

AN INVESTIGATION OF REQUIRED ACADEMIC WRITING SKILLS USED IN
ENGLISH MEDIUM DEPARTMENTS OF
HACETTEPE UNIVERSITY

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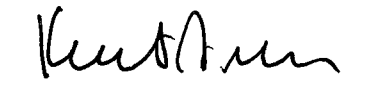
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ABSTRACT

AN INVESTIGATION OF REQUIRED ACADEMIC WRITING SKILLS USED IN ENGLISH MEDIUM DEPARTMENTS OF HACETTEPE UNIVERSITY

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This study investigated the academic writing needs of students through the perspectives of content teachers in the two 100% English medium departments of Hacettepe University. To what extent the English writing requirements of the students differ in accordance with the disciplines was also examined.

Out of 70 content teachers in the departments of medicine and economics, 54 participated in this study. The data were collected by means of a questionnaire and analyzed using the Statistical Package for the Social Sciences (SPSS 9.0)

Although the content teachers in the two disciplines declared that writing well is essential for students' overall academic success in their disciplines, the findings revealed that being proficient writers is less important in the medicine faculty, than in the economics department. In general, the teachers in both disciplines find their students' current success in writing to be inadequate, though the economics faculty are more critical of their students' writing abilities than are the medical teachers. In

terms of writing genres, there are some differences between disciplines, though not necessarily sufficient ones to warrant implementing discipline-specific writing courses at Hacettepe University. With respect to general academic English writing skills, however, all the content teachers agree that they are important for students. Based on this finding it is concluded that these skills should continue to constitute the framework for the writing courses at Hacettepe University. Other possible recommendations are for the establishment of extra elective or adjunct courses for the economics students.

Key words: Needs Analysis, English for Academic Purpose, Discipline Specific Language Teaching.



ÖZET

HACETTEPE ÜNİVERSİTESİ' NİN İNGİLİZCE MÜFREDATLI BÖLÜMLERİNDEKİ ÖĞRENCİLER İÇİN GEREKLİ OLAN AKADEMİK YAZMA BECERİLERİ ÜZERİNE BİR ARAŞTIRMA

Fusun Yazıcıoğlu

Yüksek Lisans, Yabancı Dil olarak İngilizce Öğretimi Bölümü

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Temmuz 2004

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Bulgular bir anket çalışması ile elde edilmiş ve analizi de Sosyal Bilimler için İstatistik Paketi (9.0) ile analiz edilmiştir.

Her iki anabilim dalındaki öğretim üyelerimiz iyi yazma becerisini akademik başarı için önemli gördüklerini belirttikleri halde, bulgular göstermiştir ki, akademik yazma becerilerinde yeterli olmak tıp fakültesinde önemli değildir, ama iktisat

fakültesinde gereklidir. Genel olarak, her iki anabilim dalında ki öğretim üyelerimiz, maalesef, öğrencilerinin şu andaki yazma becerilerini yetersiz görmektedir ve iktisat fakültesi öğretim üyeleri öğrencilerinin yazma becerileri konusuna tıp fakültesi öğretim üyelerine kıyasla daha eleştirisel yaklaşmışlardır. Uygulanan janrlara göre de bölümler arasında bazı farklılıklar vardır. Bu farklılıklar anabilim dalları arasında ayırım yapıp anabilim dallarına özgü uygulama gerektirmemektedir. Genel akademik yazma becerileri de her iki anabilim dalı öğretim üyeleri tarafından öğrencilerin yazılarının kalitesi açısından önemli kabul edilmiştir. Bu sonuçlar baz alınarak, bu becerilerin Hacettepe Üniversitesi'n de ki yazma becerileri dersleri kapsamında ele alınması gerektiği söylenebilir. Diğer mümkün tavsiyeler arasında ekstra seçmeli dersler konulması ya da İktisat Bölümü öğrencileri için dersler eklenmesi olabilir.

Anahtar Kelimeler: İhtiyaç Analizi, Akademik Amaçlı İngilizce, Anabilim Dalına Özel Dil Öğretimi.

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CHAPTER 1: INTRODUCTION

Introduction

There are sometimes mismatches between the language skills taught in foreign language classrooms and the language needs of the students in those classrooms. Accurate information about students and analysis of students' real needs might help to overcome these mismatches. As Brown states, a needs analysis consists of "the activities involved in gathering information that will serve as the basis for developing a curriculum that *will meet the learning needs* of a particular group of students" (1995, p.35).

As emphasized in the above quote and as indicated in the title of this study, this research aims to conduct a needs analysis to reveal the academic writing needs of university students through the perspectives of their content teachers. Thus, this study will take into consideration both the language necessities and the lacks of students in responding to these expectations of content teachers. In this study, content teachers are an important source of data not just because of their close contact with the students but also as they can be considered to be the ones who ultimately determine the students' academic language needs.

Background of the Study

Much of the literature on needs analysis is based on the assumption that it is part of the planning that takes place during the development of a course (Brown, 1995; Markee, 1997; Richterich & Chancerel, 1980). A needs analysis is a strategy

for gathering information about learners' needs (Richards, 2001). Since there is often a considerable gap between the language skills students bring to the academic community and those the academic community expects of them (Spack, 1988), doing a needs analysis is important to collect information about the needs of the students involved in a language learning context.

Berwick (1989) emphasizes four questions in order to design an appropriate program planning and syllabus of a school curricula:

1. What educational purposes should the teaching establishment seek to attain?
2. What educational experiences can be provided to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained? (p.49)

The needs analysis in this study is responding to the first question by asking the content teachers about the actual purposes and skills they demand of their students, and the fourth question, by finding out the content teachers' opinions on their students' current ability to perform the required skills and purposes.

Content teachers have complained informally about weaknesses in students' ability to produce papers of high quality in the content courses at Hacettepe University. Since the main goal of English for Academic Purposes (EAP) is to help the students communicate effectively in academic environments (Todd, 2003), a key factor in being able to respond to the complaints of content teachers is to know what the communicative requirements in these environments actually are. Coffey (cited in Spack, 1988) asserts that when the goal of a course is to use the English language efficiently in terms of the students' academic needs, English for Academic Purpose (EAP) is offered. The 'what' of EAP is the prime concern of EAP practitioners during the process of designing the courses, with the design being informed by needs analysis and research findings into the nature of academic communication.

Within the literature on EAP, Silva states that writing is "the production of prose" that is conventional at an academic institution; and learning to write is "becoming socialized" (1996, p.17) in the academic environment. Gage (1986) notes that writing is not only a "skill to be mastered" but also the current reflection of students in the process of developing their ideas. Both of these positions place emphasis on the long-term process of learning to write -- a process which involves becoming socialized into and learning the expectations of a particular community of writers. This suggests that these scholars may share a position with Spack (1988), who argues that students will not acquire writer-like proficiency unless they are exposed to valuable input from content teachers or professionals who are experienced in their various disciplines. The pedagogical argument that follows from such a position is that, as English teachers, we should focus our instruction on general academic English skills, and leave the discipline specifics to the relevant experts. Braine (1988), on the other hand, argues that general writing courses are inadequate to help students improve themselves on the necessary linguistic and contextual issues related to their disciplines. General writing courses, therefore, should incorporate academic tasks focused on the specific requirements of the students' academic disciplines. One way of seeking an answer to this long-standing debate is to determine whether, in a particular context, there are distinguishing differences between the disciplines, which may warrant establishing different course curricula.

Statement of the Problem

The Department of Post-Preparatory English Courses (DPPE) at Hacettepe University is responsible for giving skill-based courses, namely, writing, reading, speaking-listening, business English and translation, to the students enrolled in

English-medium departments, as well as basic English courses to the students enrolled in Turkish-medium departments. Data obtained from final exams given at the end of each academic year show that the students taking writing courses often receive failing grades after one year of intensive English prep-classes. Faculty members of English-medium departments also complain that students have problems in expressing their ideas fluently when writing in their disciplines. They also report that students seem to not like writing assignments and have inadequate English writing skills to complete these assignments. According to both content teachers and instructors from the DPPE, students in writing courses have problems in indicating their ideas on the midterms and final examinations and on writing assignments for their content courses. This problem negatively affects their academic success.

These problems point to a possible gap between the curriculum of writing courses in the DPPE and, the actual English writing skills required in the English medium departments. Since different departments may require different writing needs, specific needs must be found out in order to determine whether students are developing appropriate academic writing skills and whether certain changes might contribute to a lowering of both teacher and student frustration.

Research Questions

1. From the perspectives of content teachers, what kind of writing skills do the students in English medium departments need?
2. What differences, if any, are there in the expectations of content teachers from different faculties?

Significance of the Study

The findings of this study are of course of particular relevance to the teachers and administrators of HU's DPPE. Since the curriculum of the DPPE is currently

under renewal, this needs analysis will help identify and clarify the current and future needs of students. Based on this analysis, the administration of the DPPE will be better equipped to determine the goals and objectives and decide whether it is appropriate to establish a curriculum for each faculty, or to make only adjustments to the current single curriculum.

Moreover, this study may contribute to the literature on academic writing in light of the analysis of the second research question. If the expectations of content teachers differ significantly according to faculty, a better understanding will be gained of the nature and scope of those distinctions. Subsequently, some insights into the debate of whether writing of other disciplines should be taught explicitly by language teachers (Braine, 1988; Johns, 1988) or by the teachers of those disciplines (Spack, 1988), may be gained.

Key Terminology

The following terms are used throughout the thesis and are defined below:

Needs Analysis: A way of collecting data in order to design a curriculum that is appropriate to the needs of the learners.

EAP (English for Academic Purposes): Teaching English by focusing on the specific communicative needs and practices of particular groups in academic context.

Discipline specific language teaching: Teaching English by taking into consideration the linguistic and cultural differences of disciplines.

Conclusion

In this chapter, the aim and the background of the study, the statement of the problem, the research questions and the significance of the study were given. The key terms that are frequently seen throughout the thesis were also described.

In the next chapter, the literature related to the aim of this study will be reviewed. In the third chapter, detailed information on the participants of the study, the instruments used to gather data, the procedure to conduct the needs analysis, as well as the information on data analysis will be explained. In the fourth chapter, the overview of the study and how the data was analyzed will be discussed. In the final chapter, the findings will be discussed by making comparison between disciplines. Pedagogical implications from the findings will also be discussed. Limitations of the study and recommendations for further research will be given in order to help researchers who are interested in this issue.



CHAPTER 2: LITERATURE REVIEW

Introduction

This study aims to reveal the academic writing needs of students according to the perspectives of content teachers in 100% English medium departments of HU. In order to reveal the students' writing needs, a needs analysis is essential. After revealing the requirements of the content teachers, a subsequent step is to seek to overcome any possible mismatches between the writing skills taught in their English preparatory program and the writing needs specified by the content teachers. Like other institutions, for the post prep English program, one of the aims is to prepare better academic writers and to seek appropriate ways of initiating students into their academic disciplinary communities (Spack, 1988).

This chapter reviews the related literature on needs analysis and approaches in teaching academic writing. In addition, a variety of studies conducted on academic literacy needs will be reviewed including surveys, case studies, and interviews.

