states in the 1990s many school districts adopt new reading and writing programs. But it is difficult to retrain teacher and help them to implement these new programs. Many teachers seem to be using only the name of writing process as a label. Under the term of writing process many teachers have students brainstorm, draft, revise and edit. This model sometimes can end in the failure; because of students different learning styles, interests, their learning abilities, cultural and language differences. Gordon has found problems with the methodology of all three writing teachers. Experienced teacher followed the traditional program. Since she believed that assigning writing and correcting it equate to teaching writing. So she put the emphasis on the sub skills of writing such as grammar, punctuation, spelling and vocabulary that she thought would improve students writing ability. This is the way or method many school teacher still put in practice. The other two teachers were the followers of process approach to writing. As it is observed one of them tried all the stages first brain stormed the students after that students were asked to finish their first draft at home and bring back to school following day. Next step was to ask students to correct each others' papers but as it was observed very few students actually exchange papers and write their comments down. This result proves that teachers need practical knowledge about how to implement the program. The last one had got master degree in education and being a very dedicated teacher she tried many different activities in the classroom. However, she could not understand

writing activities cannot make better writer. Writing activities are most effective when they are able to teach students long-lasting strategies for composing.

McCutchen (1987:267) started her research with the question “What makes writing so difficult task for students who otherwise use language quite competently- in conversation for example?”

The goals of the present study were thus two-fold: To investigate children’s differential competence with the two discourse forms (narrative and expository) and to examine the effects of written transcription on children’s discourse production. Subjects were chosen from different levels of students and the children produced eight different topics which are chosen from four expository and four narrative texts. Afterwards, each student met individually with the experimenter generally once or twice a week and generated one text during each session. During each session, the child and the experimenter together worked through a planning sheet that contained the topic for the discourse, as well as prompts to help the child generate and organize his ideas before he began the text. In order to increase the motivation of the children for the task, as well as to clarify for them their purpose as writers, they were told the writing assignments were part of a newspaper project. They were asked to act as reporters and generate articles on topics given them by their editor (the experimenter). The children were told that some of their articles were stories, factual or imaginary, of events that happened to people (the narratives) and others were editorials that required the reporter to make a statement of opinion and support it (the essays). The children were also told that reporters are sometimes out of town covering stories that have to go into the paper right away, so they have to phone in their stories. Both the oral and written texts were generated as formal, self-sustained texts, with no intervention from the experimenter. As a result of this, the study indicates that children’s narratives typically consist of temporarily ordered sequences of events which already exists in their knowledge base. However, the expository form requires logical-casual relations among arguments, and such relations are less typically experienced in children’s daily interaction with the world.

For this reason , expository texts may demand more work upon the knowledge base. As suggested by Scardamalia et al., (1982 cited in Mc Cutchen, 1987:284 ) stability of the memory representation may be necessary for the extended memory searches that expository texts demand , and the slower pace of writing.

Although the importance of processing may not be proven at this point. There are quite observable differences in children's texts both in the level of extending discourse in their writing texts and speaking.

Kantz's (1989 cited in Toros, 1991:50)has carried out a study to find out whether the rhetorical nature of the task exerts some special influence on the students' composing processes. Three students' case studies of reading a packet of eight sources and writing their papers in read-aloud, think- aloud protocol condition have shown differences in composing process and essay quality. The difference in process between writers of highly-rated and low-rated essays stemmed from the writers' plans and decisions. The decisions writers made were: defining the problem, deciding on a rhetorical stance, choosing source material, and planning the organization and format of the new text. Highly- rated essays were the ones in which the decisions were taken early in the process rather than during reading and writing processes. Furthermore, it was found that decisions related to form, such as text format, tended to be made later in the process than decisions that affected basic strategies of presentation, such as how to talk to the readers.

The study of Flower and Hayes (1981:45) indicates that "creating focus is one of the crucial acts that can bridge the gap between generating ideas and turning them into a paper" as opposed to the traditional writing instruction which ignores the strategies used in the process of writing, but focusses on correctness and form. Based on the research, they suggest that the writer can move from one writing sub- process to another any time during the process; thus for them writing is recursive rather than linear. These researchers also found out that by using protocol analysis, good writers set goals and engage in problem solving during the prewriting cycle and continue to modify these



goals as they write. The quantity and quality of goals were found to be discriminating factors which differentiate good writers from poor ones.

Ruddell and Boyle (1984) studied fifty-one undergraduate students. Subjects were divided into three groups. The two groups received three hours of instruction on mapping, in which students were told to generate as many words or phrases as possible on a certain topic and then told to organize their words or phrases into categories. They then placed their main idea in the centre of the page and added secondary or tertiary ideas in the appropriate places. As a result three groups were compared with each other and it was found out that the essays of the group which used mapping for a prewriting activity scored significantly higher than the other groups which did not use mapping activity.

Gould (1980: 98), in his research found out that planning may consume as much as 65% of the writing time for college educated adults. When writers begin drafting phase, they often pause to engage in planning. Research by Atwell (1981 cited in Dressel-Hartwick, 1990 :398) indicates that all the undergraduate writers in her study engaged in pausing, but the good writers spent more time in large-scale planning than in planning at the word or sentence level. Poor writers were seen to be pausing longer for lower-level planning.

Sommer's (1979:4) study, which compared college freshmen and adult writers, indicated that adult writers made changes in the meaning while student writer revisions were mainly concerned with rewording.

According to Moss' (1988:12) study, most writers, no matter how old or experienced they are, review, but competent writers review to make changes in the meaning as opposed to poor writers who review only for accuracy.

To sum up, many teachers underestimate and oversimplify the process of composing which need a lot of investments of time and patience.

"The kind of intellectual inquiry, these researchers urge the teachers to do involve their students in requires that teachers abandon their traditional role as knowers,



as wielders of power” (Hartwell, 1985:112). As teachers we ask ourselves questions about our student’s writing processes, we are much more likely to examine our own teaching and ask ourselves whether the particular task or assignment has been sufficiently clarified, whether it matches with our students intentions, whether it connects with what students already know. By observing our students as their work progresses, we are much more likely to respond to their drafts as work in progress and raise questions that ask them to reconsider, evaluate and extend. Zamel (1987:697) suggests that teachers should become researchers themselves and investigate the relationship between teaching and writing development in their own classrooms.

### **2.11 Related Studies on Process Approach to Teaching Writing Conducted in Turkey**

Küçük (1990:iii ) studied with fifty-eight EFL university students. Her study focussed on the assessment technique of the process approach, in particular, dealing with content at the rehearsing and drafting cycles and delaying mechanical errors to the final part of the writing, as opposed to the traditional way of assessment. She analysed her data by counting the number of the words the students used in three drafts during the study, and then in order to measure the qualitative changes, the content of students’ papers were examined by the researcher by focussing on three points: How interesting are the ideas of students?. Are their thoughts well organized?. How well written are their papers?. Her eight-week study revealed that although there were no quantitative differences between two groups, the writing of the students in the experimental group showed qualitative improvement.

Toros(1991:iv) in her study attempted to find out if the process approach to writing instruction helped intermediate level EFL learners to improve their written work, particularly with respect to cohesive characteristics of their texts, better than a traditional approach. A total of twenty five EFL learners participated in the study. Eight of the students were in the process class and seventeen of them were in the traditional class.

Results indicated that :

1- EFL students seem to profit from a more structured , traditional approach than the process approach to writing instruction.

2-There is a low correlation between the holistic measurement and the countings of external conjunctive cohesive devices (additive, adversative, causal, temporal) used by the students in their written work.

3- Motivation of the students towards learning a language, and the teachers handle the approaches in their own teaching are the moderating factors determining the success of one approach to teaching writing or the other.

Bingöl(1996:iii) in her study investigated the writing processes of Turkish EFL writers and the effects of L2 instruction on their composing skills in Turkish and English . The study particularly addresses the following research questions:

1-Are there similarities and/or differences between Turkish EFL writers composing processes in Turkish and English?.

2-Does writing instruction in the L2 have an impact on Turkish EFL writers' L2 composing processes? If so, how?.

3-Does writing instruction in the L2 affect Turkish EFL writers' composing processes in the L1? If so, how?.

Nine Turkish EFL university students whose overall English proficiency was at the advanced level at the time of the study composed aloud four essays: one in the L1 and one in the L2 at the end of the semester(total: four essays) after an exposure to writing instruction in the L2 of six hours a week(total: 12 weeks). Data collection procedures consisted of a background questionnaire, think-aloud protocol, observation, interview and writing samples of the subjects.

The results indicated strong similarities between the L1 and L2 writing processes of the subjects in terms of the purposes that each writing strategy served. However, there were differences between L1 and L2 composing in terms of the

frequency that each writing strategy was used in L1 and L2 essays. In other words, the subjects appeared to transfer their L1 writing skills to some extent to their L2 composing. The findings also suggested that L2 writing instruction affected both L2 and L1 composing processes in similar ways. While the function of the composing strategies did not change, each composing strategy was used less both in L1 and L2 essays after the writing instruction. The impact of L2 writing instruction on L1 composing also suggested that there could be back transfer effect and that transfer of composing skills might be bi-directional.

Er (1996:iii) investigates in her study reading-writing relationships in first and second language in terms of reading and writing abilities. The main concern is to find out the relationships between literacy skills in a first language and literacy development in a second language. Subjects were chosen from the upper-intermediate level students of preparatory classes of English Language and Literature Department of Gaziantep University. Then given four examinations (Reading in English and Turkish, writing in English and in Turkish). After the administration of the exams, the results have been analysed through a correlational study. The analysis of data indicated that there was no significant relationship between the literacy skills in both first and second language except the weak correlation that has been seen in the Turkish and English reading abilities.

Bilge (1981:88-89) studied the preferences of students for error correction techniques at the Foreign Languages Department of Gaziantep University. Research included questionnaires that were given to the students and instructors of the same department and the results indicate that over-correction prevents students from concentrating on the message, and destroys the pleasure of learning. It destroys motivation and encourages the production of simple sentences rather than complex ones.

Thus, teachers should make corrections in positive manner with respect and treat writing as a process by creating a supportive atmosphere in the classroom to

motivate them to write. Last but not the least important preference was that never let error correction dominate the writing class because too much correction heightens the anxiety level of the students.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Presentation**

This chapter includes the design, population and sampling of the research , the data collection instruments and the techniques of data analysis. Methods used in the assurance of validity and reliability of data collection tool and development of data collecting instruments are introduced under the relevant titles.

#### **3.1 Research Design**

This is a descriptive study that involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study (Gay 1981:12). Descriptive data are typically collected through a questionnaire survey, an interview or observation.

In order to see whether the differences in the views of the subjects are significant or not, the chi-square value has been used in this study. The hypotheses were formulated before the questionnaire was conducted. There are two main hypotheses and sixty-five sub hypotheses. Through these hypotheses perceptions of students and teachers were compared.

Moreover, a study of descriptive research design involves collecting data that test the validity of hypotheses regarding the present status of the subjects of study, but it does not seek or try to explain relationships or make implications.

### **3.2 Research Population and Sampling**

The population of this study is made up of the instructors, and the Engineering and English Language and Literature students at the Foreign Languages Department of Gaziantep University. The number of the main samples consisted of 24 instructors (total 32 instructors) and 133 students (total 372) of the department. Most of the students were chosen from track A (40 students). Some of the students were from track B (57 students) and others from track C (36 students). These tracks included repeat students but their numbers (40 students) were not reliable enough to give the clues about the situation of writing classes, so their opinions were not separately analysed from the other students of Foreign Languages Department.

### **3.3 Data Collection Instruments**

Descriptive studies are generally categorized into two main groups; self report and observation. In a self report study, information is gathered from individuals by means of interviews, questionnaires, or standardised attitude scales (Ekmeççi, 1997 cited in Demir, 2000:35). In this study self report type was used. A questionnaire, which consists of 15 questions to gather information about the situation of writing classes and 50 statements to collect information and opinions of the students to find the way of ideal writing classes, was prepared to investigate the attitudes of the instructors and

students . It was designed to be used both by instructors and by the students of Foreign Languages Department of Gaziantep University.

### 3.4 Reliability and Validity

The first form of the questionnaire consisting of 54 statements was piloted to the 60 randomly selected Engineering and Language and Literature Department students from different tracks at the University of Gaziantep. However, only 48 students returned the questionnaires after completing. Using SPSS version 9.01 Cronbach Alpha value and other reliability parameters (Table 3.3.1) were calculated for whole items . Afterwards, deleting each item one by one new Cronbach Alpha values were calculated. Those items which caused to decrease alpha value were deleted from the questionnaire. 4 statements were deleted with this procedure and reliability analysis results of remaining 50 statements were given in table 3.3.1. Cronbach alpha value of 0,7202 indicates significantly high reliability for the questionnaire. Moreover, in order to provide the study with face validity, the questionnaire was shown to some subject specialists, and in the light of their criticism, it was designed.

| RELIABILITY ANALYSIS - SCALE (SPLIT) |                                       |
|--------------------------------------|---------------------------------------|
| Reliability coefficients             |                                       |
| N of cases = 48                      | N of items = 50                       |
| Correlation between forms = 0,5744   | Equal-length Spearman-Brown =0,7296   |
| Guttman Split-half = 0,7244          | Unequal-length Spearman-Brown =0,7296 |
| 25 Items in part 1                   | 25 Items in part 2                    |
| Alpha for part 1 = 0,7101            | Alpha for part 2 = 0,7347             |
| Cronbach Alpha = 0,7202              |                                       |

**Table 3.4.1. Reliability analysis of the questionnaire**



### 3.5 Data Collection

The questionnaire was given to the randomly selected 160 Engineering and Language and Literature Department students from different tracks. They were given 35 minutes to complete the questionnaire and some of them were even taken home to complete it. Afterwards, 17 students did not reply the majority of the questions and the statements. 10 of them did not give reliable answers since they absolutely agreed with all the statements and questions of the questionnaire.

Then, the questionnaire was also given to 25 instructors at the Foreign Languages Department. Although there are 32 instructors, 25 of them were chosen since they were only teaching at the preparatory classes at the Foreign Languages Department. Thus, the questionnaires were not given to the instructors teaching only at Freshman groups.

The questionnaire consisting of 15 questions and 50 statements was designed in the students mother tongue to ensure full comprehension by the students. The first part of the questionnaire includes questions consisting of options; *yes, no, sometimes*. The options for the second part of the questionnaire; *absolutely agree, quite agree, somewhat agree, disagree, absolutely disagree*. All of the questions and statements in questionnaire are related to the hypotheses of this study.

### 3.6 Procedure of Data Analysis

After administering the questionnaires to the concerned parties, the data was computed using specially prepared SPSS program. It was calculated through the non-parametric test of significance which is called “chi square”, and for the probability level of  $p=.05$ .

Data gathered through the items of the questionnaires were analysed using frequencies, means, standard deviations and percentages (for the analysis of

questionnaire items, descriptive categories were developed from the data itself).

The answers were evaluated one by one in numbers and put into percentages. Then the results were shown by making tables for each question.



## **CHAPTER FOUR**

### **DATA ANALYSIS , RESULTS AND DISCUSSIONS**

#### **4.0 Presentation**

This chapter describes the analysis of the research questions, hypotheses and the frequencies and percentages of the responses to each questionnaire item. Frequencies and percentages were computed and presented in tables. Then tables were also described one by one.

The questionnaire consists of two sections. The first section is given to find out the condition of writing classes and instructions that are assumed to be given in a traditional way at Foreign Languages Department. The second section mainly consists

of suggestions that could help to form ideal way of teaching writing at Foreign Languages Department.

As it is mentioned the main idea of this study is to investigate the problems related with writing activities. These results of analysis give the information about the instructors and students opinions of writing activities in the classrooms at Foreign Languages Department.

#### 4.1 Findings related to the sub-hypotheses under the heading of main hypothesis one

##### 4.1.1 Distribution of the Responses Regarding the prewriting activities

**TABLE 4.1.1 The Frequencies and percentages of the Students' and Instructors' answers to the question whether at Foreign Languages Department whether the students are assigned prewriting activities.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 16      | 13  | 10         | 44  | 26    | 17  |
| No        | 78      | 63  | 1          | 4   | 79    | 55  |
| Sometimes | 29      | 24  | 12         | 52  | 47    | 28  |
| TOTAL     | 123     | 100 | 23         | 100 | 146   | 100 |

$$df = 2 \quad p = 0.05 \quad \chi^2 \text{ calculated} = 28.24 \quad \chi^2 \text{ table} = 5.99$$

As it can be observed from the Table 4.1.1 there is statistically significant difference between the opinions of the two subject groups.  $\chi^2$  calculated = 28.24 value was found higher than  $\chi^2$  table = 5.99 value.

Of the Students and Instructors 10 (44%) instructors point out that they are asking their students to do prewriting activities and 10 (52%) instructors choose the option sometimes. Only 1 (4%) of the instructors has never asked his/her students to involve in prewriting activities. On the other hand, 63% of the students point out that

they are not being asked to do prewriting activities, and 24% of students said they sometimes do prewriting activities while 13% of them point out that they are being asked to do prewriting activities at Foreign Languages Department.

As a result students opinions and instructors opinion about this activity differ from each other. While teachers point out that they assign prewriting activities students believe mainly the opposite.

#### 4.1.2 Distribution of the Responses Regarding the Freewriting Activities.

**TABLE 4.1.2 The Frequencies and percentages of the Students' and Instructors' answers to the question whether the students are assigned freewriting activities At Foreign Languages Department.**

| OPTIONS   | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
|           | N       | %   | N          | %   | N     | %   |
| Yes       | 18      | 15  | 10         | 43  | 28    | 19  |
| No        | 69      | 56  | 2          | 9   | 71    | 49  |
| Sometimes | 36      | 29  | 11         | 48  | 47    | 32  |
| TOTAL     | 123     | 100 | 23         | 100 | 146   | 100 |

$$df = 2 \quad p = 0.05 \quad \chi^2 \text{ calculated} = 19.43 \quad \chi^2 \text{ table} = 5.99$$

The result of the chi-square concerning the assigning of free writing activities reveal statistically significant difference at 0.05 level of probability, since calculated  $\chi^2$  value (19.43) is found to be higher than  $\chi^2$  table value (5.99). As it is shown in the Table 4.1.2.

Of the Students and Instructors 10 (43%) instructors point out that they are asking their students to do freewriting activities and 11 (48%) of instructors choose the option sometimes. Only 2 (9%) of the instructors have never asked their students to involve in freewriting activities. On the other hand, 69 (56%) of the students point out

that they are not being asked to do freewriting activities, and 36(29%) of students believe they sometimes do freewriting activities while 18 (15%) of them point out that they are being asked to do freewriting activities at Foreign Languages Department.

As a result students opinions and instructors opinions about this activity also differ from each other. This result indicates that the teachers are not giving importance to these type of activities and the students are not aware that they are involved in these activities before starting to write.

#### 4.1.3 Distribution of the Responses Regarding the Debates

**TABLE 4.1.3 The Frequencies and percentages of the Students' and Instructors' answers to the question whether the debates are set up about the subject topic before writing at Foreign Languages Department.**

| OPTIONS   | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
|           | N       | %   | N          | %   | N     | %   |
| Yes       | 22      | 18  | 15         | 65  | 37    | 25  |
| No        | 71      | 57  | 1          | 4   | 72    | 49  |
| Sometimes | 31      | 25  | 7          | 31  | 38    | 26  |
| TOTAL     | 124     | 100 | 23         | 100 | 147   | 100 |

$$df = 2 \quad p = 0.05 \quad \chi^2 \text{ calculated} = 28.68 \quad \chi^2 \text{ table} = 5.99$$

As can be seen on the Table 4.1.3, the result of the chi-square test indicate a statistically significant difference between the opinions of the instructors and the students at 0.05 level of probability, since calculated  $\chi^2$  value (28.68) exceeds  $\chi^2$  table value (5.99). While 22(18%) students point out that they set up debates that are related to their subject topic, majority of the students 71 (57%) believe they do not have debates 31(25%) believe they sometimes have. Instructors also a large number of them 15(65%) believe students have a debate. Some instructors 7(31%) said their students have a chance time to time, and also 1(4%) instructor respond their students do not have

a debate that is related to the subject topic they are about to write.

The result proves that the students at Foreign Languages Department have no argument, discussion or debates that are related to their subject topic. Contrary to the teachers who claim that debates are set up.

#### 4.1.4 Distribution of the Students and Instructors Responds Regarding the Assigned Reading Passages

**TABLE 4.1.4 The Frequencies and percentages of the Students and Instructors who answered the question that at Foreign Languages Department whether the students are assigned reading passages about the subject topic before writing process.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 52      | 42  | 7          | 31  | 59    | 40  |
| No        | 51      | 42  | 7          | 31  | 58    | 40  |
| Sometimes | 20      | 16  | 9          | 38  | 29    | 20  |
| TOTAL     | 123     | 100 | 23         | 100 | 146   | 100 |

df = 2      p = 0.05       $\chi^2$  calculated = 6.37       $\chi^2$  table = 5.99

There is statistically significant difference between two subject groups. The Table 4.1.2 illustrates that  $\chi^2$  calculated = 6.37 value was found higher than  $\chi^2$  table = 5.99 value. 52(42%) students read about the subject that they are going to write, whereas 51(42%) students do not read and 20(16%) students sometimes read. Instructors also could not agree with each other at this point. While 7(31%) instructors respond they assign their students to read other 7(31%) instructors respond they do not ask. But 9(38%) instructors respond they do it from time to time.

As a result instructors and students responses to this question is questionable.



#### 4.1.5 Distribution of the Students and Instructors Responds Regarding the Summarization and Discussion of Reading passages

**TABLE 4.1.5 The Frequencies and percentages of the Students' and Instructors' answers to the question that whether the reading passages are summarized and discussed in writing classes at Foreign Languages Department.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 9       | 7   | 1          | 4   | 10    | 7   |
| No        | 86      | 68  | 19         | 83  | 105   | 70  |
| Sometimes | 31      | 25  | 3          | 13  | 34    | 23  |
| TOTAL     | 126     | 100 | 23         | 100 | 149   | 100 |

df = 2      p = 0.05       $\chi^2$  calculated = 1.93       $\chi^2$  table = 5.99

As clearly illustrated in the Table 4.1.5 there is no statistically significant difference between the opinions of the students and the instructors at 0.05 level of probability since the calculated  $\chi^2$  (1.93) value is lower than the  $\chi^2$  table value (5.99). While only 9(7%) students point out that they summarize and discuss the passages that they had read before, majority of the students 86(68%) respond they do not use summarization method and 31(25%) respond they do it sometimes. Instructors also a large number of them 19(83%) respond they do not make their students to write summaries of the passages. Very few instructors 3(13%) respond they make their students do it time to time, only 1(4%) instructor respond s/he ask the students to do it.

The result proves that the activity of summarization and discussion about related passages very rarely or never done at Foreign Languages Department.

#### 4.1.6 Distribution of the Responses Regarding the Usage of Pictures, Cartoons, Strip Stories

**TABLE 4.1.6 The Frequencies and percentages of the Students' and Instructors' answers to the question whether pictures, cartoons, strip stories are used in the writing classes at Foreign Languages Department.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 24      | 20  | 3          | 13  | 27    | 19  |
| No        | 70      | 57  | 8          | 35  | 78    | 54  |
| Sometimes | 28      | 23  | 12         | 52  | 40    | 27  |
| TOTAL     | 122     | 100 | 23         | 100 | 145   | 100 |

df = 2      p = 0.05       $\chi^2$  calculated = 8.28       $\chi^2$  table = 5.99

There is statistically significant difference between two subject groups. The Table 4.1.6 proves that  $\chi^2$  calculated = 8.28 value was found higher than  $\chi^2$  table = 5.99 value. Some of the students 24(20%) respond their teachers use pictures, cartoons or strip stories while vast majority of students 70(57%) point out that their teachers do not use these types extra materials the rest of them 28(23%) respond sometimes their teachers use in writing classes. Instructors 3(13%) respond they use, some of them 8(35%) respond they never use while the rest also the most of them 12(52%) respond sometimes they use these materials.

This result shows that most of the time these materials are not used in the writing classes.

#### **4.1.7 Distribution of the Responses Regarding the Opportunity of Watching Videos**

**TABLE 4.1.7 The Frequencies and percentages of the Students' and Instructors' answers to the question whether students have the opportunity of watching videos that are related to their subject they are about to write at Foreign Languages Department.**

|           | INSTRUCTOR |     | STUDENT |     | TOTAL |     |
|-----------|------------|-----|---------|-----|-------|-----|
| OPTIONS   | N          | %   | N       | %   | N     | %   |
| Yes       | 5          | 4   | 2       | 8   | 7     | 5   |
| No        | 117        | 94  | 20      | 84  | 137   | 92  |
| Sometimes | 3          | 2   | 2       | 8   | 5     | 3   |
| TOTAL     | 125        | 100 | 24      | 100 | 149   | 100 |

$df = 2$      $p = 0.05$      $\chi^2 \text{ calculated} = 3.15$      $\chi^2 \text{ table} = 5.99$

As can be seen from the Table 4.1.7 there is no statistically significant difference between the opinions of the instructors and the students  $\chi^2 \text{ calculated} = 3.15$  value was found lower than  $\chi^2 \text{ table} = 5.99$  value. While only 5(4%) students point out that they have a chance to watch videos that are related to their subject, majority of the students 117 (94%) imply they do not have the opportunity and 3(2%) imply they sometimes have. Instructors also a large number of them 20(84%) imply students do not have the opportunity of watching videos. A few instructors 2(8%) imply their students have a chance time to time, and also 2(8%) instructors imply their students have the chance to watch videos that are related to the subject they are about to write.

