THE EFFECT OF ENGLISH OPINION ESSAY WRITING INSTRUCTION ON
TURKISH ESSAY WRITING: A CASE OF UNIVERSITY PREPARATORY
SCHOOL STUDENTS

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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TURKISH ESSAY WRITING: A CASE OF UNIVERSITY PREPARATORY
SCHOOL STUDENTS

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This study investigates the effects of instructions for English One-Body opinion essay on Turkish essay writing. Data were collected in five steps: (1) Pre-Test in Turkish; (2) Introduction to Essay, and One-Body Opinion essay writing instruction in English; (3) English Essay; (4, 5) Post/Delayed Post-Test in Turkish. The essays were collected from 39 students having started school as beginners and reached pre-intermediate level of English at the time of data collection at the university preparatory school. The essays were scored by two experienced raters using a checklist composed of every crucial step of One-Body Opinion essay writing instruction. Scores were made up of Total scores, Introduction scores, Body part scores, Conclusion scores, and scores of Refutation, Punctuation, Coherence, and Unity of the essays written in each test. These scores were first tested in terms of normality of distribution to decide which statistical test would be used to find if there was a statistically significant difference between scores of different tests. Tests of normality showed only one pair of comparison were appropriate for Paired T-test, while the other comparisons of pairs of tests were done with Wilcoxon signed-ranks test. The results showed that except for the one between the conclusion score of the Pre-Turkish essay and that of Delayed Post-Turkish essay, all the comparisons between Pre-Turkish scores and Post/Delayed Post-Turkish scores provided a significant difference. The results, therefore, means English One-Body Opinion

essay instructions have a significant effect on Turkish essay writing, showing a transfer from L2 English to L1 Turkish.

Keywords: Contrastive Rhetoric, Crosslinguistic Influence, L2 Transfer, Writing, Essay Writing

ÖZ

INGİLİZCE VERİLEN DÜŞÜNCE-FİKİR KOMPOZİSYON YAZMA
EĞİTİMİNİN TÜRKÇE DÜŞÜNCE-FİKİR YAZIMINA ETKİSİ: ÜNİVERSİTE
HAZIRLIK ÖĞRENCİLERİ İLE YAPILAN BİR ARAŞTIRMA

Kaya, Seyithan
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Bu tez, bir gelişme paragrafına sahip olan düşünce-fikir deneme yazımı konusunda verilen İngilizce eğitimin Türkçe deneme yazmaya olan etkisini incelemeyi amaçlamaktadır. Veriler beş aşamada toplanmıştır: katılımcılara (1) Türkçe ön sınav olarak deneme yazdırıldı, (2) denemeye giriş ve sonra da tek gelişme paragrafına sahip olan düşünce-fikir yazım türü öğretildi, (3) Türkçe deneme yazılarının karşılaştırıldığı bir İngilizce deneme yazdırıldı, (4) Türkçe art sınav yapıldı, (5) son olarak da gecikmeli art sınav olarak bir deneme yazdırıldı. Katılımcılar üniversite hazırlık sınıfında başlangıç seviyesinde İngilizce ile başlamış ve veriler toplandığında orta seviyeye gelmiş 39 öğrenciden oluşmaktadır. Veri olarak toplanan deneme yazıları tecrübeli iki öğretim görevlisi tarafından değerlendirilmiştir. Değerlendirmede kullanılan ölçek, İngilizce yazım derslerinde öğretilen tek bir gelişme paragrafı içeren düşünce-fikir denemesinin ders materyali ve sınıfta öğretilen noktaları temel alınarak "var/yok" sorularından oluşmaktadır. Denemelerin notları beş başlık altında incelendi: (1) Toplam Puan, (2) Giriş Paragrafı Puanı, (3) Gelişme Bölümü Puanı, (4) Sonuç Paragrafı Puanı, (5) Karşıt Fikri Çürütme, Noktalama, Tutarlılık ve Bütünlük Puanı. Bu bölümlerin puanları ayrı olarak normal dağılım analizi ile incelendi. Böylece puanlar arasında istatistiksel olarak anlamlı bir fark olup olmadığının incelenmesi için hangi ikili karşılaştırmaların Eşli T-testi, hangilerinin Wilcoxon İşaretli-Sıralı testiyle yapılacağı tespit edildi. Analiz sonuçları, Türkçe ön teste ait sonuç paragrafı puanı ile gecikmeli art sınavın sonuç paragrafı puanı hariç diğer tüm karşılaştırmalarda ön test ve art veya gecikmeli art testler arasında anlamlı bir fark olduğunu göstermiştir.

Bu çalışmanın sonuçları İngilizcede öğretilen tek gelişme paragrafına sahip olan düşünce-fikir deneme yazımı eğitiminin öğrencilerin anadili olarak Türkçede deneme yazımına anlamlı bir etkisi olduğu görülmüştür.

Anahtar Kelimeler: Karşılaştırmalı Retorik, Diller Arası Etkileşim, İkinci Dil Aktarımı, Yazma Becerisi, Deneme Yazımı

To My Parents,
Tarfa and Abdurrahman KAYA

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LIST OF ABBREVIATIONS

TOBB   Türkiye Odalar ve Borsalar Birliği

ETU   Economics and Technology University

EFL   English as a Foreign Language

L1   First Language

L2   Second Language

TOEFL   Test of English as a Foreign Language

ITP   Institutional Testing Program

IBT   Internet-Based Test

RPCU   Refutation, Punctuation, Coherence, and Unity

AF   A-Fundamental (elementary level learners of English at TOBB ETU)

CHAPTER 1

INTRODUCTION

1.0 Presentation

In this chapter, background to the study is stated by focusing on language skills, writing in particular. Following this section, the problem, the purpose and scope, and the significance, and the hypotheses of the study are presented. After that, research questions are stated. Finally, the chapter will end with the limitations of the study.

1.1 Background to the Study

For years a language has been known to consist of four basic skills: reading, listening, speaking, and writing (Brown, 2000: 244; Nunan, 1989). The former two are perceptive skills which require the language learner to "extract the meaning from the discourse" and the latter two are productive skills "where students actually have to produce language themselves" (Harmer, 2007: 265). In the perceptive skills, students are exposed to input by sources of information such as teachers, native speakers, radio/TV shows, billboards and tens of other sources. In the productive skills, students turn the input they are exposed to into output either by speaking or by writing. Below is Figure 1 that shows the relationship between input and output:

Teacher's feedback

Other students' feedback

Other students participate

Student modifies his/her understanding

Student sees how it turns out

INPUT

Audio/video tapes
Native speakers in person
Native speaker media
Reading and pedagogic texts
Teacher

Language Student

OUTPUT

Speech
Writing
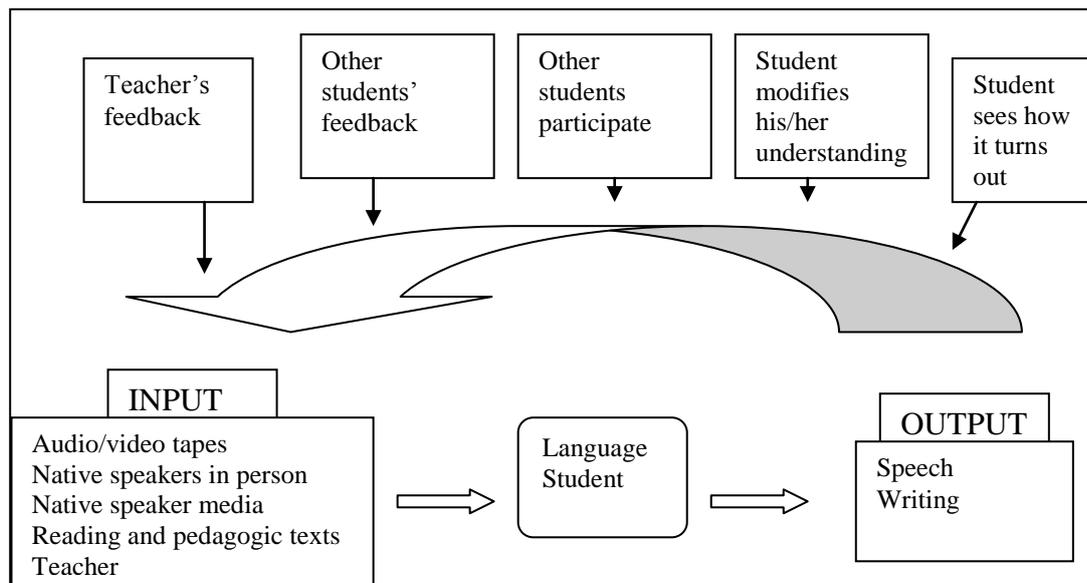
Figure 1.1 The Circle of Input and Output. (Harmer, 2007:266)

As figure 1.1 shows, Harmer (2007) integrates perceptive and productive skills. One person's speaking is a listening activity for another; similarly one's writing activity constitutes reading for another. Therefore, neither perceptive nor productive skills belong to only one language but both types of skills are part of human communication.

Just as it is a productive skill as speaking, writing also is a part of human evolution. Human beings have always tried to find ways to express themselves to others since the beginning of their kind. They have tried to communicate with others at a distance in terms of both place and time. They must have noticed that memory does not last long, and tried to find a way to record their sounds (Rogers, 2005). First, they mimicked animal or nature sounds, then they spoke to each other, and then they composed stories, epics, or songs to transfer their cultural heritage to the following generations. However, this was not enough since in time the transferred knowledge deteriorated and either lost essential portions or was exposed to irrelevant additional ones. Therefore, to keep their cultural heritage well-protected they started to paint cave walls, then to use feathers and ink extracted from plants to write. Even at the very beginning, humans wanted to convey a certain amount of message with

whichever method possible. One of these methods was hand writing, which began with carving, a style used by Sumerians 5000 years ago (Rogers, 2005). This writing type has of course improved and been borrowed by other civilizations (Powell, 2009). Rogers (2005) stated that except Chinese many writing systems involve some sort of borrowing (p. 4). Another method to convey a message is typing with a keyboard and computer software. Yet another, which is surprisingly possible today, is speaking directly into the microphone plugged into a computer that transcribes the spoken text into written text.

Although such tools (pencil and paper, keyboards, speech-to text software) are possible today, the aims of writing still remain the same: to convey a message. As mentioned above, conveying a message is universal, i.e. a human need, no matter what the medium language of communication is. It does not quite matter if the language is Mandarin, Arabic, Tamil or English if one needs to interact. That is exactly why the writing skill does not belong to only English language as opposed to what learners of this language might believe.

Different cultures may have different organizational patterns to express themselves through writing. For instance,

> "The internal structure of English writing system requires a person to write starting at the top left corner of the page, proceeding from left to right, with each row placed under the previous row. … [However] Arabic script is produced from right to left despite being written in rows as English. [Also] Chinese has, traditionally, been written in columns, from top to bottom. " (Rogers, 2005)

Although writing systems may change from culture to culture, paragraph and essay writing as academic skills often have certain formats, especially when academic world is trying to standardize everything to make it comprehensible and reader-friendly through certain sets of rules, e.g. APA and MLA styles for research papers. In language writing classes, learners are taught various patterns of development, such as narrative, cause-effect, advantage-disadvantage, and descriptive paragraphs on the one hand, and argumentative, persuasion, narrative, process analysis essays on the other hand. Despite differences in organization from culture to culture, these patterns

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are standardized by the academic community. However, while writing in one language is being taught in another, there may be interactions to a certain extent. That's why writing skills taught in one language may affect organizational, linguistic, and semantic features of writing in another language (Kaplan, 1966).

Just as the fact that people interact with each other, languages have been in interaction with each other to certain degrees as well. For example, considering that the second language (L2), or the foreign language, and the first language, or the mother tongue, of the speaker interacts with each other, it can be predicted that both first and second languages can affect each other, despite different degrees the effects occur. Thus, in general, second language may affect a learner's mother tongue (L1) (Cook, 2003), and writing skills, paragraph and essay writing in particular, taught in L2 also might affect writing skills in L1. As a result, it becomes clear that it is not always the L1 of the learner that influences the other language. As Weinreich describes *Interference*, the bidirectional relationship between L1 and L2 draws more attention: "those instances of deviation from norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language" (Weinreich, 1953). To describe *Interference* Thomason (2001, 59) states that it appears "over all components of linguistic structure (phonology, morphology, syntax etc.)" Therefore, writing skill, which involves morphological, syntactic, semantic, and lexical components to be taken into consideration, is also open to *interference* from "either" language.

Having been mentioned above, different writing systems that belong to different languages are affected, whether negatively or positively, by L2 that is taught to a language learner. English language, being today's lingua franca (Kachru, 1985; Seidhofer, 2004; Harmer, 2007) in politics, education, and business has been gaining more and more importance as L2 of language learners. For this reason, English writing system and rhetoric are becoming the characteristics to set standards for writing in any language.

1.2 Education at TOBB Economics and Technology University

The present study is conducted with students from English Language Preparatory Program at TOBB Economy and Technology University (henceforth TOBB ETU). This university requires its students to attend classes in three semesters (fall, spring, and summer) except summer school, which requires a good deal of exposure to English in a longer academic year at TOBB ETU.

TOBB ETU offers 30% of the courses with English medium instruction except for the faculty of law, the faculty of fine arts, the departments of Turkish Language and Literature, and History in which all the courses are in Turkish. Furthermore, in order for the students who attend departments that require 30% English courses to start attending their major programs, it is obligatory to get a passing grade from an English Language Proficiency Test. The students who attend departments that do not require English as the medium of instruction, on the other hand, do not have to get a passing grade but still have to attend the English preparatory class for an academic year.

In order to be placed in the classes of their level of English students are to take a proficiency exam prepared at TOBB ETU. This exam consists of *Grammar and Vocabulary*, *Reading Comprehension*, and *Listening Comprehension* sections. In the grammar and vocabulary section, students are expected to demonstrate their ability to analyze the sentence structures and find the best answer in multiple choice questions. In the reading section students are to answer several types of reading comprehension questions and show their ability to understand a text in English. In the listening comprehension section, students are to listen to short dialogues, to long conversations and to lectures and answer multiple choice questions in order to show their ability to understand spoken English.

Provided that students are not successful in the proficiency exams, they are to attend a preparatory program for English language. This program in the A-foundation level

(to be discussed in detail in the Subjects section) consists of 30 hours of instruction per week and three skill-based sub-categories of English teaching program.

The first course, "Main Course", allocated 15 hours a week, adopts *Pearson Longman's Language Leader* as its main textbook and *My Grammar Lab* as the supplementary book. This course focuses mainly on English Grammar, and, though not much, also on reading and listening. Although there are writing sections in every unit of Language Leader, teachers do not cover them as there are Reading & Writing Course teachers who have to cover writing activities separate from the main course.

The second course "Reading & Writing", allocated 10 hours a week, requires students to finish two reading passages and related vocabulary exercises, from the textbook Q-*Skills: Reading and Writing*, and learn how to write different types of paragraphs (in the first semester) or essays (towards the end of the second semester. The materials for the paragraph and essay instruction are prepared by *Materials Development Unit* at TOBB ETU preparatory program (see Appendix A for the *Opinion Paragraph* material); and teachers are expected to strictly follow the steps and instructions/examples in the hand-outs provided by this unit. The reason why teachers have to follow instructions in the hand-out is that in order to graduate from university, students need to pass either *TOEFL IBT* or *ITP* exam. In *TOEFL IBT* writing tasks are mostly taken as models in English language writing classes at TOBB ETU.

After a few weeks in the first semester, students in A-Foundation level start learning writing skills with basic and guided writing tasks such as composing a letter to an editor of a magazine. Though at first they combine several sentences to make a paragraph, they are expected to follow the outlines provided by their instructors who also received them from the *Materials Development Unit*. Moreover, every week instructors are to teach a different writing task depending on the materials. In the midterm exams or in the quizzes that include writing sections, students who write in a different way from what is thought get a lower grade as the preparatory program tries to set standards in the instruction. This is basically because, as mentioned

above, *TOEFL IBT* requires a standardized writing skill. Furthermore, in writing class every week after the instruction of the writing task, students are supposed to write a paragraph or an essay, depending on what has been taught, either in the class or as homework. Teachers of "reading and writing skills classes" then check students' written assignments and write feedback on them to give them back to the students. However, instructors do not require the students to give peer feedback to each other because the curriculum does not include it in the weekly program and because there is no extra time for teachers to take the initiative and ask for peer feedback themselves.

The third course "Listening & Speaking" is allocated 5 hours a week and, like Reading & Writing, is usually offered by a different teacher. In this course, which adopts "*Contemporary Topics Intro, 1 and 2*", the teachers have to cover one unit of vocabulary and listening along with speaking activities each week.

Despite not being an integrated part of these three courses, extracurricular activities also cover a large range of tasks to help students' language development with the help of authentic materials. For instance, students are exposed to authentic linguistic input by movies, videos, readers, vocabulary games, portfolio tasks, conversation classes with the native speakers of English as interns coming from Canada. The activities with interns usually cover Listening & speaking while portfolio tasks include listening, speaking, reading and writing skills. Therefore, if they participate in such activities or submit portfolio assignments, they continue to be open to input especially when the portfolio task requires paragraph or essay writing.

1.3 The Problem

As observed in writing classes, and reported by writing skills instructors at university preparatory schools, students of English as a foreign language demonstrate some organizational problems in their *Essay Writing* courses. While they are writing expository texts, students are not able to organize their thoughts in a coherent structure, give supporting details, or are not even aware of the difference between

minor details and examples. Besides, they are not able to use necessary connectives, transitional words in particular, or if they are able to do so, they cannot use them correctly. In fact, their weakness in English language is the sole reason of their attendance to preparatory school**.** However, it is only natural to predict that even if students learn English at a high level, they may not demonstrate good writing skills while writing paragraphs or essays. Under these circumstances, the question appears: "Even after students learn English at preparatory school, why don't they write coherent and well-organized essays?" If they are not specifically taught writing skills, then students will most probably use their knowledge from their previous education, which is in their mother tongue**.** However, these students may or may not be familiar with the organizational features of expository texts in their mother tongue as well. If so, it is expected that they may fill in the gaps existing in their L1 (first language) with the knowledge from L2 (second language) after they receive writing instructions in English.

One of the problems is that these students may not be able to write essays properly in Turkish (L1). Therefore, the present study seeks to find out whether instruction in L2 has an effect on essay writing in L1. The extent of the effects includes organizational and sequential criteria, such as thesis statement, topic sentence, connectives, essay format etc.

1.4 Purpose and Scope

The purpose of the present study is to build on previous research carried out on the influence of writing instructions in one language on writing performances of students in another language. That is, the present study aims to seek whether instructions for writing in L2 English has any effects on writing skills in Turkish, the mother tongue of students in the case of EFL students. In particular, this study investigates whether instructions for *one-body opinion essay* writing in L2 English has any effects on *opinion essay* writing (especially organizational and sequential) skills in Turkish in the case of EFL post-elementary students of TOBB University of Economics and Technology. If the results of this study show a transfer from L2 to L1 in writing

skills, then it might mean that a comprehensive instruction on paragraph and essay writing in Turkish at high school might enhance students writing skills in English Writing classes, which as a result would mean that less time would be allocated to academic writing skills at English preparatory programs at universities for writing and more time would be allocated for other skills.

1.5 Hypothesis

In this study the following hypothesis is tested:

Ho: There is no significant relationship between L2 (English) instruction on Essay Writing and the organization of the Turkish essays of Turkish students at the Preparatory Program.

1.6 Research Questions

1. Does L2 English One-Body Opinion Essay writing instruction have a significant effect on L1 Turkish essay writing of Elementary/Pre-Intermediate level students?

> 1.1 Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the Introduction Paragraph in L1 Turkish essays?
>
> 1.2 Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the Body Part in L1 Turkish essays?
>
> 1.3 Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the Concluding Paragraph in L1 Turkish essays?
>
> 1.4 Does L2 English One-Body Opinion Essay writing instruction have a significant effect on Refutation, Punctuation, Coherence, and coherence in L1 Turkish essays?
>
> 1.5 If there is an effect of L2 on L1 writing, does it remain in the Turkish essays?

2. How do the participants perceive the effect of English writing instruction on their Turkish essay writing?

1.7 The Significance of the Study

The present work addresses the Cross-Linguistic Influence between English and Turkish in terms of essay writing. In the field of Cross-Linguistic Influence what can be expected to be found is mostly transfer from L1 to L2. To give an example, when a researcher hears the word Cross-Linguistic Influence, he or she tends to think of the influence of mother tongue on the second language. However, in this study it is the other way around; that is "is there a L2>L1 transfer both from English to Turkish?"

