

EXPLORING THE RHETORICAL PATTERNS IN TURKISH AND ENGLISH
EXPOSITORY PARAGRAPHS OF TURKISH UNIVERSITY STUDENTS
WITH DIFFERENT PROFICIENCY LEVELS IN ENGLISH

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STUDENTS WITH DIFFERENT PROFICIENCY LEVELS IN ENGLISH**

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ABSTRACT

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This study aims to explore the rhetorical patterns in Turkish (L1) and English (L2) expository paragraphs written by Turkish university students with different proficiency levels in English (i.e., Elementary, Intermediate, and Upper-Intermediate), to investigate commonalities and differences in rhetorical preferences of students with different proficiency levels, and to uncover the possible reasons behind student' rhetorical preferences. To achieve this aim, 75 English language learners from different proficiency levels (i.e., Elementary (n:25), Intermediate (n: 25), and Upper-intermediate (n: 25)) are included in the study. 25 native speakers of Turkish studying at the Department of Turkish Language Teaching are also involved in the study to better understand the rhetorical patterns used in Turkish expository paragraphs, and the possible influences of L1 on L2. The data of the study is obtained from multiple sources: (i) Turkish and English expository paragraphs, (ii) questionnaires, (iii)

stimulated recalls with students, and (iv) semi-structured interviews with instructors. The study is conducted within the framework of Contrastive/Intercultural Rhetoric. The expository paragraphs of the students are analyzed both qualitatively and quantitatively in terms of the overall organization patterns and the macro-level rhetorical patterns in the paragraphs. MAXQDA is used for the data analysis. The findings of the research offer valuable implications for the teaching of L2 Writing, Curriculum Design, Materials Development, and for the teaching of L1 Writing.

Keywords: Contrastive Rhetoric, Intercultural Rhetoric, Second Language Writing, L2 Proficiency, Expository Writing

ÖZ

FARKLI İNGİLİZCE YETERLİK SEVİYELERİNDEKİ TÜRK ÜNİVERSİTE ÖĞRENCİLERİNİN TÜRKÇE VE İNGİLİZCE AÇIKLAYICI PARAGRAFLARINDAKİ RETORİK YAPILARIN ARAŞTIRILMASI

KÖROĞLU, Özlem

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Bu çalışmanın amacı, farklı İngilizce yeterlik seviyelerindeki (Temel [Elementary], Orta [Intermediate] ve Orta Üstü [Upper-intermediate]) Türk üniversite öğrencileri tarafından yazılan Türkçe (L1) ve İngilizce (L2) açıklayıcı paragraflardaki retorik yapıları incelemek, farklı İngilizce yeterlik seviyelerindeki öğrencilerin retorik tercihlerindeki benzerlik ve farklılıkları araştırmak ve bu tercihlerin altında yatan olası nedenleri ortaya koymaktır. Bu amaçla, farklı yeterlik seviyelerinde İngilizce öğrenen 75 öğrenci (Temel:25, Orta:25, Orta-üstü:25) araştırmaya katılmıştır. Türkçe açıklayıcı paragraflardaki retorik tercihleri ve ana dilin ikinci dil üzerine olası etkilerini daha iyi anlayabilmek için Türkçe Öğretmenliği bölümünde öğrenim gören 25 öğrenci de çalışmaya dahil edilmiştir. Çalışmanın verileri çeşitli kaynaklardan elde edilmiştir: (i) Türkçe ve İngilizce açıklayıcı paragraflar, (ii) anketler, (iii) öğrencilerle yapılan çağrışım tekniğine dayalı görüşmeler ve (iv) okutmanlarla düzenlenen yarı

yapılandırılmış görüşmeler. Çalışmanın teorik çerçevesi olarak Karşılaştırmalı/ Kültürlerarası Retorik benimsenmiştir. Öğrencilerin açıklayıcı paragrafları, paragrafların bütüncül organizasyon yapıları ve makro düzeydeki retorik yapıları açısından hem niteliksel hem de niceliksel olarak analiz edilmiştir. Verilerin analizinde MAXQDA programı kullanılmıştır. Çalışmanın bulguları, İngilizce yazma öğretimi, Müfredat Tasarımı, Materyal Geliştirme ve Türkçe yazma öğretimi alanlarına önemli katkılar sunmaktadır.

Anahtar Kelimeler: Karşılaştırmalı Retorik, Kültürlerarası Retorik, İkinci Dilde Yazma, İngilizce Yeterlik Seviyesi, Açıklayıcı Yazı

To my beloved sons

Mehmet & Mert

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LIST OF ABBREVIATIONS

CAH	Contrastive Analysis Hypothesis
CR	Contrastive Rhetoric
DBE	Department of Basic English
DTLT	Department of Turkish Language Teaching
ELE	Elementary
EPE	English Proficiency Exam
f	Frequency
INT	Intermediate
MAXQDA	MAX Qualitative Data Analysis
n	Number
SLA	Second Language Acquisition
SLW	Second Language Writing
UIN	Upper-intermediate
L1	First Language
L2	Second Language

CHAPTER 1

INTRODUCTION

1.0. Introduction

This chapter presents the background of the study, the purpose and significance of the study, and the research questions to be investigated.

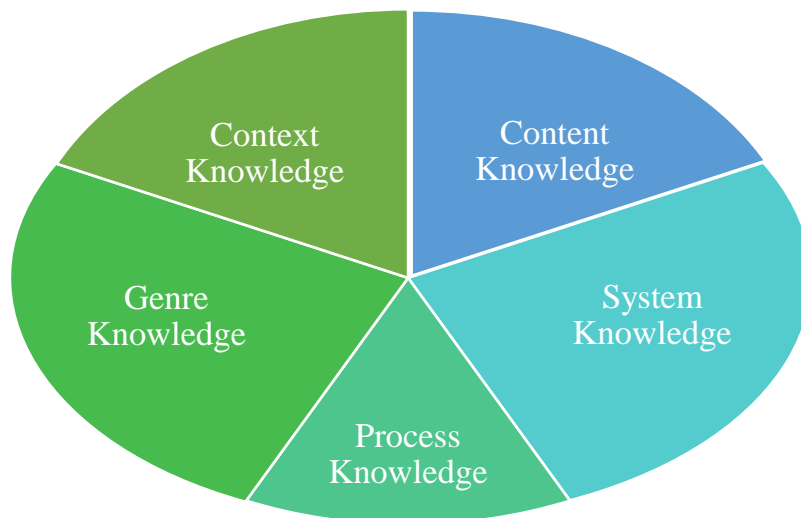
1.1. Background of the Study

Writing in a second language effectively has become a significant asset for individuals to gain success in education, academia, and also at work due to the effects of globalization, and English has long ago reached the status of the most commonly spoken and taught second language worldwide. Hirvela et al. (2016) underscore the writing ability of second language learners by placing it “at the heart of what it means to be literate in a language” and stating that these “students are often evaluated by their control of it” (p.46). Moreover, with the advances in technology, better opportunities to study abroad, and with the use of the Internet, millions of people from various linguistic and cultural backgrounds write in English for various significant reasons. And, in this regard, Hyland (2003) points out that in a world where most communication flows on the global network, good writing skills are getting more and more significant to communicate ideas and information effectively.

Writing is a complex and challenging skill to attain for many people, not only for second-language learners but also for many first-language speakers. Along with speaking, it is one of the productive skills where users of language need to produce

language themselves rather than deriving meaning from an already composed form of language, either written or oral (Harmer, 2007). Therefore, *writing* does not only require proficiency in a language but also the ability to develop ideas, manipulate/manage information, and compose them in a meaningful way (Myles, 2002; Barkaoui, 2007). Grouping the abilities essential for constructing effective texts, Hyland (2011) comes up with five types of knowledge:

Figure 1.1. Types of Knowledge Required for the Construction of Effective Texts



- **Content knowledge:** the ideas and concepts in the topic area the text will address.
- **System knowledge:** the syntax, lexis, and appropriate formal conventions needed.
- **Process knowledge:** how to prepare and carry out a writing task.
- **Genre knowledge:** communicative purposes of the genre and its value in particular contexts.
- **Context knowledge:** readers' expectations, cultural preferences, and related texts.

(Hyland, 2011, p. 31)

As indicated by many researchers (Myles, 2002; Noor, 2001; Uysal, 2008), writing, unlike the other productive skill –speaking–, is a consciously learned skill through

schooling. Thus, education and cultural contexts have a strong effect on writing patterns, and unique writing conventions arise within each society. Studies (e.g., Kaplan, 1966; Kobayashi, 2005; Noor, 2001; Sasaki & Hirose, 1996; Uluçay, 2014; Uysal, 2008; Uysal, 2012) show that language learners from different cultures prefer different language patterns in their texts (e.g., organization). For instance, Noor (2001, citing Clyne 1980, 1981, 1983) indicates that academic English discourse is concerned with “the structure of writing” very much, while German discourse prioritizes “the content”. For English, linearity, relevance, and lack of redundancy are important. However, German discourse gives more importance to the expression of general knowledge; thus, the structure of writing in German could appear to be digressive.

Considering the second language writing contexts, since second language learners receive formal education on their first-language writing in advance, they tend to transfer the writing conventions of their native language to second language writing (Connor et al., 2008; Kaplan, 1966), and this interaction between two languages leads to some problems in (and sometimes fosters) learners’ process of writing in the second language. Language instructors, in this sense, should be aware of this interaction between languages, and provide assistance to language learners in gaining not only the system knowledge of writing but all the other types of knowledge mentioned by Hyland (2011).

The current study, in this regard, aims to analyze Turkish and English expository paragraphs of Turkish university students with different proficiency levels in English and to uncover the differences and similarities in rhetorical patterns. Turkish paragraphs of 3rd grade students of the Department of Turkish Language Teaching, who have received all of the writing courses offered in the curriculum of the department (i.e., Written Expression I & II, Teaching Writing, Techniques in Writing), are also investigated (as baseline data) to enable a better understanding of patterns employed in Turkish. The findings of the research offer insights into second language writing by shedding light on rhetorical patterns employed by students with different proficiency levels in their L1 and L2 paragraphs, and on the possible reasons behind students’ rhetorical choices.

1.2. Second Language Writing

Storch (2022) indicates that oral skills were given priority in second language studies for long years (citing Harklau, 2002), before writing has gained an equal, and even superior position. Before the 1960s, with the strong effect of the audio-lingual approach, the teaching of oral skills was paid more attention in language classrooms than the teaching of writing skills (Matsuda, 2003). Second Language Writing (SLW) studies started to expand from North America in the late 1950s and early 1960s. The focus of the field was on the increasing number of international ESL students in higher education (Jun, 2008). Over the last 60 years approximately, however, the field has grown immensely and evolved into an interdisciplinary area of study with its own infrastructure (Matsuda et al., 2003). Silva (2013) shows that the scholarship in the field is increasing rapidly with: (i) two professional journals devoted to the field, i.e., *Journal of Second Language Writing* (1992) and *Journal of EFL Writing Teaching and Research* (2012), (ii) being the focus of at least two book series, (iii) over 2800 journal articles written in over 300 journals and over 900 dissertations, etc. The table below demonstrates the rapid growth of the field from 1950 to 2010 (Silva, 2016). Among these studies on SLW, English (as a second language) keeps a privileged position as an “academic lingua franca” (Hyland, 2013, p. 427), although Silva (2013) points out that SLW is not only about English but all other languages.

Table 1.1. The number of publications on Second Language Writing from 1950 to 2010 (Silva, 2016, p. 22)

Publication/Decade	1950s	1960s	1970s	1980s	1990s	2000s	Total
Journal Articles	8	34	143	631	962	1,028	2,806
Journals	4	7	44	134	186	198	411
Monographs	0	0	5	15	23	35	78
Collections/Proceedings	0	6	18	73	60	31	188
Chapters	0	7	26	172	322	221	748
Dissertations	0	5	28	189	339	378	939
ERIC Documents	0	7	37	198	198	34	474
Total Publications	8	53	239	1,205	1,844	1,696	5,083
Publications per Year	0.8	5.3	23.9	120.5	184.4	169.6	84.7

As a field of inquiry, Second Language Writing is defined basically as the study of writing performed by non-native speakers of a language. It encompasses the study of

L2 writers, the analysis of L2 writing and writing processes, and the teaching of L2 writing (Hyland, 2013), and it is linked with various disciplines of study such as linguistics (formal and functional, theoretical and applied), rhetoric and composition studies, second language acquisition, psychology (behavioral and cognitive), foreign language education/ teaching (Jun, 2008; Silva, 2013).

Moreover, Second Language Writing is a challenging process as it develops under the influence of various factors that interact with one another (e.g., L1 and L2 writing background (e.g., Kobayashi & Rinnert, 2013; Uysal, 2008; Uysal, 2012), L2 proficiency (e.g., Kobayashi, 2005), L1 writing ability (e.g., Sasaki & Hirose, 1996)). Besides, Hyland (2013, p. 427) argues that considering second language writers, there are more differences than similarities:

They come from different educational backgrounds and from cultures with different writing systems; they use English in countries where the L2 has different statuses; they bring different prior learning experiences to the class; they have diverse proficiencies, motivations, expectations, and target needs; and their disciplines, genders, ages, and social classes ensure a rich diversity of backgrounds and understandings.

According to Silva, this diversity results in differences in terms of linguistic, textual, rhetorical features on texts and in different composing processes (2013), which indicates that contexts of second language writing should not be regarded as homogeneous, but contexts that should be investigated to explore the unique features they lead to, in terms of linguistic/ textual/ rhetorical preferences in written products, and the possible reasons behind these preferences.

1.3. Purpose and Significance of the Study

In a globalized world, since writing in English is used for many significant reasons (e.g., applying for a degree program, publishing academic papers, getting a position/ scholarship), it is important to follow a coherent organization in the English texts we construct. As expressed by Hyland and Milton (1997), unless we organize our ideas in line with the writing conventions of a discourse genre, the intended meaning becomes

vague from the reader's point of view, and this might lead to instances of misunderstanding. Besides, considering the cases of applying for a position or a degree program, this might lead to even worse situations, such as losing that position or failing to attend programs no matter how successful the candidate is in her/his field.

Considering the context of the research, which is an English medium university, the importance of writing appropriately in the English Language increases. As Belcher (2014) puts forward, developing an ability to address conventions of several genres is a necessity in academic environments. During their education, the students of English medium universities have to cope with writing various types of texts at different lengths, submit assignments and research papers, and write for their exam papers. Besides, students who prefer attending these universities over Turkish medium ones tend to aim more for careers at international institutions, either abroad or in their hometown. Therefore, it is of vital importance for these students to develop their writing abilities in order to construct texts that are organized appropriately and avoid misunderstandings as much as possible in order to gain success in their academic and business life.

Writing conventions of language learners' first language (L1) and culture are counted among the factors influencing the rhetorical features and structures students employ in their second language (L2) writing. Research display that writers from various linguistic/cultural backgrounds (e.g., Arabic, Chinese, Japanese, Spanish, Turkish) confront difficulties in achieving the rhetorical organization of their L2 texts, and using appropriate kinds and amounts of textual features (e.g., transition markers, meta-discourse markers) in their L2 texts (see Chapter 2, for samples from this line of research). Even at the tertiary level and in academic contexts of writing (see Altınmakas, 2005; Fang et al., 2020; Luo & Hyland, 2017), students/researchers appear to struggle with writing effective L2 texts in diverse genres.

Taking the complex and challenging nature of second language writing into account, as pointed out by Connor and Traversa (2022), conducting contrastive rhetoric research is very crucial to investigate the rhetorical patterns employed by students in

different genres and contexts in their L1 and L2, and to shed light on possible reasons behind their choices in order to be able to guide students in constructing effective texts, and to equip all parties of second language writing instruction, from instructors to curriculum designers and materials developers, with a wider perspective on addressing students' needs and challenges in L2 writing.

Given the significance of research analyzing diverse text types and contexts, the present study intends to address a gap in the analysis of expository texts in the Turkish context regarding the overall organization and macro-level rhetorical patterns employed by students with different proficiency levels in English. The study aims (i) to investigate the rhetorical preferences of students with different L2 proficiency levels in their Turkish and English expository paragraphs, (ii) to uncover the commonalities and differences in their rhetorical choices, and (iii) to shed light on the possible reasons behind students' choices of rhetorical patterns. The current study, with this respect, takes the previous research in the Turkish context on contrastive rhetoric (e.g., Algı, 2012; Can, 2006; İnceçay, 2015; Kaya, 2013) one step further by investigating L2 proficiency as a factor influencing the rhetorical preferences of students in a large corpus of Turkish and English expository paragraphs.

Moreover, much previous research analyzes only the language samples of the learners without getting in contact with the learners; there is the researcher and the language output. However, writers carry invaluable information about their production. In this respect, the current study is significant as it intends to provide a comprehensive analysis of L1 and L2 rhetorical patterns of students with different proficiency levels by collecting (i) students' L1 and L2 writing products, (ii) information on students' L1 and L2 writing instruction background through questionnaires, (iii) students' ideas on their preferences for rhetorical patterns through stimulated recalls, and (iv) language instructors views on the possible reasons behind learners' rhetorical choices through interviews.

Considering the lack of research on expository writing and the lack of research aiming to illuminate the nature of Turkish and English rhetorical patterns in relation to the

different L2 proficiency levels in the Turkish context, it is believed that the current research offers valuable implications for the fields of Second Language Writing, Contrastive/ Intercultural Rhetoric, and Cross-cultural/ Intercultural communication. Uncovering the commonalities and differences in L1 and L2 rhetorical preferences of students with different proficiency levels, the findings of the study will also help curriculum designers and materials developers gain a broader perspective into understanding the factors affecting the written products of students with different proficiency levels, and will offer significant insights to second language instructors by enhancing their awareness of the influence of L1 rhetorical patterns on L2, and guiding them to develop influential strategies on writing instruction.

1.4. Research Questions of the Study

1. What are the overall organization patterns in Turkish paragraphs written by
 - Native speakers of Turkish (NST) who are junior-level students of the Department of Turkish Language Teaching (DTLT)?
 - NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?
- 1.1. What are the commonalities and differences in overall organization patterns in Turkish paragraphs written by the four groups of students participating in the study?
- 1.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their Turkish paragraphs?
2. What are the overall organization patterns in English paragraphs written by NST Turkish learning English with elementary, intermediate, and upper intermediate levels of proficiency?
- 2.1. What are the commonalities and differences in the use of overall organization patterns in English paragraphs written by students with different proficiency levels in English?

- 2.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their English paragraphs?
3. What are the macro-level rhetorical patterns in Turkish paragraphs written by
- NST who are junior-level students of the DTLT?
 - NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?
- 3.1. What are the commonalities and differences in macro-level rhetorical patterns in Turkish paragraphs written by the four groups of students participating in the study?
- 3.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their Turkish paragraphs?
4. What are the macro-level rhetorical patterns in English paragraphs written by NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?
- 4.1. What are the commonalities and differences in macro-level rhetorical patterns in English paragraphs written by students with different proficiency levels in English?
- 4.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their English paragraphs?

CHAPTER 2

REVIEW OF THE LITERATURE

2.0. Introduction

In this chapter, an overview of the research on contrastive rhetoric¹, and the research on language proficiency and expository writing are presented.

2.1. Research on Contrastive Rhetoric

The traditional view of contrastive rhetoric is mainly built on the argument that writing patterns are language and culture-specific, and L2 students, influenced by the writing conventions of their first languages, structure their second language writings in different ways. Kaplan's most-cited 1966 work, known as the "doodle article" (Noor, 2001, p. 256), is counted as the leading study on Contrastive Rhetoric.

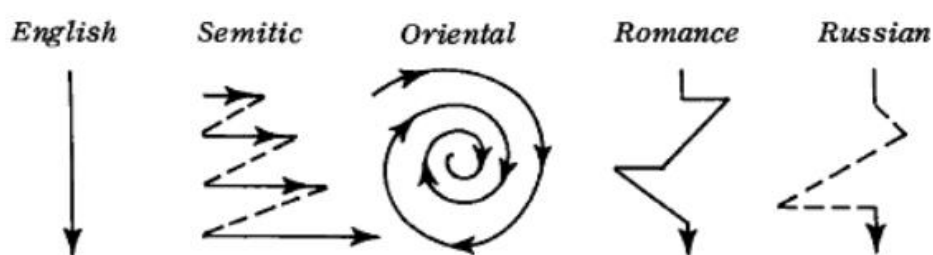
Examining 598 expository texts written by ESL students, Kaplan (1966), in his study, draws the conclusion that students from diverse cultural backgrounds organize their paragraphs uniquely. He (1966, p. 2) puts forward that,

Logic (in the popular, rather than the logician's sense of the word) which is the basis of rhetoric, is evolved out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies, from culture to culture and even from time to time within a given culture. It is affected by canons of taste within a given culture at a given time.

¹ Contrastive rhetoric is used as a general term to refer to the studies in both contrastive and intercultural rhetoric in this chapter.

Depending on his analysis, Kaplan (1966) presents five different shapes representing five different language backgrounds (see Figure 2.1.): (i) English is represented with a straight line, emphasizing the linear development of ideas. (ii) Oriental is represented with a spiral, referring to the indirect nature of organizing ideas: “Things are developed in terms of what they are not, rather than in terms of what they are” (p.10). (iii) Semitic, Romance, and Russian backgrounds are represented with different types of zig-zags: While Semitic writing involves a series of parallel structures, Romance and Russian writing is marked by digressions and the amount of extra material placed in a text. Kaplan (1966) asserted that it would be misleading to assume that if one can write effectively in her native language, she can write likewise in her second language because these cultural and linguistic differences create an obstacle for second language learners as the rhetorical patterns in their native language do not match with the ones in their second language.

Figure 2.1. Kaplan’s Cultural Thought Patterns (Kaplan, 1966, p.15)



Since the pioneering article of Kaplan (1966), a great deal of research has been conducted to compare and contrast the conventions of writing in L1 and L2 texts, such as Japanese vs. English (e.g., Sasaki & Hirose, 1996; Kobayashi, 2005; Kobayashi & Rinnert, 2007; Kobayashi & Rinnert, 2013; Kubota, 1998), Chinese vs. English (e.g., Matalene, 1985; Yang & Cahill, 2008; Wang, 2014), Persian vs. English (e.g., Zare-ee & Farvardin, 2009), Arabic, Spanish, Japanese vs. English (e.g., Ostler 1987) and displayed that cultural and linguistic backgrounds of the writers and some other factors (e.g., educational background) appear to have an influence on writers’ rhetorical preferences in L2, which is English in most of the cases. The following section demonstrates sample studies from this line of research.

Ostler (1987), a student of Kaplan following Kaplan's tradition, analyzes the rhetorical structure of English essays produced by native speakers of Arabic, Japanese, Spanish, and English. She finds out that while English write introductions and conclusions consistently, Arabic students write longer introductions and often do not write conclusions. Spanish students appeared to write elaborated sentences, while Japanese texts were syntactically not elaborated. In contrast to English patterns, Japanese are found to develop their arguments towards the end of their texts.

Kobayashi (2005) examines five L1 Japanese students' writings to discover the rhetorical patterns they use in L1 and L2. His analysis takes students' educational backgrounds into account. Besides students' compositions, a retrospective interview and video-tapings of the composition processes are used as the data of the study. The findings reveal that L1 and L2 writing experiences interact with one another in both L1 and L2 writing. The transfer is not from one side to another (L1 > L2 or L2 > L1), but it is bidirectional. Kobayashi (2005, p. 65) claims that students need to have an "internalized meta-knowledge about writing" to successfully transfer across their L1 and L2. Students' perceptions and preferences (e.g., one participant's belief that if he shares his experiences first and comes to a conclusion (following an inductive pattern), his readers will understand him better, and their interest will be on the writing till the end) are also observed to have an effect on the choice of rhetorical patterns.

Analyzing the effect of overseas experience in English-medium institutions on students' L1 writing, Kobayashi and Rinnert (2007) collect data from three groups: (i) third/fourth year undergraduate students with no overseas experience, (ii) third/fourth year undergraduate students with two-semester of overseas experience in an English-speaking country, (iii) teachers and post-grad students with at least three years of experience in academic work in English-speaking countries. The analysis of argumentative essays in the study reveals that participants with no overseas experience (i) write less number of counterarguments in their Japanese essays (30%) than participants with overseas experience (60%); and (ii) they ended their paragraphs more by going beyond a summary, and presenting an extended view on the topic, such as giving suggestions (90%), while the participants with overseas experience used this pattern less frequently (20%).

Along the same line, Sasaki (2007) conducts a study focusing on the influence of studying abroad on second language writing. He (2007) analyzes the English writing abilities of seven university students having spent 4-9 months in an English-speaking country and six students studying at British and American Studies in Japan for one year, covering the time spent abroad but no more. The results of the study display that while both groups improved their proficiencies in L2, only participants having spent time abroad improved their L2 writing abilities and had the motivation to better their L2 writing skills. Students studying abroad reported that they had many opportunities to write, while students in Japan said they had fewer opportunities to write as they were involved in following job opportunities.

Another study with Japanese students is Kubota (1998). In a previous study by Kubota (1992, in 1998), comparing L1 texts of Japanese and English, she finds that Japanese tend to follow an inductive pattern while English follow a deductive pattern. In this article, where Kubota (1998) analyzes the place of the main idea (e.g., initial, final) and the macro-level rhetorical structures (e.g., collection, specification) in 46 Japanese students' L1 & L2 persuasive (n: 24) and expository (n: 22) writings, however, he reveals the use of similar patterns in L1 and L2 in half of the cases. Nevertheless, the students using similar patterns got lower scores in English than students using dissimilar patterns. It is also observed that L1 and L2 writing is positively correlated. The researcher points out that L1 writing ability, L2 proficiency, and composing experiences are influential in the rhetorical pattern choices of the participants.

Investigating the effect of the second language (English) on the first language (Chinese) at different levels of L2 proficiency, Wang (2014) examines the structure of causal clauses on sentence and discourse levels. Her research reveals that there is a relation between L2 proficiency and the sequencing of adverbial and main clauses in causal clauses in L1. While at the initial levels of learning, L2 students do not transfer from English and keep adverbial clause-first in Chinese, on intermediate levels, they transfer from L2 and write the main clause first in Chinese. On advanced levels, L2 students again write adverbial clause first, since, as argued by Wang (2014), they can differentiate between L1 and L2 structures.

Fang et al. (2020) scrutinize the rhetorical organization (i.e., the place and the features of the thesis statement, the discourse pattern, and the coherence between the thesis statement and supporting details) of Chinese students' argumentative essays at the university level. The results of their study suggest that while the majority of the texts follow a deductive pattern, place thesis statement in the initial position, more than half of the texts lack coherence between thesis statement and supporting details, and thus they lack an effective argumentation in their essays. They assert that despite the English writing instruction they received at the secondary and tertiary levels, students did not achieve in writing with standard English rhetoric because of their logical thinking patterns and some developmental factors.

Lotfi et al. (2019) examine the influence of native language in English argumentative essays of Iranian and Chinese students who were at the advanced level of proficiency and studying English. They compare the use of Hyland's interactional metadiscourse markers: hedges, boosters, self-mentions, engagement markers, and attitude markers in the essays. They (2019) observe significant differences in the use of metadiscourse markers except the use of hedges, and put forward that the findings of their study show the effect of local cultures on students' rhetorical choices in English.

Ahmet et al. (2023) compare and contrast the L1 Arabic and L2 English argumentative texts of Qatari undergraduate students in terms of the use of transition markers (TM) (e.g., addition, compare and contrast) within the framework of Hyland's (2005) model for metadiscourse markers. Their analysis of 390 texts forming the Qatari Corpus of Argumentative Texts shows that students use more TM in their L1 than in their L2, which is indicated to stem from Arabic native speakers' giving more attention to organization in their texts and the reflection of the Arabic oral tradition in writing. Besides, the study reveals that the number of TM employed by low-proficiency students in L2 is closer to the number they used in L1, possibly an indicator of L1 rhetorical influence on TM. High-proficiency students, on the other hand, used less TM. As the researchers (2022) put forward, this might result from their using more sophisticated ways of relating one idea to another. Regarding the reasons for using/not using TM, students primarily stated that they wanted to attract readers' attention and

make readers easily follow their ideas, and they did not have sufficient time and knowledge to use TM.

On the other hand, some studies underlie a positive transfer across languages. Mohan and Lo (1985, in Kubota 1998), analyzing Chinese students' Chinese (L1) and English (L2) texts, maintain that due to similar patterns in Chinese and English, it is probable that students' transfer of rhetorical patterns from their L1 has a positive influence on their L2 texts. In a similar vein, Cumming (1988, in Kubota 1998) argues that higher abilities in L1 writing positively transfer in L2 writing with respect to the discourse organization and content of the English texts constructed, and the decision-making and problem-solving strategies in second language writing.

Examining the degree of directness in Chinese and English, Yang and Cahill (2008) also displayed similarities between Chinese and English expository essays. They point out that rather than creating dichotomies between languages/cultures, an awareness of similarities is also needed when comparing languages. They put forward that being under the influence of Western culture since the beginning of the 20th century, Chinese language and rhetoric have changed and involved directness; in that, in their study, Chinese students also preferred directness in paragraph organization, though they seemed to be less direct than American students.

Noor (2001), examining the methods of analysis in contrastive rhetoric studies, comes up with six different categories of analysis used by different scholars. In her study (2001), she also evaluates these approaches with respect to their goals and how much success they bring. The categories are as follows (Noor, 2001, pp. 256-266):

- Comparison of texts written in a common second language
- Comparison of texts written in different languages
- Analysis of L1 texts to see how those languages compare in regard to certain discourse features
- Analysis of L1 texts to investigate reader vs. writer responsibility

- Study of texts to draw conclusions about the temperament of that culture
- Study of texts to examine the influence of culture on topic accent

Recently, research on contrastive research has also given place to the pedagogical benefits of teaching rhetorical knowledge in second language writing. In this regard, Lim and Mali (2021), investigating the pedagogical value of intercultural rhetoric, examine the effect of intercultural rhetoric intervention on students' academic performance by combining it with the traditional approach to teaching content knowledge in English. The researchers follow a quasi-experimental research design and conduct empirical tests with two Korean student groups. In the study, 10 minutes-discussion sections about text structure, linguistic choices, and vocabulary are added to the accounting lessons of the experimental group, while the control group goes through texts on accounting research only in terms of its content knowledge. Throughout the 10 minute-intercultural rhetoric intervention, students only discuss how meaning is formed by researchers, and do not deal with the academic knowledge. The results display that rhetoric interventions in the traditional teaching of content knowledge increases academic performance of the students. The experimental group displays subject knowledge more effectively than the control group, and they make use of more cohesive markers and a wider range of vocabulary.

Along a similar line of research, underscoring the pedagogical value of rhetorical awareness, Wei & Zwang (2020) scrutinize the relationship between (i) the metacognitive rhetorical awareness of Chinese students in L1 and L2 and (ii) their L2 writing performance and rhetorical transfer processes. Students' metacognitive awareness is analyzed in terms of three factors: "Reader Awareness Across Languages" (RA), "Perception of Differences in the Coherence of Discourse Units Between Chinese and English Writing" (PDC), and "Perception of Differences in the Pattern of Argumentation Between Chinese" (PDA) (Wei & Zwang, 2020, p. 7). The findings reveal that all three factors are positively correlated with the L2 writing performance of the students. Besides, RA and PDA are found to be negatively related to rhetorical transfer, meaning that as rhetorical awareness increases, the rhetoric transfer decreases. In this sense, from a pedagogical perspective, the findings of the

study highlight the importance of rhetorical awareness in L2 writing development in that it equips students with the knowledge of the differences and similarities between L1 and L2.

2.2. Research on Contrastive Rhetoric in the Turkish Context

As for the Turkish panorama in contrastive rhetoric studies, there are several studies analyzing L1 and L2 argumentative essays written by native speakers of Turkish.

In his MA thesis, Can (2006) examines argumentative essays with respect to the use of metadiscoursal features. He (2006) compiles the data from native speakers of Turkish writing in L1 and L2 (English) and from native speakers of American English. He finds out that native speakers of Turkish and American English employ more emphatic markers (i.e., obviously, of course) than bilingual participants of the study. The writer argues that language learners might be feeling more self-confident in writing in their native languages than in their second language. He further claims that the more English language learners get accustomed to L2 writing, the more their L1 essays are influenced by L2.

Uysal's study (2008) explores the writing patterns of 18 Turkish native speakers while they write in L1 and L2, and searches whether there exist any common and different patterns resulting from bidirectional transfer. The participants' L1 and L2 essays show similarities in overall organization, coherence and transition signaling, while they show differences in the place of the thesis statement. The findings reveal the presence of bidirectional transfer across L1 and L2 essays and the effect of educational context, standing as the "cultural context" of the study, on chosen patterns. Besides, L2 level, topic and audience are found to influence participants' choices.

Bayyurt (2010), on the other hand, researches the use of hedges and intensifiers in Turkish students' L1 and L2 (English) argumentative essays. In line with the previous research on hedges and boosters (e.g., Can, 2006), her results reveal the use of more hedges than intensifiers in the essays. This, she (2010) indicates, might be because the writers want to highlight the tentativeness of their propositions by distancing themselves from the text and hiding their presence.

One other study on the use of hedges and boosters in argumentative paragraphs of Turkish native speakers is Algi's (2012) MA thesis. Discovering the use of these metadiscoursal elements in L1 and L2 argumentative paragraphs of Turkish speakers of English, she finds out that hedges and boosters employed are culture and language-specific and functions of certain hedges are transferred.

A study aiming to uncover the argument patterns of Turkish native speakers is Uysal's (2012) study of argumentation across L1 and L2. She (2012) investigates argument patterns of Turkish native speakers in L1 and L2 to find out whether there is an effect of culture on participants' essays. 18 Turkish participants from different backgrounds (i.e., L2 level, gender, education) are asked to write both Turkish and English argumentative essays on different topics. Results show that while the number of claims, evidences, and rebuttals used in Turkish and English essays is similar, participants used more assertives, more rhetorical questions and more elaborated language in Turkish. Uysal (2012) argues that the similarities might be because of the effect of globalization on cultures and Türkiye's getting closer to Western cultures. On the other hand, Turkish culture shows its unique features on the use of an elaborate language, questions and anecdotes as evidence, which actually makes it closer to Asian and Arabic cultures. Along with the effect of culture, the study reveals the effect of the audience, limited vocabulary in the second language, strength in using the native language and reading experiences.

In the analysis of expository writing in the Turkish context, as far as the author is aware, there is not any published work. However, there are four theses written in 1990, 1991, 1999, and 2004 by Enginarlar, Oktar, Atakent, and Erduyan, respectively.

Enginarlar's (1990) PhD dissertation appears to be among the first studies. His study (1990) focuses on Turkish monolingual and bilingual high school students' organization of L1 and L2 (English) expository essays. The findings reveal a transfer from L2 to L1 in bilingual students' writings in that they write shorter introductions in both languages than monolingual participants of the study. Furthermore, coordination is found to occur more in monolingual writers' essays than in bilingual writers'.

Oktar (1991), in her PhD thesis, aims to examine the L1 and L2 expository paragraphs of Turkish L1 university students. She (1991) compares English major freshman students (n:20) with non-English major freshman students (n:60) in a Turkish medium university by focusing on coordination and subordination patterns in the logical organization of their paragraphs. Her study reveals that while non-English major students employ more coordination at intersentential and sentential levels in Turkish, English major students use more subordination at both levels in English, indicating that there is a possibility of transfer from their L2 writing to their L1 writing.

Following a pre-test and post-test method to discover the effect of L2 (English) instruction on Turkish university students L1 and L2 expository paragraphs, Atakent (1999) collects expository writings of 45 Turkish speakers of English before and after they get English instruction. She (1999) finds out that after the instruction, students' essays in both languages develops, and L2 writing instruction influences their L1 writing. However, it might be because of the effect of parallel scoring schemes applied to Turkish and English essays (one favoring English composition) that students achieved low scores on both languages at first and higher scores at the end.

Erduyan (2004), on the other hand, analyzes the topical structure in the essays written by three groups of university students: monolingual Turkish students, monolingual American students, and bilingual Turkish students. She observes that the topical structure of the Turkish essays is significantly different from the English essays in that Turkish essays heavily included sequential progression, while in English essays, there was a more balanced distribution of progression (i.e., sequential, parallel and extended parallel progressions) which forms the topical structure. On the other hand, English essays written by monolingual American and bilingual Turkish students did not differ significantly in terms of the ratios of sequential, parallel and extended parallel progressions.

2.3. Research on L2 Proficiency and Expository Writing

Research examining how bidirectional transfer is shaped in line with different L2 proficiency levels is rare in the literature, and there is not any published study in the

Turkish context as far as the author is aware. One study aiming to investigate the issue is Wang's (2003). His study (2003) analyzes the language of 8 adult native speakers of Chinese, speaking English as an L2. Participants from two different proficiency levels write an informal letter and an argumentative essay. The study reveals that though the frequency of transfer changes only to some extent considering participants' L2 levels, proficiency influences writers' quality of thinking and approaches in constructing their L2 texts.

In a study of Japanese EFL students, Hirose (2005, in Hirose, 2006) compares low and high-proficiency students in English. He claims that students with high writing abilities tend to follow different organizational patterns in L1 and L2, however low-proficiency students display similar patterns in both languages. Low-proficiency students are revealed to rely on their L1 writing knowledge. Hirose (2005, in Hirose, 2006) further indicates that some low-proficiency students' organizational patterns were problematic in both languages, revealing that L1 instruction in writing is also influential in the organization of L2 texts.

Studies contrasting more skilled and less skilled writers (Grant & Ginter, 2000, cited in Jun, 2008, p. 92) found that skilled writers, having higher abilities in L2 writing, construct longer texts with the use of more amplifiers (e.g., definitely), conjuncts (e.g., however), demonstratives (e.g., this), downtoners (e.g., barely), and emphatics (e.g., really). As L2 writing ability fosters, these writers are observed to develop a purpose for writing and sensitivity toward the audience.

In a study in which 16 Chinese EFL students' L1 use is analyzed, Wang and Wen (2002, in Wang 2003) found that as learners L2 proficiency increases, the frequency of L1 use decreases. Furthermore, it is observed that learners at low-proficiency levels directly translate from L1 to L2 while students of high-proficiency levels use L1 strategically to develop ideas and search for some lexicon.

Kobayashi & Rinnert (2013), on the other hand, claim that as language learners gain more knowledge of L1 and L2 writing, they form an overlapping writing knowledge that they can use both in their L1 and L2. They (2013) argue that novice learners of L2

who have already gone through writing instruction in their L1 depend on their L1 writing knowledge in writing L2. The transfer of knowledge is from L1 to L2 for novice writers. However, as they get instruction and gain experience in L2 writing the direction of transfer diverts from L2 to L1.

Kobayashi & Rinnert (2013) further propose that via gaining effective instruction on writing and being exposed to both spoken and written language extensively, bilingual writers merge their L1 and L2 writing knowledge into a single overlapping system. They are aware of which patterns are similar and which are different across languages, and thus, this knowledge empowers them as bilingual writers. While Natsu, their longitudinal case study participant, has two separate systems at first, through high exposure to language, with instruction and practice, she develops a core system of discourse features that is applicable to both languages. They also indicate that individual differences as motivation, aptitude, and language proficiency are important factors in growing of such knowledge.

One recent study examining the effect of L2 proficiency on students' L1 use in L2 is Wee et al. (2020). In their study, along with L2 proficiency, L2 writing difficulty is also analyzed as a possible factor influencing L1 use in L2. The data of the study is collected from 89 Chinese undergraduate students with non-English majors, and comprised of tests, argumentative writings, questionnaires, and interviews. Wee et al. (2020) find that L2 writing difficulty positively relates to L1 use in that as the task difficulty increases, the influence of L1 increases too. They argue that when students confront a challenge in establishing coherence within a paragraph, they refer to L1 for "thought organization" (p.10). On the other hand, in terms of the effect of L2 proficiency, it is revealed that L2 proficiency is negatively associated with L1 use; that is, the low-proficiency group used L1 argumentation skills and organization more in L2. They point out that the enhancing L2 writing knowledge of the students increases their ability to use appropriate rhetorical features in L2.