Needs Analysis

A needs analysis is a way of collecting data in order to design a curriculum that is appropriate to the needs of the learners (Brown, 1995; Richards, 2001; Nunan, 1988). Specifically, it can be an important method for gathering information on the actual and future needs of the learners, as well as the expectations of the teachers before or while planning a curriculum.

The literature on needs analysis generally assumes that it is part of the planning that takes place in the development and the evaluation of a program (Brown, 1995; Graves, 2000; Markee, 1997; Richterich & Chancerel, 1980). Because one of the basic principles of learner-centered systems is that teaching programs should be responsive to learner needs (Brindley, 1989), a needs analysis is an important tool to accurately determine the purpose of a language course and to design an appropriate curriculum including proper teaching/learning methods (Brown, 1995; Graves, 2000).

Definition of Needs

In the literature, researchers have defined 'need' from different perspectives. 'Needs' can be very generally described as the gap between the current and the target language performance of learners in language learning (Brown, 1995). However, more specific distinctions of what 'need' or what 'needs analysis' means have been the focus of some debate in ELT. One resulting interpretation is that of Brindley (1989), who offers two different categories of needs: product-oriented and process-oriented. In the former approach, learners' objective needs are defined in terms of a particular communication situation. A needs analysis in this case aims to find out as much as possible before the learning actually begins. A process-oriented approach tends to deal with the subjective needs of learners individually within the actual learning situation. In the latter approach it is essential to identify and take into account the affective and cognitive variables affecting learning, such as learners' attitudes, motivations, awareness, personalities and learning styles (Brindley, 1989).

Types of Needs

As suggested above, in the literature the term 'need' has generally been defined through three main perspectives: target needs, subjective needs, and

objective needs. The so-called ‘necessities’, ‘lacks’ and ‘wants’ of the learners constitute the target needs. Understanding learners’ target needs requires responding to such questions as ‘what do the learners need to know, what are the gaps of the learners in the learning process and what do learners think they need in order to achieve their goals (Hutchinson & Waters, 1987, p.55). What the learner needs to know is considered the ‘necessities’; ‘lacks’ describe the gap between current proficiency and the target proficiency in the language; and ‘wants’ refers to the learners’ points of view about what they hope to learn in achieving the target needs. In analyzing the target needs, learners’ present and target language use should be gathered from real world information (Tarone, 1989). That is to say, the purposes of the language learner, when, how, where, and with whom they will use the language with, are at the core of an analysis of target needs.

Subjective needs, also known as ‘felt needs’ (Berwick, 1989) are related to personal factors that shape learners’ perceptions and aptitudes towards language study (Tudor, 1996). The feelings, thoughts, and assumptions of the learners are essential in determining this type of need. Berwick (1989) points out that learner preferences are also seen as ‘wants’ or desires’. Felt needs are considered to be the ones that the learners think they need. They are the assumptions, feelings, and thoughts of the learners. At this point Berwick’s view on subjective needs may be overlapping with the target needs defined by Hutchinson & Waters (1987). Brindley (1989) states that subjective needs are related to ‘cognitive and affective’ elements such as, attitudes, personality and expectations of learners about language learning.

Objective needs, which encompasses ‘learning needs’ or ‘perceived needs’, are defined by Brindley (1989) as the needs determined on the basis of clear-cut, observable data gathered about the situation, the learners, the language that students

must eventually acquire, their present proficiency and skill levels (p.65). Nunan (1988) suggests that the data on objective needs can be gathered by looking at the learners' actual language proficiency and at the difficulties they have in the process of learning.

In objective needs, the beliefs of an authority on the learners' needs are essential and educational gaps in the learners' experiences are focused on (Berwick, 1989). Since in this study content teachers can be considered as the authority to determine the writing needs of their students, this study can be said to focus on the learners' 'objective needs'.

Methodology in a Needs Analysis

The main steps in performing an appropriate and useful needs analysis are, first, to make basic decisions, such as deciding on the participants and the type of information to be gathered; second, to decide on the questions to ask and the procedures to conduct; and third, to use the information gathered at the end of needs analysis (Brown, 1995, p.36).

In the first step of any needs analysis, the stakeholders of the study should be determined. These stakeholders include the target group (the group of people from whom the information will be gathered), the audience (other people involved in the language program, such as teachers or program administrators), the needs analysts themselves, and finally, various resource groups (those groups which may serve as additional sources of information on the target group, such as parents, employers, or professors) (Brown, 1995).

A needs analysis focuses on the information about "the situations in which a language will be used, the objectives and purposes of learners to acquire the target language, the types of communication learners will use and the target proficiency:

learners need to acquire” (Richards, Platt & Weber, 1985; p.189). This information must be gathered by asking pertinent questions and following appropriate procedures (Brown, 1995; Richards, 2001).

Questions

Different types of questions to identify the learners’ problems, priorities, abilities, and attitudes as well as possible solutions to problems should shape the topics of the information to be gathered. Needs analyses are largely done in order to specify problems of learners in the learning process (Nunan, 1988). Brown (1995) declares that problem questions are generally asked in an open-ended format, and aim to clarify the problems stakeholders have in a language program. Questions on priority focus on the skills, topics or language usages that seem to be most important for the stakeholders to be able to handle. Questions of abilities are related to the students themselves and are considered to be important in the very beginning of a program because answers to this type of questions may be helpful in order to design an appropriate curriculum in terms of learners’ interest and abilities. Attitude questions try to figure out the feelings or ideas of stakeholders towards a program. The answers to attitude questions may be helpful in overcoming the conflicts participants have in a language program. The answers to this type of questions should be carefully taken into consideration because they aim to solve the difficulties in a program through the perspectives of the participants.

Types of Instruments

A variety of procedures may be used in coordinating a needs analysis. Existing information, tests, observations, interviews, meetings, and questionnaires are all possible procedures of collecting information in a needs analysis (Brown, 1995; Hutchinson & Waters, 1987; Richard, 2001; Tudor, 1996).

Brown (1995) states that the first three types of instruments place the needs analysts in a role of outsider, looking in on the existing program while the process of actual needs analysis is going on. The latter three types of instruments let the needs analysts be active insiders in the process of gathering information from the stakeholders in the program.

Teaching Academic Writing

English for Academic Purposes (EAP)

Because English is a leading language of science and academia worldwide, students in higher education increasingly find that they need to be able to understand their disciplinary content in English. It is also understood that students are able to learn more effectively and become accustomed to academic settings better when they are taught both academic skills, and necessary language skills for social communication (Hyland & Hamp-Lyons, 2002). These multiple demands can be said to have come together in the field of teaching English for Academic Purposes (EAP). Hyland & Hamp-Lyons (2002) define EAP as:

...language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts. It means grounding instruction in an understanding of the cognitive, social and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts (p.2)

A key point in this definition is the need to clearly define the requirements of learners in academic environments (Swales, 1990; Tudor, 2003). EAP pedagogy heavily emphasizes needs and tasks analyses in order to characterize the topics, standards, behaviors, and values of specific academic disciplines and their participants and thus be able to design appropriate and responsive curricula (Ferris &

Hedgcock, 1998). As Zamel (1998) suggests, academic discourse involves special forms of reading, writing, and thinking, as well as having its own vocabulary, norms, and conventions. These unique characteristics may be said to constitute separate cultures in each discipline, and are essential elements in distinguishing between different 'discourse communities'.

Swales (1990) defines *discourse communities* as discipline-specific groups of academics sharing sets of theoretical, methodological, and conventional notions about their disciplines. The written products of academic discourse communities can provide essential authentic written materials, and inspire realistic writing activities. By understanding the products and nature of different academic discourse communities, researchers can identify and explore relevant topics and genres that need to be mastered by students. Grabe & Kaplan (1996) emphasize that some of these topics and genres may be common to a number of disciplines or be characteristic of a single discipline. The study of writing, accordingly, used in different discourse communities is essential in the design of academic writing courses. Specialists on writing must identify the topics and conventions of writing in different disciplines and examine the ways to assist writing activities in order to improve students' writing and prepare them to engage in activities regarded as necessary within various disciplines (Swales, 1990; Grabe & Kaplan, 1996).

In considering the possible genres of the disciplines under inquiry in this research, I have chosen to adapt an understanding of genre that focuses on the purposes of their usage, for example, writing critiques and summaries of articles, or lab reports.

Academic writing and Content-centered Instruction

Writing is generally considered to be very important in teaching academic English. Faculties, teachers, and administrators generally advocate the belief that the most essential part of academic success is being able to write well (Casanave, 1998). Written discourse is, therefore, considered to have great importance for students' language education in academic settings.

Identifying what academic writing is and what EFL students need to be able to produce has resulted in different approaches to the teaching of writing. These approaches can be broadly grouped under three headings: product approach, process approach and content-centered approach. Questions of which approach to apply in the teaching of writing have long been at the center of discussion on EAP writing. (Grabe & Kaplan, 1996; Spack, 1988; Shih, 1986).

Nunan (1999) distinguishes between product and process approaches in the following manner. In product-oriented approaches, the final product as an "error-free text" is emphasized, whereas in a process-oriented approach, the process from drafting to the editing of a final product is essential. As Kroll (1991) states, in a product-oriented approach, students are given the rules of writing, a topic to be commented on and finally a writing assignment, which is corrected in a one-shot manner. Nunan (1988) states that a product-oriented approach tends to only focus on sentence level grammar and structural issues, and not on the development of the ideas, sequencing, or connections made in the content of the texts.

A process approach, on the other hand, is considered to reflect more recent trends in EFL writing instruction. In this approach, students are instructed and guided in a more complete process of writing. They brainstorm topics, write several drafts of essays, get feedback from either peers or teachers on each draft, make necessary

changes depending on this feedback and then write a final product in the end (Kroll, 1991).

Many researchers and scholars of writing (Fathman & Whalley, 1990; Grabe & Kaplan, 1996; Spack, 1988; Shih, 1986 and Nunan, 1996) have commented on the on-going process/product approach debate. As English teachers, should we focus on the writing process in the classroom or give importance to the final product of our learners' writing? As with many other either/or questions of this sort, the answer is not one or the other, but a combination of the two. Fathman & Whalley (1990), for example, conclude that English writing teachers' should focus on both content and form. That is to say, the content and development of ideas in the text should be looked at as well as errors in structure. After working on the development of full ideas, linguistic features should be focused on. We can conclude from this that first the content should be focused on during the drafting and editing stages, and finally, the form should be dealt with during the editing stage. As Raimes (1985) indicates, teachers using a process approach assist their learners in two important ways, with time and feedback. Students are able to try out their ideas over time and they are able to see improvements in their writing by getting and responding to the feedback from their teachers and peers. They, therefore, realize that the writing process can be a process of discovery of new ideas and new language forms to express those ideas. Grabe & Kaplan (1996) describe the process approach as a positive innovation that leads teachers and students to both more meaningful interaction and more purposeful writing.