At high schools in Turkey, essay writing in Turkish seems to be ignored by students, who stated in the language background questionnaire, "Our teachers taught us letter writing, petition writing, descriptive essay, narrative essay writing. However, the university entrance exam does not include any essay writing questions, so why should we pay attention to our teachers?" Besides, teachers of *Turkish Language and Expression* courses at a high school located in Ankara also shared their opinions as:

> "We have too little time and too much content in composition classes. Therefore, most of us try hard to finish the unit in time and instead ignore writing together with students or asking students to write in classroom environment. Only few of us give writing assignments after finishing the unit."

Such comments shows how significant the present study is because it seeks to find out whether or not there is a change in the students' essays in Turkish after instructions for English essay writing are provided. If there is an organizational change in their Turkish essay writing, then the results will demonstrate that students at high school are to be given a requirement to pay attention to Turkish writing courses and that teachers should be given a chance to help the students practice writing in the classroom and receive feedback so that they can be prepared for writing in English at preparatory schools at university.

Should the curriculum in high school be changed according to the needs of the students, and should the university entrance exam include an open ended question for essay writing in Turkish, then students might be able to learn English essay writing skills much more easily, and thus teachers of English Writing Skill will be able to spend more time on many other rhetorical styles then on how to write a topic sentence, and how to differentiate a detail from an example. Therefore, this study is needed to show if there is such a relationship between English instructions on Turkish essay writing.

Finally, the present study is significant because there are not many studies conducted on the influence of L2 on L1 in terms of composition, and more importantly, in the context of Turkish as the mother tongue. Furthermore, the studies conducted in Turkish context on L2>L1 transfer in writing focused either on paragraph writing or essay writing as a whole unit of discourse. However, the present study focuses both on the overall evaluation of the essays and on the sub-elements (introduction, body, conclusion, and uncategorized items such as unity/coherence/punctuation/refutation) that make up the essay.

1.8 Limitations

The first limitation is the sample group. The students that are tested belong to pre-intermediate level at the preparatory school of TOBB ETU, which causes the results of the study to be generalized to private university students in Turkey.

The second limitation is that only one essay type can be tested due to time restrictions due to the end of the academic year. The participants, along with other students of the same level, learned essay writing in general first, then One-Body Opinion Essay, then Cause-Effect essay pattern during the process of data collection. However, as one essay was taught per week, there was not enough time to collect Pre, English, Post, and Delayed Post Essays for each type. Therefore, only One-Body Opinion Essay was selected as the essay type to be tested.

The final limitation is that the participants of this study had already learned several paragraph styles and therefore were familiar with basic paragraph organization. Their past experience in paragraph writing may have an effect on the sequencing of the ideas in the body paragraph of the essay they wrote during data collection process.

1.9 Key Terms Used in the Study

To reach an insightful understanding of the present study, it is essential to state some key terms that may otherwise be confusing:

L1 Transfer: This term "refers to the influence that the learner's L1 exerts over the acquisition of an L2" (Ellis, 1997). When it causes an error in the second language, it is called "*negative transfer*", and when it facilitates learning, it is called "*positive transfer (facilitation)*." (Ellis, 2008)

L2 Transfer: This term refers to the influence of the learner's L2 usually on his/her L1. Second language transfer is essential to the present study as the effects of English language instruction on first language are taken as the starting point.

Opinion Essay: To be explained in detail Chapter 2, this is a type of essay in which the writer takes a position for or against an idea and supports his/her opinion with two or more major supporting ideas. However, at TOBB ETU it is required that students not state or refute an opposing idea. This is why it is taught separately from Persuasion essay. The Opinion Essay that is used for data collection in this study consists of an introductory paragraph, one body (developmental) paragraph, and one concluding paragraph.

Connectives: "Some words and phrases are used to indicate a specific connection between different parts of a text. Such words and phrases are called connectives." (Salkie, 1995)

Unity: Unity refers to a single topic and the connection of all the major supporting ideas to this topic. In an essay, all ideas should relate to the thesis statement. Besides, the supporting ideas in the body paragraph should relate to the topic sentence of this paragraph.

Coherence: Coherence is related to unity. The only difference is that ideas that are related with the thesis statement and the topic sentence must be stated in a clear and logical way. One way to make an essay coherent is to use cohesive devices. Connectives, especially transition words, which are stated above can be an example to cohesive devices.

This chapter gives background information on the study and the education at TOBB ETU Schools of Foreign Languages (Preparatory School of English). It also presents information about the problem, the purpose, the scope and the significance of the study. It also states the hypothesis, the research questions, and the limitations of the study. Finally it identifies and defines the terminology that might otherwise be confusing. The next chapter will focus on writing, the approaches to teaching of writing, cross-linguistic influence and language transfer, contrastive rhetoric in general and in Turkish context (based on previous studies carried out on the subject of the present study), and teaching writing in English and in Turkish.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Presentation

In this chapter, first, writing as a skill is presented. The methods and theories by which teaching of writing has been influenced are explained. Then Cross-linguistic influence and Language Transfer are discussed. Next, Contrastive Rhetoric in academic writing in general and in Turkish context is presented and discussed. Finally, teaching writing in English and in Turkish languages, and different writing patterns, paragraph and essay and Opinion Essay in particular, are discussed in detail.

2.1. Writing

A literate person was described by Hyland (2002) as someone who "… could encode and decode meanings by manipulating writing tools, and perceive shape and sound correspondences." Harmer (2007), however, notes that this view belongs to the past before it has changed radically a few years ago because now "literacy is seen as significantly more complex, located as it is in social context" (p. 323) Harmer adds that people can be judged as literate depending on their skills to read and write for certain situations and needs.

Nonetheless, not everyone is truly literate as being able to write down what you hear and to read the shapes written down does not mean one has the ability to write a text that conforms to the academic or literary standards, or to the appeal of readers. Harmer exemplifies this as

> "in different domains of life there are different literacies, and it is the exact nature of these which seems to matter. Filling in a form certainly suggests literacy at one level, but if the same person is incapable of putting together an appropriate letter of application, then they are demonstrating a lesser standard of literacy than someone who can not only write a letter of application, but also construct a short story or write a complex report." (2007: 323)

One of four language skills (Brown, 2000:244; Nunan, 1989), writing is a productive skill like speaking, and therefore can be mistaken as similar to speaking by a student. The reason for this confusion is that while reading, the reader receives input through decoding the written message; while listening, the listener receives the message through decoding the verbal message. As for speaking, the speaker constructs a message and transmits it to the listener; and as for writing, the writer produces a message and transmits it to the reader. Thus, at first glance, two former skills are based on receiving a message while the latter two are based on producing the message (Harmer, 2007:265; Brown, 2000). These common features across skills are the reason why some students and even occasionally some teachers may believe that speaking and writing are similar.

However appealing it may look at the first glance, the view that speaking and writing are of the same character is in most part faulty. Atakent (2009), in her MA thesis, points to a number of differences between speaking and writing:

"The first difference between oral and written language is that oral speech is innate but writing is not." In Raimes' (1983) words "speech is universal; everyone acquires a language in the first years of life. Not everyone learns to read and write." To elaborate, humans demonstrate the ability to speak in the early years of childhood depending on the environment or gender, which makes the ability to speak a skill that is developed from birth. Writing, on the other hand, is a skill that is basically learned and as it learned through teaching, it naturally comes later in a speaker's life.

Another difference emphasized between Speaking and Writing is that a speaker cannot completely control the flow of the conversation because what is being constructed in speech heavily depends on what the response of the listener is.

Atakent (1999) supports this notion as "even in unidirectional speeches given to silent audiences, the speaker still does not have total control" over what he/she produces as a listener may interrupt the speech by asking a question. Raimes' (1983) also maintain this opinion as "… listener is right there, nodding or frowning, interrupting or questioning" while "the writer has only one chance to convey information and be interesting and accurate enough to hold the readers' attention." Even in a case in which a formal speech is not interrupted, it would not be a mere speech in nature since it would be a pre-planned and pre-written text.

The third difference to be noted here is that oral text is informal and spontaneous, i.e. dialects may interfere with the performance, or digressions may appear while in writing the appropriate text is formal, organized, "demands standard forms of grammar, syntax, and vocabulary" (Raimes, 1983), and bears no room for digressions. Furthermore, oral speech has a temporal and spatial constraint whereas written text is available across the space and over the time. Raimes (1983) and Kecskes and Papp (2000: 17) also bring it to readers attention that "speaking is unplanned; most writing is planned, takes time; we can go back and change what we have written." In other words, written text may be restrictive in terms of formality, but oral production is restrictive in terms of accessibility.

Another difference between oral and written texts is that in writing in order to convey the message in a meaningful and non-misleading way a writer has to use punctuation ad spelling correctly in regards with the language in which the text is produced. Speakers, on the other hand, need intonation and pronunciation for the same purpose. This is supported by Raimes' (1983) as "speakers use their voices (pitch, stress, and rhythm) and bodies (gestures and facial expressions) to help convey their ideas. Writers have to rely on words…" What this means is that both performances are bound by the same requirement: the need to negotiate the message correctly; yet, they differ in the way this need is realized.

Finally, in speaking simple sentences are used and they are "connected by a lot of *and*'s and *but*'s. Writers [, however,] use more complex sentences, with connecting

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words like *however*, *who*, and *in addition*." (Raimes, 1983) In other words, in order to fulfill the need to be able to compose formal texts, writers need to be aware of connectives and cohesive devices.

All these differences show that unlike what language learners and some teachers believe, being a productive skill is the only common feature that speaking and writing have. Writing, therefore, require a much more different approach to learn than speaking does. Furthermore, anyone who knows how to match sounds and shapes can write, but not everyone can compose. Composing a message by writing has received extra attention in the past. Raimes (1983, as cited in Atakent, 1999: 14) underlines that writing needs to be taught explicitly because it is a means of communication. She also claims that writing helps the learner reinforce grammar and vocabulary and experiment with the language.

Until it was clarified as a skill with its own characteristics to be considered, writing had gone through several steps in teaching and learning environment. Several approaches to teaching writing has been put forward and applied. Following is a history of methods and approaches adopted in teaching of writing.

2.1.1. Teaching of Writing: Approaches

Teaching writing has gone through a number of changes. It is only natural that teaching writing changed over time in the *First Language*. Then these changes influenced those in Second Language writing. Raimes (1983) claims that "there is no one answer to the question of how to teach writing in ESL classes," and illustrates this claim by providing a diagram that shows the process of writing:

Producing a Piece of Writing

SNYTAX
sentence structure,
sentence boundaries,
stylistic choices, *etc.*

CONTENT
relevance, clarity,
originality,
logic, *etc.*

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, *etc.*

THE WRITER'S
PROCESS
getting ideas,
getting started,
writing drafts,
revising

Clear, fluent, and effective communication of ideas

MECHANICS
handwriting,
spelling,
punctuation, *etc.*

AUDIENCE
the reader/s

ORGANIZATION
paragraphs,
topic and support,
cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

PURPOSE
the reason for writing

Figure 2.1. Elements of Writing That Shape Approaches to Teaching Writing

As can be seen in the diagram above, there are nine basic elements that can be emphasized in the process of writing. Regarding this process as the starting point, according to Raimes, teachers stressed different features in the diagram and developed different approaches to the teaching of writing. All of the approaches are shaped by stressing different elements in the diagram. To illustrate, a teacher may focus on Syntax and Grammar while another may focus on Content and Organization. According to the diagram and teacher's choices, Raimes explains six approaches: *the controlled-to-free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax-organization approach, the communicative approach*, and *the process approach*.

Moreover, there are others who discussed different approaches to the teaching of writing. Silva (1990:12) roughly categorized writing under four categories: *controlled composition, current-traditional rhetoric, the process approach*, and *the English for academic purposes (*or *social constructivist approach* as stated in Atakent 1999).

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Among these approaches, there are the ones which overlap and the ones which are (slightly) different. Therefore, in the section below, the approaches that overlap are explained under the same title while the ones that differ from each other are explained separately.

2.1.1.1. Controlled Composition Approach (The Controlled-to-Free Approach)

Controlled composition, which is also referred to as *Guided Composition*, is claimed by Silva (1990) to have its roots in Oral Approach. He also implies that controlled composition governed by "the notions that language is speech (from structural linguistics) and that learning is habit formation (from behaviorist psychology)." Depending on these notions, Silva deduces that writing is to be secondary to speaking, in fact to be "reinforcement for oral habits". Pincas (1962, as cited in Silva, 1990) highlights that

> "the use of language is the manipulation of fixed patterns; that these patterns are learned by imitation; and that not until they have been learned can originality occur in the manipulation of patterns or in the choice of variables within the patterns."

Silva (1990) believes this to be what the majority considered to be true, to be an "opinion that focused primarily on formal accuracy and correctness." In fact, Rivers (1968: 241, as cited in Silva, 1990) defines the controlled composition as "the handmaid of the other skills which must not take precedence as a major skill to be developed." Thus, based on these statements, controlled composition was the approach that was the result of an undervaluing the place of writing and perceiving it as a means for other skills, particularly *Speaking* because of the influence of the *Oral Approach*. Therefore, writing, within controlled composition approach, was given attributes which were directly affected by habit formation, and which required the written text to be linguistically correct as the content was not the primary focus.

Although Raimes (1983) names this approach in a different way, her view on the features of it remains similar. She describes this approach in accordance with her

diagram provided above. In her words "writing is sequential", which means "students are first given sentence exercises, then paragraphs to copy or manipulate grammatically." Such is the case in this approach because students are to form habits and avoid errors. However, focusing only on mechanics, syntax, and grammar does not guarantee originality and fluency. That is the reason why controlled composition approach was partially replaced by a new one:

2.1.1.2. Current-Traditional Rhetoric (The Paragraph-Pattern Approach)

Instead of conforming to what controlled composition approach argued, teaching of writing seek new approaches, and as a result grammatical accuracy was soon replaced by the importance of the organization of ideas and statements. Current-traditional rhetoric filled the gap between free writing and controlled composition (Silva, 1990). Richard Young characterizes the most important paradigm of this approach as:

> "the emphasis on the composed product rather than the composing process; the analysis of the words into discourse into words, sentences, and paragraphs; the classification of discourse into description, narration, exposition, and argument; the strong concern with usage (syntax, spelling, punctuation) and with style (economy, clarity, emphasis)…and so on" (1978, as cited in Silva, 1990)

The more the written text extended, the more the need for organization aroused. To provide organization in the written text, students need to analyze the structure of the model paragraphs and imitate them, to put scrambled sentences together to form well-ordered paragraphs, to identify major ideas and their supporting details, to choose or to write appropriate topic sentences. This approach considers the principle that different composition structures are adopted by different cultures because of the way they form their ideas. Therefore, students of English are to be exposed to English features of writing in an English Language Writing class. (Raimes, 1983)

What Silva (1990) further defines the structure of this approach shares the same front with Young (1978) and Raimes (1983) and provides more. To him, the elements (topic sentence, supporting sentences, connectives, and concluding sentence) of the

paragraph received attention along with other options (exemplification, comparison, contrast, classification and so on) needed for its development. What Silva adds further to what has already been mentioned before is the part related with the structure of a larger stretch of discourse: essay. He brings introduction, body, and conclusion to readers' attention because for such entities there are other "organizational patterns" (narration, description, exposition, argumentation and so on).

Given these models and forms, students are expected to examine the model paragraphs, analyze their structural forms, find the connections between the ideas in these stretches of discourse and finally organize the scrambled sentences provided to them and create an organized paragraph or essay similar in structure to the model they are given at the beginning.

Basically, this approach requires the students to arrange the given sentences into model's structures, as paragraphs or larger entities depending on the requirement of the task. The objective here is to facilitate students' learning and internalizing the features of writing of the target language. Thus, in an English writing class, students are expected to learn how to write in an English way by studying written texts with English features of writing.

2.1.1.3. The Grammar-Syntax-Organization Approach

Raimes (1983) involves this approach in her list since some teachers focus on "grammar, syntax, and organization" in the diagram that can be seen in "*2.1.1. Teaching of Writing: Approaches.*" She reports that some teachers wanted their students "to work simultaneously on more than one feature in the diagram." They stated that writing is not a skill formed by "separate skills to be learned one by one" but is one formed by learning essential skills at the same time. Therefore, what these teachers did was to make up tasks that required students to focus on organization as well as grammar and syntax. According to Raimes, these teachers needed simple words such as *first, second, then, finally* to form a well-organized text. In this

approach, as a result, form and organization skills are emphasized so that students can convey the message with correct forms.

2.1.1.4. The Process Approach

The process approach is claimed to have been introduced to writing teachers as a result of the dissatisfaction caused by controlled composition and the current-traditional approach. Neither of these approaches was thought to foster creativity in thinking and writing (Silva, 1990). Zamel (1983a, as cited in Silva, 1990) describes the composition process as "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning." Connor (1996a:75, as cited in Atakent, 1999) felt the same as Zamel: "when they start writing, they do not know what the outcome is going to be." Unlike current-traditional approach, in which students have to reorganize already given sentences and paragraphs, in the process approach students are given a chance to be creative in their thinking and thus discover their own creative ideas.

Atakent (1999) observes two stages on which this approach was built: the expressivist and the cognitive stages. According to expressionists, an authentic voice in writing should be looked for by students to express their "selves" freely. Atakent (1999) also explains cognitive stage as one that contains "thinking and process" since "through thinking writers first need to identify the problem and plan their paper, and then attempt to solve the problem through their individual writing process." Wilhoit (2009) supports this distinction of stages as he claims that *Expressionism* "help[s] us understand … the importance of establishing and maintaining one's voice in academic writing" and that *Cognitive Theory* "help[s] us see writing as a problem-solving and problem posing activity that can be analyzed and understood."

The need to "express" one's own ideas through "individual writing" brought about the process approach. This approach emphasizes the process by which a student is able to write down ideas and know that it is a product of pre-writing, which is followed by drafting, rewriting, and editing (Harmer, 2007; Tyner, 2004). A student

who is given time to work on her product, will find out more about the ideas in the text, discover different sentences or words, and will be able to revise and edit the first draft after the feedback she receives from her teacher or other students (Raimes, 1983).

Teacher's role in this approach is to help students find ways to generate ideas, topics, to find information and plan the text and the procedure, and to help students find strategies to get used to drafting, editing and revising (Silva, 1990). A teacher, in this approach, According to Raimes (1983) is required to support his/her students in two ways: providing time to students so that they can try out new ideas, and giving feedback on the content of what they have written so that they can edit and revise their work. Johns (1990: 26, as cited in Atakent, 1999) also defines the goal of the teacher to provide students with "a large repertoire of powerful strategies" and help them to "guide their own creative process."

When its features are taken into consideration, the process approach may seem satisfying, yet it has been criticized for putting the writer in the center of writing. However, critics have put forward theoretical and practical drawbacks of this approach as a task written with this approach does not respond to academic needs of a student (Silva, 1990). Therefore, an approach that focused on the reader of the written discourse was proposed:

2.1.1.5. English for Academic Purposes

Although not exactly the same, this approach has several similarities with The Communicative Approach to writing. Both focuses on the questions: "Why am I writing this? Who will read it?" (Raimes, 1983). However, English for Academic Purposes (EAP), also given the sub-category *Social Constructionist View* by Johns (1990), approach to writing will be discussed here as it covers more than the reader but also what to include in writing.

Reid (1984, as cited in Silva, 1990) implies that what process approach lacks, but EAP approach offers is the chance to consider variations of writing due to "differences in individuals, writing tasks, and situations; the development of schemata for academic discourse; language proficiency; level of cognitive development; and insights from the study of rhetoric." Therefore, the latter approach fosters writing in accordance with academic needs of the students. EAP approach requires students to "focus on academic discourse genre and academic writing tasks," and is "aimed at helping to socialize the student into academic context" (Silva, 1990).

Johns (1990) mentions Social Constructionist View as a sub-category to EAP approach. She underlines that "task and language transferal can take place after a student has been presented with common core of academic language and conventions." She also states the argument of another group in this category to show a different view towards EAP:

> "a second group of ESL specialists maintain that understanding of general tasks will not suffice in many in many instances, for each … discourse community has unique characteristics that must be ferreted out." (Johns, 1990: 29)

Thus, even under the title English for Academic Purposes, there are different perspectives mostly because academic discourse is the product of a quite large community.