Considering studies in expository writing, as to the knowledge of the researcher, one study investigating the variables shaping expository writing from a wider perspective

is Sasaki and Hirose (1996). They (1996) aim to explore the effect of L1 writing ability, L2 proficiency, meta-knowledge in expository writing, writing strategies in L1 and L2, past experiences in writing, and instructional background in a corpus of 70 students of low- to high-intermediate. Their regression analysis revealed that L2 proficiency is the most influential factor (52%), L1 writing ability with 18% follows it, and there comes the meta-knowledge of expository writing (11%) in explaining factors behind language transfer. Regarding past experiences and instruction, learners with high writing ability were the ones having more writing practice and having more control over the organization of their L1 and L2 paragraphs.

CHAPTER 3

THEORETICAL FRAMEWORK

3.0. Introduction

In this chapter, first, a brief overview of the theoretical considerations in second language writing is presented. Later, a wider discussion on Contrastive Rhetoric (the early version) and Intercultural Rhetoric as the framework of the study is presented.

3.1. A brief overview of the theoretical considerations in L2 writing

Theories provide researchers with a set of terms and concepts to understand, explain, and evaluate their research interests. It is indicated by Atkinson (2018) that the term “theory” is used in complicated ways in applied linguistics and education, and it might be useful to define theoretical orientations in L2 writing as “thinking” and “acting” tools rather than assuming them as overarching theories of L2 writing (p.5). Cumming (2016), in a similar vein, notes that theories of L2 writing can be limited due to their diverse interests, their times of emergence, etc. However, these features are, in fact, what makes them valuable since L2 writing -due to its multi-faceted nature- is realized in very diverse ways, and it is studied, taught, or researched for various purposes.

In terms of discussing the orientations influencing the field of second-language (L2) writing, scholars have come up with several divisions depending on the focus of attention in their reviews, such as usage-based approaches, sociocultural theory, and skill acquisition theory (Polio & Kessler, 2019); contrastive rhetoric, genre approach, empiricism, cognitivism, pragmatism, and critical pedagogy (Atkinson, 2018), and text-based, process-based, and sociocultural theories (Barkaoui, 2007), theories

focusing on writer, text and reader (Hyland, 2011). Cumming (2016), in his “cogent review” (Polio & Kessler, 2019, p. 76), discusses four major theories dominating research and discussions about L2 writing, which are taken as the frameworks to be presented in the brief overview below. These are contrastive rhetoric², cognitive models of composing, genre theories, and sociocultural theory.

3.1.1. Cognitive Models of Composing

Second-language writing research carried out under this orientation focuses on the cognitive processes through which writing is produced, such as planning, organizing, and revising. Benefiting from the explanations of cognitive psychology, process theorists refer to writing as a problem-solving skill -managed by general cognitive mechanisms- rather than an act of communication (Hirvela et al., 2016; Hyland, 2011). Flourished in the early 1980s as an alternative understanding to the traditional view of writing as a product, process-oriented research intends to investigate the mental strategies writers adopt while composing their texts and the effects of these strategies on the characteristics of the texts they produce. Barkaoui (2007, citing Cumming, 2001) asserts that according to this perspective, to be competent in L2 writing means to have the mastery of both macro strategies (e.g., planning, revision) and micro strategies (e.g., concurrent attention to content and form) while writing.

Hyland (2011) argues that research under this orientation “describes writing from an *emic* perspective by taking account of the views of writers and readers themselves” (p.18-19). Researchers make use of various methods to analyze the writing processes, such as stimulating writers’ recalls for certain sections of their writing, asking for their focuses of attention in writing, video-taping, and recently logging keystrokes and monitoring eye-movements while writing (Cumming, 2016). Since many cognitive processes are not realized at a conscious level and it is hard to access them (Hirvela et al., 2016), these methods are benefitted to gain insight into the cognitive processes.

² A wider discussion on Contrastive Rhetoric (the early version of CR) and its broader and more communicative version -Intercultural Rhetoric (adopted as the framework of the study), is provided in sections 3.2 and 3.3.

Regarding the focuses of attention in process-oriented research, there appears several aspects of L2 writing, such as writing processes in L2 writing, comparing and contrasting L1 and L2 writing processes, the influence of L1 and L2 writing processes on L1 and L2 written products, and comparing and contrasting low and high proficiency students (Cumming, 2016). Additionally, in terms of the constraints of research conducted within the framework of cognitive approaches Cumming (2016) lists people's lacking awareness of all their mental activities and the possibility of their tendency to state what is expected by researchers.

This view has also been reflected in the teaching of L2 writing with its focus on the explicit teaching of writing processes by engaging learners in brainstorming, planning, organizing, drafting, and revising activities while writing their compositions (Barkaoui, 2007). In time various models have been developed to address these writing processes by scholars (e.g., Flower & Hayes, 1980; Bereiter & Scardamalia, 1987; Grabe & Kaplan, 1996; Deane et al., 2008, cited in Davoodifard, 2022). On the other hand, the perspective has also been criticized in the teaching of L2 writing for ignoring (i) the explicit teaching of language needed by learners to construct effective texts, (ii) the social, communicative nature of writing, and (iii) different characteristics of different text types in L2 writing (Hirvela et al., 2016).

3.1.2. Genre Theories

The analysis of genres as non-literary conventions of communication gained attention in the late 20th century (Cumming, 2016). Hyland (2007) puts forward that genre approaches into L2 writing appeared as a response to wider attention on process-based pedagogies “which focuses learners on strategies for writing rather than on the linguistic resources they need to express themselves effectively,” and since genres are considered culture-specific, these approaches underscored that students may not be aware of the conventions of writing and urged “to go beyond syntactic structures, vocabulary, and composing to incorporate into our teaching the ways language is used in specific contexts.” (p.150). From the perspective of genre theories, writing is recognized “as a discourse - the way we use language to achieve purposes in particular situations” rather than a product in which words, clauses, and sentences are arranged

orderly (Hirvela et al., 2016, p. 49). Genre theories in relation to second language writing, in this sense, illuminate studies to discover the textual features and organization of diverse genres to raise awareness of the communicative purposes of the components of a text appearing in certain social contexts.

Since the 1970s, three approaches to genre have evolved (Cumming, 2016): (i) Systemic Functional Linguistics, the theory of Halliday (1994) and colleagues, has been applied to the analysis of written texts to investigate how certain language choices serve certain functions in social contexts. SFL oriented genre-based pedagogy involves collaboratively analyzing the characteristics (linguistic, sociolinguistic, and pragmatic) of diverse genres collaboratively and learning to construct texts, first jointly and then individually, that address real communicative situations; teacher's role in this view is guiding the whole process and motivating students in writing (Boillos, 2022) (ii) English for Specific Purposes approach addresses primarily the needs of international students in academic and/or professional writing, and research focuses on identifying patterns of text structures (e.g., moves in dissertations) to inform specific communities (e.g., students of medicine), and (iii) New Rhetoric deals with the analysis of the characteristics of texts as social action in relation the discourse communities they appear. Via corpus analysis techniques and the use of databases, many genre-oriented research examine the moves employed in L1 and L2 texts written in certain genres (e.g., Karakaş, 2010).

In terms of the pedagogical benefits of genre approaches overall in writing, Hyland (2018, pp. 2363-2364, citing Hyland, 2004) asserts the following points as a summary:

“Genre teaching can be,

Explicit Makes clear what is to be learned to facilitate the acquisition of writing skills.

Systematic Provides a framework for focusing on both language and contexts.

Needs-based Ensures that course objectives and content are derived from students' needs.

Supportive Gives teachers a central role in scaffolding students' learning.

Empowering Provides access to the patterns and variations in valued texts.

Critical Gives students the resources to understand and challenge valued discourses.

Awareness Increases teachers' awareness of texts to advise students on writing."

3.1.3. Sociocultural Theory

Sociocultural Theory (SCT) is one of the theories having a significant impact on second language teaching and research. It underlines the effect of social contexts and social interactions (e.g., with teachers and peers) on language development. Starting from the mid-1980s, with the study of Frawley & Lantolf (1985), a great deal of research on L2 development was framed directly/indirectly by SCT (Lantolf, 2006). Concerning second language writing, since cognitive approach was seen as "too narrow in its understanding of context and was eclipsed by studies that attended to social, historical, and political contexts of writing" (Prior, 2006, p. 54), SCT has gained influence in the field of second language writing.

Established by Russian psychologist Len Semenovich Vygotsky, sociocultural theory (SCT) mainly posits that all human cognitive abilities and knowledge develop through mediation with social interaction, and language is the primary mediating tool through which people think, learn, and communicate (Vygotsky, 1978, 1986). Therefore, people experience language in unique ways that they interact with others, and are influenced by their culturally conventional models of thinking, acting, and interacting (Cumming, 2016).

Mediation, internalization, and zone of proximal development (ZPD) are among the key concepts of SCT that explain the cognitive development/learning process of human beings. According to Lantolf et al. (2020), the central construct of SCT is *mediation*. They (2020) define mediation as the process of influencing both others and the self through physical/material and psychological/symbolic tools, and maintain that unlike physical tools having outward direction, symbolic tools are bi-directional. That is, with the use of symbolic tools -language being "the most pervasive and powerful symbolic system" (p.225)- we influence and control others (and get influenced)

through social communication and influence our thinking process through self-communication. And most importantly, it is put forward that the use of material and symbolic tools is affected by the sociocultural factors surrounding them (Vygotsky, 1978).

Storch (2022) argues that in the second language domain, language has a dual function since both the learning and knowledge of L2 are mediated by language. Besides, he (2022) notes that in language learning, self-communication takes place in the form of self-directed languaging while learners talk to themselves, for instance, when they want to solve a problem that they encounter while writing a composition, and social-communication takes place in the form of collaborative dialoguing.

Another significant construct of SCT, internalization, is defined as “the convergence of thinking with culturally created mediational artifacts”, and refers to a process that allows humans to organize and regulate their biologically specified capacities to independently perform highly complex mental activities (Lantolf, 2000, p. 13, 2006). Vygotsky (1978) argues that the regulation of cognitive abilities takes place in three steps, starting with object-regulation determined by the relation between self and the physical world, then followed by other-regulation referring to the mediation of cognition by others through guidance, and ends with self-regulation, meaning the internalization of mediational activities, and gaining of the cognitive abilities. In relation to the language development, Lantolf et al. (2020, pp. 226-227) indicate that,

To be a proficient user of a language, L1 or otherwise, is to be self-regulated; however, self-regulation is not a stable condition. Even the most proficient communicators, including native speakers, may need to re-access earlier stages of development (i.e., other- or object-regulation) when confronted with challenging communicative situations [...], may require assistance from another person or from objects such as a thesaurus, dictionary, or exemplar of a genre specific text.

In this regard, internalization means to be less dependent on objects and others, and to be more dependent on self-cognitive resources in time (Lantolf et al., 2020).

ZPD, on the other hand, is defined by Vygotsky as “the distance between the actual developmental level as determined by independent problem-solving and the level of

potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (1978, p. 86). The concept has taken much attention in teaching and given rise to the use of interaction in L2 classrooms (Storch, 2013, cited in Polio & Kessler, 2019) since it entails that through the guidance of more capable ones (e.g., teachers, peers), learners can achieve certain cognitive activities in their zones of proximal development. It has also received attention from second language research in that a growing body of research examines the effect of corrective feedback, collaborative dialogue/writing, and dynamic assessment on L2 development (Storch, 2022).

3.2. Contrastive Rhetoric

In the late 1950s and 1960s, contrastive studies in second language acquisition (SLA) were influenced by the contrastive analysis hypothesis (CAH) (Lado, 1957), postulating that (i) languages have their own specific structures, and (ii) L2 learning depends heavily on the commonalities and differences between L1 and L2, in that it is easier to learn the common structures and more difficult to learn the different structures (Connor, 1996; Péry-Woodley, 1990; Uysal & Alhasnawi, 2023). CAH, in this regard, provided a theoretical base for contrastive studies in SLA (Uysal & Alhasnawi, 2023).

The emphasis of the strong version of CAH on the negative effects of L1 (i.e., interference) in L2 learning, however, was conceived as lacking in explaining the errors of learners later, and it gave rise to the “error analysis” and the “interlanguage” approaches, which intended to explain the reasons for learners’ errors in L2 more from a cognitive orientation by comparing L2 acquisition with the process of L1 acquisition (Connor, 1996), and which viewed L2 learning more as “a natural process of creative construction” (Ellis, 2021, p. 191). Research in SLA started to analyze the commonalities and differences between L1 and L2 with the aim of understanding L1 influence on L2 rather than seeing L1 as a source of interference; and the term “cross-linguistic influence” was developed (Sharwood-Smith and Kellerman, 1986) to encompass both the uni- and bi-directional influences between L1 and L2 (Nowacek et al. 2024). In this regard, Jarvis (2016, p. 18, cited in Nowacek et al. 2024) indicates

that research began to examine transfer as “a dependent variable worthy of investigation in its own right, with its own set of independent variables” rather than an independent variable affecting L2 acquisition.

Displaying the shift in the understanding of L1 influence on L2 from the perspective of second language acquisition, Connor (1996, p. 13) indicates that:

In earlier contrastive analysis studies...the influence of the native language was considered an interference in the acquisition and learning of the target language. Later research, involving error analysis and analyses of "interlanguage" systems of learners' actual performance, suggests that the influence of transfer on the acquisition of the target language is more complex. Other factors now considered include knowledge about the target language itself, the learner's communicative strategies, the instructional situation, and the combined effects of these factors.

The emergence of Contrastive Rhetoric, in this respect, took place within a historical scene in which the influence of CAH was apparent. American applied linguist Robert Kaplan (1966) extended the view of L1 influence on L2 from sentence level to discourse level with his pioneering work, *Cultural Thought Patterns in Inter-cultural Education*, and he proposed Contrastive Rhetoric.

Contrastive rhetoric is considered to be the most long-lasting theory of L2 writing and to be special among other theories as it is based on observations about ESL students' English compositions (Cumming, 2016). Kubota (2010) argues that contrastive rhetoric emerged with a need to address the increasing number of international students with diverse linguistic/cultural backgrounds in American universities in the 1960s. Since, at that time, both the controlled and guided instruction of writing put emphasis on sentence-level activities and did not train students for free composition sufficiently, Kaplan noticed the discrepancy between students' production of grammatically accurate sentences and their problems in achieving “logical organization” in L2 texts from the perspective of native speakers of English, and under the influence of CAH and Sapir-Whorf hypothesis, he posited that L1 influence is beyond sentence level (Matsuda, 2003, p. 20). In this way, the main tenet of the CR was proposed by Kaplan (1966) as the linguistic and cultural backgrounds of second language learners have an effect on the organization of ideas in their L2 writings.

With its theoretical and empirical basis, Kaplan's proposal was a challenge to the dominant views on second language studies (Cumming, 2016). As Connor (2008) summarizes, the idea was recognized as stimulating for three reasons: (i) With the effect of the audio-lingual method, the focus of language teaching was on oral skills, and few language instructors were dealing with writing, (ii) the attention of both language teaching and linguistics was "on the 'clausal' level, rather than the discourse level" (p.301), (iii) people were thinking that the ability of writing is gift, it is either there or not; thus it could not be taught.

Regarding the field of second language writing, Bloch (2013, cited in Belcher, 2014) also notes that Kaplan's study made the most significant contribution to the field since it pioneered research combining applied linguistics and rhetoric and initiated a highly productive field of study. Cumming (2016) argues that since the 1970s, thousands of studies analyzing written texts produced by English learners from different cultural backgrounds have been conducted within the theoretical framework of contrastive rhetoric. Contrastive rhetoric (CR) is identified by Connor (2008) as "an area of research in second-language acquisition that identifies problems in composition encountered by second-language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them."

She (2008) argues that four areas were influential in Kaplan's idea of CR:

(i) Contrastive Analysis: At the end of the 1960s, under the effect of structuralism, English language teaching was based on the structural analysis of grammar. The difference between L1 and L2 grammar was seen as the source of errors and was emphasized to prevent errors. Likewise, Kaplan (1966) argued that the differences between L1 and L2 writing patterns result in difficulties for learners in constructing a text.

(ii) Sapir-Whorf Hypothesis: The hypothesis is that each culture has a unique way of understanding the world based on its long-term relation with the physical environment and its members' long-term connection with one another (Sapir, 1921), and language plays a role in determining how its speakers view the world (Whorf, 1956). Kaplan (1966) considers the cultural backgrounds of language learners to be influential on their writing patterns.

(iii) Rhetoric: Kaplan's attention was on organization/arrangement (among Aristoteles's five elements for rhetoric: invention, memory, arrangement, style, delivery).

(iv) Pedagogy: Despite the audio-lingual method's foregrounding oral skills in language teaching at that time, Kaplan researched writing since college students were required to write papers in classes.

Kaplan's argument also attracted significant attention from the practitioners of second language teaching because, with the rapid increase in the number of ESL/EFL speakers, it is observed by language teachers that learners experience difficulty in writing, and their native culture and language are among the factors affecting learners' writing patterns. The research on CR informed teachers about students' problems, impacted the teaching of writing (Li, 2008), and it also provided an invaluable framework for analysis.

The contrastive rhetoric hypothesis has held perhaps its greatest allure for those in nonnative-English-speaking contexts abroad, forced as they are to look EFL writing in the eye to try to understand why it at least sometimes looks "different" – often subtly out of sync with what one might expect from a "native" perspective.

(Atkinson, 2000, p. 319, cited in Connor et al., 2008)

Li (2008) also notes that Contrastive Rhetoric attracted the attention of non-native instructors of English as a research paradigm considerably since, for the first time, their experiences in the periphery became an asset for them. They were counted as significant contributors to analyzing and understanding differences and/or similarities in writing patterns.

On the other hand, the seminal article of Kaplan (1966) was not without criticisms. It was considered to include samples of how-not-to-do contrastive rhetoric research (Belcher, 2014), and to misrepresent languages and cultures (Cumming, 2016). At first, the criticisms were on Kaplan's examination of second-language texts only. Matalene (1985) suggests that if we are conducting a contrastive analysis, we need to examine learners' L1 texts too. Mohan and Lo (1985, cited in Kubota 1998) argue that

it is difficult to draw a conclusion on the paragraph structure of a language simply by examining second language learners' L2 texts; students' instructional backgrounds and experiences in English can influence their writing. Kaplan (1987) himself later expresses that the discourse patterns he comes up with might also occur in different languages, but they do not appear with equal frequency (cited in Connor et al., 2008). The analysis of learners' first-language texts obviously leads to a better understanding of the differences and similarities between L1 and L2 writing conventions and learners' problems in second-language writing since it displays learners' thought patterns in their native culture (Bayyurt, 2010).

John Hinds (1983), text linguist, also criticized the study as it lacked examination of the first-language acquisition of the students. Besides, his critique was on Kaplan's categorizing rhetorical patterns as "English," "Oriental," etc., and presenting English as the linear line. In the same line of argument, Kubota (2001) indicates that Kaplan creates cultural dichotomies as East and West, and advocates the Western style as superior in his paper. However, regarding this, Kaplan (1966) underlines that his aim in the paper is not to criticize other types of paragraph development but to raise awareness of the presence of other writing conventions for pedagogical purposes.

Canagarajah (2002), on the other hand, criticizes Contrastive Rhetoric for its regarding native language as an obstacle to learning a second language, and argues that the effect can be positive or negative; teachers must be aware of both aspects and teach learners "negotiate conflicting rhetorical structures to their advantage" (p. 68). Li (2008) agrees with the criticism that some studies on CR stressed much on the differences and applied dichotomous characters to cultures under examination.

Li (2008) further notes that contrastive rhetoric studies are also challenged by their understanding of culture as "homogenous and static conceptual and geographical entities" and stereotyping ESL students (p.14). Depending on his experience of China, he (2008) explains that in a rapidly changing and globalizing world, unique cultures are also changing and adapting to the new conventions. However, he indicates, this does not mean that the world is evolving into a unique culture, but each and every

culture with interactions gets a new and particular shape, which is a combination of its past and now.

Leki (1997), on the other hand, makes a critique of CR, arguing that it relates the rhetorical choices of the students directly with the thought patterns, ignoring the influence of social contexts. Spack (1997, cited in Kobayashi 2005) adds to this argument by putting forward that students' writing is not only a product of their cultural background but a product of the academic context they are in. Based on a longitudinal case study, he displays how his participant's writing adapted to the academic context in time via class assignments, exams, etc., getting free from the influence of his L1 background.

Despite criticisms, however, since its emergence in 1966, contrastive rhetoric has been recognized widely and adopted in many qualitative and quantitative descriptive research, including case studies, classification studies, prediction studies, ethnographies, and experiments, as it has established a framework for discourse-level analysis of second language writing (Connor, 1996). And this has given rise to a growing empirical data drawing on text analysis, which led to new explanations of the differences and similarities between organizational patterns (Colombo, 2012).

3.3. Towards Intercultural Rhetoric

Connor (1996, 2004, 2008), acknowledging the criticisms on CR and taking the findings of numerous studies contrasting rhetorical patterns and the recent developments in the field of second language writing (e.g., developments in corpus linguistics, genre studies) into consideration, reshaped the traditional view of contrastive rhetoric.

In the special issue of *Journal of English for Academic Purposes* on CR, Connor (2004) proposed the term *Intercultural Rhetoric* to replace Contrastive Rhetoric, and to refer to a wider area of study since the rhetorical choices of individuals from different cultures are influenced by several other factors than their cultural backgrounds. She (2004) put forward that *Intercultural Rhetoric* better describes

trends in writing –e.g., writing as a social and communicative activity-, it encompasses cross-cultural studies (comparing the same concept in culture A and culture B), and it gives space to analysis of smaller cultures as disciplinary or classroom. Overall, with the new term, she intended “to indicate a shift from texts to the social contexts in which they are created and received, along with the adoption of a more complex understanding of culture as dynamic, multiple, and overlapping.” (McIntosh & Connor, 2023, p. 284).

Connor (2008) noted that Kaplan himself admitted later that culture is a very broad notion for analysis, and offered to divide cultural factors in two for analysis: (i) coming from the large culture, community of speakers which the writer is a member, (ii) coming from the environment surrounding the act of writing. With the emphasis on the socially-situated nature of writing, writing has been regarded as more dynamic than static. Each specific context is considered to shape writing by resulting in specific choices as to the audience and the purpose for writing. Thus, it is observed that writing is not only related to the text but also to the social context in which it is written. Considering the above-mentioned arguments, Connor (2008, p. 310) offered a multi-layered model of contrastive rhetoric (see Figure 3.1.).

Connor (2008) proposed Intercultural Rhetoric to surpass dichotomies such as collectivist vs. individualistic, linear vs. non-linear, etc, and to analyze social, cultural, and educational factors behind writing; besides, she (2008) offered rhetoric to go beyond its meaning as style, argument, and persuasion and to be referred as an act of communication shaped by the social context.

Intercultural rhetoric is defined as “the study of written discourse between and among individuals with different cultural backgrounds” (Connor, 2018, p.1). McIntosh & Connor (2023), however, indicated very recently that in addition to its main focus on written texts, it has widened its scope to the analysis of spoken and digital communication. Describing the scope of analysis in intercultural rhetoric, Connor (2022, p. 1) further expressed the aim of intercultural rhetoric as “advancing cross-cultural communication research as well as informing writers, editors, translators, and

language and composition teachers and learners, among other users and producers of text.”

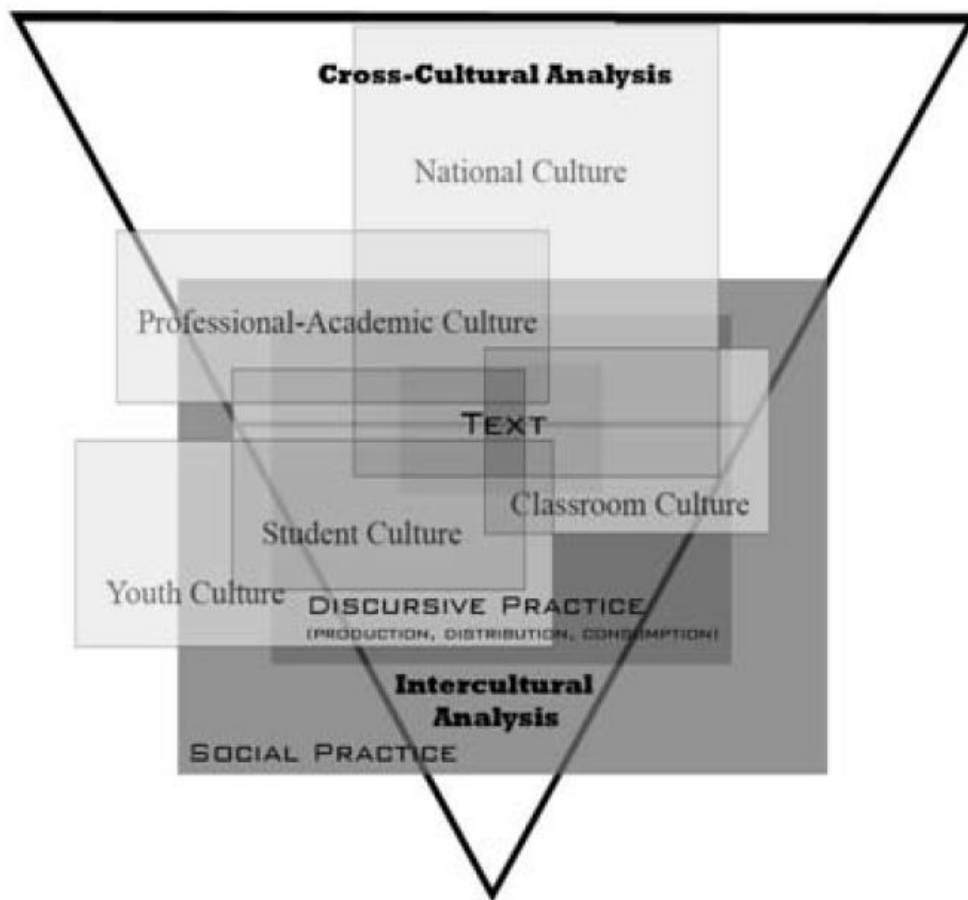


Figure 3.1. Multilayered Model of Contrastive Rhetoric (Connor, 2008, p. 310)

Informed by some theories arising after the 1990s (e.g., accommodation theory, Giles, Coupland & Coupland, 1991; text in context theory, Fairclough 1992; and, small (e.g., educational) vs. large (i.e., national) cultures, Holliday, 1999), the main tenets of Intercultural Rhetoric are introduced by Connor (2008) as follows:

- i. Writing is a socially-situated activity. Not only the analysis of texts but also the contexts within which writing is constructed is necessary to illuminate second language writing.
- ii. Small cultures (e.g., institutional, disciplinary) are also important in shaping writing.

- iii. Writing is a communicative act between writer and reader; the writer adapts her language and style according to the reader.
- iv. Social practices and genres are not stable but ever-changing.

As a field of research, taking a broader and more communicative perspective, Intercultural Rhetoric still develops with recent methodologies and findings from many other fields such as discourse analysis, composition and rhetoric, applied linguistics and sociolinguistics (Connor, 2022), and Connor (2022) indicates that she hopes intercultural rhetoric to continue to inspire both novice and senior researchers to conduct studies that enable a better understanding of the complexities of writing.

CHAPTER 4

METHODOLOGY

4.0. Introduction

This chapter presents the methodology of research employed in this study. In the first part of the chapter, the research design, the setting and the participants of the study are presented. After that, the data collection instruments and procedures are introduced. In the last section, the data analysis procedures employed in the study are discussed.

4.1. Research Design

The present study is conducted as an “explanatory sequential mixed-method research” (Creswell, 2014, p. 15). Mixed-method research (MMR) has been widely recognized as the third or alternative methodology along with qualitative and quantitative research methods over the last two decades in social sciences (Creswell, 2022; Johnson et al., 2007; Park et al., 2021). It comprises the analysis of both qualitative and quantitative data with the purpose of gaining a better understanding of the research problem than can be achieved through one of the qualitative and quantitative approaches (Creswell, 2022).

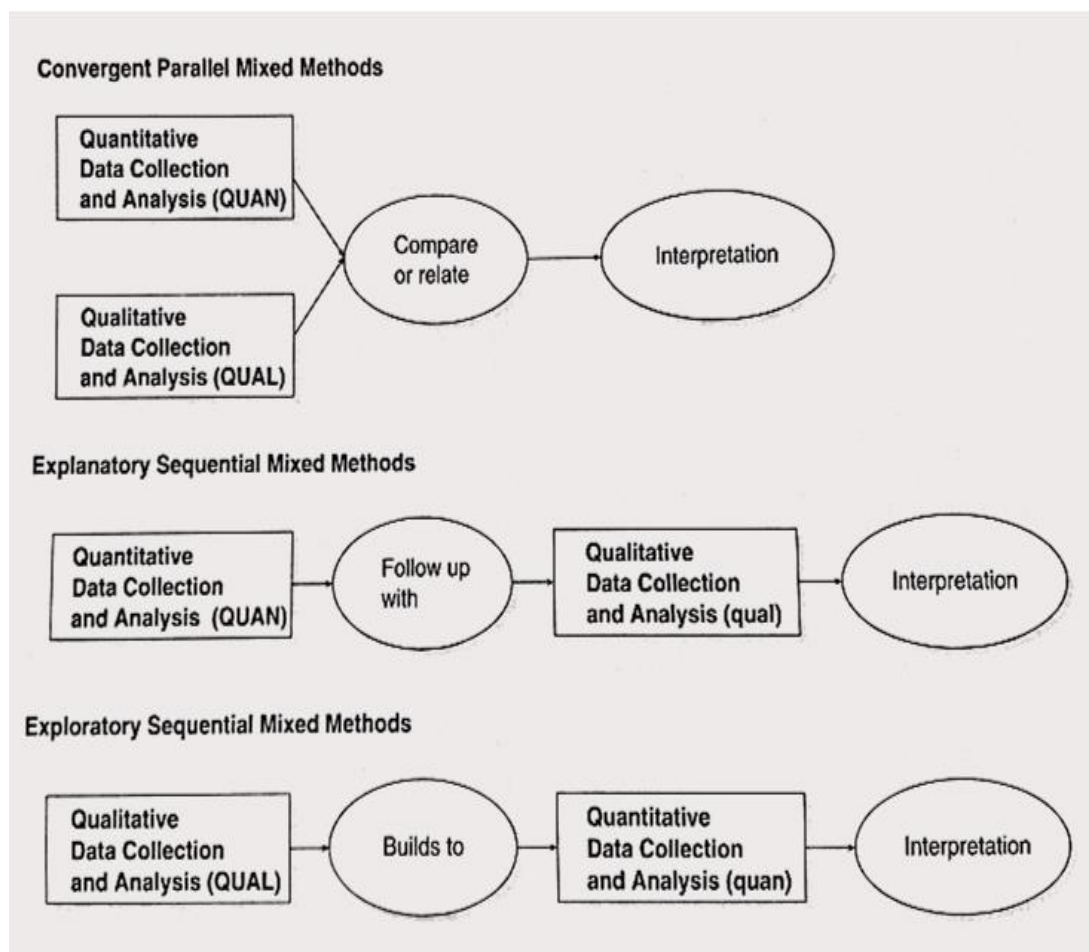
Analyzing a number of MMR definitions by several scholars, Johnson et al. (2007, p. 123) propose the following definition of MMR:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding and corroboration.

From the perspective of second language writing, “a collective future trend towards methodological diversity and expansion of repertoires of research methods and approaches” have also been on the rise in the field to “better capture the complexity and diversity of L2 writing” (Park et al., 2021, p. 570, citing Matsuda & Manchon, 2016). Park et al. (2021, p. 572) note that MMR is used in L2 writing for five purposes in L2 writing: (i) complementarity, (ii) convergence, (iii) expansion, (iv) development, and (v) sampling; and they further indicate that complementarity is the most common purpose for the use of MMR in L2 writing, which refers to

using each set of methods to answer a related question or series of questions for purposes of evaluation (e.g., using quantitative data to evaluate outcomes and qualitative data to evaluate process) or elaboration (e.g., using qualitative data to provide depth of understanding and quantitative data to provide breadth of understanding) (citing, Palinkas et al., 2011, p. 46).

Figure 4.1. The Three Basic Models of MMR (Creswell, 2014, p. 220)



Creswell (2014, pp. 15-16) examines MMR under three basic models appearing in social sciences (see Figure 4.1.): (i) Convergent Parallel Mixed Methods (CPMM), (ii) Explanatory Sequential Mixed Methods (EXPLASMM), and (iii) Exploratory Sequential Mixed Methods (EXPLOSMM). He (2014, 2022) indicates that in CPMM, researchers gather qualitative and quantitative data simultaneously and combine the findings elicited through both methods to illuminate their research problem. The aim is to collect different types of information. In EXPLASMM, researchers collect and analyze the quantitative data first, examine the findings observed from the quantitative data, and then make use of the qualitative data to explain their findings in more detail. In EXPLOSMM, however, researchers gather qualitative data first, examine the findings, and then develop measures or assessments to gather quantitative data.

Considering the above arguments, in the current study, following an explanatory sequential mixed-method research, the quantitative data is achieved by analyzing the rhetorical patterns in the Turkish and English expository paragraphs written by the students of the DBE and the students of the DTLT. Building on the findings elicited from the quantitative data, the qualitative data gathered from the questionnaires, the stimulated recalls, and the semi-structured interviews are used to gain a more comprehensive understanding of the possible reasons behind students' choices for the rhetorical patterns. Besides, the purpose of using MMR in the study is complementarity in the sense of elaboration; that is, while quantitative data display the tendencies for the use of rhetorical patterns, qualitative data provide a depth of understanding.

4.2. The Setting

The data for the current study is obtained from two state universities in Ankara, Türkiye: University A and University B. The Turkish-English bilingual data were collected from the Department of Basic English (DBE), at University A. University A is one of the most prestigious universities in Türkiye. Among 1.5 million students taking the National University Entrance Exam, only the top 1% are accepted to most of its departments, and around 40% of the students completing their undergraduate

degrees at University A continue with their graduate education (General Information, METU). According to the World University Rankings, University A stands in the top 500 universities of the world, and it is ranked as the first university in Türkiye (QS World University Rankings, 2023). Besides, the medium of instruction is English at University A.

The students who are accepted to the university have to take the English Proficiency Exam (EPE) in order to be allowed to continue their undergraduate/graduate studies. The exam, which is administered by the DBE, aims to determine whether the students' English proficiency level is sufficient to take their departmental courses or not. Students are required to take at least 59.5 out of 100 to pass the EPE, the pass score is 69.5 for those who will study in the Department of Foreign Language Education.

EPE consists of two sessions, administered in one day: The morning session of the exam includes Listening (30 questions), Careful Reading (32 questions), and Vocabulary (20 questions) sections and lasts 120 minutes; the afternoon session includes Search Reading (8 questions), Writing (1 Task) and Performance (1 Task) sections and lasts 105 minutes. While 64 points are allocated to the first session, 36 points are allocated to the afternoon session (METU EPE Guide for Test Takers, 2017). Since the students are going to follow an education in English, the exam evaluates students' (i) comprehension of written and oral academic texts and their ability to respond to them, (ii) competence in understanding the interactions in the classroom and also in the campus, (iii) and their ability to produce texts of different lengths coherently.

The students who fail at the EPE (and those who do not take the exam) pursue the preparatory school at the Department of Basic English. At first, all students sit in a Placement exam, which determines students' level of English proficiency. Depending on the score they get on the Placement Exam, students start classes at Beginner, Elementary, Intermediate, or Upper-Intermediate levels, and they receive 25, 20, 15, or 12 hours of instruction per week, respectively. In the school, they follow an intensive English language program that aims to enable them to continue their undergraduate/graduate education at the university.

Semesters are divided into three spans at DBE. The first span includes sentence-level writing at the beginner/elementary level, while at the intermediate/ upper-intermediate level the span starts with types of paragraphs. Students benefit from writing materials prepared by a group of instructors at the DBE, while learning writing in English. The materials (i.e., writing handouts) are presented to the students each week as part of the writing program. The handouts introduce students to components of writing in English and help them practice these components, such as how to write a topic sentence, major and minor supporting sentences, a conclusion sentence, how to use connectives, and the types of paragraphs (Appendix A).

Going through the content of the week (i.e., reading and analyzing sample paragraphs, learning related structures and vocabulary, and doing the exercises), students are asked to write a paragraph. After they complete writing, students exchange their paragraphs with their friends at first. In peer editing, students check their friends' paragraphs and take notes of the mistakes they encounter. Then, they exchange the papers again, and students write the second draft of their paragraphs considering their peers' notes and a self-checklist provided in the handout. Later, students submit their paragraphs to their teacher. Teachers evaluate paragraphs on content, language, and organization, and give them back to their students so that they see their mistakes and write their paragraphs once more. Since these writing tasks make up their writing portfolios and writing is also a part of the mid-terms and the proficiency exam, students make an effort to learn how to write in English (Interview with an academic coordinator).

The Turkish-only data of the study were collected at the Department of Turkish Language Teaching, University B. The Faculty of Education at University B is one of the well-established institutions for teacher education in Türkiye. The Department of Turkish Language Teaching (DTLT) is ranked in the top 10 among the Turkish Language Teaching departments in Türkiye regarding the university entrance exam scores of the students accepted to the departments (YÖKATLAS, 2023). In line with the curriculum of the department, students of the DTLT are equipped with advanced skills in written and spoken Turkish, in the literature of Turkish and in the teaching of Turkish both to native and non-native speakers of the language.

4.3. The Participants

The participants of the present study were among the students of (i) the Department of Basic English (DBE) at the elementary, intermediate, and upper-intermediate levels and (ii) the Department of Turkish Language Teaching (DTLT). The students at DBE were between 18 and 30 years old (The average age was 18.8.). The age range of the DTLT students was 20-26 (The average was 21.2.). The participants were from various parts of Türkiye, and they were graduates of various types of high schools (i.e., Anatolian High School, Anatolian Teacher Training High School, Science High School, Regular High School, Vocational and Private High School) (see Table 4.1.). The departments that the students at DBE were going to follow included Architecture, History, Mathematics, International Relations, English Language Teaching, Electrical & Electronics Engineering, and Psychology. A brief information on the participants is given in Table 4.1 below.

Table 4.1. Information of the Participants of the Study

	No. of Participants	Average Age	Gender		Type of the High School Graduated			
			Male	Female	Anatolian HS	Science HS	Private HS	Regular & Vocational HS
ELE	25	18.6	10	15	13	3	7	2
INT³	25	18.6	13	12	9	3	11	1
UINT	25	19.2	14	11	10	4	11	0
DTLT³	25	21.2	10	15	9	0	0	15

The data from DBE students were collected towards the end of the first semester of the 2016-2017 academic year, after the students got about four months of instruction in English. This time of the year was chosen because all students from each level of

³ The name of the HS item in the questionnaire was not filled in by one of the participants from the DTLT and INT groups.

English proficiency learned how to organize a paragraph through the end of the first semester at DBE. In addition to that, after getting into contact with some of the instructors at DBE, it was learned that in the second semester, students focus on learning English more deeply since the proficiency exam gets closer. Thus, the data was decided to be collected when (i) all students learned to write a paragraph, (ii) the differences between the levels of proficiency was not obscured yet, and (iii) students did not get so much further from the Turkish writing education they received at high school.

Additionally, the data from the DTLT was collected through the end of the 2016-2017 academic year, from the 3rd year students. The purpose of collecting data from the DTLT was to better understand Turkish rhetorical patterns used in expository paragraphs, and to better examine the native-language influence in second-language texts of the DBE students with different proficiency levels in English. Since, through the end of the 6th semester in the department, 3rd-year students completed all of the writing courses offered in their department (i.e., Written Expression I & II, Teaching Writing, Techniques in Writing), they were expected to have the skill and knowledge to produce good examples of a Turkish paragraph. The age and gender of the participants were not taken into consideration during the data collection process.