The content-centered approach is another issue that is debated among teachers in English language teaching settings. Grabe & Kaplan (1996) argue that content-centered instruction does not guarantee successful instruction nor does it

makes students' problems in writing less complex. However, they go on to say, content-centered instruction does offer actual academic learning experiences in the classroom, and, thus gives writing instruction a realistic content. This last point is crucial, because "...while writing itself could be seen as content ... most students are not persuaded by such realizations" (p.368). Writing instruction may be made more effective by applying writing in the classroom in the same way as it is used in actual academic contexts. A content-centered course can help to bring these benefits to writing instruction.

Grabe & Kaplan (1996) introduce three techniques, which have been applied in content-based writing instruction: using a major theme with which students can connect, developing subtopics related to content, and applying a Writing Across the Curriculum (WAC) approach. One way, for example, to apply content-based writing instruction is to use a main idea related to their discipline that students can engage in. In this way students may bring techniques and have control in the issues since they face the topics they already know about and have knowledge to comment on. Such a curriculum helps students be participants in dialogues and discussions and presents extensive reading and writing activities and assists them to progress in writing from personal to academic content writing.

The second way of carrying out content-based writing instruction is to develop subtopics related to various content materials. In such instruction, students have a chance to choose among from among several related topics. The topics, for example, may be on a famous person or an important event related to their disciplines. Grabe & Kaplan (1996) express hesitation, however, that applying such writing instruction may not allow learners to develop the topic or to motivate learners

to write. The texts may be insufficient in spontaneity or creativity needed for a topic to work in classrooms.

The third option of applying content-based writing instruction is Writing Across the Curriculum (WAC). The goal of WAC is to integrate the writing instruction within the content classes. It is often accepted that if students in writing classes are given a choice on topics related to their disciplines on which to write, they are more likely to become successful as writers in a discipline (Gere, 1985). Of course, simply making unilateral changes towards WAC content instruction does not guarantee success. If a WAC-style course introduces writing techniques, exercises and activities that are not clearly related to the students' content course curriculum, learners may still fail to make progress in their academic writing. To fill this gap, Spack (1988) suggests that ESL teachers and subject-area instructors come together in faculty development seminars to learn more about each others' course content. Such coordination is a key to successful WAC courses.

Teaching writing in the disciplines

In finding ways to teach academic writing in a way to initiate students into the academic discourse community, a debate on whether we should teach discipline specific English to our students or leave the teaching of writing in the disciplines to the teachers of those disciplines has emerged (Braine, 1988; Spack, 1988).

Braine (1988) argues that since there is not an accurate definition of 'academic writing', linguistic and cultural differences among disciplines may create problems for students' academic success. He also argues that personal essays which are written in general writing courses are not sufficient to prepare students for academic writing. Since general writing courses do not give instruction on the specific linguistic and cultural issues related to the different disciplines, the result is a

failure in terms of meeting the academic needs of learners. Braine (1988) therefore advocates an integration of English courses and discipline specific academic tasks if we hope to enable our students to succeed in their disciplines.

Working collaboratively with the disciplines, however, has both advantages and disadvantages (Spack, 1988). Students' learning new forms of writing in their disciplines, and having more time to write are considered to be advantages. There may also be some advantage to students sharing knowledge from their various disciplines. However, Spack (1988) argues that the disadvantages of collaborative work outweigh its advantages. The primary problem in teaching discipline specific writing is the expertise of the teacher. Students should be taught by teachers who know more than them. English teachers may find themselves in a position of knowing less than their students do about their particular disciplines. Teachers may not be able to answer questions or explain certain tasks related to the subject matter. English teachers may also have problems while evaluating their students' papers, since they may not be aware if a student is failing to display their knowledge properly on the subject matter. Spack also argues that there are sub-disciplines in each discipline, all of which may have their own conventions, and since no discipline is static, it is difficult to have a carefully planned curriculum for each discipline and sub discipline.

One possible way of seeking answers to this debate is to look at the particular writing demands of two or more disciplines in a certain context. Based on similarities or differences found, a justified decision can be made on whether or not to try and design discipline-specific language curricula.

Research on Academic Literacy and Non-native Speaker (NNS) Students

Trying to determine what 'academic writing' is and how to teach it in our classes has resulted in a great deal of research in the literature. This research can be broadly divided into three types: survey research, case studies and, interviews.

Survey Research

Survey research has been a commonly used form of applied linguistic research for decades (Braine, 2002). Turning specifically to writing research, Horowitz (1986) argues that, "surveys of academic writing have an important role to play in providing a more complete picture of writing" (p.445). Various researchers (eg.Horowitz, 1986; Leki & Carson, 1994; Canseco & Byrd, 1989; Casanave & Hubbard, 1992) have conducted survey studies in order to determine the academic writing requirements of students according to the teachers' or students' own points of view. Perhaps one of the best known of such studies is the one conducted by Horowitz (1986). He aimed to classify and describe the writing tasks, assignment handouts, and essay examinations given to students in classrooms, as well as to examine the actual practices in teaching writing to students. Horowitz found that the writing assignments at Western Illinois University could be divided into seven categories, and suggested that generalizing the requirements in terms of departments was useful to deal with them. Teachers, therefore, have an idea about what to focus on in writing classes to meet those requirements.

Turning to the students' opinions, Leki & Carson (1994) conducted a survey study to investigate the differences and similarities between the writing instruction in EAP writing classes and actual writing tasks students face in their disciplines. At the end of the study, Leki & Carson (1994) found that the students were satisfied with the instruction they received in the EAP writing classes and felt that the EAP classes

supported their performance on the writing tasks in their disciplines. Leki & Carson concluded that the most helpful aspects of EAP writing courses were managing text (e.g. brainstorming, planning, outlining), managing sources (e.g. summarizing, synthesizing, reading), and managing research (e.g. library skills, research skills).

Case Studies and Interviews

Although Spack (1997) admits that some basic information on reading and writing tasks has resulted from the findings of surveys, she criticizes surveys as being inadequate because they impose generally preconceived classifications and ignore the contexts in which writing tasks are assigned.

Therefore, she and other researchers argue that qualitative research methods can provide more comprehensive data than surveys or textual analysis. Case studies, accordingly, have become increasingly popular in the studies of academic literacy (Braine, 2002). While a growing number of such studies have been conducted (eg. Belcher, 1994; Schneider & Fujishima, 1995; Dong, 1996; Riazi, 1997), in this section two well-known case studies by Spack (1997) and Casanave (1998) on academic writing are summarized.

To investigate the needs of one individual student, Spack (1997) conducted a longitudinal case study on a Japanese student. She examined the reading and writing strategies of the participant to help her succeed as a reader and writer in a university setting. Spack's data sources were interviews with the student and her political science professors, classroom observations, and texts, such as course materials and the student's own writings with the instructor's comments. Based on her findings, Spack (1997) questions the feasibility of designing ESL programs in order to prepare students for other disciplines, since requirements of each faculty may differ from one another.

Another case study was conducted by Casanave (1998) who examined the Japanese and English academic writing activities and attitudes of four bilingual Japanese scholars. The data in the study were copies of written work and taped interviews. The study focused on the transitional experiences of the two younger scholars who were about to start their academic careers. In the findings, Casanave (1998) concluded that students do not need to take ESL or EAP classes in order to learn to write academic English. Instead, writing in the context of coursework in their fields of study may be beneficial to achieve their goals. Casanave agrees with Spack (1987) that researchers, educators and administrators should not use a fixed type instruction in ESL classes for the learners from different disciplines. Since expectations from writing courses may differ from one faculty to another, ESL instructors need to develop flexible instructions appropriate to all disciplines (Spack, 1997; Casanave, 1998).

Interviews are considered to be useful but time consuming instruments (Brown & Rodgers, 2002). Since information is gathered face to face, the researchers may ask for further details on issues that are not clearly understood. In a study based on interview data, Leki & Carson (1997) aimed to investigate students' perceptions on the effectiveness of ESL writing courses with regard to their disciplines. They concluded from the findings that ESL writing courses do not need to change their curriculum to address other disciplines. Instead, students should be taught more general writing skills and ways of adapting them to their existing content knowledge.

Indeed all three study types are valuable, since they gain different information. Depending on the context, the duration of the study, and the number of participants, however, one type might be better than the other. Survey studies can therefore be said to still be valuable in some situations. In cases, for example, when

little or nothing is known about the students' needs, a survey study can be a useful starting point for getting a broad idea.

Conclusion

To conclude, needs analysis is an important tool for gathering information in the process of designing or renewing a curriculum of any language program. To perform an appropriate and useful needs analysis, basic decisions, such as deciding on the participants, the type of information to be gathered, the questions, and the procedures, are the key points.

Various approaches to teaching academic writing have been discussed in this chapter, namely the field of English for Academic Purpose (EAP), the product, process, and content centered approaches, Writing Across the Curriculum (WAC), and teaching writing through a discipline specific approach. The next chapter presents the methodology used in this study.

CHAPTER 3: METHODOLOGY

Introduction

The aim of this study was to conduct a needs analysis to reveal the academic needs of students in writing courses through the perspectives of content teachers in English medium departments at Hacettepe University. This survey explored the content teachers' perceptions and students' writing difficulties as a starting point to make curricular recommendations for writing courses at Hacettepe University. The needs analysis for this study attempted to find answers to the following research questions:

1. From the perspectives of content teachers, what kind of writing skills do the students in English medium departments need?
2. What differences, if any, are there in the expectations of content teachers from different faculties?

In this chapter, I initially provide detailed information about the participants. Secondly, the instruments that were used in this study are described. Third, the procedure while conducting the needs analysis is explained and finally information on data analysis procedures is presented.

Participants and Context

There are six faculties and seven schools at Hacettepe University, all of which require one year of intensive preparatory English classes for their students. All of the departments in these faculties and schools offer a four-year undergraduate level

university education, but they differ in terms of the percentage of English used in their content instruction. While some departments offer 100% of instruction in English in the classes, others offer only 30% of instruction in English. This survey was conducted only in these departments offering 100% of instruction in English, namely, the Department of Economics and the Faculty of Medicine. The reasons behind the idea of doing the survey only in departments where 100% of instructions is in English were that, since I had a limited time in which to conduct my survey, I had to somehow restrict the number of the faculties involved. Moreover, since the content teachers in these departments are required to give their lectures and conduct their lessons fully in English, they were all considered to be in a position to provide valuable and useful data. As this study focused on the academic English writing needs of students in their departments, I believed that the departmental content teachers would be the most appropriate valid and reliable source of data. The schools and the departments that have writing courses from the DPPE and the percentage of English language instruction in these departments can be seen in Table 1 below.

Table 1

Hacettepe University Departments and Density of English Usage

<u>HU Faculty and Departments</u>	<u>Percentage of English usage</u>
<u>Engineering Faculty</u>	30%
<u>Faculty of Economics and Administrative Sciences</u>	
Economy (Turkish)	30%
<i>Economy (English)</i>	<i>100%</i>
Finance	30%
Management	30%
International Relations	30%
<u>Science Faculty</u>	30%
<u>School of Sports Sciences and Technology</u>	30%
<u>Faculty of Letters</u>	30%
<u>Faculty of Education</u>	30%
<u>School of Professional Technology</u>	30%
<u>School of Social Work</u>	30%
<u>Medical Faculty</u>	
Medicine (Turkish)	30%
<i>Medicine (English)</i>	<i>100%</i>
<u>School of Nursing</u>	30%
<u>School of Health Technology</u>	30%
<u>School of Home Economics</u>	30%
<u>School of Health Management</u>	30%

The participants of this study were the content course teachers in the Faculty of Medicine and Department of Economics at Hacettepe University. Because writing courses are held concurrently with the students' content courses, the aim of the DPPE should be to support students' writing needs for those undergraduate courses. Logically, therefore, it is essential to know exactly what kind of writing needs in English actually exist in those courses.