In short, this approach's focus is on academic needs of the student in the academic context, thus students are expected to gain schemata of academic discourse and perform writing tasks that correspond to conventional academic standards and requirements.

So far, approaches to teaching writing have been discussed. As the present study focuses on the influence of English essay writing instruction on Turkish essay writing, the following section will present Cross-linguistic Influence and Language Transfer in a from-general-to-specific manner.

2.2. Cross-linguistic Influence: Language Transfer

Jarvis and Pavlenko (2008: 1) define *Crosslinguistic Influence* as "the influence of a person's knowledge of one language on that person's knowledge or use of another language." This term has been used interchangeably with *Language Transfer* in the literature (E.g. Odlin, 1989; Jarvis & Pavlenko, 2008). Therefore, henceforth the term transfer will be used. Odlin (1989: 27), after explaining several opposing arguments, suggests a "working definition" that could contain all the possibilities for language transfer: "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired."

Language Transfer has been regarded as one of the most vital topics in Second-Language Acquisition (SLA), linguistics, language teaching (Odlin, 1989). However, whenever this term is mentioned, the first area of transfer given as an example is "foreign accent" that may help recognize the speaker's background (Odlin, 1989: 1).

Otwinowska-Kasztelanic (2011: 5) claims that typologically close languages suffer or benefit more from crosslinguistic influence. She adds that two typologically close languages are to cause positive and negative transfer to take place more than the languages belonging to different groups do.

One area where language transfer appears to be affecting production in the recipient language is the choice of words or as Jarvis and Pavlenko (2008: pp. 88-89) emphasizes: the "*word choice transfer*." This kind of transfer refers to the situation in which one persons knowledge of one language affects the preference for the words that are used in another. Jarvis and Pavlenko underline, however, that only a few studies have been conducted from the perspective that this type of transfer may not in fact be negative. They also add hat most of these studies focused on the transfer from L1 to L2. Nonetheless, if there is a change in the choice of words used one language

because of the interference from another language, then there might be a change in the way thoughts are organized as well.

Jarvis and Pavlenko (2008: pp. 102-103) use the term "*Discursive Transfer*" to explain the transfer that affects the way thoughts are introduced or organized within written discourse. They base their definition on Kaplan's (1966) theory "Contrastive Rhetoric," which hypothesizes that "each language has its own cultural background, and therefore its own rhetorical conventions." An according to Kubota (1998, p. 69 as cited in Jarvis and Pavlenko, 2008, p. 103) this uniqueness of rhetorical conventions in languages negatively interfere with the writing in the recipient language.

2.2.1. The Outcome: The Pattern of Transfer (Negative-Positive)

Transfer can be positive or negative depending on whether it interferes with or helps the understanding or the appropriateness of the knowledge that is transferred to the "recipient language" in the recipient context (Jarvis & Pavlenko, 2008: 25). Friedlander (1990) notes that "writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second language." This shows that transfer may facilitate or negatively interfere with what is produced in the target language. Interestingly, as stated by Jarvis and Pavlenko (2008), only negative transfer has been emphasized for years although negative transfer "may account for a minority portion" of influence.

2.2.1.1. Negative Transfer: Errors

The classification and analysis of errors in the written performance of second or foreign language learners have had a role in language pedagogy since the 1950s (Richards, 1980). Errors can be divided into three categories: (a) developmental errors, (b) intra-lingual errors, (c) interlingual errors. The last one of these categories is defined by Corder (1967) as "the result of interference in the learning of second language from the habits of the first language."

Existing research indicates that mother-tongue interference is one of the major causes of errors made by the learners of second language. Lado (1957) claimed that mother tongue merely "gets in the way" of the second language learning. According to this point of view, first language does not only fill in the gaps where there is lack of knowledge of the second language, but also causes the learner to make *interlingual errors* (Richards, 1974) although the learner has got knowledge about a certain point.

Newmark (1966), on the other hand, claimed that "interference" is the result of the performer "falling back" on knowledge of L1 (i.e. learners' errors in the process of second language learning are not caused by L1, rather they fill in the gaps in the knowledge of L2 on the learners' part.) Krashen (1981), supported Newmark as "those aspects of syntax that tend to be acquired are also those that show first-language-influenced-errors in second language performance; first language influence may thus be an indicator of low acquisition." However, Odlin (1989: 27) opposes to this argument since he thinks that "falling back on the native language" is problematic because some speakers have a "head start … in coming to a new vocabulary." He further criticizes Krashen's approach that transfer is a "mere production strategy" with the counter argument that "listening and reading" are not productive skills.

Matras (2009: 73) exemplifies interference with "*phone substitution,… under-differentiation, ... over-differentiation, … *[and] *hyper-correction.*" He also further explains interference as a phenomenon that can be observed among child bilinguals as well as adult bilinguals. Matras (p. 74) also argues that transfer and interference have been considered to be negative but, they may actually be beneficial when the transfer does not end with "incomprehensibility and a breakdown of communication."

2.2.1.2. Positive Transfer

In a broad sense, positive transfer, also called '*facilitation*', occurs when "the learner's L1 can facilitate L2 acquisition" (Ellis, 1997: 51). Odlin (1989: 26) also had defined it much earlier as "the facilitating influence of cognate vocabulary or any other similarities between native and target languages." The study of Friedlander (1990) on the effects of first language writing on writing in English proves that when writers plan in their native language and write in the target language, English, they perform better than the writers who plan and write in the target language.

Furthermore, Ellis (1997) points to a key issue about transfer when he talks about *Interlanguage Hypothesis*, which means a learner of a language might have a language on its own and different from L1 and L2. He states that learners "work with whatever information is at their disposal; this includes knowledge of their L1. L1 can be viewed as a kind of 'input from inside'" (p. 52). Therefore, in regard of this perspective, L1 can be a natural input source for L2 learning. This also is the answer why speakers of some languages learn some languages, belonging to the same language family as theirs, easier than the other languages, distant in linguistic background. Odlin (1989) illustrates this relation by giving two languages:

> "the study of Latin will make easier the study of French; similarly, … many English-speaking university students see European languages such as French as less difficult than Oriental languages such as Chinese. Since the similarities between English and French seem to be relatively great, French is often considered 'easy'." (p. 1)

Despite being identified indirectly and unintentionally, the amount of closeness or distance between L1 and L2 is suggested by Lado (1957: 2, as cited in Odlin, 1989: 15) to be the cause of the amount of positive transfer that may occur during the learning process of L2. Lado states that those elements that are similar in L1 and L2 are the easiest to learn, which suggests that the closer two languages are, the more positive transfer may occur.

2.2.2. Directionality

Transfer can be observed in different directions between languages. For instance, transfer from L1 to L2, from L2 to L1, from L3 to L1, from L2 to L3, and so on (Javlis and Pavlenko, 2008: 21-22). "*Forward transfer, reverse (backward) transfer,* and *lateral transfer*" are three forms of transfer that have been used in the literature (Javlis & Pavlenko, 2008: 21; Gass & Selinker, 2001: 132)

2.2.2.1. Transfer from L1 to L2

The first and most studied direction in language transfer is the one that focuses on from L1 to L2 transfer. Weinreich (1953) noted that adult learners work on their second language by leaning on their knowledge of mother tongue. Starting with Weinreich, many more focused primarily on transfer from L1 to L2. Gass and Selinker (1992), and Odlin (1989), for example, highlight the features of transfer from L1 to L2 in much detail, while Matras (2009), who focuses on interference mostly, can be given as one of the most recent example in this regard.

Friedlander (1990) studies the effects of planning in L1 and writing in L2, English and finds out those learners who plan in their native language and write in the target language perform better than those who plan and write in English. According to this study, in writing "thinking" in the native, planning the organization and writing in the target language by simply "translating" the ideas help perform better. However, the question that will be answered in detail in the Contrastive Rhetoric section is that "what if the cultural writing conventions of L1 are unacceptable in L2?"

2.2.2.2. Transfer from L2 to L1

Cheung, Matthews and Tsang (2011: 53) underlines that most research has been carried out to investigate the "transfer from an earlier acquired language to the target language (i.e. *forward*)"; however, only little research has been conducted to find out

a "*backward*" or "*reverse*" transfer from the later learned to the previously acquired one.

Gass and Selinker (1992: 11) identify this type of direction as an "interesting one" and note that

> "studies in bidirectionality of language transfer would be illuminating … since we should … gain greater insight into what factors, other than purely structural ones, must be taken into account in an understanding of the phenomenon of language transfer."

This wish has been taken into consideration since the day they stated it, and thus transfer from L2 to L1 has been studied by a number of researchers (e.g. from edited book of Cook, 2003: Laufer; Pavlenko; Jarvis; and Murphy and Pine and many more) in the field.

As an example to the studies investigating L2>L1 transfer, Pavlenko and Jarvis (2002) aim to "refine" the traditional approach to language transfer by focusing on the phenomena that transfer can take place between two languages in a bidirectional manner. They claim that L2 can influence L1 just as L1 is claimed to influence L2. In order to prove it, they analyzed oral narratives produced by 22 Russian L2 users of English who lived in the US for 3-8 years. The evidence from the study shows that there is cross-linguistic influence in both directions i.e. from L1 to L2, and from L2 to L1.

As the present study tries to investigate the transfer from L2 English to L1 Turkish in terms of writing styles differing from culture to culture, and as this phenomenon is studied in the field of Contrastive Rhetoric, the following section will focus on this hypothesis, the arguments and counter arguments, and the studies conducted in the field and in Turkish context.

2.3. Contrastive Rhetoric

Building on his observations about difficulties teachers of English experienced in the classes in the U.S universities, Kaplan (1966) brought about a new area of research called Contrastive Rhetoric, in his article "Cultural Thought Patterns in Inter-Cultural Education". Kaplan's hypothesis has since been a target to be criticized by some researchers (Hinds, 1982; Kabota, 1999; Zamel, 1997) and a framework to be followed by others. Such were the criticism that he revisited his hypothesis to answer the counter arguments (Kaplan, 1987; Kaplan, 1997).

In his article, Kaplan (1966: 11) states that teaching writing to students who come from different backgrounds is different from teaching writing to American students, and adds that this is caused by the differences in rhetoric. He also points out that

> "Logic, 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." (p. 12)

According to Kaplan, then, logic differs from culture to culture, and thus depending on logic rhetoric differs in the same manner as well. This means the cultures which share the same background share the same logic and thus the same rhetoric, and those that are distant, have different thought organization patterns.

The English language, for example, is stated by Kaplan to have "evolved out of Anglo-European cultural pattern" and to be influenced by a "Platonic –Aristotelian sequence". Much interestingly, however, he states "it is not a better or a worse system than any other, but it is different" (p.12). What is interesting here is that some of the criticism made about this hypothesis was that Kaplan implied English rhetoric to be superior (Connor, 1996b as cited in Atakent, 1999), but in fact as Kaplan clearly underlines, it is not better than any other.

Based on his hypothesis, Kaplan (1996: 13) suggests that foreign students who are competent in language, still showed inability to compose appropriate discourse texts such as term papers, these, themes etc. He quotes what the instructors of such

students wrote on their papers: "the material is all here, but it seems somehow out of focus. … lacks organization … lacks cohesion," and he agrees with these comments made by the instructors and bases them on the claim that students papers are out of focus because they are written with a foreign "rhetoric and sequence of thought, which violate the expectations of the native reader".

Kaplan, in fact, highlights an essential phenomenon here, as writing of a foreign language learner is out of focus only in the foreign language but not in the native language of the speaker. This is what has been misunderstood for decades. Kaplan (p.13) does not claim that the rhetoric of other languages should be adapted to the rhetoric of English. In contrast, he implies that when students write in English with English speakers as the target readers, then they should adapt English Rhetoric. To describe the English Rhetoric, he states:

> "The thought patterns which speakers and readers or English appear to expect as an integral part of their communication is a sequence that is dominantly *linear* in its development. An English expository paragraph usually begins with *a topic statement*, and then, by a series of subdivisions of that topic statement, each supported by *example and illustrations* proceeds to develop that central idea and relate that idea to *all the other ideas* in the whole essay, and to employ that idea in its proper relationship with the other ideas to prove something or perhaps to argue something." (pp. 13-14)

For Kaplan, different cultures utilized different rhetoric in writing; therefore he built a framework that shows different thought patterns and thus different sequences of writing after analyzing 600 compositions written by foreign students whose native languages were other than English and who needed to learn English as a foreign language. Figure 2.2 below demonstrates these patterns:
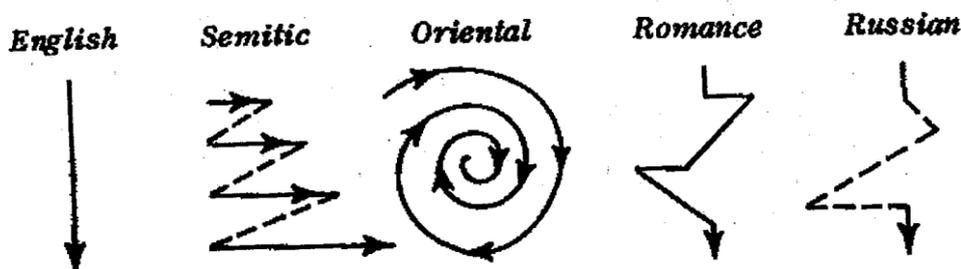
Figure 2.2. Cultural Thought Patterns in Inter-Cultural Education (Kaplan, 1966: 21)

According to this model (Figure 2.2.), English rhetoric is linear and hierarchical, starting with the central idea, continuing with supporting evidence and examples, and ending with conclusion.

Semitic languages, Hebrew and Arabic, are characterized to have a parallel structure, and this structure is claimed by Kaplan (1966:15) to "strike the modern English reader as archaic or awkward, and … would stand in the way of clear communication." In fact, the words such as "archaic" and "awkward" may have been one of the causes why opponents of this hypothesis accused him to consider English rhetoric "superior" (Connor, 1996: 16 as cited in Atakent, 1999).

Another pattern belongs to Chinese and Korean, grouped by Kaplan as *Oriental*. Described in a poetic sense by Kaplan as "turning and turning in a widening gyre," rhetoric in these languages forces the writers to be indirect in their texts. The circles turn around the subject but it is not pointed at directly. "Things are developed in terms of what they are not, rather than in terms of what they are." Kaplan also defines this pattern as a one that seem "awkward and unnecessarily indirect" to the English reader (p. 17).

He also describes Roman languages, French and Spanish, as well as Russian as the ones that allow digressions from the central idea, something which is not allowed in English. Kaplan stresses that English paragraph is "never digressive" i.e. there is nothing in the paragraph which does not belong; every piece of information contributes to the main idea somehow; the paragraph starts with the main idea and flows through supporting ideas to the last sentence. This pattern sound like that of Turkish which is tested in Turkish section in national university entrance exam administered in Turkey. The following example is from an English exam, yet can be used as an example because in the Turkish exam as well questions such as this are asked:

"Find the statement that disrupts the flow of the text:

(I) We traveled to this small and remote Pacific island, expecting decay, deprivation and frustration. **(II)** Instead, we found beauty, determination and inspiration. *(III) In fact, the island is always hit by hurricanes that cause much destruction.* **(IV)** The people there all looked as if they had a special mission, a vision and a destination. **(V)** Hardly anyone was just hanging about doing nothing." (Yabancı Dil testi, 2010)

As can be seen from the sample question, in Turkish too there are paragraphs questions that specifically ask for the ideas that digress from the central point and thus disrupt the flow of the discourse. Therefore, it can be deduced that in Turkish, too, the structure of the ideas does not allow digressions.

Kaplan (1966: 21) suggests that the foreign student can grasp the English logic and from his/her ideas in English pattern by using English rhetoric, and thus concludes that:

> "the contrastive analysis of rhetoric … has the advantage that it may help the foreign student to form standards of judgment consistent with the demands made upon him by the educational system of which he has become a part."

This view is quite beneficial while the following quotation turned into a reason that caused many to oppose to his hypothesis: "the patterns of paragraphs in other languages are not so well established, or perhaps only not so well known to speakers of English." This shows that Kaplan approaches to contrastive rhetoric from only English perspective because a paragraph well-established in English may actually seem one-layered to speakers of other languages such as Arabic or too direct to the speakers of Chinese or Korean.

2.3.1. Contrastive Rhetoric and Academic Writing

Since Kaplan's widely debated article was published, researchers in the field of rhetoric and writing have been studying different cultures and thought patterns reflected in these cultures (Mohan and Lo, 1985; Ostler, 1987; Connor, 1987; Algi, 2012; Connor, 1996a; Enginarlar, 1990; Carson, Carrell, Silberstein, Kroll, & Kuehn, 1990: Oktar, 1991). For almost the same reason, several studies have been conducted to demonstrate if there is an effect of English as L2 on L1 (Atakent, 1999;

Kecskes and Papp, 2000; Laufer, 2003; Pavlenko, 2003; Jarvis, 2003; Murhpy and Pine, 2003). Some showed that Kaplan's framework was acceptable that indeed differences exist, yet some showed that some cultures shared similarities although they are supposed to be different.

One of the widely cited studies, the research conducted by Mohan and Lo (1985) with Chinese texts proved that Chinese composition in fact demonstrated similarities with that of English. They, therefore, suggest that Chinese as L1 should help English writing of Chinese students rather than interfere with the learning of writing, which contradicts with what Kaplan (1966) argued. In their study, Mohan and Lo also reported that the problem was that students English composition process was based on accuracy at the sentence level rather than appropriate developmental discourse patterns. This shows that differences between students Chinese and English texts are not because there is a difference between English and Chinese discourse but because teaching of writing focused on sentence level accuracy.

Eggington (1987), however, indicates somewhat different and somewhat similar results. In his paper, Eggington first provides some examples to Korean composition and paragraph writing. The first paragraph shows that the reader is led away from the topic then brought back to the subject. In another example, it is clear that Korean discourse leads to the "very common use" of "some people say" in order to "protect one's position" when giving "anonymous support" or avoiding being too direct (p.154). All these can be given as the features of "Oriental" discourse suggested by Kaplan (1966). He also adds that a special Korean writing structure which is called *ki-sung-chon-kyul* (***ki***: begin, ***sung***: develop, ***chon***: change, ***kyul***: conclude) may turn into "introduction, body, and conclusion" style of English if the stage "*chon*" (change) is removed. However, he adds, despite the structural similarity, this style will still be different from that of English in term of the content of each stage. However, Eggington (1987: 157) also put forth a very important issue that others highlighted. He says that American students receive "substantial" education on rhetoric while Korean learners lack formal instructions on different writing styles.

Studying in a Japanese and English writing case, Hinds (1982, as cited in Eggington, 1987: 156) also reported that Japanese writing utilized Chinese "*ki-shoo-ten-ketsu*" pattern. *Ki* stage is the start of the argument, *Shoo* stage is the development of the argument, *Ten* stage finishes the argument and changes the direction of the argument and leads it to something remotely related with the topic, and finally *Ketsu* provides a conclusion. Thus, Hinds concludes that different writing styles' existence in Japanese is "evident". It is interesting that Hinds' description of Japanese four-stage style strongly resembles to that of Korean style mentioned above. This resemblance in a way makes Japanese a part of Oriental discourse suggested by Kaplan (1966).

Perhaps as a basis for the differences between Oriental and English discourses, Hinds (1987) has suggested that English discourse gives responsibility of the message to the speaker and/or the writer while Japanese, Korean or ancient Chinese perceive the listener or the reader as the responsible person in communication. In order to show the English rhetoric, he quotes "Tell 'em what you're going to tell 'em, tell 'em, then tell 'em what you told 'em." (p. 144) He also states that the responsibility to form bridges in a discourse belongs to the writer in English whereas the reader should find connections in Japanese (p. 151). Thus, the difference of the person that receives the responsibility during communication also has a role in different writing styles in English and Japanese.

Another study carried out to see the role of rhetoric in the Oriental languages is the one that was conducted by Carson, Carrell, Silberstein, Kroll, and Kuehn (1990). This study involved Japanese and Chinese students who were asked to write an essay both in their native language and in English as L2. The results showed that there is in fact a transfer from L1 to L2 but the pattern of transfer differed in two language groups, i.e. Chinese and Japanese. The interesting thing necessary to be noted here is that it can be seen from the results among Chinese students, the higher the L2 education in writing, the lower the scores in L1 writing; and the higher the education in L1 writing, the lower the scores in L2 writing. Among Japanese students, however, the higher the L1 writing education is, the higher the scores in L2 writing.