The result proves that the students at Foreign Languages Department have very rare opportunity of watching video films that are related to their subject.

#### **4.1.8 Distribution of the Responses Regarding the Opportunity of Using Tape-recorder and Cassettes**

**TABLE 4.1.8 The Frequencies and percentages of the Students' and Instructors' answers to the question whether students have the opportunity of using tape-recorder and cassettes that are related to their subject they are about to write at Foreign Languages Department.**

|           | INSTRUCTOR |     | STUDENT |     | TOTAL |     |
|-----------|------------|-----|---------|-----|-------|-----|
| OPTIONS   | N          | %   | N       | %   | N     | %   |
| Yes       | 60         | 49  | 6       | 26  | 66    | 46  |
| No        | 46         | 37  | 13      | 57  | 59    | 40  |
| Sometimes | 17         | 14  | 4       | 17  | 21    | 14  |
| TOTAL     | 123        | 100 | 23      | 100 | 146   | 100 |

df = 2      p = 0.05       $\chi^2$  calculated = 4.19       $\chi^2$  table = 5.99

Observation of the Table 4.1.8 proves that there is no statistically significant difference between two subject groups of the instructors and the students concerning the students having the opportunity of using tape-recorder and cassettes that are related to their subject they are about to write at Foreign Languages Department.  $\chi^2$  calculated = 4.19 value was found lower than  $\chi^2$  table = 5.99 value. While 64(49%) students point out that they have a chance to listen tape and records that are related to their subject, some of the students 49 (37%) imply they do not have the opportunity and 18(14%) imply they sometimes have. Instructors also a large number of them 13(57%) imply students do not have the opportunity of listening tape and recorders. Some instructors 4(17%) imply their students have a chance time to time, and also 6(26%) instructors imply their students have the chance to listen tape and recorder that are related to the subject they are about to write.

The result proves that the students at Foreign Languages Department have some opportunity of listening that are related to their subject.

#### 4.1.9 Distribution of the Responses Regarding the Teachers Benefit from any other Materials

**TABLE 4.1.9 The Frequencies and percentages of the Students' and Instructors' answers to the question whether the teachers benefit from any other materials other than writing books at Foreign Languages Department.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 28      | 22  | 6          | 26  | 34    | 23  |
| No        | 79      | 64  | 3          | 13  | 82    | 56  |
| Sometimes | 17      | 14  | 14         | 61  | 31    | 21  |
| TOTAL     | 124     | 100 | 23         | 100 | 147   | 100 |

df = 2    p = 0.05     $\chi^2$  calculated = 29.49     $\chi^2$  table = 5.99

There is statistically significant difference between the informants Since the  $\chi^2$  calculated = 29.49 value is higher than  $\chi^2$  table = 5.99 value. Table 4.1.9 illustrates the results.

Of the Students and Instructors 6 (26%) of instructors point out that they are using extra materials except writing books that are provided by materials developers group at the department and 14 (61%) of instructors choose the option sometimes. Only 3 (13%) of the instructors have never used extra materials. On the other hand, 79 (64%) of the students point out that their teachers not use, and 17 (14%) of students imply their teachers sometimes use activities while 28 (22%) of them point out that their teachers use extra materials at Foreign Languages Department.

As a result students opinions and instructors opinion about the usage of

materials differ from each other.

#### 4.1.10 Distribution of the Responses Regarding the Students Talk about the Subject

**TABLE 4.1.10 The Frequencies and percentages of the Students' and Instructors' answers the question that At Foreign Languages Department whether students are asked to talk about the subject to you or their classmates.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 23      | 19  | 5          | 22  | 28    | 20  |
| No        | 61      | 50  | 10         | 43  | 71    | 49  |
| Sometimes | 37      | 31  | 8          | 35  | 45    | 31  |
| TOTAL     | 121     | 100 | 23         | 100 | 144   | 100 |

df = 2    p = 0.05     $\chi^2$  calculated = 0.37     $\chi^2$  table = 5.99

As can be seen from the Table 4.1.10 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 0.37 value was found lower than  $\chi^2$  table = 5.99 value. While 23(19%) students point out that they talk about their subject, some of the students 61 (50%) imply they do not have the opportunity to talk and 37(31%) imply they sometimes have. Instructors also some of them 10(43%) said students do not have the opportunity to talk about their subjects that they are going to write. The others 8(35%) said their students have a chance time to time, and also 5(22%) instructors said their students have the chance to talk about the subject they are going to write.

The result proves that the students at Foreign Languages Department have very little opportunity of talking that are related to their subject before starting to write.

#### 4.1.11 Distribution of the Responses Regarding the Explanation of Important Grammatical Points

**TABLE 4.1.11 The Frequencies and percentages of the Students' and Instructors' answers to the question whether the important grammatical points related to the subject are explained to the students during editing at Foreign Languages Department.**

|              | INSTRUCTOR |            | STUDENT   |            | TOTAL      |            |
|--------------|------------|------------|-----------|------------|------------|------------|
| OPTIONS      | N          | %          | N         | %          | N          | %          |
| Yes          | 73         | 60         | 22        | 96         | 95         | 66         |
| No           | 29         | 24         | 0         | 0          | 29         | 20         |
| Sometimes    | 20         | 16         | 1         | 4          | 21         | 14         |
| <b>TOTAL</b> | <b>122</b> | <b>100</b> | <b>23</b> | <b>100</b> | <b>145</b> | <b>100</b> |

df = 2      p = 0.05       $\chi^2$  calculated = 11.19       $\chi^2$  table = 5.99

An examination of Table 4.1.11 shows that there is statistically significant difference between the opinions of subject groups.  $\chi^2$  calculated = 11.19 value was found higher than  $\chi^2$  table = 5.99 value.

A large number of instructors 22 (96%) point out that they are explaining important points of the grammar and only 1(4%) of instructors choose the option sometimes. None of them said they never explain important points of grammar. 73(64%) of the students point out that their teachers teach the important parts of the grammar while some of them 20 (16%) said sometimes. 29(24%) of the students point out that their teachers do not teach or explain important points of the grammar at Foreign Languages Department.

As a result students opinions and instructors opinion about the teaching grammar differ from each other at some points. However, since teachers seem to be following traditional approach, it is expected that they will teach important points of the grammar.

#### **4.1.12 Distribution of the Responses Regarding the Translation from Turkish into English**



**TABLE 4.1.12 The Frequencies and percentages of the Students' and Instructors' answers to the question whether the students are asked to translate from Turkish into English during writing Foreign Languages Department.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 24      | 19  | 0          | 0   | 24    | 16  |
| No        | 79      | 63  | 15         | 65  | 94    | 63  |
| Sometimes | 23      | 18  | 8          | 35  | 31    | 21  |
| TOTAL     | 126     | 100 | 23         | 100 | 149   | 100 |

df = 2    p = 0.05     $\chi^2$  calculated = 6.95     $\chi^2$  table = 5.99

There is statistically significant difference between two subject groups regarding the using translation from Turkish into English according to the Table 4.1.12.  $\chi^2$  calculated = 6.95 value was found higher than  $\chi^2$  table = 5.99 value.

Among the Students and Instructors 15 (65%) instructors respond negatively that they are not asking their students to translate from Turkish to English at the department and 8(35%) of instructors choose the option sometimes. None of the instructors have never used translation from Turkish to English all the time in their classes. Most of the students 79(63%) also respond negatively that their teachers not use translation method during writing hours, and 23 (18%) of students said their teachers sometimes use translation while 24(18%) of them respond positively that their teachers use translation from Turkish to English during writing hours at Foreign Languages Department.

As a result students opinions and instructors opinions about the usage of translation during writing differ from each other at some points.

#### **4.1.13 Distribution of the Students and Instructors Responds Regarding the**

### Parallelism between Writing Lessons and Exams

**TABLE 4.1.13 The Frequencies and percentages of the Students' and Instructors' answers to the question that whether there is a parallelism between writing lessons and writing exams at Foreign Languages Department.**

| OPTIONS   | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
|           | N       | %   | N          | %   | N     | %   |
| Yes       | 65      | 54  | 17         | 74  | 82    | 57  |
| No        | 37      | 31  | 0          | 0   | 37    | 26  |
| Sometimes | 18      | 15  | 6          | 26  | 24    | 17  |
| TOTAL     | 120     | 100 | 23         | 100 | 143   | 100 |

df = 2    p = 0.05     $\chi^2$  calculated = 9.95     $\chi^2$  table = 5.99

Table 4.1.13 indicates that there is statistically significant difference between the opinions of the instructors and the students since  $\chi^2$  calculated = 9.95 value was found higher than  $\chi^2$  table = 5.99 value.

Of the Students and Instructors 17 (74%) instructors point out that there is parallelism between writing lessons and examinations that are given at the department and 6(26%) of instructors choose the option sometimes. But as it can be seen from the table none of the instructors agreed that there is no parallelism between writing lessons and examinations. Also a large group 65(54%) of the students point out that there is parallelism, and 18 (15%) of students point out that sometimes there is while 37(31%) of them point out that there is not a parallelism between writing lessons and examinations at Foreign Languages Department.

As the result indicates students opinions and instructors opinion about the parallelism between writing lessons and examinations differ at some respect from each other.

#### 4.1.14 Distribution of the Responses Regarding the Emphasizing Grammatical

## Points and Punctuation

**TABLE 4.1.14 The Frequencies and percentages of the Students' and Instructors' answers to the question whether the emphasize is given to grammatical points and punctuation when the exams are being marked at Foreign Languages Department.**

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 78      | 63  | 15         | 68  | 93    | 64  |
| No        | 30      | 24  | 2          | 9   | 32    | 22  |
| Sometimes | 16      | 13  | 5          | 23  | 21    | 14  |
| TOTAL     | 124     | 100 | 22         | 100 | 146   | 100 |

df = 2    p = 0.05     $\chi^2$  calculated = 3.23     $\chi^2$  table = 5.99

A brief glance at the Table 4.1.14 shows that there is no statistically significant difference between two subject groups since  $\chi^2$  calculated = 3.23 value was found lower than  $\chi^2$  table = 5.99 value. While 78(63%) students point out that their teachers give importance to grammar and punctuation when they are evaluating the results of the exam papers, some of the students 16 (13%) believe their teachers sometimes evaluate their papers according to grammar and punctuation and some others 30(24%) believe their teachers do not evaluate their exam papers according to grammar and punctuation. Instructors also most of them 15(68%) believe they give importance to grammar and punctuation while they are evaluating their students papers after the examination. The others 5(23%) believe they sometimes give importance to rules and evaluate the students' papers on the base of form, only 2(9%) instructors believe they do not evaluate their students only from the view of correctness of grammar or punctuation.

The result proves that the students exam papers mainly evaluated through

form more than content at Foreign Languages Department.

#### 4.1.15 Distribution of the Responses Regarding the Training of the Engineering Students According to their Related Studies

**TABLE 4.1.15** The Frequencies and percentages of the Students and Instructors answers to the question whether the students are trained according to their related studies during the writing classes. since the percentage of engineering students is higher at the Department of foreign languages.

|           | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|-----------|---------|-----|------------|-----|-------|-----|
| OPTIONS   | N       | %   | N          | %   | N     | %   |
| Yes       | 6       | 5   | 1          | 5   | 7     | 5   |
| No        | 109     | 90  | 17         | 77  | 126   | 88  |
| Sometimes | 6       | 5   | 4          | 18  | 10    | 7   |
| TOTAL     | 121     | 100 | 22         | 100 | 143   | 100 |

df = 2    p = 0.05     $\chi^2$  calculated = 5.01     $\chi^2$  table = 5.99

The observation of the Table 4.1.15 indicates that there is no statistically significant difference between two subject groups regarding the training of the engineering students according to their related Studies as  $\chi^2$  calculated = 5.01 value was found lower than  $\chi^2$  table = 5.99 value. While, only 6(5%) students point out that their teachers train them according to their related studies, again very few students 6 (5%) believe their teachers sometimes train and majority 109(90%) believe their teachers do not train them according to their academical purposes during writing lessons. Instructors also most of them 17(77%) believe they do not train their students according to their academical purposes during the writing lessons . The others 4(18%) believe they sometimes train their students and give examples of writing according to their related studies, only 1(5% ) instructor believe they train their students according to their

academical purposes during writing hours.

The result proves that the students at Foreign Languages Department are not being trained for their related studies or academical purposes.

## 4.2 Findings related to the sub-hypotheses under the heading of main hypothesis two

### 4.2.1 Distribution of the Responses Regarding the Preparation and Discussion of the Topics

**TABLE 4.2.1 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that before starting freewriting activities, topics related to the subject should be prepared to be discussed, this helps students to concentrate on the subject that they are about to write.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 69      | 55  | 20         | 80  | 89    | 59  |
| Quite agree         | 31      | 25  | 4          | 16  | 35    | 23  |
| Agree               | 17      | 14  | 1          | 4   | 18    | 12  |
| Disagree            | 4       | 3   | 0          | 0   | 4     | 3   |
| Absolutely disagree | 4       | 3   | 0          | 0   | 4     | 3   |
| TOTAL               | 125     | 100 | 25         | 100 | 150   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 6.05     $\chi^2$  table = 9.49

Analysis of the Table 4.2.1 illustrates that there is no statistically significant difference between the opinions of the instructors and the students as  $\chi^2$  calculated = 6.05 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 69(55%) absolutely agree that they should have questioning and discussion before starting to write and some students 31 (25%) quite agree with the idea also 17(14%) of them

agree. There are a few students 4(3%) disagree and again at the same amount absolutely disagree. Instructors also most of them 20(80%) absolutely agree with the idea that is suggested above and some 4(16%) quite agree, 1(4%) instructor also agree. None of the instructors disagree or absolutely disagree with the idea of having questioning and discussion before starting to write any type of writing

The result proves that the students and instructors know the importance of preparing questions that are related to the subject and having discussion about them at Foreign Languages Department.

#### 4.2.2 Distribution of the Responses Regarding the Usage of Pictures, Cartoons, Maps and Stript Stories

**TABLE 4.2.2 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Using pictures, cartoons, maps and stript stories help students to organize their thoughts in the course of writing process.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 69      | 55  | 14         | 58  | 83    | 55  |
| Quite agree         | 30      | 24  | 6          | 25  | 36    | 24  |
| Agree               | 22      | 17  | 3          | 13  | 25    | 16  |
| Disagree            | 3       | 2   | 1          | 4   | 4     | 3   |
| Absolutely disagree | 3       | 2   | 0          | 0   | 3     | 2   |
| TOTAL               | 127     | 100 | 24         | 100 | 151   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 1.17       $\chi^2$  table = 9.49

Table 4.2.2 displays that there is no statistically significant difference between the groups of informants since  $\chi^2$  calculated = 1.17 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 69(55%) absolutely agree that their

teachers should use these types of materials to help them to organize their ideas or thoughts before starting to write and some students 30 (24%) quite agree with the suggestion too. The others 22(17%) choose the option agree. There are a few students 3(2%) disagree and again at the same amount absolutely disagree. Instructors quite a large number of them 14(58%) absolutely agree with the idea that is suggested above and some 6(25%)quite agree, 3(13%)instructors also selected the option agree .There is one(4%) instructor disagree with the suggestion but none absolutely disagree with the idea of using maps, pictures etc .before starting to write any type of writing

The result proves that the students and instructors believe that using materials that are related to the subject help them organize their thoughts better in the classroom during writing lessons at Foreign Languages Department.

#### 4.2.3 Distribution of the Responses Regarding the Usage of Authentic Materials

**TABLE 4.2.3 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that using authentic materials such as pictures, newspapers, letters that are related to the subject they are going to write attract students attention.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 68      | 55  | 20         | 83  | 88    | 60  |
| Quite agree         | 28      | 23  | 3          | 13  | 31    | 21  |
| Agree               | 21      | 17  | 1          | 4   | 22    | 15  |
| Disagree            | 2       | 2   | 0          | 0   | 2     | 1   |
| Absolutely disagree | 4       | 3   | 0          | 0   | 4     | 3   |
| TOTAL               | 123     | 100 | 24         | 100 | 147   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 7.05       $\chi^2$  table = 9.49

Statistically significant difference is not exist between the preferences of two



subject groups. As it can be observed from the Table 4.2.3  $\chi^2$  calculated = 7.05 value is lower than  $\chi^2$  table = 9.49 value. Most of the students 68(55%) absolutely agree that their teachers should use these types of authentic materials to attract their attention about the subject before starting to write and some students 28 (23%) quite agree with the suggestion too. The others 21(17%) choose the option agree. There are very few students 2(2%) disagree and again 4(3%) absolutely disagree. Majority of instructors 20(83%) absolutely agree with the idea that is suggested above and some 3(13%)quite agree, 1(4%)instructors also selected the option agree .There is none of the instructors disagree with the suggestion and absolutely disagree with the idea of using authentic materials, pictures etc .before starting to write any type of writing

The result proves that the students and instructors believe that Using authentic materials such as pictures, newspapers, letters that are related to the subject they are going to write attract students attention during writing lessons at Foreign Languages Department.

#### 4.2.4 Distribution of the Responses Regarding the Watching Video Films

**TABLE 4.2.4 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Watching video films that are related to the topic is a useful activity before starting to write.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 88      | 71  | 15         | 63  | 103   | 70  |
| Quite agree         | 21      | 17  | 7          | 29  | 28    | 19  |
| Agree               | 10      | 8   | 2          | 8   | 12    | 8   |
| Disagree            | 3       | 2   | 0          | 0   | 3     | 2   |
| Absolutely disagree | 2       | 2   | 0          | 0   | 2     | 1   |
| <b>TOTAL</b>        | 124     | 100 | 24         | 100 | 148   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 2.77       $\chi^2$  table = 9.49

Application of  $\chi^2$  test did not indicate a statistically significant difference between the opinions of two subject groups. As it can be observed from the Table 4.2.4  $\chi^2$  calculated = 2.77 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 88(71%) absolutely agree that watching video films about the subject that they are going to write about is a useful activity before starting to write and some students 21 (17%) quite agree with the suggestion too. The others 10(8%) choose the option agree. There are very few students 3(2%) disagree and again 2(2%) absolutely disagree. A large amount of instructors 15(63%) absolutely agree with the idea that is suggested above and some 7(29%) quite agree, 2(8%) instructors also selected the option agree. There is none of the instructors disagree with the suggestion and absolutely disagree with the idea of watching video films that are related to their writing subject before starting to write any type of writing.

The result proves that the students and instructors believe that watching

videos, that are related to the subject they are going to write, is a useful activity for students of Foreign Languages Department.

#### 4.2.5 Distribution of the Responses Regarding the Necessity of Acknowledgement about Subject Topic by Using Cassettes and tape-recorders.

**TABLE 4.2.5 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is necessary to acknowledge the students about subject topic with the help of cassettes and tape-recorders.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 61      | 47  | 8          | 31  | 69    | 44  |
| Quite agree         | 34      | 27  | 8          | 31  | 42    | 27  |
| Agree               | 26      | 20  | 7          | 29  | 33    | 22  |
| Disagree            | 4       | 3   | 0          | 0   | 4     | 3   |
| Absolutely disagree | 4       | 3   | 0          | 0   | 4     | 3   |
| TOTAL               | 129     | 100 | 23         | 100 | 155   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 4.33       $\chi^2$  table = 9.49

Chi-square test did not indicate a statistically significant difference between two subject groups As the Table 4.2.5 displays  $\chi^2$  calculated = 4.33 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 61(47%) absolutely agree that is necessary to give information about the subject that they are going to write by using tape recorders and other students 34 (27%) quite agree with the suggestion too. The others 26(20%) choose the option agree. There are very few students 4(3%) disagree and again same amount 4(3%) absolutely disagree. A quite amount of instructors 8(31%) absolutely agree with the idea that is suggested above and at the same amount 8(31 %) quite agree, 7(29%) instructors also selected the option agree .There is none of the instructors disagree with the suggestion and absolutely disagree

with the idea of using tape recorders to get information, that are related to their writing subject, before starting to write any type of writing.

The result proves that the students and instructors believe that using tape recorders to acknowledge student about the subject topic is necessary for them to be successful in writing classes for students of Foreign Languages Department.

#### 4.2.6 Distribution of the Responses Regarding the Students being Directed to Free Writing

**TABLE 4.2.6 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that students should be directed to free writing for a while in the beginning of each writing classes.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 43      | 36  | 8          | 35  | 51    | 35  |
| Quite agree         | 30      | 25  | 6          | 26  | 36    | 25  |
| Agree               | 33      | 28  | 8          | 35  | 41    | 29  |
| Disagree            | 9       | 7   | 1          | 4   | 10    | 7   |
| Absolutely disagree | 5       | 4   | 0          | 0   | 5     | 4   |
| TOTAL               | 120     | 100 | 23         | 100 | 143   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 1.60     $\chi^2$  table = 9.49

Analysis of the Table 4.2.6 reveals that there is no statistically significant difference between the preferences of the subject groups.  $\chi^2$  calculated = 1.60 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 43(36%) absolutely agree that is necessary to involve students in freewriting activities, which is about the subject that they are going to write or it can be something different topics and other students 30 (25%) quite agree with the suggestion too. The rest of the most students

33(28%) choose the option agree. There are a few students 9(7%) disagree and again nearly same amount 5(4%) absolutely disagree. A quite amount of instructors 8(35%) absolutely agree with the idea that is suggested above and almost at the same amount 6(26 %) quite agree, the rest of 8(35%) instructors also selected the option agree. There is one(4%) of the instructors disagree with the suggestion and none absolutely disagree with the idea of involving the students in freewriting, before starting to write any type of writing.

The result proves that the students and instructors know the importance of freewriting which is really necessary to be successful in writing classes for students of Foreign Languages Department.

#### 4.2.7 Distribution of the Responses Regarding the Necessity for Concentration of Students on the Subject Matter

**TABLE 4.2.7 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is necessary for students to concentrate on the subject matter without thinking about grammatical points.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 34      | 26  | 9          | 40  | 43    | 28  |
| Quite agree         | 27      | 21  | 4          | 17  | 31    | 20  |
| Agree               | 28      | 21  | 5          | 22  | 33    | 22  |
| Disagree            | 15      | 11  | 4          | 17  | 19    | 12  |
| Absolutely disagree | 27      | 21  | 1          | 4   | 28    | 18  |
| <b>TOTAL</b>        | 131     | 100 | 23         | 100 | 154   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 4.72       $\chi^2$  table = 9.49

From the table 4.2.7, it can be found out that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 4.72 value was found

lower than  $\chi^2$  table = 9.49 value. Some of the students 34(26%) absolutely agree that it is necessary to concentrate on content without thinking about grammar during prewriting activities, and other students 27(21%) quite agree with the suggestion too. The rest of the most students 28(21%) choose the option agree. There are a few students 15(11%) disagree and the rest of the students 27(21%) absolutely disagree. A quite amount of instructors 9(40%) absolutely agree with the idea that is suggested above and some of the rest 4(17 %) quite agree, and the others 5(22%) instructors also selected the option agree. There are 4(17%) instructors disagree with the suggestion and one(4%) instructor absolutely disagree with the idea of the students concentrating on content without considering grammar and rules of the writing essay or article.

The result indicates that the students and instructors in spite of believing the importance of concentrating on content during prewriting some of them still cannot give up the form and grammar even from the beginning of the writing first draft.

#### 4.2.8 Distribution of the Responses Regarding the Usefulness of Assigning Reading Passages

**TABLE 4.2.8 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Before writing the first draft, it is useful to assign reading passages related to the topic to be written about.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 65      | 50  | 17         | 77  | 82    | 54  |
| Quite agree         | 37      | 28  | 5          | 23  | 42    | 28  |
| Agree               | 19      | 15  | 0          | 0   | 49    | 12  |
| Disagree            | 7       | 5   | 0          | 0   | 7     | 5   |
| Absolutely disagree | 2       | 2   | 0          | 0   | 2     | 1   |
| TOTAL               | 130     | 100 | 22         | 100 | 152   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 7.56       $\chi^2$  table = 9.49

As it can be observed from the Table 4.2.8 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 7.56 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 65(50%) absolutely agree that it is useful for students to read articles that are related to their subject that they are going to write before starting to write their first draft activities, and other students 37(28%) quite agree with the suggestion also. The rest of the most students 19(15%) choose the option agree. There are few students 7(5%) disagree and only 2(2%) students absolutely disagree. Majority of instructors 17(77%) absolutely agree with the notion that is indicated above and the rest 5(23 %) quite agree, none of the instructors selected the option agree, disagree and absolutely disagree with the idea of the students reading articles that are related to their subject that they are going to write.

The result indicates that the students and instructors believe the importance and effect of related reading on students writing.