There are a total of 99 content course teachers in the Medical Faculty and in the Department of Economics combined. Seventy content teachers out of these 99 took the questionnaire and 54 of them completed and returned the questionnaire. I could not reach all the participants to make them complete the questionnaire since some of them were abroad for conferences and the others did not want to be

participant in this study. Those who completed the questionnaire according to faculty are shown in Table 2 below.

Table 2

The number of participants by faculty

	N	%
Medical Faculty	40	74
Economics Department	14	26
Total	54	100

N: number of participants

Instruments

A questionnaire was used to survey the content course teachers in this study.

I preferred to use a questionnaire for data collection because it requires minimal time from the participants. The data are also easy to measure and to make group comparisons from (Oppenheim, 1993). The questionnaire was adapted from a previous study conducted by Arik (2002) and some adjustments were made to make it proper for this study.

The questionnaire was first prepared in English. This draft of the questionnaire was translated into Turkish by two MA TEFL 2004 students and then translated back into English by two different MA TEFL 2004 students. This process of back translating was made in an attempt to locate any vaguely worded questions, and thus ensure that the items in the questionnaire would not cause any misunderstandings among the participants. The Turkish version was given out to the participants as it was felt that it would be easier and less time consuming for them to complete. The questionnaire was piloted at Hacettepe University. Four content teachers from the medical faculty and two content teachers from the department of economics piloted the questionnaire. The rationale behind this pilot testing was to see

whether there were unclear or missing items in the questionnaire. No such problems were found.

The questionnaire was designed with three types of questions: multiple choice questions, yes/no questions, and questions in Likert-scale format. The questionnaire consisted of 66 questions covering three general areas. The first section of the questionnaire included six questions to gather data about the participants' current departments, total teaching experience, teaching experience at Hacettepe University, and the degree programs they had completed. The questions in the second section were related to the participants' current teaching situation, namely the number of hours they teach a week and the number of students they have. The third section was related to the use of writing in their disciplines. The questions in this section included what the participants felt students needed to know and what problems they found students have in writing (See Table 3 below).

Table 3

Types of questions in the questionnaire

Demographic information	Information on current teaching situation	The use of writing in disciplines
N 6	4	56

N = number of questions

The Likert-scale questions in the questionnaire had different choice responses. Therefore, the interpretations of means of the responses were different in each type of Likert-scale question. Interpretations were done according to three scales (adapted from Arik, 2002):

1st Type Scale (question 14)

- 1) Never: values between 1.00 and 1.80
- 2) Rarely: values between 1.81 and 2.60

- 3) Sometimes: values between 2.61 and 3.40
- 4) Usually: values between 3.41 and 4.20
- 5) Always: values between 4.21 and 5.00

2nd Type Scale (question 15)

- 1) Not important: values between 1.00 and 1.75
- 2) Not very important: values between 1.76 and 2.50
- 3) Fairly important: values between 2.51 and 3.25
- 4) Very important: values between 3.26 and 4.00

3rd Type scale (question 16)

- 1) I certainly disagree: values between 1.00 and 1.80
- 2) I disagree: values between 1.81 and 2.60
- 3) I am not sure: values between 2.61 and 3.40
- 4) I agree: values between 3.41 and 4.20
- 5) I certainly agree: values between 4.21 and 5.00

Procedure

The permission to conduct the questionnaires was obtained from the university administration on March 16, 2004. I distributed the questionnaires by hand on April 12 and 16, 2004 and then collected the questionnaires the following week from the teachers themselves or, in some cases, the department secretaries.

Data Analysis

In this survey, quantitative data from the questionnaires were first analyzed by employing descriptive statistical techniques such as frequencies, means, and percentages. Chi-square tests were conducted to explore whether there were differences according to the participants' disciplines. For the statistical analysis the Statistical Package for Social Sciences (SPSS 9.0) was used.

Conclusion

General information about Hacettepe University and the aim of this study was given in this chapter. Furthermore, the participants and instruments used in this survey were described in detail. In the next chapter, the actual data will be presented and analyzed.



CHAPTER 4: DATA ANALYSIS

Overview of the Study

The focus of this study was to conduct a needs analysis to reveal the academic needs of students in writing courses through the perspectives of content teachers in English medium departments at Hacettepe University (HU). The participants of the survey were content teachers in the Faculty of Medicine and the Department of Economics within the faculty of Economics and Administrative Sciences. The data for this needs analysis were collected by means of a questionnaire.

This chapter is divided into four subsections: general perceptions of the students' writing needs and current writing skills; discussion of the students' specific writing needs; discussion of the issues involved in the process of evaluating students' writing; and content teachers' impressions of their students' English writing abilities in specific genres and on specific skills. In each of these four sections, the results of the participants' responses to the questionnaire are analyzed according to the respondents' disciplines (Medicine or Economics).

Information on Students' Writing Ability

Questions 11 to 13 gathered information on the content teachers' very general perceptions of their students' writing abilities and writing needs. The responses were compared in terms of the faculties in which the participants teach.

In Question 11, participants were asked simply whether their students ever have to do any kind of writing in English for their content courses. Table 4 shows the participants' responses to this question.

Table 4

Division of participants according to faculties in terms of English writing requirements in their courses

		Yes	No
My students need to write in English.	Medicine	23(60)	16(40)
	Economy	12(92)	1(8)

Note: Numbers in parentheses represent percentage of group.

As Table 4 indicates, the majority of students in both faculties are required to do some kind of writing in English. However, participants from Economics are much more likely to have their students write in English in their courses. A full 92% of Economics professors require English writing, while only 60% in Medicine require this of their students.

Question 12 and 13 were asked to figure out the participants' general impressions about the students' current writing ability and the writing ability necessary for them to succeed in their coursework. Questions 12 and 13 were both designed in Likert-scale format. The 12th question aimed to reveal how well the participants think their students have to be able to write in English to be successful in their courses. The responses to this question range from 'very well' to 'average'. The 13th question, on the other hand, was asked in order to figure out how well the students are currently able to write in English in their disciplines. The responses given to this question differed from 'very well' to 'not well at all'. Table 5 shows the responses given to these two questions.

Table 5

Responses of participants by faculty to level of writing in English.

		VW	W	A	NW	Total
Q12. How well do students need to write in English?	Med.	10(26)	26(68)	2(6)	0	38
	Econ.	4(29)	9(64)	1(7)	0	14
Q13. How well do students currently write in English?	Med.	1(3)	10(33)	22(58)	5(13)	38
	Econ.	0	3(21)	4(29)	7 (50)	14

N= number of participants, VW: very well, W: well, A: average, NW: not well

Note: Number in parentheses represents percentage of group.

As can be seen in Table 5, in general, it is obvious for teachers in both disciplines that their perceptions of the students' needs are higher than what they feel the students are currently capable of. More than 90% of the participants in each discipline think that their students need to be able to write 'very well' or 'well' in order to be successful in their courses. The majority, however, in both disciplines feel that their students' writing ability is currently 'average' or 'not well'. Second, although content teachers' expectations for students' writing is basically the same in both the medical faculty (94%) and economics department (93%), it is clear that the economics teachers' impressions of their students' current abilities are much lower than those of the teachers in medicine. Table 5 shows that while half of the economics professors declare that their students do not write well at all, only 5 of 38 medicine faculty respondents (13%) choose this response.

Specifics of students' English writing needs

Question 14, and the 11 sub-sections included within it, focused on the specific areas in which students need to write in English. Respondents were asked to rate how frequently the students need to write the 11 items on a scale of 1 (never) to 5 (always). The responses of the teachers are first described in terms of the frequencies and means, and then compared according to the disciplines in which the teachers teach.

Table 6

Responses by participants by faculty to various purposes

	N	R	S	U	A	M	n	X ²
Q14.1 Medicine	10	5	2	8	15	3.32	40	
Economy	--	3	2	4	4	3.69	13	.199
Q14.2 Medicine	9	5	4	5	15	3.31	38	
Economy	1	--	2	4	6	4.07	13	.290
Q14.3 Medicine	14	11	9	2	3	2.20	39	
Economy	3	2	--	7	2	3.21	14	.210
Q14.4 Medicine	20	6	4	5	1	1.91	36	
Economy	1	4	2	4	2	3.15	13	.038*
Q14.5 Medicine	5	2	2	10	20	3.97	39	
Economy	--	1	1	4	7	4.30	13	.736
Q14.6 Medicine	15	12	6	4	2	2.12	39	
Economy	2	3	4	1	2	2.83	12	.341
Q14.7 Medicine	24	6	3	1	3	1.72	37	
Economy	2	2	6	1	1	2.75	12	.010*
Q14.8 Medicine	17	9	7	--	5	2.13	38	
Economy	8	1	1	2	--	1.75	12	.034*
Q14.9 Medicine	17	8	6	4	3	2.15	38	
Economy	1	6	2	3	--	2.58	12	.078
Q14.10 Medicine	14	5	9	6	3	2.43	37	
Economy	10	1	--	--	--	1.09	11	.036*
Q14.11 Medicine	27	6	2	2	--	1.43	37	
Economy	4	4	1	2	1	2.33	12	.086

Note: 14.1 to write essays
 14.2 to answer short answer question types
 14.3 to prepare presentations
 14.4 to write research papers
 14.5 to take notes in class
 14.6 to write summaries of articles
 14.7 to write critiques of articles
 14.8 to write descriptions of experiments
 14.9 to write e-mails
 14.10 to write lab reports
 14.11 to write business letters

N: never
 R: rarely
 S: sometimes
 U: usually
 A: always
 M: mean
 n: number of participants
 X²: Chi-square
 * : p<0.5

As is clearly seen in Table 6, the means of the medical teachers' responses to the subsections of question 14 were found to vary between 1.43 to 3.97, which means responses differ between 'never' and 'usually'. According to the reported means of 3.97, students in the Faculty of Medicine usually need to write in English while taking notes in class. With slightly lower means of 3.32 and 3.31 respectively, it can

be said that they sometimes need to write essays in English and to answer short answer questions on exams. The remainder of the writing genres have means lower than 2.61, which means that writing presentations, research papers, summaries of articles, descriptions of experiments, e-mails, or lab reports, are all considered unimportant to the teachers in the medicine faculty. In particular, the responses to the purposes of 'writing critiques of articles' and 'writing business letters' had means lower than 1.80, which indicates that teachers 'never' require these particular genres of writing from their students.