For the current research, only the students whose mother tongue is Turkish were chosen so that the findings of the study were not influenced by the effect of any other language. Thus, the participants with other native languages were excluded from the study. Besides, after the data collection process, it was also observed that some stages of data collection were not completed by all of the students: Some forgot to sign in the consent form, some did not write one or both of the paragraphs (Turkish and English), and/or did not fill in the questionnaire. In addition, some students were observed to write different nicknames on their paragraphs or questionnaires. All of these students were also excluded from the study.

The data was collected from 29 Elementary, 41 Intermediate, and 39 Upper-Intermediate level students from the DBE, and 44 students from the DTLT, totaling 153 students. After 34 students (i.e., 1 from elementary level, 8 from intermediate

level, 13 from upper-intermediate level, and 14 from DTLT) were excluded from the study because of the above-mentioned reasons, it was decided to analyze the data coming from 25 students in each of the four groups, totaling in 100 students. 25 students were selected randomly among the participants left after the exclusion was done.

4.4. Data Collection Instruments and Procedures

In this section, the data collection instruments of the study, which research questions these instruments address, and how they were administered are explained. The data collection instruments used in the study were (i) Expository Paragraphs, (ii) Questionnaires, (iii) Stimulated Recall Interviews (with Students), and (iii) Semi-structured Interviews (with Language Instructors). Of these instruments, which one aims to provide an answer to which research question is demonstrated in Table 4.2. below:

Table 4.2. Data Collection Instruments for the Research Questions

Research Questions	Data Collection Instruments
1. What are the overall organization patterns in Turkish paragraphs written by (i) Native speakers of Turkish (NST) who are junior-level students of the Department of Turkish Language Teaching (DTLT)? (ii) NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?	Turkish Expository Paragraphs
1.1. What are the commonalities and differences in overall organization patterns in Turkish paragraphs written by the four groups of students participating in the study?	Turkish Expository Paragraphs

Table 4.2. (continued)

1.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their Turkish paragraphs?	Questionnaires Stimulated Recalls Semi-structured Interviews
2. What are the overall organization patterns in English paragraphs written by NST Turkish learning English with elementary, intermediate, and upper intermediate levels of proficiency?	English Expository Paragraphs
2.1. What are the commonalities and differences in the use of overall organization patterns in English paragraphs written by students with different proficiency levels in English?	English Expository Paragraphs
2.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their English paragraphs?	Questionnaires Stimulated Recalls Semi-structured Interviews
3. What are the macro-level rhetorical patterns in Turkish paragraphs written by (i) NST who are junior-level students of the DTLT?, (ii) NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?	Turkish Expository Paragraphs
3.1. What are the commonalities and differences in macro-level rhetorical patterns in Turkish paragraphs written by the four groups of students participating in the study?	Turkish Expository Paragraphs

Table 4.2. (continued)

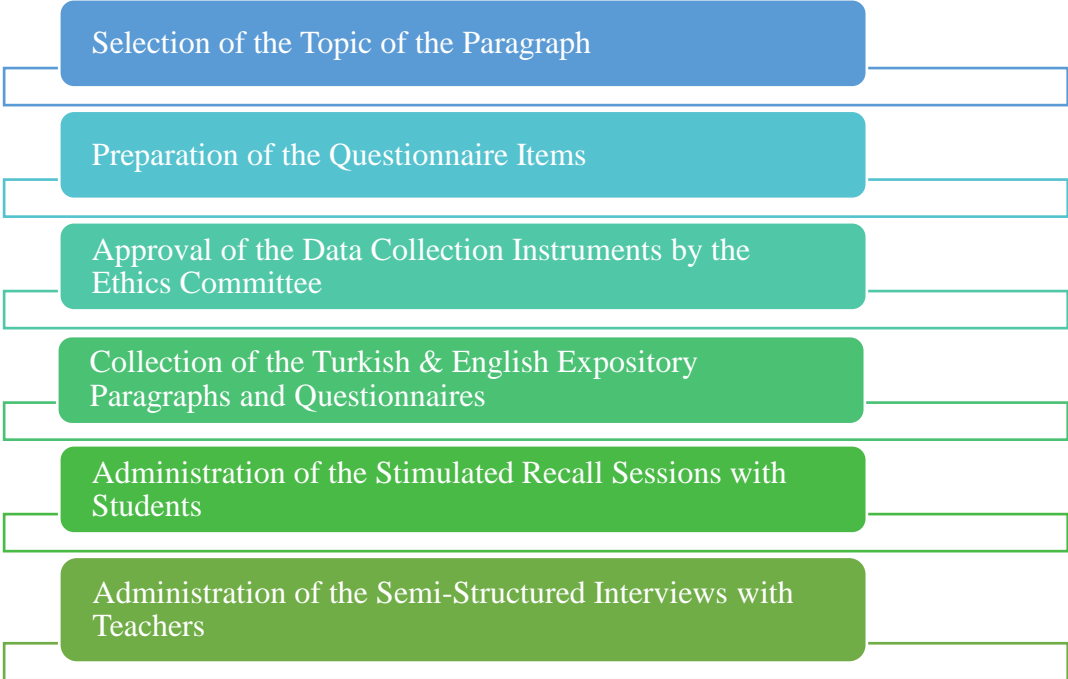
3.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their Turkish paragraphs?	Questionnaires Stimulated Recalls Semi-structured Interviews
4. What are the macro-level rhetorical patterns in English paragraphs written by NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?	English Expository Paragraphs
4.1. What are the commonalities and differences in macro-level rhetorical patterns in English paragraphs written by students with different proficiency levels in English?	English Expository Paragraphs
4.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their English paragraphs?	Questionnaires Stimulated Recalls Semi-structured Interviews

All instruments to be used in the data collection were approved by the METU Human Subjects Ethics Committee before starting the data collection process (Appendix B).

In order to collect data from the students of the Department of Basic English, an announcement was prepared to be placed on the school boards (Appendix C). The announcement aimed to inform the Elementary, Intermediate, and Upper-Intermediate students about the data collection procedures of the study, and it included the time and date of the data collection session. Gifts (i.e., a notebook, a two-sided highlighter, and a ballpoint pen with a university emblem) were also offered to those attending the session. Though the announcement was placed on all school boards, including the

boards in the classes, only 10 students attended the data collection session (6 students from Elementary and 4 students from Upper-intermediate level). Following that, an oral announcement was made in all classes by the researcher, and the names of those volunteering to attend the session were taken with their contact information for the second data collection session. 23 Elementary students attended this second session. Encountering the difficulty of collecting data in this way, the instructors of the Intermediate and Upper-Intermediate level were informed about the research with the administration's approval, and asked whether they could allocate some time for the data collection procedure of the research. Then, two classes from Intermediate level (Number of students: 41) and two classes from Upper-Intermediate level (Number of students: 39) contributed to the data collection of the study.

Figure 4.2. Stages of the Data Collection



In order to collect data from the DTLT, first the instructors of the Turkish Writing courses were contacted and informed about the purpose and data collection procedures of the study. With the guidance of a writing instructor in the department, the 3rd year

students volunteering to contribute to the study were gathered for the data collection session. These students were those who completed all of the writing classes in the curriculum of the Department of Turkish Language Teaching (Written Expression I & II, Teaching Writing, Techniques in Writing). In the senior year of the department, there were courses mainly on Practice Teaching, School Experience and Guidance, and it was thought that it would be difficult to arrange a time with 4th-year students since they were out of the university campus occasionally. Since third-year students have already completed all of the writing courses offered in the department, it was decided to collect data from them. 44 students attended the data collection session.

4.4.1. Expository Paragraphs

In the data collection sessions, the participants of the research from the DBE were asked to write a 150-200 word long expository paragraph in Turkish and in English, while the DTLT students were asked to write only Turkish expository paragraphs (Appendix D). Expository paragraphs aim to give information on a topic; they discuss reasons, results, advantages and disadvantages, rather than including a sharp opinion as in argumentative texts (Gülcü et al., 2015). Expository texts are of vital importance for university students. Students read expository texts and also write expository texts in their assignments, exams and research papers. As pointed out by Chandrasegaran (2013) especially in English medium education system, this mode of writing is essential for academic success. Besides, expository writing forms the basis of many genres such as applications for jobs, schools, scholarships, and statements of purpose. Thus, it is crucial that students write expository texts appropriate to the writing conventions of this particular mode of writing.

Moreover, in expository paragraphs writers need to develop an idea and follow a logical sequence, and as Oktar (1991) indicates “If what is logical is culturally-coded, then such culturally-coded patterns and also certain means of formulizing the sequence of ideas will be best illustrated in expository writing” (p. 13). So, with their wide range of usage and their being modes of writing where logical sequencing is best reflected, expository paragraphs act as good sources to compare and contrast Turkish and English writing patterns.

Before starting the collection of Turkish and English expository paragraphs, all DBE and DTLT students were informed about the aim of the research, the content and length of the session, and their consents on participating the session were obtained. They were assured that the data collection was being conducted only for research purposes and that their names would be anonymized through the analysis of the data. Following that, the students of DBE were given about 40-45 minutes to complete their Turkish and English paragraphs, and the students of DTLT were given about 20 minutes to complete their Turkish paragraph. The time allocated to the writing of the paragraphs was sufficient for the students that no one asked for extra time, and all completed the Turkish and English paragraphs in the time given.

The topics of the Turkish and English paragraphs were chosen from TOEFL independent writing prompts since the comparability of the writing prompts among test takers was found to be acceptable by Lee et al. (2004) and Breland et al. (2004) (cited in Uysal 2008, 2011). As it is suggested by Connor (2005, in Hirose 2006), the participants were asked to write their Turkish and English paragraphs on different topics to prevent any translation effect on language features and prevent any influence on organizational patterns. The writing prompts of Turkish and English paragraphs were also given to the students in different orders (i.e., Half of the students wrote their Turkish paragraphs first, half of them wrote their English paragraphs first.) to counterbalance the effect of writing order on the texts.

The following topics were presented to the students after the topics and the wording of prompts were discussed in detail with three professors of English Language Teaching and two friends from the same department, one holding a PhD degree and the other being a PhD candidate.

The topic of the Turkish paragraph:

Sizce neden günümüzde birçok öğrenci yurt dışında eğitim görmeyi tercih ediyor? Sebeplerini açıklayınız.

The topic of the English paragraph:

People attend college or university for many different reasons. Why do you think people attend college or university? Use specific reasons to support your answer.

The topics above were chosen since both topics were close to students' interests and related to the context they were in. They could be easily discussed by the students. Besides, they did not require any prior and specific knowledge and did not create any difficulty with respect to their contents.

4.4.2. The Questionnaire

Once the students submitted their paragraphs, they were asked to fill in the questionnaire. The students were given about half an hour to complete their questionnaires. The time allocated to the completion of the questionnaires was sufficient for all students. Questionnaires are accepted to be among the main sources of eliciting information and attitudes from high number of participants, since they are easily administered and enable collecting large amounts structured and often numerical data (Hyland, 2010). They are widely used in writing research to assist researchers in analyzing the textual data more meaningfully. Since textual data-only research have been criticized in their giving no voice to the text writers, carrying no information about the contexts of writing, and relying only on researchers' subjective interpretations, questionnaires have become widely-used instruments for collecting information on writers, writers' experiences and beliefs on the topic of research, and contexts.

In the current research, the questionnaire was used to gain a deeper understanding of the expository paragraphs by getting information on students' Turkish and English writing education background, their thoughts on the similarities and differences between Turkish and English paragraph organization, and on the influence of their Turkish and English writing education in writing English and Turkish paragraphs, respectively (Appendix E).

The questionnaire was prepared in two versions: (i) for the students of the DBE, (ii) for the students of DTLT. Previous literature (Altınmakas, 2015; Sasaki & Hirose, 1996; Zoltan, 2003), the results obtained from the piloting of the questionnaire and the remarks of the three professors and two colleagues were taken into consideration in the preparation of the questionnaire.

The questionnaire of the DBE group had four sections: Background information, Turkish Writing Education, English Writing Education, and Language Transfer. Prior to the sections, the questionnaire included information about the aim of the study, the confidentiality of personal information, and the content of the questionnaire. Later, the first section, *Background Information*, asked for information on students' age, gender, birthplace, years of instruction in English, etc. The second section, *Turkish Writing Education*, asked for information on students' experiences with their Turkish writing education at high school, e.g., the hours of instruction they got on writing, the topics of the writing texts, and their general views on their Turkish writing education at high school. The third section asked for the same information on *English Writing Education* at both high school and DBE. The fourth section, *Language Transfer*, asked for information on whether students think there are similarities/differences between writing a paragraph in English and Turkish, and whether there is an influence of their Turkish writing education on their English writing and vice versa, etc. The questionnaire, which was distributed to the DTLT group, lacked the *English Writing Education* and *Language Transfer* sections.

Both of the versions of the questionnaire were prepared in Turkish. Since sincere and detailed answers were sought and the use of a second language might create an obstacle for students in answering the questions fully, Turkish was determined to be the language of the questionnaire. Additionally, the version prepared for the students of DBE was designed in three different formats. In these three formats, the place of the sections was changed, keeping the Background Information section always the first. It was aimed that in case students feel bored and have the tendency to give shorter answers or not to give answers towards the end of the questionnaire, sufficient data on each section would be achieved.

4.4.3. Stimulated Recall Interviews with Students

In the third phase of the data collection, stimulated recall interviews were carried out with the students of the DBE. Gass and Mackey (2005) define stimulated recalls as a means to discover learners' thought processes or strategies. Researchers support learners with some cues to help them recall their thoughts while performing the tasks

given. As Yağız et al. (2009) indicate, such procedures are powerful as they help researchers attain invaluable data on learners' approaches and strategies (cited in Uluçay, 2014). They enable more and better understanding of the analyzed data. For the present research, the interviews were designed to offer some more insight into the reasons for the choice of specific rhetorical patterns.

The calls for the interview were placed on the end page of the questionnaires. Students were asked whether they would be available on weekends and after 18.30 on weekdays for the next two weeks. As it is suggested by Gass and Mackey (2005), the interviews were planned to be conducted as soon as possible after students wrote their paragraphs. As it was through the end of the semester, and students had exams and plans for visiting their families, difficulties were encountered in arranging meetings with students.

Stimulated recalls were conducted with 3 students who were at elementary, intermediate, and upper-intermediate levels of proficiency in English. The interviews were audio-recorded with the consent of the participants. The place of the interviews was determined by the participants. The sessions were started by having students read their paragraphs for the purpose of making them remember what they had written. The prompts of the recall sessions were determined after students' Turkish and English paragraphs and questionnaires were analyzed briefly. An interview guide was prepared before meeting each of the students. Dörnyei (2007) underlines the significance of such guides since they offer a template for the questions to be covered, ensure nothing important is left out, and list the comments to be remembered. Some questions in the guides were decided to be asked to all of the students, and some of them were determined by students' own paragraphs and questionnaires.

As suggested by Bogdan and Biklen (1992, cited in Vanlı, 2012), some small talk is carried out to break the ice between interviewer and interviewee. The researcher first asked them whether they like writing or not, whether their education at DBE changed their attitudes towards writing, whether they had difficulty in writing the Turkish and English paragraphs, how they organized their Turkish and English paragraphs, whether they would write their Turkish paragraphs in the same way at high school, whether

they think their Turkish/English writing education had an influence on their English/Turkish paragraph, etc. Other questions changed from one student to another, depending on the patterns they employed and/or did not employ in their paragraphs. Samples from these questions are as follows, “Why didn’t you write a topic sentence/ a conclusion in your Turkish/ English paragraph?”, “Why do you think you used the connectors, *ilk olarak, ikinci olarak, üçüncü olarak*, in your Turkish paragraph?”, “Why do you think you listed your reasons in your Turkish paragraph, while you put some connectors between your ideas in your English paragraph?”, “Why did you put a conclusion sentence in your Turkish paragraph but not in your English paragraph?”.

4.4.4. Semi-structured Interviews with the Language Instructors

The preliminary analysis of the data led to a need to gain a deeper understanding of the nature of the writing education that DBE students receive in their classes. Thus, it was decided to add another data collection stage and to conduct semi-structured interviews with language instructors giving writing education at the Department of Basic English. Interviews are accepted to be among the methods widely used in collecting qualitative data (Dörnyei, 2007), and depending on the structure of the interview, whether it is more controlled by pre-determined questions or more flexible, interviews are grouped as structured, semi-structured and unstructured (Nunan, 1992). In the semi-structured interview with instructors, some questions were listed beforehand but at the same time instructors were addressed questions that weren’t in the list to better understand the writing education and they were given some time to reflect their experiences and beliefs on teaching writing.

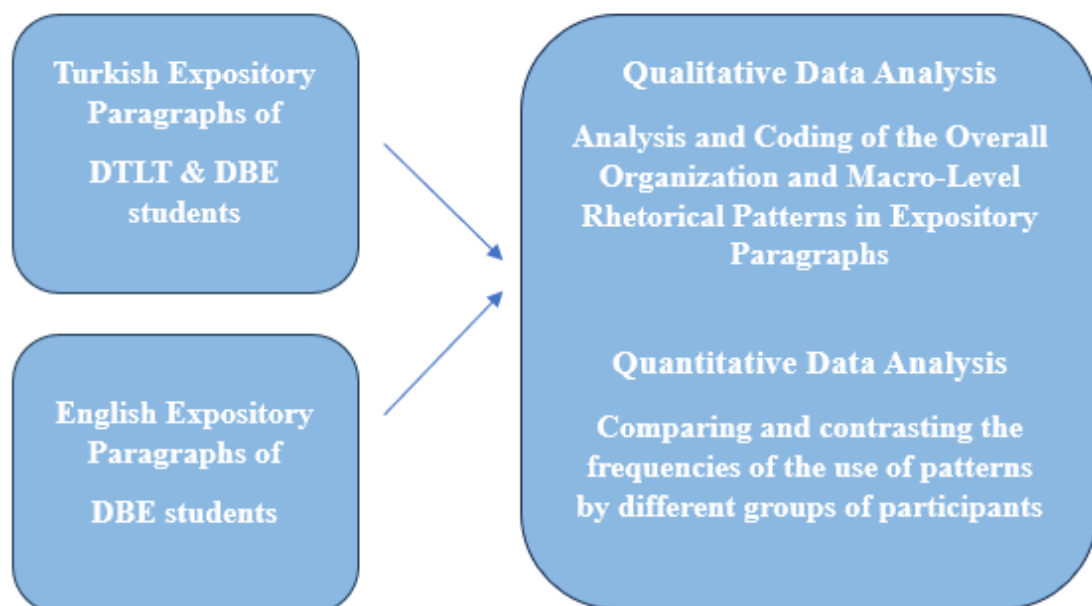
One language instructor from Elementary, Intermediate and Upper-intermediate level of proficiency, totaling in three language instructors were interviewed to get information about the duration, content and methods of the writing education students receive. Before the session, instructors’ consent in participating to the interview and being audio-recorded was obtained. Instructors were addressed questions, some of which were prepared before the meeting. In the beginning they were asked to introduce themselves, referring to their years of experience in teaching English, specifically in

their current teaching context and experience in teaching different proficiency levels and the proficiency level they were teaching (elementary, intermediate or upper-intermediate). Following that, they were addressed questions briefly about the time allocated for teaching writing in their program, the commonalities and differences in teaching different proficiency levels, and in giving feedback. Lastly, questions about the possible reasons behind students' rhetorical preferences were directed to the instructors. The interviews lasted about 20-25 minutes.

4.5. Data Analysis Procedures

Both qualitative and quantitative methods of analysis were employed for the data analysis of this study. As the primary source of the data, Turkish and English expository paragraphs were analyzed qualitatively at first. Since searching for some pre-set categories in the analysis of the whole corpus might result in a loss of information about the texts, the rhetorical patterns of the Turkish and English paragraphs were scrutinized one by one to better explore the characteristics of the paragraphs.

Figure 4.3. Data analysis procedures



In the current research, the following rhetorical patterns were analyzed in Turkish and English expository paragraphs of the students of DBE and DTLT (adapted from Kubota, 1998; Uysal, 2008):

1. Overall organization of the paragraphs: The presence and place of a topic sentence, the presence of supporting ideas (major and minor), and a concluding sentence were identified in Turkish and English paragraphs. During the analysis of these parts in the paragraphs, the following definitions are adopted (Gülen et al., 2015):

Topic Sentence: The sentence that introduces the topic and gives the main idea explicitly.

Supporting Sentences: The sentences that support and explain the main idea.

Conclusion Sentence: The sentence that summarizes/ rephrases the topic, the main idea and the supporting ideas in a paragraph.

The analysis of the opening, main, and closing sections of the paragraphs allowed us to identify whether there were any commonalities and/or differences in overall organization patterns employed by the participants of the study in their Turkish and English paragraphs.

2. Macro-level rhetorical patterns: These patterns (in Kubota, 1998; Uysal, 2008) display the logical organization of a paragraph on macro-level.

“**Collection** is a pattern that enumerates or lists concepts and ideas by association.

Explanation has a statement of the theme or main idea which is followed by a supporting reason.

Specification has a statement of the theme, a main idea or a point of view for the subsequent argument, which is then explained in more detail by reasons and supporting evidence.

Induction presents the main idea toward the end based on the preceding argument which constitutes a premise.

Causation presents ideas both chronologically and causally related, like the if-then statements of logic or cause/effect statements like antecedent/consequence.

Comparison shows a pattern that contains two elements arranged in a compare/contrast, adversative or alternative relation. The ideas are organized on

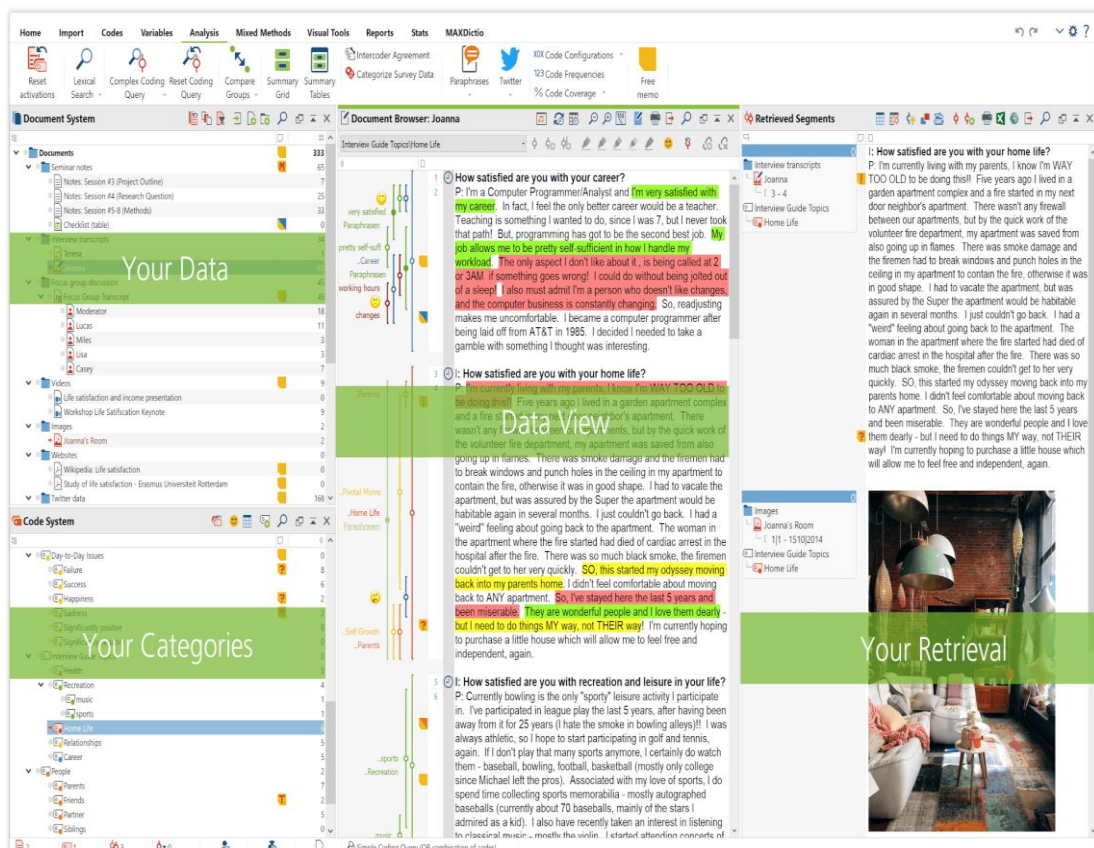
the basis not of time or causality, but on the basis of opposing viewpoints.

Problem-solution has all the features of cause/effect with the additional feature of overlapping content between propositions in the problem and solution. One or more propositional elements of the solution can neutralize a causal antecedent of the problem.”

(Uysal, 2008, p. 188-89)

The qualitative and quantitative analysis of the paragraphs was undertaken by using the data analysis program, MAXQDA (MAX Qualitative Data Analysis). MAXQDA is a software for qualitative, quantitative and mixed-method research, enabling organizing, tagging, analyzing and visualizing all forms of data, e.g., texts, interviews, surveys. First the data to be analyzed is imported into the program, and analysis is done by selecting and tagging the patterns in line with the codes entered into the system, which in our case are the rhetorical patterns.

Picture 4.1. The four main windows of MAXQDA's interface



The program is one of the most widely used programs in qualitative and mixed methods research, available in 15 languages and used by thousands of researchers in more than 150 countries (What is MAXQDA?, 2018). As it promises, the program is very user-friendly. It has four windows: *document system*, which consists of the documents of your data; *code system*, which includes the patterns/codes of analysis with which you will tag your data; *document browser*, where you work on through your analysis, and *retrieved segments*, which shows the original document that you retrieve your data (see Picture 4.1.)

The program also allows for quantitative analysis with its MAXDicto and MAXStats extensions. Dicto shows the word counts of the selected documents, types, and tokens of words, etc. Stats carries out descriptive and inferential statistics, e.g., correlation analysis and analysis of variance.

Table 4.3. The overview of Turkish and English paragraphs

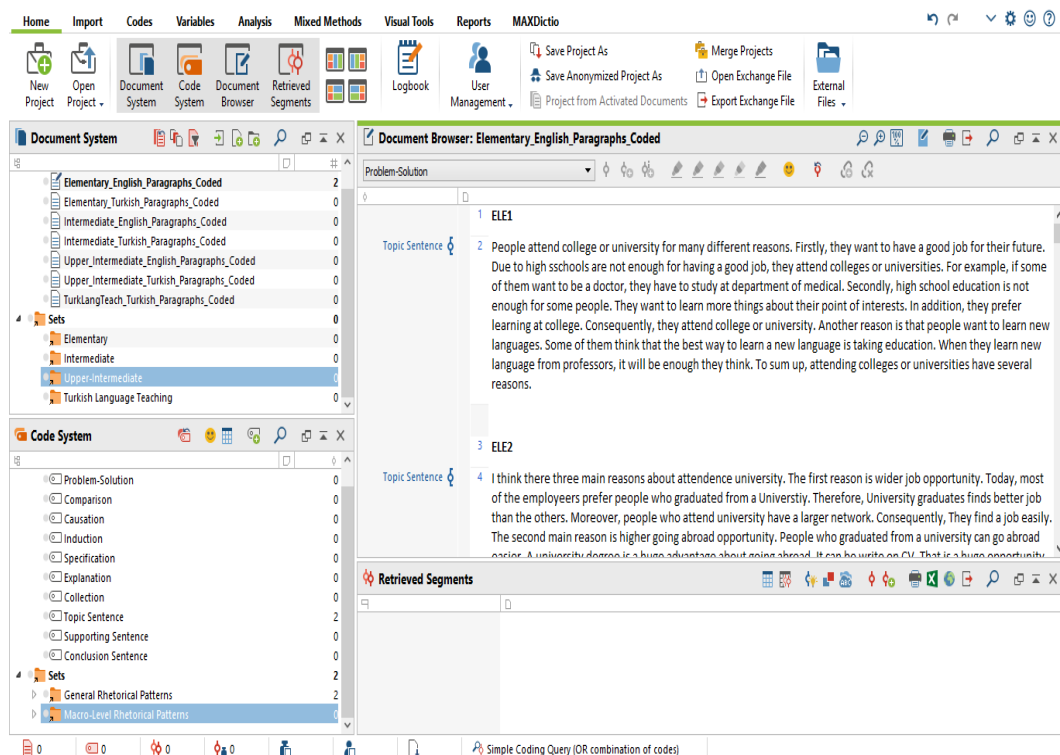
		Number of Paragraphs	Number of Words
Elementary Group	Turkish	25	3620
	English	25	3777
Intermediate Group	Turkish	25	3588
	English	25	3633
Upper-intermediate Group	Turkish	25	3494
	English	25	3714
DTLT	Turkish	25	4464
Total		175	26290

Before starting the analysis of the paragraphs, the English and Turkish paragraphs of 75 students from DBE and the Turkish paragraphs of 25 students from DTLT, totaling 175 paragraphs and 26,290 words, were typed into the MS Word program. The names of the students were anonymized while typing their paragraphs. Students were given a

number from 1 to 25 with a code indicating their group, i.e., ELE for the Elementary group; INT for the Intermediate group, UIN for the Upper-intermediate group, and DTLT for the Turkish Language Teaching group, such as ELE6, INT1, UIN12, DTLT8.

Following that, the Word documents of the paragraphs were imported into the MAXQDA's Document System. There were seven documents: (i) Elementary Turkish Paragraphs, (ii) Elementary English Paragraphs, (iii) Intermediate Turkish Paragraphs, (iv) Intermediate English Paragraphs, (v) Upper-intermediate Turkish Paragraphs, (vi) Upper-intermediate English Paragraphs, and (vii) Department of Turkish Language Teaching Turkish Paragraphs. In the document system of the program, the documents are grouped under four Sets: Elementary, Intermediate, Upper-intermediate and DTLT. In addition to that, the patterns to be analyzed (i.e., Topic Sentence, Supporting Sentence, Conclusion Sentence, Collection, Explanation, Specification, Induction, Causation, Comparison, Problem-Solution) are also entered into the MAXQDA's Coding System, and grouped under two Sets as overall organization patterns and macro-level rhetorical patterns.

Picture 4.2. A screenshot from the MAXQDA program



Subsequently, the paragraphs of Elementary, Intermediate, and Upper-intermediate level students and Turkish Language Teaching students were examined considering the patterns of analysis in the research, i.e., overall organization and macro-level rhetorical patterns of a paragraph. The patterns, namely the codes, were tagged into the related sections of the paragraphs in MAXQDA's document browser, and the frequencies of those patterns were calculated for each of the four groups of participants. The whole data of the research was re-analyzed by the researcher after about a year, and out of 1238 codes tagged in the paragraphs, 12 codes were changed in the second analysis, making only 0,9% of the codes. To ensure the reliability of the codes tagged, another rater holding a PhD degree in the Department of English Language Teaching coded 15% of the corpus of paragraphs and the results showed 92% consistency for the overall organization patterns and 84% consistency for the macro-level rhetorical patterns. After discussions on paragraphs that were tagged with different patterns, 100% consistency is gained on both the overall organization and macro-level rhetorical patterns of the corpus.

CHAPTER 5

RESULTS AND DISCUSSION

5.0. Introduction

In this chapter, the results of the analysis of the data in terms of (i) the overall organization patterns, and (ii) the macro-level rhetorical patterns employed in the Turkish and English expository paragraphs of Turkish university students with different proficiency levels are presented with the discussions drawn from the analysis. The presentation of the analysis starts with the overall organization patterns in Turkish paragraphs and continues with the overall organization patterns in English paragraphs, the macro-level rhetorical patterns in Turkish paragraphs, and the macro-level rhetorical patterns in English paragraphs. Under each section, firstly the frequencies of the patterns are given, and then the findings are compared and contrasted in terms of the proficiency levels of the students (i.e., elementary, intermediate, upper-intermediate level). Along with previous research, the data obtained from the questionnaires, the stimulated recall sessions with the students, and the semi-structured interviews with the teachers are also benefitted from while interpreting the findings of the study.

5.1. Results of the Study

The corpus of the current study comprised 175 expository paragraphs (100 Turkish, 75 English) written by four groups of students studying at:

- (i) the Department of Turkish Language Teaching (DTLT),
- (ii) the Elementary Level (ELE) of the Department of Basic English (DBE),
- (iii) the Intermediate Level (INT) of the DBE
- (iv) the Upper-Intermediate Level (UIN) of the DBE.

Twenty-five students from three different levels of proficiency (ELE, INT, and UIN) at DBE wrote both Turkish and English paragraphs, and twenty-five students from the Department of Turkish Language Teaching (DTLT) wrote only Turkish paragraphs, making up the corpus of the research.

Table 5.1. The Number of Paragraphs Examined

	DTLT	ELE	INT	UIN
TUR	25	25	25	25
ENG	Ø	25	25	25
Total				175

The overall organization patterns (i.e., the place and the presence of the topic sentence, the presence of supporting sentence and the conclusion sentence) and the macro-level rhetorical patterns (i.e., collection, explanation, specification, induction, causation, comparison, problem-solution), were examined throughout the Turkish and English paragraphs forming the corpus of the present research and the frequencies of the patterns were calculated.

5.1.1. Overall Organization Patterns

In this section of the study, whether the participants of the study employed topic sentence, supporting sentence, and conclusion sentence in their Turkish and English paragraphs or not, and the place of topic sentences were investigated.

5.1.1.1. Overall Organization Patterns in Turkish Paragraphs

This section aims to give an answer to the R.Q. 1., the R.Q.1.1, the R.Q.1.2:

R.Q. 1. What are the overall organization patterns in Turkish paragraphs written by

- *Native speakers of Turkish (NST) who are junior-level students of the Department of Turkish Language Teaching (DTLT)?*

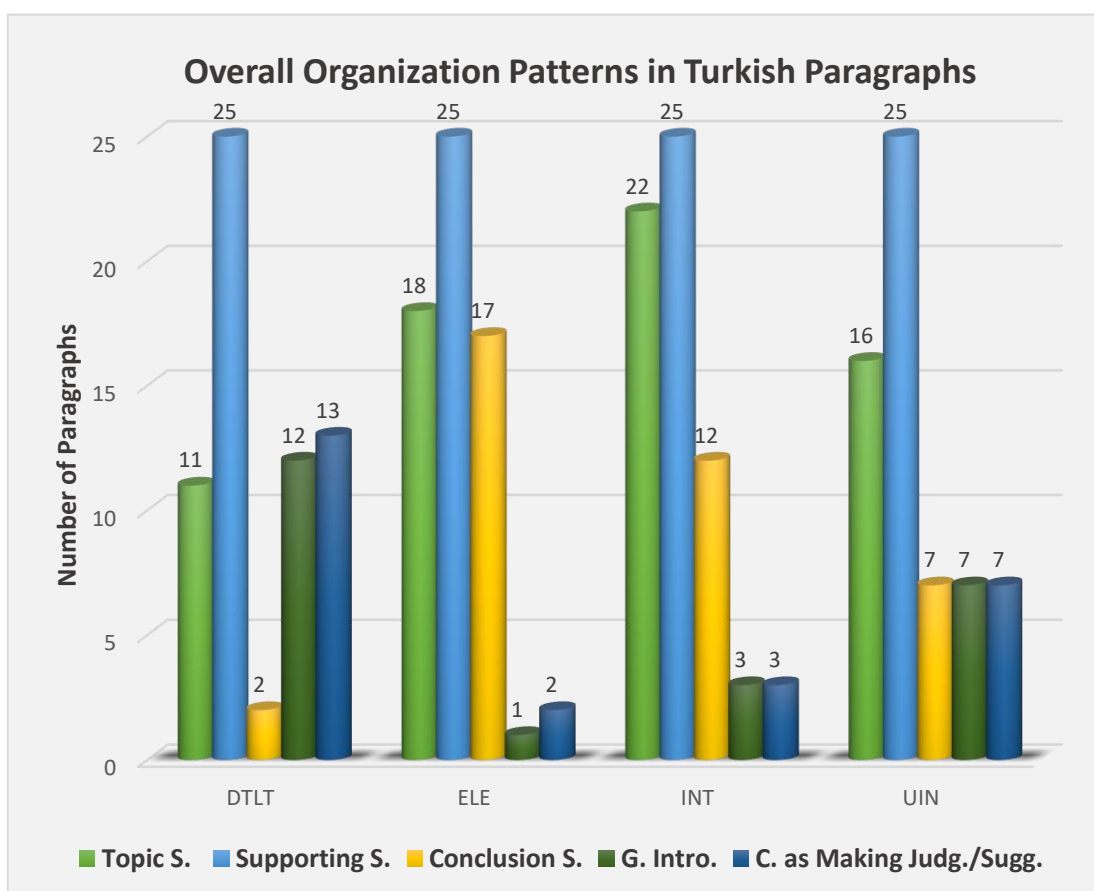
- NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?

R.Q. 1.1. What are the commonalities and differences in overall organization patterns in Turkish paragraphs written by the four groups of students participating in the study?

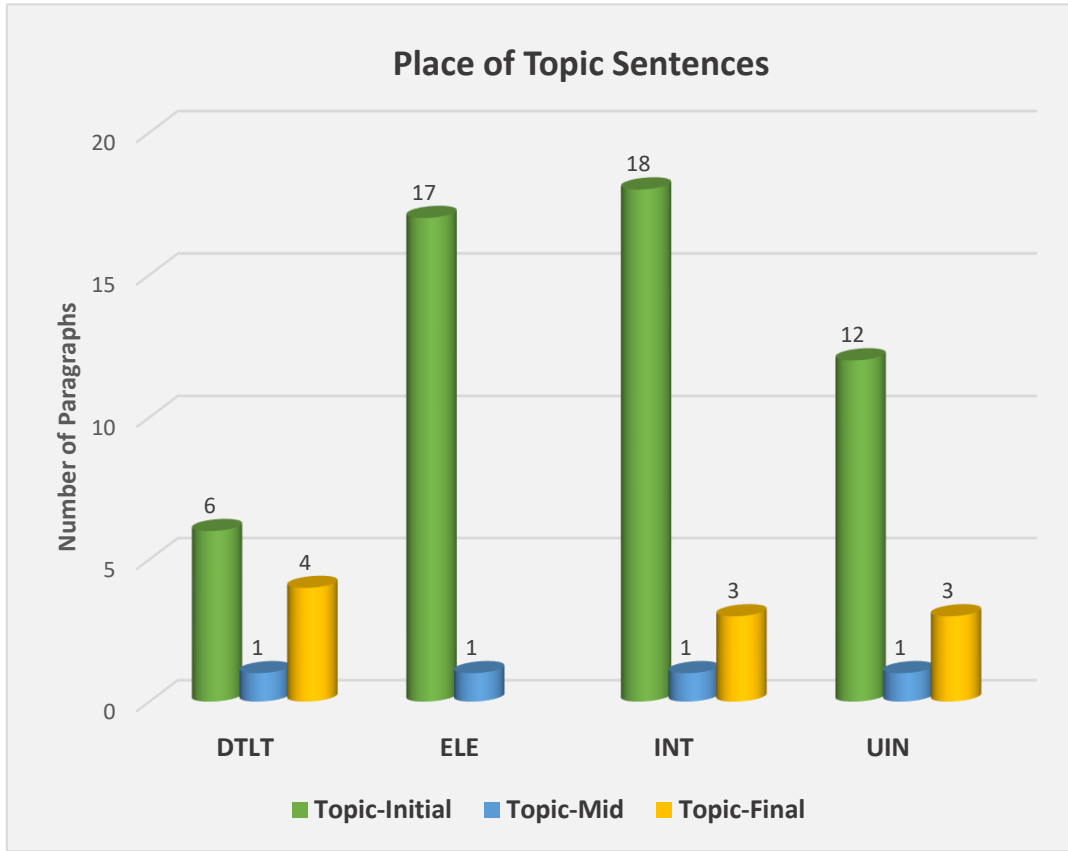
R.Q. 1.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their Turkish paragraphs?