#### 4.2.9 Distribution of the Responses Regarding the Discussion of Assigned Reading Passages

**TABLE 4.2.9** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Before writing the first draft, assigned reading passages should be discussed, this helps students to concentrate to the topic that they will write about.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 67      | 52  | 15         | 65  | 82    | 54  |
| Quite agree         | 34      | 26  | 6          | 26  | 40    | 27  |
| Agree               | 21      | 16  | 2          | 9   | 23    | 15  |
| Disagree            | 2       | 2   | 0          | 0   | 2     | 1   |
| Absolutely disagree | 5       | 4   | 0          | 0   | 5     | 3   |
| <b>TOTAL</b>        | 129     | 100 | 23         | 100 | 152   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 2.63       $\chi^2$  table = 9.49

A quick glance at the Table 4.2.9 shows that there is no statistically significant difference between the informants  $\chi^2$  calculated = 2.63 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 67(52%) absolutely agree that it is necessary to have discussions about the articles that the students read before it helps them to concentrate on the subject during prewriting activities, and other students 34(26%) quite agree with the suggestion too. The rest of the most students 21(16%) choose the option agree. There are only 2(2%) students disagree and the rest of the students 5(4%) absolutely disagree. A large amount of instructors 15(65%) absolutely agree with the idea that is suggested above and some of the rest 6(26 %)quite agree, and the others 2(9%)instructors also selected the option agree . There are no instructors disagree with the suggestion and absolutely disagree with the idea of the students having discussions about the articles that the students read before is necessary for them to concentrate on the subject.

The result indicates that the students and instructors believe the importance of having discussions about the articles that the students had read before is very helpful for them to concentrate on the subject that they are going to write.

#### 4.2.10 Distribution of the Responses Regarding the Summarization of Assigned Reading Passages

**TABLE 4.2.10** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Assigned reading passages should be summarized by the students without adding their own interpretation.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 22      | 18  | 1          | 4   | 23    | 16  |
| Quite agree         | 18      | 14  | 4          | 18  | 22    | 15  |
| Agree               | 31      | 25  | 9          | 39  | 40    | 27  |
| Disagree            | 31      | 25  | 8          | 35  | 39    | 26  |
| Absolutely disagree | 22      | 18  | 1          | 4   | 23    | 16  |
| TOTAL               | 124     | 100 | 23         | 100 | 147   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.68       $\chi^2$  table = 9.49

Table 4.2.10 reveals that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 6.68 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 22(16%) absolutely agree that writing summaries of the articles without adding their own interpretation is one of the useful prewriting activities, and other students 18(14%) quite agree with the suggestion too. The rest of the some students 31(25%) choose the option agree. There are also same amount of students 31(25%) disagree and the rest of the students 22(18%) absolutely disagree. Among the instructors 1(4%) instructor absolutely agree with the idea that is suggested

above and some of the rest 4(18 %)quite agree, and the others 8(35%)instructors also selected the option agree .There are 8(35%) instructors disagree with the suggestion and one(4%)instructor absolutely disagree with the idea of the students' writing summaries of the articles without using their own ideas is a useful prewriting activity. The result proves that the students and instructors considerably agree on the importance of summarization during prewriting.

#### 4.2.11 Distribution of the Responses Regarding the Necessity of Student's Preparation of Vocabulary from the Assigned Reading Passages.

**TABLE 4.2.11** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is necessary for students to prepare vocabulary related to the writing topic when they study the assigned reading passages.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 50      | 40  | 2          | 11  | 52    | 36  |
| Quite agree         | 29      | 23  | 5          | 28  | 34    | 24  |
| Agree               | 22      | 18  | 3          | 17  | 25    | 18  |
| Disagree            | 13      | 10  | 7          | 39  | 20    | 14  |
| Absolutely disagree | 11      | 9   | 1          | 5   | 12    | 8   |
| TOTAL               | 125     | 100 | 18         | 100 | 143   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 13.09       $\chi^2$  table = 9.49

An examination of the Table 4.2.11 shows that there is statistically significant difference between two subject groups.  $\chi^2$ calculated = 13.09 value was found higher than  $\chi^2$  table = 9.49 value. Some of the students50(40%) absolutely agree that it is necessary for them to prepare vocabulary lists while reading articles about the subject that they are going to write and other students 29(23%) quite agree with the suggestion

too. The rest of the some students 22(18%) choose the option agree. There are also some students 13(10%) disagree and the rest of the students 11(9%) absolutely disagree. Among the instructors 2(11%) instructors absolutely agree with the idea that is suggested above and some of the rest 5(28 %)quite agree, and the others 3(17%)instructors also selected the option agree. There are 7(39%)instructors disagree with the suggestion and one(5%)instructor absolutely disagree with the idea of the students' preparing vocabulary lists while reading articles about the subject that they are going to write.

The result proves that instructors are not completely agree on the importance of preparing vocabulary lists while reading before starting to write. However, students are mainly believe the importance of it.

#### 4.2.12 Distribution of the Responses Regarding the Talking and Having Discussion Before Writing the first Draft

**TABLE 4.2.12 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Before writing the first draft it is better for students to have a talk and discussion about the subject that they are planning to write.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 56      | 46  | 7          | 30  | 63    | 43  |
| Quite agree         | 36      | 29  | 13         | 57  | 49    | 34  |
| Agree               | 25      | 21  | 3          | 13  | 28    | 19  |
| Disagree            | 5       | 4   | 0          | 0   | 5     | 4   |
| Absolutely disagree | 1       | 0   | 0          | 0   | 1     | 0   |
| TOTAL               | 123     | 100 | 23         | 100 | 146   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.97       $\chi^2$  table = 9.49

As it can be observed from the Table 4.2.12 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 6.97 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 56(46%) absolutely agree that it is good for them to have a talk and discussion about the subject they are planning to write, and other students 36(29%) quite agree with the suggestion too. The rest of the some students 25(21%) choose the option agree. There are very few students 5(4%) disagree and 1(0%) student absolutely disagree. Among the instructors most of the rest 13(57%) instructors absolutely agree with the idea that is suggested above and some 13(57%) quite agree, and the others 3(13%) instructors also selected the option agree. There are no instructors disagree with the suggestion and absolutely disagree with the idea that it is useful for students to have a talk and discussion about the subject that they are going to write.

The result proves that the students and instructors considerably agree on the importance of discussion before writing.

#### 4.2.13 Distribution of the Responses Regarding the Preventing Intervals during the First Draft Writing

**TABLE 4.2.13** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that In order to prevent intervals teachers should remind the students that during the first draft writing if the students came across with an unknown word they should leave a gap for it and fill in the blank when they remember it.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 42      | 33  | 6          | 26  | 48    | 32  |
| Quite agree         | 32      | 25  | 6          | 26  | 38    | 25  |
| Agree               | 22      | 18  | 9          | 40  | 31    | 21  |
| Disagree            | 18      | 14  | 1          | 4   | 19    | 13  |
| Absolutely disagree | 12      | 10  | 1          | 4   | 13    | 9   |
| TOTAL               | 126     | 100 | 23         | 100 | 149   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 6.81     $\chi^2$  table = 9.49

After the application of  $\chi^2$  test no statistically significant difference has been observed. The Table 4.2.13 reveals that  $\chi^2$  calculated = 6.81 value is lower than  $\chi^2$  table = 9.49 value. Some of the students 42(33%) absolutely agree that leaving empty spaces for unknown vocabulary items while writing the first draft will not interrupt their fluency of ideas and they will work on the content instead of trying to remember vocabulary items that can be written easily afterwards, and other students 32(25%) quite agree with the suggestion too. The rest of the some students 22(18%) choose the option agree. There are also some amount of students 18(14%) disagree and the rest of the students 12(10%) absolutely disagree. Among the instructors 6(26%) instructors absolutely agree with the idea that is suggested above and also at the same amount 6(26 %)quite agree,

and most of the others 9(40%)instructors also selected the option agree . There is 1(4%) instructor disagree with the suggestion and 1(4%)instructor also absolutely disagree with the idea of the students' leaving gaps to fill them up later for unrecognized vocabulary items so as not to be interrupted by the challenge of words while writing .

The result proves that the students and instructors considerably agree on the importance of leaving blanks for unknown words. They are aware of the fact that if they do not leave the blanks and think about the appropriate vocabulary they will probably forget about the content that they are going to write.

#### 4.2.14 Distribution of the Responses Regarding the Quick Revision on Necessary Words

**TABLE 4.2.14 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that After writing the first draft and peer correction it will be better for students if their teachers do a quick revision on necessary words related with the subjects such as adjectives, adverbs or phrases.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 48      | 39  | 7          | 29  | 55    | 38  |
| Quite agree         | 45      | 37  | 7          | 29  | 52    | 36  |
| Agree               | 19      | 16  | 9          | 38  | 28    | 19  |
| Disagree            | 7       | 6   | 1          | 4   | 8     | 5   |
| Absolutely disagree | 3       | 2   | 0          | 0   | 3     | 2   |
| TOTAL               | 122     | 100 | 24         | 100 | 146   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.59       $\chi^2$  table = 9.49

As can be observed from the Table 4.2. 14 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 6.59 value was found lower

than  $\chi^2$  table = 9.49 value. Some of the students 48(39%) absolutely agree that after writing the first draft and peer correction it will be better for students if their teachers do a quick revision on necessary words related with the subjects like adjectives etc., and other 45(37%) quite agree with the suggestion too. The rest of the some students 19(16%) choose the option agree. There are also some students 7(6%) disagree and the rest of the students 3(2%) absolutely disagree. Among the instructors 7(29%) instructors absolutely agree with the idea that is suggested above and at the same amount 7(29%) quite agree, and the others 9(38%) instructors also selected the option agree. There is 1(35%) instructor disagree with the suggestion and none of the instructors absolutely disagree with the idea of having quick revise on the necessary words.

The result proves that the students and instructors commonly agree on the importance of having a quick revision on the necessary words.





#### 4.2.15 Distribution of the Students and Instructors Opinions According to their Responds Regarding the Title and Main Idea

**TABLE 4.2.15** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Before starting to write the first draft, finding the title and thinking it separately from the main idea is an important step of entering the world of writing.

| OPTIONS             | STUDENT    |            | INSTRUCTOR |            | TOTAL      |            |
|---------------------|------------|------------|------------|------------|------------|------------|
|                     | N          | %          | N          | %          | N          | %          |
| Absolutely agree    | 20         | 17         | 3          | 14         | 23         | 16         |
| Quite agree         | 20         | 17         | 6          | 27         | 26         | 18         |
| Agree               | 29         | 24         | 4          | 18         | 33         | 23         |
| Disagree            | 26         | 21         | 7          | 32         | 33         | 23         |
| Absolutely disagree | 26         | 21         | 2          | 9          | 28         | 20         |
| <b>TOTAL</b>        | <b>121</b> | <b>100</b> | <b>22</b>  | <b>100</b> | <b>143</b> | <b>100</b> |

df = 4    p = 0.05     $\chi^2$  calculated = 3.87     $\chi^2$  table = 9.49

Table 4.1.15 illustrates that there is no statistically significant difference between the opinions of the subject groups.  $\chi^2$  calculated = 3.87 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 20(17%) absolutely agree that finding the title and thinking it separately from the main idea is an important step before starting to write, and some other students at the same amount 20(17%) quite agree with the suggestion too. The rest of the some students 29(24%) choose the option agree. There are also nearly same amount of students 26(21%) disagree and the rest of the students 26(21%) choose the option absolutely disagree. Among the instructors 3(14%) instructors absolutely agree with the idea that is suggested above and some of the rest 6(27 %) quite agree, and the others 4(18%) instructors also selected the option agree. There are 7(32%) instructors disagree with the suggestion and 2(9%) instructors

absolutely disagree with the idea that finding the title and thinking it separately from the main idea is an important step before starting to write.

The result indicates that although the students and instructors mainly agree on the importance of finding the title and thinking it separately from the main idea is an important step before starting to write some of them are still not very sure how important it is to find title and think separately from the main idea.

#### 4.2.16 Distribution of the Responses Regarding the Finding out Missing Points of the Drafts by Reading to each other

**TABLE 4.2.16 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is better for students to read their first drafts to each other in order to find out missing points of the drafts.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 61      | 48  | 11         | 48  | 72    | 48  |
| Quite agree         | 32      | 25  | 6          | 26  | 38    | 26  |
| Agree               | 22      | 18  | 5          | 22  | 27    | 18  |
| Disagree            | 4       | 3   | 1          | 4   | 5     | 3   |
| Absolutely disagree | 8       | 6   | 0          | 0   | 8     | 5   |
| TOTAL               | 127     | 100 | 23         | 100 | 150   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 1.75       $\chi^2$  table = 9.49

Table 4.2.16 illustrates that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 1.75 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 61(48%) absolutely agree that it is better for students to read their first drafts to each other in order to find out missing points of the drafts, and other students 32(25%) quite agree with the suggestion too. The rest of the

some students 22(18%) choose the option agree. There are also few students 4(3%) disagree and the rest of the students 8(6%) absolutely disagree. Among the instructors 11(48%) instructor absolutely agree with the idea that is suggested above and some of the rest 6(26 %)quite agree, and the others 5(22%)instructors also selected the option agree .There is 1(4%) instructor disagree with the suggestion and no instructor absolutely disagree with the idea of the students' reading their first drafts to each other in order to find out missing points of the drafts.

The result shows that the students and instructors considerably agree on the importance of students' reading their first drafts to each other in order to find out missing points of the drafts.

#### 4.2.17 Distribution of the Responses Regarding the Necessity of Intermingling the Paragraphs or Reading them backwards

**TABLE 4.2.17 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Intermingling the paragraphs or reading them backwards is necessary in order to understand logical relationships between them.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 34      | 27  | 5          | 22  | 39    | 26  |
| Quite agree         | 22      | 17  | 4          | 17  | 26    | 17  |
| Agree               | 37      | 29  | 9          | 39  | 46    | 31  |
| Disagree            | 16      | 13  | 4          | 17  | 20    | 13  |
| Absolutely disagree | 18      | 14  | 1          | 5   | 19    | 13  |
| TOTAL               | 127     | 100 | 23         | 100 | 150   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 2.64       $\chi^2$  table = 9.49

As shown in the Table 4.2.17 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 2.64 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 34(27%) absolutely agree on the suggestion of intermingling the paragraphs or reading them backwards is necessary in order to understand if there is logical relationships between them and other students 22(17%) quite agree with the suggestion too. The rest of the some students 37(29%) choose the option agree. There are also some students 16(13%) disagree and the rest of the students 18(14%) absolutely disagree. Among the instructors 5(22%) of them absolutely agree with the idea that is suggested above and some of the rest 4(17%) quite agree, and the others 9(39%) instructors also selected the option agree. There are 4(17%) instructors disagree with the suggestion and one(5%) instructor absolutely disagree with the idea of the students' intermingling the paragraphs or reading them backwards is necessary in order to understand if there is logical relationships between them.

The result proves that the students and instructors considerably agree on the importance of putting the paragraphs into the correct order so as to understand logical relationships between the written paragraphs.

#### 4.2.18 Distribution of the Responses Regarding the Doing Exercises on Grammar

**TABLE 4.2.18** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that During the edition of the last draft, exercises on grammar helps students to find out their missing points and to clear out their mistakes.

|                     | STUDENT    |            | INSTRUCTOR |            | TOTAL      |            |
|---------------------|------------|------------|------------|------------|------------|------------|
| OPTIONS             | N          | %          | N          | %          | N          | %          |
| Absolutely agree    | 72         | 58         | 7          | 31         | 79         | 53         |
| Quite agree         | 35         | 28         | 9          | 39         | 44         | 30         |
| Agree               | 12         | 10         | 4          | 17         | 16         | 11         |
| Disagree            | 4          | 3          | 3          | 13         | 7          | 5          |
| Absolutely disagree | 1          | 1          | 0          | 0          | 1          | 1          |
| <b>TOTAL</b>        | <b>124</b> | <b>100</b> | <b>23</b>  | <b>100</b> | <b>147</b> | <b>100</b> |

df = 4      p = 0.05       $\chi^2$  calculated = 8.70       $\chi^2$  table = 9.49

A quick glance at the Table 4.2.18 illustrates that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 8.70 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 72(58%) absolutely agree on doing some exercises on grammar in the classroom so as to remind the students to find out their missing points about the subject , helps them to clear out their mistakes while they are editing the last draft and other students 35(28%) quite agree with the suggestion too. The rest of the some students 12(10%) choose the option agree. There are also a few students 4(3%) disagree and the only 1(1%) of the students absolutely disagree. Among the instructors 7(31%) instructors absolutely agree with the idea that is suggested above and most of the rest 9(39 %)quite agree, and the others 4(17%)instructors also selected the option agree .There are 3(13%) instructors disagree with the suggestion and no instructor absolutely disagree with the idea of the

teachers' doing some exercises on grammar in the classroom so as to remind the students to find out their missing points about the subject , which helps them to clear out their mistakes while they are editing the last draft.

The result proves that the students and instructors considerably agree on the importance of working on related grammar exercises while editing the last draft.

#### 4.2.19 Distribution of the Responses Regarding the Supplying a List of Student's Mistakes done under the Influence of their Mother Tongue

**TABLE 4.2.19 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Supplying a list of mistakes which the students often make because of being under the influence of their mother tongue prevents the repetition of these mistakes.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 84      | 68  | 8          | 35  | 92    | 63  |
| Quite agree         | 25      | 20  | 7          | 30  | 32    | 22  |
| Agree               | 9       | 7   | 2          | 9   | 11    | 8   |
| Disagree            | 3       | 3   | 6          | 26  | 9     | 6   |
| Absolutely disagree | 2       | 2   | 0          | 0   | 2     | 1   |
| TOTAL               | 123     | 100 | 23         | 100 | 146   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 22.36     $\chi^2$  table = 9.49

Analysis of the Table 4.2.19 shows that there is statistically significant difference between two subject groups.  $\chi^2$  calculated = 2.64 value was found higher than  $\chi^2$  table = 9.49 value. Majority of the students 84(68%) absolutely agree on the suggestion of teachers making the list of mistakes, which the students make often because of being under the influence of their mother tongue, and giving them prevents

the repetition of these mistakes, and other students 25(20%) quite agree with the suggestion too. The rest of the some students 9(7%) choose the option agree. There are also some students 3(3%) disagree and the rest of the students 2(2%) absolutely disagree. Among the instructors 8(35%) of them absolutely agree with the idea that is suggested above and some of the rest 7(30 %)quite agree, and the others 2(9%)instructors also selected the option agree .There are 6(26%) instructors disagree with the suggestion and no instructor absolutely disagree with the idea of the teachers supplying the list of mistakes, which the students make often because of being under the influence of their mother tongue, and giving them prevents the repetition of these mistakes.

The result shows that not only the instructors are not considerably agree on the importance of giving the students the list of mistakes that are often made by their students but also the students.

#### 4.2.20 Distribution of the Responses Regarding the Necessity of Homework

**TABLE 4.2.20 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is necessary to give homework to the students.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 58      | 47  | 16         | 69  | 74    | 51  |
| Quite agree         | 28      | 23  | 5          | 22  | 33    | 22  |
| Agree               | 21      | 17  | 2          | 9   | 23    | 16  |
| Disagree            | 4       | 3   | 0          | 0   | 4     | 3   |
| Absolutely disagree | 12      | 10  | 0          | 0   | 12    | 8   |
| TOTAL               | 123     | 100 | 23         | 100 | 146   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 5.78       $\chi^2$  table = 9.49

A brief glance at the Table 4.2.20 reveals that there is no statistically

significant difference between two subject groups.  $\chi^2_{\text{calculated}} = 5.78$  value was found lower than  $\chi^2_{\text{table}} = 9.49$  value. Some of the students 58(47%) absolutely agree on the suggestion of giving homework and other students 28(23%) quite agree with the suggestion too. The rest of the some students 21(17%) choose the option agree. There are also a few students 4(3%) disagree and the rest of the students 12(10%) absolutely disagree. Among the instructors 16(69%) of them absolutely agree with the idea that is suggested above and some of the rest 5(22 %) quite agree, and the others 2(9%) instructors also selected the option agree. There are no instructors disagree with the suggestion and absolutely disagree with the idea of giving writing homework

The result proves that the students and instructors mainly believe it is necessary to give homework in order to improve students' writing.

#### 4.2.21 Distribution of the Responses Regarding the Submitting the Homework together with first Draft of the Essays

**TABLE 4.2.21 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that When the home works are handed in, the first draft of the essays should also be given to the teachers in order to evaluate the stages that the students get through during their writing process.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 59      | 47  | 10         | 46  | 69    | 47  |
| Quite agree         | 29      | 23  | 7          | 32  | 36    | 24  |
| Agree               | 23      | 18  | 4          | 18  | 27    | 18  |
| Disagree            | 10      | 8   | 1          | 4   | 11    | 8   |
| Absolutely disagree | 5       | 4   | 0          | 0   | 5     | 3   |
| TOTAL               | 126     | 100 | 22         | 100 | 148   | 100 |

df = 4      p = 0.05       $\chi^2_{\text{calculated}} = 1.77$        $\chi^2_{\text{table}} = 9.49$



As can be observed from the Table 4.2.21 there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 1.77 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 34(27%) absolutely agree on the suggestion of teachers collecting all the drafts that are written from beginning till the end in order to see and evaluate the stages they have gone through and other students 29(23%) quite agree with the suggestion too. The rest of the some students 23(18%) choose the option agree. There are also some students 10(8%) disagree and the rest of the students 5(4%) absolutely disagree. Among the instructors 10(46%) of them absolutely agree with the idea that is suggested above and some of the rest 7(32 %) quite agree, and the others 4(18%) instructors also selected the option agree. There are 4(11%) instructors disagree with the suggestion and no instructor absolutely disagree with the idea of teachers collecting all the drafts that are written from beginning till the end in order to see the stages they have gone through.

The result indicates that the students and instructors considerably agree on the suggestion that teachers should collect all the drafts that are written by students from beginning till the end in order to see and measure the development of the stages they have gone through.

#### 4.2.22 Distribution of the Responses Regarding the Teachers Evaluating and Returning the Homework

**TABLE 4.2.22 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Teachers should evaluate the homework and return it to the students as soon as possible.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 97      | 76  | 21         | 91  | 118   | 79  |
| Quite agree         | 15      | 12  | 2          | 9   | 17    | 11  |
| Agree               | 6       | 5   | 0          | 0   | 6     | 4   |
| Disagree            | 3       | 2   | 0          | 0   | 3     | 2   |
| Absolutely disagree | 6       | 5   | 0          | 0   | 6     | 4   |
| TOTAL               | 127     | 100 | 23         | 100 | 150   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 3.43       $\chi^2$  table = 9.49

Table 4.2.22 displays that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 3.43 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 97(76%) absolutely agree on the suggestion that teachers should evaluate the homework and return it to the students as soon as possible, and other students 15(12%) quite agree with the suggestion too. The rest of the some students 6(5%) choose the option agree. There are also few students 3(2%) disagree and the rest of the students 6(5%) absolutely disagree. Among the instructors 21(91%) of them absolutely agree with the idea that is suggested above and some of the rest 2(9%) quite agree, and no instructors selected the option agree disagree and absolutely disagree.

The result proves that the students and instructors considerably agree on the importance of evaluating and returning homework to the students on time.

#### 4.2.23 Distribution of the Responses Regarding the Classroom Activities Including Prewriting Exercises

**TABLE 4.2.23** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Classroom activities including prewriting exercises should be assigned to the students before they are assigned homework

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 69      | 55  | 11         | 48  | 80    | 54  |
| Quite agree         | 34      | 27  | 7          | 30  | 41    | 28  |
| Agree               | 13      | 11  | 5          | 22  | 18    | 12  |
| Disagree            | 3       | 2   | 0          | 0   | 3     | 2   |
| Absolutely disagree | 6       | 5   | 0          | 0   | 6     | 4   |
| TOTAL               | 125     | 100 | 23         | 100 | 148   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 3.98       $\chi^2$  table = 9.49

As can be observed from the Table 4.2.23 that there is no statistically significant difference between the opinions of the students and instructors since  $\chi^2$  calculated = 3.98 value is lower than  $\chi^2$  table = 9.49 value. Most of the students 69(55%) absolutely agree on the suggestion of before assigning homework it is better for them to have done classroom activities including prewriting exercises about the subject topic in the classroom.

Some other students 34(27%) quite agree with the suggestion too. The rest of the some students 13(11%) choose the option agree. There are also few students 3(2%) disagree and the rest of the students 6(5%) absolutely disagree. Among the instructors 11(48%) of them absolutely agree with the idea that is suggested above

and some of the rest 7(30 %)quite agree, and the others 5(22%)instructors also selected the option agree .There are no instructors disagree with the suggestion and absolutely disagree with the idea of before giving homework it is better for them to have some prewriting exercises or application about the subject in the classroom.

The result proves that the students and instructors considerably agree on the importance of classroom activities and prewriting exercises about the given subject.

#### 4.2.24 Distribution of the Responses Regarding the Improving Students Ability of Writing

**TABLE 4.2. 24 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that To improve students ability of writing, teachers should use some other materials in addition to the writing books in the writing lessons.**

| OPTIONS             | STUDENT    |            | INSTRUCTOR |            | TOTAL      |            |
|---------------------|------------|------------|------------|------------|------------|------------|
|                     | N          | %          | N          | %          | N          | %          |
| Absolutely agree    | 86         | 69         | 14         | 56         | 100        | 67         |
| Quite agree         | 28         | 22         | 9          | 36         | 37         | 25         |
| Agree               | 6          | 5          | 2          | 8          | 8          | 5          |
| Disagree            | 3          | 2          | 0          | 0          | 3          | 2          |
| Absolutely disagree | 2          | 2          | 0          | 0          | 2          | 1          |
| <b>TOTAL</b>        | <b>125</b> | <b>100</b> | <b>25</b>  | <b>100</b> | <b>150</b> | <b>100</b> |

df = 4    p = 0.05     $\chi^2$  calculated = 3.55     $\chi^2$  table = 9.49

Table 4.2.24 reveals that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 3.55 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 86(69%) absolutely agree on the suggestion of the teachers' using some other materials in addition to writing books in order to improve

students talent of writing and other students 28(22%) quite agree with the suggestion too. The rest of the some students 6(5%) choose the option agree. There are also few students 3(2%) disagree and the rest of the students 2(2%) absolutely disagree. Among the instructors 14(56%) of them absolutely agree with the idea that is suggested above and some of the rest 9(36 %) quite agree, and the others 2(8%) instructors also selected the option agree. There are no instructors disagree with the suggestion and absolutely disagree with the idea of the teachers' using some other materials in addition to writing books in order to improve students talent of writing.