The means of the responses from the Economics Department are slightly higher than those of the Medicine Faculty. They range from 1.09 to 4.30, or from 'never' to 'always'. Once again, the teachers report that the students have a great need for taking notes in English in their classes. The teachers also report that the students 'usually' need to be able to write essays in English and to answer short answer question types on exams. Writing in English is 'sometimes' required by the Economics teachers to have the students prepare presentations, write research papers, and write summaries or critiques of articles. Since the remainder of the choices have means lower than 2.61, it can be said that economics students 'rarely' write e-mails or business letters in English and 'never' write descriptions of experiments or lab reports in English.

Question 14 also was meant to compare the extent of the usage of writing in English according to the disciplines. A Chi-square test was made to see whether there were significant differences between the two disciplines in terms of the extent of the usage of writing in English, and five significant differences were found. To begin with, there is a significant difference between disciplines in terms of students' being required to prepare presentations in English. While the majority of participants

from economics said that students need writing in English to prepare presentations, the majority from the Medical Faculty say that their students are not required to prepare presentations. The second significant difference was found in terms of writing research papers. The vast majority of the medical faculty report that their students are not required to write research papers. On the other hand, most of the teachers from economics (61%) report that they require their students to do so only sometimes. The extent of writing critiques of articles is another significant difference between disciplines, as responses given to this purpose show that teachers from the medical faculty almost never require writing critiques of articles while this writing genre is sometimes required by the economics faculty.

Writing descriptions of experiments is also seen as a significant difference between the two disciplines. Not surprisingly, since experiments are more likely to be used in the medical faculty, a significantly larger number of medical faculty teachers reported requiring this skill of their students. Nevertheless, it should be noted that in fact neither disciplines' faculty reported a high need for their students to write up experiments.

The last significant difference between the two disciplines is the extent of writing lab reports. While none of the economics teachers reported that their students needed to write lab reports, nearly half of the medical faculty reported that writing lab reports is to some extent required. This result is again not surprising since lab reports seem to be a must for medical students and faculty.

Evaluating students' writing

Question 15 was asked to figure out to what extent the participants see certain skills as 'important' while they are evaluating their students' written assignments in English (See Table 7).

Table 7

Responses by participants by faculty to important issues in the process of evaluating students' papers

	NI	NVI	FI	VI	M	n	χ^2
Q15.1 Medicine	--	--	11	26	3.70	37	
Economy	1	--	3	10	3.57	14	.235
Q15.2 Medicine	3	9	20	4	2.69	36	
Economy	--	4	6	4	3.00	14	.327
Q15.3 Medicine	1	2	19	14	3.27	36	
Economy	--	1	4	8	3.53	13	.474
Q15.4 Medicine	1	5	16	14	3.19	36	
Economy	--	--	4	9	3.69	13	.214
Q15.5 Medicine	1	5	17	13	3.16	36	
Economy	--	--	4	9	3.69	13	.164
Q15.6 Medicine	1	4	19	12	3.16	36	
Economy	--	--	5	7	3.58	12	.346
Q15.7 Medicine	1	10	16	9	2.91	36	
Economy	--	5	3	5	3.00	13	.485
Q15.8 Medicine	--	6	19	12	3.16	37	
Economy	--	3	7	4	3.07	14	.901
Q15.9 Medicine	--	7	16	13	3.16	36	
Economy	1	2	6	5	3.07	14	.436
Q15.10 Medicine	3	10	12	11	2.86	36	
Economy	1	1	8	3	3.00	13	.300

Notes:

- 15.1 good expression of the main idea
- 15.2 grammatical accuracy
- 15.3 relevance of idea to the context
- 15.4 appropriate connections between ideas
- 15.5 sequence of ideas
- 15.6 adequate development of ideas
- 15.7 originality of thoughts
- 15.8 appropriate use of vocabulary
- 15.9 use of academic vocabulary
- 15.10 mechanics (spelling, punctuation, format etc.)

NI = not important
 NVI= not very important
 FI = fairly important
 VI = very important
 M = mean
 n = number of participants
 χ^2 = Chi-square

In terms of the teachers' responses to Question 15, Table 7 shows that the means are almost the same for teachers in both medicine and economics. In the medical faculty, the means were found to vary between 2.69 to 3.70 and between 3.00 and 3.69 for responses from teachers of economics. That is to say, all ten items are considered more or less important, and are considered equally so for the teachers

in both disciplines. A Chi-square test was done in order to determine that there was no significant difference between the two disciplines, and no significant results were found. Based on the means and the results of the Chi-square tests, the general conclusion is that both groups of teachers consider the issues above to be important while evaluating their students' papers. However, while all the ten skills are considered relatively important, there are some differences within each discipline in the degree of importance placed on certain skills.

Responses from the Medical Faculty show that, they find it 'very important' for their students to show the relevance of the idea to the context and to have a good expression of the main idea. The remaining skills, however, are considered to be 'fairly important' by the medical teachers.

The teachers from the Economics Department, on the other hand, declare that good expression of the main idea, relevance of idea to the context, adequate development of ideas, appropriate connections between ideas, and sequence of ideas are all 'very important' in writing in their disciplines and they give 'fair importance' to the remaining skills of grammatical accuracy, use of vocabulary, mechanics, and originality of thoughts.

Although there are very slight differences between the disciplines, and some degree of difference within disciplines, these ten skills are fairly basic elements of what we might consider 'good' academic writing. This, therefore, confirms that what we might already assume to be proper points that should be focused on in academic writing courses.

Students' current writing abilities

Question 16 and its subsections were prepared to reveal the teachers' ideas about their students' current success in writing in English (See Tables 8, 9.a and 9.b).

Table 8

Overall impression on the students' writing ability

	SD	D	NS	A	SA	M	n	X ²
Q16.1 Medicine	7	7	20	1	--	2.42	35	0.81
Economy	5	5	2	1	--	1.92	13	
Q16.2 Medicine	4	8	17	6	--	2.71	35	0.45
Economy	3	7	1	2	--	2.15	13	

Notes: 16.1 My students like to write in English.

SD: strongly disagree

16.2 In general, my students are proficient writers in English.

D: disagree

NS: not sure

A: agree

SA: strongly agree

X²: Chi-square

The first two items of Question 16 (16.1 and 16.2) were asked to gain an overall impression of the teachers' perspectives on their students' views of writing and their students' current general writing abilities. The results of Table 8 show that the means of the responses to Q16.1 and 16.2 range from 1.92 to 2.71, which means that the answers range from 'disagree' to 'not sure'. According to the results of these two items, we see that 40% of the teachers from the medical faculty feel that their students do not like writing in English. A larger percentage, however (49%), admits that they are not sure whether their students are proficient writers in English.

The vast majority of the teachers in the Department of Economics disagree with the two items. They think that their students do not like writing in English and they also feel that the students are not proficient writers in English. Although the means for their responses to these two items are not significantly lower than those of the medical teachers, the economics teachers are much firmer in their beliefs about the students' writing. Only two people (15 %) express the feeling that they are 'not sure' about whether the students like to write in English, and only one of the economics teachers (7%) reports being 'not sure' about whether the students are proficient writers.

The following two tables provide detailed results on the teachers' assessments of their students' current writing abilities in terms of particular purposes (Table 9.a) and academic writing skills (Table 9.b).



Students' current writing abilities

Table 9.a

	SD	D	NS	A	SA	M	n	X ²
Q16.3 Medicine	1	5	14	15	--	3.22	35	
Economy	--	6	4	3	--	2.76	13	0.12
Q16.4 Medicine	--	--	5	28	--	3.94	36	
Economy	--	2	3	8	--	3.46	13	0.59
Q16.5 Medicine	--	3	16	15	2	3.44	36	
Economy	--	4	5	4	--	3.00	13	0.21
Q16.6 Medicine	--	8	18	10	--	3.05	36	
Economy	--	5	3	5	--	3.00	13	0.23
Q16.7 Medicine	--	--	8	17	11	4.08	36	
Economy	--	1	5	5	2	3.61	13	0.19
Q16.8 Medicine	1	--	17	14	3	3.51	35	
Economy	--	6	1	6	--	3.00	13	0.00*
Q16.9 Medicine	4	8	18	6	--	2.72	36	
Economy	--	6	4	2	--	2.66	12	0.23
Q16.10 Medicine	--	5	10	19	2	3.50	36	
Economy	--	5	4	1	--	2.60	10	0.30
Q16.11 Medicine	--	1	15	13	6	3.68	35	
Economy	--	1	4	8	--	3.53	13	0.22
Q16.12 Medicine	1	--	14	18	2	3.57	35	
Economy	--	2	7	3	--	3.08	12	0.06
Q16.13 Medicine	1	6	21	7	--	2.97	35	
Economy	1	5	5	2	--	2.61	13	0.34

Note: 16.3 My students are good at writing essays in English.

16.4 My students are able to answer short-answer question types in English.

16.5 My students are able to prepare presentations in English.

16.6 My students are able to write research papers in English.

16.7 My students are able to take notes in English in class.

16.8 My students are able to write summaries of articles in English.

16.9 My students are able to write critiques of articles in English.

16.10 My students are able to write descriptions of experiments in English.

16.11 My students are able to write e-mails in English.

16.12 My students are able to write lab reports in English.

16.13 My students are able to write business letters in English.

SD: strongly disagree

D: disagree

NS: not sure

A: agree

SA: strongly agree

M: means

N: number of participants

X²: Chi-square

*: p < 0.5

Table 9.b

	SD	D	NS	A	SA	M	n	X ²
Q16.14Medicine	1	6	13	11	1	3.15	32	
Economy	2	6	3	1	--	2.25	12	0.07
Q16.15Medicine	2	8	16	9	--	2.91	35	
Economy	1	8	3	1	--	2.30	13	0.07
Q16.16Medicine	1	2	10	18	2	3.54	33	
Economy	--	3	7	3	--	3.00	13	0.13
Q16.17Medicine	1	2	12	19	1	3.48	35	
Economy	--	8	3	2	--	2.53	13	0.00*
Q16.18Medicine	1	1	11	20	2	3.60	35	
Economy	--	7	3	3	--	2.69	13	0.00*
Q16.19Medicine	1	--	15	18	2	3.55	36	
Economy	--	4	5	4	--	3.00	13	0.01*
Q16.20Medicine	--	2	18	14	--	3.35	34	
Economy	1	6	3	3	--	2.61	13	0.00*
Q16.21Medicine	1	3	16	15	--	3.29	35	
Economy	1	6	2	4	--	2.69	13	0.01*
Q16.22Medicine	1	3	19	12	--	3.20	35	
Economy	2	7	1	3	--	2.38	13	0.00*
Q16.23Medicine	1	6	24	5	--	2.92	36	
Economy	1	8	2	2	--	2.38	13	0.00*
Q16.24Medicine	1	7	24	3	--	2.82	35	
Economy	1	9	1	2	--	2.30	13	0.00*
Q16.25Medicine	3	7	14	5	4	3.00	33	
Economy	--	1	1	6	5	4.15	13	0.01*
Q16.26Medicine	1	2	9	13	10	3.82	35	
Economy	--	--	--	3	10	4.76	13	0.03*

Note: 16.14 My students are able to express the main idea in their writing in English.
 16.15 My students are good at grammatical accuracy.
 16.16 There is relevance of idea to the context in my students' writing.
 16.17 There are appropriate connections among ideas in my students' writing.
 16.18 My students are good at sequencing their ideas while writing.
 16.19 My students are good at developing their ideas in an adequate way while writing.
 16.20 My students' ideas are original in their writing.
 16.21 My students use appropriate vocabulary while writing.
 16.22 My students use appropriate academic vocabulary while writing.
 16.23 My students are good at mechanics (spelling, punctuation, format, etc).
 16.24 My students' displaying knowledge about the subject matter is important.
 16.25 I give feedback to my students on the quality of their writing.
 16.26 My students need extra assistance in order to improve their writing abilities.