The graphs below display the findings regarding the frequency of the overall organization patterns used in Turkish paragraphs written by Native Speakers of Turkish studying at the DTLT and ELE, INT, UIN levels of the DBE (Graph 5.1.), and the place of the topic sentences (Graph 5.2.):

Graph 5.1. Overall Organization Patterns in Turkish Paragraphs



Graph 5.2. Place of the Topic Sentences in Turkish Paragraphs



When the Turkish paragraphs of DTLT students were analyzed, it was observed that out of the 25 students, only 11 employed a topic sentence, making up 44% of the DTLT students. Of the 11 topic sentences, 6 were written in the initial, 1 was written in the mid, and 4 were written in the final position, which indicated that only 24% of the DTLT students started their texts with a topic sentence, while 4% placed it in the mid-position, and 16% placed it in the final position. Samples below illustrate the topic sentences written by DTLT students:

Günümüzde birçok öğrencinin yurtdışında eğitim görmeyi tercih etmesinde bazı belli başlı faktörler etkilidir.

[Today, some main factors are influential in many students' preferring to study abroad.]

(DTLT2, Topic Sentence-Initial)

Bu bilgilerden hareketle söylenebilir ki fırsat ve imkân eşitsizliği farklı ülkelerde eğitimi her zaman daha cazip kılmıştır.

[From these insights, it can be said that disparities in opportunities and resources have always made education in different countries more attractive.]

(DTLT13, Topic Sentence-Final)

Kısacası öğrenciler kendilerini geliştirmek ve buna ek olarak herhangi bir ürün ortaya koyabilmek amacıyla yurtdışında eğitim almayı tercih eder.

[In short, students prefer to study abroad with the aim of improving themselves, and, additionally, to be able to develop any kind of product.]

(DTLT25, Topic Sentence-Final)

Observed to be repeating patterns in the data, especially in the DTLT group, two patterns, named as “general introduction” and “conclusion as stating an opinion, making suggestion/judgment,” were also scrutinized and coded in the corpus of the study. Nearly half of the DTLT students (48%, $f=12$) employed “general introduction” pattern in their paragraphs. This pattern seemed to be more a characteristic of Turkish paragraphs written by DTLT students. Students using this pattern started their paragraphs with an introductory sentence/ introductory sentences which establish(es) a background to the topic by giving place to a general perspective, background information or a personal opinion on the topic, before writing the topic sentence and/or the supporting sentences of their paragraphs. The introduction sections below display the “general introduction” patterns of DTLT students:

Eğitim; toplumun gelişmesini, ilerlemesini ve varlığını devam ettirmesini sağlayan ana mekanizmalardandır. Bireyler arası ortak iletişim bir toplumun ilerlemesinden geçer. Her birey kendini geliştirmek ve farklılıkları irdelemek için eğitimler alır.

[Education is one of the primary mechanisms that ensures the development, the progress, and the continuity of society. Interpersonal communication

among individuals depends on societal advancement. Each individual receives education to improve themselves and to scrutinize differences.]

(DTLT1, General introduction)

Bir milletin geleceđi vermiř olduđu eđitim ile dođru orantılıdır. Bundan dolayı güzel nesiller için güzel bir eđitim verilmelidir.

[The future of a nation is directly proportional to the education it provides. Therefore, to raise good generations good education should be given.]

(DTLT10, General introduction)

When the supporting sentences and conclusion sentences used by DTLT students were examined, it was revealed that all students included supporting sentences in their paragraphs, and only 2 students (8%) wrote conclusion sentence. Furthermore, more than half of the DTLT students (52%) utilized the “conclusion as stating an opinion or making suggestion/judgment (SOMSJ)” pattern at the end of their paragraphs. This pattern also appeared to be more like a characteristic of Turkish paragraphs written by DTLT students in the current corpus. Samples for the pattern are presented below:

Öđrenciler yurtdıřında eđitim gormek yerine kendi ulkumuzde eđitim gormelerini teřvik etmemiz gerekmektedir. Bu yuzden eđitim sistemimiz cađın ihtiyaç ve gereksinimlerine gore yeniden duzenlenmeli ve geliřtirilmelidir.

[We need to encourage students to study in our own country instead of studying abroad. Therefore, our education system should be rearranged and developed according to the needs and requirements of the age.]

(DTLT5, Conclusion as SOMSJ)

İnsan her zaman doyumsuzdur ve ister. Yurtdıřı ve buna benzer o manada farklı her řey bizi ceker. Yurtdıřında eđitim de bence gereklidir. Benzerlikler ve farklılıkların irdelenip kendi bilgilerimizle tekrar yođrulması aşınsından faydalı goryorum.

[People are always insatiable and want. Abroad and anything different in that sense attracts us. I think studying abroad is also necessary. I find it [studying abroad] useful with respect to examining the similarities and differences, and mixing them with our own knowledge.]

(DTLT1, Conclusion as SOMSJ)

In their answers to the question “How should the structure of a Turkish paragraph be?” in the questionnaire, DTLT students indicated that Turkish paragraphs should have an introduction, body, and conclusion sections. The introduction section should include background information on the topic and give general ideas; it can involve definitions, anecdotes, or rhetorical questions. The body section should deal with the topic of the paragraph in detail, and give examples for the viewpoints taken; the conclusion section should give place to a judgment, general evaluation of the topic, and arrive at a conclusion, it can also include a summary of the ideas presented in the paragraph. In Turkish, a paragraph is defined as a unit of expression (Cemiloğlu, 2001; Çotuksöken, 2010; Yavuz et al., 2001) which consists of sentences dwelling on a central idea. Thus, it is also defined as a unit of thought (Yağcı, 2008). Furthermore, as it is also indicated by the students of DTLT, Turkish paragraphs are stated to comprise (i) introduction, (ii) body, and (iii) conclusion sections; that is, (i) a section that starts introducing the topic from a wider perspective in order to link the topic of the paragraph with some more general and known topics beforehand; (ii) a section that expands the discussion on the topic, and evaluates it from a number of angles; and (iii) a section that puts forward an opinion, a judgment or a conclusion on the topic (Cemiloğlu, 2001; Yavuz et al., 2001). Therefore, in the current research, the introduction and conclusion sections of nearly half of the DTLT students appeared to be written in line with their and scholars’ views on how a Turkish paragraph should be structured.

Regarding the Turkish paragraphs of DBE students, it was uncovered that the Turkish paragraphs of Elementary (ELE) students included 18 topic sentences and 17 conclusion sentences, making up 72% and 68% of the ELE students, respectively. One of the topic sentences written by ELE students was in the mid position, while the rest were in the initial position. There were not any topic sentences in the final position of

the Turkish paragraphs written by ELE students. However, supporting sentences were employed in 100% of the paragraphs. Samples from the topic and conclusion sentences written by ELE students are provided below:

Günümüzde öğrencilerin yurtdışında eğitim görmeyi tercih etmesinin birçok sebebi olabilir.

[There can be many reasons for students' preferring to study abroad today.]

(ELE7-TR, Topic Sentence-Initial)

Günümüzde birçok öğrencinin yurt dışında eğitim görmeyi tercih etmesinin üç ana sebebi var.

[There are three main reasons why many students prefer to study abroad today.]

(ELE8-TR, Topic Sentence-Initial)

Özetleyecek olursak yurtdışında eğitimin tercih edilmesini sağlayan sebeplerden başlıcaları daha iyi eğitim görme ve yeni bir dil öğrenme isteğidir.

[To sum up, getting a better education and the wish to learn a new language are the main reasons for preferring to study abroad.]

(ELE1-TR, Conclusion Sentence)

Intermediate (INT) students, on the other hand, wrote 22 topic sentences (88% of the INT students), one of which was in the mid, three of which were in the final, and the rest were in the initial position. They employed supporting sentences in 100%, and conclusion sentence in 48% (12 out of 25 students) of their Turkish paragraphs. Regarding the Turkish paragraphs of Upper-intermediate (UIN) students, topic sentences were present in 16 paragraphs (64% of the paragraphs), 12 of which were in the initial, one of which was in the mid, and 3 of which were in the final position. The number of conclusion sentences used by UIN students was 7, making up only the 28% of the UIN students. Similar to the paragraphs of the other three groups of students, there were supporting sentences in 100% of the Turkish paragraphs written by UIN students.

Günümüzde birçok öğrencinin yurt dışında eğitim görmeyi tercih etmesinin belli başlı sebepleri vardır.

[There are main reasons for many students' preferring to study abroad today.]

(INT17-TR, Topic Sentence-Initial)

Birçok öğrencinin yurt dışında eğitim görmeyi tercih etmesinin altında birçok neden gösterilebilir.

[Many reasons can be given for many students' preferring to study abroad.]

(UIN24-TR, Topic Sentence-Initial)

Kısacası, yurt dışında eğitim görmek öğrencilerin daha bilgili, kendini daha iyi geliştirmelerine, daha iyi iş imkanı bulmasına olanak sağlar.

[To sum up, studying abroad enables students to be more knowledgeable, to improve themselves better, to find better job opportunities.]

(INT7-TR, Topic Sentence-Final)

Yurtdışında eğitim görmek hem dil öğrenme açısından hem de kariyer hayatında insanlara artılar sağlayacağından tercih edilmektedir.

[Studying abroad is preferred because of both language learning and its adding pluses to people in their careers.]

(UIN16-TR, Topic Sentence-Final)

With respect to the use of “general introduction” and “conclusion as stating an opinion, making suggestion/judgment” patterns in Turkish paragraphs of DBE students, it was found that ELE students employed the patterns in one (4%) and two (8%) of their paragraphs, respectively. INT students employed each one of the patterns in three (12%) of their paragraphs, and UIN students used each one of the patterns in seven (28%) of their paragraphs. Below are the samples for “general introduction” and “conclusion as stating an opinion, making suggestion/judgment” patterns used by DBE students:

Türkiye'nin başarılı bilim insanlarının, sanatçılarının yurtdışına yöneldiği ve beyin göçünün fazla olduğu bir gerçek ve bu durum öğrencilere de yansıyor. Yurtdışında farklı alanlarda ismini dünyaya duyurmuş ve uluslararası öğrenci kabul eden birçok üniversite ve enstitü var.

[It is a fact that Turkey's successful scientists and artists are heading abroad, and there is a high brain drain, and this situation is also reflected in the students. There are many universities and institutes abroad that are world-renowned in different fields and accept international students.

(INT12-TR, General Introduction)

Yurt dışına verdiğimiz beyin göçleri –henüz eğitim aşamasında- karşı karşıya olduğumuz, önemsememeye devam edersek çok daha önemli şeyleri tetikleyecek bir tehlike bizim için.

[The brain drain we send abroad is a danger that we face even at the educational stage, and which will trigger much more important things if we continue to ignore it.]

(UIN1-TR, General Introduction)

Umuyorum ki, eğitim standartları tüm dünyada eşitlenir ve çözüm aramaya gerek kalmaz.

[I hope that education standards will be equalized all over the world and there will be no need to look for solutions.]

(INT6-TR, Conclusion as SOMSJ)

Sonuç olarak, insanlara güven, değer ve umut verilirse kimse doğduğu, büyüdüğü, ait olduğu kültürden uzaklaşmak için can atmaz.

[Ultimately, if people are given trust, value, and hope, no one will be desperate to leave the culture they were born into, grew up in, and belong to.]

(UIN18-TR, Conclusion as SOMSJ)

The findings of the overall organization patterns in Turkish paragraphs displayed that DTLT students employed the least number of topic ($f=11$, 44%) and conclusion ($f=2$, 8%) sentences among four groups of students in the study. They also wrote the least number of topic sentences in the initial position ($f=6$, 24%) when it is compared to the other groups. On the other hand, they gave place to the highest number of “general introduction” ($f=12$, 48%) and “conclusion as SOMSJ” patterns ($f=13$, 52%) in their Turkish paragraphs.

Considering the findings for the DBE students, UIN students employed the least number of topic ($f=16$, 64%) and conclusion ($f=7$, 28%) sentences and the highest number of “general introduction” ($f=7$, 28%) and “conclusion as SOMSJ” patterns ($f=7$, 28%) among DBE students. Additionally, with respect to the topic sentences in the initial position, UIN students were also the ones writing the least number of topic sentences when compared with the other proficiency levels ($f=12$, 48%; for the ELE level $f=17$, 68%; for the INT level $f=18$, 72%).

Examining Turkish paragraphs of students at three different proficiency levels in English, the current study appeared to obtain an interesting finding with the overall organization patterns used in the Turkish paragraphs. While the students with higher proficiency levels in English were expected to make use of the overall organization patterns of English more in their Turkish paragraphs, it appeared vice versa. Of the three different proficiency levels in English (i.e., ELE, INT, and UIN), ELE and INT groups were observed to employ topic sentence-initial and conclusion patterns more than the UIN group in their Turkish paragraphs. The UIN group employed the least number of these patterns among DBE students, resembling more to the DTLT group, which employed these patterns least among four groups of students in the study. Additionally, “general introduction” and “conclusion as SOMSJ” patterns, which seemed more to be a part of Turkish paragraphs, were used more by the UIN students than they were used by the ELE and INT students.

Previous research (e.g., Hirose, 2005 in Hirose, 2006; Kobayashi & Rinnert, 2013; Kubota, 1998; Spack, 1997 (in Kobayashi, 2005); Wang, 2014) suggests that since

low-proficiency students of English have little control over L2 writing patterns, they rely on their L1 knowledge more and they transfer rhetorical features from their L1 more. Depending on the literature, it was expected that the lower the proficiency level of English, the less the organization of the Turkish paragraphs will resemble the organization of English paragraphs, and the higher the proficiency level of English, the more the organization of the Turkish paragraphs will resemble the organization of English paragraphs. However, in the present research, at lower levels of proficiency, students employed rhetorical patterns of English paragraphs (i.e., topic sentences-initial, conclusion sentences) more in their Turkish paragraphs, while UIN students appeared to give more place to general introduction and conclusion as SOMSJ patterns like the students of DTLT. Contrary to the findings in the study of Kobayashi and Rinnert (2007), in the present study, conclusions giving an extended view on the topic appeared more in high-proficiency students' L1 paragraphs. In their study, however, participants with overseas experience in a university providing English medium instruction wrote less number of conclusions going beyond summary and giving extended views such as suggestions in their Japanese essays than their no overseas experience counterparts (20%, 90%, respectively), which indicates that they were less influenced by their L1.

So far, to the best knowledge of the researcher, contrastive rhetoric studies comparing Turkish and English rhetorical patterns in the Turkish context have collected and analyzed data from a single group of students regarding their proficiency level, which is generally Elementary or Intermediate (e.g., Algı, 2012; Enginarlar, 1990; Kaya, 2013; Oktar, 1991; Uluçay, 2014). And in these studies, it was observed that students learning English align their Turkish paragraphs with the conventions of English rhetoric.

However, in the current research examining rhetorical patterns in three different levels of English proficiency, it was uncovered that at higher proficiency levels of English (i.e., Upper-intermediate level students), Turkish students seemed to align their paragraphs with the conventions of Turkish rhetoric more than ELE and INT level students. As suggested by Kobayashi & Rinnert (2013), it might be claimed that in

high proficiencies, writers merge their L1 and L2 writing knowledge into one single overlapping system, and they employ this one core system in both languages. On the other hand, in line with the previous research, Turkish texts of ELE and INT students were written more in accordance with the organization of English paragraphs. It might be because Elementary and Intermediate students go through a denser English writing education as they have more to cover in a year. Besides, these students might be taking their education at DBE more seriously as they want to pass the proficiency exam, and thus, their Turkish paragraphs get much more influenced by English rhetoric.

When the Turkish writing education background of the students was scrutinized in their questionnaires, it was observed that more than half (56%, 14 out of 25) of the ELE students stated that they did not get writing education in Turkish, and more than half of the students who received writing education in Turkish (64%, 7 out of 11) stated that it was very poor and insufficient; writing education was not given much importance in the classes, they were just going through the topics in their textbooks. Writing was done mostly in the exams, and in those cases, they were not taking feedback but only scores. When students of ELE level were asked whether they were getting feedback on their writing and whether they were being asked to re-write their paragraphs after getting feedback, 37% of the students expressed that they were not getting any feedback, 21% stated that they were getting it rarely, 33% stated that they were getting it sometimes, and 9% said they were getting feedback; besides, 67% of the students indicated that they were never being asked to re-write their paragraphs, and 33% expressed they were asked to re-write rarely. Furthermore, 74% of the ELE students thought that the time devoted to writing education in Turkish should be changed as it was insufficient.

In regard to the INT students' Turkish writing background, 76% of the students expressed that they did not get writing education in Turkish, and among those having received writing education, 83% indicated that their Turkish writing education was not very good; it focused more on grammar, they did not receive feedback to be able to evaluate their skills in writing, and teachers were not dealing much with writing due to number of students in classes. In terms of the time devoted to writing education,

83% of the students stated that more time should be devoted to writing in Turkish. Considering whether students got feedback and asked for re-writing, 40% of the INT students expressed that they did not receive any feedback, and 16% indicated they received it rarely; moreover, 71% of the INT students stated that they were never asked to re-write their paragraphs after getting feedback, and 17% said they were asked for re-writing rarely; only one of the students said s/he was asked sometimes and two students said they were always asked to rewrite their paragraphs.

Table 5.2. Overview of the Turkish Writing Education Background of DBE Students

	ELE	INT	UIN
Receiving Writing Education	56% didn't receive	76% didn't receive	36% didn't receive
Taking Feedback on Writing	37% never	40% never	9% never
Re-writing of the Paragraphs After Feedback	67% never	71% never	27% never
Time Devoted to Writing Education	74% insufficient	83% insufficient	52% insufficient

The replies of the ELE and INT students in their questionnaires displayed that the writing education they received in Turkish was not sufficient enough to equip students with adequate knowledge and experience in Turkish writing. Therefore, the intense English writing education they received seemed to help them organize their Turkish paragraphs. For instance, one of the students at the ELE level indicated that s/he was having difficulty in writing the beginning and ending sections of Turkish paragraphs, but after learning paragraph writing in English at DBE, s/he followed the same patterns in Turkish, and it was no more difficult for her/him to write in Turkish.

With respect to the Turkish writing background of the UIN students, on the other hand, 64% of the students expressed that they got a writing education in Turkish, and 36% indicated that they did not. More than half of the students having received Turkish writing education thought that it was sufficient, and that it helped them learn the basics of writing. Furthermore, in terms of students' getting feedback for their writing and re-writing their texts after feedback, UIN students appeared to get more feedback and re-write their writing pieces more than ELE and INT students. More than half of the UIN students (55%) stated that they always received feedback from their teachers on their writing, and 18% stated that they sometimes received feedback; while only 9% said that they never received feedback, and 18% reported that they rarely received feedback. Additionally, 32% of the UIN students stated that they sometimes, and 36% of the students stated that they rarely re-wrote their paragraphs after getting feedback, while 27% indicated they never re-wrote their paragraphs. Regarding the time devoted to writing education, contrary to the ELE and INT students, nearly half of the UIN students thought it needs only a "slight" change, while the other half thought more time should be devoted to Turkish writing education.

Depending on UIN students' replies to the questionnaire, it might be inferred that UIN students, to some extent, received a better Turkish writing education than ELE and INT students. The percentages for their getting Turkish writing education, receiving feedback, and re-writing a paragraph after getting feedback are higher than the percentages of ELE and INT students'; and their percentage indicating that the time allocated for Turkish writing education should "definitely" be changed is lower than the percentages of ELE and INT students'. The Turkish writing education background of UIN students might be one of the reasons why the number of the overall organization patterns employed by the UIN students were closer to the number of the patterns employed by DTLT students when it is compared with ELE and INT students'. On the other hand, since ELE and INT students' Turkish writing background appears to be weaker, it might be easier for them to write in Turkish by relying on the overall organization patterns of English paragraphs. Considering the Turkish writing education background of students, Altınmakas and Bayyurt (2019) also found that the L1 writing instruction of the students before attending university was not very

adequate. They (2019) asserted that the writing instruction of the students in Turkish covered very basic and over-generalized explanations of writing, and students were not provided with any detailed feedback on their written products.

5.1.1.2. Overall Organization Patterns in English Paragraphs

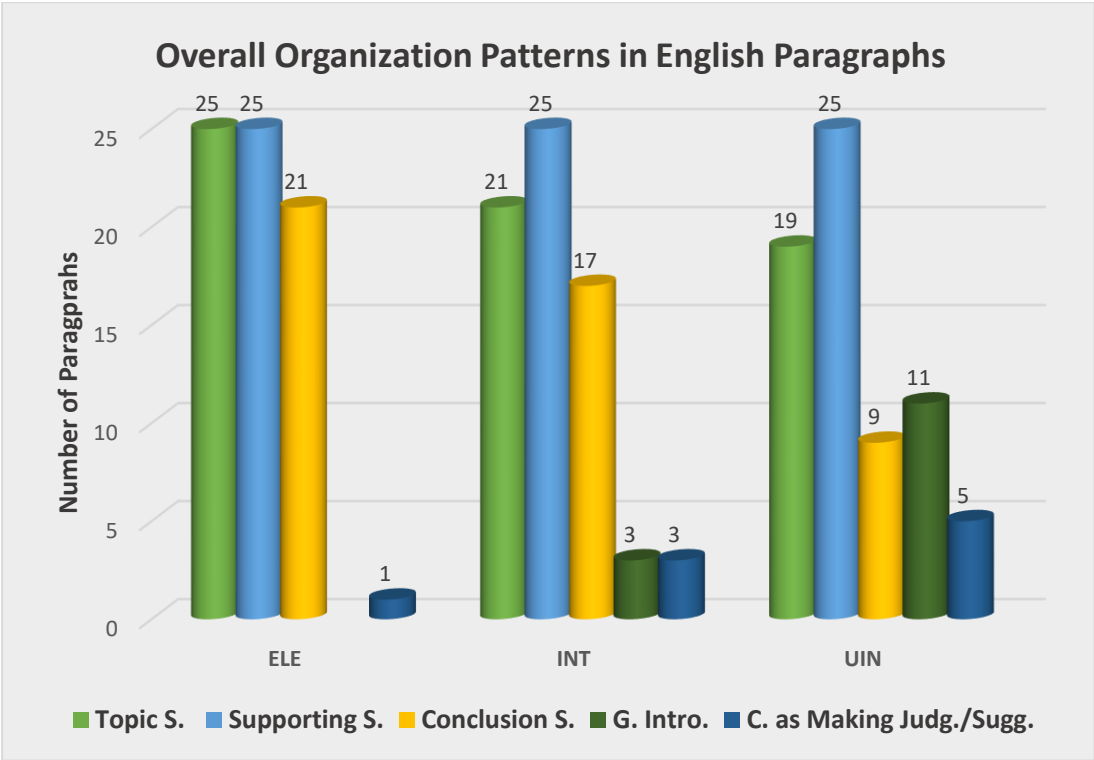
This section of the chapter aims for answering the R.Q.2., the R.Q.2.1., and the R.Q.2.2.:

R.Q. 2. What are the overall organization patterns in English paragraphs written by NST Turkish learning English with elementary, intermediate, and upper intermediate levels of proficiency?

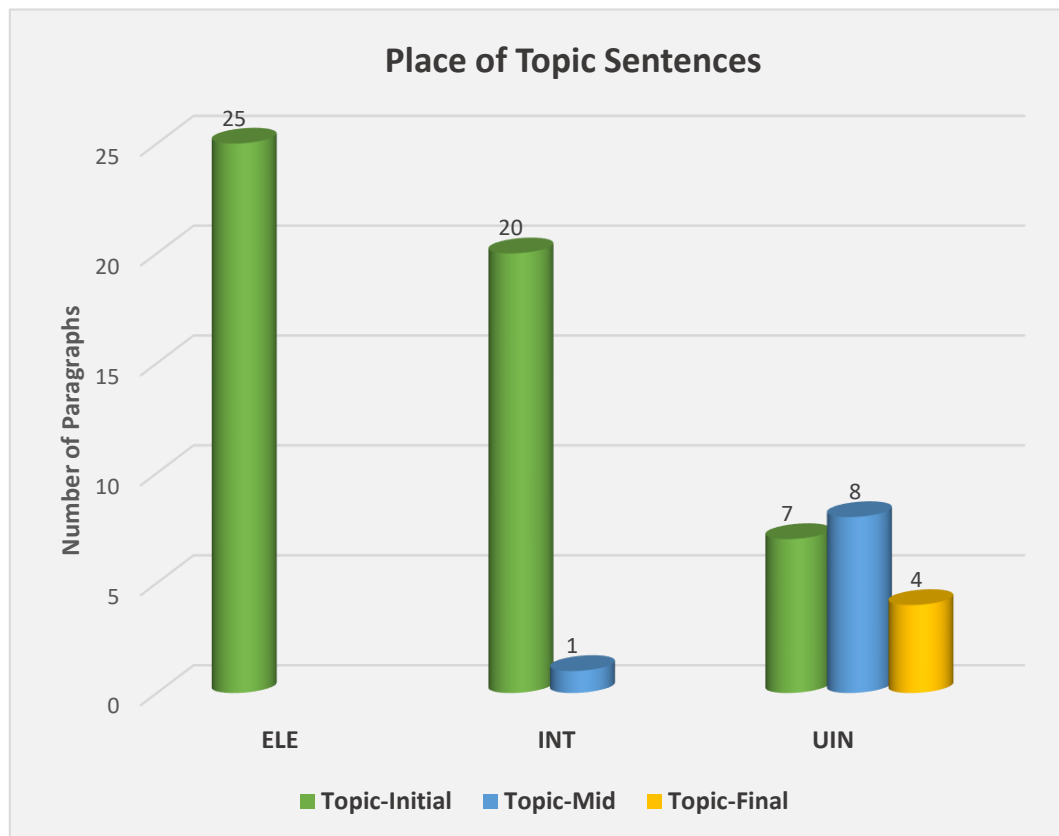
R.Q. 2.1. What are the commonalities and differences in the use of overall organization patterns in English paragraphs written by students with different proficiency levels in English?

R.Q. 2.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their English paragraphs?

Graph 5.3. Overall Organization Patterns in English Paragraphs



Graph 5.4. Place of the Topic Sentences in English Paragraphs



The findings for the frequency of overall organization patterns employed by ELE, INT, and UIN level students in their English paragraphs and the place of the topic sentences in these paragraphs are demonstrated in Graph 5.3. and Graph 5.4. above.

Regarding the overall organization patterns in the English paragraphs of ELE students, it was found that topic sentences and supporting sentences existed in 100% of the paragraphs ($f=25$, both for the topic and supporting sentences). The position of all topic sentences was initial in ELE students' English paragraphs. Conclusion sentences occurred in 21 out of 25 paragraphs of ELE students (84%). With respect to the English paragraphs of INT students, topic sentences were employed by 21 students (84%), and except for one of the topic sentences, which was in the mid position, the topic sentences were all in the initial position (80% of the paragraphs). Supporting sentences appeared in 100% of the English paragraphs of INT students, and conclusion sentences were written by 17 students, making up 68% of the INT students. Samples for topic and

conclusion sentences that appeared in English paragraphs of ELE and INT students are presented below:

There are several reasons for people to attend college or university.

(ELE10-EN, Topic Sentence-Initial)

To sum up, these are a few reasons of why people attend college or university.

(ELE19-EN, Conclusion Sentence)

To sum up, earn money, want to be valuable and do dreams true are three reasons why people attend college or university.

(ELE9-EN, Conclusion Sentence)

There are three main reasons of why people attend college or university.

(INT17-EN, Topic Sentence-Initial)

Nowadays, many people are preparing for university. In this century attending college is become a necessity. Besides, after the university graduation most companies are looking for extra features such as graduate degree. In my opinion there are two main reasons that why people attend university. First of all...

(INT14-EN, Topic Sentence-Mid)

In conclusion, to have better life, to want to learn more information and pressure of family are reasons of why people attend college or university.

(INT13-EN, Conclusion Sentence)

UIN students, on the other hand, made use of 19 topic sentences in their paragraphs (76%). 7 topic sentences out of 19 were in the initial position (28% of all UIN paragraphs), 8 were in the mid position (32%), and 4 were in the final position (16%). Supporting sentences took place in 100% of the paragraphs. Additionally, conclusion

sentences appeared only in 9 paragraphs out of 25 English paragraphs (36%) written by UIN students. Samples for these overall organization patterns are shown below:

In today's world there are numerous reasons why people attend college or university.

(UIN24-EN, Topic Sentence-Initial)

The number of people attending college or university is increasing day by day. There are three major reasons of attending college or universities.

(UIN14-EN, Topic Sentence-Mid)

In brief attending college and university is a necessity because of the reasons which have been mentioned above.

(UIN18-EN, Topic Sentence-Final)

In conclusion, people in our country tend to study at university wishing to have better life conditions and get respect to others.

(UIN20-EN, Conclusion Sentence)

With regard to the “general introduction” and the “conclusion as SOMSJ” patterns in English paragraphs of DBE students, ELE students appeared to employ not any “general introduction” pattern but only one “conclusion as SOMSJ” pattern:

To sum up, attending college or university makes benefit for people.

(ELE7-EN, Conclusion as SOMSJ)

INT students used 3 “general introduction” (12%) and 3 “conclusion as SOMSJ” (12%) patterns in their paragraphs, and lastly, UIN students employed 11 “general introduction” patterns (44%) and 5 “conclusion as SOMSJ” patterns (20%) in their paragraphs. Below are examples of these patterns:

Education is really important for a person's life. It changes your life. If you want to live in a good life standarts you have to get a good education.

(INT4-EN, General Introduction)

To sum up if you want to improve yourself, you should go university and never listen others. You should make your decision in your own way.

(INT11-EN, Conclusion as SOMSJ)

The universities and colleges have been very crucial, especially since the beginning of Industrial Age.

(UIN5-EN, General Introduction)

To conclude, everyone has different reasons to attend university but all of the reasons have one in general which is having a better life.

(UIN9-EN, Conclusion as SOMSJ)

The results for the frequencies of the overall organization patterns in English paragraphs of DBE students uncovered that ELE students employed the highest number of topic sentences in their English paragraphs ($f=25$, 100%), and all of the topic sentences they used were in the initial position. INT students followed ELE students; in that they used topic sentences in 84% of their paragraphs ($f=21$), 20 of which were in the initial position (80%). Surprisingly, UIN students made use of the least number of topic sentences ($f=19$, 76%), and the least number of topic sentences in the initial position ($f=7$, 28%), which is 72% lower than the topic sentences employed by ELE students in the initial position and 52% lower than those of INT students. On the other hand, UIN students wrote the highest number of topic sentences in the mid position ($f=8$, 32%), and in the final position ($f=4$, 16%). Supporting sentences appeared in 100% of the DBE students' English paragraphs, while the frequencies for the use of conclusion sentences varied for the three levels. ELE students, again, used the highest number of conclusion sentences ($f=21$, 84%) compared to INT and UIN students, and UIN students employed the least number of conclusion sentences ($f=9$, 36%) among the three levels of students. Furthermore, with respect to the "general introduction" and "conclusion as SOMSJ" patterns, UIN students were the ones making use of the highest number of general introduction patterns ($f=11$, 44%), and conclusion as SOMSJ patterns ($f=5$, 20%).

The frequencies of the overall organization patterns in English paragraphs written by DBE students with different proficiency levels might indicate that as the level of proficiency decreases, students stick more to the structure of English paragraph writing “topic sentence + supporting sentence/sentences + conclusion sentence”. As Ostler (1987, 1997) reveals in her studies, native speakers of English write introductions and conclusions consistently in their texts (e.g., 89% of the native speakers of English put the main idea at the beginning of their essays). Thus, it seems that beginning with a topic sentence and ending with a conclusion sentence is an essential part of English paragraph writing. Besides, Rinnert and Kobayashi (2009) note that L2 writing instruction entails conclusions as a summary and including no new ideas. Considering these, it might be indicated that the English paragraphs of ELE level students aligned more with the conventions of English rhetoric, while the English paragraphs of UIN level students appeared to include more samples from the conventions of Turkish rhetoric (i.e., the general introduction and conclusion as SOMSJ patterns). The limited knowledge of ELE, and to some extent INT, students on vocabulary, and the intense education they got on English might be among the reasons for students’ following English rhetorical patterns strictly. Previous research (e.g., Kubota, 1998; Tiryakioğlu et al., 2019) suggested that low-proficiency students’ limited L2 skills lead them to focus more on the accuracy of their sentences and ignore the organization of their paragraphs. Tiryakioğlu et al. (2019) indicated that at the initial stages of L2 development, learners often pay more attention to lower-order skills (e.g., vocabulary, and grammar), and thus they cannot focus on higher-level skills as organization, and planning. However, the findings of the use of overall organization patterns by lower proficiency students in the present research showed that they paid more attention to the organization of their paragraphs than higher proficiency students.

In the interview carried out with the instructor teaching at the ELE level, she pointed out that writing is taught in a very controlled manner at the ELE level (For instance, topic sentences are given at the beginning of the paragraphs as default on writing exercises for a long period and students are asked to continue by writing the supports.), and since students’ grammar and vocabulary knowledge is limited, their writing samples are shaped by what is taught in the class. She added that ELE level students

start learning and practicing writing in English mostly at DBE; therefore they are shaped easily. UIN level students have an English language background, and they can resist writing according to what is taught in the classes and say that they do not like the rules and want to write as they wish. The instructor at the INT level also indicated that the students at the INT level don't have a sound writing knowledge to be able to deviate from what is taught in the class; they need structures to follow when writing.

On the other hand, in the interview conducted with the instructor at the UIN level, she put forward that the students at the UIN level want to show their English background while writing, and sometimes they do not want to be restricted and do not want to follow the structures taught; she expressed that she warns students about writing a topic sentence a lot, she tells them that they write well but there should be a topic sentence in their paragraphs.

Table 5.3. Overview of the English Writing Education of DBE Students at HS

	ELE	INT	UIN
Receiving English Writing Education	75% didn't receive	66% didn't receive	36% didn't receive
Time Devoted to Writing education	95% insufficient	77% insufficient	67% insufficient

When the questionnaires were examined in terms of the students' English writing education at high school (HS), it was observed that 75% of the ELE students did not receive English writing education at HS. Besides, 5 out of 6 ELE students having received English writing education stated that the English writing education at HS was not sufficient, while just one student said s/he benefited from the English writing education at HS since it at least helped her/him adapt to writing in English easily. Moreover, 95% of the ELE students indicated that more time should have been

allocated for English writing education at HS. Students reported that they were doing reading, grammar, and going through the coursebook; but not taking education on writing or speaking. One student added that they did not receive English education at all in the last year of the HS, since they focused more on studying for the university entrance exam.

About their DBE writing education, however, nearly all ELE students stated that it was very sufficient and beneficial for them as they learnt so much, and their writing skills developed considerably since the beginning of the semester. Of all the ELE students, 63% indicated that time allocated for writing education does not need to be changed, and the rest stated it needs only a “slight” change. Regarding the feedback given and re-writing of the paragraphs, except for one student, all ELE students expressed that teachers “always” give them feedback on their writing and “always” ask them to re-write their paragraphs by taking the feedback into consideration. One of the ELE students added that she gets demotivated in writing because teachers ask them to write only a major and a minor sentence; and they cross out when she adds even one more sentence, which, in her opinion, would make the paragraph much better. This view also supports what the instructor at the ELE level stated about the writing education at the ELE level, and might display why the English paragraphs of lower proficiency students are more similar to one another.

In terms of the English writing education of the INT students at HS, 66% of the Intermediate students also reported in their questionnaires that they did not take an English writing education at high school. Of the 8 students who indicated that they got an education in English writing, 5 students indicated that it was not much sufficient. Furthermore, 77% of the INT students indicated that more time should have been allocated for English writing education at HS.

On their DBE writing education, however, 92% of the INT students stated that the writing education at DBE was very good and beneficial. One student, among the remaining 8%, added that they are expected to write in only one structure and are considered wrong when they do not use it; thus, he could not express himself in a

relaxed way. With respect to the feedback and re-writing of the paragraphs after feedback, nearly all INT students (except one) expressed that teachers always give feedback on their writing and always ask them to re-write their paragraphs by considering the feedback given. Additionally, 72% of the students indicated that there is not any need for more time spent on writing education at DBE.

The replies of the ELE and INT students in relation to their English writing education at HS revealed that ELE and INT students did not receive a sufficient English writing education before their education at DBE. Students were going through the coursebooks, doing reading and grammar but they were not taking a sound writing instruction in English. It seems that, especially in the last year of high school, due to the influence of the university entrance exam, English writing education was not allocated adequate time to improve students' writing skills. On the other hand, they appeared to be taking an efficient and strict writing education at the DBE. Taking students from a certain point and enhancing their writing skills step by step in a controlled manner via providing feedback and making them re-write after the feedback, writing instruction at DBE seems to have a strong effect on students' English writing.

Lastly, when UIN students' replies in the questionnaire were examined, it was observed that only 36% of the students did not receive English writing education at HS, while 64% of the students got English writing education, which was about 40% more than ELE and 30% more than INT students. Nearly half of the students having taken writing education at HS thought it was beneficial for them; however, among the UIN students stating the contrary, one of the students mentioned that they were writing as it came to their mind, s/he met academic writing for the first time at DBE; one other student indicated that in terms of writing education, not much was being expected from them; thus even those speaking fluently in English were not good at writing. From the students' statements, it might be interpreted that UIN students writing knowledge of English might not be as improved as their syntactic and/or lexical knowledge. Their knowledge of English enables them to write their views on any topic, but it might be making it more difficult for them to follow the English writing structure as it is expected at DBE.

Considering their English writing education at DBE, 70% of the UIN students expressed that it was efficient, improved their writing, and prepared them well for their academic life. 30%, on the other hand, were not pleased with the writing education. They thought that it was too much prescriptive and limiting, thus killing their creativity in writing. They had to write in one form, and it was too mechanical. Regarding the time allocated for writing education, about 65% of the students were content with the time spent on writing education; 24% stated it needs a “slight” change, and about 10% believed more time should be devoted to writing education. In terms of whether they receive feedback and whether they are asked to re-write depending on feedback, all UIN students expressed that they always get feedback on their writing, and 72% said they always re-write their paragraphs, while the rest stated they sometimes re-write.

Depending on the English writing education background of the students at HS and DBE, it might be thought that as the influence of students’ knowledge of English before DBE increases, they tended more to utilize their Turkish knowledge, to feel relaxed in expressing themselves, and to deviate from the English writing structure while writing their English paragraphs because they got used to writing in English with Turkish thought patterns before attending university, and their previous writing experiences have an influence on their English paragraphs.

Consistent with the findings of Altınmakas and Bayyurt (2019), the data drawn from the analysis of questionnaires in the present study showed that especially Elementary and Intermediate students did not receive a sufficient English writing education at HS. However, they receive a very controlled writing instruction at DBE, and this seems to make them rely on the overall organizational structure of English as it is taught at DBE. Contrary to the postulations of Sasaki and Hirose (1996), which put forward that low proficient writers lack attention to the organization of their paragraphs, ELE & INT students’ English paragraphs consistently followed the English writing structure in the present research.

Upper-intermediate students, on the other hand, seemed to have better opportunities for writing at HS, though it seems to lack in terms of supporting students with

instruction and practice on organizational structures of English paragraphs. It is likely that at the HS sentence-level accuracy is attached more importance than discourse organization during English language instruction as indicated in Kubota (1998), Lim & Mali (2021), and Luo & Hyland (2017, citing Lillis & Curry, 2010), because problems with organization might be less noticeable and difficult to be evaluated and to give feedback than problems with grammar. As argued by Zamel (1985), English language teachers might be seeing themselves as language instructors rather than writing instructors. He indicates that teachers prioritize surface-level problems in giving feedback, and tend to view written products as a series of sentences rather than a discourse unit. In line with Zamel (1985), Hyland and Anan (2006) reveal in their study, which compares native English teachers, non-native English teachers, and native English-speaking non-teachers in terms of their perceptions of error, that grammaticality, the accuracy of the sentences, is the main criterion for non-native English teachers while identifying an error. Overall, it appears in the current study that contrary to some previous research (e.g., Sasaki & Hirose, 1996), L2 proficiency of the students did not result in better organizational skills in L2 due to the previous experiences of upper-intermediate students in writing.