To see if there is a relationship between L1 and L2 writing, Friedlander (1990) also studied letter responses written by 28 Chinese-speaking students. For one letter, he asked the students to plan their writing in their mother tongue, while for the other he wanted them to plan and write in English and edit drafts afterwards. During the development of the text plan, students brainstormed and generated ideas, and organized these ideas to form a whole response. Once they finished the preparation, they could start writing the essays. The results that Friedlander reports show that ESL students perform better when they plan their essays in the language that matches the topic, i.e. if the topic is familiar to ESL students in their mother tongue, Chinese, then they write better essays if they plan in Chinese. However, if they are to plan in the second language, then they are limited to make use of material in the essays (pp. 117-118). This study is significant in that it becomes clear that not only discourse but also content is directly affected by the use of L1 in a writing task in L2.

Similar to studies conducted in Korean, Japanese and Chinese rhetoric, the study carried out by Ostler (1987) seek to find out if there is a difference between Arabic and English expository writing, and why English essays written by Arabic speaking students sound so "foreign" although these students have "mastered" most of the grammar in English (p. 169). She found out that Arabic-speaking students' essays included 28% T-units that were written with coordinate clauses while the essays retrieved from English paragraphs, from different books in a library, included 11%. Moreover, the first group of essays shows 20% of a coordinate clause modified by a dependent clause while the second group involved none.

In order to describe argumentative writing patterns written by students from England, Finland, Germany, and the United States, Connor (1987) analyzed ten argumentative compositions from each of the countries mentioned above. The results of her study indicate that the "*situation + problem + solution + evaluation*" structure, which is the expected form, "was not used as consistently in the Finnish and German student compositions as it was in the English and U.S. compositions" (p.65). Another study focusing on Finnish was conducted by Mauranen (1993). She found out that Finnish and American writer in the academic field demonstrated cultural differences in "the

structuring of the text and in the use of reflexive text". The Finnish writers did not explain directly to the reader and thus did not use reflexive expressions. Therefore, they preferred to give a great amount of background information to the reader to help him/her prepare for the main part. This, Mauranen (p. 13) concludes is "a way of providing advance orientation, which Anglo-Americans" establish with reflexive expressions.

Although there are such studies that show cultural differences and their effects in writing, there are some who argue that Kaplan's Contrastive Rhetoric Hypothesis focuses heavily on the product. The opponents of this hypothesis are identified as process-oriented writing proponents by Leki (1991). According to these opponents Kaplan's approach lack the process of writing in which the ideas are organized. Leki reports

> "as a result of this research orientation toward the product, when the findings of contrastive rhetoric have been applied to L2 writing, they have, almost by definition, been prescriptive: In English we write like this; those who would write well in English must look at this pattern and imitate it." (p. 123)

Leki also share her opinion, which sound somewhat pitiful, "… unfortunately, perhaps because of the simplicity of the diagrams," which were formed by Kaplan (1966), "the findings of early contrastive rhetoric were wholeheartedly embraced in many ESL classes" which led teachers and students to think that English think in a linear fashion while "Asians think in circles and others in zigzags." (pp. 123-124) However, Leki criticizes the opponents as well because she underlines that if there is no effect of Contrastive Rhetoric in students writing, then the opponents of this hypothesis agree with Mohan and Lo (1985) that differences in writings of students from different cultural backgrounds originates from lack of instruction in teaching of writing. Another argument, made by "anticontrastive" rhetoric position, Leki tries to refute is that "L1 writing strategies are not transferred to L2 writing" (p. 124). She gives several studies as proof that L1 transfer to L2 in writing does happen. For example, Jones and Tetroe (1987, as cited in Leki 1991) report that in a case of Spanish-speaking writers, who wrote English and Spanish texts, it became clear that

even with writers who had high competency in L2 transferred strategies from Spanish to English.

All the studies discussed above have tried to find out the role of contrastive rhetoric and the influence of L1 on L2 writing in one way or another. However, there are some who wanted to see the rhetorical effect of L2 on L1, as well. One of the most interesting ones is the candidate degree dissertation conducted as a longitudinal experiment by Papp (1991: pp. 15-36, as cited and revisited in Kesckes and Papp, 2000). The participants of this study are Hungarian speakers of English, French, or Russian in different types of secondary schools. In her study, Papp aimed to find out if foreign language has any effects on mother tongue in a "decisive period (age 14-16)". Before reporting the results, she emphasizes that in Hungary there was no instruction given on composition writing "whatsoever" at the time of the experiment. There are several principal findings in her study:

First of all, "intensive and successful" (p. 29) instruction in foreign language fosters L1 development. One way in which the development takes place is the facilitation of creativity in mother tongue as a result of intensive teaching in a foreign language in immersion classes while the students who attended classes where Hungarian was the medium of instruction and the regular education was provided the students performance deteriorated through time; and the other way in which development takes place is the internalization of the communicative competence and the taught linguistic patterns to the mother tongue processes. In the control group, however, the opposite process was observed and the ability to write creatively weakened as the instruction in L1 was not enough. Another point Papp highlights is that the written text of the control group "became similar to their speech" as it became "more casual and spontaneous" in a dialog format. She also reports is that "written planning in L1 becomes sophisticated and develops more intensively under the influence of foreign language learning": more sophisticated structures like better-constructed subordinate clauses, more complex and frequently-used and embedded sentences were preferred by the students who got instructions in the foreign language while the control class students did not show such changes in their texts (p. 30).

Other studies that investigated the role of rhetorical transfer from second language to mother tongue were carried out by Eggington (1998), Oi and Sato (1990) and Kubota (1992). The overall outcomes of these studies show that discourse strategies such as linear pattern of L2 English, argumentative pattern in English were preferred while writing in mother tongue (as cited in Atakent, 1990: 40).

In conclusion, these studies are significant in the field in that not only do they show that there are differences in different languages in terms of writing, but also they give concrete evidence that it is not always the first language that changes writing performance in the second language, but there is also a change that takes place in mother tongue as a result of instruction in L2 writing.

2.3.2. Contrastive Rhetoric in Turkish Context

In their book, Turkish Language and Composition, Yaman and Köstekçi (1998, as cited in Atakent, 1999) state that instructions for grammar and effective language use are given much more importance than organizational skills instructions in Turkish composition classes, yet in these classes many model essay written by professional writers are use used to provide students with sample texts to imitate (Atakent, 1999: 26). Yaman and Köstekçi also suggest that Turkish rhetoric books offer information that shows similar characteristics for Turkish and English rhetoric (cited in Atakent, p. 28). According to these rhetoric books, Turkish composition should start with the main idea at the beginning of a paragraph and continue with supporting ideas that are directly related to the central idea (cited in Atakent, pp. 28-29). This shows that Turkish and English are similar in that rhetoric in both languages is deductive. Another point Atakent reports is that Turkish, just as English, requires the writers to start a new paragraph when a new idea is introduced. Atakent (1999: 29) also reports what Korkmaz et. al. (1995: 186) identify as the Turkish essay:

> "all sentences in a paragraph and all paragraphs in an essay should be interlinked, that each paragraph starts with a topic sentence, and that new paragraphs are made when the topic changes. These reveal that rhetoric books

in Turkish and English languages make similar suggestions on how to writing should be."

Regarding this similarity, then it becomes possible to expect Turkish students to transfer their L1 knowledge to L2 and vice versa. Besides, it is possible to observe more positive transfer than negative since there is not much interference because of the small number of rhetoric differences (for further information on transfer see Transfer heading of the chapter).

Also considering the similarities between rhetoric of both languages, Atakent (1999: 29) stresses that despite such similarities Turkish-speaking students of English still encounter problems using this common rhetoric in their essays in English. Therefore, she hypothesizes that the fact that Turkish-students don't display these characteristics can be because writing is not thoroughly taught to student in Turkish classes (p.29). If this is indeed the case, then what is to expect from studies in the literature is that Turkish students should encounter problems in organization skills while writing in both languages, and that these students should in time be influenced by intensive writing instructions in English and thus transfer the learned organizational skills to Turkish essay writing.

There are only a few studies that have been carried out to investigate the influence of the teaching of second language writing, on Turkish writing. Below the studies conducted with this relationship in mind are reported:

One of the most important studies regarding this relationship is Aylin Atakent's (1999) M.A. thesis "*The effects of teaching L2 rhetorical organization on Turkish freshman students' L1 expository writing*." In order to find out if teaching of rhetoric in English had any effect on English and Turkish essays, Atakent collected and analyzed 4 essays, two in English and two in Turkish, from each of 45 Turkish-speaking university students attending three different classes. She discovered that there is a significant "link between awareness of a certain rhetorical style and its usage in student essays," which proves that explicit rhetoric instructions have a positive effect in English essays written by Turkish students. She also reports that the

knowledge of L2 rhetorical organization was transferred by students to Turkish essays, which shows that L1 is directly influenced by L2, English, teaching (p. 56).

To give another example from Turkish context, Enginarlar (1990) studied "contrastive analysis of writing in Turkish and English" in his doctoral dissertation. He collected over 300 (*problem-solution*) essays from 231 Turkish high school students of high schools in Ankara. He states that the reason he chose two schools was to have a school with Turkish medium instruction and one with English. According to the results obtained from his study, first, variability of English proficiency was higher than that of Turkish. Second, a positive relationship has appeared between L1 and L2 writing abilities of students. Enginarlar reports that to be a good writer in L2, English, one needs to be a good writer in L2, Turkish (p. 161). Furthermore, he adds "knowledge and skills in L1 writing are applied to rather than interfere with writing in another language," which he explains to show that skillful L1 writers have a possibility to be "successful L2 writers" (p. 162). Finally, and most importantly, Enginarlar maintains that this relationship being the case, then a writer who practices writing in both languages is "likely to improve as a writer" in both languages (p. 163). Therefore, according what Enginarlars' study shows, instructions on writing in will probably improve students' writing skills no matter what the language is. However, the important issue here is the amount of distance these two languages have in rhetorical background. If two languages have similar rhetoric in writing, then instructions are to facilitate learning in both languages, yet if languages have different rhetorical conventions, then problems with interference are likely to occur.

A master's thesis by Can (2006) zoomed in on argumentative essays of university students in order to investigate "organizational patterns and metadiscoursal markers in the essays." To collect data, essays written in Turkish by Turkish monolinguals, Turkish and English essays written by Turkish bilinguals, and English essays written by monolingual American students were used (p. 21). According to the results obtained in his study, monolingual Turkish essays and bilingual Turkish and English essays showed significant difference in terms of titles, paragraph organization,

introduction, thesis, and conclusion. Monolingual American students seemed to use more first person singular markers, logical connectives and frame markers other than the other groups of students. Another interesting issue that is raised is that there were more significant similarities than differences between English essays and Turkish essays written by bilingual Turkish students. Can also reports that interviews with bilingual students supported this as they reported to take similar steps while writing in both languages (pp. 91-92). To conclude, the results of Can's stud show that "bilingual Turkish students' awareness of essay writing in English influenced their writing in Turkish."

Another master's thesis focusing on essays written by monolingual Turkish, bilingual Turkish, and American monolingual students was conducted by Erduyan (2004). She investigated if there is a difference between topical structure in students' essays written in Turkish and English. After analyzing topical structure of essays, she found out that essays written in Turkish were significantly different from those written in English. On the other hand, she noticed that in terms of topical structure, no significant difference was spotted between English essays written by Turkish bilinguals and those written by American monolinguals. However, Erduyan also reports that while "sequential progression" was followed in the topical structure of Turkish essays, English essays had "a more balanced distribution." These results, overall, indicate that topical organization differs in Turkish and English essays while Turkish-speaking learners of English produce more similar essays to those written by American speakers (p.69-70). Therefore, it is safe to say topical structure may differ in Turkish and English but intensive education in English may cause Turkish users of English to write English essays similar to the English topical structure, which is evidence for the influence of L2 writing instruction.

Furthermore, Oktar (1991) conducted a study for her doctoral dissertation in order to investigate if different rhetorical patterns were indeed an existing phenomenon between languages. In order to test if there is an interference of some kind from Turkish to English due to different rhetorical patterns, she collected and analyzed Turkish and English expository paragraphs written by Turkish-speaking university

level students. The outcomes of her research show that although "a serious rhetorical interference" from L1 to L2 was not observable, minor differences in preferences of structures such as coordination and subordination were existent. To elaborate, "English-major and non-English major subjects tended to emphasize coordination in the logical organization of the Turkish paragraphs" whereas "the English-major group … used more subordination than coordination in their English paragraphs." This, as a result, reveals that Turkish speakers who are not exposed to much English instruction prefer the usage of coordination in Turkish essays. To conclude, at the sentential level, Turkish has a different rhetoric from English.

The final study that can be given as an example to contrastive analysis in the Turkish context belongs to Uysal (2012). In her study, Uysal investigates the argument preferences of students from the same cultural background across their first and second languages "within a cultural-educational framework". After collecting and analyzing argumentative essays written both in Turkish (L1) and English (L2), Uysal found out that in both Turkish and English essays students tended to emphasize the "clarity of main ideas," and she also reported that during the interviews with students, she was told that both English and Turkish teachers valued "clarity and explicitness in their writing". The results of the analysis of the essays also revealed that students used plenty of evidence and examples both in Turkish and English essays (p. 142). Uysal stresses that this intensive use of evidence and examples was e result of writing education as well as other factors. Another interesting finding is that students who received English writing education used refutation strategy against the counter-argument. However, those who received Turkish education in writing also used refutation despite the lack of proper instruction. Uysal, therefore, comes to conclusion that either Turkish included such a characteristic or the second group of the student received such education although it might not have been very explicit. One very interesting conclusion that Uysal observes is that:

> "Turkish participants' preferences were more similar to Asian and Arabic traditions than Western and Anglo-American argumentation because use of *adorned language, questions, citations and* anecdotes as evidence...." (p. 147)

To conclude, all these studies in Turkish and English show that these two languages have more similarities than differences in writing in terms of rhetorical conventions. However, the more detailed the analyzed element of the written text is, the more different one language turns out to be from the other. In the present study, therefore, the researcher's aim is to discover first if there is some sort of transfer from L2, English, writing instruction to L1, Turkish, and if so, to what extent do these two languages differ in terms of opinion essay organization and strategies.

2.4. Teaching Writing: Organization and Patterns of Development

Teaching writing has many sub-elements that need to be considered before, during, and after writing process. Organization of the text, i.e. the connectives used for coherence and unity, and the patterns of writing for paragraphs and essays such as description, narration, and argumentation and so on are crucial in teaching writing. In the following sections these properties of writing are presented in detail.

2.4.1. Text Organization

Being language learners or not, students, as all the writers, are expected to compose a text having three basic characteristics: *unity, coherence*, and *cohesion*. For a text to focus on one topic only, to have arranged ideas, and to establish semantic relations between those ideas, these three elements are fundamental.

No matter how close to one another, each of these characteristics has its own place in the text and thus needs to be stated separately. Coherence, for instance, "is generally distinguished from cohesion as existing beyond surface-level patterns (like referential pronouns of demonstratives) to larger structural patterns." (Tardy and Swales, 2008: 572). Moreover, Bayraktar (2011) maintains that "cohesion helps create coherence," which is not erroneous since elements of cohesion such as connectives, demonstratives, and other semantic relations share a role in the construction of coherence. For a better understanding of the differences between unit, coherence, and cohesion, each one is explained in detail below.

2.4.1.1. Unity

A sentence, as a part of discourse, conveys a single and complete thought. Just as a sentence, except that is a sentence is shorter, a paragraph conveys one complete main idea with supporting details, and examples; and an essay, composed of three or more paragraphs, expresses one complete message with each development/body paragraphs, each supporting the thesis with one idea.

The unity in a paragraph is the first thing to consider in a discourse text, since it is the smallest "unit" in a text that needs to be unified. Bander (1983: 2) explains unity in an English paragraph as

> "in composing a paragraph, a writer discusses only one topic or one aspect of a topic. This characteristic of a paragraph is known as unity, or singleness of purpose. Because an English paragraph concentrates on a single idea, all the facts, examples, and reasons used to develop that idea must be relevant. A writer who introduces material that is not directly related to a paragraph's topic runs the risk of losing a reader."

Regarding these characteristics, it can be elaborated that unity starts with the topic sentence usually written at the beginning of the paragraph and continues with supporting ideas that expand o the topic (Bander, 1983) and ends with a concluding sentence summing up the topic. Below is an example of a paragraph that does not have unity (Bander, 1983: 3):

> Pearls are gathered by men known as pearl divers. Actually, these men do not dive. They are lowered by a rope to the bottom of the sea. ***Many tourists to Japan enjoy shopping for cultured pearls***. Pearl gatherers work in pairs, with one remaining at the surface to help the other return from his dive. An experienced pear diver can stay down about a minute and a half and can often make as many as thirty dives in one day.

The example paragraph above starts with a topic sentence that helps the reader anticipate what the rest of the paragraph is about: pearl divers. However, The fourth sentence interrupts the flow of relevant supporting ideas as this sentence is about

Japanese tourists who enjoy shopping of pearls, which is not related with the topic sentence.

2.4.1.2. Coherence

Coherence is textual characteristic which can be achieved by establishing an order in a text based on "cultural thought patterns" in writing (Kaplan, 1966:15). An English paragraph is said to be coherent when "its ideas are clearly related to each other in an orderly sequence. Each sentence in such a paragraph should naturally grow out of each previous sentence in developing the central idea." (Bander, 1983: 6). A piece of discourse is cannot be completely comprehended only by interpreting the sentence level structures. A reader must pay attention to the ways each of these structures are related to one another (Kehler, 2002: 2)

Coherence can be established in a paragraph or essay by applying certain ways: for one, a writer can state the ideas in the order of importance, from least to most or from most to least important. The second way is to use the chronological order; from the first events to the last. Moreover, a text can be coherent by writing ideas from general to specific. One more way to ensure coherence in a text is to use cohesive devices such as first, second, next, furthermore etc (Bander, 1983: 6-7). Bander also provides several exercises to show paragraphs that are not coherent. Below is an example of a process paragraph which is not coherent:

> "Begin by breaking the eggs into a bowl, adding small amounts of salt, pepper, and milk. When the butter in the frying pan is melted, pour in the egg batter. ***To make a small omelet you need three eggs, a slice of cheese, salt, pepper, butter, milk, a frying pan, a bowl, and a spatula***. Then heat the frying pan over a medium of fire, melting a small amount of butter in it. After the eggs are partially cooked, place a slice of cheese on them and fold one half of the omelet over the other half. Remove from the frying pan and serve" (p.8).

The paragraph above is not coherent since the topic sentence (highlighted) is in the middle of the paragraph causing not to anticipate what the paragraph will be about and interrupting the flow of steps in the process.

2.4.1.3. Cohesion

In their widely cited book, *Cohesion in English*, in which they set a framework for cohesion, Halliday and Hasan (1976: 4) state that "cohesion occurs where the interpretation of some element in the discourse is dependent on that of another." This means that the parts that make up the text are strongly connected with one another to construct a meaningful text. Furthermore, cohesion is not necessarily related to sentence structure, but to a piece of discourse beyond structure. Halliday and Hasan describe this feature as

> "there are certain specifically text-forming relations which cannot be accounted for in terms of constituent structure; they are properties of the text as such, and not of any structural unit such as a clause or sentence. Our use of the term cohesion refers specifically to these non-structural text-forming relations" (p. 7).

In Halliday and Hasan's framework of cohesion, five types of relationships that create cohesion are identified: (1) *reference*, (2) *substitution*, (3) *ellipsis,* (4) *conjunction*, (5) *lexical cohesion*. Since only the fourth type is directly related with the present study, conjunction types, which are also referred to as *connectives* in the literature, will be discussed in the following heading.

2.4.1.3.1. Connectives (Conjunctions)

Connectives are identified by Salkie (1995) as "words or phrases [that] are used to indicate a specific connection between different parts of a text." Connectives are used in speaking and writing directly, and in listening and reading indirectly. Learners are exposed to connectives by hearing or reading and produce the connectives they learn while speaking or writing. However, connectives are essential to writing as they connect clauses, sentences and paragraphs into a single theme, thus make a clear "line of thought" (Zamel, 1983b; Broadhead & Berlin, 1981, p.306). The relationships between the ideas can be set through connectives with the correct use of the necessary connective in each context.