M: mean

n: number of participants

X²: Chi-square

* : p< 0.5

The results shown in both Table 9.a and Table 9.b reveal that the means of the responses to the sub-sections of Question 16 from respondents in the medical

faculty range from 2.72 to 4.08. That is to say, there is a variation among the average responses between 'disagree' and 'agree'. The teachers from the medical faculty agree with 12 items on this question. They feel that their students are able to answer short answer question types on exams, prepare presentations, take notes in class, write summaries of articles, write descriptions of experiments, write e-mails, and write lab reports, all in English. In terms of specific writing skills, they contend that their students are able in writing in English to display their knowledge about the subject matter, make appropriate connections between ideas in their writing, sequence their ideas while writing and develop their ideas in an adequate way while writing. Despite these positive reports, for item 16.26, the majority (65 %) of the medical teachers think that their students need extra assistance in order to improve their writing ability. The majority of the medical faculty report being 'not sure' for the remaining 13 items.

The means of the responses from the economics teachers are generally lower than the medical faculty, showing a range from 2.25 to 4.76, or between 'disagree' and 'certainly agree'. Teachers from economics disagree with several items. They feel that their students are not able to write descriptions of experiments (16.10), make clear the relevance of ideas to the context in their writing (16.14), make appropriate connections among their ideas in writing (16.15), develop their ideas in an adequate way while writing (16.17), use appropriate academic vocabulary (16.22), or make proper use of mechanics (16.23). On the other hand, the Department of Economics teachers agree with some items. They feel that their students are able to answer short answer question types (16.4), take notes in English in class (16.7), and write e-mails in English (16.11). Reflecting their generally negative impressions of their students' writing abilities, it is not surprising that the vast majority of teachers from the

Economics Department (84%) strongly agree with the idea that their students need extra assistance in order to improve their writing abilities. A majority of economics teachers report being 'not sure' for the remaining 12 items.

A Chi-square test was done in order to reveal the possible significant differences between the responses of teachers in the two disciplines. Significant differences between disciplines were found for 11 items. For most of these items, the means of the teachers in the Medical Faculty are considerably higher than those of the economics teachers. In other words, the economics teachers are more likely to disagree that their students are able to perform certain tasks or skills. For item 16.8, teachers from the Medical Faculty think that their students are able to write summaries of articles, while the teachers from the Economics Department are less sure about their students' ability to write summaries. While teachers from the medical faculty think that their students are able to make appropriate connections between ideas in their writing, teachers from economics are far more negative on this issue and a majority of them (61%) disagree with item 16.17. Teachers from the medical faculty also agree with the idea that their students are good at sequencing their ideas while writing, whereas teachers from economics are not sure on this item (16.18). Students from the medical faculty are generally thought by the teachers to be able to develop their ideas in an adequate way; on the other hand teachers from economics are less likely to agree with item (16.19), with a majority (70%) either disagreeing or being 'not sure'. For item 16.20, teachers from the Medical Faculty admit that they are not sure whether their students' ideas are original in their writing, but teachers from economics are more sure in their belief that their students are not original in their way of thinking while writing. In terms of appropriate vocabulary usage –both in general and specific academic vocabulary- teachers from the Medical

Faculty are not sure whether their students are able to use appropriate vocabulary while writing, whereas the majority of the economics teachers disagree and think that their students can not use appropriate vocabulary while writing (16.21/22). For item 16.23, the medical teachers are once again not sure whether their students are good at mechanics or not, but teachers from economics report that they disagree with the item; in other words, they think the students in the Department of Economics are not proficient in writing mechanics. Lastly, in terms of the students' writing skills, teachers from the Medical Faculty report that they are not sure whether their students' being able to display knowledge about the subject matter while writing is important or not (16.24), but their colleagues in economics agree with the idea, thus reporting that they do give importance to this issue. Turning to the teachers' own performance, teachers from the Medical Faculty report that they are 'not sure' whether they give feedback or not, but teachers from economics almost unanimously agree that they give feedback to their students about the quality of their writing.

There are many significant differences found between the responses of the teachers in the two disciplines. What seems to emerge overall is that the Medical Faculty do not have firm ideas about their students' abilities. As can be seen in Tables 14.a and 14.b, the means of their responses of 14 items out of 26 range between 2.42 and 3.35. According to the scale presented in chapter 3 this means that the majority of these teachers report their responses as (NS) 'not sure'. The reason behind this result may be that since the medical teachers tend to ask their students multiple-choice type questions in their exams and often do not give other writing assignments, they do not have detailed information about the current situation of their students' writing abilities. There are just two items on which the Medical Faculty do in fact express strong opinions (about their students' abilities to answer

short answer questions on exams and their ability to take notes), both of which they agree their students are able to do. It seems likely that these are in fact the only two items they actually have much evidence of. Interestingly, they remain positive about their students' abilities on these two tasks.

On the other hand, teachers from economics seem on the whole to be more critical of their students' writing ability. The rationale behind their detailed impressions of their students' current situation may be either their system of examination or their assigning of other writing tasks to their students, such as, writing essays, answering short answer questions on exams, preparing presentations, writing research papers, and writing summaries or critiques of articles. Unlike the examination system of the Medical Faculty, their students are required to take exams with open-ended questions. The teachers, therefore, have a chance to see the problems their students have in writing and, consequently, they have a chance to better evaluate their writing success or lack thereof.

Conclusion

The data collected from the content teachers from the Medical Faculty and the Department of Economics were analyzed in terms of the students' required needs and current problems in writing through the two disciplines. The analysis was based on means, percentages and frequencies, as well as Chi-squares. In the next chapter, the results shown in the data analysis section will be discussed in reference to the research questions and implications.

CHAPTER 5: CONCLUSION

Overview of the Study

This study investigated the academic writing needs of students through the perspectives of content teachers in the 100% English medium departments of economics and medicine at Hacettepe University. The questionnaire provided background information on the participants, data on the required needs of students, and teachers' perceptions of the students' current success in writing in English.

Descriptive statistics such as frequencies, percentages, and means, as well as Chi-square tests were used in order to analyze the data, and respond to the following research questions of this study:

1. From the perspectives of content teachers, what kind of writing skills do the students in English medium departments need?
2. What differences, if any, are there in the expectations of content teachers from different faculties?

In this chapter, first the findings will be discussed according to the responses given by content teachers. Second, the pedagogical implications of the study will be discussed, followed by the limitations of the study, and suggestions for further research.

Findings

When the results are analyzed in terms of the writing requirements in the two disciplines, it can be said that writing in English is required more from the students in the economics faculty. It is also clear from the findings that students in both disciplines are considered to have to write 'well' or 'very well' in order to be generally successful in their disciplines. This supports the ideas of those who argue that writing is the most essential part of academic success (Grabe & Kaplan, 1996). However the findings also reveal that, to a great extent, students in both disciplines are not judged currently as being able to write 'well' or 'very well'. This suggests some inadequacy in their current English language training and points to the need for some reconsideration of how academic writing is taught at Hacettepe University. In addition, it may be said when looking at the study results, that the impressions of the teachers from the Economics Faculty about their students' current writing abilities are much lower than those of the teachers from the Medical Faculty. This discrepancy may arguably stem from economy teachers' giving more writing assignments to their students, and thus being in a better position to comment on the quality of their students' writing.

Necessary Genres

Differences in required genres between disciplines

In terms of the English writing genres that are required in the two disciplines, the responses show quite a great difference. Students in the Medical Faculty are 'usually' required to take notes in class, 'sometimes' need to write essays, and answer short-answer question types, and 'rarely' required to prepare presentations, write research papers, summaries of articles, descriptions of experiments, e-mails or

business letters. The students in the Medical Faculty ‘never’ need to write critiques of articles.

In the Economics Department, on the other hand, students are ‘always’ required to take notes in class, ‘usually’ need to write essays and answer short-answer question types, and ‘sometimes’ need to prepare presentations, write research papers, or summaries and critiques of articles. They are ‘rarely’ required to write e-mails or business letters, and ‘never’ need to write lab reports.

According to these findings, we can see that for the medical students, writing is really only required for taking notes in class, and to some extent, answering short-answer question types or writing essays. In the Economics Faculty, however, with the exception of writing descriptions of experiments, e-mails and business letters, the remaining purposes are all very much required. These findings show that the locally required genres in writing in English differ between the Medical Faculty and the Economics Department. As Zamel (1998) states, disciplines may be different from one another in terms of their own norms or conventions. It has also been pointed out that these differences should be taken into consideration when designing language curricula in order to assist students to write in the necessary genres for their various disciplines (Grabe & Kaplan, 1996). Whether or not this is the proper recommendation in this case, however, requires that we consider as well the other findings of the study.

Students’ current success in required genres

With respect to the students’ levels of success in writing in different genres, teachers from the Medicine Faculty feel that their students are good at writing essays, answering short answer question types, preparing presentations, taking notes in class, and writing descriptions of experiments and lab reports in English. On the other

hand, they report being not sure whether their students are successful in writing research papers, summaries and critiques of articles, e-mails, and business letters in English.

The content teachers from the Department of Economics think that the students are fairly good at answering short answer question types, preparing presentations, writing research papers, taking notes in class, writing summaries of articles, and e-mails all in English. But they feel that their students are not good at writing essays, critiques of articles, and business letters in English.

In terms of overall satisfaction of teachers from the two disciplines, medical and economics students are seen as being better at answering short answer question types, preparing presentations, and taking notes all in English than the remaining required genres. Overall, however, the teachers in the Department of Economics are less content with their students' current writing abilities than are the teachers in medicine faculty.

Necessary Skills

Taking into consideration the responses on required general academic writing skills in the two disciplines, the content teachers all agree that the following writing skills are very or fairly important: good expression of the main idea, grammatical accuracy, relevance of idea to the context, appropriate connections between ideas, sequence of ideas, adequate development of ideas, originality of thoughts, appropriate use of general vocabulary and academic vocabulary, and mechanics (spelling, punctuation, format, etc.). Similar to Kaplan's (1996) observation that many of these skills may be common to a number of disciplines, in this study, very slight differences such as the order of importance were found in the responses of content teachers of the Medicine Faculty and the Economics Department. While

responses from the Medical Faculty, for example, show that displaying the relevance of idea to the context and having a good expression of the main idea are ‘very important’ in students’ writing; economics teachers declare that having a good expression of the main idea, displaying the relevance of idea to the context, adequate development of ideas, appropriate connections between ideas, and sequence of ideas are all ‘very important’ in writing of their disciplines.