5.1.2. Macro-Level Rhetorical Patterns

In this section of the chapter, the findings of the analysis of the macro-level rhetorical patterns in Turkish and English paragraphs of the students were presented. These patterns were collection, explanation, specification, induction, causation, comparison, and problem-solution.

5.1.2.1. Macro-Level Rhetorical Patterns in Turkish Paragraphs

This section aims for replying the R.Q.3., the R.Q. 3.1., and the R.Q. 3.2.:

R.Q. 3. What are the macro-level rhetorical patterns in Turkish paragraphs written by

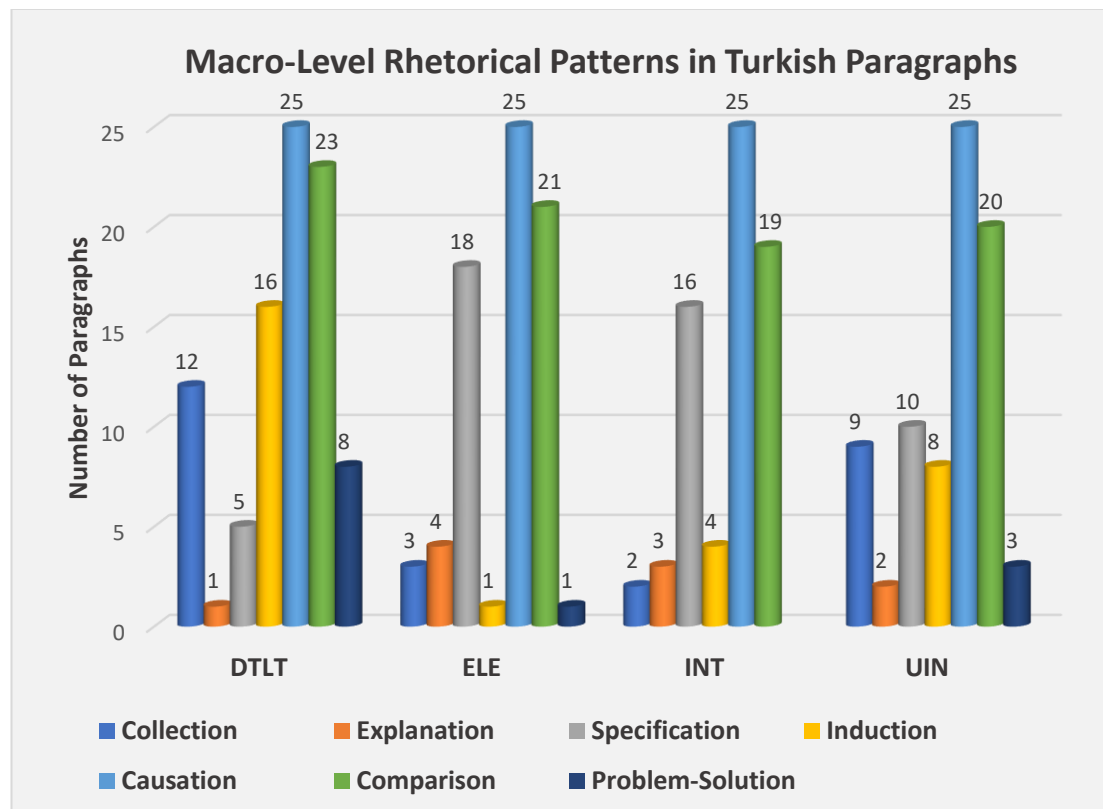
- *NST who are junior-level students of the DTLT?*
- *NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?*

R.Q. 3.1. What are the commonalities and differences in macro-level rhetorical patterns in Turkish paragraphs written by the four groups of students participating in the study?

R.Q. 3.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their Turkish paragraphs?

Graph 5.5. presents the results for the use of the macro-level rhetorical patterns in Turkish paragraphs:

Graph 5.5. Macro-level Rhetorical Patterns in Turkish Paragraphs



Regarding the Turkish paragraphs of DTLT students, the causation pattern occurred in 100% of the paragraphs ($f=25$). Since the topic of the Turkish paragraph was why many students today prefer to get an education abroad, and it asked students to explain the reasons, the causation pattern appeared to be the dominant pattern in the corpus of Turkish paragraphs. The comparison pattern was used by 23 out of 25 DTLT students,

making up 92% of the students. Here, students compared education, teaching methods, funds allocated for education/research, job opportunities after graduation, living conditions, etc., in Türkiye and abroad. Following the comparison pattern, the induction pattern occurred in the highest number in the Turkish paragraphs of DTLT students. It was employed by 64% of the students ($f=16$). In this pattern, students expressed their arguments starting from a broader perspective and then coming up to the premise.

Her ülkenin ulaşmayı başardığı kendine ait bir eğitim seviyesi vardır. Bu eğitim seviyelerine göre ülkelerin bir sıralamaları da vardır. Bu sıralamalar çeşitli sınavlar aracılığıyla belirlenmektedir. Ülkemiz Türkiye de bu sınavlardan biri olan PISA sınavında maalesef başarılı ülkeler arasında yer almamaktadır. Bunun yanında en başarısız ülkelerden biri de değildir. Görüldüğü gibi Türkiye'nin eğitim seviyesi bazı ülkelere düşüktür. Bu yüzden öğrenci Türkiye'de değil yurtdışında eğitim görmeyi tercih etmektedir.

[Each country has its own level of education that it has managed to achieve. There is also a ranking of countries according to these education levels. These rankings are determined through various exams. Unfortunately, our country is not among the successful countries in the PISA exam, which is one of these exams. Besides, it is not one of the most unsuccessful countries. As can be seen, Turkey's education level is lower than in some countries. That is why students prefer to study abroad rather than in Turkey.]

(DTLT19, Induction)

The collection pattern, which implies the listing of ideas without giving the main idea and/or giving any supports, evidences, examples etc., was used by 12 DTLT students (%48). Additionally, the problem-solution, the specification, and the explanation patterns appeared in 8 (32%), 5 (20%), and 1 (4%) of the DTLT paragraphs, respectively.

Teknolojinin sağladığı faydalar eğitime yansıtılmalıdır. Eğitim alanında internetin, kitle iletişim araçlarının da kullanımı artırılmalı ve doğru

kullanılması için çeşitli programlar düzenlenmelidir. Sözün özü, günümüz şartları, durumları göz önüne alınarak eğitime gereken önem verilmelidir.

[The benefits provided by technology should be reflected in education. The use of the Internet and mass media in the field of education should be increased, and various programs should be organized to ensure its correct use. In short, education should be given due importance considering today's conditions and situations.]

(DTLT6, Problem-Solution)

With respect to the frequency of the macro-level rhetorical patterns used by DBE students in their Turkish expository paragraphs, ELE students made use of the causation pattern in 100% of their paragraphs ($f=25$). After the causation pattern, they employed the comparison pattern most; in that, the pattern appeared in 21 out of 25 Turkish paragraphs written by ELE students (84%). Specification pattern, on the other hand, was employed by 18 students (72%). The students, making use of this pattern, expressed the main idea of their argument first, and then widened the topic in detail with supports. The rest of the patterns, i.e., explanation, collection, induction and problem-solution, were used few in number by ELE students. The explanation pattern was employed by 4 (16%), the collection pattern was used by 3 (12%), and the induction and the problem solution patterns were used by 1 (4%) of the ELE students.

Furthermore, INT students also utilized the causation pattern in 100% of their paragraphs. The comparison and specification patterns occurred in 76% ($f=19$) and 64% ($f=16$) of the Turkish paragraphs written by INT students, respectively. While no one among INT students employed the problem-solution pattern, out of 25 INT students, 2 students (8%) used the collection, 3 students (12%) used the explanation, and 4 students (16%) used the induction pattern.

When the Turkish paragraphs of UIN students were analyzed, it was observed that the causation pattern occurred in 100% of the paragraphs ($f=25$), and the comparison

pattern occurred in 80% of the paragraphs ($f=20$). Besides, the specification and the collection patterns were employed by 40% ($f=10$) and 36% ($f=9$) of the UIN students. Lastly, the induction, the problem-solution, and the explanation patterns appeared in 32% ($f=8$), 12% ($f=3$) and 8% ($f=2$) of the Turkish paragraphs of UIN students, respectively.

The findings of the analysis of the macro-level rhetorical patterns written by DTLT and DBE students revealed that the causation pattern was the most prevalent pattern in the corpus of Turkish expository paragraphs. The occurrence of the pattern did not show any difference among the groups of students; that is, the pattern occurred in 100% of the paragraphs. As indicated above, the topic that asked about the reasons for students' preferring to get an education abroad today led students to employ the causation pattern in all their Turkish paragraphs. Samples below illustrate the causation patterns employed in the corpus:

Günümüzde birçok öğrenci bazı nedenlerden dolayı yurtdışında eğitim görmeyi tercih eder. Bu nedenlerden biri iyi bir İngilizce eğitimi alıp, akıcı bir şekilde İngilizce konuşmayı öğrenebilmektir.

[Nowadays, many students prefer to study abroad for some reasons. One of these reasons is to get a good English education and learn to speak English fluently.]

(ELE6-TR, Causation)

Birçok öğrencinin yurt dışında eğitim görmeyi tercih etmesinin altında birçok neden gösterilebilir. En önemli sebeple başlarsak eğer daha kaliteli bir eğitim almak olabilir. Çünkü daha kaliteli bir eğitim almak demek, daha iyi iş seçeneklerinin olması anlamına geliyor. Daha iyi iş seçeneklerine sahip olmak demek, daha kaliteli bir yaşama sahip olma şansını büyük ölçüde artırmak demek oluyor.

[There are many reasons why many students prefer to study abroad. Starting with the most important reason, it could be to receive a higher quality

education. Because receiving a higher quality education means having better job opportunities. Having better job opportunities means significantly increasing the chances of having a higher quality of life.]

(UIN24-TR, Causation)

Ülkemizde öğrencilerin birçoğu yurtdışına eğitimlerini tamamlamak için gitmektedirler. Bu durumun en önemli sebeplerinden birisi eğitim sistemimizin istenilen seviyeye bir türlü gelememesidir. Yurt dışındaki okulların sahip oldukları şartların daha iyi olması öğrencilerimizden imkanları olanları bu okullara yönlentmektedir.

[Many students in our country go abroad to complete their education. One of the most important reasons for this situation is that our education system cannot reach the desired level despite efforts. The better conditions of the schools abroad direct our students who have the opportunities to these schools.]

(DTLT8, Causation)

The comparison pattern was the second most employed pattern in the corpus of Turkish paragraphs. DTLT students and the students with different proficiency levels made use of the pattern in close frequencies; in that, 23 DTLT students (92%), 21 ELE students (84%), 19 INT students (76%), and 20 UIN students (80%) utilized the pattern in their Turkish paragraphs. As the topic inclined students to compare the education in Türkiye and abroad, the comparison pattern was commonly used by the students. Excerpts below illustrate the comparison patterns used in the corpus:

Günümüzde ülkemizde eğitim genellikle ezbere dayalı ve öğrenci ne kadar çok ezberlerse o kadar iyi notlar alıyor. Yurt dışında ise eğitim ezberden çok uygulamaya dayalı ve bir şeyleri ezberlemenize gerek kalmadan onlar sizin aklınızda kalıyor.

[In our country today, education is generally based on rote learning, and the more a student memorizes, the better grades they get. However, education abroad is more practice-oriented rather than rote learning, and things stay in your mind without needing to memorize them.]

(INT4-TR, Comparison)

Bizim ÷lkemize oranla yurtdışında eğitim daha fazla materyallerle destekleniyor. Eğitim çoklu bir ortamda sağlandığından öğrencilerin bizim ÷lkemize göre konuyu kavrama hızı artıyor. Yurtdışında öğrencilerle bire bir ilgilenme olanağı da daha fazla. Bununla birlikte eğitim/öğretim daha sistemli.

[Compared to our country, education abroad is supported with more materials. Since education is provided in a multi-media environment, the speed at which students grasp the subject increases compared to our country. There is also more opportunity to deal with students one-on-one abroad. Moreover, education/training is more systematic.]

(DTLT9, Comparison)

The specification pattern, on the other hand, appeared more in the Turkish paragraphs of ELE and INT students (72% and 64%, respectively) than in the Turkish paragraphs of UIN students (40%). However, when the whole corpus is considered, the pattern occurred least in the paragraphs of DTLT students (20%). The presence of the specification pattern, which seems to be more a characteristic of English paragraph writing structure, more in ELE and INT students' Turkish paragraphs than UIN and DTLT level students' might probably indicate the higher influence of English rhetoric on their Turkish paragraphs. Samples from the beginning of ELE and INT level students' Turkish paragraphs below illustrate the specification pattern, and how ELE and INT students seemed to make use of the English structure in their Turkish paragraphs:

Günümüzde birçok öğrencinin yurt dışında eğitim görmeyi tercih etmelerinin üç ana sebebi vardır. İlk olarak, iş hayatı ve eğitim için dil çok önemli bir etken. Bu dili geliştirebilmek ve daha etkili kullanmak için yurtdışında eğitim tercih ediliyor. Üniversitede öğrenci Erasmus yapmış veya bir şekilde yurtdışında bir eğitim görmüşse iş hayatında çok öne geçebiliyor...

[There are three main reasons why many students prefer to study abroad nowadays. First of all, language is a very important factor for business life and education. In order to develop this language and use it more effectively,

education abroad is preferred. If a student has done Erasmus at university or has somehow studied abroad, they can get ahead in business life.

(ELE20-TR, Specification)

Günümüzde birçok öğrencinin yurt dışında eğitim görmeyi tercih etmesinin birkaç sebebi vardır. Her şeyden önce yurt dışının tercih edilmesi daha iyi eğitim alma isteğidir. Dünyadaki teknolojik gelişmeler sayesinde gelişmiş ülkeler eğitim konusunda Türkiye'den daha iyidir. Ülkemizdeki özel ve birkaç üniversite dışında ekipman eksikleri bulunmakta. Bu sebeple öğrenciler öğrendiği şeyleri deneyle destekleyemedikleri için eğitim kısmı olarak başarısız bir hal alıyor.

[There are several reasons why many students prefer to study abroad today. First of all, preferring to study abroad stems from the desire to receive a better education. Thanks to technological developments in the world, developed countries are better than Türkiye in terms of education. There is lack of equipment [to conduct experiments] except for private and a few universities in our country. For this reason, since students cannot support what they have learned with experiments, education becomes poor.]

(INT18-TR, Specification)

In terms of the induction pattern, however, DTLT students and UIN level students tended to employ more patterns than ELE and INT level students. While 16 (74%) DTLT and 8 (32%) UIN students gave place to the induction pattern in their Turkish paragraphs, only 1 (4%) of the ELE and 4 (16%) of the INT students employed the pattern. This might again indicate that the students with low English proficiency rely on their L2 writing knowledge while writing in Turkish and prefer to follow the specification pattern more in their Turkish paragraphs. On the other hand, DTLT students followed the induction pattern more than the specification since they tended to give explanation, support and/or background information before expressing their point of view in an argument. Additionally, UIN students seemed to utilize the induction pattern and not to use the specification pattern as much as the ELE and INT students, which might be because the English writing education they received at DBE

did not have a dominant effect on their Turkish writing as it is with ELE and INT students. Excerpts from the Turkish expository paragraphs below illustrate the induction patterns used by DBE and DTLT students in the present study:

Her gün gelişen, yenileşen bir dünyada yaşıyoruz. Bu da beraberinde insanların kendini geliştirme isteğini getiriyor. Üniversiteler hayata açılan en önemli kapılardan biri ve çoğu öğrenci üniversite yıllarını dolu dolu geçirmek ister. Yurt dışı eğitimi bu noktada çok önemli bir fırsat.

[We live in a world that is constantly developing and renewing itself every day. This brings with it a desire for people to improve themselves. Universities are one of the most important gateways to life, and most students want to make the most of their university years. Studying abroad is a very important opportunity at this point.]

(ELE4-TR, Induction)

Birçok yabancı ülkenin iyi üniversitesinde okumak için, Türkiye’de olduğu gibi, 2 milyon kişinin katıldığı bir sınavda üst sıralarda yer almak gerekmiyor. Genellikle yalnızca parasını ödemek veya mülakatlardan geçmek yeterli olabiliyor. Bu durum özellikle üniversite sınavında başarılı olamamış, varlıklı ailelerin çocuklarını yurt dışında eğitim almaya göndermesinin başlıca sebeplerinden.

[In order to study at a good university in many foreign countries, it is not necessary to rank at the top in an exam with 2 million participants, as it is in Turkey. Usually, it is sufficient to pay the fees or pass interviews. This is one of the main reasons why wealthy families send their children to study abroad, especially those who did not succeed in the university entrance exam.]

(UIN7-TR, Induction)

İnsanlar daha sağlam bir gelecek kurmak ve mesleklerinde daha yeterli olmak için alacakları eğitimin niteliklerini düşünerek hareket etmektedirler. Eğitim

imkânları ne kadar geniş olursa, insanların alacaklı eğitim de bu doğrultuda daha sağlıklı bir yapıya sahip olur. Yurtdışında eğitimin başlıca sebepleri ise bu imkân fazlalığıdır.

[People act by considering the quality of the education they will receive in order to build a stronger future and to be more competent in their profession. The wider the educational opportunities, the healthier the structure of education that people will receive. The main reason for studying abroad is this abundance of opportunities.]

(DTLT13, Induction)

When the frequencies for the use of the collection pattern by DTLT and DBE students were found out, it was seen that DTLT and UIN students employed the pattern more than ELE and INT students. While 48% of the DTLT ($f=12$) and 36% of UIN ($f=9$) students used the pattern, only 12% of the ELE ($f=3$) and 8% ($f=2$) of the INT students gave place to it. These frequencies might indicate that ELE and INT level students followed the structure of major-minor supporting sentence writing more strictly in their Turkish paragraphs, however some of the DTLT and UIN level students listed their ideas on the topic without giving any explanation. UIN students, once again, appeared less influenced by English rhetoric than ELE and INT students while writing in Turkish. Samples from DTLT and UIN Turkish paragraphs consisting of a series of ideas without any explanation are as follows:

Ülkemizdeki eğitim sisteminin yetersizliği ve çarpıklığı öğrencilerin eğitimlerini yurtdışında devam ettirmeye itmektedir. Ezberci eğitimden ziyade bilim dünyasına katkıda bulunan kaliteli üniversiteleri tercih eden öğrenciler iş başvurularında bir adım öndedir. Eğitimlerini yurtdışında devam ettirirken yabancı dillerini geliştirmek birçok öğrenciye cazip gelmektedir. Gelecek kaygısıyla yaşayan gençler kariyerlerini inşaa etmeden önce farklı bir kültürü tecrübe etmek istemektedirler. Ülkemizde kariyer liyakat ile değil çoğu zaman torpille yapıldığı için yurtdışı iş olanaklarını açık tutmak açısından yabancı üniversitelerden mezun olmak büyük fayda sağlamaktadır. Bütün bunların

dışında bu coğrafyadan uzaklaşmak adına yurtdışında okumaktan daha kolay ve cazip bir şey bulunmamaktadır.

[The inadequacy and distortions in our country's education system drive students to continue their education abroad. Students who prefer quality universities contributing to the scientific community over rote learning are one step ahead in job applications. Developing their foreign language skills while continuing their education abroad appeals to many students. Young people, living with future anxieties, often want to experience a different culture before building their careers. Due to the fact that careers in our country are often built not on merit but on connections, graduating from foreign universities keeps international job opportunities open. Apart from all these reasons, there is nothing easier and more appealing than studying abroad to distance oneself from this geography.]

(UIN11-TR, Collection)

Maddi imkanları olan ve bilinçli ebeveynler, çocuklarının gelecekları konusunda kaygı yaşamamaları ve avrupalı yaşam tarzlarından ötür, çocuklarını yurtdışına eğitime göndermektedirler. Buldukları eğitim sisteminden memnun olmayışlarının yanında, farklı yerler görme arzusu, yeni bir macera arayışı, batı hayranlığı gibi etmenler pekala yurtdışına gitmelerinde etkili olmaktadır.

[Parents who have financial means and are conscious about their children's future send them abroad for education due to concerns and the European lifestyle. Besides their dissatisfaction with the current education system, factors such as the desire to see different places, seek new adventures, and admiration for the Western lifestyle effectively influence their decision to study abroad.]

(DTLT4, Collection)

In terms of the use of the explanation pattern, the DTLT students and the three levels of the DBE students did not display much difference. The occurrence of the pattern was in close frequencies (DTLT: 1, ELE:4, INT:3, UIN:2). The pattern existed where

all supports in a paragraph were not explained in detail, as they were in the specification pattern. The sample below illustrates the explanation pattern used in the corpus of Turkish expository paragraphs:

Ülkemizde birçok öğrenci yurt dışında eğitim almak istiyor. Bunun en önemli sebebi iş olanakları. Yurt dışında bir üniversiteden mezun olmak ya da yüksek lisans, doktora vs. tamamlamak dünya çapında iş olanağı sağlayacağından yada Türkiye’de daha iyi şartlarda yaşamayı sağlayacağından yurt dışında eğitim almak insanlara daha mantıklı geliyor. Bir diğer neden ise farklı kültürleri yaşamının insanın ufkunu açması. Başka bir neden ise eğitim sistemi. Ülkemizdeki malum eğitim sisteminden dolayı insanlar daha iyi bir eğitim alabilmek için yurt dışına çıkmak istiyorlar. Hayatın farklı durumlarını tecrübe etmek için, mesela anadilinden ve alışık olduğu ortamdan uzak olmak için yurt dışına gidilebilir. Bir başka neden ise dolu bir CV. İnsanlar iş başvurularında CVlerini daha dolu göstermek ve rakiplerini daha kolay elemek için de yurt dışına gitmek isteyebilirler.

[Many students in our country want to study abroad. The most important reason for this is job opportunities. Since graduating from a university abroad or having a master's degree or doctorate abroad will provide job opportunities around the world or enable them to live in better conditions in Turkey, it makes more sense for people to study abroad. Another reason is experiencing different cultures, which broadens one's horizons. Yet another reason is the education system itself. Due to the well-known education system in our country, people want to go abroad to receive a better education. People may also choose to go abroad to experience different aspects of life, such as being away from their native language and familiar environment. Another reason is a robust CV. People may want to go abroad to make their resumes more impressive for job applications and to more easily outshine their competitors.]

(INT19-TR, Explanation)

The problem-solution pattern seemed to be more a characteristic of the paragraphs written by DTLT students in the present corpus. As indicated by Yağcı (2008), in the

conclusion sections of Turkish compositions, writers are expected to present a solution for the problem in the topic. While 28% ($f=7$) of DTLT students employed the pattern, 4% ($f=1$) of the ELE, 12% of the UIN ($f=3$), and none of the INT students utilized the pattern among DBE students. It might be because DBE students focused more on stating the reasons for studying abroad and supporting these reasons in their Turkish paragraphs, while DTLT students suggested some solutions to better the education in Türkiye in their paragraphs since “making a judgment” is counted as a feature of Turkish rhetoric. Samples for the pattern are as follows:

Eğitim sistemimizi yeniden yapılandırmak, uluslararası bir niteliğe ulaştırmak, eğitim alanında ön plana çıkan bir ülke olmak elimizde. Değerlerimizin, yapabileceklerimizin farkına varıp yeni bir eğitim sistemi inşa etmeliyiz.

[It is up to us to restructure our education system, bring it to an international level, and become a country that stands out in the field of education. We should build a new education system by becoming aware of our values and what we can do.]

(DTLT7, Problem-Solution Pattern)

Examining DBE students' replies on the questionnaire to the items concerning (i) the points that they have difficulty in writing in Turkish, (ii) whether they think their English writing education has an effect on their writing in Turkish, (iii) whether there exist any points that they transfer from English, and (iv) whether the commonalities/differences between English and Turkish make writing in Turkish easier/harder, it was observed that, with respect to the difficulties they face in Turkish writing, more than half of the ELE students indicated that they had struggle to structure their paragraphs, to organize their ideas and to sustain the unity of the content. Of all of the INT students, on the other hand, 43% stated they have problems in sustaining the unity of the content, organizing their ideas, and writing the introduction and conclusion sections of a paragraph. Moreover, 24% of the UIN students expressed that they struggle with the organization of ideas and with connecting one idea to another.

Regarding the influence of their English writing education, 63% of the ELE, 42% of the INT and 36% of the UIN students state that English writing education they received had an influence on their Turkish writing. ELE and INT students indicated that in time as they got much more involved in English writing, the influence of English writing increased in their Turkish writing, they started to make use of the structure, ordering of the sentences, and the connectors of English in their Turkish writing. Can (2006) also claimed in his thesis that the more English language learners get accustomed to writing in English, the more their Turkish essays get influenced by English. Likewise, Atakent (1999), investigating the influence of English instruction on Turkish and English expository essays with a pre-test and post-test method, reveals that after the instruction, students' Turkish essays resembled their English essays. One of the ELE students in the present study expressed that because s/he did not get a decent education in writing in Turkish and received a good education in writing in English, s/he uses the rules of English writing while s/he writes in Turkish. UIN students, on the other hand, did not mention an influence that gets higher in time but indicated that it affects the phrases they use in connecting ideas, the organization, and the tone of language. This might stem from (i) the difference in the intensity of the program that different levels follow (e.g., hours of English (ELE-INT: 20; UIN: 15 weekly), (ii) the hours allocated for writing (ELE-INT: approximately 3-4 hours, UIN: approximately 1-2 hours weekly), (iii) ELE and INT students' lacking previous experiences in English writing education and thus feeling the effect of DBE writing education deeper, and (iv) the Turkish writing education background of the students, mentioned in section 5.1.1.1.

In terms of the transfer of knowledge from English to Turkish, out of 10 ELE and 13 INT level students saying "yes" that there are points that they transfer from English to Turkish, 8 ELE students (80%) and 10 INT students (77%) expressed that they transfer the organizational structure of English, the introduction and conclusion sections of a paragraph in English into Turkish. One student of INT students level stated that English writing structure helped him to express his ideas systematically, his tendency of expressing ideas out the content of the paragraph was higher in Turkish before. For the UIN students, however, 2 students out of 9 (22%) mentioned he benefits from the organization of English; others stated that they translate some Turkish expressions into

English, they make use of some connectors. Considering students' replies on the influence of English in Turkish writing, it might probably be inferred that the higher influence of English on ELE and INT students resulted in the transfer of the organizational structure of English more into Turkish and increased the number of specification patterns employed by them; while UIN students deviated more from the specification pattern and give place to the use of induction and collection patterns more than ELE and INT students.

With respect to whether commonalities/differences between English and Turkish make their Turkish writing easier/harder, while nearly 60% of the UIN students think that English does not have any influence on their Turkish writing; 67% of the ELE and 69% of the INT students think that it effects their Turkish writing by making it easy or harder. 43% of the ELE, 37% of the INT students reported that English writing makes writing in Turkish easier because they transfer L2 patterns to L1, and L2 writing helps while giving examples, and developing ideas in Turkish; 24% of the ELE, 32% of the INT indicates that it makes writing in Turkish harder because they got used to writing in English, they forgot how to write in Turkish, and they needed English structure/phrases/conjunctions to write in Turkish.

In stimulated recall interviews with students, when students were asked whether they would write their Turkish paragraphs in the same way at high school, ELE and INT students replied that they would not write their paragraphs as they wrote them now. English writing education they received at DBE changed the way they structure their Turkish paragraphs too. UIN student, however, told that it would be same most probably since he likes to write in a free style, and at high school he was also expressing his ideas in writing as it comes to his mind.

The findings from the questionnaires and the recalls appeared to support the results on the use of macro-level rhetorical patterns by different proficiency levels in English. They revealed that compared with UIN students ELE and INT students struggle more with organizing their ideas, structuring their paragraphs, writing the introduction and conclusion parts of their paragraphs in Turkish, in time they get much more influenced

by the English writing instruction at DBE, and they tend to benefit more from the organization of ideas in English. The results for ELE and INT students appeared to be consistent with the findings of some previous studies (e.g., Akyel & Kamışlı, 1996; Atakent, 1999; Can, 2006; Enginarlar, 1990; İnceçay, 2015), in that, students seemed to be influenced by their L2 knowledge (i.e., the use of specification pattern) while composing their Turkish paragraphs. UIN students, on the other hand, seemed to be less influenced by the English writing instruction at DBE in the current study, and therefore they made use of diverse rhetorical patterns when they wrote in Turkish.

5.1.2.2. Macro-Level Rhetorical Patterns in English Paragraphs

This section aims to answer the R.Q.4., the R.Q.4.1, and the R.Q.4.2:

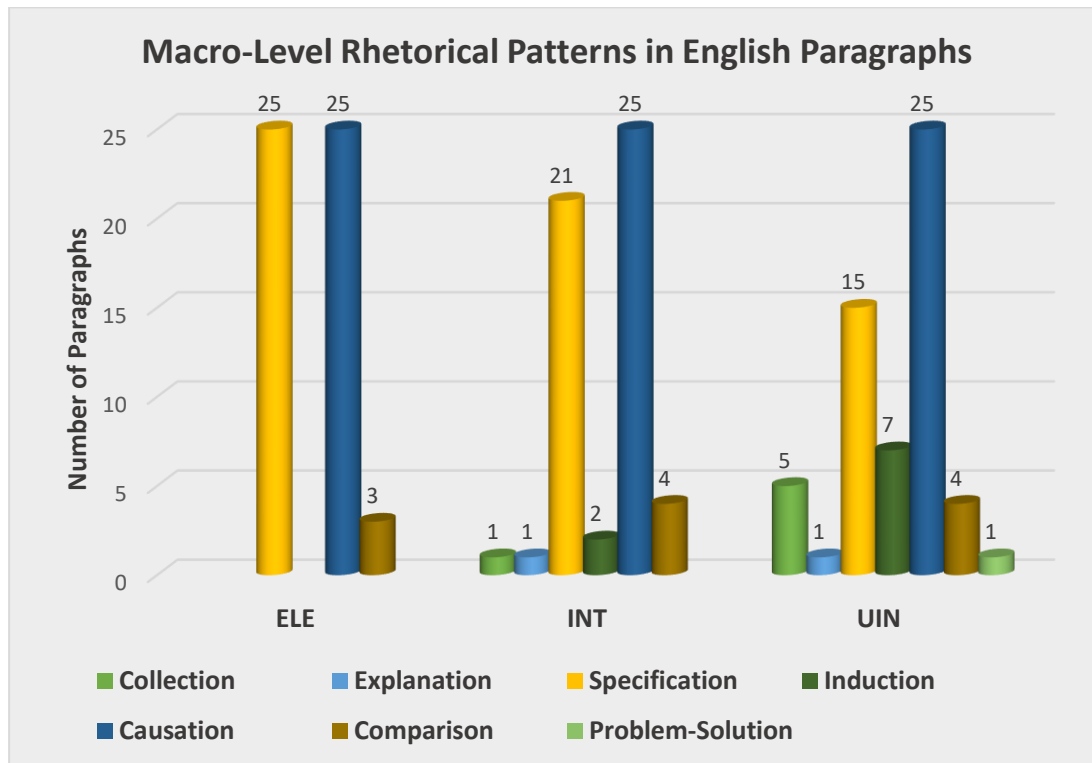
R.Q. 4. What are the macro-level rhetorical patterns in English paragraphs written by NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?

R.Q. 4.1. What are the commonalities and differences in macro-level rhetorical patterns in English paragraphs written by students with different proficiency levels in English?

R.Q. 4.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their English paragraphs?

The frequencies of the macro-level rhetorical patterns in English paragraphs are displayed in Graph 5.6. With respect to the English paragraphs of ELE students, it was uncovered that 100% of the paragraphs included the causation and the specification patterns ($f=25$). Since the topic of the English expository paragraph was asking for the reasons why people attend college or university, all of the paragraphs included the causation pattern. Besides, all ELE level English paragraphs started with the main idea of the paragraph and then followed with a detailed explanation, which implied the presence of the specification pattern. Only 3 out of 25 paragraphs (12%) contained the comparison pattern. In these instances, ELE students compared the graduates of university and the graduates of high school in terms of having job opportunities.

Graph 5.6. Macro-level Rhetorical Patterns in English Paragraphs



Samples from the macro-level rhetorical patterns in English paragraphs of ELE students are provided below:

There are some reasons of attending college or university. The first one is getting academic education about specific about specific field you interested in. This enables you to improve yourself and study with significant academicians...

(ELE6-EN, Specification, Causation)

... The first reason is wider job opportunity. Today, most of the employers prefer people who graduated from a university. Therefore, university graduates finds better job than the others...

(ELE2-EN, Comparison)

Moreover, INT students employed the causation pattern in 100% of their paragraphs ($f=25$) and the specification pattern in 84% of their paragraphs ($f=21$). They made use

of the comparison pattern in 16% of their paragraphs ($f=4$). The induction, the explanation, and the collection patterns also appeared in the English paragraphs of INT students with 8% ($f=2$), 4% ($f=1$), and 4% ($f=1$), respectively. The results indicated that INT students followed the main idea + supporting ideas pattern (i.e., specification) dominantly in their paragraphs; besides, in very few cases, they did not write the main idea or placed it at the end of their paragraphs.

Some people want to attend university or college to make a friends. University campuses are good for students. They have a very good times there. They talk a lot of person, they learn something good and they have a good times in university. Because of this reasons people attend to university or college.

(INT9-EN, Induction)

Regarding the English paragraphs of UIN students, the causation pattern occurred in 100% of the paragraphs ($f=25$), and the specification pattern appeared in 60% of the paragraphs ($f=15$). The induction and the collection patterns, on the other hand, were employed by 28% and 20% of UIN students, respectively ($f=7$, $f=5$). UIN students made use of the rest of the patterns in low percentages; 16% of them utilized the comparison ($f=4$), 4% of them used the explanation ($f=1$), and 4% of them used the problem-solution pattern ($f=1$).

I'm so sorry to tell this, but if we want a nice life, nice enough to buy what you want, happy enough to have better opportunities, we should play the game by its rules [graduate from university/college]. Of course there are other reasons like improving yourself in a better way, meeting new people, having fun, being interactive. However, I think the joblessness is the main idea, need to be stopped.

(UIN21-EN, Problem-Solution)

Unfortunately, In Turkey it is a must to attend university in order to get a well paid job. In addition, the fact that you have a university degree or not

determines your social status. University education is a very important thing but it is not suitable for everyone.

(UIN15-EN, Collection)

Not all of the jobs make people gain enough money for their lives. Because of that, people try to find jobs, which are complicated as possible. Jobs you can do after graduating from high school are not enough for a living. As a result, people attend colleges or universities.

(UIN17-EN, Induction)

The frequencies for the presence of macro-level rhetorical patterns in English paragraphs of DBE students revealed that the causation pattern was used dominantly by the students, in that it appeared in 100% of the English paragraphs written by ELE, INT, and UIN students. The comparison pattern, on the other hand, occurred in approximately 15% of English paragraphs in each of the three levels of proficiency; 3 ELE, 4 INT, and 4 UIN students made use of the pattern. Thus, the presence of the pattern appeared similar among the levels. In these few cases, students compared the graduates of high school with the graduates of university, mostly in terms of finding a job.

The specification pattern was employed in the highest number by the ELE students as it was with the Turkish paragraphs. While all of the ELE level students made use of this pattern, 21 INT (84%) and 15 UIN (60%) students used the specification pattern. The students at the ELE level tended to stick to the structure of writing a paragraph in English. They began writing their English paragraphs with a topic sentence and then gave place to the supporting ideas. The English paragraphs of ELE students were much more similar to one another than being unique pieces of writing. For instance, “There are several/some/a few/different/three/two (main) reasons why people attend college or university/ of attending college or university.” sentence was used at the beginning of 17 of the 25 English paragraphs written by ELE level students. The instructor at the ELE level also asserted that these students were not proficient enough to be creative in writing, and to be on the safe side, they didn’t go beyond what was taught in the class. Furthermore, she added that the students of ELE level might be more focused

on learning English since they have to reach a score by collecting scores in the first and second semesters to be allowed to take the English proficiency exam. The findings of Uysal (2008), however, displayed the use of higher numbers of inductions in English paragraphs. Since participants in the study of Uysal (2008) were asked to write argumentative essays, she points out that when participants were hesitant to take a side in their arguments and they wanted to discuss the topic taking all sides into consideration, they tended to write their essays inductively. Therefore, it might be indicated that apart from the influence of other reasons (e.g., the educational context, limited knowledge in L2), task types that writers are involved in might also have an influence on preferred rhetorical patterns.

The induction pattern, on the other hand, was employed most by the UIN students. 7 students at this level used the pattern, while only 2 students from INT level and none of the students at ELE level used it. Students employing the pattern placed their ideas after providing a background for them. Likewise, the collection pattern was also utilized most by UIN level students (5 out of 25, 20%), and it was used by only one student at INT level and none of the students at ELE level.

The results of the use of macro-level rhetorical patterns in English paragraphs revealed that while ELE and INT students relied heavily on the patterns of English writing structure, and made use of the specification pattern substantially in their English paragraphs, UIN level students tended to deviate more from the English structure and gave more place to different rhetorical patterns when compared to the other two levels of proficiency. This might be because the English language education UIN students received at high school was adequate to enrich their vocabulary and make them write accurate sentences in English but it was weak in terms of practicing the academic writing structure, in that they got accustomed to writing English with Turkish in their minds. The instructor at the UIN level pointed out that UIN students, feeling confident in writing, try to create their own style and resist writing with English structure.

Moreover, the analysis of the points that DBE students have difficulty in writing in English displayed that the major point ELE and INT students have difficulty is the lack

of vocabulary knowledge. They stated that they have problems in conveying their opinions because they don't know how to verbalize them. Following the lack of vocabulary knowledge, students reported that they struggle with finding ideas/supports especially when they don't have sufficient knowledge about the topic of the paragraph. When UIN students replies were analyzed, it was observed that problems are not centered around certain points but more diverse. Some indicate that keeping sentences short, simple and clear is difficult for them, while others state that they struggle with enriching their expressions and the content of their paragraphs, and maintaining coherence.

What the students expressed in the stimulated recall interviews supported the above-mentioned views, in that ELE and INT students talked about the difficulty they face when they want to express themselves in English. They stated that they cannot express their ideas as they want in their English paragraphs. They want to say more but because they don't know how to, they stick to simpler forms, try to explain what is asked for in a paragraph and give up writing. Within this respect, Tiryakioğlu et al. (2019) indicate that writing in L2 is heavily determined by the linguistic knowledge of the learners and therefore as it is pointed by Uysal (2012) the limited vocabulary of the students in L2 prevents them from using an elaborated language in their L2 texts.

On the other hand, UIN student stated in the recall session that "I don't want to boast, but we are not at low-proficiency levels. Writing in Turkish or English does not differ for me, I can express myself comfortably in English." He expressed that he did not follow a certain structure in his English paragraph, he wrote what came to his mind. Besides, he asserted that he talked with his teacher that he doesn't like to follow the structure and his teacher told him that he likes to write more freely, creatively but he has to follow English writing structure while writing an English paragraph. He added that it is difficult to limit yourself to two or three sentences to explain a major reason, since when you start writing it flows. To this end, as it is put forward by Sasaki and Hirose (1996), second language learners might need to reach a certain level of proficiency in English to be influenced by their L1 writing. This might also provide a

support for Cummins' threshold hypothesis for linguistic competence⁴ (1979) in relation to second language writing, in that learners might need to have a certain threshold level of L2 competence to be able to make use of their L1 writing knowledge. In this respect, it might be interpreted from the findings on the use of macro-level rhetorical patterns in English paragraphs that UIN students' linguistic knowledge of L2 helped them to refer to their L1 knowledge while writing in English, and resulted in use of diverse rhetorical patterns; on the other hand, ELE & INT students' limited knowledge of L2 resulted in less influence from L1, and restricted their rhetorical preferences when they write in L2.