The result proves that the students and instructors considerably agree on the importance of teachers' using some other materials in addition to writing books in order to improve students talent of writing.

#### 4.2.25 Distribution of the Responses Regarding Teachers Application of Different Methods

**TABLE 4.2.25 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Teachers should apply different methods in order to improve writing skills of their students.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 85      | 68  | 15         | 63  | 100   | 67  |
| Quite agree         | 23      | 19  | 6          | 25  | 29    | 20  |
| Agree               | 11      | 9   | 3          | 12  | 14    | 9   |
| Disagree            | 3       | 2   | 0          | 0   | 3     | 2   |
| Absolutely disagree | 3       | 2   | 0          | 0   | 3     | 2   |
| TOTAL               | 125     | 100 | 24         | 100 | 149   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 1.97     $\chi^2$  table = 9.49

The observation of the Table 4.2.25 reveals that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 1.97 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 85(68%) absolutely agree on the suggestion that teachers should apply different methods in order to improve talents of writing skills of their students and other students 23(19%) quite agree with the suggestion too. The rest of the some students 11(9%) choose the option agree. There are also few students 3(2%) disagree and the rest of few students 3(2%) absolutely disagree. Among the instructors 15(63%) of them absolutely agree with the idea that is suggested above and some of the rest 6(25 %) quite agree, and the others 3(12%) instructors also selected the option agree. There are no instructors disagree with the suggestion and absolutely disagree with the idea that teachers should apply different methods in order to improve talents of writing skills of their students and other students.

The result proves that the students and instructors considerably agree on the importance of teachers' applying different methods to the students in order to improve their writing skills.

#### 4.2.26 Distribution of the Responses Regarding the Improving Student's Vocabulary Knowledge and Ability of Writing by Reading

**TABLE 4.2.26** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that There is a belief that students can improve their vocabulary knowledge and improve the ability of writing by reading the articles that are related to their subject they are about to write.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 97      | 78  | 18         | 78  | 115   | 78  |
| Quite agree         | 20      | 16  | 2          | 9   | 22    | 15  |
| Agree               | 4       | 3   | 0          | 0   | 4     | 3   |
| Disagree            | 2       | 2   | 2          | 9   | 4     | 3   |
| Absolutely disagree | 1       | 1   | 1          | 4   | 2     | 1   |
| <b>TOTAL</b>        | 124     | 100 | 23         | 100 | 147   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.82       $\chi^2$  table = 9.49

An analysis of the Table 4.2.26 demonstrates that there is no statistically significant difference between the opinions of the informants since  $\chi^2$  calculated = 6.82 value is lower than  $\chi^2$  table = 9.49 value. Some of the students 97(78%) absolutely agree on the suggestion that students can improve their vocabulary knowledge and improve the skill of writing by reading the articles that are related to their subject they are about to write, and other students 20(16%) quite agree with the suggestion too. The rest of the few students 4(3%) choose the option agree. There are also very few students 2(2%) disagree and 1 (1%) student absolutely disagree. Among the instructors 18(78%) of them absolutely agree with the idea that is suggested above and some of the rest 2(9 %) quite agree, and no instructor selected the option agree. There are 2(9%) instructors disagree with the suggestion and one(4%) instructor absolutely disagree with

the idea of the students 'improving their vocabulary knowledge and the talent of writing by reading the articles that are related to their subject

The result proves that the students and instructors mainly agree on the importance of improving the students' vocabulary knowledge and the talent of writing by reading the articles that are related to their subject.

#### 4.2.27 Distribution of the Students and Instructors Responds Regarding the Writing Exams and Topics

**TABLE 4.2.27 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that To give writing exams including topics that are parallel to the writing studies or activities done in the classroom increases the motivation of the students.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 96      | 76  | 14         | 61  | 110   | 74  |
| Quite agree         | 18      | 14  | 7          | 30  | 25    | 17  |
| Agree               | 7       | 6   | 2          | 9   | 9     | 6   |
| Disagree            | 2       | 2   | 0          | 0   | 2     | 1   |
| Absolutely disagree | 3       | 2   | 0          | 0   | 3     | 2   |
| TOTAL               | 126     | 100 | 23         | 100 | 149   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 4.87       $\chi^2$  table = 9.49

The results gathered from the Table 4.2.27 informs that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 4.87 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 96(76%) absolutely agree on that to motivate the students it is necessary to give writing exams and topics that are parallel to the writing studies or activities done in the classroom and



other students 18(14%) quite agree with the suggestion too. The rest of the some students 7(6%) choose the option agree. There are also few students 2(2%) disagree and the rest of the students 3(2%) absolutely disagree. Among the instructors 14(61%) of them absolutely agree with the idea that is suggested above and some of the rest 7(30%) quite agree, and the others 2(9%) instructors also selected the option agree. There are no instructors disagree with the suggestion and absolutely disagree with the suggestion of giving writing exams parallel to the classroom studies in order to motivate students in classrooms.

The result proves that the students and instructors considerably agree on the importance of creating parallelism between the classroom writing studies and examinations.

#### 4.2.28 Distribution of the Responses Regarding the Ability of Good Writing

**TABLE 4.2.28 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that The ability of good writing can be gained by education.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 66      | 52  | 8          | 36  | 74    | 50  |
| Quite agree         | 23      | 18  | 12         | 54  | 35    | 24  |
| Agree               | 24      | 19  | 1          | 5   | 25    | 17  |
| Disagree            | 7       | 6   | 1          | 5   | 8     | 5   |
| Absolutely disagree | 6       | 5   | 0          | 0   | 6     | 4   |
| TOTAL               | 126     | 100 | 22         | 100 | 148   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 14.81     $\chi^2$  table = 9.49

As can be observed from the Table 4.2.28 there is statistically significant

difference between two subject groups.  $\chi^2$  calculated = 14.81 value was found higher than  $\chi^2$  table = 9.49 value. Some of the students 66(52%) absolutely agree on the suggestion that the talent of good writing can be gained by education and other students 23(18%) quite agree with the suggestion too. The rest of the some students 24(19%) choose the option agree. There are also some students 7(6%) disagree and the rest of the students 6(5%) absolutely disagree. Among the instructors 8(36%) of them absolutely agree with the idea that is suggested above and some of the rest 12(54%) quite agree, and one (5%) instructor also selected the option agree. There is only 1(5%) instructor disagree with the suggestion and no instructor absolutely disagree with the idea that it is possible to gain a talent of good writing through education.

The result proves that the students and instructors do not believe the idea that the ability of good writing can be gained by education.

#### 4.2.29 Distribution of the Responses Regarding the Letter Writing and Phone-talks.

**TABLE 4.2.29 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is believed that letter writing is a more effective communication device than phone-talks.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 34      | 28  | 3          | 13  | 37    | 26  |
| Quite agree         | 21      | 18  | 5          | 22  | 26    | 18  |
| Agree               | 27      | 22  | 7          | 30  | 34    | 24  |
| Disagree            | 17      | 14  | 6          | 26  | 23    | 16  |
| Absolutely disagree | 21      | 18  | 2          | 9   | 23    | 16  |
| TOTAL               | 120     | 100 | 23         | 100 | 143   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 5.08       $\chi^2$  table = 9.49

Findings illustrated in the Table 4.2.29 proves that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 5.08 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 34(28%) absolutely agree on the suggestion of sending letters , which is more effective, instead of telephoning the people when they need communication, and other students 21(18%) quite agree with the suggestion too. The rest of the some students 27(22%) choose the option agree. There are also some students 17(14%) disagree and the rest of the students 21(18%) absolutely disagree. Among the instructors 3(13%) of them absolutely agree with the idea that is suggested above and some of the rest 5(22 %)quite agree, and the others 7(30%)instructors also selected the option agree . There are 6(26%) instructors disagree with the suggestion and 2(9%)instructors absolutely disagree with the idea that letter is more effective communicative device than a telephone.

The result proves that the students and instructors are not absolutely agree on the suggestion that letter is more effective communicative device than the telephone.

#### 4.2.30 Distribution of the Responses Regarding the Emphasising the Grammatical Points

**TABLE 4.2.30** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Putting emphasis on the grammatical points, rules, punctuation etc. may lead the students to pay attention to the form.

|                     | STUDENT    |            | INSTRUCTOR |            | TOTAL      |            |
|---------------------|------------|------------|------------|------------|------------|------------|
| OPTIONS             | N          | %          | N          | %          | N          | %          |
| Absolutely agree    | 33         | 27         | 13         | 59         | 46         | 32         |
| Quite agree         | 38         | 31         | 9          | 41         | 47         | 32         |
| Agree               | 30         | 24         | 0          | 0          | 30         | 21         |
| Disagree            | 10         | 8          | 0          | 0          | 10         | 7          |
| Absolutely disagree | 12         | 10         | 0          | 0          | 12         | 8          |
| <b>TOTAL</b>        | <b>123</b> | <b>100</b> | <b>22</b>  | <b>100</b> | <b>145</b> | <b>100</b> |

df = 4      p = 0.05       $\chi^2$  calculated = 16.00       $\chi^2$  table = 9.49

A quick glance at the Table 4.2.30 shows that there is statistically significant difference between two subject groups.  $\chi^2$  calculated = 16.00 value is higher than  $\chi^2$  table = 9.49 value. Some of the students 33(27%) absolutely agree on the suggestion of giving importance to rules or form- grammar, punctuation, etc.- of the writing examinations leads the students the way of giving only emphasis on the form, and other students 38(31%) quite agree with the suggestion too. The rest of the some students 30(24%) choose the option agree. There are also some students 10(8%) disagree and the rest of the students 12(10%) absolutely disagree. Among the instructors 13(59%) of them absolutely agree with the idea that is suggested above and the rest 9(41 %)quite agree, and no instructor selected the option agree, disagree and absolutely disagree with

the idea of the teachers' giving importance to rules or form- grammar, punctuation, etc.- of the writing examinations leads the students the way of giving only emphasis on the form.

The result proves that mainly the students and instructors opinions are not quite fit with each other on the idea of giving importance to rules or form- grammar, punctuation, etc.- of the writing examinations leads the students the way of giving only emphasis on the form.

#### 4.2.31 Distribution of the Responses Regarding the Forming Perfect Grammatical Sentences

**TABLE 4.2.31 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Trying to form perfect grammatical sentences makes the students spend a lot of time on form but not on the content.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 32      | 27  | 1          | 5   | 33    | 23  |
| Quite agree         | 23      | 19  | 6          | 27  | 29    | 20  |
| Agree               | 27      | 22  | 7          | 32  | 34    | 24  |
| Disagree            | 21      | 17  | 8          | 36  | 29    | 20  |
| Absolutely disagree | 18      | 15  | 0          | 0   | 18    | 13  |
| <b>TOTAL</b>        | 121     | 100 | 22         | 100 | 143   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 11.79       $\chi^2$  table = 9.49

As can be observed from the Table 4.2.31 that there is statistically significant difference between two subject groups.  $\chi^2$  calculated = 11.79 value is found higher than  $\chi^2$  table = 9.49 value. Some of the students 32(27%) absolutely agree on the suggestion of trying to form perfect grammatical sentences makes the students spend

a lot of time on form but not on the content and other students 23(19%) quite agree with the suggestion too. The rest of the some students 27(22%) choose the option agree. There are also some students 21(17%) disagree and the rest of the students 18(15%) absolutely disagree. Among the instructors 1(5%) of them absolutely agree with the idea that is suggested above and the rest 6(27%) quite agree, and 7(32%) instructors selected the option agree, 8(36%) instructors disagree and no instructors absolutely disagree with the idea of trying to form perfect grammatical sentences makes the students spend a lot of time on form but not on the content.

The result proves that mainly the students and instructors opinions are not quite fit with each other on the idea students believe that if they try to form grammatical sentences they will not have enough time to think about the content especially during the examinations but teachers do not think the way as the students do.

#### 4.2.32 Distribution of the Responses Regarding the Writing short and Grammatically Correct Sentences

**TABLE 4.2.32 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Teachers should encourage their students to write short and grammatically correct sentences in the examinations.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 49      | 39  | 10         | 43  | 59    | 40  |
| Quite agree         | 34      | 27  | 9          | 39  | 43    | 29  |
| Agree               | 29      | 23  | 2          | 9   | 31    | 21  |
| Disagree            | 8       | 7   | 2          | 9   | 10    | 7   |
| Absolutely disagree | 5       | 4   | 0          | 0   | 5     | 3   |
| TOTAL               | 125     | 100 | 23         | 100 | 148   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 4.06     $\chi^2$  table = 9.49

As shown in the Table 4.32 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 4.06 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 49(39%) absolutely agree on the suggestion that teachers should encourage the students to write short and grammatically correct sentences in the examinations, and other students 34(27%) quite agree with the suggestion too. The rest of the some students 29(23%) choose the option agree. There are also some students 8(7%) disagree and the rest of the students 5(4%) absolutely disagree. Among the instructors 10(43%) of them absolutely agree with the idea that is suggested above and some of the rest 9(39 %) quite agree, and the others 2(9%) instructors also selected the option agree. There are 2(9%) instructors disagree with the suggestion and no instructors absolutely disagree with the idea that they should encourage their students to write short grammatical sentences.

The result proves that the students and instructors are mainly agree on the suggestion that teachers should encourage the students to write short and grammatically correct sentences in the examinations.

#### 4.2.33 Distribution of the Responses Regarding the Usage of Translation from Turkish into English

**TABLE 4.2.33 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that I agree on the idea that translation from Turkish into English improve my composition writing skill.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 56      | 45  | 5          | 21  | 61    | 41  |
| Quite agree         | 22      | 18  | 7          | 29  | 29    | 19  |
| Agree               | 20      | 16  | 8          | 33  | 28    | 19  |
| Disagree            | 14      | 11  | 3          | 13  | 17    | 11  |
| Absolutely disagree | 13      | 10  | 1          | 4   | 14    | 10  |
| TOTAL               | 125     | 100 | 24         | 100 | 149   | 100 |

df= 4      p = 0.05       $\chi^2$  calculated = 8.29       $\chi^2$  table = 9.49

Table 4.2.33 demonstrates that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 8.29 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 56(45%) absolutely agree on the idea that translation from Turkish into English improve their composition writing skill, and other students 22(18%) quite agree with the suggestion too. The rest of the some students 20(16%) choose the option agree. There are also some students 14(11%) disagree and the rest of the students 13(10%) absolutely disagree. Among the instructors 5(21%) of them absolutely agree with the idea that is suggested above and some of the rest 7(29%) quite agree, and the others 8(33%) instructors also selected the option agree. There are 3(13%) instructors disagree with the suggestion and 1(4%) instructor absolutely disagree with the idea that translation helps students to improve their writing skills.

The result proves that the students and instructors are absolutely agree on



the suggestion that in order to improve students writing skills they need translation from Turkish into English.

#### 4.2.34 Distribution of the Responses Regarding the Usage of Translation for Widening Vocabulary and Doing Brain- gym.

**TABLE 4.2.34 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Translating from Turkish to English or From English to Turkish is an appropriate activity for widening vocabulary and doing brain gym.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 71      | 56  | 9          | 39  | 80    | 54  |
| Quite agree         | 31      | 24  | 8          | 35  | 39    | 26  |
| Agree               | 18      | 17  | 4          | 18  | 22    | 14  |
| Disagree            | 5       | 4   | 1          | 4   | 6     | 4   |
| Absolutely disagree | 2       | 2   | 1          | 4   | 3     | 2   |
| <b>TOTAL</b>        | 127     | 100 | 23         | 100 | 150   | 100 |

df= 4      p = 0.05       $\chi^2$  calculated = 2.83       $\chi^2$  table = 9.49

As can be noticed from the Table 4.2.34 there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 2.83 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 71(56%) absolutely agree on the suggestion of translating from Turkish to English or From English to Turkish is an appropriate activity for widening vocabulary and doing brain gym, and other students 31(24%) quite agree with the suggestion too. The rest of the some students 18(17%) choose the option agree. There are also some students 5(4%) disagree and the rest of the students 2(2%) absolutely disagree. Among the instructors 9(39%) of them absolutely

agree with the idea that is suggested above and some of the rest 8(35 %)quite agree, and the others 4(18%)instructors also selected the option agree .There is 1(4%) instructor disagree with the suggestion and 1(4%)instructor absolutely disagree with the idea that translation is a good activity for students to widen their vocabulary knowledge and at the same time it is a good activity for brain.

The result proves that the students and instructors are considerably agree on the suggestion that translation is useful for many reasons.

#### 4.2.35 Distribution of the Responses Regarding the Participation to Composition Writing Activities

**TABLE 4.2.35 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Participation to composition writing activities in the classroom improves the ability of writing.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 72      | 56  | 13         | 57  | 85    | 57  |
| Quite agree         | 38      | 30  | 10         | 43  | 48    | 32  |
| Agree               | 14      | 11  | 0          | 0   | 14    | 9   |
| Disagree            | 2       | 2   | 0          | 0   | 2     | 1   |
| Absolutely disagree | 1       | 1   | 0          | 0   | 1     | 1   |
| <b>TOTAL</b>        | 127     | 100 | 23         | 100 | 150   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 4.12       $\chi^2$  table = 9.49

As can be detected from the Table 4.2.35 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 4.12 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 72(56%) absolutely agree on the suggestion of attending composition writing activities in the classroom improves the

talent of writing, and other students 38(30%) quite agree with the suggestion too. The rest of the some students 14(11%) choose the option agree. There are also few students 2(2%) disagree and 1(1%) student absolutely disagree. Among the instructors 13(57%) of them absolutely agree with the idea that is suggested above and all of the rest 10(43 %)quite agree, and no instructors selected the option agree, disagree, and absolutely disagree with the idea. The result proves that the students and instructors are absolutely agree on the suggestion that attending composition writing activities in the classroom improves the talent of writing.

#### 4.2.36 Distribution of the Responses Regarding Keeping a Diary and Writing

**TABLE 4.2.36 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Keeping a diary and writing very often is an important factor of improving writing ability.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 72      | 55  | 15         | 66  | 87    | 57  |
| Quite agree         | 32      | 25  | 6          | 27  | 38    | 25  |
| Agree               | 18      | 14  | 2          | 7   | 20    | 13  |
| Disagree            | 5       | 4   | 0          | 0   | 5     | 3   |
| Absolutely disagree | 3       | 2   | 0          | 0   | 3     | 2   |
| <b>TOTAL</b>        | 130     | 100 | 23         | 100 | 153   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 2.16       $\chi^2$  table = 9.49

Table 4.2.36 displays that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 2.16 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 72(55%) absolutely agree on the suggestion of having a diary and writing on very often is an important factor of improving writing

ability, and other students 32(25%) quite agree with the suggestion too. The rest of the some students 18(14%) choose the option agree. There are also some students 5(4%) disagree and the rest of the students 3(2%) absolutely disagree. Among the instructors 15(66%) of them absolutely agree with the idea that is suggested above and some of the rest 6(27 %) quite agree, and the others 2(7%) instructors also selected the option agree. There are no instructors disagree and absolutely disagree with the idea of having a diary and writing on very often is an important factor of improving writing skill.

The result proves that the students and instructors are believe on the suggestion that students' having diary and writing on it improves their ability of writing.

#### 4.2.37 Distribution of the Responses Regarding the Doing the Given Homework

**TABLE 4.2.37 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Doing the given homework completely, improve the students' success of writing composition.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 58      | 44  | 14         | 64  | 72    | 46  |
| Quite agree         | 34      | 26  | 4          | 18  | 38    | 25  |
| Agree               | 17      | 13  | 4          | 18  | 21    | 14  |
| Disagree            | 10      | 7   | 0          | 0   | 10    | 6   |
| Absolutely disagree | 14      | 10  | 0          | 0   | 14    | 9   |
| <b>TOTAL</b>        | 133     | 100 | 22         | 100 | 155   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.43       $\chi^2$  table = 9.49

Table 4.2.37 exhibits that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 6.43 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 58(44%) absolutely agree on the suggestion of doing the given homework completely, improve the students' success of writing

composition, and other students 34(26%) quite agree with the suggestion too. The rest of the some students 17(13%) choose the option agree. There are also some students 10(7%) disagree and the rest of the students 14(10%) absolutely disagree. Among the instructors 14(64%) of them absolutely agree with the idea that is suggested above and some of the rest 4(18 %)quite agree, and the others 4(18%)instructors also selected the option agree . There are no instructors disagree and absolutely disagree with the idea.

The result proves that the students and instructors are mainly agree on the suggestion of doing the given homework completely, improve the students' success of writing composition.

#### 4.2.38 Distribution of the Responses Regarding the Using dictionary in the Writing Examination

**TABLE 4.2.38 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Using dictionary in the writing examination is useful for the students.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 72      | 56  | 7          | 31  | 79    | 52  |
| Quite agree         | 30      | 23  | 8          | 35  | 38    | 25  |
| Agree               | 14      | 11  | 6          | 26  | 20    | 13  |
| Disagree            | 4       | 3   | 1          | 4   | 5     | 3   |
| Absolutely disagree | 9       | 7   | 1          | 4   | 10    | 7   |
| TOTAL               | 129     | 100 | 23         | 100 | 152   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 7.20       $\chi^2$  table = 9.49

As can be clarified from the table 4.2.38 there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 7.20 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 72(56%) absolutely agree on the suggestion of using dictionary in the writing examination is useful for the students, and other students 30(23%) quite agree with the suggestion too. The rest of the some students 14(11%) choose the option agree. There are also some students 4(3%) disagree and the rest of the students 9(7%) absolutely disagree. Among the instructors 7(31%) of them absolutely agree with the idea that is suggested above and some of the rest 8(35%) quite agree, and the others 6(26%) instructors also selected the option agree. There is 1(4%) instructor disagree with the suggestion and 1(4%) instructor absolutely disagree with the idea of using dictionary in the writing examination is useful for the students.

The result proves that the students and instructors are absolutely agree on the suggestion that students can use dictionaries in the writing examination.

#### 4.2.39 Distribution of the Responses Regarding the Using Dictionary Effects the Students Fluency in a Negative Way.

**TABLE 4.2.39** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Using dictionary effects the students fluency in a negative way.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 22      | 17  | 2          | 9   | 24    | 16  |
| Quite agree         | 14      | 11  | 4          | 17  | 18    | 12  |
| Agree               | 24      | 18  | 7          | 30  | 31    | 20  |
| Disagree            | 28      | 22  | 5          | 22  | 33    | 22  |
| Absolutely disagree | 41      | 32  | 5          | 22  | 46    | 30  |
| TOTAL               | 129     | 100 | 23         | 100 | 152   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 3.56     $\chi^2$  table = 9.49

As can be commented from the Table 4.2.39 there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 5.08 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 22(17%) absolutely agree on the suggestion of using dictionary effects the students fluency in a negative way, and other students 14(11%) quite agree with the suggestion too. The rest of the some students 24(18%) choose the option agree. There are also some students 28(22%) disagree and the rest of the students 41(32%) absolutely disagree. Among the instructors 2(9%) of them absolutely agree with the idea that is suggested above and some of the rest 4(17%) quite agree, and the others 7(30%) instructors also selected the option agree. There are 5(22%) instructors disagree with the suggestion and 5(22%) instructors absolutely disagree with the idea that if students use dictionary during the examination they cannot be fluent in writing.

The result proves that not all of the students agree on the suggestion and instructors are also not convincingly agree on the suggestion of using dictionary effects the students fluency in a negative way.

#### 4.2.40 Distribution of the Responses Regarding the Writing the Summary of a Book or a Short Story

**TABLE 4.2.40** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Writing the summary of a book or a short story can be considered as a good writing activity.

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 51      | 40  | 4          | 18  | 55    | 37  |
| Quite agree         | 46      | 37  | 9          | 39  | 55    | 37  |
| Agree               | 17      | 13  | 8          | 35  | 25    | 17  |
| Disagree            | 7       | 6   | 1          | 4   | 8     | 5   |
| Absolutely disagree | 5       | 4   | 1          | 4   | 6     | 4   |
| TOTAL               | 126     | 100 | 23         | 100 | 149   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 8.15     $\chi^2$  table = 9.49

The observation of the Table 4.2.40 shows that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 8.15 value is found lower than  $\chi^2$  table = 9.49 value. Some of the students 51(40%) absolutely agree on the suggestion of writing the summary of a book or a short story can be considered as a good writing activity, and other students 46(37%) quite agree with the suggestion too. The rest of the some students 17(13%) choose the option agree. There are also some students 7(6%) disagree and the rest of the students 5(4%) absolutely disagree. Among the instructors 4(18%) of them absolutely agree with the idea that is suggested above and



some of the rest 9(39 %)quite agree, and the others8(35%)instructors also selected the option agree .There is 1(4%) instructor disagree with the suggestion and 1(4%) instructor absolutely disagree with the idea of writing the summary of a book or a short story can be considered as a good writing activity

The result proves that most of the students and instructors are not absolutely agree on the suggestion.