Students’ current success on the required skills

In terms of the students’ abilities to adequately perform the skills that the participants consider important, the content teachers from the Medical Faculty agree that their students are able to display the relevance of the idea to the context, and they can make appropriate connections among ideas in their writing. They consider their students to be also quite good at sequencing and developing their ideas in an adequate way while writing. They are less sure, however, about whether their students are good at the following skills: expressing original ideas, using appropriate general and academic vocabulary while writing, mechanics, and displaying knowledge about the subject matter in their writings.

The majority of the responses given by content teachers from the Medical Faculty are that they are ‘not sure’. It seems likely that these teachers are not sure about their students’ abilities because their students generally take multiple-choice exam and are not assigned any other pieces of writing. In such a situation the teachers do not have adequate opportunities to analyze the quality of their students’ writing, and thus have to respond with ‘not sure’.

Content teachers from the Economics Faculty, on the other hand, feel that their students are not good at many skills. Specifically, they point to their students’ inadequacy in connecting ideas in an appropriate way, sequencing their ideas while

writing, expressing original ideas, using appropriate general and academic vocabulary, using proper mechanics, and displaying knowledge about the subject matter in their writing. The economics teachers are not sure whether their students are good at displaying the relevance of idea to the context and developing their ideas in an adequate way while writing.

The vast majority of the teachers from the Economics Department also declared that they give feedback to their students on the quality of their writing. The medical teachers, however, do not do so. This may present problems for students, since they may feel a lack of membership and social contact with their own teachers in their disciplines (Braine, 2002). These results also clearly indicate that teachers from the Economics Department are more proactive in helping their students improve their writing abilities through the process of completing written assignments.

Pedagogical Implications

In the process of renewing the curriculum of the academic writing course in the DPPE at Hacettepe University, the requirements of the content teachers need to be taken into greater account. Since there are not very striking differences between the groups in terms of genres, and only slight differences between the groups in terms of general academic writing skills, there seems to be no real need to set up completely different courses according to the disciplines. As Spack (1988) argues, our aim, as writing instructors should be to have our students improve themselves in terms of both systematic thinking and general academic writing skills. Equipped in this manner, students in any discipline can use their own writing strategies effectively to explore the more specific requirements in their own disciplines.

In order to improve the required academic writing skills of students, the findings of this study are a reminder that we should focus on both the content and form of our students' papers (Fathman & Whalley, 1990). To achieve this, we should teach writing through a combination of process and product approaches. Since the teachers in this study place slightly less emphasis on product-based skills such as mechanics or grammar than on process-based skills like organization and sequencing of ideas, in our teaching and evaluation we should focus more on the content and the development of ideas in the text, than on errors in structure. In doing so we will be able to observe our students' improvement in the specific writing skills while taking into account the requirement of their content teachers.

In our current practice, contrary to the recommendation above, we teach our students writing largely through a product-based approach. That is to say, instead of focusing on the processes of drafting and editing, we place emphasize on our students' final writing and only evaluate them in terms of this final product. In a renewal curriculum there should be a shifting of priorities towards a process approach. We should introduce, for example, the use of multiple drafts and peer editing instead of only brainstorming as we do in our current curricula.

Students in the Medical Faculty may not actually need to be highly proficient writers in order to succeed in their studies at Hacettepe University. Such an interpretation derives from the medical teachers' more limited reporting of specific required genres and from their tendency to report being 'not sure' of their students' capabilities, which suggests that they have minimal evidence of their students' writing. The logical extension of this finding is to say that given the students' limited time for taking English courses, the current writing courses are probably sufficient for the medical students. The situation for economics students, however, seems quite

different. Proficient writing skills seem to be a must in the economics department.

The greater demands on the economics students might suggest the need for additional elective courses to allow them to get the extra practice they need. In these elective courses, if it is not feasible to have them only for economics students, they could be made open to any students from various disciplines, but should then include teaching techniques that encourage students to explore the necessary genres in their individual disciplines, such as the use of learning journals in which they investigate and record their observations on the writing styles and genres in their discipline. Comparisons can then be made among students in the class, and differences discussed. The effect of such efforts would be, at minimum, to help raise awareness among the students of the importance of academic writing, and the possible differences they may encounter in their future disciplinary work.

Another appropriate recommendation, if it proves feasible for the DPPE, would be to set up a content-based course in conjunction with an economics course that requires extensive writing of its students. Such an adjunct course would be ideal for helping economics students meet the English writing demands of their disciplinary course work, and with luck would also serve to promote further needed cooperation between disciplinary and English language teachers (Spack, 1988).

Limitations of the Study

Due to time limitations, only the content teachers from the Medical Faculty and Economics Department were chosen as the participants of this survey. If the students in other departments and the instructors in the DPPE had been able to be included, certainly a broader perspective on the requirements or the possible problems could have been gained. Similarly, a wider comparative perspective could have been had if teachers from other faculties had been included; however the

striking differences in the amount of English instruction (30% versus 100%) made such a comparison problematic.

Another limitation for this survey was that the content teachers in the Medical Faculty do not seem to have an adequate general impression of their students' current writing capabilities. It may be that the Medical Faculty do not give many written assignments, and thus the great majority of the participants from the Medical Faculty are 'not sure' on many questions. Nevertheless, their data are considered to be useful, since they give us a more accurate picture of the extent of the students' actual writing needs in the department.

Recommendations for Further Research

This survey focused on the academic writing needs of students in 100% English medium departments at Hacettepe University from the perspectives of content teachers. This study did not take into consideration the needs of the students from their own perspectives or the problems the instructors of the DPPE face while teaching academic writing. Further studies can be done in order to figure out the needs or problems both the students and the instructors of the DPPE face in the writing courses. The requirements of the disciplines that offer 30% of their instruction in English may also be taken into consideration in further research, and thus allow for a wider discussion of possible differences according to the disciplines.

Finally, although the writing requirements of undergraduate students seem to focus on fairly common academic genres such as essays, reports, presentations, or class notes, it may be anticipated that the writing needs for graduate students will take on greater complexities, and, possibly exhibit greater discipline-specific differences. Such a possibility should be explored in a future study focusing

explicitly on graduate students' needs, and including detailed textual analyses of the specific genres used.

Conclusion

Although the content teachers in both disciplines declare that writing is a major component of academic success, the results of this study indicated that being proficient writers in English is not so essential for the students to be successful in the Medicine Faculty. In the Economics Department, however, content teachers expect a high standard of writing in English from their students. Unfortunately, the teachers in both disciplines find their students' current success in writing to be inadequate. In terms of writing genres, there are some differences between disciplines, though not necessarily sufficient ones to warrant implementing discipline-specific writing courses at Hacettepe University. With respect to the general academic writing skills, however, content teachers all agree that they are important for the quality of the writings in English, thus suggesting that these should continue to serve as the basis for the writing courses given by the DPPE.

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APPENDIX

ANKET

Sayın Öğretim Üyesi;

12.04.2004

Hacettepe Üniversitesi Servis Dersleri Birimi'nde beş senedir İngilizce okutmanlık yapmaktayım. Aynı zamanda Bilkent Üniversitesi Yabancı Dil Olarak İngilizce Öğretmenliği Bölümü'nde yüksek lisans öğrencisiyim. Tez çalışmalarım için bir ihtiyaç analizi yapmam gerekmektedir. Bu ihtiyaç analizinin amacı, siz bölüm hocalarının değerli görüşleri ışığında, öğrencilerimizin akademik yazma becerileri ihtiyaçlarını belirlemektir.

Bu ihtiyaç analizine katılmanız zorunlu değildir. Anketi doldururken isminizi yazmanız gerekmemektedir. Kişisel cevaplarınız bu şekilde kesinlikle gizli tutulacaktır. Bu anketi doldurmanız, vermiş olduğunuz bilgilerin çalışmamda kullanmama izin verdiğiniz anlamına gelmektedir.

Çalışmalarım ile ilgili herhangi bir sorunuz olursa, danışmanım Dr. Julie Mathews Aydın'la ya da benimle irtibata geçebilirsiniz.

Yardımlarınız ve değerli zamanınızı bana ayırdığınız için çok teşekkür ederim. Saygılarımla.

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BÖLÜM 1. ÖZGEÇMİŞ BİLGİLERİ

1) Hacettepe Üniversitesi' nin hangi fakülte ve bölümde ders vermektedirsiniz?

Fakülte:

Bölüm:

2) Kaç yıldır eğitim vermektedirsiniz?

a) 1 yıldan az

b) 1-5 yıl

c) 6-10 yıl

d) 11-15 yıl

e) 16-20 yıl

f) 20 yıldan fazla

3) Hacettepe Üniversitesi'nde kaç senedir çalışmaktasınız?

- | | | |
|----------------|--------------|--------------------|
| a) 1 yıldan az | c) 6-10 yıl | e) 16-20 yıl |
| b) 1-5 yıl | d) 11-15 yıl | f) 20 yıldan fazla |

4) Ünvanınız:

- | | | |
|-------------|----------------------|-----------|
| a) Profesör | c) Yardımcı Doçent | e) Diğer: |
| b) Doçent | d) Öğretim Görevlisi | |

5) Tamamladığınız (mezun olduğunuz) programlar:

	<u>Okul</u>	/	<u>Bölüm</u>	/	<u>Yıl</u>
a) Lisans:					
b) Yüksek Lisans:					
c) Doktora:					
d) Diğer:					

6) İngilizce yazma becerinizi genel anlamda nasıl değerlendirirsiniz?

- | | |
|-------------|-----------------|
| a) Mükemmel | c) İyi |
| b) Çok iyi | d) Orta düzeyde |

BÖLÜM 2: ŞU ANKİ ÖĞRETİM DURUMUNUZLA İLGİLİ BİLGİLER:

7) Öğretim verdiğiniz toplam saat:

- | | |
|----------------------|-----------------------------|
| a) haftada 1-5 saat | c) haftada 11-16 saat |
| b) haftada 6-10 saat | d) haftada 20 saatten fazla |

8) Ders verdiğiniz sınıf sayısı:

Lütfen belirtiniz:

9) Sınıflarınızda ki toplam öğrenci sayısı:

- | | | |
|------------------|------------------|------------------|
| a) 10-20 öğrenci | c) 31-40 öğrenci | e) 51-60 öğrenci |
| b) 21-30 öğrenci | d) 41-50 öğrenci | f) 60 ve fazlası |

10) Her bir sınıfınızdaki ortalama öğrenci sayısı:(Birden fazla şık işaretlenebilir.)

- | | | |
|------------------|------------------|------------------|
| a) 10-20 öğrenci | c) 31-40 öğrenci | e) 51-60 öğrenci |
| b) 21-30 öğrenci | d) 41-50 öğrenci | f) 60 ve fazlası |

BÖLÜM 3: ÖĞRENCİLERİN YAZMA BECERİLERİ İLE İLGİLİ BİLGİLER:

11) Ders vermiş olduğunuz sınıflarda öğrencileriniz herhangi bir şekilde İngilizce yazı yazmak zorundalar mı?