5.2. Conclusions and Further Discussions

The current study, aiming to explore the rhetorical patterns in Turkish and English expository paragraphs of students with different proficiency levels in English, uncovered that students' preferences for the rhetorical patterns appear to differ in lower and higher proficiencies of English. The findings for the use of overall organization patterns and macro-level rhetorical patterns tended to display that in the present research:

- the influence of English was higher at lower proficiency levels of English, indicating that at these proficiency levels, students' paragraphs both in Turkish and English were more aligned with the conventions of English rhetoric,
- and the influence of Turkish was higher at higher proficiency levels of English, indicating that at these proficiency levels, students' paragraphs both in Turkish and English included more patterns from the conventions of Turkish rhetoric.

These results might be obtained because students at the Elementary and Intermediate levels are much more engaged in learning English writing since they have much to

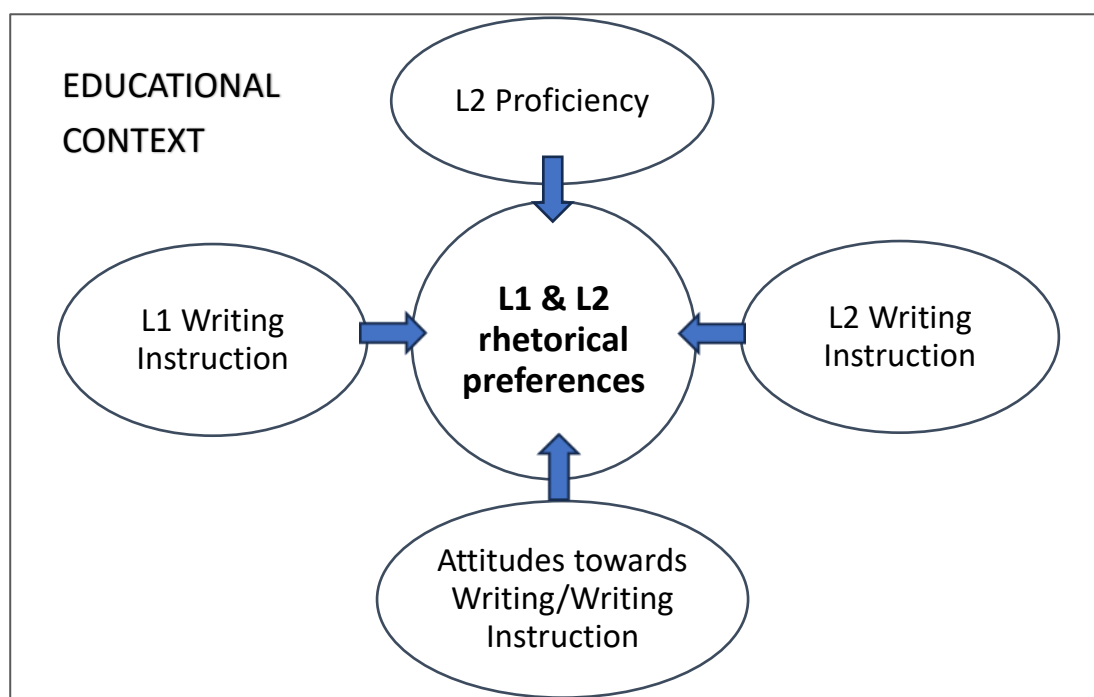
⁴ In broad terms, born from a need to better explain the relation between bilingualism and cognitive/academic development, Cummins' threshold hypothesis for linguistic competence (1979) proposes that students need to reach a threshold level of linguistic competence in L1 & L2 to benefit from their L1 & L2 linguistic skills, and achieve higher academic performance in L2.

cover from the beginning to the end of the year due to their lack of previous knowledge in English, and are going through a more controlled and strict English writing instruction. As Spack (1997, in Kobayashi 2005) points out, students' writings are products of the educational context they are in, along with their being products of their cultural background; thus, through L2 instruction the effect of their mother tongue can be lessened. Furthermore, Wang (2014) puts forward that at these stages of learning, students want to simplify the process of learning and act like native speakers. Therefore, their minds start operating with the 'least effort' principle by replacing the structures of their mother tongue with the structures of L2.

The Elementary and Intermediate level students' replies to the questionnaire also revealed that they did not go through a sound Turkish writing education to support them with the necessary skills to organize their ideas coherently in their Turkish paragraphs, and English rhetoric provided them with a guide to structure their paragraphs and write safely. At these levels students also indicated that they did not get any or sufficient English writing education at high school. Thus, it might be inferred that the education they took in English writing at DBE had a strong impact on their writing in both languages.

On the other hand, Upper-Intermediate level students' English language background before DBE, though it might not be adequate in terms of writing education, made students feel freer in writing, and enabled them to make use of their knowledge of Turkish while writing in English. Their higher levels of knowledge of vocabulary and grammar also allowed them to write whatever they wanted to express, while students at the Elementary level reported in their questionnaires and recall sessions that their ability to write in English and their limited lexical and syntactical knowledge hindered what they wanted to express in their English paragraphs. Thus, it might be indicated that a certain level of L2 proficiency is needed to be able to make use of L1 patterns in L2 texts. Furthermore, upper-intermediate students expressed that the English writing education they received at the DBE was too strict, and asked them to write in only one certain form of writing, however they want to write in a freer way. Thus, they might have tended to deviate more from that structure while writing in both languages.

Figure 5.1. Factors Observed to be Heavily Affecting Students’ Turkish and English Rhetorical Preferences in the Study



The analyses of Turkish (L1) and English (L2) rhetorical patterns in relation to different L2 proficiency levels in the current study revealed that along with the L2 proficiency level, students’ rhetorical preferences are affected by many factors that are at interplay with one another; namely, the educational context, L2 writing instruction received at HS and DBE, the attitudes on writing and writing education and L1 writing instruction (see Figure 5.1.). Therefore, contrary to some previous research (e.g., Kobayashi & Rinnert, 2013; Kubota, 1998; Wang & Wen, 2002; Wee et al., 2020) putting forward that at low proficiencies, learners of English tend to transfer from L1 while they construct their L2 texts, and at higher proficiencies, they tend to transfer from L2 to L1, the present research showed that due to the influence of the factors mentioned above, lower proficiency students participated in the research appeared to align their L1 and L2 texts in accordance with the conventions of English paragraph writing; while higher proficiency students of the study give more place to the patterns of Turkish paragraph writing that are used by the students of Turkish Language Teaching.

The educational context, which was the social context of the current study, had a significant influence on students' L1 and L2 rhetorical choices in their expository paragraphs, and the present research showed that the context might have different effects on different proficiency levels. The Department of Basic English aims to prepare students to be competent in using English so that they can receive an English medium education in their departments. Besides, students have to reach a certain level of success in a year and take an English proficiency exam at the end of their education to be able to pursue their studies (Basic Information, DBE). Elementary and Intermediate students, lacking previous knowledge of English, go through an intensive program since they have much to cover from the beginning to the end of their education. They might be much more concentrated on learning English and taking the education they receive more seriously since they have to pass the proficiency exam. Otherwise, they might lose a year or even their right to study in a university that they studied really hard to get acceptance from. Therefore, the educational context seemed to have a dominant effect on lower proficiency students' choices for rhetorical patterns; that is, they tended to employ more patterns of English rhetoric. Upper-intermediate students, on the other hand, might be feeling safer in terms of passing the exam, and feeling more comfortable while writing in English. As it is indicated by Manchón (2009), the contexts of writing influence students' choices for textual conventions, and their motives for writing. In this respect, Sasaki (2007), comparing the findings of his study with the findings of Cumming and his colleagues' study, also draws attention to the significance of the context of writing, and indicates that their studies show contrasts since the participants of Cumming's study were to follow their university studies in Canada that they had immediate needs, while the participants of his study could afford not to show improvement in L2 writing in their context of learning.

The current study also tended to reveal the significance of L2 proficiency, along with the significance of writing instruction provided through English language education. L2 proficiency is an inevitable component of writing in English, as it equips students with the linguistic competence to express themselves in writing. Tiryakioğlu et al. (2019, p. 214, citing Chenoweth & Hayes, 2001; Schoonen et al., 2003) state that L2 linguistic competence strongly influences writing in L2 because with this competence

“the propositional content is transformed into verbal content” in writing. The limited L2 knowledge of elementary and intermediate students in the study seemed to restrict these students’ rhetorical choices, lead them to depend heavily on English rhetorical patterns, and hinder the influence of their L1 knowledge. The lexical and syntactical knowledge of the upper-intermediate students, on the other hand, enabled them to express themselves comfortably in English.

However, the present research also displayed that, along with L2 proficiency level, the presence and the extent of English writing education students received at high school and at the DBE have an influence on students’ choices of rhetorical patterns. That is, upper-intermediate students were skilled in terms of their lexical and syntactical knowledge, but they did not appear to receive an efficient English writing education at high school. Therefore, they seemed to be influenced more by L1 rhetorical patterns while writing in English compared to elementary and intermediate students since they likely had more opportunities to write in L2 with Turkish in their minds. On the other hand, elementary and intermediate students, who did not have a strong background of English and were going through an intense and strict English writing education at DBE, shaped their L1 and L2 texts more in line with English organizational patterns. Supporting the influence of previous writing experiences, Manchón (2009) points out that students’ meta-knowledge about writing, their writing skills are shaped by their previous experiences “within specific cultures of practice”.

Furthermore, Rinnert and Kobayashi (2009) put forward that the kinds and amount of writing instruction influence not only students’ acquisition of textual features but also their attitudes towards writing. These attitudes shape students’ choices of text features that they have learnt in their native and second language instruction. The present research in this respect displayed that the attitudes of upper-intermediate students towards writing and writing instruction in English tended to influence students’ rhetorical preferences. That is, upper-intermediate students felt confident about writing, and the instructor at the UIN level also stated that they wanted to show off their previous knowledge of English. Besides, considering the L2 writing instruction at DBE, upper-intermediate students asserted that it is too mechanical and strict, and

they need to follow only one structure of writing. Therefore, their attitudes seemed to result in more deviations from the conventions of English rhetoric and the use of more diverse rhetorical patterns in both their L1 and L2 paragraphs. Elementary and Intermediate students, on the other hand, stated that L2 writing instruction they receive is so beneficial that, in time, they improved their L2 skills considerably. Additionally, they stated that English writing structure also helped them organize their ideas and sustain the unity of content while writing in L1. Hence, their attitudes and perceptions of writing instruction appeared to influence their rhetorical choices that they dominantly made use of L2 rhetorical patterns in L1 and L2.

The writing instruction in L1 also seemed to play a role in students' construction of their L1 and L2 expository paragraphs in the present research. Similar to the findings in Altınmakas (2015), Altınmakas and Bayyurt (2019), the participants of the current study, especially the ELE and INT students, were found to receive an inadequate writing instruction in Turkish at high school; therefore, they tended to receive guidance from their L2 writing instruction, and organize their Turkish texts in line with the organization of English paragraphs. Elementary and Intermediate students also reported in their questionnaires that the English writing education they took at DBE showed them a way to write a paragraph that they use both in Turkish and English. Upper-intermediate students, on the other hand, appeared to get a better Turkish writing instruction and have more opportunities for receiving feedback and re-writing. Therefore, among other factors, their writing experiences in L1 seemed to influence their rhetorical preferences in their L1 and L2 texts, too. Overall, as asserted by Kobayashi (2005), the interplay between learners' experience in L1 and L2 writing influences the way learners construct their texts both in L1 and L2; in other words, it influences the extent of transfer from L1 to L2, or from L2 to L1. Thus, learners need to reach a sound "internalized meta-knowledge about writing" to properly transfer across their L1 and L2.

CHAPTER 6

CONCLUSION

6.0. Introduction

In this chapter, the summary and the implications of the study are first presented. Following this, the limitations of the study are discussed, and suggestions for further research are provided.

6.1. Summary of the Study

Rhetorical patterns are proposed to differ according to the cultural and linguistic backgrounds of the language learners. These differences, on the other hand, are claimed to cause second language learners to construct texts that do not align with the writing conventions of the second language by influencing their choices for rhetorical patterns. In a world where the instances of cross-cultural written communication increase, students will most probably have many significant reasons to write in English (e.g., applications for degrees abroad, writing for academic publications, applications for scholarships, and applications to work in international workplaces). Not following an appropriate convention might lead to difficulties in understanding from the reader's perspective, might even lead to misunderstandings, and result in communication failures in such instances. Thus, it is significant for today's writers to be able to write in line with appropriate conventions while composing several types of texts in English.

The present research, taking the above-mentioned arguments into consideration, aims to (i) illuminate the rhetorical patterns employed by Turkish native speakers in their Turkish (L1) and English (L2) expository paragraphs, (ii) uncover the commonalities

and differences in rhetorical choices of the students studying English at different proficiency levels, (iii) and (iv) shed light on the possible reasons behind students' preferences.

To achieve this aim, the data of the study is collected from multiple sources: (i) Turkish and English expository paragraphs, (ii) a questionnaire on the Turkish and English writing background of students, (iii) stimulated recalls with students from different proficiency levels, (iv) semi-structured interviews with instructors at different proficiency levels.

The current study is significant since, as to the knowledge of the researcher, it is the first study examining the L1 (Turkish) and L2 (English) expository paragraphs of students with different proficiency levels in a large corpus of texts in the Turkish context. Along with investigating the effect of L2 proficiency level, the study aims to present a comprehensive analysis of possible factors that might have an influence on students' choices of rhetorical patterns via questionnaires, recalls with students, and interviews with teachers.

In this regard, the present study aims at addressing the following research questions:

1. What are the overall organization patterns in Turkish paragraphs written by
 - Native speakers of Turkish (NST) who are junior-level students of the Department of Turkish Language Teaching (DTLT)?
 - NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?
- 1.1. What are the commonalities and differences in overall organization patterns in Turkish paragraphs written by the four groups of students participating in the study?
- 1.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their Turkish paragraphs?

2. What are the overall organization patterns in English paragraphs written by NST Turkish learning English with elementary, intermediate, and upper intermediate levels of proficiency?
 - 2.1. What are the commonalities and differences in the use of overall organization patterns in English paragraphs written by students with different proficiency levels in English?
 - 2.2. What might be the reasons behind students' preferences in the use of overall organization patterns in their English paragraphs?
3. What are the macro-level rhetorical patterns in Turkish paragraphs written by
 - NST who are junior-level students of the DTLT?
 - NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?
 - 3.1. What are the commonalities and differences in macro-level rhetorical patterns in Turkish paragraphs written by the four groups of students participating in the study?
 - 3.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their Turkish paragraphs?
4. What are the macro-level rhetorical patterns in English paragraphs written by NST learning English with elementary, intermediate, and upper intermediate levels of proficiency?
 - 4.1. What are the commonalities and differences in macro-level rhetorical patterns in English paragraphs written by students with different proficiency levels in English?
 - 4.2. What might be the reasons behind students' preferences in the use of macro-level rhetorical patterns in their English paragraphs?

The corpus of the study consisted of 175 Turkish and English expository paragraphs written by 75 students from the Department of Basic English, who were studying at Elementary (n:25), Intermediate (n:25), and Upper-intermediate (n:25) levels of proficiency in English; and 25 third-year students from the Department of Turkish Language Teaching, who received all of the courses on writing in their curriculum.

The analysis of the overall organization patterns (i.e., the presence and the place of topic sentence, the presence of supporting and conclusion sentences) and the macro-level rhetorical patterns (i.e., collection, explanation, specification, induction, causation, comparison, problem-solution) tended to reveal that in the current context of the study the influence of L2 (English) was higher on the Elementary and Intermediate students rhetorical preferences in both their Turkish and English expository paragraphs; and, the influence of L1 (Turkish) was higher on Upper-intermediate students' choices for rhetorical patterns. Contrary to previous research (e.g., Hirose, 2005 in Hirose, 2006; Kobayashi & Rinnert, 2007; Kobayashi & Rinnert, 2013; Kubota, 1998; Sasaki & Hirose, 1996; Spack, 1997 (in Kobayashi, 2005); Wang, 2014; Wee et al., 2020) which asserted that limited L2 knowledge of low-proficiency students lead them to make use of their L1 knowledge in their L2 texts, and high-proficiency students are influenced more from their L2 knowledge, the findings of the current study displayed that the L1 and L2 expository paragraphs of the lower proficiency students appeared to include more number of English rhetorical patterns (e.g., topic sentences in the initial position, specification), while L1 and L2 paragraphs of upper-intermediate students included more number of rhetorical patterns that occurred in the Turkish paragraphs of the students of Turkish Language teaching (e.g., induction, collection).

The findings from the questionnaires, stimulated recalls with students, and interviews with teachers confirmed the results of the rhetorical choices of students with different proficiency levels. That is, Elementary and Intermediate students' replies in their questionnaires displayed that they tended to receive insufficient writing instruction in L1 and L2, and they were more influenced by the English writing education at DBE. Besides, instructors reported that they were going through an intense and controlled

writing education, which might have influenced their choices since their limited knowledge of English restricts their rhetorical choices, and makes them depend on what is taught in the class. Students also stated that the English writing education they receive at DBE gives them a guide to organize their ideas, and structure their paragraphs in both Turkish and English. Upper-intermediate students, on the other hand, seemed to receive a better writing instruction in L1 and L2, and to be less influenced by English writing education, according to their replies in the questionnaires. Instructors also indicated that depending on their previous knowledge of English, upper-intermediate students do not want to be restricted by the taught structures of writing in English and want to show off their L2 knowledge. Students also indicated that they found the writing instruction too mechanical; it is difficult to fit your ideas into two or three major-minor supporting sentences. (see Chapter 5 for the whole findings of the study).

To conclude, the present research revealed that along with L2 proficiency, many other factors that are at interplay with one another affect the rhetorical choices of students with different proficiency levels, which are the educational context (influencing different levels of proficiency in different ways), L2 writing instruction at high school and DBE, the attitudes of the students towards writing and writing instruction, and the L1 writing instruction.

6.2. Implications of the Study

Reichelt, Lefkowitz, Rinnert, and Schultz (2012) note that research in second language writing plays an important role in the success of teaching writing. As detailed by Connor and Traversa (2022), empirical findings from comparisons of corpora help identify possible difficulties students might face in employing the textual features and structures in L2 by unveiling the rhetorical preferences of students in certain contexts and providing insights on possible reasons behind these preferences. In this regard, the present research aiming to shed light on the rhetorical patterns employed by language learners' native and second language offers valuable implications for the teaching of second language writing, along with its implications for curriculum design and

materials development in language teaching departments, and for the teaching of first language writing.

a) Implications for the teaching of second language writing:

Writing in English is an important means to convey ideas, beliefs, experiences, feelings, and to share knowledge about diverse subjects at instances of communication with other cultures, due to the effects of globalization. To be successful in these instances, students need to devote significant time to learn and practice writing in English. At this point, it is second language writing instruction that should introduce learners to an ample amount of texts and writing conventions, raise their awareness of cultural, rhetorical and linguistic differences/ similarities, and give them opportunities to practice these text types as much as possible. In this respect, Hyland (2010) indicates that the more students become familiar with the expectations of text types and target communities, the greater they get the opportunity to meet these expectations. According to Hirose (2005, in Hirose 2006), explicit teaching of organizational patterns helps learners construct texts appropriate to the writing conventions of the second language. The writing samples he collects pre- and post-writing instruction reveal that students who write their main ideas through the end of their composition started placing their positions at the beginning after the instruction.

The findings of the present investigation showed that students, especially Elementary and Intermediate students, did not receive adequate writing instruction in English (L2) at high school, and did not have many opportunities to practice writing. Sasaki (2007) notes that having more opportunities to practice L2 writing results in better L2 writing abilities. In the same vein, Rinnert and Kobayashi (2009) point out that instruction-only is not enough for development in language writing. Furthermore, as to the skill learning theory, knowledge becomes proceduralized through “engaging in target behaviour,” and this behaviour improves by repeated practice (DeKeyser, 1998, p. 49, cited in Rinnert and Kobayashi, 2009). Therefore, English language instruction at high school should involve not only more writing instruction but also more practice in terms of both the kinds and amounts of writing in L2. Since producing L2 texts is often

recognized as difficult by language learners, it should also be noted here that students should be asked to write on topics that appeal to their interests, and that they know and understand with the help of information collected from various sources at the pre-writing phase. Hence, it is likely that they will be more motivated in writing, will be able to generate ideas easily, and will not be discouraged from writing in L2 by the extra burden of not being familiar with the topic.

Moreover, the findings suggested that second language instructors should devote some time to the comparison of rhetorical patterns in students' native and second language, considering different types of texts. Students can be exposed to good writing samples from specific text types; they can read, analyze, compare, and contrast the rhetorical patterns employed in these texts; and then they can be provided opportunities to practice writing in these types of texts. In this way, students can gain awareness of diverse patterns used in Turkish and English texts, knowledge of where to benefit from L1/L2 sources and where not in different contexts of L1/L2 writing, and can ultimately possess the "internalized meta-knowledge about writing" put forward by Kobayashi (2005, p. 65). Research also confirms the benefits of teaching the commonalities and differences between L1 and L2 rhetorical patterns on students' constructing more effective texts (e.g., Wee & Zwang, 2020). Besides, according to Colombo (2012), when students are taught that their linguistic/cultural background can influence their language choices in L2, they can think that the challenges they face are not individual difficulties and therefore they can stop feeling lacking in writing L2 texts. This might increase students' motivation in L2 writing, in addition, it can also help them understand the source of some challenges they face, and give them a chance to address these challenges accordingly.

Furthermore, the findings of the study in relation to the rhetorical choices of upper-intermediate students suggested that the teaching of rhetorical patterns in L2 should be done as early as possible in the progress of L2 language instruction. Because, it seems that after a certain point -that students get accustomed to writing with their L1 thought patterns- it might be more difficult for them to unlearn their writing habits, and reverse the influence of L1. In addition, upper-intermediate students appeared to develop some

kind of resistance to following English rhetorical patterns as it becomes easier for them to follow their previous writing experiences in L2. Therefore, it can be suggested that all aspects of language development (e.g., syntactic, lexical, and rhetorical) should be given equal emphasis from the very beginning of English language teaching. Besides, they should be evaluated equally while providing feedback to the written products of the students, and also while giving their pass/fail scores of English lessons at the end of the academic year. These might help students improve their rhetorical knowledge in L2, and increase students' motivation to learn L2 rhetorical patterns.

Moreover, regarding the resistance developed by upper-intermediate students at DBE, students can be introduced to imagined or real audiences/communities from target and/or other cultures during their L2 writing instruction to increase their motivation in writing in L2 (Sasaki, 2009). Studies in the Turkish context (e.g., Bal, N. G. & Savaş, P, 2022; Çiftçi, E. Y. & Savaş, P., 2018) point out that students lack opportunities to travel abroad and to have face-to-face communication with people from other cultures. Therefore, introducing students to other cultures (e.g., writing to pen-pal friends from other countries, conducting collaborative projects with students/individuals from other cultures) has an invaluable effect on students' language skills. Especially when they contact native speakers, it adds authentic language forms to students' L2 knowledge skills (Çiftçi, E. Y. & Savaş, P., 2018). In this regard, methods providing students with opportunities to contact other cultures can create an awareness in students that their written products are not only pieces of writing, but they address an audience/community to convey ideas, and thus these texts need to include proper rhetorical features and structures to be better understood by people with whom they do not share a common culture.

The findings of the study also displayed that elementary and intermediate students struggle with expressing themselves in English due to a lack of vocabulary knowledge. Thus, to address their weakness in vocabulary, students can be supported with in and/or out-class activities enriching their vocabulary knowledge. Various written/oral/visual input sources (e.g., books, movies, videos, podcasts) that are appropriate to students' level of proficiency can be listed and introduced to students,

so that they can have the opportunity to select from a wide range of sources that appeal to their interests, and learn more vocabulary to help them express themselves better.

Lastly, the findings suggested that because of the university entrance exam, students and/or language instructors pay less attention to the development of L2 writing skills, especially through the end of their secondary education. Therefore, to enable a certain level of knowledge and practice in L2 writing among graduates of secondary education before pursuing their university education, students can be evaluated on their L2 writing skills with examinations administered by the Ministry of Education as a requirement of graduation from secondary education. It would also be beneficial in enhancing students' motivation for writing in a second language to inform students about how significant and valuable this skill is for their future, especially if they aspire to enroll in universities where English is the medium of instruction, to lead an academic career, or to work at international settings.

b) Implications for curriculum design & materials development:

Undergraduate courses addressing the commonalities and differences between rhetorical patterns in Turkish and English can be added to the curriculums of English Language Teaching departments to offer insights to future language teachers on possible transfer effects they might face in their students' L2 texts while teaching writing. Bayyurt (2010) points out that awareness of how learners construct texts in their native language is significant in that it demonstrates the thought patterns of learners and sheds light on learners' problems in second language writing. To this end, once English language teachers are equipped with the knowledge of how rhetorical patterns are shaped in students' native and second language, they might gain a deeper understanding of students' products of writing, and give better feedback to the students, which might result in more effective teaching/learning of how to structure texts in L2. In this respect, Zamel (1997, p. 341) also notes that "taking into account students' linguistic and cultural backgrounds gives educators insight into and makes them sensitive to students' struggles with language and writing."

On the other hand, it would be highly beneficial for teachers if they are supported with relevant materials. In this sense, experts developing writing materials for second

language learners should provide learners with many opportunities to practice writing in different genres, by referring to the commonalities and differences between students' native and second languages in these text types. They can introduce language instructors to methods and techniques they can benefit in L2 writing classrooms while teaching rhetorical patterns in L2. They can include expert writing samples of text types appropriate for the rhetorical analysis of genres by students, and give place to tasks that require students compare and contrast rhetorical structures (e.g., identifying the place of main idea/topic sentence, organizing sentences/sections/major-minor ideas of a paragraph) in the materials they develop for the teaching of writing, with the aim of equipping students/instructors with knowledge of appropriate and effective use of rhetorical features in L2. Lastly, material developers can benefit much from the recent findings of the research on second language writing, especially from research conducted in their own contexts, in order to discover and address the challenges students face in producing L2 texts, and help instructors in the light of recent developments in the field.

c) Implications for the development of in-service language teachers:

Given the significance of the influence of students' linguistic/cultural background in their L2 writing, English language teachers rhetorical knowledge in their L1 and L2 can be investigated through needs analysis surveys, and in-service trainings can be organized accordingly for teachers instructing at all levels of education (e.g., primary, secondary, tertiary) with the purposes of equipping them with sufficient rhetorical knowledge in L1 and L2, raising their awareness of the importance of teaching rhetorical knowledge as an essential component of writing education, and offering insight into the possible influences of L1 on L2. This way, students can gain an awareness of how to compose their L2 texts with proper textual features and structures, and on the commonalities and differences between their L1 and L2 as early as possible.

Additionally, considering students taking English-medium education, research show that the teaching of rhetorical knowledge also increases the academic performance of students (e.g., Lim & Mali, 2021; Wei & Zwing, 2020; Xing et al., 2008). Therefore, informing teachers about the benefits of teaching rhetorical knowledge and about the

challenges students might face without rhetorical knowledge in L2 writing at later stages of their academic/business life might also raise instructors' awareness of the issue and contribute to their perspectives in teaching writing.

Moreover, as it is with the language learners, providing English language teachers with more opportunities to get in contact with English speakers from other cultures, especially from cultures where English is spoken as L1, can also empower teachers of English with the knowledge of diverse rhetorical patterns employed by people from diverse linguistic/cultural backgrounds. International school projects, which become more widespread recently, might act as good opportunities for such interactions. Therefore, conducting these projects, either face-to-face or online, can significantly improve English language teachers' rhetorical awareness.

d) Implications for the teaching of writing in Turkish at high school:

Lastly, the study offers some implications for teaching writing in Turkish. Students of DBE appeared to receive inadequate writing education in Turkish at high school. Especially through the end of high school, as the university entrance exam approaches, writing education appears to be paid less attention by the teachers. Thus, it appears that more time should be devoted to the teaching and practicing of writing throughout the Turkish language instruction at high school. Both the kinds and amounts of writing practices can be increased in Turkish writing instruction.

Besides, students were found to be receiving little feedback in Turkish writing, and the majority of students indicated that they were never asked to re-write their paragraphs, considering the feedback given. Therefore, the findings suggest that students should be provided more feedback on their writing regarding both the linguistic and rhetorical aspects of their writings, and asked to re-write their writings depending on this feedback so that they can be aware of their strengths and weaknesses in writing and improve considerably on writing in their native language. Students can also be introduced more to the practical tools to develop their texts easily (e.g., brainstorming and outlining techniques to generate ideas/sustain the unity of content;

linking/cohesive devices to maintain cohesion between ideas/sentences in paragraphs). Since students reported that it was difficult for them to organize their ideas while composing their Turkish paragraphs, these tools might be very useful for them in writing.

Furthermore, gaining more awareness of the rhetorical features and structures of writing in their native language might also help students notice the commonalities and differences between their native and second language while they are learning to write in L2, and this might help them improve the effectiveness of their L2 writing by guiding them about which rhetorical patterns of L1 they can benefit from and which patterns they should avoid from when they compose their L2 texts.

6.3. Limitations of the Study

The data of the current study is compiled from multiple sources (i.e., Turkish and English paragraphs, questionnaires, stimulated recalls with students, and interviews with instructors), which helped attain a thorough understanding of the rhetorical preferences of students with different proficiency levels in English. Besides, the data elicited from the analysis of questionnaires, stimulated recalls, and interviews appeared to confirm the findings obtained from the quantitative analysis of rhetorical patterns, which also signified the effectiveness of the data sources in explaining the possible reasons behind students' rhetorical preferences. However, as with all other research, the current study has some limitations.

First of all, the primary data of the study is collected from students studying at an English-medium university, where students have to possess a certain level of proficiency to be able to pursue their undergraduate education. Hence, the findings of the study represent the rhetorical choices of students from educational contexts offering English-medium instruction, and it would be beneficial to compare and contrast the findings of this research with findings from a Turkish-medium university in further studies in order to check the validity of the results in different educational contexts.

Moreover, the study intends to reveal commonalities and differences in the expository texts of the students. Since text types might have an influence on the rhetorical preferences of the writers, the results obtained in the current study are limited to the expository texts. Additionally, the topics given to the students to write their Turkish and English paragraphs might affect their choices for rhetorical patterns.

Lastly, the contexts in which students write their paragraphs, i.e., the classroom settings, might also be counted among factors having a possible influence on students' rhetorical preferences. Besides, time constraints in completing the writing of paragraphs during the data collection process might restrict the time students spent on planning and/or revision of their paragraphs, and might affect the rhetorical patterns employed by the students.

6.4. Suggestions for Further Research

First of all, the number of paragraphs examined in the present study can be increased in further research to include more samples from the proficiency levels under investigation. It would also be interesting to collect data from other proficiency levels, such as the beginner and/or advanced levels of proficiency to see whether there exist commonalities and differences between the rhetorical preferences of these proficiency levels. Additionally, rather than collecting data at a time from a large group of participants, longitudinal studies investigating a smaller sample size can also be conducted to analyze the changes taking place in the rhetorical choices of the participants over time.

Furthermore, since the data of the study was collected from an educational context, further research can address diverse social contexts, such as business/professional, social media, and even different educational contexts, such as Turkish-medium universities or universities abroad (e.g., where English is spoken as L1), to display in what ways contexts influence the rhetorical preferences of writers. Additionally, research addressing different levels of education (e.g., secondary education, graduate education) can also provide a wider picture of the effects of native language and writing instruction on L2 writing at different proficiency levels.

Rinnert and Kobayashi (2009) argue that along with the sociocultural context of writing, the features of the texts are expected to play a role in students' construction of texts. Therefore, the analysis of the overall organization patterns and macro-level rhetorical patterns by addressing other text types can be fruitful in adding to the research on contrastive/intercultural rhetoric.

In addition to the research addressing different text types, further studies can also compare and contrast other text features employed at different proficiency levels, such as conjunctions (e.g., causal, concessive, temporal), and/or metadiscourse markers (e.g., hedges, intensifiers) to examine whether the findings of the current research are valid for different linguistic/structural aspects of texts.

Overall, future work is needed to expand the findings of the present study by investigating other aspects of texts in several corpora comprising data from different social contexts, different text types, and different levels of proficiency to further illuminate the factors affecting the rhetorical preferences of students with different L2 proficiency levels in their L1 and L2 texts.

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APPENDICES

A. SAMPLE WRITING HANDOUT

SFL/METU
Dept. of B.E.
WHO 2

October 2016

ELEMENTARY GROUP Student's Copy

OBJECTIVES:

1. combine two or more simple sentences using **and**, **but**, **or** and **so** with correct punctuation and capitalization
2. use **and**, **but**, **or** and **so** to combine parallel structures with correct punctuation and capitalization
3. write about your first day at DBE in 4 - 5 complete sentences
4. edit other's sentences to correct mistakes.

COMBINING SIMPLE SENTENCES I

To keep your readers interested and to make your writing better, you need to create some variety in your sentences. Sentence variety comes largely from joining sentences – clearly, logically, and correctly. You can combine two simple sentences (independent clauses) by using a comma and a linking word *and*, *but*, *or*, *so*.

In WHO 1, you studied how these linking words connect parallel structures such as nouns, adjectives, and verbs. These linking words can also join two or more sentences.

independent clause , and / but / or / so independent clause

These linking words add a different meaning to a sentence, so they show different relationships between the ideas.

TASK 1. Study the example sentences in the box and find the meaning that each linking word adds to a sentence. Write it in the blanks provided.

reason/result	alternative/choice	addition	contrasting/opposite idea
---------------	--------------------	----------	---------------------------

	MEANING	EXAMPLES
AND	_____	<ul style="list-style-type: none"> ▪ I went shopping, and I bought souvenirs of my trip. ▪ My roommate is an art student, and she plays different instruments.
BUT	_____	<ul style="list-style-type: none"> ▪ I bought a lot of things, but I didn't spend a lot of money. ▪ She likes classical music, but she doesn't like rock.
OR	_____	<ul style="list-style-type: none"> ▪ I could spend the weekend at home, or I could visit my family. ▪ Every Friday night, she goes to a classical concert, or she visits an art gallery.
SO	_____	<ul style="list-style-type: none"> ▪ My family liked their gifts, so I got very happy. ▪ They both like jazz music, so they go to concerts together.



Do NOT use a comma to join two words or two phrases in a simple sentence. Use a *comma* when you combine sentences with *and, but, or*.

Joining two words or two phrases (without a COMMA)

- The old man was a generous **and** helpful person.
- I was very happy **but** tired.
- I will talk to my friend **or** my teacher.

Joining two simple sentences (with a COMMA)

- The old man was a generous person, **and** he liked to help others.
- I was very tired, **but** I agreed to go out with them.
- I will talk to my friend, **or** I will get advice from my teacher.

TASK 2. Read the sentences and underline the correct linker.

1. It was a beautiful place, (and / or) I was happy there.
2. I liked the movie, (so / but) I didn't understand all of it.
3. First, I cleaned the kitchen, (and / so) then I cleaned the bathroom.
4. It rained all day, (so / or) the kids didn't play basketball outside.
5. You can stay at home, (or / but) you can go out with your friends.
6. Jane didn't study for the test, (so / but) she got a good grade.
7. The shoes didn't fit right, (so / but) I didn't buy them.
8. After graduation, I am planning to get a job here, (so / or) I will go to my hometown.
9. At the party, the music was great, (and / but) there was free food.
10. I was very tired yesterday, (but / so) I went to bed early.

TASK 3. Complete the sentences with an appropriate conjunction. Do not forget to use the necessary punctuation marks.

1. I didn't have an umbrella _____ I got wet.
2. My friend tells me lies _____ I still like her.
3. The applicants should take an oral exam _____ they should also sit a written exam.
4. You can study for the exam at home _____ we can go to the library together.
5. They offered her a good salary _____ she accepted the job.
6. Monique wants to become a tourist guide _____ she is learning English and Spanish.
7. Dr. Jones was sick yesterday _____ he went to school and taught his class.
8. The phone rang late last night _____ the baby woke up.
9. The students can ask their questions to the teacher _____ they can get help from their friends.
10. The test was long _____ I finished it in just half an hour.

B. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYDULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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11 MAYIS 2016

Gönderilen: Doç. Dr. Çiler HATİPOĞLU

Yabancı Dil Eğitimi

Gönderen: Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

İlgili: Etik Onayı

Sayın Doç. Dr. Çiler HATİPOĞLU'nun danışmanlığını yaptığı doktora öğrencisi Özlem KOROĞLU'nun "Açıklayıcı Yazı Türünün Retorik Analizi: Farklı Dil Yeterlik Düzeyindeki Türk Üniversite Öğrencilerinin Birinci ve İkinci Dilde Yazdıkları Metinlerde Çift Yönlü Aktarımın Araştırılması/ A Rhetorical Analysis on Expository Writing: Exploring the Nature of Bidirectional Transfer in L1 and L2 Texts of Turkish University Students at Different Language Proficiency Levels " başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2016-EGT-088** protokol numarası ile **25.05.2016-01.10.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Meliha ALTUNIŞIK

IAEK Üyesi

Prof. Dr. Aykan SOL

IAEK Üyesi

Prof. Dr. Mehmet UTKU

IAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR

IAEK Üyesi

Yrd. Doç. Dr. Pınar KAYGAN

IAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK

IAEK Üyesi

C. ANNOUNCEMENT FOR THE QUESTIONNAIRE

ANKET ÇALIŞMASI İÇİN GÖNÜLLÜLERE İHTİYAÇ DUYULMAKTADIR!

Değerli Öğrenciler,

İngiliz Dili Öğretimi bölümünde yürütülen doktora tezinin **ANKET** çalışmasına katılacak **UPPER-INTERMEDIATE, INTERMEDIATE** ve **ELEMENTARY** grubundan öğrencilere ihtiyaç duyulmaktadır. Çalışma yaklaşık **70 DAKİKA** sürecektir. Veriler yalnızca tez için kullanılacak, kimliğinizi yansıtan hiçbir bilgi kullanılmayacaktır.

Katılımcıların **30 ARALIK CUMA** gününe kadar ... no'lu telefonu arayarak ya da ... adresine e-posta göndererek ad-soyad ve gruplarını bildirmeleri gerekmektedir.

Katılımcılara **ÜNİVERSİTE AMBLEMİ DEFTER** ve **ÇİFT TARAFLI TÜKENMEZ-FOSFORLU KALEM** hediye edilecektir.

Desteginiz için şimdiden **ÇOK TEŞEKKÜRLER!**

Tarih: 4 OCAK 2017 ÇARŞAMBA
UPPER-INTERMEDIATE GRUP: 12.00-13.15
INTERMEDIATE GRUP: 11.00-12.15
ELEMENTARY GRUP: 12.45-14.00

Yer: UPPER-INTERMEDIATE & INTERMEDIATE GRUP: E/Blok Amfi 1

ELEMENTARY GRUP: E/Blok Amfi 2

D. TOPICS OF THE ENGLISH AND TURKISH PARAGRAPHS

Name:.....

Surname:.....

Section:.....

PARAGRAPH WRITING

Write a paragraph of 150-200 words on the following topic. The paragraph will only be used for research purposes; it will NOT affect your scores.

People attend college or university for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.

Adınız:.....

Soyadınız:.....

Sınıfınız:.....

PARAGRAF YAZMA

Aşağıda verilen konu üzerine 150-200 kelimelik bir paragraf yazınız. Yazdığınız paragraf tamamen araştırma amaçlı kullanılacaktır; hiçbir şekilde notlarınıza yansımayacaktır.

Sizce günümüzde neden birçok öğrenci yurtdışında eğitim görmeyi tercih ediyor? Sebeplerini açıklayınız.