Logical relations exist between any pair of ideas in a meaningful context; thus, what one needs to do is to use a connective in order to express these relations in a way that suits the context (Goldman & Murray, 1992). Without a connector there may still be a meaningful set of sentences following one another. However, in a context where the writer or even a speaker fails to make proper use of the connective necessary for a smooth transition, the meaning of both ideas may become ambiguous (Mclure & Steffensen, 1985).

Many studies carried out on the acquisition of connectives in writing in English as the first language or as a second language (Goldman & Murray, 1992; Kanno, 1989; Zarnovski, 1983) discuss connectives which Halliday and Hasan (1976) has suggested as "additive, causal, adversative, and temporal," the meaning relations signaled by a number of connectives (Celce-Murcia & Larsen-Freeman, 1983). Semantically, such connectives can be categorized as either coordinator (e.g. *and*) or subordinator (e.g. *because*) depending on the grammatical use of them. More importantly, although they can be divided into more groups connectors can be classified into four main groups as "*additive, adversative, causal,* and *temporal.*" (Halliday and Hasan, 1976)

Since it is one of the foci of this study, these categories of connectives in English will be described in the below list adapted from Celce-Murcia & Larsen-Freeman's (1983) book which bases the connectives on Halliday and Hasan's (1976) framework of cohesive devices:

Table 2.1 List of Categories of Connectives Suggested by Halliday and Hasan (1976) and Discussed in Celce-Murcia & Larsen-Freeman (1983)

Additive:

1. Addition

    a. Simple:

additionally	*also*
moreover	*not to mention THIS*[1]
in addition (TO THIS)	*furthermore*

---

[1] THIS as a symbol is used by Halliday and Hasan (1976) as a an item that follows the connective.

further	*and*

b. Emphatic:

besides (THIS)	*also*
what's more	*as well*

c. Intensifying

in fact	*actually*
as a matter of fact	*indeed*

d. Alternative

or	*nor (negative)*
alternatively	*on the other hand*

2. Exemplification

a. To exemplify a representative member:

such as	*for example*
like	*for instance*

b. To exemplify the most important member:

especially	*in particular*
particularly	*notably*

c. To introduce an ordinary group member:

including

d. To introduce a specific example which comes in a separate sentence from

the preceding general statement:

for one thing	*to give an example*
as an illustration	*to illustrate*

3. Reference

To introduce a topic:

speaking about THIS	*as for THIS*
considering THIS	*concerning THIS*

4. Similarity

similarly	*in a like manner*
likewise	*by the same token*
in the same way	*equally*

5. Identification

To identify a constituent for which the reader/listener has already been

prepared:

that is (to say)	*specifically*
namely	

6. Clarification

To clarify or rephrase a preceding item:

that is (to say)   *in other words*
I mean   *(to) put (it) another way*

Adversative:

1. Conflict/Contrast (Two ideas incompatible or in contrast)

but   *while*
however   *whereas*
in contrast   *conversely*
by the way of contrast   *on the other hand*
yet   *though*

2. Concession (Reservation without invalidating the truth of the main clause)

but   *on the other hand*
even so   *despite THIS*
however   *in spite of THIS*
still   *nevertheless*
nonetheless   *(even) though*

3. Dismissal

either way   *whichever happens*
in either case   *whatever happens*
all the same   *in any case*

4. Replacement

(or) at least   *instead*

Causal:

1. Cause/Reason:

since   *due to (the fact that)*
as   *owing to*
because (of the fact that)   *for*

2. Effect/Result

so that   *consequently*
so   *as a consequence*
for this reason   *thus*
as a result of   *because (of THIS)*
therefore   *hence*

3. Purpose

So as to/so that   *in order to/that*

4. Condition

a. To introduce the condition:

if   *in case*
provided that   *providing that*
on the condition that *only if*

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b. To introduce the consequence:

then	*if so*
otherwise	*if not*

Sequential:

1. Chronological and Logical

a. Numerical:

in the (first) place	*initially…; secondly …*
first …; second …	

b. Beginning:

at first	*to start with*
to begin with	*first of all*

c. Continuation:

previously	*next*
after THIS	*then*
afterwards	*eventually*
subsequently	*before THIS*

d. Conclusion

finally	*at last*
eventually	*last but not least*
at last	*as a final point*
in the end	*lastly*
to conclude (with)	

2. Digression

by the way	*to change the subject*

3. Resumption

anyhow	*anyway*
to get back to the point	*anyway*

4. Summation

a. General:

in conclusion	*in summary*
to sum up	*in sum*
to summarize	

b. Review of main idea or purpose:

as I have said	*as has been mentioned/noted*
as was previously stated	

c. Combination of effect/result and summary:

then	*consequently*
given these points	*thus*
hence	*therefore*

d. Summary of points:

on the whole	*all in all*
altogether	*overall*
in all	

e. Condensation:

to make a long story short	*in short*
to put it briefly	*to be brief*
briefly	*in a word*

2.4.2. Teaching Writing in English Context

Student writing at schools of higher education usually starts with sentence formation. Then it continues with paragraph writing, essay writing, and some times in departmental English courses, with research paper writing.

Since sentence formation and writing a research paper are not related with the present study, the composition of paragraphs and essays will be the focus of this heading and the following sub headings.

In order to explain the essentials of writing, to clarify differences between different patterns of paragraphs and essays, and to illustrate samples for each pattern, several resources including college writing course books (Winkler and McCuenn-Metherell, 1989; Bander, 1983; Brown and Hood, 1992; Fawcett and Sandberg, 1996; Smalley and Ruetten, 1995; Wilson and Glazier, 2007; Bailey, 2003; Bailey, 2011; Tyner, 2003; Wilhoit, 2009; Salomone and McDonald, 2007; Scarry and Scarry, 2011; Robitaille and Connelly, 2004; McWhorter, 2003) and Hand-Out materials adapted at TOBB ETU preparatory program have been utilized. It is not unnecessary to note that the same resources, especially the Hand-Out Materials, have been used during the preparation of the *Checklist* which is used to analyze participants' essays collected for the present study. For further explanation on the checklist, see chapter 3, *Method of Research*.

2.4.2.1. Paragraph: Patterns of Development

Almost the same as a sentence that is formed by a group of words, a paragraph is a single unit the aim of which is to convey a complete thought. The most important difference seems to be the fact that a paragraph conveys the message somewhat further than a sentence. A paragraph as a whole should leave the reader more informed at the end than at the beginning (Bander, 1983). A paragraph is made up of several elements: *a topic sentence*, *supporting sentences* (major details, minor details, and examples), and a *concluding sentence*.

The topic sentence expresses one's central point in writing a paragraph along with the narrowed topic. It's the most general sentence in the paragraph; all of the ideas, examples, and details are existent to support this main idea (Scarry and Scarry, 2009). In college writing, a topic sentence is usually and preferably placed in the first sentence of a paragraph so that the writer's central point and the paragraphs topic are clear to the reader from the very beginning (Salomone and Mcdonald, 2007). Most of the time, elementary level learners confuse titles with topic sentences because usually the title is made of the topic of the text. Scarry and Scarry (2009: 323) gives some topic sentences in order to show the difference between a title and a topic sentence:

> *Title*: Backpacking in the Mountains
>
> *Topic Sentence*: *Backpacking in the mountains* last year was an *exhausting experience*.
>
> *Title*: The stress of college registration
>
> *Topic Sentence*: *College registration* can be *stressful*.

The easiest way to recognize a topic sentence is to check first if it is a whole sentence, then if it is general enough to cover the whole paragraph and then if it has a topic, and a controlling idea. In the above examples the topic is "backpacking in the mountains" while the controlling idea is "an exhausting experience." It is a clear topic sentence since the reader can predict what the governing topic is and in what direction (*exhausting*) the paragraph will proceed, i.e. the point the writer makes about the topic (Scarry and Scarry, 2009: 327). In the hand out materials that are

used by teachers at TOBB ETU preparatory program, the topic sentences are usually formed as in the following examples:

Topic Sentence 1: There are several reasons of lung cancer.

Topic Sentence 2: Using cellular phones in the classroom should be forbidden for several reasons.

Topic Sentence 3: Eating organic food has many advantages and disadvantages.

Topic Sentence 4: In order to cook pasta, one should follow these steps.

As can be seen in the sample topic sentences taught in the hand out, a topic sentence is to have a topic, and a controlling idea that points to the direction the paragraph will be developed in. For instance, in the third example, the topic is consuming organic food and the controlling idea is the advantages and disadvantages. Therefore, when the reader sees the topic sentence, she becomes familiar with what the topic will be about.

Another element of the paragraph is the *supporting details*. Scarry and Scarry (2009) defines a supporting to detail as

"a piece of evidence used by a writer to make the controlling idea of the topic sentence convincing and interesting to the reader. A piece of evidence might be a descriptive image, an example taken from history or personal experience, a reason, a fact (such as a statistic), a quotation from an expert, or an anecdote used to illustrate a point."

The type of the supporting detail used heavily depends on the pattern of development of the paragraph, which will be explained in detail in the following heading. In order to foster smooth and fluent reading of the paragraph, a writer needs to make use of connectives and other means to achieve coherence and cohesion in the text, which will be explained in detail in the following sections as well.

The last component of a paragraph is the *concluding sentence*. Robitaille and Connely (2004) argue that the concluding sentence is the only element which is written as the final step of paragraph writing. They state that a concluding sentence is the restatement of the main idea with different words. Therefore, in order to write a

concluding sentence, the writer needs to have finished writing the topic sentence and the supporting ideas.

Since the participants of the present study had learned several paragraph development patterns before they started learning essay writing, it is crucial to explain a number of paragraph patterns they had learned.

2.4.2.1.1. Narrative Paragraph

In narration, in this case the narrative paragraph, "the writer tells a story about a series of events" (Robitaille and Connelly, 2004). This paragraph is usually formed in a chronological order, i.e. the order in which events take place in the story. In such a story the answers to the questions such as "Who? What? When? Where? Why? How?" are stated. Robitaille and Connely (2004) provide some connectives used for narration:

Afterward	*By the time*	*Next*
At last	*Finally*	*Then*
At the same time	*First, second, third…*	and so on…
At this point	*In the end*	

These connectives are fundamental to narrative writing as they point to the moments in the timeline at which different events take place.

2.4.2.1.2. Descriptive Paragraph

Descriptive paragraphs are based on descriptions that "appeals to one or more of the five senses, usually with the purpose of creating an overall impression of feeling" (McWhorter, 2003). This paragraph type must turn the ideas of the writer into vivid images in the reader's mind so the reader can see, feel, smell, taste or hear what the writer is sharing. Writer use this pattern to describe people, cities, cafes, farms, shoes, foods, and many more.

As writers describe a "thing", s/he will need to use two essential components while writing a descriptive paragraph: sensory images, spatial order. To create a sensory image, a writer will need plenty of adjectives. Therefore, it is only natural to see adjectives all over the paragraph. Also to form s spatial order, a writer will need to compare object in the paragraph by determining the most important object as the starting stance.

2.4.2.1.3. Process Analysis Paragraph

Scarry and Scarry (2009) defines Process Analysis as "a method of development that provides a step-by-step explanation of how something is done or how something works." This development pattern, for instance, provides the writer to explain a procedure to make machine work, or to prepare some kind of food, or to register at an institution. A step-by-step paragraph such as this is usually "*directional*", i.e. the reader is given "directions to follow in order to perform a task." (Scarry and Scarry, 2009).

Apart from directions, and the topic sentence, there is another component that is vital while a writer is composing this paragraph: Connectives. The most common connectives used in this paragraph are:

The first step	*Next*	*Finally*
In the beginning	*Then*	*At last*
To start with	*The second step*	*Eventually*"
To begin with	*After ...*	
First of all	*The last step*	(Scarry and Scarry,
	The final step	2009)

Without these connectives, a process paragraph will lack organizational features such as cohesion and coherence, which will result in misunderstandings of the process.

2.4.2.1.4. Cause – Effect Paragraph

Unlike process paragraph, which tells *how* something needs to be done, cause-effect paragraph tells the reader *why* something is done. Bander (1983) describes this paragraph as a means to provide causes or effects of a phenomenon in almost any field, from history, to science; from domestic affairs to business relations. Mechanics, for example, may try to find out why some devices in a car do not function properly, or a agricultural engineer may want to reveal the effects of a chemical used against rodents on the crops.

As in many other paragraphs, there are a number of key connectives that a student needs to use in cause-effect paragraph:

As a result	*So*	*As*
Consequently	*Because of this*	*Due to*
Therefore	*Because*	
Thus	*Since*	

As the paragraph's organization is built with the cause-effect relation between events or objects, connectives that show causal relation are needed. Without these transitional devices a reader may get lost in between ideas, causes, and effects of events.

Although there are other developmental patterns such as *definition and analysis, classification, compare and contrast*, and *example* paragraphs, paragraph patterns section will end with the "*opinion paragraph*" pattern because this is the most directly related paragraph with the *opinion essay*. The previous patterns have been explained to show a number of patterns which participants of the present study had learned before opinion essay. This is mainly because the paragraph structures they had learned may have affected their writing performance in the organization of the body paragraph in the essay they wrote during data collection process.

2.4.2.1.5. Opinion Paragraph

This paragraph pattern has not been found in the textbooks, yet it is requisite to discuss it here as it is one of the most important types taught at TOBB ETU. The reason why it has been used at this school is because this paragraph is in a way prerequisite to *Opinion Essay*. Students may encounter problems writing an opinion essay without learning how to write a paragraph first.

An opinion paragraph is a formal written text in which the writer first states her opinion on a topic, then support her opinion with details (facts, examples, statistics), and finally summarizes her opinion with a concluding sentence.

In order to compose a reader-friendly text in which ideas are separated or connected through connectives, a student is expected to use certain phrases or words. Usually the following connectives and phrases are taught at the school where this study is conducted (For detailed information on Opinion Paragraph, see Appendix A):

First of all	*Secondly*
Firstly	*Thirdly*
The first reason	*Finally*
The second reason	*Lastly*
Another reason	*Last but not least*
The last reason In short	

These connectives matter due to the fact that while teaching the opinion essay, teachers use the same connective devices as a part of the instruction. Therefore, the participants of the present study may have used Turkish equivalents of these connectives in their first Turkish opinion essay.

An example opinion paragraph, used in the Hand-Out material adapted by TOBB ETU, can be seen below to have a deeper idea on what elements are

emphasized during writing instruction (Paragraph taken from writing hand-out used in the class):

> "**In my opinion**, *young people should get a driver's license after the age of eighteen*. **First of all**, people under eighteen should be concentrating on their studies. It takes a lot of time for teenagers to learn rules of the road and how to handle a vehicle. It would be better if they used this time to study. **Second**, statistics show that young drivers have more accidents than older drivers. They tend to be careless, and a machine that weighs several thousand pounds should be handled seriously. **Finally**, if teenagers cannot drive, they learn other ways to get around such as using public transportation. **For example**, my son does not have a car. He uses public buses to his school every day. Therefore, he is good at finding cheaper ways of going around in different cities as well. **In short,** it is clear that there are many good reasons for a young person to wait until age eighteen to get a driver's license."

2.4.2.2. Essay: Patterns of Development

In order to define what an essay is Wilson and Glazier (2007) refer to several dictionary meanings of an essay:

- An essay is *prose* (meaning it is written in the ordinary language of sentences and paragraphs).
- An essay is *nonfiction* (meaning it deals with real people, factual information, actual opinions and events).
- An essay is a *composition* (meaning it is created in parts that make up the whole, several paragraphs that explore a single topic).
- An essay is *personal* (meaning it shares the writer's unique perspective, even if only in the choice of the topic, method of analysis, and details).
- An essay is *analytical* and *instructive* (meaning it examines the workings of a subject and shares the result with the reader).

Given the definitions above, it becomes clear that the essay is a piece of discourse that consists of more than one paragraph, that is under partial or whole control of the writer, that reflects the opinions or the knowledge or the experiences of the writer, and that presents instructive an real information.

Like paragraphs, essays, in general, have a number of elements without which the essay may cause misunderstandings in terms of the content, or may be even impossible to read in terms of connectives, the relevancy of the ideas, and the side that the writer supports, depending on the essay pattern.

First of all, an essay must have an introduction paragraph and a thesis which is stated clearly enough in the thesis statement. "The thesis is a statement that summarizes the central idea of the paper. By convenience and custom, thesis statement is usually the final sentence of the essay" (Winkler and McCuenn-Metherell, 1989: 52). The thesis, being formed as one sentence and in the introduction paragraph, assists the writer to stay in track and keep writing on one topic. Besides, "the thesis gives the reader what to expect", consequently making the paper easier to read. There are some rules as to how a thesis should be: "The thesis should be clear, comprehensible, and direct; predict major divisions in the structure of the essay; commit the writer to an unmistakable course, argument, or point of view. [It] should not be a question and [it] should be as concise as possible" (p. 53).

Secondly, in the introduction paragraph, there need be one or more strategies which draw the reader's attention at the beginning of reading. These strategies are briefly mentioned below, some of them by Fawcett and Sandberg (1996:291-293) as:

> *Funnel*: Beginning with a general idea and narrowing to a specific thesis.
>
> *Anecdote*: Beginning with an illustration or an experience.
>
> *Turn- About*: Beginning with a contradiction
>
> *Question*: Beginning with a strong and direct question.
>
> *Definition:* Beginning with defining a term.
>
> *Quotation*: Beginning with a quotation.

Thirdly, there must be a body (developmental) part of the essay. The number of developmental paragraphs depends on the pattern of the essay. In an Opinion Essay there may be one or three body paragraphs, while in Cause-Effect Essay two, and Advantage-Disadvantage one or two. This feature of essays will be explained in detail in the following sub-heading related with the Opinion Essay. However, to mention its common features across all patterns, a body paragraph must have a topic sentence at the beginning of the paragraph. "The topic sentence must be a complete sentence," and it must "contain a subject and a verb; express a complete thought"

and "a limited main idea" (Fawcett and Sandberg, 1996: 24-25). Another component that a body paragraph should include is two or three supporting ideas which are directly related with the topic sentence and which are followed by evidence or examples. If supporting ideas do not provide new information and "repeat the topic sentence", then they "must be dropped" by the writer (Fawcett and Sandberg, 1996: 35). Finally, a body paragraph must not end with a concluding sentence since unlike the paragraph, essays have a concluding paragraph to summarize the main points and restate the thesis.

The last feature of an essay is that every essay must end with a concluding paragraph. This paragraph may or may not start with the restatement of the thesis sentence, but it needs to summarize the main points discussed in the body or state a final thought or suggestion.

Apart from these basic features, like paragraphs, essays should also include connectives and/or conjunctions and/or connective phrases to facilitate a fluent reading and understanding of the text. The connectives may be found at the beginning of every new supporting idea, or example, or at the beginning of the thesis statement, and the restatement of the thesis statement in the concluding paragraph.

2.4.2.2.1. Opinion Essay

This essay development pattern is usually confused with *persuasion essay* because of the common features that both patterns share. Therefore, it will be beneficial to first mention the features of the persuasion essay. Scarry and Scarry's (2009) definition of persuasion essay in fact illustrates how much both essay patterns are similar:

> "An essay of persuasion presents evidence intended to convince the reader that the writer's position is valid. Evidence can include facts, statistics, testimony, and the support of the recognized authorities …"

Depending on this, the description of persuasion essay may appear like that of opinion essay. However, while giving point-by-point instruction on how to write the persuasion, Scarry and Scarry emphasizes the one feature that separates persuasion essay from the other: "answer your critics in advance." In other words, in a persuasion essay the writer needs to point to the opposing idea beforehand and refute it before concluding the essay (Wilhoit, 2009: 94).

According to the hand-out materials adapted by TOBB ETU, in the opinion essay, however, only the writer's point of view is to be shared and neither the opposing view nor a refutation is allowed.

As for the other features of the One-Body Opinion Essay pattern, the only difference from what was explained in the previous section (*2.4.2.2. Essay: Patterns of Development*) is that the essay must be based on the writer's opinion about a topic. This is what helps an opinion essay differ from other essay patterns such as Cause-Effect, Narration, and Advantage-Disadvantage. Without defending one view towards a topic, sharing the advantages of "Eating home-made foods" would cause the reader/teacher to classify the essay as Advantage-Disadvantage Essay.