#### 4.2.41 Distribution of the Responses Regarding the Necessity of having a good Command of English

**TABLE 4.2.41 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is necessary to have a good command of English in order to write a summary of an article.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 65      | 52  | 6          | 27  | 71    | 48  |
| Quite agree         | 40      | 32  | 9          | 41  | 49    | 33  |
| Agree               | 13      | 10  | 7          | 32  | 20    | 14  |
| Disagree            | 5       | 4   | 0          | 0   | 5     | 3   |
| Absolutely disagree | 3       | 2   | 0          | 0   | 3     | 2   |
| TOTAL               | 126     | 100 | 22         | 100 | 148   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 10.59       $\chi^2$  table = 9.49

As can be observed from the Table 4.2.41 there is statistically significant difference between two subject groups.  $\chi^2$  calculated = 10.59 value is found higher than  $\chi^2$  table = 9.49 value. Some of the students 65(52%) absolutely agree on the suggestion that it is necessary to have a good command of English in order to write a

summary of an article, and other students 40(32%) quite agree with the suggestion too. The rest of the some students 13(10%) choose the option agree. There are also some students 5(4%) disagree and the rest of the students 3(2%) absolutely disagree. Among the instructors 6(27%) of them absolutely agree with the idea that is suggested above and some of the rest 9(41 %) quite agree, and some of the other instructors 7(32%) selected the option agree. There are no instructors disagree and absolutely disagree with the idea.

The result proves that the students and instructors are not absolutely agree on the suggestion that it is necessary to have a good command of English in order to write a summary of an article.

#### 4.2.42 Distribution of the Responses Regarding the Differences between Writing a Summary and Anecdote.

**TABLE 4.2. 42 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that There is a clear difference between writing a summary and anecdote.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 57      | 45  | 6          | 26  | 63    | 42  |
| Quite agree         | 37      | 29  | 12         | 52  | 49    | 33  |
| Agree               | 22      | 17  | 4          | 18  | 26    | 17  |
| Disagree            | 7       | 6   | 0          | 0   | 7     | 5   |
| Absolutely disagree | 4       | 3   | 1          | 4   | 5     | 3   |
| TOTAL               | 127     | 100 | 23         | 100 | 150   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.15       $\chi^2$  table = 9.49

Table 4.2.42 indicates that there is no statistically significant difference

between two subject groups.  $\chi^2$  calculated = 6.15 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 57(45%) absolutely agree on the suggestion that there is a clear difference between writing a summary and anecdote, and other students 37(29%) quite agree with the suggestion too. The rest of the some students 22(17%) choose the option agree. There are also some students 7(6%) disagree and the rest of the students 4(3%) absolutely disagree. Among the instructors 6(26%) of them absolutely agree with the idea that is suggested above and some of the rest 12(52 %) quite agree, and the others 4(18%) instructors also selected the option agree. There is no instructor disagree with the suggestion but 1(4%) instructor absolutely disagree with the idea.

The result proves that the students and instructors are mostly agree on the suggestion that there is a clear difference between writing a summary and anecdote.



**4.2.43 Distribution of the Responses regarding to the statement implying that Using strip stories or pictures at the beginning level of writing narrative or story, may ease the task of writing process.**

**TABLE 4.2.43 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Using strip stories or pictures at the beginning level of writing narrative or story, may ease the task of writing process.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 48      | 39  | 10         | 45  | 58    | 40  |
| Quite agree         | 58      | 47  | 8          | 36  | 66    | 46  |
| Agree               | 14      | 11  | 3          | 14  | 17    | 11  |
| Disagree            | 0       | 0   | 1          | 5   | 1     | 1   |
| Absolutely disagree | 3       | 3   | 0          | 0   | 3     | 2   |
| TOTAL               | 123     | 100 | 22         | 100 | 145   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.88       $\chi^2$  table = 9.49

Analysis of the Table 4.2.43 presents that there is no statistically significant difference between two the preferences of the subject groups.  $\chi^2$  calculated = 6.88 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 48(39%) absolutely agree on the suggestion that at the beginning level of writing narrative or story, using strip stories or pictures for writing make their task of writing easier, and other students 58(47%) quite agree with the suggestion too. The rest of the some students 14(11%) choose the option agree. There are no students disagree but the rest of the students 3(3%) absolutely disagree. Among the instructors 10(45%) of them absolutely agree with the idea that is suggested above and some of the rest 8(36 %)quite agree, and the others 3(14%)instructors also selected the option agree .There is 1(5%) instructors disagree

with the suggestion and no instructors absolutely disagree with the idea.

The results show that the students and instructors are commonly agree on using the stript stories at the beginning levels of students in order to make their writing tasks easier.

#### 4.2.44 Distribution of the Responses Regarding the Writing the Events According to their Natural Order to make them Understandable

**TABLE 4.2.44 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is better to write the events according to their natural order so as to make them more understandable for the reader when writing a narrative or a short story.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 63      | 51  | 13         | 57  | 76    | 51  |
| Quite agree         | 33      | 26  | 10         | 43  | 43    | 29  |
| Agree               | 24      | 19  | 0          | 0   | 24    | 16  |
| Disagree            | 4       | 3   | 0          | 0   | 4     | 3   |
| Absolutely disagree | 1       | 1   | 0          | 0   | 1     | 1   |
| TOTAL               | 125     | 100 | 23         | 100 | 148   | 100 |

df = 4    p = 0.05     $\chi^2$  calculated = 7.43     $\chi^2$  table = 9.49

As it is described in the Table 4.2.44 there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 7.43 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 63(51%) absolutely agree on the suggestion that when writing a narrative or a short story, it is better to write the events according to their natural order so as to make them more understandable for the reader, and other students 33(26%) quite agree with the suggestion too. The rest of the some

students 24(19%) choose the option agree. There are also few students 4(3%) disagree and 1(1%) student absolutely disagree. Among the instructors 13(57%) of them absolutely agree with the idea that is suggested above and some of the rest 10(43%) quite agree, and none of the other instructors selected the option agree, disagree, and absolutely disagree with the idea.

The result proves that the students and instructors are mainly agree on the suggestion that when writing a narrative or a short story, it is better to write the events according to their natural order so as to make them more understandable for the reader.

#### 4.2.45 Distribution of the Responses Regarding the Ordering events not in their Natural but According to their Interesting Points of Order

**TABLE 4.2.45 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is better to order the events not in their natural but according to their interesting points of order which makes the stories more attractive.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 45      | 36  | 5          | 22  | 50    | 34  |
| Quite agree         | 35      | 28  | 10         | 43  | 45    | 30  |
| Agree               | 27      | 21  | 5          | 22  | 32    | 21  |
| Disagree            | 8       | 6   | 2          | 9   | 10    | 7   |
| Absolutely disagree | 11      | 9   | 1          | 4   | 12    | 8   |
| TOTAL               | 126     | 100 | 23         | 100 | 149   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 3.34       $\chi^2$  table = 9.49

Table 4.2.45 exhibits that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 3.34 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 45(36%) absolutely agree on the suggestion that

to make stories more attractive it is better to order the events not in their natural but according to their interesting points of order, and other students 35(28%) quite agree with the suggestion too. The rest of the some students 27(21%) choose the option agree. There are also some students 8(6%) disagree and the rest of the students 11(9%) absolutely disagree. Among the instructors 5(22%) of them absolutely agree with the idea that is suggested above and some of the rest 10(43 %) quite agree, and the others 5(22%) instructors also selected the option agree. There are 2(9%) instructors disagree with the suggestion and 1(4%) instructors absolutely disagree with the idea.

The result proves that the students and instructors are absolutely agree on the suggestion that to make stories more attractive it is better to order the events not in their natural but according to their interesting points of order.

#### 4.2.46 Distribution of the Responses Regarding the Necessity of having Special Ability of Writing down Ideas and Experienced Events

**TABLE 4.2.46 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that It is necessary to have special ability in order to write down your ideas and special events that you experienced.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 30      | 24  | 3          | 14  | 33    | 22  |
| Quite agree         | 29      | 23  | 8          | 35  | 37    | 26  |
| Agree               | 22      | 17  | 8          | 35  | 30    | 20  |
| Disagree            | 20      | 16  | 2          | 8   | 22    | 15  |
| Absolutely disagree | 26      | 20  | 2          | 8   | 28    | 17  |
| <b>TOTAL</b>        | 127     | 100 | 23         | 100 | 150   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 7.19       $\chi^2$  table = 9.49

Analysis of the Table 4.2.46 indicates that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 5.08 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 30(24%) absolutely agree on the suggestion that it is necessary to have special skill in order to write your ideas and special events that you experienced, and other students 29(23%) quite agree with the suggestion too. The rest of the some students 22(17%) choose the option agree. There are also some students 20(16%) disagree and the rest of the students 26(20%) absolutely disagree. Among the instructors 3(14%) of them absolutely agree with the idea that is suggested above and some of the rest 8(35 %)quite agree, and the others 8(35%)instructors also selected the option agree .There are 2(8%) instructors disagree with the suggestion and 2(8%)instructors absolutely disagree with the idea.

The result proves that the students and instructors are not absolutely agree on the suggestion that it is necessary to have special ability in order to write your thoughts and special events that you experienced. On the other hand , they are not disagree either so they mainly believe that writing needs special talent, person who writes well is gifted and education can help the others partly.



#### 4.2.47 Distribution of the Responses Regarding the Connection between Writing a Composition and Lack of Writing Ability

**TABLE 4.2.47 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Writing a composition needs a lot of effort so it is useless for people who lacks writing ability to spend time and effort on writing.**

|                     | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
| OPTIONS             | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 15      | 12  | 1          | 4   | 16    | 11  |
| Quite agree         | 12      | 10  | 1          | 4   | 13    | 10  |
| Agree               | 26      | 21  | 5          | 22  | 31    | 21  |
| Disagree            | 27      | 22  | 8          | 35  | 35    | 24  |
| Absolutely disagree | 43      | 35  | 8          | 35  | 51    | 34  |
| TOTAL               | 123     | 100 | 23         | 100 | 146   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 3.06       $\chi^2$  table = 9.49

Table 4.2.47 that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 3.06 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 15(12%) absolutely agree on the suggestion that writing a composition needs a lot of effort so it is useless for people who lacks to spend time and effort, and other students 12(10%) quite agree with the suggestion too. The rest of the some students 26(21%) choose the option agree. There are also some students 27(22%) disagree and the rest of the students 43(35%) absolutely disagree. Among the instructors 1(4%) of them absolutely agree with the idea that is suggested above and same amount 1(4 %) quite agree, and the others 5(22%) instructors also selected the option agree. There are 8(35%) instructors disagree with the suggestion and 8(35%) instructors absolutely disagree with the idea.

The result proves that the students and instructors are not absolutely agree on the suggestion that writing a composition needs a lot of effort so it is useless for people who are not talented to spend time and effort.

#### 4.2.48 Distribution of the Responses Regarding the Advantages of Learning how to Write a Good Composition

**TABLE 4.2.48 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Learning how to write a good composition is an important factor for a student to become successful through out his/ her study at school.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 44      | 36  | 7          | 31  | 51    | 35  |
| Quite agree         | 47      | 39  | 7          | 31  | 54    | 37  |
| Agree               | 17      | 14  | 6          | 25  | 23    | 16  |
| Disagree            | 5       | 4   | 3          | 13  | 8     | 6   |
| Absolutely disagree | 19      | 7   | 0          | 0   | 9     | 6   |
| TOTAL               | 122     | 100 | 23         | 100 | 145   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 6.82       $\chi^2$  table = 9.49

As can be observed from the Table 4.2.48 there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 6.82 value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 44(36%) absolutely agree on the suggestion that learning to write a good composition is an important factor for a student to become successful through out his/ her study at school, and other students 47(39%) quite agree with the suggestion too. The rest of the some students 17(14%) choose the option agree. There are also some students 5(4%) disagree and the rest of the

students 19(7%) absolutely disagree. Among the instructors 7(31%) of them absolutely agree with the idea that is suggested above and some of the rest 7(31 %)quite agree, and the others 6(25%)instructors also selected the option agree .There are 3(13%) instructors disagree with the suggestion and no instructors absolutely disagree with the idea.

The result proves that the students and instructors are commonly agree on the suggestion that learning how to write a good composition is an important factor for a student to become successful through out his/ her study at school.

#### 4.2.49 Distribution of the Responses Regarding the Student's Talent of Expressing Themselves with a Good composition

**TABLE 4.2.49 The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that Students' learning to talent of expressing themselves with a good composition will put them one step further than their friends.**

| OPTIONS             | STUDENT |     | INSTRUCTOR |     | TOTAL |     |
|---------------------|---------|-----|------------|-----|-------|-----|
|                     | N       | %   | N          | %   | N     | %   |
| Absolutely agree    | 52      | 42  | 8          | 35  | 60    | 41  |
| Quite agree         | 36      | 29  | 8          | 35  | 44    | 30  |
| Agree               | 25      | 21  | 5          | 21  | 30    | 20  |
| Disagree            | 5       | 4   | 2          | 9   | 7     | 5   |
| Absolutely disagree | 5       | 4   | 0          | 0   | 5     | 4   |
| <b>TOTAL</b>        | 123     | 100 | 23         | 100 | 146   | 100 |

df = 4      p = 0.05       $\chi^2$  calculated = 2.28       $\chi^2$  table = 9.49

An analysis of the findings presented in the Table 4.2.49 proves that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 2.28

value was found lower than  $\chi^2$  table = 9.49 value. Some of the students 52(42%) absolutely agree on the suggestion that students' learning to talent of expressing themselves with a good composition will put them one step further than their friends, and other students 36(29%) quite agree with the suggestion too. The rest of the some students 25(21%) choose the option agree. There are also some students 5(4%) disagree and the rest of the students 5(4%) absolutely disagree. Among the instructors 8(35%) of them absolutely agree with the idea that is suggested above and some of the rest 8(35%) quite agree, and the others 5(21%) instructors also selected the option agree. There are 2(9%) instructors disagree with the suggestion and no instructors absolutely disagree with the idea.

The result indicates that the students and instructors are absolutely agree on the suggestion that students' learning to talent of expressing themselves with a good composition will put them one step further than their friends.

#### 4.2.50 Distribution of the Responses Regarding the Reasons of Learning Writing Skills

**TABLE 4.2.50** The Frequencies and percentages of the Students and Instructors, who dis/agree with the statement implying that A person will always need a skill of writing for many different reasons including curriculum vitae.

|                     | STUDENT    |            | INSTRUCTOR |            | TOTAL      |            |
|---------------------|------------|------------|------------|------------|------------|------------|
| OPTIONS             | N          | %          | N          | %          | N          | %          |
| Absolutely agree    | 66         | 53         | 16         | 70         | 82         | 56         |
| Quite agree         | 38         | 31         | 6          | 26         | 44         | 30         |
| Agree               | 13         | 10         | 1          | 4          | 14         | 10         |
| Disagree            | 2          | 2          | 0          | 0          | 2          | 1          |
| Absolutely disagree | 4          | 4          | 0          | 0          | 4          | 3          |
| <b>TOTAL</b>        | <b>123</b> | <b>100</b> | <b>23</b>  | <b>100</b> | <b>146</b> | <b>100</b> |

df = 4    p = 0.05     $\chi^2$  calculated = 2.93     $\chi^2$  table = 9.49

The observation of the table displays that there is no statistically significant difference between two subject groups.  $\chi^2$  calculated = 2.93 value was found lower than  $\chi^2$  table = 9.49 value. Most of the students 66(53%) absolutely agree on the suggestion that a person will always need a of skill writing for many different reasons including curriculum vitae, and other students 38(31%) quite agree with the suggestion too. The rest of the some students 13(10%) choose the option agree. There are also few students 2(2%) disagree and the rest of the students 4(4%) absolutely disagree. Among the instructors 16(70%) of them absolutely agree with the idea that is suggested above and some of the rest 6(26 %)quite agree, and 1(4%)instructor also selected the option agree .There are no instructors disagree and absolutely disagree with the suggestion.

The result proves that the students and instructors are absolutely agree on the suggestion that a person will always need a skill of writing for many different reasons including curriculum vitae.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Presentation**

The contents of this chapter provides a brief summary of the study conclusions and recommendations. The findings of the study will be evaluated in terms of the acceptance or rejection of the hypotheses formulated.

#### **5.1 Summary**

As previously stated in chapter I. The aim of this study is to analyse the opinions of the instructors and students towards the problems related with writing activities in writing classes at Foreign Languages of Department of Gaziantep University.

As it has been emphasised throughout the study writing is one of the problematic areas at the Foreign Languages Department. It is not easy to convince students to write during the writing sessions. In order to find the reasons behind this a questionnaire has been prepared to be given to instructors and students of the department.

The questionnaire consists of two sections. The first section, which consists of fifteen questions, is administrated to find out the condition of writing classes and instructions that are assumed to be given in a traditional way at Foreign Languages Department. The second section, which consists of fifty suggestions, is conducted to find out how to form an ideal way of giving writing instruction at Foreign Languages Department of Gaziantep University.

The tools used in collecting and analysing data in this study were assumed to be valid and reliable. It was admitted that the samples would represent the population concerning general, and the respondents would be sincere and objective in their agreement or disagreement with the questions and statements of the questionnaire which is proven to be valid by the reliability and validity test.

The SPSS 9.01 Statistic computer program was used to be able to gather the results to interpret the findings and make generalizations.

Each of the hypotheses and items were computed and the findings were presented in tables and then were described one by one.

## **5.2 Conclusions**

In order to have a responsive future strategy, the nature of the problems related to Writing Activities must be known.

Thus, this study is designed to identify and analyse the opinions of students and instructors towards the problems related with writing activities in writing classes at the Department of Foreign Languages.

### **5.2.1 Conclusions of fifteen questions, depending on the results of the study regarding the state of the writing classes, at Foreign Languages Department of Gaziantep University:**

Contrary to expectation, according to the results gathered from data analysis there is a statistically significant difference between two groups regarding the question

which has been asked whether the students assigned prewriting activities. Therefore, hypothesis is rejected by chi square test.

Although the instructors state that they assign prewriting activities more than half of the students indicates that they are not being asked to do prewriting activities. May be our instructors think that students at the university level too mature or advanced for prewriting activities or it is unnecessary, just like teachers of Nigerian Universities think of (Adegbija, 1991). As a result students opinions and instructors opinion about this activity differ from each other. Such as while teachers say that they assign prewriting activities students say mainly the opposite.

According to the results gathered from data analysis there is statistically significant difference between two groups regarding to the question which has been asked whether the students assigned freewriting activities. Therefore, hypothesis is rejected by chi square test. Almost half of the instructors point out that they assign freewriting activities while more than half of the students state the opposite. As a result students opinions and instructors opinions about this activity also differ from each other. This result indicates that whether the teachers are not giving importance to these type of activities or the students are not aware that they are involving in these activities before starting to write.

As it can be seen from the results that there is statistically significant difference between informants about the question whether the debates are set up about the subject topic before writing. Therefore, hypothesis is rejected by chi square test. Majority of the students point out that they do not have debates. However, instructors a large number of them say that students have a debate that is related to the subject topic they are about to write. The result proves that the students at Foreign Languages Department have no argument, discussion or debates according to students that are related to their subject topic. On the other hand, their teachers just say the opposite.

The result gathered from the data analysis shows that there is statistically significant difference between informants regarding to the question that whether the students are



assigned reading passages about the subject topic before writing process. Therefore, hypothesis is rejected by chi square test. Almost half of the students say that they read about the subject that they are going to write, whereas at the same amount of the students just said the opposite. Instructors also could not agree with each other at this point. While less than half of the instructors saying that they assign their students to read the others the same number of instructors say they do not ask.

To sum up instructors and students answers to this question is also questionable.

As it can be seen from the result there is no statistically significant difference between informants according to the answers of the question that requires whether the reading passages summarized and discussed in writing classes. Therefore, hypothesis is supported by chi square test.

Majority of the students say that they do not use summarization method. Instructors also a large number of them say that they do not make their students to write summaries of the passages. Although the importance of summarization is known the findings prove that the activity of summarization and discussion about related passages very rarely or never done at Foreign Languages Department.

According to the result there is statistically significant difference between informants concerning with the question that requires whether pictures, cartoons, strip stories are used in the writing classes. Therefore, hypothesis is rejected by chi square test. Majority of students indicate that their teachers do not use pictures, cartoons or strip stories while some instructors say they use. Briefly this result shows that most of the time these materials are not used in the writing classes.

As it can be observed from the result there is no statistically significant difference between informants concerning with the question that requires whether students have the opportunity of watching videos that are related to their subject they are about to write. Therefore, hypothesis is rejected by chi square test. Majority of the students say that they do not have the opportunity and instructors also a large number

of them say the students do not have the opportunity of watching videos that are related to the subject they are about to write. The result proves that the students at Foreign Languages Department have very rare opportunity of watching video films that are related to their subject.

Since there is no statistically significant difference between informants concerning with the question that requires whether the students have the opportunity of using tape-recorder and cassettes that are related to their subject they are about to write, hypothesis is not rejected by chi square test. This means that most of the students and instructors do not think they have a chance of listening tape and records that are related to their subject. Findings indicate that the students at Foreign Languages Department have some opportunity of listening tape-recorders and cassettes but that are usually not related to their subject.

The findings show that there is statistically significant difference between informants regarding with the question whether the teachers benefit from any other materials other than writing books, so hypothesis is rejected by chi square test. Of the respondents some instructors seem to be using extra materials except writing books that are provided by materials developers group at the department . On the other hand , a large number of the students do not agree that their teachers use extra materials other than writing books at Foreign Languages Department. As a result students opinions and instructors opinion about the usage of materials differ from each other.

As it can be indicated from the findings there is no statistically significant difference between informants regarding the question that whether the students are asked to talk about the subject to you or their classmates, hypothesis is not rejected by chi square test. Most of the respondents believe that the students do not have the opportunity to talk about their subjects that they are going to write. Therefore, the result proves that the students at Foreign Languages Department have very little opportunity of talking that are related to their subject before starting to write. The answers of the respondents mainly agree with each others.

Since teachers seem to be following traditional approach, at Foreign Languages Department it is expected that they will be teaching important points of the grammar. Contrary to expectations there is statistically significant difference between informants regarding the question whether the important grammatical points related to the subject are explained to the students related to the subject during editing. Thus, hypothesis is rejected by chi square test. A large number of instructors believe that they explain important points of the grammar. None of them said they never explain important points of grammar. More than half of the students also point that their teachers teach the important parts of the grammar at Foreign Languages Department. As a result students opinions and instructors opinion about the teaching grammar differ from each other at some points but not completely.

As it can be indicated from the findings there is statistically significant difference between informants regarding the question whether the students are asked to translate from Turkish into English during writing. Thus, hypothesis is rejected by chi square test. Instructors respond negatively that they are not asking their students to translate from Turkish to English at the department. Most of the students also respond negatively that their teachers do not use translation method during writing hours, but, still there is differences between the percentages of the responds of the instructors and students, so their opinions about the usage of translation during writing differ from each other at some points.

Students always claim that there is not a parallelism between writing lessons and writing exams. As it can be indicated from the result there is statistically significant difference between informants regarding the question whether there is a parallelism between writing lessons and writing exams. Thus, hypothesis is rejected by chi square test. While most of the respondents of instructors say that there is parallelism between writing lessons and examinations that are given at the department and more than half of the students say that there is parallelism, the others say that there is not a parallelism between writing lessons and examinations at Foreign Languages Department. The

findings not give proper result about the situation at this point to briefly, students opinions and instructors opinion about the parallelism between writing lessons and examinations differ at some respect from each other.

The followers of traditional approach always give importance to form of the composition while writing and grading. The aim of this hypothesis to find out that instructors of Foreign Languages Department use the traditional way of grading system. This thesis was mainly proven since there is no statistically significant difference between informants regarding the question whether the emphasize is given to grammatical points and punctuation when the exams are being marked. Thus, hypothesis is not rejected by chi square test. More than half of the students say that their teachers give importance to grammar and punctuation when they are evaluating the results of the exam papers, Instructors also most of them say they give importance to grammar and punctuation while they are evaluating their students papers after the examination. Lastly, The students' exam papers mainly evaluated through form more than content at Foreign Languages Department.

As it can be concluded from the result that there is no statistically significant difference between informants regarding the question since the engineering students' percentage is higher in the department of foreign languages whether the students are trained according to their related studies during writing. Thus, hypothesis is rejected by chi square test. Nearly all of the students say that their teachers do not train them according to their academical purposes during writing lessons. Instructors also most of them say that they do not train their students according to their academical purposes during the writing lessons . Shortly, it is clear that the students at Foreign Languages Department are not being trained for their related studies or academical purposes.

Conclusions of the first section, which was prepared to find out condition of teaching writing, give the idea that students and instructors ideas mainly different from each other. It can be observed through out the study that students expectations are higher. They expect everything from the teaching staff who are actually willing to do as

much as they can. But it is not possible to apply every possible activities because of shortage of time. Therefore, the differences of the opinions could be explained this way. Although teachers want to apply these type of activities and they do know the importance of them they cannot do it for several reasons. Such as; shortage of time, material, lack of willingness of students etc.