E. THE QUESTIONNAIRE

ÖZGEÇMİŞ ANKETİ

Bu anket Orta Doğu Teknik Üniversitesi, İngiliz Dili Öğretimi Ana Bilim Dalında sürdürülen doktora çalışmasının bir parçasıdır. Çalışma, farklı İngilizce yeterlik seviyelerine sahip üniversite öğrencilerinin birinci (Türkçe) ve ikinci (İngilizce) dillerinde yazdıkları açıklayıcı türde kompozisyonların retorik yapılarını karşılaştırarak benzerlik ve farklılıklarını ortaya koymayı amaçlamaktadır. Ankette yer verdiğiniz bilgiler YALNIZCA araştırma amaçlı kullanılacak ve tamamen gizli tutulacaktır. Araştırmanın sonuçları çalışmanın sonunda sizinle paylaşılacaktır.

Değerli katkılarınız için çok teşekkür ederim.

Özlem KÖROĞLU

Anket dört bölümden oluşmaktadır. Birinci bölüm kişisel bilgileriniz ile ilgili; ikinci, üçüncü ve dördüncü bölümler ise Türkçe/İngilizce yazma eğitimleriniz ile bu dillerin Türkçe/İngilizce kompozisyon yazmanızın üzerine etkileri ile ilgili sorulardan oluşmaktadır. Birden fazla seçenekli sorularda cevabınızın bulunduğu kutucuğa X işareti koyunuz.

A. KİŞİSEL BİLGİLER

Adınız Soyadınız:		E-posta & Telefonunuz:		
Yaşınız:		Cinsiyetiniz:	Erkek	Kadın
Doğum yeriniz:				
Mezun olduğunuz Lise (ili & ilçesi):				
Lise Mezuniyet Notunuz:				
Anadil(ler)iniz:				
Bölümünüz:				
Ne kadar zamandır İngilizce öğreniyorsunuz?				
ODTÜ İYS (EPE) Notunuz (Eylül 2016):		Birinci ve ikinci ara sınav sonuçlarınız:	1.....	2.....
İngilizce Yeterlik Düzeyiniz:	Beginner Başlangıç	Elementary Orta öncesi	Intermediate Orta	Upper-Intermediate Orta üzeri

Konuştuğunuz diğer diller & yeterlik düzeyleri: ↓	Dil	Yeterlik Düzeyi

Diğer yabancı dillerdeki yeterlik düzeyinizi belirtirken aşağıdaki kriterleri kullanınız:

Çok iyi: Yabancılarla yazılı ve sözlü olarak çok iyi bir şekilde anlaşabilmekteyim.

İyi: Yabancılarla yazılı ve sözlü olarak rahat bir şekilde anlaşabilmekteyim.

Orta: Yabancılarla yazılı ve sözlü olarak anlaşmakta zaman zaman zorlanmaktayım.

Zayıf: Yabancılarla yazılı ve sözlü olarak anlaşmakta çok zorlanmaktayım.

Başka bir ülkede yaşadınız mı? Cevabınız evetse nedeninizi (örneğin; aile, iş ya da eğitim) ve ne kadar zaman yaşadığınızı belirtiniz.

B. TÜRKÇE YAZMA EĞİTİMİNİZ

1. Lise son sınıftaki haftalık Türkçe Dil ve Anlatım dersi saatiniz:.....
2. Lisedeki Türkçe derslerinizde yazma eğitimi aldınız mı? EVET..... HAYIR.....
3. Haftada kaç ders saatiniz Türkçe yazma eğitimine ayrılıyordu? (Sadece kompozisyon yazdığımız ders saatlerini de dahil ederek soruya cevap veriniz.)

Haftada ders saati (Her hafta yazma eğitimine zaman ayrılmıyorduyorsa aşağıdaki seçeneklerden size uygun olanı doldurabilirsiniz.)

İki haftada bir ders saati

Üç haftada bir ders saati

Ayda bir ders saati

Diğer

4. Türkçe yazma eğitiminiz sırasında, yazma çalışmalarına hazırlık olarak ders içinde ve ders dışında yaptırılan aktivitelerden örnekler verir misiniz?

5. Aşağıda verilen yazma eğitimi uygulamalarıyla ilgili sıklık belirten seçeneklerden size uygun olana X işareti koyunuz.

	Hiçbir zaman	Nadiren	Bazen	Her zaman
Kompozisyon konularımız öğretmenimiz tarafından belirlenir.				
Kompozisyon konularımızı biz belirleriz.				
Öğretmenimiz kompozisyonlarımıza dönüt verir.				
Dönütlerini dikkate alarak tekrar yazmamızı ister.				
Öğretmenimiz kompozisyonlarımıza not verir.				

6. Lisedeki Türkçe Dil ve Anlatım dersi not ortalamanızı belirten aralığı X ile işaretleyiniz.

1-10	21-30	41-50	61-70	81-90
11-20	31-40	51-60	71-80	91-100

7. Türkçe yazma yeterlik düzeyiniz nedir? 1 en kötü, 5 en iyi olmak üzere 1 ile 5 arasında kendinizi değerlendiriniz.

8. YGS-3 (Türkçe ağırlıklı) Puanınız:

9. a) Türkçe bir paragrafın yapısı nasıl olmalıdır? Paragraf nasıl düzenlenmelidir?

b) İyi yazılmış bir Türkçe paragrafın özellikleri nelerdir?

10. Türkçe kompozisyon yazmayı sever misiniz? EVET..... HAYIR.....
Nedenini kısaca açıklayınız.
11. Türkçe kompozisyon yazmaya başlamadan önce düşüncelerinizin ana hatlarını ortaya koyan bir taslak oluşturur musunuz? EVET..... HAYIR.....
12. Türkçe kompozisyon yazarken zorlandığınız noktalar nelerdir?

13. a) Lisedeki Türkçe yazma eğitiminizle ilgili aşağıda verilen seçenekleri,
1: değiştirilmesine gerek olmayan, 2: biraz değiştirilmesi gereken,
3: büyük ölçüde değiştirilmesi gereken, 4: kesinlikle değiştirilmesi gereken,
nokta olmak üzere 1 ile 4 arasında değerlendirerek X ile işaretleyiniz.

	1	2	3	4
Yazma eğitimine ayrılan süre				
Öğretmenin derse yaklaşımı				
Dersin işleniş biçimi				
Seçilen konular				
Kullanılan materyaller				
Değerlendirme yöntemi				

- b) Lisedeki Türkçe yazma eğitiminizle ilgili düşüncelerinizi belirtiniz.

C. İNGİLİZCE YAZMA EĞİTİMİNİZ

1. Lise son sınıftaki haftalık İngilizce ders saatiniz:
2. Lisedeki İngilizce derslerinizde yazma eğitimi aldınız mı? EVET..... HAYIR.....
3. Haftada kaç ders saatiniz İngilizce yazma eğitimine ayrılıyordu? (Sadece kompozisyon yazdığımız ders saatlerini de dahil ederek soruya cevap veriniz.)

Haftada ders saati (Her hafta yazma eğitimine zaman ayrılmıyorduyorsa aşağıdaki seçeneklerden size uygun olanı doldurabilirsiniz.)

İki haftada bir ders saati

Üç haftada bir ders saati

Ayda bir ders saati

Diğer

4. Lisedeki İngilizce yazma eğitiminiz sırasında, yazma çalışmalarına hazırlık olarak ders içinde ve ders dışında yaptırılan aktivitelerden örnekler verir misiniz?

5. Lisedeki İngilizce dersi not ortalamanızı belirten aralığı X ile işaretleyiniz.

1-10	21-30	41-50	61-70	81-90
11-20	31-40	51-60	71-80	91-100

6. a) Lisedeki İngilizce yazma eğitiminizle ilgili aşağıda verilen seçenekleri 1: değiştirilmesine gerek olmayan, 2: biraz değiştirilmesi gereken, 3: büyük ölçüde değiştirilmesi gereken, 4: kesinlikle değiştirilmesi gereken, nokta olmak üzere 1 ile 4 arasında değerlendirerek X ile işaretleyiniz.

	1	2	3	4
Yazma eğitimine ayrılan süre				
Öğretmenin derse yaklaşımı				
Dersin işleniş biçimi				
Seçilen konular				
Kullanılan materyaller				
Değerlendirme yöntemi				

- b) Lisedeki İngilizce yazma eğitimimizle ilgili düşüncelerinizi belirtiniz.

7. Temel İngilizce Bölümü Güz dönemi haftalık İngilizce ders saatiniz:
8. Temel İngilizce Bölümünde haftada kaç ders saatiniz İngilizce yazma eğitime ayrılıyor? (Sadece kompozisyon yazdığınız ders saatlerini de dahil ederek soruya cevap veriniz.)

Haftada ders saati (Her hafta yazma eğitime zaman ayrılmıyorsa aşağıdaki seçeneklerden size uygun olanı doldurabilirsiniz.)

İki haftada bir ders saati

Üç haftada bir ders saati

Ayda bir ders saati

Diğer

9. a) Temel İngilizce Bölümündeki İngilizce yazma eğitiminiz sırasında, yazma çalışmalarına hazırlık olarak ders içinde ve ders dışında yaptırılan aktivitelerden örnekler verir misiniz?

10. Aşağıda verilen yazma eğitimi uygulamalarıyla ilgili sıklık belirten seçeneklerden size uygun olana X işareti koyunuz.

	Hiçbir zaman	Nadiren	Bazen	Her zaman
Kompozisyon konularımız öğretmenimiz tarafından belirlenir.				
Kompozisyon konularımızı biz belirleriz.				
Öğretmenimiz kompozisyonlarımıza dönüt verir.				
Dönütlerini dikkate alarak tekrar yazmamızı ister.				
Öğretmenimiz kompozisyonlarımıza not verir.				

11. İngilizce yazma yeterlik düzeyiniz nedir? 1 en kötü, 5 en iyi olmak üzere 1 ile 5 arasında kendinizi değerlendiriniz.

12. a) İngilizce bir paragrafın yapısı nasıl olmalıdır? Paragraf nasıl düzenlenmelidir?

b) İyi yazılmış bir İngilizce paragrafın özellikleri nelerdir?

13. İngilizce kompozisyon yazmayı sever misiniz? EVET..... HAYIR
Nedenini kısaca açıklayınız.

14. İngilizce kompozisyon yazmaya başlamadan önce düşüncelerinizin ana hatlarını ortaya koyan bir taslak oluşturur musunuz? EVET.... HAYIR.....

15. İngilizce kompozisyon yazarken zorlandığınız noktalar nelerdir?

16. a) Temel İngilizce Bölümündeki İngilizce yazma eğitiminizle ilgili aşağıda verilen seçenekleri

1: değiştirilmesine gerek olmayan, 2: biraz değiştirilmesi gereken,

3: büyük ölçüde değiştirilmesi gereken, 4: kesinlikle değiştirilmesi gereken,

nokta olmak üzere 1 ile 4 arasında değerlendirerek X ile işaretleyiniz.

	1	2	3	4
Yazma eğitimine ayrılan süre				
Öğretmenin derse yaklaşımı				
Dersin işleniş biçimi				
Seçilen konular				
Kullanılan materyaller				
Değerlendirme yöntemi				

b) Temel İngilizce Bölümündeki İngilizce yazma eğitiminizle ilgili düşüncelerinizi belirtiniz.

D. DİL AKTARIMI

1. Türkçe ve İngilizce kompozisyon yazma arasında bir fark görüyor musunuz? EVET.....
HAYIR
Sizce benzerlikler ve/ veya farklılıklar nelerdir?

2. Türkçe ve İngilizce kompozisyon yazma arasındaki benzerliklerin ya da farklılıkların İngilizce yazmanızı kolaylaştırdığını ya da zorlaştırdığını düşünüyor musunuz?

.....
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.....
.....

Nedenini kısaca açıklayınız.

3. Türkçe ve İngilizce kompozisyon yazma arasındaki benzerliklerin ya da farklılıkların Türkçe yazmanızı kolaylaştırdığını ya da zorlaştırdığını düşünüyor musunuz?

.....
.....
.....
.....
.....
.....

Nedenini kısaca açıklayınız.

4. Türkçe yazma eğitiminizin İngilizce kompozisyon yazmanızı etkilediğini düşünüyor musunuz? EVET..... HAYIR

Olumlu ya da olumsuz etkilerini belirtiniz.

5. İngilizce yazma eğitiminizin Türkçe kompozisyon yazmanızı etkilediğini düşünüyor musunuz? EVET..... HAYIR

Olumlu ya da olumsuz etkilerini belirtiniz.

6. a) İngilizce kompozisyon yazarken Türkçe düşünüp cümlelerinizi İngilizceye çevirdiğiniz olur mu?

EVET..... HAYIR

b) Ne sıklıkta Türkçe düşünüp İngilizceye çeviriyorsunuz?

HİÇ NADİREN BAZEN SIK

c) Hangi durumlarda bunu yaptığınızı belirtiniz.

7. a) Türkçe kompozisyon yazarken İngilizceden aktardığınızı düşündüğünüz noktalar olur mu?

EVET..... HAYIR

b) Oluyorsa hangi noktaları aktardığınızı düşünüyorsunuz?

KATKILARINIZ İÇİN ÇOK TEŞEKKÜRLER ☺

F. CURRICULUM VITAE

Personal Information

Surname, Name: Koroğlu, Özlem

Nationality:

Date and Place of Birth:

Marital Status:

Phone:

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Education

Degree	Institution	Year
Ph.D.	Middle East Technical University Ankara, Türkiye <i>English Language Teaching</i> High Honor Degree	2024
M.A.	Middle East Technical University Ankara, Türkiye <i>English Language Teaching</i> High Honor Degree	2010
B.A.	Middle East Technical University Ankara, Türkiye <i>English Language Teaching</i> High Honor Degree	2007
High School	Anatolian Teacher Training High School Erzincan, Türkiye High Honor Degree, 1 st Rank	2003

Work Experience

Year	Place	Enrollment
2012 - present	TÜBİTAK Directorate for Science and Society	Popular Science Books Editor
2009-2011	Middle East Technical University TUBITAK- EVRENA Research Project: Development of “METU Spoken Turkish Corpus”	Project Assistant
2008-2009	Erzincan University International Relations Office	Erasmus Coordinator
2007-2008	KT Gesamtschule	Comenius Language Assistant

Foreign Languages

English (C2), German (A2)

Conference Presentations & Publications

Köroğlu, Ö. *Türkçedeki teşekkür etme söylemine tarihsel bir bakış*. 26th National Turkish Linguistics Congress, 24-26 May 2012, Süleyman Demirel University, Isparta, Türkiye.

Karakaş, Ö. (2010). A Cross-Cultural Study on Dissertation Acknowledgments written by Native Speakers of Turkish and American English. *Unpublished Master's Thesis*. Middle East Technical University.

Ruhi, Ş. Eröz-Tuğa, B. Hatipoğlu, Ç., Işık-Güler, H., Acar, G., Eryılmaz, K., Can, H., **Karakaş, Ö.**, Çokal-Karadaş, D. Sustaining a Corpus for Spoken Turkish Discourse: Accessibility and Corpus Management Issues. LREC 2010, 17-23 May, 2010, Malta.

Hatipoğlu, Ç, and **Karakaş, Ö.** *Sözlü Derlem Çeviriyazısını Standart Dil ve Ağıza Göre Ölçünleştirme*, 24th National Turkish Linguistics Congress, 17-18 May, 2010, Middle East Technical University, Ankara, Türkiye.

Hatipođlu, , and **Karakaş**, Ö. *Metadiscourse Development in Second Language Writing: Examples from M.A & Ph.D Dissertation Acknowledgments*, 2nd International ELT Conference, 7-8 May, 2010, Maltepe University, Istanbul, Türkiye.

Certificates & Awards

2012	TÜBİTAK National Ph.D. Scholarship
2009	EXMARaLDA Training Certificate Middle East Technical University
2008	Project Cycle Management Training Erzincan University

G. TURKISH SUMMARY / TÜRKÇE ÖZET

FARKLI İNGİLİZCE YETERLİK SEVİYELERİNDEKİ TÜRK ÜNİVERSİTE ÖĞRENCİLERİNİN TÜRKÇE VE İNGİLİZCE AÇIKLAYICI PARAGRAFLARINDAKİ RETORİK YAPILARIN ARAŞTIRILMASI

1. Giriş ve Literatür Taraması

Küreselleşmenin etkileriyle birlikte, ikinci dilde etkili bir biçimde yazmak, bireylerin eğitim, akademik ve iş yaşamlarında başarılı olmaları noktasında önemli bir kazanım haline gelmiştir ve İngilizce, dünya çapında en çok konuşulan ve öğretilen ikinci dil olma özelliğini uzun zaman önce kazanmıştır. Hirvela vd. (2016, s.46) ikinci dil öğrenenler için yazma becerisinin ne denli önemli olduğunu, yazmanın “bir dilde okur-yazar olmanın anlamının tam merkezinde” yer aldığını belirterek vurgulamaktadır.

Özellikle bu araştırmanın bağlamını da oluşturan İngilizce eğitim veren üniversiteler göz önünde bulundurulduğunda, etkili ve uygun bir dil kullanarak İngilizce yazmak daha önemli hale gelmektedir. Belcher’in (2014) ifade ettiği gibi, akademik ortamlarda, farklı anlatım türlerine ait yazma biçimlerini kullanabilmeye yönelik bir yazma becerisi gereklidir. Bu tür kurumlarda öğrenim gören öğrenciler, eğitimleri süresince farklı uzunluklarda İngilizce metinler kaleme alır; sınavlarında, ödevlerinde, araştırma makalelerinde sürekli İngilizce yazarlar. Bu anlamda, yapıları beklentilere uygun bir biçimde düzenlenmiş ve böylelikle daha kolay anlaşılabilen, yanlış anlaşılmalara yer vermeyen metinler yazabilmek öğrencilerin eğitim yaşamları boyunca başarılı olmalarında büyük bir paya sahiptir.

Yazmak sadece ikinci dil öğrenenler için değil birinci dilde de edinilmesi zor ve karmaşık bir beceridir. Dile ait kelimeleri ve dilbilgisi kurallarını bilmek, yazmada

başarılı olmak için yeterli görülmemektedir. Hyland (2011, s.31), etkili yazmak için gereken bilgileri beş sınıfta toplar: (i) bağlam bilgisi -okurların beklentileri, kültürel tercihler ve ilgili metinler, , (ii) konu bilgisi -metnin hitap ettiği konuya ilişkin fikir ve kavramlar, (iii) süreç bilgisi -yazma etkinliğine hazırlık ve yazma aşamaları, (iv) sistem bilgisi -dilbilgisi, kelime ve uygun yazma düzeni- ve (v) anlatım türü bilgisi -anlatım türünün iletişimsel amacı ve bu anlatım türünün belirli bağlamlardaki yeri. Bu bilgilerin tümünün, yazarken etkili ve uygun bir dil kullanmada önemli olduğu belirtir.

Bununla birlikte, 1960'lı yılların ortalarından bu yana pek çok araştırmacı tarafından (örn, Kaplan, 1966; Connor, 1996; Kobayashi, 2005; Sasaki & Hirose, 1996; Uysal, 2008; Uysal, 2012; Wee & Wang, 2020) birinci dildeki yazma geleneklerinin, ikinci dilde yazma üzerine etki eden önemli faktörler arasında yer aldığı ileri sürülmüştür. Çalışmalar, dil öğrenenlerin dilsel ve kültürel geçmişlerinin ikinci dillerinde tercih ettikleri retorik yapılara ve diğer pek çok metinsel özelliğe (örn., bağlaçlar, üstsöylem belirleyicileri) etki ettiğini göstermektedir. Bu durum, yükseköğrenim seviyesinde öğrenim gören öğrenciler ve akademik yayın yapan araştırmacılar bile dahil olmak üzere (bkz., Altınmakas, 2005; Fang vd., 2020; Luo and Hyland, 2017) pek çok bağlamda İngilizce metin yazan bireylerin İngilizceyi etkili bir biçimde yazmalarında zorluklara neden olmaktadır. İkinci dilde yazmanın zorlukları ve karmaşıklığı göz önünde bulundurulduğunda, araştırmacıların (e.g., Connor & Traversa, 2022) vurgu yaptığı gibi çeşitli bağlamlar ve çeşitli anlatım türleri dikkate alınarak farklı dillerde tercih edilen retorik yapılardaki benzerlik ve farklılıkların ve bu tercihlerin ardında yatan olası nedenlerin ortaya konulmasının ne denli önemli olduğu anlaşılmaktadır. Böylelikle, İngiliz dili öğretiminde rol oynayan tüm taraflar -örneğin, öğrenciler, öğretmenler, program geliştiriciler, müfredat tasarımcılar- birinci ve ikinci dillerinde tercih edilen retorik yapılar konusunda bilgilendirilebilir ve bu tercihler dikkate alınarak öğrencilerin ihtiyaç ve zorluklarına yönelik öğretim yöntemleri ve programlar/müfredatlar geliştirilmesine katkı sağlanabilir.

Yukarıda belirtilen çerçevede, bu çalışma, literatürde anadili Türkçe olan yazarların İngilizce ve Türkçe açıklayıcı paragraflarında kullandıkları bütüncül organizasyon

yapıları ile makro-düzeydeki retorik yapıların farklı İngilizce yeterlik seviyelerine göre araştırılması noktasında oluşan boşluğu gidermeye yönelik olarak ortaya konulmuştur. Çalışma (i) farklı İngilizce yeterlik seviyelerindeki öğrenciler tarafından yazılan Türkçe ve İngilizce açıklayıcı paragraflardaki retorik tercihleri ortaya çıkarmayı, (ii) bu tercihlerdeki benzerlik ve farklılıklar üzerine ışık tutmayı ve (iii) retorik tercihlerin ardında yatan olası nedenleri ortaya koymayı amaçlamaktadır. Türkçe açıklayıcı paragraflardaki retorik yapı tercihlerini daha iyi anlayabilmek ve farklı İngilizce yeterlik seviyelerindeki öğrencilerin kaleme aldıkları İngilizce açıklayıcı paragraflardaki olası birinci dil etkisini daha iyi gözlemleyebilmek için araştırmaya Türkçe Öğretmenliği bölümünde okuyan, programlarında yer verilen tüm yazma derslerini almış (Yazılı Anlatım I & II, Yazma Öğretimi, Yazma Teknikleri) 3. Sınıf öğrencileri de dahil edilmiştir. Açıklayıcı yazı türü ve farklı İngilizce yeterlik seviyelerini inceleyen çalışmaların yeterli ölçüde olmadığı dikkate alındığında, mevcut çalışmanın İkinci Dilde Yazma Öğretimi, Materyal Tasarımı, Program Geliştirme, İngilizce Öğretmenlerinin Geliştirilmesi ve Birinci Dilde Yazma Öğretimi alanlarına katkıda bulunacağı düşünülmektedir.

Çalışma, aşağıda yer verilen araştırma sorularına yanıt vermeyi amaçlamaktadır:

1. Anadili Türkçe olan, Temel İngilizce Bölümü'nde (TİB) farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin ve Anadili Türkçe olan, Türkçe Öğretmenliği Bölümü (TÖB) üçüncü sınıf öğrencilerinin Türkçe paragraflarında kullandıkları bütüncül organizasyon yapıları nelerdir?
 - 1.1. Araştırmaya katılan dört öğrenci grubunun Türkçe paragraflarında kullandıkları bütüncül organizasyon yapılarındaki benzerlikler ve farklılıklar nelerdir?
 - 1.2. Öğrencilerin, Türkçe paragraflarında bütüncül organizasyon yapılarını kullanma tercihlerinin ardında yatan nedenler neler olabilir?

2. Anadili Türkçe olan, TİB’de farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları bütüncül organizasyon yapıları nelerdir?

2.1. Farklı İngilizce yeterlik seviyesinde öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları bütüncül organizasyon yapılarındaki benzerlikler ve farklılıklar nelerdir?

2.2. Öğrencilerin, İngilizce paragraflarında bütüncül organizasyon yapılarını kullanma tercihlerinin ardında yatan nedenler neler olabilir?

3. Anadili Türkçe olan, TİB’de farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin ve Anadili Türkçe olan, TÖB üçüncü sınıf öğrencilerinin Türkçe paragraflarında kullandıkları makro-düzeydeki retorik yapılar nelerdir?

3.1. Araştırmaya katılan dört öğrenci grubunun Türkçe paragraflarında kullandıkları makro-düzeydeki retorik yapılar arasındaki benzerlikler ve farklılıklar nelerdir?

3.2. Öğrencilerin, Türkçe paragraflarında makro-düzeydeki retorik yapıları kullanma tercihlerinin ardında yatan nedenler neler olabilir?

4. Anadili Türkçe olan, TİB’de farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları makro-düzeydeki retorik yapılar nelerdir?

4.1. Farklı İngilizce yeterlik seviyesinde öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları makro-düzeydeki retorik yapılar arasındaki benzerlikler ve farklılıklar nelerdir?

4.2. Öğrencilerin, İngilizce paragraflarında makro-düzeydeki retorik yapıları kullanma tercihlerinin ardında yatan nedenler neler olabilir?

Karşılaştırmalı/ Kültürlerarası Retorik araştırmalarına yönelik alanyazın incelendiğinde, çalışmalara liderlik etmesiyle bilinen Amerikalı uygulamalı dilbilimci Robert Kaplan'ın 1966 yılında kaleme aldığı makale göze çarpmaktadır. Kaplan (1966) bu çalışmasında, daha önce analiz ettiğini, ikinci dil olarak İngilizce öğrenen 598 öğrencinin İngilizce metninden yola çıkarak farklı kültürel/dilsel geçmişlere sahip öğrencilerin metinlerini farklı retorik yapılar kullanarak düzenlediği savını ileri sürmüştür. Kaplan, incelediği metinleri, İngiliz (English), Doğu (Oriental), Semitik (Semitic), Latin (Romance) ve Rus (Russian) olarak beş gruba ayırmıştır.

Sonraki yıllarda çok sayıda çalışma farklı dillerin İngilizce yazmaya etkisini karşılaştırmalı retorik çerçevesinde araştırarak benzerlik ve farklılıkları ortaya koymayı, birinci dilin (L1) ikinci dil (L2) üzerindeki olası etkilerini incelemeyi amaçlamıştır (örn. Arapça, İspanyolca, Japonca ve İngilizce (Ostler, 1987), Çince ve İngilizce (örn. Yang & Cahill, 2008, Wang, 2014, Wee & Zwang, 2020; Wee vd., 2020). Japonca vs. İngilizce (örn. Kobayashi, 2005; Kobayashi & Rinnert, 2013; Sasaki & Hirose, 1996), Türkçe ve İngilizce (örn. Algı, 2012; Enginarlar, 1990; Uysal, 2008; Uysal, 2012). Bu çalışmalar, genel olarak, L1 ile birlikte bazı diğer etkenlerin de (örn. öğrenim geçmişi) L2'deki retorik tercihler üzerinde etkili olduğunu ileri sürmüştür.

Örneğin Kobayashi (2015), anadili Japonca olan öğrencilerin L1 ve L2 metinlerdeki retorik yapıları incelemiştir. Çalışmasında öğrencilerin kompozisyonlarını incelemenin yanı sıra geriye dönük görüşmeler yapmış ve öğrencilerin yazma sürecinin video kaydını almıştır. Araştırmanın bulguları L1 ve L2 yazma deneyimlerinin hem L1 hem de L2 yazma üzerinde etkili olduğunu, etkinin tek yönlü (L1 > L2) değil, çift yönlü olduğunu açığa çıkarmıştır. Kobayashi'ye göre öğrencilerin algıları ve tercihleri (örn. bir öğrencinin tüme varım yöntemi izlenerek okurların ilgisini metnin sonuna kadar tutabileceğini düşünmesi) de onların retorik yapı tercihlerine etki etmektedir.

Türkçe bağlamında yapılan çalışmalara bakıldığında ise tartışmacı anlatım türün üzerine yapılan çalışmaların öne çıktığı görülmektedir (e.g., Algı, 2012; Can, 2006; Uysal, 2008, 2012). Açıklayıcı türde yazılan dört tez göze çarpmaktadır (Atakent,

1999; Erduyan, 2004; Enginarlar, 1990; Oktar, 1991). Arařtırmacının bilgisine gre aıklayıcı yazı trne ynelik herhangi bir akademik makale bulunmamaktadır.

Erduyan (2014),  grup ğrencinin (tek dilli Trk, ift dilli Trk ve tek dilli Amerikalı) aıklayıcı metinlerinde takip ettikleri konusal yapıyı karřılařtırmıřtır. Analizlerinin sonucunda, ikidilli Trkler ile tekdilli Amerikalıların yazdıkları İngilizce metinlerde anlamlı bir farklılık olmadığını, her iki grupta sıralı, paralel ve geniřletilmiş paralel ilerlemelere benzer oranlarda yer verildiğini gzlemlemiřtir. Bunun yanı sıra, Trke ve İngilizce yazılan metinler arasında farklılık bulunduğunu, Trke metinlerin byk oranda sıralı ilerlemelere yer verdiğini ileri srmřtr.

2. Yntem

Bu alıřmada karma yntem arařtırma tasarımı benimsenmiřtir. Karma yntem, nitel ve nicel yntemleri bir araya getirerek, arařtırma konusuna ynelik her iki yntemden biri kullanıldıđında edinilebilecek kavrayıřtan daha derinlikli bir kavrayıř su amalar (Creswell, 2022). alıřmada Trke ve İngilizce metinlerin nicel analizinden elde edilen verilerin; anketlerden, ađrıřım tekniđine dayalı grřmelerden ve yarı-yapılandırılmıř grřmelerden elde edilen nitel veriler vasıtasıyla daha kapsamlı bir şekilde yorumlanması hedeflenmiřtir.

alıřmanın verileri Ankara'da eđitim veren iki devlet niversitesinden elde edilmiřtir. Farklı İngilizce yeterlik seviyelerinden (temel, orta, orta st) toplanan veriler niversite A'nın Temel İngilizce Blm'nden (TİB), Trke ğretmenliđi Blm'nden (TB) toplanan veriler ise niversite B'den elde edilmiřtir. niversite A, İngilizce eđitim veren bir kurumdur. ğrencileri, niversite eđitimlerine bařlamadan nce İngilizce Yeterlik Sınavı'na tabi tutulur ve bylece blmlerinde İngilizce eđitim alabilecek İngilizce seviyesine sahip olup olmadıkları belirlenir. Sınavı geemeyenler ve sınava girmeyenler Temel İngilizce Blm'nde seviyeleri uygun kademelerde (Bařlangı, Temel, Orta, Orta st) İngilizce ğrenmeye bařlar. Blmde, ğrencileri niversite eđitimlerini srdrebilecekleri yeterli bir İngilizce seviyesine ulařılacak yođun bir eđitim verilmektedir. niversite B ise Trke

Öğretmenliği eğitimi alan öğrencilerini yazılı ve sözlü Türkçe, Türkçe öğretimi, Türk dili ve edebiyatı alanlarında ileri seviye bilgilerle donatır.

Araştırmaya 75 TİB'den, 25 TÖB'den olmak üzere 100 öğrenci katılmıştır. TİB öğrencilerinin yaş aralığı 18-30 (ortalama: 18.8), TÖB öğrencilerin yaş aralığı 20-26'dır (ortalama: 21.2). Katılımcıların cinsiyetlerine bakıldığında birbirine yakın bir dağılım görülmektedir. (TİB için 37 erkek, 38 kadın, TÖB için 10 erkek, 15 kadın). Liselerine bakıldığında ise öğrencilerin Anadolu Lisesi, Özel Lise, Fen Lisesi ve Anadolu Öğretmen Lisesi gibi çok çeşitli liselerde eğitim aldıkları ortaya çıkmaktadır (Tablo 4.1.)

Tablo 4.1. Katılımcı Bilgileri

	Katılımcı Sayısı	Yaş Ort.	Cinsiyet		Mezun Olduğu Lise			
			K	E	Anadolu Lisesi	Fen Lisesi	Özel Lise	Düz & Mesleki Lise
TEM	25	18.6	10	15	13	3	7	2
ORT⁵	25	18.6	13	12	9	3	11	1
ORÜ	25	19.2	14	11	10	4	11	0
TÖB⁵	25	21.2	10	15	9	0	0	15

Çalışmanın verileri çeşitli kaynaklardan elde edilmiştir: (i) Açıklayıcı paragraflar, (ii) Anketler (iii) Öğrencilerle Yapılan Çağrışım Tekniğine Dayalı Görüşmeler, (iv) Okutmanlarla Yapılan Yarı-Yapılandırılmış Görüşmeler. Veri toplama aşamasına geçilmeden önce, tüm veri toplama araçları için ODTÜ İnsan Araştırmaları Etik Kurulu'ndan izin alınmıştır. Bununla birlikte, çalışmanın tüm katılımcıları toplanan verilerin yalnızca araştırma amaçlı kullanılacağı, çalışmada adlarının hiçbir şekilde yer almayacağı, istedikleri zaman çalışmadan ayrılacakları konusunda bilgilendirilmiş, kendilerine gönüllü katılım formu dağıtılarak izinleri alınmıştır.

⁵ TÖB ve ORT öğrencilerinden biri, anketlerinde lise bilgisini doldurmamıştır.

Çalışmanın veri toplama aşamasında, TİB öğrencilerinden öncelikle 150-200 kelime uzunluğunda Türkçe ve İngilizce açıklayıcı paragraf yazmaları istenmiştir. Paragraf yazımlarının birbirini etkileme ihtimali göz önünde bulundurularak öğrencilerin yarısına ilk olarak Türkçe, diğer yarısına ilk olarak İngilizce paragraf yazma yönergeleri dağıtılmıştır. Çalışmada yer verilen Türkçe açıklayıcı paragrafın konusu: “Sizce neden günümüzde birçok öğrenci yurt dışında eğitim görmeyi tercih ediyor? Sebeplerini açıklayınız.” şeklinde; İngilizce paragrafın konusu: “İnsanlar çok farklı nedenlerle üniversiteye gidiyor. Sizce neden insanlar üniversiteye gidiyor? Sebeplerini belirterek açıklayınız.” şeklindedir. Konular, TOEFL serbest yazma konuları arasından seçilmiştir.

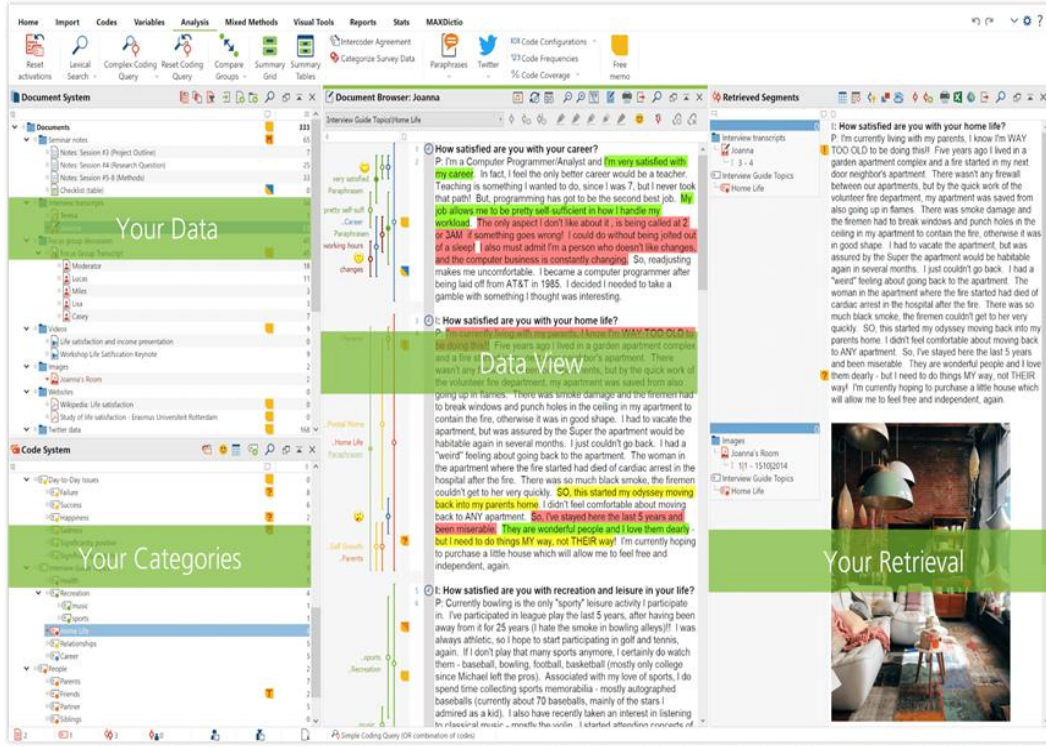
Açıklayıcı paragrafların yazılmasının ardından, öğrencilerden hazırlanan anketleri doldurmaları rica edilmiştir. Çalışma için hazırlanan anket dört bölümden oluşmaktadır: (i) Özgeçmiş bilgileri: Bu bölümde öğrencilerin doğum yeri, lise, cinsiyet gibi bilgileri istenmiştir. (ii) Türkçe yazma eğitimi geçmişi, (iii) İngilizce yazma eğitimi geçmişi, (iv) Dil Aktarımı. Öğrencilerin uygulama sonuna doğru ayrıntılı cevap verme eğilimlerinin azalabileceği dikkate alınarak anketin üç farklı versiyonu hazırlanmış ve sayıları eşit olacak biçimde öğrencilere dağıtılmıştır. Çalışmanın ikinci aşamasında, öğrencilerin retorik tercihlerinin ardında yatan nedenleri daha kapsamlı bir şekilde inceleyebilmek için toplam 3 olmak üzere, her seviyeden bir öğrenci ile çağrışım tekniğine dayalı görüşmeler; her seviyeden bir okutman ile yarı-yapılandırılmış görüşmeler yapılmıştır.

TÖB öğrencilerinden de yine 150-200 kelime uzunluğunda Türkçe bir açıklayıcı paragraf yazmaları istenmiştir. Öğrenciler açıklayıcı paragraflarını yazmayı bitirdikten sonra kendilerine dağıtılan anketleri doldurmuştur. TÖB öğrencileri için düzenlenen anket Özgeçmiş bilgileri ve Türkçe yazma eğitimi geçmişi bölümlerinden oluşmaktadır.

Çalışmada, çalışmanın ana veri kaynağını oluşturan açıklayıcı paragraflar hem nitel hem de nicel olarak analiz edilmiştir. Verilerin analizinde MAXQDA veri analiz programından yararlanılmıştır. TİB ve TÖB öğrencileri tarafından yazılmış toplam 175

paragraf (26.290 kelime), ilk olarak Word dosyalarına aktarılmış ve farklı İngilizce yeterlik seviyeleri ve dilleri baz alınarak gruplandırılmıştır. Bu bağlamda yedi farklı dosya oluşturulmuş ve sisteme yüklenmiştir (Temel-İngilizce, Temel-Türkçe, Orta-Türkçe, Orta-İngilizce, Orta Üstü-Türkçe, Orta-Üstü İngilizce ve TÖB-Türkçe).

Şekil 4.1. MAXQDA'nın Arayüzünde Yer Alan Dört Ana Pencere



Daha sonra paragrafların analiz edileceği kodlar (yani, retorik yapıların adları) sisteme eklenmiştir. Paragraflar, bu anlamda, bütüncül organizasyon yapıları (konu cümlesi, destekleyici cümleler ve sonuç cümlesi) ve makro-düzeydeki retorik yapılar (sıralama [collection], ayrıntılandırma [specification], açıklama [explanation], tüme-varım [induction], neden belirtme [causation], karşılaştırma [comparison], problem çözümü [problem solution]) dikkate alınarak analiz edilmiş ve işaretlenmiştir. Paragrafların nitel analizinin ardından, nicel analiz aşamasına geçilmiştir. Bu aşamada, TİB ve TÖB öğrencileri tarafından Türkçe ve İngilizce açıklayıcı paragraflarında tercih edilen retorik yapıların sayıları bulunarak, bulunan sayıların gruplara göre ne gibi benzerlikler ve farklılıklar gösterdiği ortaya konulmuştur.

3. Bulgular ve Tartışma

Çalışmanın bulguları dört başlık altında sunulmuştur. Her bir başlık, bir araştırma sorusunu ve alt sorularını cevaplamaya yöneliktir.