As participants in the present study are hypothesized to be affected by the instructions provided for English One-Body opinion essay and to write Turkish post writing activities with a structure similar to the opinion essay taught in English, the hand out material and the instructions for this essay pattern is crucial to the researcher.

Therefore, to help understand the essay pattern taught to students at TOBB ETU after the Pre Turkish writing task, one of the sample essays used to teach the pattern to students is given below (For detailed information on One-Body Opinion Essay, see Appendix C):

> *Can you imagine a family at a dinner table chatting happily and laughing at the jokes told by the youngest member of the family? Can you imagine a scene more peaceful than this?* However, sometimes, there comes a time when this happy family picture gets ruined. If the father of that family

loses his job and cannot find another one, this picture can be torn into pieces. ***In my opinion*, unemployment bitterly hurts the relationships in a family.**

There are *several reasons why* **not having a job hurts the relationships in a family**. ***To begin with***, *all people need a job to meet basic needs such as food, shelter, clothes, etc*. If they aren't met, there may be some consequences. ***For instance***, when people are hungry or when they cannot eat the things they used to eat; they may get frustrated and break each other's hearts easily. Hence, due to unemployment, families may not have enough money to meet these needs. ***In addition***, *when a person suddenly loses his job and starts to stay at home without doing anything, he may get bored and may start to disturb the others*. ***For example***, if the father of the family is sitting at home and doing nothing, he may interfere with the housework and may quarrel with his wife because of unnecessary details. ***The last reason*** *is that father may have some psychological problems since he feels useless*. He may stop sharing his feelings with the other members of the family and this may lead to alienation within the family, which is unacceptable for people who love each other.

In conclusion, in our culture, **unemployment hurts the relationships in a family since** it may create a huge gap among the members of the family who are deeply connected to each other. *Therefore, each of us should get a good education and improve ourselves to lead a life without the risk of being unemployed.*

As can be seen in the sample, there are three paragraphs in the essay: one introduction paragraph, one development, and one conclusion. Although Three-Body-Paragraph opinion essay was also mentioned in the classes, students were not given detailed instruction on how they could write it.

In the essay above, some of the features of the essay in general and One-Body opinion essay have been either written in *italics* or **highlighted** to show what was focused on during the instruction apart from content of the essay. For instance, the thesis statement, the topic sentence, three supporting ideas, restatement of the thesis and suggestion are marked as well as all the connectives which are emphasized in the class.

Because two weeks after One-Body Opinion Essay instruction Cause-Effect Essay was introduced to the students (which is when the post writing task was collected), it is necessary to explain briefly what the characteristics of Cause-Effect Essay are.

2.4.2.2.2. Cause-Effect Essay

As taught at TOBB ETU, Cause-Effect essays consist of 4 paragraphs: an introduction paragraph, two body paragraphs, and one concluding paragraph. Although the basic features of this essay pattern are similar to those of opinion essay, there are some differences as well.

To begin with similarities, the introduction paragraph in cause-effect essay starts with a strategy to draw attention and ends with a thesis statement, just as in opinion essay. Furthermore, body paragraphs must start with a topic sentence, include two-three supporting ideas and details, and cannot end with a concluding sentence. The concluding paragraph should begin with the restatement of the thesis, and end with either a short summary of the ideas or some advice.

As for the differences, there are two body paragraphs in cause-effect essay. Usually the first body paragraph describes the causes of the topic, and the second paragraph focuses on the effects. Also, another difference is type of connectives used. For instance, in the opinion essay, the thesis statement usually start with "in my opinion, I think/feel/believe that, to me etc." while in the cause effect such connectives are not taught (For hand-out material on this essay pattern, see Appendix D).

2.4.3. Teaching Writing in Turkish Context

As the participants of the present study come from high schools where they learn writing in Turkish, it is necessary to know what they learn and how before starting to learn in English at university.

To get deeper insight into what they know about writing, the content and teaching plan of writing patterns were checked by the researcher in the course books provided to all students by the Turkish ministry of education. Below what they learn at high school can be found in the order of their grades: 9th, 10th, 11th, and 12th grades.

In the 9th grade, according to the course book edited by Oner (2012), students learn about paragraph development patterns. In fact the last unit of the book is dedicated to paragraph reading and writing. At the beginning of the unit, students are provided with a model text consisting of several paragraphs. After reading they are asked to find out the elements in the paragraphs that help the paragraphs become coherent, and why paragraphs are important as a part of a text. Below is a model text provided for the students at the beginning of the unit:

"NOHUTLU TEPESİ

Okulumuzun arkasındaki çıplak tepenin adı "Nohutlu" idi. Onun karşısındaki tepe de sık ve yüksek çamlarla örtülü "Soğuk Oluk Tepesi" idi.

Çok küçük yaşımdan beri yüksek yerlere çıkmaya bayılırdım. İşe Çorum'da komşumuz Ölçekzade Hasan Ağaların dut ağacına çıkmakla başladım. En yüksek tepelerine tırmanırdım. Yine onların selamlık kısmında bulunan yüksek samanlığın, kalın yuvarlak kalaslarla çatılmış tavanının en yüksek yerine çıkar, oradan samanların içine atlardım. Daha üç veya dört yaşımdayken, lazımlığımın tahta kapağının üstüne çıkıp oradan atlamak en sevdiğim oyundu. Bunu çok iyi anımsıyorum. Sekiz yaşımdayken ilk kez, Çorum'un Öteyüz Bağları'na giderken Kösedağı'nı aştığımız sırada, dağın en yüksek noktasında atı durdurtmuş, kendimi üzüm küfesinin içinden aldırtıp yere inmiş, Çorum Ovası'na büyük bir zevkle bakmıştım. Öbür yanda İbik Dağı'nın zirvesi görünüyor fakat iki dağ arasındaki vadi görünmüyordu. Çünkü Kösedağı, belirli ve keskin doruğu bulunan sivri bir dağ değil, yayvan bir dağ olduğu için, en yüksek noktasında bulunan düzlük, iki tarafın birden kuş bakışı görünmesine engel oluyordu. Ama ben şimdiye kadar uzaktan gördüğüm bu dağın en yüksek noktasında bulunmanın hazzını yaşıyordum. Bu alışkanlık bende bütün yaşamım boyunca sürdü. Sözcüğün tam anlamıyla "dağcılık" yapmadım ama Türkiye'de, İsviçre'de ve Almanya'da birçok dağın tepesine -kimisine bir araçla, Uludağ gibi kimisine de yürüyerek çıktım.

İşte küçük yaşta başlayan bu tutku, beni, Yozgat'a geldiğim ilk günlerden itibaren Nohutlu Tepesi'ne doğru çekmeye başladı. Ama kış gelmişti. Bu olanaksızdı. 1916 yılının Mayıs sonlarında güneşli bir Cuma günü iki saatlik izinden yararlanarak küçük kardeşim Fahri'yi yanıma alıp Nohutlu Tepesi'ne tırmanmaya başladık. Tepe, başlangıçta sarp değildi. Tam yarı yolda -uzaktan küçük görünen- bir ağaç vardı. Gölgesinde dinlendik. Bu, büyücek bir ahlat (yaban armudu) ağacıydı. Sonra yeniden tırmanmaya başladık. Bir ara içime korku düştü. Sanki bu ıssızlıkta kaybolacakmışız gibi geldi bana. Oysa aşağıda okulumuz, Yozgat kenti ve karşımızda Soğukoluk Tepesi görünüyordu. Tırmandık ve doruğa ulaştık. Öbür yan çok ilginç göründü bana. Ufka doğru sıra sıra dağlar ve daha yakında, Nohutlu Tepesi'ne benzeyen çıplak, somurtkan tepeler görünüyordu. İşte biz de doruktaydık. Yorulmamıştık. On dakika kadar yöreye bakındıktan sonra hızlı hızlı inmeye başladık ve okula vaktinde yetiştik. Yozgat'ta kaldığımız dört

yıl içinde bu Nohutlu Tepesi'ne, kimi zaman kardeşimle, kimi zaman başka arkadaşlarla en az on kez çıkmışımdır.

Karşısındaki Soğukoluk uzaktı. Oraya öğretmenlerimizle birkaç kez piknik yapmaya gittik. Yozgatlılar bu tepeye "Soğuluk" derlerdi. Orada çok güzel bir su vardı. Onun yakınında küçük bir kamp oluşturur, getirdiğimiz kalın iplerle ağaç dallarına salıncak kurar, türlü oyunlar çıkarırdık. İşte böyle günlerden birinde, benim ricam üzerine, öğretmen, isteyenleri tepenin tam doruğuna çıkardı. Bu doruktan uzakta, çok uzakta, sanki ufukta asılı duruyormuş gibi, Erciyes Dağı'nın bembeyaz doruğunu gördük. Açık havalarda hep görünürmüş. Ne kadar mutlu olmuştum o gün. Şimdi düşünüyorum: Öğretim üyeliği yıllarımda bir kez Paris'teki bir kongreden uçakla Roma'ya dönerken, pilotun uyarısı üzerine, pencereden bakıp Mont Blanc (Mon Blan) dağının doruğunu üç dört dakika kadar seyrettiğim zaman, Yozgat'ta Erciyes doruğunu gördüğüm günkü kadar heyecanlanmamıştım. Zaten çocukluğun o ilk coşkuları bir daha ele geçmiyor ki…   Hıfzı Veldet VELİDEDEOĞLU" (pp. 133-134)

After reading this text, students are asked these questions:

1. A paragraph is a unit of expression formed in a certain context by a word or a set of words, a sentence or a set of sentences. Explain how the sentences in the text form a paragraph.
2. Find the sentences that can be removed and those that cannot be removed from the paragraph. Explain what kind of changes take place when you remove the sentences.
3. Letters in a word, words in a sentence, sentences in a paragraph, and paragraphs in an essay are units that make up each one of these. Explain how the sentences are connected with each other in each paragraph and if each paragraph has the suitable context for the sentences to be meaningful. (p. 134)

Following this, in the activity section, they are asked to write a paragraph with a topic sentence given at the beginning of another paragraph. However, the interesting point here is that, they are not explicitly taught what the role of a topic sentence is (p. 134). The paragraph is provided below:

"Günden güne süzüldüğü ve eridiği görülüyordu. Bu öldürücü eğlence gecelerinden sonra çok kere yatmadan çantasını alarak sokağa çıkıyor, akşamlara kadar kim bilir nerelerde, ne tekilde didişip uğraşıyordu."

After the paragraph, the following question is asked:

1. The sentence *"Günden güne süzüldüğü ve eridiği görülüyordu"* creates a context fort the other sentences. Write a paragraph with the same sentence but with a different context.

The question above asks the students to make use of the topic sentence but there is no explanation of what the properties and importance of this sentence is whatsoever.

In the next section of the unit, the structure of a paragraph, there is another model text with a number of paragraphs. In the activity section, students are asked to find out the elements that connect one paragraph to another, and to explain by looking at the model what the components of a good paragraph are. The questions that are asked for the model text are translated below:

1. Analyze the last paragraph and identify the elements that make up the paragraph.
2. Looking at the text, explain the elements of a good paragraph.
3. Find the words that show "place," "person," "time," and "state;" and explain the relationship between them.
4. Explain how the flow through the paragraphs is established. (p. 138)

Then, students are required to put scrambled sentences in the correct order in order to form a good paragraph. Here, they are given the explanation that paragraphs should have an introduction sentence, a development and a conclusion. The figure 2.3 below is taken from the book (Oner, 2012: 139):

Kelimeler birtakım işaretlerdir.	İnsan bu işaretlerle düşünür. Düşünürken nesnelerin yerine işaretleri yani sözcükleri koyar. Bu, zihnin işlemesini kolaylaştırır ve çabuklaştırır.	Sözcükler ne kadar kullanışlı ve açık olursa zihin o kadar iyi işler.
Giriş Bölümü	Gelişme Bölümü	Sonuç Bölümü
Paragrafı oluşturan cümleler; bağlaçlarla, edatlarla, zamirlerle ya da cümlelerde işlenen konuya götürecek kelime ya da kelime gruplarıyla birbirlerine bağlanır.		

Figure 2.3 Parts of a Paragraph Taught in Turkish High school Textbook: Language and Expression for 9th Graders

In the Figure 2.3, a sample paragraph is divided into three units: Topic sentence, supporting ideas, and concluding sentence. However, none of these is explained regarding their characteristics. The only explicit information given in the figure is that sentences in a paragraph are connected by connectives, adverbs, pronouns, or phrases that are related with the topic. After this activity, some other model essays are provided for the same types of activities.

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The next section of the unit, *the meaning and the main idea in a paragraph*, starts with a model text, an essay by Montaigne. After the text, students are asked to discover the main idea and the way the details are connected to the main idea in order to achieve unity in the text (pp. 145-146).

The translations of the questions asked are stated below:

1. What is the role of the words or the set of words, given in the third paragraph, that form sentences in the formation of the meaning of the paragraph?
2. Explain how the main idea and the components of the first paragraph establish a connection.
3. Explain how the main ideas of each paragraph are expressed.
4. Fin the minor supporting ideas in the paragraphs and explain the relationship between these and the main ideas.
5. Explain how main ideas and supporting ideas create unity.

In the next activity, they are given a short paragraph with a topic sentence and are asked to write another paragraph with the given topic sentence. However, again, here there is no explicit information on how to form a topic sentence. On page 148 in the textbook, there is an activity in which students are given a model paragraph and are asked to find the main idea, the supporting ideas. Finally, they are asked to write a paragraph on the given main idea: "*Real characters go through a change while turning into the characters in a narrative.*"

In the following section of the unit (p.154), *the ways to develop an idea*, students are provided with strategies to use in a paragraph. Such strategies as definitions, comparisons, giving examples, and stating a witness are given in sample paragraphs. Then, students are asked to use these strategies in their own paragraphs. For instance, first they are given two model paragraphs in which authors compare different topics. Then students are asked to write a comparison paragraph. However, there is no explicit instruction on how to write a comparison paragraph. The same process is applied for other strategies as well.

In the last section of the unit of the book for 9th graders (pp. 162-165), students are given a long text formed by many paragraphs and they are asked to first write down the main idea of each paragraph and then two separate paragraphs of their own.

In the textbook for 9th graders, there is a multiple choice test that help the students review what they have learned at the end of each section of the unit.

In the 10th grade, according to the text book edited by Yelten (2012a), different types of expression of ideas are stated in one unit. In this unit, 13 subsections are allocated for different types of expressing ideas: narrative, descriptive, epic, imperative, informative, argumentative, persuasive, imaginative, predictive, and humorous patterns of expressing one's ideas are discussed (pp. 66-170). All of these types of expression are presented in the book in the same format as the paragraph patterns are presented for the 9th grade. In the book for the 10th graders, in each section, first a sample text is provided, and then students are asked to analyze the structure of the text and find out the specific elements that help form a particular pattern. For example, if the subject is narrative expression, then students are asked to find the words that are used to narrate events. However, in this unit, students are not explicitly taught about what the particular elements for each type of expression are. Besides, they are not asked to write complete texts. Instead this unit focuses on model texts and the analysis of these texts.

As for the 11th graders, the textbook which is edited by Yelten (2012b) provides several types of texts: letters, diaries, journals, biographies, autobiographies, interviews, news reports, jokes, essays, and critics. In the section for teaching essays, first model essays are presented, and then students are asked to analyze the essay based on content and structure. Then students are required to write an essay on a topic that is decided. However, there is neither guidance nor a planning process to help students realize the importance of each element of the essay. Besides, they are not provided with different types of essays. To illustrate the process of teaching written expression, *Essays* section of the textbook is explained in detail below (pp. 92-100):

The *Essays* section starts with the preparation activity that requires the students to reflect on whether they like to write about their feelings of thoughts, and asks them to comment on a quotation by Nurullah Ataç, a writer, "Essay is the land of 'me'."

Another question requires them to find three essays by different writers and share their own comments on these essays in class. Then, they are provided with a five-paragraph essay by a professional writer (pp. 92-93) and questions related with this text. These questions are:

> 1. Find the properties of this text in terms of language and expression.
> 2. Make questions that will reveal properties of the text in terms of language and expression.
> 3. Based on the answers write a paragraph that summarizes the characteristics of language and expression in an essay. (p. 94)

In the next activity, there are comprehension questions about the text given before. Following this activity, four other essays are given, two of which are written by Michel de Montaigne (pp. 94-96). Then there is an activity section that requires the students to identify the essay type of each of these essays. Four types are given: Essays that focus on sensitiveness and care; informative-critical essays; essays that express personal opinions on social and philosophical issues. After that, there is a paragraph with no punctuation marks, and students are asked to fill in the text with appropriate punctuation marks (p.97). Finally, students are asked to write an essay on a topic that is determined in class, and read their essays to their classmates. Just as in the book for 9th and 10th graders, there are multiple choice questions after each section in the textbook for 11th graders as well.

In the last textbook on Language and Expression given (Alptekin et al., 2012) to the 12th graders, students who prepare for university exam, there are three units: literary texts, oral expression, and academic/research papers. The first unit includes fables, stories, fairytales, novels, plays, and poems. The second unit consists of conferences, seminars, symposiums, discussions, and debates. The third and final unit presents how research papers should be interpreted. Thus, this text book does not present any knowledge on how to write essays or any other text of the similar format.

In conclusion, after checking these course books, it is possible for someone to notice that (1) the instruction on writing is not explicit and is based on models, (2) students are usually asked to write one piece of text after guided activities. However, when

the researcher visited two high schools in Ankara, Turkey, he had the chance to interview teachers of Turkish literature and was able to learn that for each section in a unit teachers have too little time, and therefore, many teachers avoid asking students to write a paragraph or an essay in the class as either individual or group work. These teachers also mentioned that though they are very rare, there are teachers who give topics to their student as homework assignment, yet, even those teachers do not give feedback to their students on those assignments. Another point that teachers brought to the researcher's attention was that students in the 11th and 12th grades spend most of their time studying for the university entrance exam, thus ignoring their writing tasks and instructions. Because of all these reasons, students in Turkish high schools usually lack the knowledge in writing skills in Turkish.

This chapter presented approaches to teaching of writing, cross-linguistic influence and language transfer, contrastive rhetoric and previous studies conducted on the influence of English writing on Turkish and other languages. The chapter ends with teaching writing in English and Turkish contexts. The following chapter will give detailed information on the methodology of the study, i.e the setting, the research questions, the participants, the procedure, the data analysis etc.

CHAPTER 3

METHOD OF RESEARCH

3.0. Presentation

This chapter, first, presents the setting of the study, then describes the participants. Next, data collection procedures and tools are explained in depth, and finally, the chapter ends with the data analysis procedures and coding of the data.

3.1. The Setting

TOBB Economy and Technology University is a private university, in Ankara Turkey. TOBB ETU requires all of its students to receive a year of preparation in English although the students of the faculty of Law, the faculty of Fine Arts, and those of the departments of Turkish Language and Literature, and History only have Turkish medium instruction in the departments, yet in the other departments, 30% percent of the courses are offered in English language. However, all the students are required to attend English preparatory program for an academic year in order to continue their education in their departments.

In order to graduate, students of this university have to get a passing score (minimum 500 from TOEFL ITP, or 61 from TOEFL IBT) for English Language as a Foreign Language Courses. TOEFL ITP consists of three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. The first section is made of Short Conversations, Long Conversations, and Lectures. The second section consists of Multiple Choice questions and Finding the Underlined Incorrect Usage. The last section contains reading passages and questions about them. Therefore, Writing Questions in Midterm exams and Quizzes

are not directly related to the questions in TOEFL ITP, but necessary for students to collect enough points to be able to take the TOEFL test.

TOBB ETU has an English Language Preparatory program to prepare the students for the exams mentioned above. There are "Beginner (A Foundation: AF)," "Elementary (A)," "Pre-Intermediate (B)," "Intermediate (C)" and "Repeat (D)" levels. The program consists of three semesters. The AF level, from the students of which the present study collect its data, offer 1150 contact hours of English grammar, vocabulary, listening, reading and writing overall. The AF level students are exposed to 15 hours/week of Main Course classes, which consist of mainly grammar presentation, and of reading, listening and vocabulary skills. Moreover, 5 hours of instruction a week are for listening and vocabulary skills while 10 hours a week are allocated to the writing instruction. The students in AF level begin to write paragraphs toward the end of the first semester and to write essays toward the end of the second semester. As the paragraph and essay types that they learn are asked in the exams, they need to study what they have learned, regularly.