#### **5.2.2 Conclusions of fifty suggestions, regarding the opinions about ideal writing lessons at Foreign Languages Department of Gaziantep University:**

According to the result gathered from the data analysis, no statistically significant difference has been found between the opinions of the instructors and students regarding the statement that before starting freewriting activities, topics related to the subject should be prepared to be discussed, this helps students to concentrate on the subject that they are about to write. Therefore, the hypothesis is supported by chi square test. Most of the students absolutely agree that they should have questioning and discussion before starting to write and. Also most of the instructors absolutely agree with the idea that is suggested above None of the instructors disagree or absolutely disagree with the idea of having questioning and discussion before starting to write any type of writing. The result proves that the students and instructors know the importance of preparing questions that are related to the subject and having discussion about them at Foreign Languages Department.

Since there is no statistically significant difference between the opinions of instructors and students hypothesis is supported by chi square test. Most of the students absolutely agree that their teachers should use these types of materials to help them to organize their ideas or thoughts before starting to write. Instructors quite a large number of them absolutely agree with the idea that is suggested above. The result proves that the students and instructors believe that using materials that are related to the subject help them to organize their thoughts better in the classroom during writing lessons at Foreign Languages Department.

No statistically significant difference has been found between the opinions of instructors and students, therefore hypothesis is supported by the result of chi square test . Most of the students absolutely agree that their teachers should use these types of authentic materials to attract their attention about the subject before starting to write Majority of instructors absolutely agree with the idea that is suggested above. None of the instructors disagree with the suggestion and absolutely disagree with the idea of using authentic materials, pictures etc .before starting to write any type of writing . To sum up students and instructors believe that using authentic materials Attract students attention during writing lessons at Foreign Languages Department.

The purpose of this item is to determine the opinions of the respondents about the idea of watching video films that are related to the topic is a useful activity before starting to write. This is the idea also supported by Goffman and Berkowitz(1990). There is no statistically significant difference between informants so hypothesis is supported by the result of chi square test. Most of the students and a large amount of instructors absolutely agree on the suggestion that watching video films about the subject which is going to be written is a useful activity before starting to write. The result of the findings proves that the students and instructors believe that watching videos, that are related to the subject which is going to be written, is a useful activity for students of Foreign Languages Department.

Listening is a useful activity not only for aural reasons but also for the other purposes such as reading and writing activities Kayışoğlu (2000) also found out in her study that listening is a good activity while reading. Dressel's (1990) study proves the effect of listening on writing text of the children. The result which is supported by chi square test shows that instructors and students believe the importance of related listening. Therefore, there is no statistically significant difference between the respondents. Some of the students and quite amount of instructors absolutely agree that is necessary to give information about the subject that they are going to write by using tape recorders. The result indicates that the students and instructors know the



importance of using tape recorders to acknowledge student about the subject topic, which is necessary for them to be successful in writing classes for students of Foreign Languages Department.

Stover(1988:62) clearly put her idea about freewriting “it is the cream of prewriting-it does not allow you not to start.” The idea was supported by the respondents of this study also. The importance of freewriting which prevents “writers block”, emphasised one more time. As it can be observed from the result there is no statistically significant difference between students and instructors and hypothesis is supported by chi square test. Some of the students absolutely agree that is necessary to direct students in freewriting activities, which is about the subject that they are going to write or it can be something about different topics and a quite amount of instructors absolutely agree with the idea that is suggested above. The result indicates that the students and instructors know the importance of freewriting which is really necessary to be successful in writing classes for students of Foreign Languages Department.

“An emphasis on a process approach to writing instruction often disregards the importance of written form”(Reppen,1995:32). Therefore, students should concentrate on the content in the beginning. The result proves that the hypothesis is supported by chi square test since there is no statistically significant difference between informants Some of the students and quite amount of instructors absolutely agree that it is necessary to concentrate on content without thinking about grammar during prewriting activities. To sum up, the students and instructors believe the importance of concentrating on content during prewriting while some of them still cannot give up the form and grammar even from the beginning of the writing first draft.

Effects of reading on writing has been proven by many researchers and many author of the writing books (Goffman and Berkowitz,1990; Daniels and Goldstein and Hayes,1989; Kirsznar and Mandell,1989) always gave suggested sample reading passages for their readers. This idea was supported by respondents of the statement that before writing the first draft, it is useful to assign reading passages related

to the topic to be written about. Also by chi square test. There is no statistically significant difference between two the groups. Some of the students and majority of instructors absolutely agree that it is useful for students to read articles that are related to the topic to be written about. The result indicates that the students and instructors believe the importance and effect of related reading on students writing.

Berkowitz and Goffman(1990) suggest that it is good for the students to have a discussion about the assigned reading passages. Through this way students can concentrate to the topic and they will have something more to write about. It can be observed from the result there is no statistically significant difference between informants thus the hypothesis was supported by chi square. Some of the students absolutely agree that before writing the first draft, assigned reading passages should be discussed, this helps students to concentrate to the topic that they will write about. A large amount of instructors also absolutely agree with the idea that is suggested above. There are no instructors disagree with the suggestion and absolutely disagree with the idea of the students having discussions about the articles that the students read before is necessary for them to concentrate on the subject. As a result the students and instructors believe the importance of having discussions about the articles that the students had read before is very helpful for them to concentrate on the subject that they are going to write.

Summarization is an important step for writing and reading .”Summarising a passage includes both comprehension of a given passage and production of a short version of the already existing text”(Aksoy,1999:41) . The hypothesis was supported by chi square test. There is no statistically significant difference between the opinions of two groups. Some of the students and instructors absolutely agree that writing summaries of the articles without adding their own interpretation is one of the useful prewriting activities. From the findings it can be concluded that the students and instructors not very considerably agree on the importance of summarization during prewriting.

There is statistically significant difference between informants. Therefore, the hypothesis was rejected by chi square test. Some of the students and instructors



absolutely agree that it is necessary for students to prepare vocabulary lists while reading articles about the subject that they are going to write. It can be found out from the result that instructors are not agree on the importance of preparing vocabulary lists while reading the assigned reading passages before starting to write. However, students are mainly believe the importance of it.

Having discussion can be considered one of the good brainstorming activities the result shows tat the respondents of the statement also believe importance of it. Findings show that there is no statistically significant difference between the opinions of instructors and students. Almost half of the students and little more than half of the instructors absolutely agree that it is good for students to have a talk and discussion about the subject they are planning to write. As a result of findings indicates that the students and instructors considerably agree on the importance of discussion before writing.

Berkowitz(1990) states that “While writing the first draft, if you do not know the word , you may leave a blank space or write it in your native language.” The respondents of this study also agree with the idea since the hypothesis is supported by chi square test and there is no statistically significant difference between the ideas of two groups. Some of the students and instructors absolutely agree that in order to prevent intervals teachers should remind the students that during the first draft writing if the students came across with an unknown word they should leave a gap for it and fill in the blank when they remember it leaving empty spaces for unknown vocabulary items while writing the first draft will not interrupt their fluency of ideas and they will work on the content instead of trying to remember vocabulary items that can be written easily afterwards.

The result proves that the students and instructors considerably agree on the necessity of leaving blanks or writing in their native tongue for unknown words. They are aware of the fact that if they do not leave the blanks and think about the appropriate vocabulary they will probably forget about the content that they are going to write.

Observation of findings show that there is no statistically significant difference between the ideas of the respondents. The hypothesis is supported by chi square test. Some students and instructors absolutely agree that after writing the first draft and peer correction it will be better for students if their teachers do a quick revision on necessary words related with the subjects like adjectives etc. As a result the students and instructors commonly agree on the importance of having a quick revision on the necessary words.

There is no statistically significant difference between two groups. the hypothesis is supported by chi square test. At same amount of the students and instructors absolutely agree that finding the title and thinking it separately from the main idea is an important step before starting to write, and most of the respondents only agree about the idea suggested above. The result indicates that although the students and instructors mainly agree on the importance of finding the title and thinking it separately from the main idea is an important step before starting to write some of them are still not very sure how important it is to find title and think separately from the main idea.

The idea of sharing and taking responsibility of correcting each others first drafts can make students more confident. Seeing that everybody can make a mistake they leave their worries behind. The respondents show the same feeling regarding to the statement and it was supported by chi square test. There is no statistically significant difference between the respondents. Almost half of the students and instructors absolutely agree that it is better for students to read their first drafts to each other in order to find out missing points of the drafts. The result shows that the students and instructors considerably agree on the importance of students' reading their first drafts to each other in order to find out missing points of the drafts.

Goffman (1990) suggest that in order to find out the logical relationships between the paragraphs jumble the paragraphs while reading or writing. The amount of the respondents also similar about the suggestion which was directed to the students and

instructors and there is no statistically significant difference has been found between two groups. Thus, the hypothesis was supported by chi square test. Some of the students and the instructors absolutely agree on the suggestion of intermingling the paragraphs or reading them backwards is necessary in order to understand if there is logical relationships between them. Briefly, the students and instructors considerably agree on the importance of putting the paragraphs into the correct order so as to understand logical relationships between the written paragraphs.

Findings indicate that there is no statistically significant difference between informants. The hypothesis was supported by chi square test. More than half of the students and most of the instructors absolutely agree during the edition of the last draft, exercises on grammar helps students to find out their missing points and to clear out their mistakes. The result proves that the students and instructors mainly agree on the importance of working on related grammar exercises while editing the last draft.

Mistakes can be problematical especially when they effect the meaning of the written text. Main reason for that is the students' interference of the mother tongue. In order to prevent these mistakes the list of them can be given to the students. The suggestion of supplying a list of mistakes which the students often make because of being under the influence of their mother tongue prevents the repetition of these mistakes was rejected by chi square test. There is statistically significant difference between informants. While majority of the students absolutely agree on the suggestion of teachers making the list of mistakes, the instructors did not believe the importance of supplying the list of mistakes. Thus, it can be concluded instructors do not think the way as the students do and the instructors are not considerably agree on the importance of the idea.

Necessity of homework is emphasised one more time by the responds of instructors and students, there is no statistically significant difference between informants. Therefore, the hypothesis was supported by chi square test. Some of the students absolutely agree on the suggestion of giving homework and other students quite agree with the suggestion too. The instructors also absolutely agree with the idea

that is suggested above and there are no instructors disagree with the suggestion and absolutely disagree with the idea of giving writing homework. The result proves that the students and instructors mainly believe that it is necessary to give homework in order to improve students' writing.

The idea of when the home works are handed in, the first draft of the essays should also be given to the teachers in order to evaluate the stages that the students get through during their writing process is suggested by the researchers of the process approach since they give importance of the stages that the students go through during the writing not the final draft or the end product. Therefore, it is better for the students to hand in all the drafts that they had written with the final draft. Vanett and Jurich(1990) even went through the experiment with their students. They write essays with the students to see what kind of feelings they are having during the writing. This experimental study proves the importance of the stages that the students go through. Respondents of this study also supported the idea as it can be concluded from the findings there is no statistically significant difference between two groups. Thus hypothesis was supported by chi square test regarding to the statement above. Most of the students and instructors agree on the suggestion of teachers collecting all the drafts that are written from beginning till the end in order to see and evaluate the stages they have gone through and other students agree with the suggestion too. The result indicates that the students and instructors considerably agree on the suggestion that teachers should collect all the drafts that are written by students from beginning till the end in order to see and measure the development of the stages they have gone through.

The idea of, in order to give feedback to the students it is necessary for the teachers to return the given homework on time this idea was supported by a large number of respondents. Thus as it can be concluded from the result that there is no statistically significant difference between informants The hypothesis of the statement was supported by chi square test. The result proves that the majority of students and instructors agree on the importance of evaluating and returning homework to the students on time.

There is no statistically significant difference between informants regarding to the suggestion of classroom activities including prewriting exercises should be assigned to the students before they are assigned homework. The hypothesis was supported by chi square test. More than half of the students and almost half of the instructors absolutely approve the idea. There are very few students disagree and no instructors disagree with the suggestion. The result proves that the students and instructors approve the suggestion directed to them.

The importance of using different materials are known by many teachers in order to motivate their students and give example of different ideas teachers should use some other materials in addition to the writing books in the writing lessons. As it can be deducted from the result there is no statistically significant difference between informants The hypothesis was supported by chi square test. Most of the students absolutely agree on the suggestion of in order to improve students ability of writing, teachers should use some other materials in addition to the writing books in the writing lessons. Instructors also almost at the same amount approve the suggestion There are no instructors disagree with the idea. Briefly, the students and instructors believe in the importance of teachers' using some other materials in addition to writing books in order to improve students ability of writing and motivate them.

The result indicates that there is no statistically significant difference between informants The hypothesis was supported by chi square test. Most of the students absolutely agree on the suggestion that teachers should apply different methods in order to improve writing skills of their students and other students quite agree with the suggestion too. Most of the instructors also absolutely agree with the idea that is suggested above and there are no instructors disagree with the suggestion and absolutely disagree with the idea that teachers should apply different methods in order to improve ability of writing skills of their students and other students. The result proves that the students and instructors believe in the importance of teachers' applying different methods to the students in order to improve their writing skills.

Selected reading has great deal of effect on writing they are closely interrelated with each other and many writers suggest selected reading passages (Daniels, Goldstein, Hayes, 1989 ; Goffman, Berkowitz, 1990; Kirsznar, Mandell, 1989) Respondents also approve the idea. There is no statistically significant difference between the respondents. The hypothesis was supported by chi square test. More than half of the students absolutely agree on the suggestion that students can improve their vocabulary knowledge and improve the skill of writing by reading the articles that are related to their subject they are about to write, and the instructors also absolutely agree with the idea that is suggested above. The result proves that the students and instructors mainly agree on the importance of improving the students' vocabulary knowledge and the ability of writing by reading the articles that are related to their subject.

Importance of parallelism between the classroom instruction and examination is pointed out with the statement that to give writing exams including topics that are parallel to the writing studies or activities done in the classroom increases the motivation of the students. There is no statistically significant difference between informants. The hypothesis was supported by chi square test Most of the students absolutely agree on that to motivate the students it is necessary to give writing exams and topics that are parallel to the writing studies or activities done in the classroom.

The instructors absolutely agree with the idea that is suggested above also. There are no instructors disagree with the suggestion and absolutely disagree with the suggestion of giving writing exams parallel to the classroom studies in order to motivate students in classrooms. The result proves that the students and instructors considerably agree on the importance of creating parallelism between the classroom writing studies and examinations.

Most people believe that people who have good writing ability are gifted they were born with that ability. The hypothesis regarding to the statement that the ability of good writing can be gained by education was rejected by chi square test since there is



statistically significant difference between two groups. Some of the students absolutely agree on the suggestion that the ability of good writing can be gained by education and other students quite agree with the suggestion too. The instructors less than half absolutely agree with the idea that is suggested above. So differences of percentages prove that students believe that the ability of good writing can be gained by education while instructors do not mainly believe in the idea.

The result proves that this is an old fashion belief and the hypothesis regarding to this statement was rejected by chi square test. As it can be observed from the result there is no statistically significant difference between the informants. Less than half of the students absolutely agree on the suggestion of sending letters, which is more effective, instead of telephoning the people when they need communication, and very few instructors absolutely agree with the suggested idea. Shortly, instructors do not believe the importance of writing letters just as students although the students percentage is higher when it comes to letter writing they do not considerably believe the importance of it.

It is a known fact that putting emphasis on the grammatical points, rules, punctuation etc. may lead the students to pay attention to the form. There is statistically significant difference between the informants. The hypothesis regarding to this statement was rejected by chi square test. Less than half of the students absolutely agree on the suggestion of giving importance to rules or form- grammar, punctuation, etc.- of the writing examinations leads the students the way of giving only emphasis on the form, and some other students quite agree with the suggestion too. However, the instructors more than half of them absolutely agree with the idea that is suggested above and the rest quite agree, and no instructor selected the option agree, disagree and absolutely disagree with the suggested idea. The result proves that mainly the students and instructors opinions are not quite fit with each other on the idea of giving importance to rules or form- grammar, punctuation, etc.- of the writing examinations leads the students the way of giving only emphasis on the form.

In traditional way of teaching instruction the students are expected to form perfect grammatical sentences which makes the students spend a lot of time on form but not on the content. As it can be deduced from the result that there is statistically significant difference between informants. The hypothesis regarding to this statement was rejected by chi square test. Differences of percentages prove that students and instructors do not think the same way. As a result mainly the students and instructors opinions are not quite fit with each other on the idea students believe that if they try to form grammatical sentences they will not have enough time to think about the content especially during the examinations but teachers do not think the way as the students do.

Since it is easy to evaluate most teachers prefer their students to write grammatically correct sentences. As it can be concluded from the result there is no statistically significant difference between informants the hypothesis regarding to this statement was supported by chi square test. Some students absolutely agree on the suggestion that teachers should encourage the students to write short and grammatically correct sentences in the examinations, and the instructors also absolutely agree with the suggested idea and some of the rest quite agree, there are very few instructors disagree with the suggestion and no instructors absolutely disagree with the idea that they should encourage their students to write short grammatical sentences. Briefly, the findings of the result proves that the students and instructors are mainly agree on the suggestion that teachers should encourage the students to write short and grammatically correct sentences in the examinations.

The study of Kobayashi and Rinnert(1992) finds out the effect of translation on second language learner of lower proficiency students. According to these researchers the writing of the students improved particularly in content and style. Toker(1999) also finds in her study that majority of the respondents put the emphasis on the translation at Foreign Languages Department of Gaziantep University. Urgese(1989) also thinks that translation is an effective technique while learning and teaching a foreign language. Respondents of this study also have positive feeling toward the idea of using translation



in writing classes. There is no statistically significant difference between informants. The hypothesis regarding to this statement was supported by chi square test. Some of the students absolutely agree on the idea that translation from Turkish into English improve their composition writing skill. The instructors mainly agree with the idea that is suggested above.

The result of the findings indicates that the students and instructors are considerably agree on the suggestion that in order to improve students writing skills they need translation from Turkish into English.

There is no statistically significant difference between informants so it can be concluded that The hypothesis regarding to the statement translating from Turkish to English or from English to Turkish is an appropriate activity for widening vocabulary and doing brain gym. was supported by chi square test. More than half of the students absolutely agree on the suggestion which is directed to them. Among the instructors less than half of them absolutely agree with the idea and some of the rest quite agree, and the others also selected the option agree. Briefly, the result of the findings indicates that the students and instructors are considerably agree on the suggestion that translation is useful for several good reasons.

There is no statistically significant difference between informants The hypothesis regarding to the statement was supported by chi square test. Some of the students absolutely agree on the suggestion participation to composition writing activities in the classroom improves the ability of writing. The instructors at the same amount absolutely agree with the suggested idea and no instructors selected the option agree, disagree, and bsolutely disagree with the idea.

To sum up the result proves that the students and instructors considerably believe the necessity of attending composition writing activities in the classroom, which improves the ability of writing.

Respondents of the statement which implies that keeping a diary and writing very often is an important factor of improving writing ability supported the idea by their

responds. As it can be deduced from the table that there is no statistically significant difference between informants the hypothesis regarding to this statement was supported by chi square test. Most of the students absolutely agree on the suggestion . Among the instructors more than half of them absolutely agree with the idea .There are no instructors disagree and absolutely disagree with the idea of having a diary and writing on very often is an important factor of improving writing skill. The result proves that the students and instructors believe on the importance of students' having diary and writing on it improves their ability of writing.

As it can be observed from the result there is no statistically significant difference between informants the hypothesis regarding to this statement was supported by chi square test. Some of the students absolutely agree on the suggestion of doing the given homework completely, improve the students' success of writing composition, and other students quite agree with the suggestion too. Among the instructors quite a large number of them absolutely agree with the suggested idea. There are no instructors disagree and absolutely disagree with the idea. As a result the students and instructors are mainly agree on the suggestion of doing the given homework completely, improve the students' success of writing composition.

Usage of dictionary during the writing examination is useful considerably supported by the students this idea is also supported by the instructors. Thus there is no statistically significant difference has been found between informants and hypothesis regarding to this statement was supported by chi square test. Briefly, according to the finding of the result the students and instructors mainly believe that students can use dictionaries in the writing examination, which is very useful for them.

As it can be observed from the result of the findings there is no statistically significant difference between informants. The hypothesis regarding to this statement was supported by chi square test Most of the respondents do not believe that using dictionary effects the fluency of the students in a negative way. As a result the idea of if students use dictionary during the examination they cannot be fluent in writing is not

supported by the both side of the respondents.

According to the result of findings there is no statistically significant difference between informants. The hypothesis regarding to the statement was supported by chi square test. Some of the students absolutely agree on the suggestion of writing the summary of a book or a short story can be considered as a good writing activity. Among the instructors some of them absolutely agree with the idea that is suggested above. The result proves that most of the students and instructors are not absolutely agree on the suggestion.

There is statistically significant difference between informants. The hypothesis regarding to this statement was supported by chi square test. More than half of the students absolutely agree on the suggestion that it is necessary to have a good command of English in order to write a summary of an article. However, among the instructors only little more than quarter of them absolutely agree with the idea that is suggested above. As a result students have different opinions than instructors regarding to the statement. While the students believe it is necessary to have a good command of English in order to write a summary of an article instructors do not think the same way.

As it can be deduced from the findings there is no statistically significant difference between informants. The hypothesis regarding to this statement was supported by chi square test. Some of the students absolutely agree on the suggestion that there is a clear difference between writing a summary and anecdote, and other students quite agree with the suggestion too. Among the instructors some of them absolutely agree with the idea that is suggested above and some of the rest quite agree, and other instructors also selected the option agree. There is no instructor disagree with the suggestion but one instructor absolutely disagree with the idea.

The result proves that the students and instructors are mostly agree on the suggestion that there is a clear difference between writing a summary and anecdote.

Regarding to the statement at the beginning level of writing narrative or story, using strip stories or pictures for writing make students task of writing easier.

There is no statistically significant difference between informants. The hypothesis regarding to this statement was supported by chi square test. Most of the respondents share the same view with their responds. Therefore, the results show that the students and instructors are commonly agree on using stript stories or pictures at the beginning level of writing narrative or story, may ease the task of writing process.

It is better to write the events according to their natural order so as to make them more understandable for the reader when writing a narrative or a short story. This is the statement that was directed to the respondents. It can be concluded from the result there is no statistically significant difference between informants. The hypothesis regarding to this statement was supported by chi square test. At the same amount of instructors and students supported the idea and a result of the conclusion proves that the students and instructors are mainly agree on the suggestion that when writing a narrative or a short story, it is better to write the events according to their natural order so as to make them more understandable for the reader.

It is better to order the events not in their natural but according to their interesting points of order which makes the stories more attractive. The hypothesis regarding to this statement was supported by chi square test. There is no statistically significant difference between informants. As a result of this it can be concluded that the students and instructors are not absolutely agree on the suggestion that to make stories more attractive it is better to order the events not in their natural but according to their interesting points of order.

It is necessary to have special ability in order to write down your ideas and special events that you experienced..The hypothesis regarding to this statement was supported by chi square test. There is no statistically significant difference has been found between informants .The result proves that the students and instructors are not absolutely agree on the suggestion that it is necessary to have special ability in order to write your thoughts and special events that you experienced. On the other hand , they are not disagree either so they mainly believe that writing needs special ability, person who

writes well is gifted and education can help the others partly.

Writing a composition needs a lot of effort so it is useless for people who lacks writing ability to spend time and effort on writing. The hypothesis regarding to this statement was supported by chi square test. There is no statistically significant difference has been found between informants. The hypothesis regarding to this statement was supported by chi square test. Almost same amount of the respondents gave similar responds to the statement which was directed to them. As a result the students and instructors are not absolutely agree on the suggestion that writing a composition needs a lot of effort so it is useless for people who lacks writing ability to spend time and effort on writing.

Learning how to write a good composition is an important factor for a student to become successful through out his/ her study at school. The hypothesis regarding to this statement was supported by chi square test. As it can be deducted from the findings there is no statistically significant difference between informants. Some of the students absolutely agree on the suggestion. Among the instructors also some of them absolutely agree with the suggested idea. As a result the students and instructors are commonly agree on the suggestion that learning how to write a good composition is an important factor for a student to become successful through out his/ her study at school.

Students' learning to ability of expressing themselves with a good composition will put them one step further than their friends. The hypothesis regarding to this statement was supported by chi square test and there is no statistically significant difference between informants. Most of the respondents usually gave the responds at the same amount. The result indicates that the students and instructors are considerably agree on the suggestion that students' learning to ability of expressing themselves with a good composition will put them one step further than their friends.

A person will always need a skill of writing for many different reasons including curriculum vitae. The hypothesis regarding to this statement was supported by

chi square test. It can be concluded from the result of the findings there is no statistically significant difference between informants. Most of the students and instructors absolutely agree on the suggestion. There are no instructors who disagree and absolutely disagree with the suggestion. To sum up the students and instructors believe the importance of the idea that person will always need a skill of writing for many different reasons including curriculum vitae.

### **5.3 Recommendations**

In the light of the findings, the following recommendations could help in the improvements of the effectiveness of the teaching writing skills at Foreign Languages Department of Gaziantep University.