- a) Evet b) Hayır

12) Ders vermiş olduğunuz sınıflarda öğrencilerinizin başarılı olabilmesi için İngilizce yazı yazma becerileri hangi düzeyde olmalıdır?

- a) Çok iyi b) İyi c) Orta d) Kötü

13) Ders verdiğiniz sınıflarda öğrencilerinizin İngilizce yazma becerileri hangi düzeydedir?

- a) Çok iyi b) İyi c) Orta d) Kötü

14) Öğrencileriniz derslerinizle ilgili olarak aşağıda verilen amaçların her biri için İngilizce yazmaya ne kadar ihtiyaç duymaktadırlar? Lütfen bu soruyu aşağıda verilen sıralamaya uygun olarak ve bu sıralamadaki rakama karşılık gelen kutucuğu (✓) işaretleyerek cevaplayınız.

1. asla 2. nadiren 3. bazen 4. genellikle 5. her zaman

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
14.1	Sınavlarda kısa yazılar yazmak					
14.2	Sınavlarda kısa cevaplı soruları cevaplamak					
14.3	Sunum hazırlamak					
14.4	Araştırma yazıları yazmak					
14.5	Ders sırasında not tutmak					
14.6	Makalelerin özetlerini çıkarmak					
14.7	Makaleler ile ilgili eleştirisel yazılar yazmak					
14.8	Deney anlatımları yazmak					
14.9	Elektronik posta mesajları yazmak					
14.10	Labaratuar raporları yazmak					
14.11	İş mektupları yazmak					

Diğer: (Lütfen belirtiniz)

.....

15. Öğrencilerinizin İngilizce yazım çalışmalarında aşağıdakiler sizin için ne kadar önemlidir? Lütfen bu soruyu aşağıda verilen sıralamaya uygun olarak ve bu sıralamadaki rakama karşılık gelen kutucuğu (✓) işaretliyerek cevaplayınız.

1. önemsiz 2. çok önemli değil 3. oldukça önemli 4. çok önemli

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
15.1	Ana fikrin iyi ifade edilmesi				
15.2	Dilbilgisi kurallarına uygunluk				
15.3	Fikirlerin konuya uygunluğu				
15.4	Fikirler arasında uygun geçişler				
15.5	Fikirlerin sıralanması				
15.6	Fikirlerin yeterli ve yerinde gelişimi				
15.7	Fikirlerin orijinalliği				
15.8	Uygun kelime kullanımı				
15.9	Akademik kelime kullanımı				
15.10	Yazım kuralları				

16. Aşağıdaki soruları verilen sıralamaya uygun olarak ve bu sıralamadaki rakama karşılık gelen kutucuğu işaretleyerek (✓) cevaplayınız.

1. Kesinlikle katılmıyorum 3. Emin değilim 4. Katılıyorum
2. Katılmıyorum 5. Kesinlikle katılıyorum.

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
16.1	Öğrencilerim İngilizce yazı yazmayı sevmektedirler.					
16.2	Öğrencilerim İngilizce yazı yazmada genelde başarılıdır.					
16.3	Öğrencilerim İngilizce kısa yazılar yazmada başarılıdır.					
16.4	Öğrencilerim kısa cevaplı soruları İngilizce cevaplayabilir.					
16.5	Öğrencilerim İngilizce sunum hazırlayabilir.					
16.6	Öğrencilerim araştırma yazılarını İngilizce yazabilir.					
16.7	Öğrencilerim ders sırasında İngilizce not tutabilir.					
16.8	Öğrencilerim İngilizce makalelerin özetini çıkarabilir.					
16.9	Öğrencilerim makaleler ile ilgili İngilizce eleştiri yazabilir.					
16.10	Öğrencilerim deney anlatımlarını İngilizce yazabilir.					
16.11	Öğrencilerim e-posta mesajlarını İngilizce yazabilir.					
16.12	Öğrencilerim laboratuvar raporlarını İngilizce yazabilir.					
16.13	Öğrencilerim İngilizce iş mektupları yazabilir.					
16.14	Öğrencilerim ana düşüncelerini İng. iyi ifade edebilirler.					
16.15	Öğrencilerim İng. dilbilgisi kurallarına uyarlar.					
16.16	Öğrencilerimin İng. yazılarında fikirlerinin konu ile alakası vardır.					
16.17	Öğrencilerimin fikirleri arasında uygun geçişler vardır.					

16.18	Öğrencilerim fikirlerini uygun düzenleyebilirler.					
16.19	Öğrencilerim fikirlerini yeterli şekilde geliştirebilirler.					
16.20	Öğrencilerimin yazılarındaki fikirleri orijinaldir.					
16.21	Öğrencilerim yazılarında uygun kelime kullanırlar					
16.22	Öğrencilerim yazılarında uygun akademik kelime kullanırlar.					
16.23	Öğrencilerim yazılarında imla kuralları kullanımında başarılıdır.					
16.24	Öğrencilerimin yazılarında ilgili konulardaki bilgilerini gösterebilmeleri önemlidir.					
16.25	Öğrencilerime İngilizce yazılarının kalitesi konusunda görüşlerimi bildiririm.					
16.26	Öğrencilerimin İngilizce yazma becerilerinde yardıma ihtiyaçları vardır.					

Anketim burada sona ermiştir. Değerli vaktinizi ayırdığınız için tekrar teşekkür ederim.



THE QUESTIONNAIRE

Dear Professor;

I have been an instructor of English at the Department of Post-Prep English courses in the School of Foreign Languages at Hacettepe University for five years. I am also a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing a needs analysis, the purpose of which is to determine the academic writing needs of students through the perspectives of content teachers in English medium departments at Hacettepe University.

To obtain the necessary information I would request that you respond to the questionnaire below carefully. Cooperation is, of course, voluntary. You do not need to put your name on the questionnaire; in this way complete confidentiality can be guaranteed. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.

In case you have any questions about my study you can contact both with my advisor, Dr. Julie Mathews Aydınlı, and me.

Thank you for taking the time to answer the question fully. Sincerely,

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PART 1. BIOGRAPHICAL INFORMATION

1) In which faculty and department do you currently teach at Hacettepe University?

Faculty:
Department:

2) How long have you been teaching?

- | | | |
|---------------------|----------------|-----------------------|
| a) less than 1 year | c) 6-10 years | e) 16-20 years |
| b) 1-5 years | d) 11-15 years | f) more than 20 years |

3) How long have you been working at Hacettepe University?

- | | | |
|---------------------|----------------|-----------------------|
| a) less than 1 year | c) 6-10 years | e) 16-20 years |
| b) 1-5 years | d) 11-15 years | f) more than 20 years |

4) Your title:

- | | | |
|------------------------|------------------------|----------|
| a) Professor | c) Assistant Professor | e) Other |
| b) Associate Professor | d) Instructor | |

5) The programs completed:

- | | School | / | Department | / | Year |
|----------|--------|---|------------|---|------|
| a) BA | | | | | |
| b) MA | | | | | |
| c) PHD | | | | | |
| d) Other | | | | | |

6) What is the level of your current general writing ability?

- | | |
|--------------|------------|
| a) Perfect | c) Well |
| b) Very well | d) Average |

PART 2: INFORMATION ON CURRENT TEACHING SITUATION

7) Total number of hours you currently teach:

- | | |
|----------------------|-----------------------|
| a) 1-5 hours a week | c) 11-16 hours a week |
| b) 6-10 hours a week | d) more than 20 hours |

8) The number of classes you have:

Please, specify:

9) The total number of students:

- | | | |
|-------------------|-------------------|--------------------------|
| a) 10-20 students | c) 31-40 students | e) 51-60 students |
| b) 21-30 students | d) 41-50 students | f) more than 60 students |

10) The number of students in your each class: (More than one item can be marked)

- | | | |
|-------------------|-------------------|--------------------------|
| a) 10-20 students | c) 31-40 students | e) 51-60 students |
| b) 21-30 students | d) 41-50 students | f) more than 60 students |

PART 3: INFORMATION ON STUDENTS' WRITING ABILITY

11) Do your students ever have to do any kind of writing in English for your course?

- | | |
|--------|-------|
| a) YES | b) NO |
|--------|-------|

12) How well do you think your students have to be able to write in English to be successful in your courses?

- a) Very well b) Well c) Average d) Not well at all

13) How well do you think your students are able to write in English in your course?

- a) Very well b) Well c) Average d) Not well at all

14) To what extent do your students need writing in English for each of the following purposes? (Please answer this question by putting a tick into the space referring to the number that matches your ranking.

1. never 2. rarely 3. sometimes 4. usually 5. always

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
14.1	To write essays					
14.2	To answer short-answer question types					
14.3	To prepare presentations					
14.4	To write research papers					
14.5	To take notes in class					
14.6	To write summaries of articles					
14.7	To write critiques of articles					
14.8	To write descriptions of experiments					
14.9	To write e-mails					
14.10	To write lab-reports					
14.11	To write business letters					

15) To what extent are the following issues important for you in your students' written assignments in English? (Please answer this question by putting a tick into the space referring to the number that matches your ranking.)

1. not important 3. fairly important
2. not very important 4. very important

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
15.1	Good expression of the main idea				
15.2	Grammatical accuracy				
15.3	Relevance of idea to the context				
15.4	Appropriate connections between ideas				
15.5	Sequence of ideas				
15.6	Adequate development of ideas				
15.7	Originality of thoughts				
15.8	Appropriate use of vocabulary				
15.9	Use of academic vocabulary				
15.10	Mechanics, (spelling, punctuation, format, etc.)				

16. Please answer the following question by putting a tick into the space referring to the number that matches your ranking.

1. strongly disagree 3. not sure 4. agree
2. disagree 5. strongly agree

		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
16.1	My students like to write in English.					
16.2	In general, my students are proficient writers in English.					
16.3	My students are good at writing essays in English.					
16.4	My students are able to answer short-answer question types in English.					
16.5	My students are able to prepare presentations in English.					
16.6	My students are able to write research papers in English.					
16.7	My students are able to take notes in English in class.					
16.8	My students are able to write summaries of articles in English.					
16.9	My students are able to write critiques of articles in English.					
16.10	My students are able to write descriptions of experiments in English.					
16.11	My students are able to write e-mails in English.					
16.12	My students are able to write lab reports in English.					
16.13	My students are able to write business letters in English.					
16.14	My students are able to express the main idea in their writing.					
16.15	My students are good at grammatical accuracy.					
16.16	There is relevance of idea to the context in my students' writing.					
16.17	There are appropriate connections among ideas in my students' writing.					
16.18	My students are good at sequencing their ideas while writing.					
16.19	My students are good at developing their ideas in an adequate way while writing.					
16.20	My students' ideas are original in their writing.					
16.21	My students use appropriate vocabulary while writing.					
16.22	My students use appropriate academic vocabulary while writing.					
16.23	My students are good at mechanics (spelling, punctuation, format, etc.)					
16.24	My students' displaying knowledge about the subject matter is important in their writing.					
16.25	I give feedback to my students on the quality of their writing.					

16.26	My students need extra assistance in order to improve their writing abilities.					
-------	--	--	--	--	--	--

This is the end of the questionnaire. Thank you for your cooperation.