3.2. Participants

The study is conducted at the *Department of Foreign Languages* with the students of *English Preparatory Program* at *TOBB ETU*. All the students are expected to take the proficiency exam, which is explained in detail in *Chapter 1*, upon entering the university program. After the scores of this test are checked, students are divided into two main groups. The ones who get a score below 50 are placed in AF A-Foundation, and the ones who get 51-64 are placed in A level programs. However, the students who get 65 or higher are allowed to take TOEFL ITP exam to either pass the preparatory class directly or to be placed in higher programs depending on their scores. In TOEFL ITP those who get 449, , or below are placed in B level classes while those who get 450-499 are placed in C level, the top level. The students who get 500 or more do not have to attend preparatory class and can move on to their departments.

Students in the preparatory program, as mentioned above, are divided into different groups (from the lowest to the highest: AF, A, B, C) according to their scores they get in the proficiency and ITP exams. The students in the AF group start with basic writing skills by following guided and controlled writing tasks (e.g. to teach coherence to students, they are asked put scrambled sentences in the correct order to have a well-organized text such as a biography of a celebrity).

Towards the end of the first semester, students start to learn how to write a paragraph, which is followed by different types of paragraphs such as *Opinion, Cause-OR-Effect, Cause-AND-Effect* (Causal Chain*,* and Point-by-Point paragraph), *Advantage-AND-Disadvantage*, *Advantage-OR-Disadvantage, Descriptive, and Process Analysis* paragraphs.

Each of these paragraph types has its own organizational and content-based features: First of all, Opinion paragraph is a type of expository writing in which the writer only shares his/her opinion on a topic that is mentioned in the topic sentence in the first sentence. Cause-OR-Effect paragraph is a text type in which chooses to write about either causes or effects of something that is given in the topic of the paragraph. In the Cause-AND-Effect paragraph, on the other hand, writers need to state both causes and effects of something that is mentioned in the topic. As for Advantage-AND-Disadvantage paragraph, writers need to write advantages in one half and disadvantages in the other half, or vice versa, on a given topic. Advantage-OR-Disadvantage paragraph, however, requires writers to choose to write about either advantages or disadvantages on a given topic. Another development pattern is Descriptive paragraph, which consists of detailed descriptions of a "something, someone, or "some place." Students need to describe a given "topic" in terms of senses, feelings etc. Finally, Process Analysis paragraph is a pattern of development in which writers need to explain how to make something work with a step-by-step process.

AF Level students keep getting instructed on paragraph writing until the middle of the second semester. Only then do they start learning how to write essays in general,

which is followed by Opinion Essay. After one week of general introduction to essay writing (i.e. how to compose an effective introduction, how to form an effective thesis statement, how to compose a body paragraph, and how to compose a concluding paragraph), they begin to learn the formats of other essay types such as Cause-Effect Essay, Compare and Contrast Essay etc.

The participants of this study were selected from three AF (Beginner-Elementary) level classes with approximately 20 students in each. At the beginning there were 60 participants in the study. However, because of two reasons the number of students dropped to 39. The first reason is that there were those who did not want to participate in the study any more. The other reason is that despite giving consent on participating in the study, some participants were excluded from data collection process because the essays they wrote were composed of 3-6 sentences, which is about 30-50 words. The reason why the students who wrote essays of 30-50 words were excluded from the study is that the text produced by these participants did not reveal any content related with purposes of the study. In other words, the texts the participants wrote were too short to show features of a meaningful discourse.

The participants are selected only from the students whose mother tongue is Turkish in order to be able to have a homogeneous group so that the results of the study are not affected by any other variable (Mackey & Gass, 2005: 109-110). Another criterion taken into consideration for the selection of participants was the level of the students. The participants of the present study were all in AF level so that it can be observed if there are any effects of English language writing instruction on Turkish essays written by participants of somewhat similar language learning background. If participants were also selected from upper levels of English, then the results would not be reliable because A, B, and C levels had already learned how to write essays (Mackey & Gass, 2005: 111).

As for the information that was unknown about the participants a questionnaire was administered to the participants so that their educational background could be

revealed. The background questionnaire (see 3.3.1 for the questions asked in the questionnaire) revealed the following results about the participants:

Table 3.1. GPAs of the Participants at the End of the Data Collection:

GPAs of the participants at the time of the last essay writing task

N	Valid	39
	Missing	0
Mean		69,64
Mode		54
Std. Deviation		16,140
Minimum		30
Maximum		92

The results in the above table show that the GPAs of the participants at the end of the study ranged from 30 to 92, which means that even at AF level there was a range of 62 between the lowest and the highest grade although the mean was 69,64. However, the mode being 54 and the standard deviation being 16,14 show that the minimum and the maximum GPAs act as outliers among the other participants.

Moreover, according to the background questionnaire, one participant received help from a tutor in writing, and 5 participants attended composition writing contests at high school, which may imply why some of these students may receive higher scores in Pre-test in Turkish.

Another interesting point revealed by the questionnaire was the participants' opinion about the effectiveness of the high school writing education:

Table 3.2 Participants' Opinion on Whether They Believe High School Writing Education was Effective

Frequency Table of Opinions of Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective	31	79,5	79,5	79,5
	Effective	8	20,5	20,5	100,0
	Total	39	100,0	100,0	

According to the Table 3.2, 79,5 percent of the participants reported that their high school writing education was not effective. This information is of importance and thus discussed in the Conclusions of the paper.

3.3. Data Collection

In this section, the tools for data collection are presented. First, the background questionnaire, then the design of the collection of essays is described.

3.3.1. Design of the Study

The collection of data consisted of two tools: (1) students were given a background questionnaire to collect data about their past education, age groups, and gender; (2) they were asked to write one pre-test essay in Turkish, one English essay (written in the exam), one post-test essay in Turkish, and one delayed post-test in Turkish. All of these essays were collected in the classroom environment in order to prevent participants from getting external help on how to write an essay.

Table 3.3 The Steps of Data Collection Process

Research Design		
1	Pre-Test Essay in Turkish	Administered first
2	English instructions and Practice for "Introduction to Essay" and "One-Body Opinion essay" (The treatment)	Lasting two weeks
3	English test essay (Control Data)	Two weeks after the Pre-test essay in Turkish
4	Post-test in Turkish	Three weeks after the Pre-test essay in Turkish
5	Delayed Post-test in Turkish	Three weeks after the Post-test essay in Turkish

In the present study, *a pretest/posttest (with delayed posttest)* research design was adopted (see table 3.3). The reason why this design was adopted is because participants' essays are divided into four groups: (1) a *pretest essay in Turkish,* (2) *treatment and an English* essay (control data), (3) a *posttest Turkish* essay (4) a *delayed posttest essay in Turkish*. With this design, the results of participants from pretest can be compared to the results from the following two tests, and an "immediate effect of the treatment" can be determined; besides, the "longer-term effects" of the treatment can be observed with *the delayed posttest* (Mackey & Gass, 2005: 148-149).

3.3.1.1.Background Questionnaire

The background questionnaire applied for data collection, after all four essay tests were collected, aimed to collect data on the educational background of the participants. The questions in the questionnaire were as follows:

1. What is your GPA at the time of data collection for the present study?
2. Was your writing education at high school effective?
3. Do you have any special experience (receiving help from a tutor, participating in a contest etc) in writing at high school?
4. Do you think your writing education in English at university had any effect on your essays you wrote in Turkish for the present study?

The answers to these questions are presented in the section *3.2. Participants* in order to present more information on the students' characteristics as the participants of the study. Below the procedures for the collection of essays are described.

3.3.1.2. Pre-Test: Opinion Essay in Turkish (Step 1)

Students with no knowledge of essay writing skills in English were expected to write an opinion essay in Turkish. The topic of the essay was "*Do you think Preparatory Schools should be obligatory for university students? Why*?" (No further instructions were given at this moment). They wrote an essay in Turkish one

week before instructions were given on essay writing. Therefore, it is assumed that the only knowledge they could use would be the one originating from their education on writing skills in Turkish at high school.

3.3.1.3. English Instruction on Essay Writing in General (Step 2)

In this step, which lasted one week, students were introduced to general introduction to essay writing i.e. how to compose an effective introduction (asking questions, using quotations and/or anecdotes etc), how to form an effective thesis statement and where to place it, how to compose a body paragraph, and how to compose a concluding paragraph.

3.3.1.4. Instruction on Opinion Essay with One Body Paragraph (Step 3)

In this step, which lasted one week of teaching and one week of revision, students were exposed to Opinion essay writing. Opinion essay is the type in which students can either agree or disagree with an idea and support their opinion with major and minor details without refuting the opposing idea. In the first week, students were given a hand-out (see Appendix C) for *One-Body Opinion* essay instructions. This hand-out includes a model essay to show how to write an introductory paragraph, a body paragraph, and a concluding paragraph in an opinion essay. First, in this model students were to find out which strategy was used to draw the reader's attention in the introduction and then to locate the components of an opinion essay such as the thesis statement, the topic sentence, connectives and so on. Then, they were asked to un-scramble sentences or groups of sentences to form an opinion essay. Next, they were given a list of useful connectives that connect ideas, examples, and facts to each other, and then they were asked to fill in the gaps in an exercise to test what they learned about connectives. Finally, the instructor chose a topic and wrote a model opinion essay on the board by asking for students' ideas, examples, and experiences on the topic.

3.3.1.5. Writing an Opinion Essay (Step 4)

After One-Body Opinion Essay instruction and an essay written by the instructor and the students in the classroom environment as a part of the weekly teaching program, participants of the study were asked to choose a topic out of three options, brainstorm ideas and plan their first draft. Then, they wrote essays in English in class and were given feedback on their essays in terms of grammar, vocabulary, organization (sequence, format, thesis statement, concluding paragraph, and the body paragraph), spelling, transition words etc. The feedback was strictly parallel to the information provided in the hand-out (see Appendix C), particularly to the checklist in the hand-out.

A week later they had a mid-term exam in which they were asked to write an opinion essay in English. Therefore, in the week of the exam the students were provided with revision on the required essay type once again.

In the exam they wrote an opinion essay on one of two topics given. The first option was *"Libraries are good places to study. Do you agree or disagree with this statement? Why?"* and the second was *"Students should have a part time job. Do you agree or disagree with this statement? Why?"* After all the essays (the Pre-test essay in Turkish, the English essay, the Post-test essay in Turkish, and the Delayed-Post-test in Turkish) are collected, this English essay they wrote in the exam is going to be taken as the control data. In other words, students' performance for the English essay written in the exam will show if they learned about essay writing in English. If they had learned how to write an essay in English, then it will be possible for the researcher to look at the connection between three essays written in Turkish and one essay in English. For example, if a student could not write a proper thesis statement, then we would not expect them to write a proper one in Turkish.

It is, however, crucial to note that pre-test is collected only for Turkish essays, yet English essays are collected only after the instructions.

3.3.1.6. Post-Test: Opinion Essay in Turkish (Step 5)

In this step, which was exactly one week after the exam, students were asked to write an opinion essay in Turkish as the post-test. The topic of the essay was again related with their school life and interests, which made it easy to motivate them for writing, and which did not require them to do research on the given topic. The topic was "*Do you think cell phones should be banned in class at Prep School? Why?*"

3.3.1.7. Delayed Post-Test: Opinion Essay in Turkish (Step 6)

After a three-week interval after the post-test essay in Turkish, students were asked to write another opinion essay in Turkish to see if the students writing performance in the first post-test remained the same. In the mean time they learned how to write a Cause-AND-Effect Essay. This essay is similar to one-body opinion essay in that it should have a certain components that are required in all essay types (e.g. thesis, topic sentence, connectives etc), and it differs from one-body opinion essay in that in this essay pattern students were taught to write a body paragraph for the causes and one body paragraph for the effects.

The delayed post test, in Turkish, was to show if students forgot about previous instruction or if they added more during the instruction on other essay type. If there was still an influence of English one-body opinion essay the instruction on Turkish essay performance, then results are to show a relationship between writing skills in English and Turkish.

It is crucial to note that the essay writing prompts given to the participants were both clear enough to understand and did not require prior instruction. These two issues were kept in consideration because if participants had not understood what the prompt asked for, they would not have demonstrated the required data (Mackey and Gass, 2005: 117). Besides, if they had been expected to have prior knowledge on the topic of the prompt, they would not have been able to produce any data at all. In their experimental study, Chesky and Hiebert (1987: 304, as cited in Enginarlar,

1990: 55) revealed the problem that the students who had higher prior specialized knowledge on the given prompt wrote better essays than those with less prior specialized knowledge. Furthermore, every prompt given to the student for each writing task (Turkish Pre-Test, English, Turkish Post-Test, and Turkish Delayed Post Test) was different from one another because if the topics had been similar, the participants would have had thought on and organized the ideas and the supporting details for the previous tasks, which in return would have positively affected the organization of their thoughts and allowed them to change the weak aspects of their essays. Finally, in order not to "give away the goals of the study", participants were not provided with explanations about the study (p. 117).

3.4. Scoring of the Essays

Three essays written in Turkish and one written in English will be scored by two raters who have been teaching writing skills and been trained to mark essays for at least one academic year at the preparatory program for English language Two raters mark in order to provide inter-rater reliability during the marking process. Besides, every essay written by students in an exam is marked by two raters at the Preparatory School. Therefore, the teachers who rate the essays produced by the participants are experienced enough to use the rubric efficiently as suggested by Mackey & Gass (2005: 242). In order to obtain reliable results from those essays that cause inconsistencies between two raters, a third rater who was the head of the testing unit at TOBB ETU was asked to rate the essays that showed inconsistent results. The results of the third rater were compared with those of previous raters and the common answers given by two raters were accepted as the true result of the scoring.

Another issue related to reliability of scores indicated by Miles and Huberman (1994, as cited in Creswell, 2009: 191) is that consistency between coders must be present at least "80%" of the time for good qualitative reliability. As for the present study, the consistency of the raters was at about 95% with 320 inconsistent items out of 6864. The reason why so few inconsistent results showed up was probably

because the raters were informed of the way to use the checklist and of the differences between the checklist and the exam rubric used by the school. Furthermore, in order to avoid rater judgment during the marking of the essays, the checklist, in which every item asks if "a quality" is existent or not (instead of open ended questions), was devised (p. 128). After the third rater checked the inconsistent items, it was observed that 182 items were checked as "yes" and 148 items as "no." And the inconsistent items that were marked "no" i.e. nonexistent were topic sentence related, and restatement of the thesis statement related questions.

3.4.1. The Checklist

The rubric that was used to evaluate the essays written in exams at preparatory school of English at TOBB ETU is not considered to be suitable to score writing tasks administered for the purposes of the present study. That is because the rubric adopted for regular quizzes or midterm exams is more holistic than what the research questions of this study ask for. In other words, some of the criteria, such as vocabulary and grammar, in the rubric cannot be evaluated for Turkish essays as all participants' mother tongue is Turkish, and naturally, most of them do not have problems using correct vocabulary and grammar. Furthermore, there are several missing criteria that need to be stated for the purposes of this study and checked in detail but are missing in the rubric.

There are eleven criteria in the rubric which is adopted during the evaluation process of the regular exam essays by teachers at the preparatory school of TOBB ETU. The criteria to be considered in the regular rubric are *Sequencing, Transitions, Punctuation, Format, Thesis in the Introduction, Topic Sentences, Evidence and Examples, Concluding Paragraph*. All of these are checked one by one by the teachers to give scores to the essays of the students. However, as suggested by Mackey & Gass, (2005: 107) a data collection tool should represent all the information that is investigated, which establishes content validity of a study. Therefore, in order to achieve content validity in terms of the research questions of the present study, a checklist including each and every step of the instruction of

One-Body Opinion Essay writing was devised. First, the criteria that are taken into consideration during the evaluation process of the English essays, and then the checklist that is formed especially for the present study are described:

After being devised, the checklist was shown to an expert who has been conducting research in the field of Second Language Acquisition and who had taught Academic Writing Skills as an undergraduate course to university students. The feedback from the expert has shown that the first Checklist had several missing items to be added, and several items to be changed. After the changes were made, the second draft was given to two colleagues of the researcher who were also teachers at TOBB ETU. The feedback from the researcher's colleagues turned out to be mainly about the face validity of the Checklist. Therefore, necessary changes were made to make the Checklist more user-friendly.

After the feedback given by the expert and the colleagues, changes have been made in the checklist for the purposes of refinement. Below are the major additions and deletions made in the checklist.

3.4.1.1. The Changes Made in the Checklist

First of all, the number of words in the essay has been added since writing skills teachers expect students to write at least 100-150 words in an essay especially when the need to write the One-Body Opinion essay. Secondly, under the item "*A strategy to Draw Attention*", *Definition* was stated because *Definition* is one of the strategies taught in the hand-out given to the students as the introduction to essay writing (for detailed information on Introduction to Essay, see Appendix B). As for the thesis statement, in the first draft only three features were stated. After the feedback "*only one topic, an appropriate topic, opinion/attitude, a fact*" questions were added. Finally, a question that asks for transition words (connectives) was added to the end of the *Introductory Paragraph* section of the Checklist.

As for the additions made to the body paragraph, at first it was only checked to see if there was one paragraph in the body part, but as in an opinion essay there can be two or three body paragraphs. Therefore, the number of paragraphs was added. Besides, examples were not asked for in the first draft but as students may not know the difference between examples and evidence, another part was added. This section lacked a section for *Transition Words* as well. After the feedback, a section for *Transitions* was added.

In the Concluding Paragraph section, first, it was asked if there was a restatement of the thesis statement. However, after the feedback, restatement was categorized into three sub-sections: "*restatement with restructuring, restatement with different vocabulary, restatement with repetition of the thesis statement*." Finally, this section was added with the question "is there a new thought/idea in the concluding paragraph?"

Apart from these main sections, two more questions were added: "is the essay *coherent*?" and "is there *unity* in the essay?". These two questions were added because it was observed in the lessons that students tend to write well organized essays in English but has problems in Turkish essays. Therefore, these two sections were added to see if there is a change in this aspect. Also, as one colleague pointed out, there was a need for definitions of terminology in the checklist; thus, at the end of the Checklist ambiguous terminology was defined.

After the feedback received from the expert and the colleagues of the researcher, the checklist was finalized. The final checklist consists of 4 sections, with a total of 44 items. Below each item is stated in detail.

3.4.1.2. The Finalized Checklist Used for Evaluation

St. Name: ___ *Class:* **AF1   AF4   AF5**   *Essay:* **Pre, Eng, Post, Delayed**
Opinion Essay Checklist
  1.   The essay has an introductory paragraph……………..……….…….____
              1.1 The intro paragraph adopts a strategy(ies) to draw attention…..____

3.1.1   Funnel Method……………………………………._____
3.1.2   Quotation…..………………………..…………._____
3.1.3   Asking Questions………………………………._____
3.1.4   Stating an Anecdote……………………...…._____
3.1.5   Turn About……………………………...……._____
3.1.6   Definition……………………………...……….._____
3.2   The Introductory Paragraph ends with a Thesis St. (which)…._____
    3.2.1   is written as a single sentence………………....._____
    3.2.2   contains only one topic…………………….......…._____
    3.2.3   contains an appropriate topic………………...…._____
    3.2.4   contains a controlling idea……………….......….._____
    3.2.5   is formed by an opinion/attitude………….....…._____
    3.2.6   is not formed by a fact………………………...…._____
3.3   The introductory paragraph has cohesive devices..………….._____

2.The essay has a body part (which as)……..………………………_____
    2.1 one paragraph (One-Body Opinion Essay)……….……...…._____
    2.2 two paragraphs………………………….………..….…·_____
    2.3 three paragraphs ………………………………….……·_____
    2.4 The Body Paragraph(s) has a topic sentence (which has)........._____
      i.   a topic……………………………………......…._____
      ii.   a controlling idea…………………………….….……·_____
    2.5 The Body Part has Two/ Three Major Supporting Ideas………_____
      i.   Each supporting idea has minor details……….....…..._____
        1.   Minor details are used correctly……………….._____
      ii.   Each supporting idea has examples………………….·_____
        1.   Examples are used correctly………….........…._____
      iii.   The supporting ideas are repeated………………….·_____
    2.6 The Body Paragraph(s) do/does not have a conc. sentence…...._____
    2.7 The Body Paragraph(s) has cohesive devices…………….…..._____

3.   The essay has a Concluding Paragraph (which) …………………....._____
    3.1 starts with a restatement of the thesis statement……………·_____
      i.   The rest. is formed with a different structure………….._____
      ii.   The rest. is formed with different vocabulary……..….._____
      iii.   The thesis statement is repeated………………………._____
    3.2 summarizes the main points in the body part (optional) ……..._____
    3.3 ends with a final thought/suggestion……………………….._____
    3.4 has a new thought…………………………….……·_____
    3.5 has cohesive devices……………………………………._____
4.   There is not any refutation of the opposing idea in the essay..………....._____
5.   Punctuation marks are used as in instruction given…………...……_____
6.   The essay is coherent…………………………………………......_____
7.   The essay has unity…………………………….…………..·_____

Terminology:
1.   **Funnel Method**: Presented the ideas in introductory paragraph from general to specific.
2.   **Quotation**: Quoting what experts said on a topic to introduce the topic.