- 1- First of all prewriting activities should be done carefully in the classrooms .
- 2-Students should be given enough time to concentrate on the prewriting activities.
- 3- Teachers should use cassette player and video recorders to activate their students subject topics in writing classes.
- 4- Students should be assigned to read and summarise related passages about the subject topic.
- 5-Student should be taught peer correction.
- 6- There should be discussion about the subject topic before writing.
- 7-Teachers should use authentic materials in addition to writing books.
- 8-Homework should be given and returned to the students as soon as possible.
- 9- There should be parallelism between writing examinations and the classroom studies.
- 10-Students should be able to use dictionaries during the examinations.
- 11- Writing classes should include translation sessions.
- 12- At the beginning level students should be encouraged to write short and grammatical sentences.
- 13-Students should be trained according to their academical purposes during writing classes.

#### **5.4 Recommendations for Future Research**

Since writing classes are considerably important for students at Foreign Languages Department of Gaziantep University various forms of future researches can be conducted to clarify how effective is the process approach to writing instruction. In order to find out effect of prewriting activities on students success, number of studies can be conducted among the different level of students. Moreover, by analysing the students' performance during writing classes of process approach and traditional way of teaching writing, most proper writing instruction for the need of the students of Foreign Languages can be find out.





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## **APPENDICES**

### **Turkish and English Versions of Questionnaires**



## SEVGİLİ ÖĞRENCİLER;

**Bu anket Yabancı Diller Bölümün’de İngilizce yazım dersinde yapılan çalışmalara ilişkin düşünce ve tutumlarınızı belirleyebilmek amacı ile, düzenlenmiştir. İlk kısımda yer alan sorular şu anda yapılan çalışmaların bir durum saptamasını belirlemek amacı ile daha sonraki bölümde yer alan önermeler ise yukarıda belirtildiği gibi duygu ve düşüncelerinizi belirleyebilmek amacı ile hazırlanmıştır. Yanıtlar için doğru ve yanlış cevap olmadığı gibi herkesin farklı görüşlerde olması çok doğaldır. Ankette 15 soru, 50 adet önerme vardır. Bu soruların ve önermelerin herbirini dikkatlice okuduktan sonra her sorunun altında ve her önermenin karşısında verilmiş olan seçeneklerden yalnızca birini işaretleyerek bu soruların yanıtlarını verip ve önermelerin size uygunluk derecesini belirtiniz. ( Bu anketten elde edilecek veriler yalnızca yürütülen araştırma için kullanılacağından başka hiç bir amaç için kullanılmayacaktır.)**

### Bölüm: 1 Sorular

1- Yabancı Diller Bölümün’de ön yazım çalışmaları yaptırılıyor mu?

Evet Hayır Arasıra  
☐ ☐ ☐

2- Yabancı Diller Bölümün’de serbest yazım çalışmaları yaptırılıyor mu?

Evet Hayır Arasıra  
☐ ☐ ☐

3- Yabancı Diller Bölümün’de yazım çalışmalarına başlamadan önce konu üzerinde tartışma yaptırılıyor mu?

Evet Hayır Arasıra  
☐ ☐ ☐

4- Yabancı Diller Bölümün’de yazım çalışmalarına başlamadan önce konu ile ilgili parçalar okutuluyor mu?

Evet Hayır Arasıra  
☐ ☐ ☐

5- Yabancı Diller Bölümün’de okutulan parçaların özetini çıkartıp tartışmasını yapıyor musunuz?

Evet Hayır Arasıra  
☐ ☐ ☐

6- Yabancı Diller Bölümün'de yazım çalışmalarında resimler, karikatürler ve çizgi hikayelerden yararlanıyor musunuz?

Evet

☐

Hayır

☐

Arasıra

☐

7- Yabancı Diller Bölümün'de yazacağınız konularla ilgili video veya film izleme olanakları var mıdır?

Evet

☐

Hayır

☐

Arasıra

☐

8- Yabancı Diller Bölümün'de yazacağınız konularla ilgili teyp ve kasetlerden yararlanma olanakları var mıdır?

Evet

☐

Hayır

☐

Arasıra

☐

9- Yabancı Diller Bölümün'de yazım derslerinde ders kitabı dışında materyal kullanıyor musunuz?

Evet

☐

Hayır

☐

Arasıra

☐

10- Yabancı Diller Bölümün'de yazacağınız konuları arkadaşlarınıza veya öğretmeninize anlatmanız isteniyor mu?

Evet

☐

Hayır

☐

Arasıra

☐

11- Yabancı Diller Bölümün'de yazacağınız konu ile ilgili dilbilgisi kuralları düzeltmeler sırasında size hatırlatılıyor mu?

Evet

☐

Hayır

☐

Arasıra

☐

12- Yabancı Diller Bölümün'de yazım derslerinde türkçeden ingilizceye çeviri yapıyor musunuz?

Evet

☐

Hayır

☐

Arasıra

☐

13- Yabancı Diller Bölümün'de yazım sınavları sınıfta yapılan çalışmaların paralelinde oluyor mu ?

Evet

☐

Hayır

☐

Arasıra

☐

14- Yabancı Diller Bölümün'de sınavlarda cümle kuruluşu, dil bilgisi ve noktalama kurallarına ağırlık verilip değerlendirmeler buna göre mi yapılıyor?

Evet

☐

Hayır

☐

Arasıra

☐

15- Mühendislik öğrencilerinin ağırlıklı olduğu Yabancı Diller Bölümün’de öğrencilerin bilimsel alanları ile ilgili yazın çalışmaları yaptırılıyor mu?

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Evet                     | Hayır                    | Arasıra                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**Bölüm:2 Önermeler**

|   |                                                                                                                                 | Tamamen katılıyorum | Oldukça katılıyorum | Biraz katılıyorum | Katılmıyorum | Hiç katılmıyorum |
|---|---------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|-------------------|--------------|------------------|
| 1 | Serbest yazım çalışmalarına başlamadan önce konuyla ilgili hazırlanan soruları tartışmamız konu üzerinde yoğunlaşmamızı sağlar. | 5                   | 4                   | 3                 | 2            | 1                |
| 2 | Yazım çalışmalarında resimler, karikatürler, haritalar ve çizgi hikayeler kullanması düşüncelerimizin organize olmasını sağlar. | 5                   | 4                   | 3                 | 2            | 1                |
| 3 | Yazılacak konuyla ilgili toplanacak olan original materyallerden (gazete, mektup, resim, gibi) yararlanmak ilginizi artırır     | 5                   | 4                   | 3                 | 2            | 1                |
| 4 | Yazacağımız konuyla ilgili film veya video izlememiz yararlı bir aktivitedir                                                    | 5                   | 4                   | 3                 | 2            | 1                |
| 5 | Teyp ve kasetlerden faydalanılarak yazacağımızı konuyla ilgili bilgi verilmesi gerekir.                                         | 5                   | 4                   | 3                 | 2            | 1                |
| 6 | Ön yazım çalışmasının ilk on veya onbeş dakikasında serbest yazmaya yönlendirilmemiz gerekir.                                   | 5                   | 4                   | 3                 | 2            | 1                |
| 7 | Ön yazım çalışmaları yapılırken dilbilgisi kurallarını düşünmeden konu üzerinde yoğunlaşmamız gerekir.                          | 5                   | 4                   | 3                 | 2            | 1                |

|    |                                                                                                                                        |   |   |   |   |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 8  | İlk yazım denemelerinden önce yazacağımız konuya benzer okuma parçaları okumamız yararlı olur.                                         | 5 | 4 | 3 | 2 | 1 |
| 9  | Okuduğumuz okuma parçalarıyla ilgili tartışmalar yapmamız konuya yoğunlaşmamız açısından gereklidir.                                   | 5 | 4 | 3 | 2 | 1 |
| 10 | Okuduğumuz konuya kendi fikirlerimizi katmadan sadece konunun özetini çıkartmak yararlı bir ön çalışmadır.                             | 5 | 4 | 3 | 2 | 1 |
| 11 | Yazacağımız konuyla ilgili kelime listelerini okuma esnasında hazırlamamız gerekir.                                                    | 5 | 4 | 3 | 2 | 1 |
| 12 | İlk yazım denemelerine başlamadan önce yazmak istediğimiz konuları anlatmamız ve tartışmamız faydalı olur.                             | 5 | 4 | 3 | 2 | 1 |
| 13 | İlk yazım çalışmasında hatırlayamadığımız kelimelerin yerlerini boş bırakıp, daha sonra yazmamız duraklamamızı engeller.               | 5 | 4 | 3 | 2 | 1 |
| 14 | İlk yazım denememizi kendimiz düzelttikten sonra, öğretmenimizin yazacağımız konu ile ilgili sözcük çalışması yaptırması faydalı olur. | 5 | 4 | 3 | 2 | 1 |
| 15 | İlk yazım denemesine başlarken, başlık verip, bunu anafikirden ayrı düşünmek yazıya başlamanın ilk önemli adımıdır.                    | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                             |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 16 | Yazdığımız taslakları arkadaşlarımıza okuyup eksikliklerimizi bulmamız ve gidermemiz gereklidir.                                                                            | 5 | 4 | 3 | 2 | 1 |
| 17 | Yazılan paragrafları tersten veya yerlerini değiştirerek okumamız paragraflar arasında mantıklı bir ilişki olup olmadığını anlamamız açısından gereklidir.                  | 5 | 4 | 3 | 2 | 1 |
| 18 | Son düzeltme aşamasında sınıfta konuyla ilgili yapılacak dilbilgisi alıştırmaları bizlerin eksikliklerini giderir.                                                          | 5 | 4 | 3 | 2 |   |
| 19 | Anadillerimizin etkisinde kalarak yapmış olduğumuz hataların listesinin bize verilmesi bu yanlışları tekrarlamamızı önlemekte yararlı olur.                                 | 5 | 4 | 3 | 2 | 1 |
| 20 | Ev ödevi verilmesini gerekli görürüz.                                                                                                                                       | 5 | 4 | 3 | 2 | 1 |
| 21 | Evödevi olarak verilen yazım çalışmamızın, öğretmene teslim edilirken, ilk taslaklarıyla birlikte vermemiz bizlerin ne gibi aşamalardan geçtiğinin iyi bir göstergesi olur. | 5 | 4 | 3 | 2 | 1 |
| 22 | Ev ödevi veriliyorsa bunlar değerlendirilip en kısa zamanda bize geri verilmelidir.                                                                                         | 5 | 4 | 3 | 2 | 1 |
| 23 | Ev ödevi verilmeden önce konuyla ilgili ön çalışma veya uygulama sınıf içinde yapılmalıdır.                                                                                 | 5 | 4 | 3 | 2 | 1 |



|    |                                                                                                                                                         |   |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 24 | Ders kitabı dışında yazma yeteneğimizi geliştirecek ek materyal kullanılmalıdır.                                                                        | 5 | 4 | 3 | 2 | 1 |
| 25 | Yazma yeteneğimi geliştirecek değişik yöntemler uygulamam gerekir.                                                                                      | 5 | 4 | 3 | 2 | 1 |
| 26 | Okumanın kelime dağarcığımı geliştireceğini ve dolayısıyla yazma yeteneğime etkisi olacağına inanıyorum.                                                | 5 | 4 | 3 | 2 | 1 |
| 27 | Sınavların sınıfta yapılan yazım çalışmalarının paralelinde olması motivasyonumu artırır.                                                               | 5 | 4 | 3 | 2 | 1 |
| 28 | İyi yazı yazabilme yeteneği eğitimle kazanılabilir.                                                                                                     | 5 | 4 | 3 | 2 | 1 |
| 29 | İnsanlarla iletişim kurmak istediğimde mektubun telefondan daha etkili bir iletişim aracı olduğuna inanırım.                                            | 5 | 4 | 3 | 2 | 1 |
| 30 | Yazılı sınavlarımızda dilbilgisi, noktalama, organizasyon gibi düzgün cümle kuruluşuna verilen onlara ağırlık vermemizi sağlar.                         | 5 | 4 | 3 | 2 | 1 |
| 31 | Dilbilgisi, noktalama, organizasyonla uğraşmak bize zaman kaybettirip, düşüncelerimizin doğal akışı içerisinde konuya ağırlık vermemizi engelleyebilir. | 5 | 4 | 3 | 2 | 1 |
| 32 | Öğretmenlerimiz sınavlarda kısa ve dilbilgisi kurallarına uygun cümleler kurmamız için bizi teşvik etmelidirler.                                        | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                   |   |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 33 | Türkçeden ingilizceye çeviri yapmanın ingilizce kompozisyon yazma yeteneğini geliştireceği fikrine katılıyorum.                                   | 5 | 4 | 3 | 2 | 1 |
| 34 | Türkçeden ingilizceye, ingilizceden türkçeye çeviri yapmayı, kelime dağarcığımızı genişletmek ve beyin cımnastiği yapmak açısından uygun buluruz. | 5 | 4 | 3 | 2 | 1 |
| 35 | Sınıfta yapılan ingilizce kompozisyon çalışmalarına aktif olarak katılmak kompozisyon yazma yeteneğimizi geliştirir.                              | 5 | 4 | 3 | 2 | 1 |
| 36 | Günlük tutmak ve sık sık yazı yazmak kompozisyon yeteneğimizi geliştiren önemli bir etmendir.                                                     | 5 | 4 | 3 | 2 | 1 |
| 37 | Verilen ev ödevlerini eksiksiz yapmak kompozisyon yazmamızdaki başarıyı artırır.                                                                  | 5 | 4 | 3 | 2 | 1 |
| 38 | Yazım sınavlarında sözlük kullanmak faydalı olur.                                                                                                 | 5 | 4 | 3 | 2 | 1 |
| 39 | Sözlük kullanmak akıcılığımızı olumsuz yönde etkiler.                                                                                             | 5 | 4 | 3 | 2 | 1 |
| 40 | Okuduğumuz bir kitabın hikayenin veya öykünün özetini yazmak iyi bir yazım çalışması olarak değerlendirilebilir.                                  | 5 | 4 | 3 | 2 | 1 |
| 41 | Bir konunun özetini yazmak için ingilizce birikiminin olması gerekir.                                                                             | 5 | 4 | 3 | 2 | 1 |
| 42 | Özet yazmakla anı yazmak arasında belirgin bir fark vardır.                                                                                       | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                           |   |   |   |   |   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 43 | Hikaye veya öyküleme stilinde y a p ı l a n y a z ı m çalışmalarının, başlangıç seviyesinde, resimlerde anlatılan öykülerin yazıya dökülmesi yazım çalışmalarımızda bize kolaylık sağlar. | 5 | 4 | 3 | 2 | 1 |
| 44 | Hikaye veya öykü yazarken olayları doğal oluş sırasına göre aktarmak yazının anlaşılır olması için gereklidir.                                                                            | 5 | 4 | 3 | 2 | 1 |
| 45 | Olayların ilginçliğine göre sıralanması hikayenin etkileyiciliğini artırır.                                                                                                               | 5 | 4 | 3 | 2 | 1 |
| 46 | Düşüncelerinizi veya başınızdan geçen olayları yazılı olarak anlatmak özel bir yetenek gerektirir.                                                                                        | 5 | 4 | 3 | 2 | 1 |
| 47 | Kompozisyon yazmak çok fazla beceri gerektirir ve yeteneği olmayan insanların çaba sarfetmeleri boşuna olur.                                                                              | 5 | 4 | 3 | 2 | 1 |
| 48 | Kompozisyon yazmayı öğrenmek üst sınıflarda başarılı olmamız için önemli bir etkidir.                                                                                                     | 5 | 4 | 3 | 2 | 1 |
| 49 | İyi bir kompozisyonla kendisini ifade edebilme yeteneğini k a z a n m a k d i ğ e r arkadaşlarımızdan bir adım önde olmamızı sağlayacaktır.                                               | 5 | 4 | 3 | 2 | 1 |
| 50 | Bir insan için, etkileyici bir özgeçmiş yazmak da dahil olmak üzere, pekçok yerde y a z ı m y e t e n e ğ i n d e n yararlanmak ihtiyacı olacaktır.                                       | 5 | 4 | 3 | 2 | 1 |

**QUESTIONNAIRE FOR THE ANALYSIS OF THE PROBLEMS RELATED  
WITH WRITING ACTIVITIES AT FOREIGN LANGUAGES DEPARTMENT  
OF GAZİANTEP UNIVERSITY (STUDENTS COPY)**

**Dear Students**

**This questionnaire has been prepared to understand your idea and attitude about writing classes at Foreign Languages Department of Gaziantep University. The purpose of first part of the questionnaire, which consists of questions, is to determine about the state of writing classes that are taught for now. The other part of the questionnaire, which consists of suggestion, is prepared to analyse your opinions about writing classes just as mentioned above. There are no expectations of right or wrong for answers and it is considered to be natural for different people to have different opinions. Questionnaire consists of fifteen questions and fifty suggestions. After reading carefully give answer to the questions and choose only one option of the suggestions which is more appropriate to you. (The result of the questionnaire is only going to be used for this study not for other purposes.)**

**Section I**

**1- Do your teacher assign prewriting activities at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2-Do your teacher assign freewriting activities at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3- Do you set up debates about the subject topic before writing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**4-Do your teacher assign reading passages about the subject topic before writing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5- Do your teacher assign for you to discuss and summarise the reading passages at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**6- Do your teacher use pictures, cartoons, strip stories in writing classes at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**7- Do you have the opportunity of watching videos that are related to the subject you are about to write at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**8-Do the students have the opportunity of using tape-recorder and cassettes that are related to the subject they are about to write at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**9- Do your teacher benefit from any other materials other than writing books at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**10- Do your teacher ask you to talk about the subject to him/her or your classmates at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11-Do your teacher explain the important grammatical points related to the subject to you during editing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12- Do your teacher ask you to translate from Turkish into English during writing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**13- Is there a parallelism between writing lessons and exams at Foreign Languages Department?**

**Yes**  
☐

**No**  
☐

**Sometimes**  
☐

**14- Do your teacher give the emphasise to grammatical points and punctuation when the exams are being marked at Foreign Languages Department?**

**Yes**  
☐

**No**  
☐

**Sometimes**  
☐

**15- Since the percentage of engineering students' is higher at the Department of Foreign Languages, do your teacher train you according to your related studies during writing classes?**

**Yes**  
☐

**No**  
☐

**Sometimes**  
☐



## Section:2 Suggestions

|   |                                                                                                                                                                                            | Absolutely agree | Quite agree | Somewhat agree | Disagree | Absolutely disagree |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------|----------------|----------|---------------------|
| 1 | Before starting freewriting activities, topics related to the subject should be prepared to be discussed, this helps students to concentrate on the subject that they are about the write. | 5                | 4           | 3              | 2        | 1                   |
| 2 | Using pictures, cartoons, maps and strip stories help students to organize their thoughts in the course of writing process.                                                                | 5                | 4           | 3              | 2        | 1                   |
| 3 | Using authentic materials such as pictures, newspapers, letters, that are related to the subject they are going to write attract students attention.                                       | 5                | 4           | 3              | 2        | 1                   |
| 4 | Watching video films that are related to the topic is a useful activity before starting to write.                                                                                          | 5                | 4           | 3              | 2        | 1                   |
| 5 | It is necessary to acknowledge the students about subject topic with the help of cassettes and tape-recorders.                                                                             | 5                | 4           | 3              | 2        | 1                   |
| 6 | Students should be directed to free writing for a while in the beginning of each writing classes.                                                                                          | 5                | 4           | 3              | 2        | 1                   |

|    |                                                                                                                                                                                                                                    |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 7  | It is necessary for students to concentrate on the subject matter without thinking about grammatical points.                                                                                                                       | 5 | 4 | 3 | 2 | 1 |
| 8  | Before writing the first draft, it is useful to assign reading passages related to the topic to be written about.                                                                                                                  | 5 | 4 | 3 | 2 | 1 |
| 9  | Before writing the first draft, assigned reading passages should be discussed, this helps students to concentrate to the topic that they will write about                                                                          | 5 | 4 | 3 | 2 | 1 |
| 10 | Assigned reading passages should be summarised by the students without adding their own interpretation.                                                                                                                            | 5 | 4 | 3 | 2 | 1 |
| 11 | It is necessary for students to prepare vocabulary related to the writing topic when they study the assigned reading passages.                                                                                                     | 5 | 4 | 3 | 2 | 1 |
| 12 | Before writing the first draft it is better for students to have a talk and discussion about the subject that they are planning to write.                                                                                          | 5 | 4 | 3 | 2 | 1 |
| 13 | In order to prevent intervals teachers should remind the students that during the first draft writing if the students came across with an unknown word they should leave a gap for it and fill in the blank when they remember it. | 5 | 4 | 3 | 2 | 1 |



|    |                                                                                                                                                                                                            |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 14 | After writing the first draft and peer correction it will be better for students if their teachers do a quick revision on necessary words related with the subject such as adjectives, adverbs or phrases. | 5 | 4 | 3 | 2 | 1 |
| 15 | Before starting to write the first draft, finding the title and thinking it separately from the main idea is an important step of entering the world of writing.                                           | 5 | 4 | 3 | 2 | 1 |
| 16 | It is better for students to read their first draft to each other in order to find out missing points of the drafts.                                                                                       | 5 | 4 | 3 | 2 | 1 |
| 17 | Intermingling the paragraphs or reading them backwards is necessary in order to understand logical relationships between them.                                                                             | 5 | 4 | 3 | 2 | 1 |
| 18 | During the edition of the last draft, exercises on grammar helps students to find out their missing points and to clear out their mistakes.                                                                | 5 | 4 | 3 | 2 | 1 |
| 19 | Supplying a list of mistakes which the students often make because of being under the influence of their mother tongue prevents the repetition of these mistakes.                                          | 5 | 4 | 3 | 2 | 1 |
| 20 | It is necessary to give homework to the students.                                                                                                                                                          | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                                 |   |   |   |   |   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 21 | When the homework are handed in, the first draft of the essays should also be given to the teachers in order to evaluate the stages that the students get through during their writing process. | 5 | 4 | 3 | 2 | 1 |
| 22 | Teachers should evaluate the homework and return it to the students as soon as possible.                                                                                                        | 5 | 4 | 3 | 2 | 1 |
| 23 | Classroom activities including prewriting exercises should be assigned to the students before they are assigned homework.                                                                       | 5 | 4 | 3 | 2 | 1 |
| 24 | To improve students ability of writing, teachers should use some other materials in addition to the writing books in the writing lessons.                                                       | 5 | 4 | 3 | 2 | 1 |
| 25 | Teachers should apply different methods in order to improve writing skills of their students.                                                                                                   | 5 | 4 | 3 | 2 | 1 |
| 26 | There is a belief that students can improve their vocabulary knowledge and improve the ability of writing by reading articles that are related to their subject they are about to write.        | 5 | 4 | 3 | 2 | 1 |
| 27 | To give writing exams including topics that are parallel to the writing studies or activities done in the classroom increases the motivation of the students.                                   | 5 | 4 | 3 | 2 | 1 |
| 28 | The ability of good writing can be gained by education.                                                                                                                                         | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                         |   |   |   |   |   |
|----|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 29 | It is believed that letter writing is a more effective communication device than phone-talks.                           | 5 | 4 | 3 | 2 | 1 |
| 30 | Putting emphasis on the grammatical points, rules, punctuation etc. may lead the students to pay attention to the form. | 5 | 4 | 3 | 2 | 1 |
| 31 | Trying to form perfect grammatical sentences makes the students spend a lot of time on form but not on the content..    | 5 | 4 | 3 | 2 | 1 |
| 32 | Teachers should encourage their students to write short and grammatically correct sentences in the examination.         | 5 | 4 | 3 | 2 | 1 |
| 33 | I agree on the idea that translation from Turkish into English improve my composition writing skill.                    | 5 | 4 | 3 | 2 | 1 |
| 34 | Translating form Turkish to English or from English to Turkish is an appropriate activity for widening vocabulary.      | 5 | 4 | 3 | 2 | 1 |
| 35 | Participation to composition writing activities in the classroom improves the ability of writing.                       | 5 | 4 | 3 | 2 | 1 |
| 36 | Keeping a diary and writing very often is an important factor of improving writing ability.                             | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                    |   |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 37 | Doing the given homework completely, improve the students' success of writing ability.                                                                             | 5 | 4 | 3 | 2 | 1 |
| 38 | Using dictionary in the writing examinations is useful for the students .                                                                                          | 5 | 4 | 3 | 2 | 1 |
| 39 | Using dictionary effects the students fluency in a negative way.                                                                                                   | 5 | 4 | 3 | 2 | 1 |
| 40 | Writing the summary of a book or a short story can be considered as a writing activity.                                                                            | 5 | 4 | 3 | 2 | 1 |
| 41 | It is necessary to have a good command of English in order to write a summary of an article.                                                                       | 5 | 4 | 3 | 2 | 1 |
| 42 | There is a clear difference between writing summary and anecdote.                                                                                                  | 5 | 4 | 3 | 2 | 1 |
| 43 | Using strip stories or pictures at the beginning level of writing narrative or story may ease the task of writing process.                                         | 5 | 4 | 3 | 2 | 1 |
| 44 | It is better to write the events according to their natural order so as to make them more understandable for the reader when writing a narrative or a short story. | 5 | 4 | 3 | 2 | 1 |
| 45 | It is better to order the events not in their natural but according to their interesting points of order which makes the stories more attractive.                  | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                         |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 46 | It is necessary to have special ability in order to write down your ideas and special events that you experienced.                      | 5 | 4 | 3 | 2 | 1 |
| 47 | Writing a composition needs a lot of effort so it is useless for people who lacks writing ability to spend time and effort on writing.  | 5 | 4 | 3 | 2 | 1 |
| 48 | Learning how to write a good composition is an important factor for a student to become successful through out his/her study at school. | 5 | 4 | 3 | 2 | 1 |
| 49 | Students' learning to talent of expressing themselves with a good composition will put them one step further than their friends.        | 5 | 4 | 3 | 2 | 1 |
| 50 | A person will always need a skill of writing for many different reasons including curriculum vitae.                                     | 5 | 4 | 3 | 2 | 1 |

## SEVGİLİ ÖĞRETİM ELEMANI;

Bu anket Yabancı Diller Bölümün'de ingilizce yazım dersinde yapılan çalışmalara ilişkin düşünce ve tutumlarınızı belirleyebilmek amacı ile düzenlenmiştir. İlk kısımda yer alan sorular şu anda yaovılan çalışmaların bir durum saptamasını belirlemek amacı ile, daha sonraki bölümde yer alan önermeler ise yukarıda belirtildiği gibi duygu ve düşüncelerinizi belirleyebilmek amacı ile hazırlanmıştır. Yanıtlar için doğru ve yanlış cevap olmadığı gibi herkesin farklı görüşlerde olması çok doğaldır. Ankette 15 soru, 50 adet önerme vardır. Bu soruların ve önermelerin herbirini dikkatlice okuduktan sonra her sorunun altında ve her önermenin karşısında verilmiş olan seçeneklerden yalnızca birini işaretleyerek bu soruların yanıtlarını verip ve önermelerin size uygunluk derecesini belirtiniz. ( Bu ankette elde edilecek veriler yalnızca yürütölen araştırma için kullanılacağından başka hiç bir amaç için kullanılmayacaktır.)