3.1. Türkçe Paragraflarda Yer Verilen Bütüncül Organizasyon Yapıları

Bu bölüm 1., 1.1. ve 1.2. araştırma sorularını cevaplamayı amaçlamaktadır.

S.1. Anadili Türkçe olan, Temel İngilizce Bölümü'nde (TİB) farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin ve Anadili Türkçe olan, Türkçe Öğretmenliği Bölümü (TÖB) üçüncü sınıf öğrencilerinin Türkçe paragraflarında kullandıkları bütüncül organizasyon yapıları nelerdir?

S.1.1. Araştırmaya katılan dört öğrenci grubunun Türkçe paragraflarında kullandıkları bütüncül organizasyon yapılarındaki benzerlikler ve farklılıklar nelerdir?

S.1.2. Öğrencilerin, Türkçe paragraflarında bütüncül organizasyon yapılarını kullanma tercihlerinin ardında yatan nedenler neler olabilir?

TÖB öğrencilerinin ve TİB'de, Temel (TEM), Orta (ORT) ve Orta Üstü (ORÜ) seviyelerde öğrenim gören öğrencilerin Türkçe paragraflarında kullandıkları bütüncül organizasyon yapıları analiz edildiğinde, TÖB öğrencilerinin 25'te sadece 11'inin (%44) konu cümlesi yazdığı ve bunlardan 6'sının başlangıç, 1'nin orta ve 4'ünün son pozisyonda bulunduğu görülmüştür. TÖB öğrencilerinin hepsi paragraflarında destekleyici cümlelere yer vermiştir. Sonuç cümlelerinde bakıldığında ise sadece 2 öğrencinin (%8) Türkçe paragrafında bulunduğu gözlenmiştir.

Bununla birlikte, çalışmanın veri analizi sırasında sıklıkla kullanıldığı gözlemlenen iki farklı yapı -"genel giriş" ve "hüküm/fikir/öneri bildiren sonuç"- bütüncül organizasyon yapılarına dahil edilerek bu yapıların kullanım sıklıkları da incelenmiştir. Buna göre, TÖB öğrencilerinin neredeyse yarısı (%48) "genel giriş" (GG) yapısını kullanmış, paragraflarına konunun arka planını oluşturmak üzere genel bilgiler vererek

başlamışlardır. Ayrıca, bu öğrencilerin %52'si “hüküm/fikir/öneri bildiren sonuç” (HFÖBS) yapısını kullanmıştır.

TEM, ORT ve ORÜ İngilizce yeterlik seviyesindeki öğrencilerin Türkçe paragrafları incelendiğindeyse, TEM öğrencilerinin 18 konu cümlesi (%72), 17 sonuç cümlesi (%68) yazdığı, konu cümlelerinin orta pozisyonda bulunan 1'i hariç, geri kalan 17'sinin başlangıç pozisyonunda bulunduğu; ORT öğrencilerinin 22 konu cümlesi (%88), 12 sonuç cümlesi (%48) yazdığı, konu cümlelerinin 18'inin başlangıç, 1'inin orta ve 3'ünün son pozisyonda bulunduğu görülmüştür. ORÜ öğrencileri ise 16 konu cümlesi ve sadece 7 sonuç cümlesi yazmış, konu cümlelerinden 12'sini başlangıç, 1'ini orta, 3'ünü son pozisyonda konumlandırmışlardır. Bununla birlikte, farklı İngilizce yeterlik seviyelerinden öğrencilerin GG ve HFÖBS yapılarını kullanım sıklıkları analiz edildiğinde TEM öğrencilerinin sadece 1 GG ve 2 HFÖBS; ORT öğrencilerinin 3 GG, 3 HFÖBS; ORÜ öğrencilerinin ise 7 GG ve 7 HFÖBS yapısı kullandığı bulunmuştur. Destekleyici cümleler, TİB öğrencilerinin tümü tarafından Türkçe paragraflarında kullanılmıştır.

Bütüncül organizasyon yapılarının analizi göstermiştir ki çalışmaya katılan dört grup öğrenci arasında en az konu ($f=11$) ve sonuç cümlesi ($f=2$) yazan grup TÖB öğrencileridir. TÖB öğrencileri aynı zamanda konu cümlesine başlangıç pozisyonuna en az sayıda yer veren ($f=6$) grubu oluşturmaktadır. Bununla birlikte TÖB öğrencileri GG ($f=12$) ve HFÖBS ($f=13$) yapılarına paragraflarında en çok yer veren gruptur. TİB öğrencilerine bakıldığında ise ORÜ öğrencilerin en az sayıda konu ($f=16$) ve sonuç cümlesi ($f=7$), en az sayıda başlangıç pozisyonunda konu cümlesi ($f=12$), ayrıca en çok sayıda GG ($f=7$) ve HFÖBS ($f=7$) yazdığı görülmüştür.

Farklı İngilizce yeterlik seviyelerine sahip öğrencilerin Türkçe paragraflarında kullandıkları bütüncül organizasyon yapılarının incelenmesi sonucunda çalışma ilginç bir bulguya ulaşmıştır. Önceki çalışmalara dayanarak (örn. Wang, 2014; Wee vd., 2020) düşük yeterlik seviyesindeki öğrencilerin kısıtlı L2 bilgileri nedeniyle daha fazla Türkçe retorik yapılar yer vereceği, daha yüksek seviyelerdeki öğrencilerin ise daha fazla İngilizce retorik yapılar yer vereceği beklenirken, bu çalışmada tam tersi

bulgulara ulaşılmıştır. Çalışma, GG ve HFÖBS gibi TÖB öğrenci tarafından daha fazla kullanılan Türkçe retorik yapıların ORÜ öğrencileri tarafından daha fazla, başlangıç pozisyonunda yer verilen konu cümlesi gibi İngilizce retoriğe ait yapıların düşük seviyelerdeki öğrenciler tarafından daha fazla kullanıldığını göstermiştir.

TİB öğrencilerinin Türkçe yazma eğitimi geçmişleri anketlere dayanılarak araştırıldığında, TEM ve ORT seviyedeki öğrencilerin ORÜ seviyedeki öğrencilere göre daha yetersiz bir eğitim aldıkları, yazdıkları metinlere ilişkin öğretmenlerinden daha düşük oranda dönüt aldıkları ve daha düşük oranda dönütler dikkate alınarak tekrar yazmaları istendiği görülmüştür. Bu anlamda, daha düşük seviyelerdeki öğrenciler, Türkçe yazma eğitimlerindeki eksiklikten dolayı TİB’de aldıkları yoğun İngilizce yazma eğitimlerine dayanarak daha kolay yazıyor ve bu nedenle paragraflarında daha fazla İngilizce retorik yapıları yer veriyor olabilirler. Şöyle ki TEM öğrencilerinden biri bu durumu, Türkçede giriş ve sonuç bölümlerini yazarken önceden zorlandığı fakat TİB’de İngilizce yazmayı öğrendikten sonra aynı yapıları Türkçede de uyguladığı ve artık Türkçe yazmakta zorlanmadığı şeklinde aktarmıştır. Bununla birlikte, TEM ve ORT öğrencileri İngilizce Yeterlik Sınavı’nı geçebilmek için ORÜ öğrencilerine kıyasla İngilizce öğrenmeye daha fazla odaklanmış olabilirler. ORÜ öğrencileri ise Kobayashi ve Rinnert’in (2013) öne sürdüğü gibi zihinlerinde L1 ve L2 bilgilerini bir araya getiren tek bir sistem oluşturmuş ve her iki dil için de bu sistemi kullanıyor olabilirler.

3.2. İngilizce Paragraflarda Yer Verilen Bütüncül Organizasyon Yapıları

Bu bölüm 2., 2.1. ve 2.2. araştırma sorularını cevaplamayı amaçlamaktadır.

S. 2. Anadili Türkçe olan, TİB’de farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları bütüncül organizasyon yapıları nelerdir?

S. 2.2. Farklı İngilizce yeterlik seviyesinde öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları bütüncül organizasyon yapılarındaki benzerlikler ve farklılıklar nelerdir?

S. 2.3. Öğrencilerin, İngilizce paragraflarında bütüncül organizasyon yapılarını kullanma tercihlerinin ardında yatan nedenler neler olabilir?

Çalışmada TİB öğrencilerinin İngilizce paragraflarında yer verdikleri bütüncül organizasyon yapıları analiz edildiğinde, TEM öğrencilerinin tümünün paragraflarında konu cümlesi bulundurduğu, tüm konu cümlelerinin başlangıç pozisyonunda konumlandığı, 21 TEM öğrencisinin (%84) sonuç cümlesi yazdığı; ORT öğrencilerinin 21'inin (%84) konu cümlesi yazdığı, bu cümlelerden orta pozisyonda yer alan 1'i hariç tümünün başlangıç pozisyonunda olduğu ve 17'sinin (%68) sonuç cümlesi yazdığı; ORÜ öğrencilerinin ise 19'unun (%76) İngilizce paragraflarında konu cümlesi kaleme aldığı, bunların sadece 7'sinin (%28) başlangıç pozisyonunda olduğu, 8'inin (%32) orta, 4'ünün (%16) son pozisyonda yer aldığı ve bu öğrencilerden sadece 9'unun (%36) sonuç cümlesi yazdığı gözlemlenmiştir. Destekleyici cümlelere tüm İngilizce paragraflarda yer verilmiştir. Ayrıca, GG ve HFÖBS yapıları TİB öğrencilerinin yazdığı İngilizce paragraflarda incelendiğinde, TEM öğrencilerinin yalnızca 1 HFÖBS; ORT öğrencilerinin 3 GG, 3 HFÖBS; ORÜ öğrencilerinin ise 11 GG ve 5 HFÖBS yapısına paragraflarında yer verdiği görülmüştür.

Bütüncül organizasyon yapılarının İngilizce paragraflarda araştırılması sonucu edinilen bulgular, TEM öğrencilerinin en çok sayıda konu cümlesi, en çok sayıda başlangıç pozisyonunda konu cümlesi ve yine en çok sayıda sonuç cümlesi yazan grup olduğunu; buna karşın ORÜ öğrencilerinin ise en az sayıda konu cümlesi, en az sayıda başlangıç pozisyonunda konu cümlesi ve en az sayıda sonuç cümlesi yazan grup olduğunu göstermiştir. Bununla birlikte GG ve HFÖBS yapılarına İngilizce paragraflarında en çok yer veren grup da ORÜ öğrencileri olmuştur. Bulgular, çalışmada, İngilizce paragraf yazımında görülen “giriş cümlesi + destekleyici cümleler + sonuç cümlesi” yapısının daha düşük İngilizce seviyelerindeki öğrenciler tarafından daha fazla korunduğunu, daha yüksek seviyelerdeki öğrencilerin ise İngilizce paragraflarında GG ve HFÖBS gibi Türkçe retorikte daha fazla yer verilen yapıları daha çok yer verdiklerini göstermiştir. Tiryakioğlu et al. (2019), L2 gelişiminin başlarında öğrencilerin dilbilgisi ve sözcükler gibi dil öğeleri üzerinde daha fazla durduğunu, paragraf organizasyonuna daha az önem verdiklerini ifade ederken, bu

çalışmada düşük seviyelerdeki öğrencilerin yüksek seviyelerdeki öğrencilere kıyasla paragraf organizasyonuna daha fazla önem verdikleri görülmüştür.

Bu bağlamda, TEM seviyede ders veren okutmanla yapılan görüşmede, okutman TEM seviyesinde öğrencilere oldukça kontrollü bir yazma eğitimi verildiğini, öğrencilerin de kısıtlı bilgilerinden dolayı öğretilenin dışına çıkamadığını ifade etmiştir. ORT seviyede ders veren okutman da aynı şekilde öğrencilerin daha önce ciddi anlamda bir İngilizce yazma eğitimi almadıklarından dolayı, yazmak için belli kalıplara ihtiyaç duyduklarından ve sınıfta öğrendiklerinin dışına çıkamadıklarından bahsetmiştir. Buna karşın, ORÜ okutmanı, öğrencilerin daha önceki İngilizce bilgilerini metinlerinde göstermek istediklerini, öğretilen kalıplara bağlı kalarak yazmaktan hoşlanmadıklarını belirtmiştir.

Öğrencilerin İngilizce yazma eğitimi geçmişleri incelendiğinde TEM ve ORT öğrencilerinin ORÜ öğrencilerine kıyasla oldukça yetersiz bir eğitim aldıkları görülmektedir. Bu da; TEM ve ORT öğrencilerinin İngilizce paragraf yazma yapılarında TİB eğitiminin etkisinin çok güçlü olduğu, bu nedenle İngilizce retorik yapılara daha fazla bağlı kalarak yazdıkları; TİB öncesi İngilizce bilgisinin artmasıyla birlikte ORÜ öğrencilerinin İngilizce yapının dışına daha fazla çıkma eğilimi gösterdikleri şeklinde yorumlanabilir.

3.3. Türkçe Paragraflarda Yer Verilen Makro-Düzeydeki Retorik Yapılar

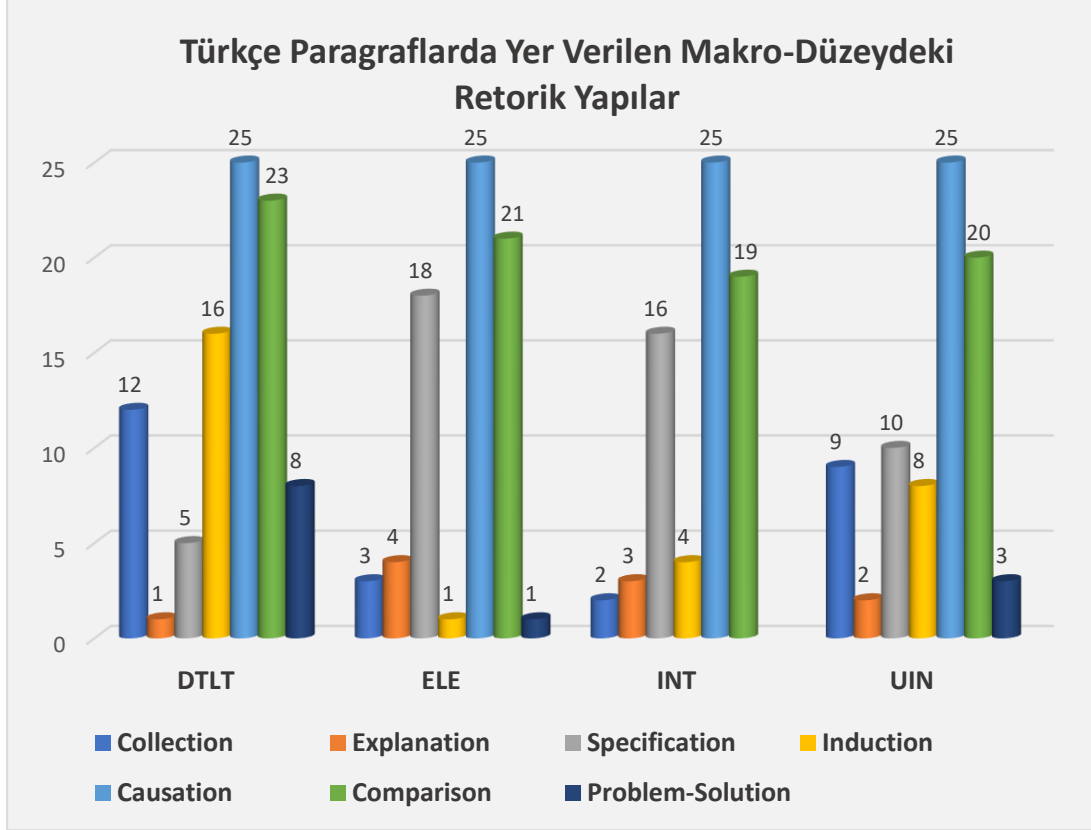
Bu bölüm 3., 3.1. ve 3.2. araştırma sorularını cevaplamayı amaçlamaktadır.

S.3. Anadili Türkçe olan, TİB’de farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin ve Anadili Türkçe olan, TÖB üçüncü sınıf öğrencilerinin Türkçe paragraflarında kullandıkları makro-düzeydeki retorik yapılar nelerdir?

S.3.1. Araştırmaya katılan dört öğrenci grubunun Türkçe paragraflarında kullandıkları makro-düzeydeki retorik yapılar arasındaki benzerlikler ve farklılıklar nelerdir?

S.3.2. Öğrencilerin, Türkçe paragraflarında makro-düzeydeki retorik yapıları kullanma tercihlerinin ardında yatan nedenler neler olabilir?

Grafik 5.5. Türkçe Paragraflarda Yer Verilen Makro-Düzeydeki Retorik Yapılar



Çalışmada, TÖB ve TİB öğrencilerinin Türkçe paragraflarında yer verdikleri makro-düzeydeki retorik yapıların (sıralama [collection], ayrıntılandırma [specification], açıklama [explanation], tüme-varım [induction], neden belirtme [causation], karşılaştırma [comparison], problem çözümü [problem solution]) incelenmesiyle elde edilen bulgular, neden belirtme yapısına Türkçe paragrafların tümünde (%100) yer verildiğini, bu yapıyı takiben karşılaştırma yapısına en fazla yer verildiğini göstermektedir. Açıklayıcı paragrafın konusu öğrencilerin yurt dışına eğitimi tercih etme nedenlerini sorduğu için, tüm öğrenciler neden belirtme yapısı kullanmış, ayrıca çoğu öğrenciler paragrafında Türkiye ve yurt dışında verilen eğitimi karşılaştırma eğilimi göstermiştir. Bununla birlikte, önce konu cümlesinin yazılıp destekleyici

cümlelerle ayrıntıların sunulduğu ayrıntılandırma yapısının kullanım sıklığına bakıldığında, TEM öğrencilerinin bu yapıyı en çok kullanan ($f=18$, %72), TÖB öğrencilerinin ise bu yapıyı en az kullanan ($f=5$, %20) grup olduğu; TİB öğrencileri arasında ise ORÜ öğrencilerinin bu yapıyı en az kullandığı ($f=10$, %40) görülmektedir. TİB ve TÖB öğrencilerinin tüme varım yapısını kullanım sıklığı analiz edildiğinde ise TÖB öğrencilerinin yapıyı en çok kullanan, TİB öğrencileri arasında ise ORÜ öğrencilerinin yapıyı en çok kullanan grup olduğu görülmektedir. Aynı durum, sıralama yapısının kullanım sıklığı için de geçerlidir.

Makro-düzeydeki retorik yapıların Türkçe paragraflardaki kullanım sıklığına ilişkin bulgular, bütüncül organizasyon yapılarına ilişkin bulgulara benzer şekilde, düşük İngilizce yeterlik düzeyindeki öğrencilerin, yüksek yeterlik seviyelerine kıyasla İngilizce paragraf yazım şeklinin daha fazla etkisi altında kaldıklarını, Türkçe paragraflarında fikirlerini organize ederken İngilizce eğitimlerinden edindikleri bilgilere daha fazla dayandıklarını; bununla birlikte yüksek İngilizce seviyelerinde TÖB öğrencilerinin sıklıkla kullandığı yapılardan daha fazla yararlandığını göstermektedir.

Öğrencilere ankette yöneltilen “Türkçe paragraf yazarken zorlandığınız noktalar nelerdir?” sorusuna yanıt olarak, TEM öğrencilerinin yarısından fazlası paragraflarını yapılandırmakta, fikirlerini organize etmekte ve konu bütünlüğü sağlamakta zorlandıklarını ifade ederken, ORT öğrencilerinin %43’ü fikirlerini organize ederken, konu bütünlüğü sağlarken ve giriş-sonuç bölümlerini yazarken, ORÜ öğrencilerinin ise %24’ü fikirlerini organize ederken ve onları birbirine bağlarken zorlandıklarını belirtmiştir. Ayrıca, İngilizce eğitimlerinin Türkçe yazmalarını etkileyip etkilemediği sorusuna, TEM öğrencilerinin %63’ü, ORT öğrencilerinin %42’si ve ORÜ öğrencilerinin %36’sı etkilendiğini ifade ederek yanıtlamıştır. Bununla birlikte, çağrışım tekniğiyle yapılan görüşmede yöneltilen lisede de Türkçe paragrafınızı böyle mi yazdınız sorusuna, TEM ve ORT öğrencileri TİB’deki yazma eğitimlerinin kendilerini etkilediği ve lisede böyle yazmadıkları şeklinde yanıt verirken, ORÜ öğrencisi muhtemelen aynı şekilde yazdım, çünkü lisede de böyle aklıma geldiği gibi serbest yazmayı severdim, yanıtını vermiştir.

TEM ve ORT seviyesindeki öğrenciler için edinilen bulgular daha önceki çalışmalarla benzer şekilde (örn. Akyel and Kamışlı, 1996; Atakent, 1999; Can, 2006; Enginarlar, 1990; İnceçay, 2015) L2 eğitiminin Türkçe kompozisyon yazmayı etkilediğini göstermiştir. Diğer yandan, çalışmada, ORÜ öğrencilerinin L2 eğitiminden daha az etkilendiği ve Türkçe yazarken çeşitli retorik yapılardan yararlandıkları gözlemlenmiştir.

3.4. İngilizce Paragraflarda Yer Verilen Makro-Düzeydeki Retorik Yapılar

Bu bölüm 4., 4.1. ve 4.2. araştırma sorularını cevaplamayı amaçlamaktadır.

S.4. Anadili Türkçe olan, TİB’de farklı İngilizce yeterlik seviyelerinde (temel [elementary], orta [intermediate] ve orta üstü [upper-intermediate]) öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları makro-düzeydeki retorik yapılar nelerdir?

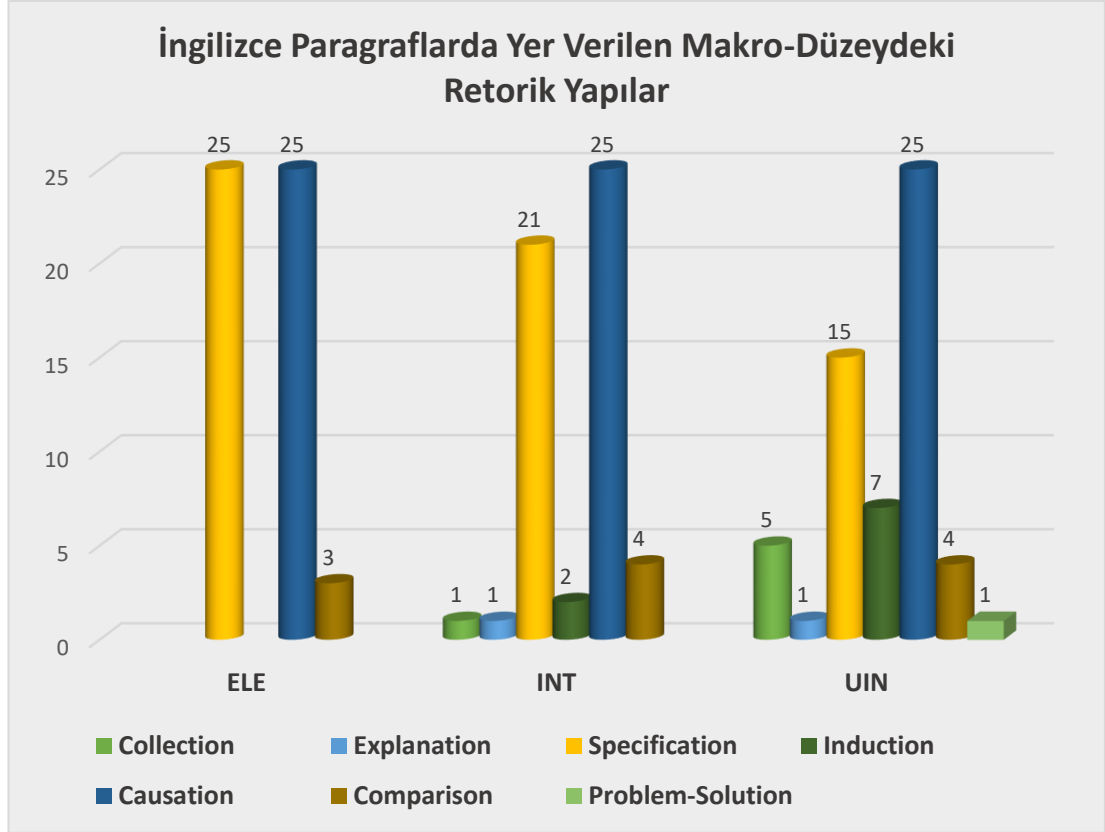
S.4.1. Farklı İngilizce yeterlik seviyesinde öğrenim gören öğrencilerin İngilizce paragraflarında kullandıkları makro-düzeydeki retorik yapılar arasındaki benzerlikler ve farklılıklar nelerdir?

S.4.2. Öğrencilerin, İngilizce paragraflarında makro-düzeydeki retorik yapıları kullanma tercihlerinin ardında yatan nedenler neler olabilir?

Makro-düzeydeki retorik yapıların TİB’de farklı İngilizce yeterlik seviyelerindeki öğrenciler tarafından kullanım sıklığı incelendiğinde, TEM öğrencilerinin %100’ünün neden belirtme ve ayrıntılandırma yapılarını İngilizce paragraflarında kullandıkları, ayrıca 3’ünün karşılaştırma yapısına yer verdiği, bu üç yapının dışında diğer hiçbir yapının TEM öğrencilerinin İngilizce paragraflarında yer almadığı görülmüştür. Ayrıca, ORT öğrencilerinin İngilizce paragraflarının yine tümünde neden belirtme yapısının bulunduğu, 21’inin (%84) ayrıntılandırma yapısına yer verdiği, bununla birlikte 1’inde sıralama, 1’inde açıklama, 2’sinde tüme-varım ve 4’ünde karşılaştırma yapısının yer aldığı belirlenmiştir. Son olarak, ORÜ öğrencilerinin İngilizce paragraflarında ise neden belirtme yapısının paragrafların tümünde, ayrıntılandırma yapısının paragrafların 15’inde (%60), tüme-varım yapısının paragrafların 7’sinde

(%28), sıralama yapısının paragrafların 5'inde bulunduğu (%20), ayrıca 1 açıklama ve problem-çözme, 4 karşılaştırma yapısına yer verildiği gözlemlenmiştir.

Grafik 5.6. İngilizce Paragraflarda Yer Verilen Makro-Düzeydeki Retorik Yapılar



Bulgular, neden belirtme yapısının İngilizce paragraflarda yoğun olarak kullanıldığını göstermektedir. Açıklayıcı paragrafın konusu, insanların üniversiteye gitme nedenlerine yönelik olduğu için öğrencilerin tümü nedenleri açıklamakta ve bu yapı tüm paragraflarda yer almaktadır. Karşılaştırma yapısını farklı İngilizce yeterlik seviyelerinde benzer oranlarda kullanılmıştır. Bununla birlikte, İngilizce paragraf yazma biçimiyle daha fazla özdeşleşen ayrıntılandırma yapısı TEM öğrencilerinin %100'ü tarafından kullanılırken bu oranın ORÜ öğrencilerinde %60'a düştüğü gözlemlenmiştir. Buna karşın, tüme varım yapısı en fazla ORÜ öğrencileri tarafından kullanılırken, ORT öğrencilerinden 2'si tarafından kullanılmış, TEM öğrencilerinin ise hiçbiri tarafından kullanılmamıştır. Bu durum, TEM ve ORT öğrencilerinin yoğunlukla İngilizce retoriğe dayanarak yazdığını gösterirken ORÜ öğrencilerinin bu

yapıdan daha fazla saptığını ve TÖB öğrencilerinin Türkçe paragraflarında da sıklıkla görülen tüme varım ve sıralama yapılarını diğer iki seviyeye göre daha fazla kullandığını göstermektedir.

Öğrencilerin retorik tercihlerinin arkasındaki nedenlere bakıldığında, TEM ve ORT öğrencilerinin kısıtlı kelime bilgileri nedeniyle kendilerini ifade etmekte güçlük yaşadığı görülmektedir. Çağrışım tekniğine dayalı görüşmelerde TEM ve ORT öğrencileri İngilizce yazarken kendilerini ifade etmekte zorlandıklarını, bu nedenle basit formlara bağlı kalarak isteneni yazıp bıraktıklarını belirtmiştir. ORÜ öğrencisi ise güçlük yaşamadığından, İngilizce ve Türkçe yazmanın kendisi için fark etmediğinden, iki dilde de aklına geldiği gibi yazdığından bahsetmiştir. Çalışmanın bu bulgusu, Sasaki ve Hirose (1996)'nin ifade ettiği gibi, ikinci dil öğrenenlerin birinci dildeki yazma biçimlerinden etkilenebilmeleri için belli bir seviyede İngilizce bilmeleri gerektiği görüşünü destekleyebilmektedir.

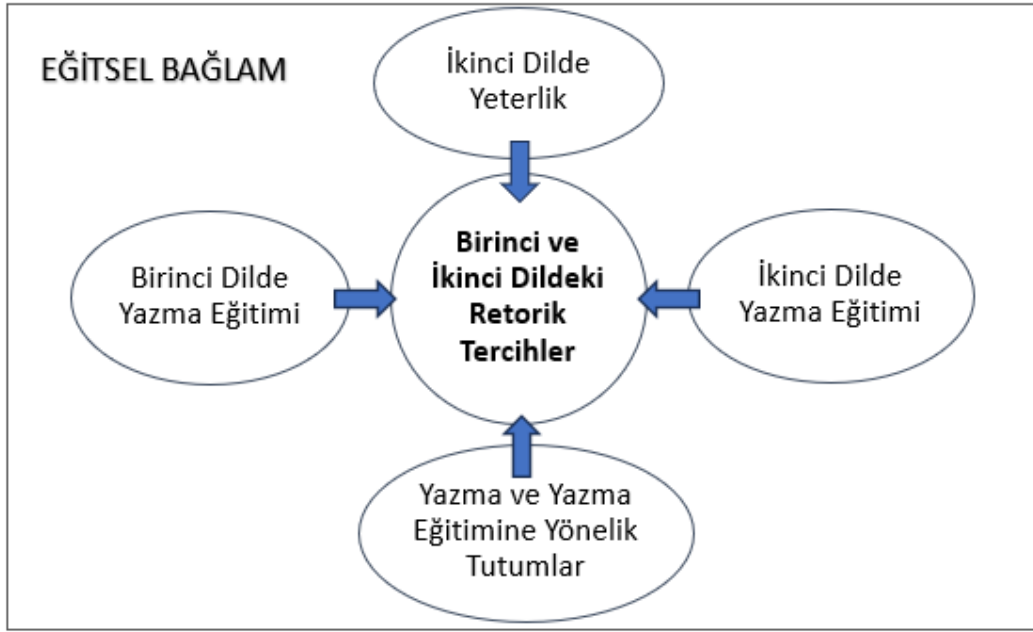
Çalışmada ORÜ öğrencileri, kelime ve dilbilgisi bilgileri daha fazla olduğu için, geçmiş İngilizce bilgilerine dayanarak kısıtlayıcı da buldukları İngilizce yazma biçiminden daha fazla sapabilirken ve Türkçe yazma biçimlerine daha fazla başvurabilirken, TEM ve ORT öğrencileri, kısıtlı İngilizce bilgilerinden ve kontrollü bir biçimde yürütülen yoğun İngilizce eğitimlerinden dolayı ORÜ öğrencilerine kıyasla farklı retorik yapılara daha az başvurabilmektedir.

4. Sonuç

Farklı İngilizce yeterlik seviyelerindeki Türk üniversite öğrencilerinin, Türkçe ve İngilizce açıklayıcı paragraflarında kullandıkları retorik yapıları ortaya koymayı amaçlayan bu çalışma sonucunda, öğrencilerin retorik yapı tercihlerinin İngilizce yeterlik seviyelerine göre farklılık gösterebileceği ortaya konulmuştur. Çalışmada, daha düşük yeterlik seviyesine sahip öğrencilerin Türkçe ve İngilizce paragraflarında İngilizce yazma geleneklerinin etkisi daha fazla görülürken, daha yüksek yeterlik seviyesine sahip öğrencilerin Türkçe ve İngilizce paragraflarında, Türkçede yer verilen retorik yapıların daha fazla kullanımına yönelik bir eğilim olduğu ortaya çıkarılmıştır.

Bununla birlikte, bütüncül organizasyon yapılarının ve makro-düzeydeki retorik yapıların kullanıma ilişkin elde edilen bulgular, ikinci dilde yeterlik seviyesi ile birlikte, eğitsel bağlamın, ikinci dilde yazma eğitiminin, yazmaya ve yazma eğitimine karşı geliştiren tutumların ve birinci dilde yazma eğitiminin, öğrencilerin birinci ve ikinci dillerindeki retorik yapı tercihlerinde etkili olabileceği görülmüştür.

Şekil 5.1. Çalışmada Öğrencilerin Türkçe ve İngilizce Retorik Tercihlerinde Yoğun Etkisi Görülen Nedenler



Bulgular, TEM ve ORT öğrencilerinin daha önceki İngilizce bilgilerinden oldukça kısıtlı olmasından dolayı yıl boyunca daha kontrollü ve yoğun bir İngilizce eğitiminden geçtikleri için İngilizce retorik yapıların daha fazla etkisi altında olabileceğini göstermektedir. Spack'ın (1997, akt. Kobayashi, 2005) belirttiği gibi, öğrencilerin kaleme aldıkları metinler yalnızca kültürel geçmişin değil aynı zamanda eğitsel bağlamın da bir ürünüdür. Bununla birlikte, Wang (2014), İngilizce öğrenmenin ilk aşamalarında öğrencilerin zihinlerinin, öğrenme süreci kolaylaştırmak için 'en az efor' prensibiyle çalışarak ana dildeki yapıları ikinci dildeki yapılarla değiştirebileceğini öne sürmüştür. Ayrıca anketlerden ve görüşmelerden elde edilen bilgiler, TEM ve ORT öğrencilerinin Türkçe yazma eğitimlerinin de yetersiz olduğunu,

İngilizcede öğrendiklerinin bu anlamda onlara yol gösterdiğini, ayrıca lisedeki İngilizce yazma eğitimleri de zayıf olduğu için TİB’de verilen İngilizce eğitimin yoğun etkisi altında olduklarını göstermiştir.

Diğer taraftan, çalışma sonucunda, ORÜ öğrencilerinin daha önceki İngilizce bilgilerinin onların İngilizce yazarken daha özgür hissetmelerine ve Türkçe düşündükleri gibi yazabilmelerine yol açmış olabileceği görünmektedir. Bazı öğrencilerin İngilizce akademik yazma ile ilk kez TİB’de tanıştıklarını ifade etmesinden hareketle, ORÜ öğrencilerinin önceki retorik bilgilerinin, kelime ve dilbilgisi bilgilerine kıyasla az olduğu ve bu nedenle Türkçe düşünce yapılarıyla yazmaya alışkın oldukları düşünülebilir. Manchón (2009), bu anlamda, önceki yazma deneyimlerinin, öğrencilerin yazmaya ilişkin üst-bilgilerini ve yazma becerilerini şekillendirmede etkili olduğunu ifade etmektedir. Bununla birlikte, bu seviyedeki öğrenciler TİB’de verilen eğitimin de kısıtlayıcı olduğunu düşünmektedir. Bunlardan dolayı, ORÜ öğrencileri İngilizce retorik yapılardan daha fazla sapsmış ve çeşitli retorik yapılardan daha fazla yararlanmış olabilirler.

Reichelt vd.’nin (2012) belirttiği gibi, L2 yazma öğretiminin başarılı olması noktasında L2 yazma araştırmaları önemli bir rol oynamaktadır. Bununla birlikte, Connor ve Traversa (2022), karşılaştırmalı çalışmalardan elde edilen bulguların, öğrencilerin retorik tercihlerini ve ardında yatan nedenleri açığa çıkararak onların L2’deki retorik yapı kullanımlarda karşılaşılabilecekleri olası zorlukların belirlenmesine yardımcı olduğunu ifade etmektedir. Bu çerçevede, mevcut çalışmanın bulguları; İngiliz dili öğretimi, Müfredat Tasarımı, Program Geliştirme, İngilizce öğretmenlerinin gelişimi ve Türk dili yazma öğretimi alanlarına katkı sağlayabilecek çıkarımlar sunmaktadır. Kısaca değinmek gerekirse, özellikle TEM ve ORT öğrencilerinin lisede yeterli bir İngilizce yazma eğitimi almadıkları görülmektedir. Bu anlamda, lisede verilen İngilizce eğitimi hem yazma öğretimi hem de bunun pratik edilmesi noktasında güçlendirilmelidir. Araştırmalar (örn. Sasaki, 2007; Rinnert and Kobayashi, 2009) yalnızca öğretimin yeterli olmadığını, daha fazla yazma pratiği sayesinde L2’de daha iyi yazma becerilerine ulaşıldığını ileri sürmektedir. Öğretmenler, farklı anlatım türlerini dikkate alarak L1 ve L2 retorik yapılarının

benzerlik ve farklılıklarına da değinmelidir. Böylelikle öğrenciler L1 ve L2’de kullanılan retorik yapılar ve bunlardan L1 ve L2’de yazarken hangi bağlamlarda faydalanmaları ve hangi bağlamlarda sakınmaları gerektiği bilgisiyle donatılmış olurlar. Bu anlamda pek çok çalışma (örn. Wee & Zwang, 2020), bu tür retorik bilginin/farkındalığın öğrencilerin daha etkili metinler kaleme almalarını desteklediğini göstermektedir. ORÜ öğrencilerinin, önceki yazma alışkanlıklarının L2’de yazmaya etkilerine bakıldığında retorik bilginin İngilizce öğretiminin ilk aşamalarından itibaren verilmesinin öğrencilerin L2 gelişiminin tüm yönleriyle (kelime, dilbilgisi, paragraph yapıları) gerçekleşmesi açısından büyük önem taşıdığı görülmektedir.

Gelecekteki İngilizce öğretmenlerinin, L1-L2 retorik yapıları arasındaki benzerlik ve farklılıklar hakkında bilgi sahibi olmalarını sağlamak için bu konuyu ele alan derslerin İngilizce öğretmenliği programlarına eklenmesi yararlı olacaktır; ayrıca aynı konuda her kademedeki ders veren İngilizce öğretmenlerinin gelişime katkı sağlamak için hizmet-içi eğitimler düzenlenebilir. Bununla birlikte, öğretmenler, retorik farkındalığın öğrencilere aktarılması noktasından uygun materyallerle de desteklenmelidir.

Son olarak, çeşitli veri kaynaklarından elde edilen bulgulardan yararlanarak farklı İngilizce yeterlik seviyesindeki öğrencilerin Türkçe ve İngilizce retorik tercihlerini ve ardında yatan nedenleri kapsamlı bir biçimde ortaya koymayı amaçlayan bu çalışmanın da, her çalışma gibi, bazı sınırlılıkları bulunmaktadır ve çalışma, gelecekteki araştırmalar için bazı öneriler sunabilir. Örneğin, çalışmanın bağlamını İngilizce eğitim veren bir kurum oluşturmaktadır. Bu anlamda, bulgular İngilizce eğitim veren üniversitelerde öğrenim gören öğrencilerin retorik tercihlerini temsil etmektedir. Sonuçların farklı bağlamda geçerliğinin görülmesi açısından Türkçe eğitim veren üniversitelerden toplanan verilerde retorik yapıların karşılaştırılması faydalı olacaktır. Ayrıca çalışma açıklayıcı paragraflarda kullanılan retorik yapıların farklı İngilizce yeterlik seviyelerine göre benzerlik ve farklılıklarını araştırmaktadır. Bu açıdan, gelecekteki araştırmalar farklı anlatım türlerini konu alabilir. Sonuç olarak, çalışmanın bulgularının genişletilmesi noktasında, farklı bağlamlardan, farklı yeterlik

seviyelerinden ya da farklı anlatım türlerinden elde edilen verilerden oluşan derlemleri arařtıran ileriki arařtırmalar, farklı İngilizce yeterlik seviyelerine sahip öğrencilerin Türkçe ve İngilizce retorik tercihlerine etki eden faktörlerin daha fazla aydınlatılmasında yararlı olacaktır.

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