### Bölüm:1 Sorular

1- Yabancı Diller Bölümün'de ön yazım çalışmaları yaptırıyor musunuz?

Evet

Hayır

Arasına

☐☐☐

2- Yabancı Diller Bölümün'de serbest yazım çalışmaları yaptırıyor musunuz?

Evet

Hayır

Arasına

☐☐☐

3- Yabancı Diller Bölümün'de yazım çalışmalarına başlamadan önce konu üzerinde tartışma yaptırıyor musunuz?

Evet

Hayır

Arasına

☐☐☐

4- Yabancı Diller Bölümün'de yazım çalışmalarına başlamadan önce konu ile ilgili parçalar okutuyor musunuz?

Evet

Hayır

Arasına

☐☐☐

5- Yabancı Diller Bölümün'de yazım derslerinde okutulan parçaların öğrencilerinize özetini çıkarttırıp tartışmasını yaptırıyor musunuz?

Evet

Hayır

Arasına

☐☐☐

**6- Yabancı Diller Bölümün’de yazım çalışmalarında resimler, karikatürler ve çizgi hikayelerden yararlanıyor musunuz?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**7- Yabancı Diller Bölümün’de öğrencilerin yazacakları konularla ilgili video veya film izleme olanakları var mıdır?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**8- Yabancı Diller Bölümün’de öğrencilerin yazacakları konularla ilgili teyp ve kasetlerden yararlanma olanakları var mıdır?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**9- Yabancı Diller Bölümün’de yazım derslerinde ders kitabı dışında materyal kullanıyor musunuz?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**10- Yabancı Diller Bölümün’de öğrencilerin yazacakları konuları arkadaşlarına veya size anlatmalarını istiyor musunuz?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**11- Yabancı Diller Bölümün’de yazacakları konu ile ilgili önemli dil bilgisi kurallarını düzeltmeler sırasında öğrencilerinize hatırlatıyor musunuz?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**12- Yabancı Diller Bölümün’de yazım derslerinde türkçeden ingilizceye çeviri yaptırıyor musunuz?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**13- Yabancı Diller Bölümün’de yazım sınavları sınıfta yapılan çalışmaların paralelinde oluyor mu?**

**Evet**

☐

**Hayır**

☐

**Arasıra**

☐

**14- Yabancı Diller Bölümün’de sınavlarda cümle kuruluđu, dil bilgisi ve noktalama kurallarına ağırlık verip değerdendirmenizi buna göre mi yapıyorsunuz?**

**Evet**  
☐

**Hayır**  
☐

**Arasıra**  
☐

**15- Mühendislik öğrencilerinin ağırlıklı olduđu Yabancı Diller Bölümün’de öğrencilerin bilimsel alanları ile ilgili yazım çalışmaları yaptırıyor musunuz?**

**Evet**  
☐

**Hayır**  
☐

**Arasıra**  
☐





**Bölüm:2 Önermeler**

|   |                                                                                                                                                                    | Tamamen katılıyorum | Oldukça katılıyorum | Biraz katılıyorum | Katılmıyorum | Hiç katılmıyorum |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|-------------------|--------------|------------------|
| 1 | Öğrenciler serbest yazım çalışmalarına başlamadan önce konuyla ilgili soruların hazırlanıp bunların tartışılması öğrencilerin konu üzerinde yoğunlaşmasını sağlar. | 5                   | 4                   | 3                 | 2            | 1                |
| 2 | Yazım çalışmalarında resimler, karikatürler, haritalar ve çizgi hikayeler kullanmak öğrencilerin düşüncelerinin organize olmasını sağlar.                          | 5                   | 4                   | 3                 | 2            | 1                |
| 3 | Yazılacak konuyla ilgili toplanacak olan original materyallerden (gazete, mektup, resim,gibi) yararlanmak öğrencilerin ilgisini artırır                            | 5                   | 4                   | 3                 | 2            | 1                |
| 4 | Öğrencilerin yazacakları konuyla ilgili film veya video izlemeleri yararlı bir aktivitedir                                                                         | 5                   | 4                   | 3                 | 2            | 1                |
| 5 | Teyp ve kasetlerden faydalanılarak öğrenciye konuyla ilgili bilgi vermek.gerekir                                                                                   | 5                   | 4                   | 3                 | 2            | 1                |

|    |                                                                                                                           |   |   |   |   |   |
|----|---------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 6  | .Yazım çalışmasının ilk on veya onbeş dakikasında öğrencilerin serbest yazmaya yönlendirilmesi gerekir.                   | 5 | 4 | 3 | 2 | 1 |
| 7  | Ön yazım çalışmaları yapılırken dilbilgisi kurallarını düşünmeden konu üzerinde yoğunlaşmak gerekir.                      | 5 | 4 | 3 | 2 | 1 |
| 8  | Öğrencilerin ilk yazım denemelerinden önce yazacakları konuya benzer okuma parçaları okumaları yararlı olur.              | 5 | 4 | 3 | 2 | 1 |
| 9  | Okudukları okuma parçalarıyla ilgili tartışmalar yapmaları konuya yoğunlaşmaları açısından gereklidir.                    | 5 | 4 | 3 | 2 | 1 |
| 10 | Öğrencilerin okudukları konuya kendi fikirlerini katmadan sadece konunun özetini çıkarmaları yararlı bir ön çalışmadır.   | 5 | 4 | 3 | 2 | 1 |
| 11 | Yazacakları konuyla ilgili kelime listelerini öğrencilerin okuma esnasında hazırlamaları gerekir.                         | 5 | 4 | 3 | 2 | 1 |
| 12 | Öğrencilerin ilk yazım denemelerine başlamadan önce yazmak istedikleri konuları anlatmaları ve tartışmaları faydalı olur. | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                         |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 13 | İlk yazım çalışması esnasında duraklamaları engellemek için hatırlanamayan kelimelerin yerlerinin boş bırakılıp, daha sonra yazılması gerektiğini öğrencilere belirtmekte fayda vardır. | 5 | 4 | 3 | 2 | 1 |
| 14 | İlk yazım denemeleri öğrencilerin kendileri tarafından düzeltildikten sonra onlara yazacakları konu ile ilgili sözcük çalışması yaptırmak faydalı olur.                                 | 5 | 4 | 3 | 2 | 1 |
| 15 | İlk yazım denemesine başlarken, başlık verip, bunu anafikirden ayrı düşünmek yazıya başlamanın ilk önemli adımıdır.                                                                     | 5 | 4 | 3 | 2 | 1 |
| 16 | Öğrencilerin yazdıkları taslakları birbirlerine okuyup eksikliklerini gidermeleri faydalı olur.                                                                                         | 5 | 4 | 3 | 2 | 1 |
| 17 | Öğrencilerin yazılan paragrafları tersten veya yerlerini değiştirerek okumaları paragraflar arasında mantıklı bir ilişki olup olmadığını anlamaları açısından gereklidir.               | 5 | 4 | 3 | 2 | 1 |
| 18 | Son düzeltme aşamasında sınıfta konuyla ilgili yapılacak dilbilgisi alıştırmaları öğrencilerin eksikliklerini giderir.                                                                  | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                     |   |   |   |   |   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 19 | Öğrencilerin anadillerinin etkisinde kalarak yapmış oldukları hataların listesi yapılarak onlara verilmesi bu yanlışları tekrarlamalarını önlemekte yararlı olur.                   | 5 | 4 | 3 | 2 | 1 |
| 20 | Ev ödevi verilmesini gerekli görürüm.                                                                                                                                               | 5 | 4 | 3 | 2 | 1 |
| 21 | Ev ödevi olarak verilen yazım çalışmasının, öğretmene teslim edilirken ilk taslaklarıyla birlikte verilmesi öğrencilerin ne gibi aşamalardan geçtiklerinin iyi bir göstergesi olur. | 5 | 4 | 3 | 2 | 1 |
| 22 | Ev ödevi veriliyorsa bunlar değerlendirilip en kısa zamanda öğrenciye geri verilmelidir.                                                                                            | 5 | 4 | 3 | 2 | 1 |
| 23 | Ev ödevi verilmeden önce konuyla ilgili ön çalışma veya uygulama sınıf içinde yapılmalıdır.                                                                                         | 5 | 4 | 3 | 2 | 1 |
| 24 | Ders kitabı dışında öğrencinin yazma yeteneğini geliştirecek ek materyal kullanılmalıdır.                                                                                           | 5 | 4 | 3 | 2 | 1 |
| 25 | Öğrencinin yazma yeteneğini geliştirecek değişik yöntemler uygulanması gerekir.                                                                                                     | 5 | 4 | 3 | 2 | 1 |
| 26 | Öğrencinin yazacağı konu ile ilgili parçalar okuyarak kelime dağarcığını geliştireceğini ve dolayısıyla yazma yeteneğine etkisi olacağına inanıyorum.                               | 5 | 4 | 3 | 2 | 1 |
| 27 | Sınavların sınıfta yapılan yazım çalışmalarının paralelinde olması motivasyonu artırır.                                                                                             | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                            |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 28 | İyi yazı yazabilme yeteneği eğitimle kazanılabilir.                                                                                                        | 5 | 4 | 3 | 2 | 1 |
| 29 | İnsanlarla iletişim kurmak istendiğinde mektubun telefondan daha etkili bir iletişim aracı olduğuna inanıyorum.                                            | 5 | 4 | 3 | 2 | 1 |
| 30 | Yazılı sınavlarda dilbilgisi, noktalama, organizasyon gibi düzgün cümle kuruluşuna verilen önem öğrencinin onlara ağırlık vermesini sağlar.                | 5 | 4 | 3 | 2 | 1 |
| 31 | Dilbilgisi, noktalama, organizasyonla uğraşmak onlara zaman kaybettirip, düşüncelerinin doğal akışı içerisinde konuya ağırlık vermelerini engelleyebilir.  | 5 | 4 | 3 | 2 | 1 |
| 32 | Öğrencilerimizi kısa ve dilbilgisi kurallarına uygun cümleler kurmaları için teşvik etmeliyiz.                                                             | 5 | 4 | 3 | 2 | 1 |
| 33 | Türkçeden ingilizceye çeviri yaptırmamanın ingilizce kompozisyon yazma yeteneğini geliştireceği fikrine katılıyorum.                                       | 5 | 4 | 3 | 2 | 1 |
| 34 | Türkçeden ingilizceye ve ingilizceden türkçeye çeviri yaptırmayı, kelime dağarcığını genişletmek ve beyin jimnastiği yaptırtmak açısından uygun buluyorum. | 5 | 4 | 3 | 2 | 1 |
| 35 | Sınıfta yapılan ingilizce kompozisyon çalışmalarına öğrencinin aktif olarak katılması kompozisyon yazma yeteneğini geliştirir.                             | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                   |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 36 | Öğrencinin günlük tutmasının ve sık sık yazı yazmasının kompozisyon yeteneğini geliştireceğine inanıyorum..                                                                       | 5 | 4 | 3 | 2 | 1 |
| 37 | Öğrencinin verilen ev ödevlerini eksiksiz yapması kompozisyon yazmasındaki başarısını artırır.                                                                                    | 5 | 4 | 3 | 2 | 1 |
| 38 | Yazım sınavlarında sözlük kullanmak faydalı olur.                                                                                                                                 | 5 | 4 | 3 | 2 | 1 |
| 39 | Sözlük kullanmak öğrencinin akıcılığını olumsuz yönde etkiler..                                                                                                                   | 5 | 4 | 3 | 2 | 1 |
| 40 | Öğrencinin okuduğu bir kitabın hikayenin veya öykünün özetini yazması iyi bir yazım çalışması olarak değerlendirilebilir.                                                         | 5 | 4 | 3 | 2 | 1 |
| 41 | Öğrencinin bir konunun özetini yazması için İngilizce birikiminin olması gerekir.                                                                                                 | 5 | 4 | 3 | 2 | 1 |
| 42 | Özet yazdırmakla anı yazdırmak arasında belirgin bir fark vardır.                                                                                                                 | 5 | 4 | 3 | 2 | 1 |
| 43 | Hikaye veya öyküleme stilinde yapılan yazım çalışmalarının başlangıç seviyesinde, resimlerde anlatılan öykülerin yazıya dökülmesi yazım çalışmalarında öğrenciye kolaylık sağlar. | 5 | 4 | 3 | 2 | 1 |
| 44 | Hikaye veya öykü yazarken olayları doğal sıralamasına göre aktarmak yazının anlaşılır olması için gereklidir.                                                                     | 5 | 4 | 3 | 2 | 1 |
| 45 | Olayların ilginçliğine göre sıralanması hikayenin etkileyciliğini artırır.                                                                                                        | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 46 | Düşüncelerinizi veya başınızdan geçen olayları yazılı olarak anlatmak özel bir yetenek gerektirir.                                             | 5 | 4 | 3 | 2 | 1 |
| 47 | Kompozisyon yazmak çok fazla beceri gerektirir ve yeteneği olmayan insanların çaba sarfetmeleri boşuna olur.                                   | 5 | 4 | 3 | 2 | 1 |
| 48 | Öğrencinin iyi kompozisyon yazmayı öğrenmesi üst sınıflarda başarılı olması için önemli bir etkidir.                                           | 5 | 4 | 3 | 2 | 1 |
| 49 | Öğrencilerin iyi bir kompozisyonla kendisini ifade edebilme yeteneğini kazanması diğer arkadaşlarından bir adım önde olmalarını sağlayacaktır. | 5 | 4 | 3 | 2 | 1 |
| 50 | Bir insan için, etkileyici bir özgeçmiş yazmak da dahil olmak üzere, pekçok yerde yazım yeteneğinden yararlanmak ihtiyacı olacaktır..          | 5 | 4 | 3 | 2 | 1 |

**QUESTIONNAIRE FOR THE ANALYSIS OF THE PROBLEMS RELATED WITH WRITING ACTIVITIES AT FOREIGN LANGUAGES DEPARTMENT OF GAZİANTEP UNIVERSITY (INSTRUCTORS COPY)**

**Dear Colleague**

**This questionnaire has been prepared to understand your idea and attitude about writing classes at Foreign Languages Department of Gaziantep University. The purpose of first part of the questionnaire, which consists of questions, is to determine about the state of writing classes that are taught for now. The other part of the questionnaire, which consists of suggestion, is prepared to analyse your opinions about writing classes just as mentioned above. There are no expectations of right or wrong for answers and it is considered to be natural for different people to have different opinions. Questionnaire consists of fifteen questions and fifty suggestions. After reading carefully give answer to the questions and choose only one option of the suggestions which is more appropriate to you. (The result of the questionnaire is only going to be used for this study not for other purposes.)**

**Section I**

**1- Do you assign prewriting activities at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2-Do you assign freewriting activities at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**3- Do your students set up debates about the subject topic before writing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**4-Do you assign reading passages about the subject topic before writing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5- Do you assign your students to discuss and summarise the reading passages at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



**6- Do you use pictures, cartoons, strip stories in writing classes at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**7- Do the students have the opportunity of watching videos that are related to the subject they are about to write at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**8-Do the students have the opportunity of using tape-recorder and cassettes that are related to the subject they are about to write at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**9- Do you benefit from any other materials other than writing books at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**10- Do you ask your students to talk about the subject to you or their classmates at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**11-Do you explain the important grammatical points related to the subject to the students during editing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12- Do you ask your students to translate from Turkish into English during writing at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**13- Is there a parallelism between writing lessons and exams at Foreign Languages Department?**

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <b>Yes</b>               | <b>No</b>                | <b>Sometimes</b>         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**14- Do you give the emphasise to grammatical points and punctuation when the exams are being marked at Foreign Languages Department?**

**Yes**

☐

**No**

☐

**Sometimes**

☐

**15- Since the percentage of engineering students' is higher at the Department of Foreign Languages, do you train your students according to their related studies during writing classes?**

**Yes**

☐

**No**

☐

**Sometimes**

☐

## Section:2 Suggestions

|   |                                                                                                                                                                                            | Absolutely agree | Quite agree | Somewhat agree | Disagree | Absolutely disagree |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------|----------------|----------|---------------------|
| 1 | Before starting freewriting activities, topics related to the subject should be prepared to be discussed, this helps students to concentrate on the subject that they are about the write. | 5                | 4           | 3              | 2        | 1                   |
| 2 | Using pictures, cartoons, maps and strip stories help students to organize their thoughts in the course of writing process.                                                                | 5                | 4           | 3              | 2        | 1                   |
| 3 | Using authentic materials such as pictures, newspapers, letters, that are related to the subject they are going to write attract students attention.                                       | 5                | 4           | 3              | 2        | 1                   |
| 4 | Watching video films that are related to the topic is a useful activity before starting to write.                                                                                          | 5                | 4           | 3              | 2        | 1                   |
| 5 | It is necessary to acknowledge the students about subject topic with the help of cassettes and tape-recorders.                                                                             | 5                | 4           | 3              | 2        | 1                   |
| 6 | Students should be directed to free writing for a while in the beginning of each writing classes.                                                                                          | 5                | 4           | 3              | 2        | 1                   |

|    |                                                                                                                                                                                                                                    |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 7  | It is necessary for students to concentrate on the subject matter without thinking about grammatical points.                                                                                                                       | 5 | 4 | 3 | 2 | 1 |
| 8  | Before writing the first draft, it is useful to assign reading passages related to the topic to be written about.                                                                                                                  | 5 | 4 | 3 | 2 | 1 |
| 9  | Before writing the first draft, assigned reading passages should be discussed, this helps students to concentrate to the topic that they will write about                                                                          | 5 | 4 | 3 | 2 | 1 |
| 10 | Assigned reading passages should be summarised by the students without adding their own interpretation.                                                                                                                            | 5 | 4 | 3 | 2 | 1 |
| 11 | It is necessary for students to prepare vocabulary related to the writing topic when they study the assigned reading passages.                                                                                                     | 5 | 4 | 3 | 2 | 1 |
| 12 | Before writing the first draft it is better for students to have a talk and discussion about the subject that they are planning to write.                                                                                          | 5 | 4 | 3 | 2 | 1 |
| 13 | In order to prevent intervals teachers should remind the students that during the first draft writing if the students came across with an unknown word they should leave a gap for it and fill in the blank when they remember it. | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                                            |   |   |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 14 | After writing the first draft and peer correction it will be better for students if their teachers do a quick revision on necessary words related with the subject such as adjectives, adverbs or phrases. | 5 | 4 | 3 | 2 | 1 |
| 15 | Before starting to write the first draft, finding the title and thinking it separately from the main idea is an important step of entering the world of writing.                                           | 5 | 4 | 3 | 2 | 1 |
| 16 | It is better for students to read their first draft to each other in order to find out missing points of the drafts.                                                                                       | 5 | 4 | 3 | 2 | 1 |
| 17 | Intermingling the paragraphs or reading them backwards is necessary in order to understand logical relationships between them.                                                                             | 5 | 4 | 3 | 2 | 1 |
| 18 | During the edition of the last draft, exercises on grammar helps students to find out their missing points and to clear out their mistakes.                                                                | 5 | 4 | 3 | 2 | 1 |
| 19 | Supplying a list of mistakes which the students often make because of being under the influence of their mother tongue prevents the repetition of these mistakes.                                          | 5 | 4 | 3 | 2 | 1 |
| 20 | It is necessary to give homework to the students.                                                                                                                                                          | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                                                 |   |   |   |   |   |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 21 | When the homework are handed in, the first draft of the essays should also be given to the teachers in order to evaluate the stages that the students get through during their writing process. |   |   |   |   |   |
| 22 | Teachers should evaluate the homework and return it to the students as soon as possible.                                                                                                        | 5 | 4 | 3 | 2 | 1 |
| 23 | Classroom activities including prewriting exercises should be assigned to the students before they are assigned homework.                                                                       | 5 | 4 | 3 | 2 | 1 |
| 24 | To improve students ability of writing, teachers should use some other materials in addition to the writing books in the writing lessons.                                                       | 5 | 4 | 3 | 2 | 1 |
| 25 | Teachers should apply different methods in order to improve writing skills of their students.                                                                                                   | 5 | 4 | 3 | 2 | 1 |
| 26 | There is a belief that students can improve their vocabulary knowledge and improve the ability of writing by reading articles that are related to their subject they are about to write.        | 5 | 4 | 3 | 2 | 1 |
| 27 | To give writing exams including topics that are parallel to the writing studies or activities done in the classroom increases the motivation of the students.                                   | 5 | 4 | 3 | 2 | 1 |
| 28 | The ability of good writing can be gained by education.                                                                                                                                         | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                         |   |   |   |   |   |
|----|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 29 | It is believed that letter writing is a more effective communication device than phone-talks.                           | 5 | 4 | 3 | 2 | 1 |
| 30 | Putting emphasis on the grammatical points, rules, punctuation etc. may lead the students to pay attention to the form. | 5 | 4 | 3 | 2 | 1 |
| 31 | Trying to form perfect grammatical sentences makes the students spend a lot of time on form but not on the content..    | 5 | 4 | 3 | 2 | 1 |
| 32 | Teachers should encourage their students to write short and grammatically correct sentences in the examination.         | 5 | 4 | 3 | 2 | 1 |
| 33 | I agree on the idea that translation from Turkish into English improve my composition writing skill.                    | 5 | 4 | 3 | 2 | 1 |
| 34 | Translating form Turkish to English or from English to Turkish is an appropriate activity for widening vocabulary.      | 5 | 4 | 3 | 2 | 1 |
| 35 | Participation to composition writing activities in the classroom improves the ability of writing.                       | 5 | 4 | 3 | 2 | 1 |
| 36 | Keeping a diary and writing very often is an important factor of improving writing ability.                             | 5 | 4 | 3 | 2 | 1 |

|    |                                                                                                                                                                    |   |   |   |   |   |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 37 | Doing the given homework completely, improve the students' success of writing ability.                                                                             | 5 | 4 | 3 | 2 | 1 |
| 38 | Using dictionary in the writing examinations is useful for the students .                                                                                          | 5 | 4 | 3 | 2 | 1 |
| 39 | Using dictionary effects the students fluency in a negative way.                                                                                                   | 5 | 4 | 3 | 2 | 1 |
| 40 | Writing the summary of a book or a short story can be considered as a writing activity.                                                                            | 5 | 4 | 3 | 2 | 1 |
| 41 | It is necessary to have a good command of English in order to write a summary of an article.                                                                       | 5 | 4 | 3 | 2 | 1 |
| 42 | There is a clear difference between writing summary and anecdote.                                                                                                  | 5 | 4 | 3 | 2 | 1 |
| 43 | Using strip stories or pictures at the beginning level of writing narrative or story may ease the task of writing process.                                         | 5 | 4 | 3 | 2 | 1 |
| 44 | It is better to write the events according to their natural order so as to make them more understandable for the reader when writing a narrative or a short story. | 5 | 4 | 3 | 2 | 1 |
| 45 | It is better to order the events not in their natural but according to their interesting points of order which makes the stories more attractive.                  | 5 | 4 | 3 | 2 | 1 |



|    |                                                                                                                                         |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 46 | It is necessary to have special ability in order to write down your ideas and special events that you experienced.                      | 5 | 4 | 3 | 2 | 1 |
| 47 | Writing a composition needs a lot of effort so it is useless for people who lacks writing ability to spend time and effort on writing.  | 5 | 4 | 3 | 2 | 1 |
| 48 | Learning how to write a good composition is an important factor for a student to become successful through out his/her study at school. | 5 | 4 | 3 | 2 | 1 |
| 49 | Students' learning to talent of expressing themselves with a good composition will put them one step further than their friends.        | 5 | 4 | 3 | 2 | 1 |
| 50 | A person will always need a skill of writing for many different reasons including curriculum vitae.                                     | 5 | 4 | 3 | 2 | 1 |