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3. **Asking Questions**: asking a relevant and interesting question to the reader in the introductory paragraph to draw attention.
4. **Stating an Anecdote**: Stating a story or an experience on the topic in the introductory paragraph.
5. **Definition**: A strategy that is used to define a term in the introduction.
6. **Turn About**: Starting with an idea but supporting the opposite in the introduction in order to draw the reader's attention:
7. **Unity**: "A unified essay presents a thought, supports it with adequate details and completes it with a conclusion."
8. **Coherence**: "The ideas, expressed in the paragraphs, flow smoothly from one to the other in a logical sequence [with the help of chunks, punctuation marks, conjunctions etc.]. This helps the reader to understand the paragraph."

The first section "Introduction Paragraph" asks for 16 elements taught while teaching one-body opinion essay writing. First, it is asked if the students wrote an introductory paragraph, then if they made use of one or more of strategies to draw the readers' attention. Later, it is asked if they wrote a thesis statement, and if the thesis statement is composed of all the necessary features such as "being a single sentence, containing only one and an appropriate topic, being formed by an opinion or attitude, not being formed by a fact, and containing a controlling idea. Lastly, whether the thesis statement includes a cohesive device such as "in my opinion" is checked.

The second section contains 15 items focused in writing instruction of one-body opinion essay. First, whether there is a body paragraph is checked. Then, as the instruction emphasized only one body paragraph, it is asked if the body has only one paragraph. The next items ask for the topic sentence, and its topic and controlling idea. After that, supporting ideas, and their details and examples are asked for. After that, whether there is a concluding sentence or not is asked, and finally, cohesive devices that help smooth transition between ideas and details/examples are checked.

The third section of the checklist consists of 9 items that start with asking whether there is a concluding paragraph. If there is a concluding paragraph, then it is asked if there is a restatement of the thesis statement (either with a different structure, or

with different vocabulary, or with exactly the same structure and vocabulary). After that, it is asked if the main points stated in the body part are summarized, if there is a final thought or suggestion; and if there is a new thought. Finally, it is tested whether there is a cohesive device that introduces the concluding paragraph.

The last section of the checklist has 4 items that are about the overall features of the essay. In other words, they do not belong to either introduction or any other part of the essay, but to all of it. The first item asks if there is a refutation of the opposing idea. This is asked because students were repeatedly told that in the opinion essay a refutation of the opposing idea is not allowed. Secondly, it is asked if students used the punctuation marks, especially commas, before or after cohesive devices that allow smooth transition of ideas throughout the essay. Lastly, whether the essay is coherent and has unity or not is tested.

3.5. Data Analyses

SPSS software was used for analysis of all the scores of all tests. First, one of the normality distribution tests, Shapiro-Wilk was administered to all scores separately in order to identify the appropriate test for comparison of *Turkish Pre-Test* with *English test* (Control Data), *Turkish Post Test*, and *Turkish Delayed Post Test* scores.

Then in accordance with the test of normality distribution of scores, either Paired T-test, or Wilcoxon signed-ranks test was used to find out whether there is a significant difference between the Turkish pre-test scores and the English/Turkish Post/Turkish Delayed Post tests. First, Turkish pre-tests scores were compared with English control data scores in order to see if there was a significant difference between these two tests. This comparison was crucial since if there was not a significant difference, then the comparison of Turkish Pre-test and Post/Delayed post tests would not be expected to show any significant difference. Finally, the scores of post tests in Turkish and Delayed Post Tests in Turkish were compared to see if the effect of English writing instructions remained after an interval.

The comparison analyses were carried out for the Total Scores, the Introduction Paragraph scores, the Body Part scores, the Concluding Paragraph scores, and the scores of items *"Refutation, Punctuation, Coherence, and Unity."* The level of significance for all analyses was set at α=.05.

After the analyses of significance, descriptive statistics and bar charts were used to show the difference of mean scores of the participants to see the amount of effect from English writing instruction on Turkish essay writing.

This chapter presented the methodology of the study: the participants, the setting, the data collections tools, the design of the study, and the data analysis information. In the following chapter, the results of the analyses will be stated and interpreted.

CHAPTER 4

RESULTS AND INTERPRETATION

4.0. Presentation

In this chapter, first tests of normality of distribution are presented. Then, comparative statistics of Pre-Test essays in Turkish, English Tests, Post and Delayed Post-test essays in Turkish have been analyzed and the results are presented. Next, a summary of test results is demonstrated. Finally, a table showing the participants' opinion on whether or not English instructions affected their Turkish writing styles is discussed.

4.1. Analysis of the Essay Scores

The procedure for analyzing the data is based on comparing four essay writing tests with each other. In each step two tests are compared: Pre-test in Turkish and English; Pre-test in Turkish and Post-test in Turkish; Pre-test in Turkish and Delayed Post-test in Turkish.

To test the effect the English one-body opinion essay writing instruction has on Turkish, each group should be compared between each other. In this analysis, the main groups are as follows:

1. Pre-test in Turkish
2. English test
3. Post-test in Turkish
4. Delayed post-test in Turkish

The second group is the control data to test if there is a meaningful difference between Pre-test in Turkish and English test. To search for the effect of the English instruction, there is a need to compare groups separately. Comparing groups could be achieved with one of the parametric tests known as *Paired T-test*. To perform Paired T-test appropriately, it is crucial that the assumptions of t-test be met. The assumption of Paired T-test is that variables must be normally distributed. Therefore, in order to see if a Paired T-Test comparison is appropriate, first a test for normality of distribution is run. Below are the results of the test of the normality of distribution.

4.2. Computing Normality

In order to test normality of distribution of test scores of the present study Shapiro-Wilk statistics were used because the sample size (39) is less than 50 (Ozdamar, 2013: 272-279).

4.2.1. Normality Tests

There are two main hypotheses below:

H_0: The variables (test scores) are normally distributed *(null hypothesis)*

H_1: The variables (test scores) are not normally distributed *(alternative hypothesis)*

Essay scores for each part of each test are analyzed in terms of normality of distribution of variables (See Appendix G for the table of normality distribution results of the scores). The normally distributed scores are highlighted and typed in bold in order to make it easier to notice. Moreover, one normally distributed and one non-normally distributed score are described as examples to the other scores in the above table.

I. Normality Test for The Total Score of Pre-test in Turkish

Since the probability associated with the test of normality is >0,333(=p value) and since it is more than or equal to the level of significance (0,05), the alternative

hypothesis is rejected, and it can be concluded that *the total score of Pre-test in Turkish* is normally distributed. This means that scores in this test are distributed around the mean and would make up a bell-curve shape if put on a histogram. Therefore, to compare the total scores of this test with that of another Paired T-test can be used.

II. Normality Test For The Total Score of English Test

Since the probability associated with the test of normality is <0,000 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *the total score of English test* is not normally distributed. What this means is that this test's scores with a non-normal distribution "deviates from a comparable normal distribution" (Field, 2005: 93). Therefore, for essay scores such as this i.e. having non-normally distributed scores cannot be compared with Paired T-test but with Wilcoxon signed ranks test[2].

As a result, only the comparison between the *total score of Pre-test in Turkish* and *Total Score of Delayed Post-test in Turkish* can be carried out with Paired T-test.

4.3. Comparing Essay Scores

The first one of the five types of scores is the total score. The total score is calculated with 44 items in the Checklist, designed in accordance with the writing instruction to give scores to the essays, and the scaled scores are the variables for testing the difference between main groups below:

 I. Pre-test in Turkish
 II. English Test
 III. Post-test in Turkish
 IV. Delayed post-test in Turkish

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[2] *Assumptions of Wilcoxon signed-ranks test:*
- The sample is random
- The variable is continuous
- The population is symmetrically distributed about its mean μ
- The measurement scale is at least interval.

4.3.1. Comparisons Carried out Between Turkish Pre-test and English Test scores

Research question: Is there a statistically significant difference between *The _____ score of Pre-test in Turkish* and *The _____ score of English test*? (The gaps are to be filled with one of the following: "total, introduction, body, conclusion, Refutation/Punctuation/Coherence/Unity" in accordance with each comparison).

This research question has to be answered under each of the comparison section because unless there is a significant difference between Pre-test in Turkish and English test scores, the participants are not expected to have been affected by the English essay writing instruction. If there is no difference, then testing the Post-test and Delayed Post-test Turkish essay overall and sub-scores may not be expected to be conclusive in showing an increase after the treatment i.e. English writing instruction.

Wilcoxon signed-ranks test Hypothesis:
In this research, the mean differences are looked for, so the appropriate hypotheses are given below:
$H_0: \mu = \mu_0$ (null hypothesis)
$H_0: \mu \neq \mu_0$ (alternative hypothesis)

Decision rules of the test:
After calculating 2-tailed test statistics(sig. value), it can be compared with the level of significance. If the calculated p value is more than or equal to level of significance, then it is unable to reject the null hypothesis (p value>0,05). If the calculated p value is less than the level of significance, then it rejects the null hypothesis(p value<0,05).

After comparisons were done between each score of Pre-tests in Turkish and English tests, it was found that there is a significant difference between these two

tests scores in each of the comparisons. The comparisons for the total scores showed that the calculated p value in 2-tailed test is 0,000 which is less than 0,025, thus rejecting the null hypothesis, indicating a significant difference between total scores of these tests.

Moreover, the comparison between *Introduction Paragraph scores of Pre-test in Turkish* and that of *English tests* showed that the calculated p value in 2-tailed is 0,000. Since the calculated p value is less than level of significance (0,000<0,025) the null hypothesis must be rejected here as well.

The next comparison was done with *Body Part scores of Pre-test in Turkish* and with that of *English Test*. The results showed that the calculated p value in 2-tailed is 0,000. Because the calculated p value is less than level of significance (0,000<0,025) a statistically significant difference between these two scores can be indicated.

Another comparison was run between *Conclusion Scores of Pre-Test in Turkish* and that of the *English Test*. Since the calculated p value in 2-tailed is 0,001, and is less than level of significance (0,001<0,025), a significant difference between these two scores can be reported.

The final comparison between Pre-test in Turkish and English tests were carried out in terms of the group of the items "refutation/punctuation/coherence/unity". The comparison showed that the calculated p value in 2-tailed is 0,000 and thus is less than level of significance (0,000<0,025). Therefore, it indicates a statistically significant difference between these two scores.

As all the comparisons between the sub-scores of Pre-Tests in Turkish and English Tests revealed, a significant difference has been found between the scores of Pre-tests in Turkish and English Tests; as a result, it is possible to compare Pre-tests in Turkish and Post-tests in Turkish; Pre-tests in Turkish and Delayed Post-tests in

Turkish separately. By comparing them this way, it will be clear if there is a difference between the *Pre* and *Post* tests in Turkish.

If the answer is yes, it will be analyzed if the effect of English instruction remains. This is analyzed by comparing Post-tests in Turkish and Delayed Post-tests in Turkish. If there is not a significant difference between these two, then it will be possible to report that the effect of English remains.

4.3.2. Comparing the Total (Overall) Scores

The first test is run to compare the total (Overall) scores of three Turkish essay scores. With these tests, it will be revealed if there is a significant difference between total scores of Pre Turkish Test and those of post tests.

This test is applied to answer the following research question:

Research Question: *Is there an effect of the English instructions for One-Body Opinion Essay on the total (overall) scores of Post-tests and Delayed Post-tests in Turkish?*

4.3.2.1. The Total (Overall) Score of Pre-Tests in Turkish - The Total Score of Post-tests in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between the scores of *The total score of Pre-Turkish essays* and *The total score of Post Turkish essay*. The mean of the total score of Post-tests in Turkish (29,51) is higher than that of the Pre-tests in Turkish (22,36).

Hypothesis:

$H_0: \mu_{pre-turkish} = \mu_{Post\,Turkish}$
$H_1: \mu_{pre-turkish} \neq \mu_{Post\,Turkish}$

In this comparison, the calculated p value in 2-tailed is $0,000^3$ and the Z value is -5,283 (based on negative ranks). As a consequence, the calculated p value is less than level of significance (0,000<0,025) and thus the null hypothesis must be rejected. In this case, it means the scores of two dependent groups have a statistically significant difference. As a result, the *total score of Post-test in Turkish* is significantly higher than *the total score of Pre-test in Turkish*.

4.3.2.2. The Total (Overall) Score of Pre-tests in Turkish - The Total Score of Delayed Post-tests in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between *The total score of Pre-tests in Turkish* and *The total score of Delayed Post-tests in Turkish*. The mean of the total scores of Delayed Post-tests in Turkish (28,72) is higher than that of the total scores of Pre-tests in Turkish (22,36).

Hypothesis:

$H_0: \mu_{Difference=Delayed\,Post\,Turkish-pre-turkish} = 0$

$H_1: \mu_{Difference=Delayed\,Post\,Turkish-pre-turkish} \neq 0$

Table 4.1 Test Statistics of Total Scores of Delayed Post-tests in Turkish and Pre-tests in Turkish

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	The total score of Delayed Post-test in Turkish - The total score of Pre-test in Turkish	6,359	4,659	,746	4,849	7,869	8,523	38	,000

---

[3] *The total score of Pre-test in Turkish* is distributed normally but *The total score of English Test* is not distributed normally. Because of the parametric t test's assumption, this set is not suitable for Paired T-test. Therefore, the non-parametric Wilcoxon signed-ranks test should be used.

As can be seen from the SPSS output table, the calculated p value in 2-tailed is 0,000[4]. As mentioned before, it is known that when the calculated p value is less than the level of significance (0,000<0,025) the null hypothesis must be rejected. In this case, the null hypothesis is rejected, meaning that the scores of two dependent groups have a statistically significant difference. Therefore, the total scores of Delayed Post-test in Turkish are significantly higher than the total scores of Pre-test in Turkish.

4.3.2.3. Comparing Total Scores of Post-test in Turkish – The Total Scores of Delayed Post-test in Turkish

Assumption:

It had been assumed that there is not a statistically significant difference between the *the total score of Post-test in Turkish* and t*he total score of Delayed Post-test in Turkish.* The mean of the total score of the former (29,51) is higher than that of the latter (28,72).

Hypothesis:

$H_0: \mu_{Post-Turkish} = \mu_{Delayed\ Post-Turkish}$
$H_1: \mu_{Post-Turkish} \neq \mu_{Delayed\ Post-Turkish}$

The statistical comparison between these two scores showed that the calculated p value in 2-tailed is 0,202 and Z=-1,277, and as the calculated p value is more than the level of significance (0,202>0,025), the alternative hypothesis is rejected, and the null hypothesis is accepted, which means that the scores of two dependent groups do not present a statistically significant difference despite the fact that the mean score (29,51) of the total score of Post-test in Turkish is higher than the mean score (28,72) of the conclusion of Delayed Post-Turkish essays (29,51>28,72).

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[4] Since the probability associated with the Shapiro-Wilk test of normality is >0,537(=p value) which is more than or equal to the level of significance (0,05), it can be concluded that *the total score of difference* is normally distributed, which shows that Paired T-test assumptions are all provided.

4.3.2.4. Summarized Means Chart of the Total Scores and Interpretation

To have a clear picture of the differences between tests, a bar chart that demonstrates means of total scores of each test is given below:
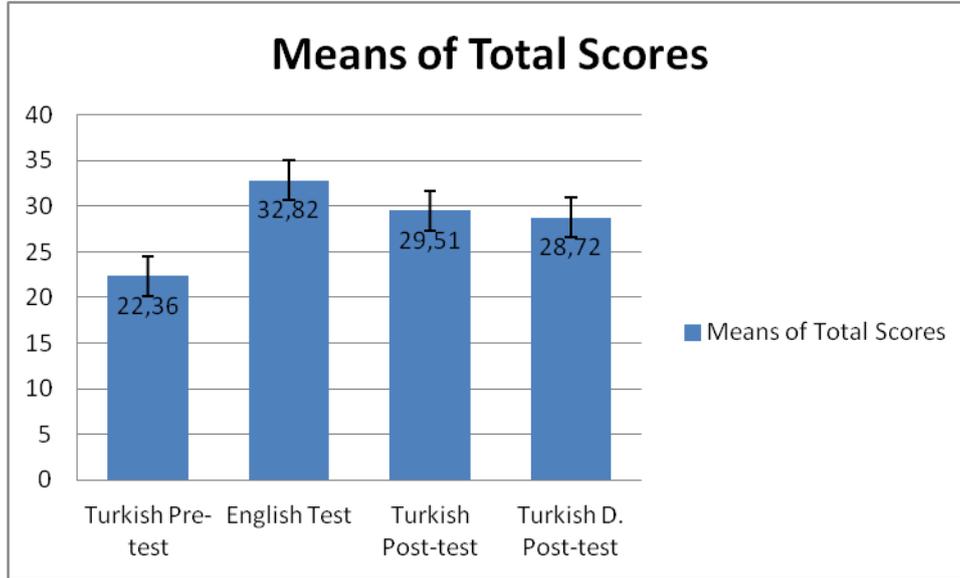
Figure 4.1. Chart of Summary of Total Scores

In the above chart of the means of the total scores, it is clear that the participants of the study started using more items taught during the English essay writing instruction, and despite using less items compared to the Post Test, students still used more items in the Delayed Post Test. This shows that despite the deterioration of the influence of the instruction, even after a three-week interval (after the post test), students kept writing in Turkish with English writing style regarding the total scores.

What this shows is that the intensive English Essay writing education given to the students has an effect on their writing in Turkish in accordance with English rhetoric adopted in class. These results are consistent with those of several other studies carried out on L2>L1 rhetorical transfer in writing (Atakent, 1999; Enginarlar, 1990; Can, 2006; Erduyan, 2004; Papp, 1991; Oi & Sato, 1990; Kubota, 1992).

4.3.3. Comparing the Scores of the Introduction Paragraph

The second test belongs to the comparison of the scores of the introduction paragraph. This test is important for an in-depth analysis of the effect of the English writing instruction.

This comparison test is necessary to answer the research question below:

Research Question: *Is there an effect of the English instructions for One-Body Opinion Essay on the Introduction Paragraph scores of Post and Delayed Post Turkish Essays?*

4.3.3.1. The Introduction of the Pre-tests in Turkish - The Introduction of the Post-tests in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between The *scores of the Introduction of the Pre-test in Turkish* and *The scores of the Introduction of the Post-test in Turkish.* The introduction scores of Post-test in Turkish have a mean score (9,21) that is higher than that of *The Introduction score of Pre-test in Turkish*(6,56).

Hypothesis:

$H_0: \mu_{pre-turkish} = \mu_{Post\,Turkish}$
$H_1: \mu_{pre-turkish} \neq \mu_{Post\,Turkish}$

In this comparison, the calculated p value in 2-tailed is $0,000^5$ and the Z score is -4,496 (based on positive ranks). As the calculated p value is less than level of significance (0,000<0,025) the null hypothesis is rejected. In this case, the scores of two dependent groups have a statistically significant difference.

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[5] Since the parametric T-test's normality of distribution assumption is not provided, the non-parametric Wilcoxon signed-ranks test should was used.

4.3.3.2. The Introduction of the Pre-tests in Turkish - The Introduction of the Delayed Post-tests in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between *The score of the Introduction of the Pre-tests in Turkish* and *The score of the Introduction of the Post-tests in Turkish*. The mean (9,46) of the introduction score of Delayed Post-tests in Turkish is higher than the mean of the introduction scores of Pre-tests in Turkish (6,56).

Hypothesis:

$H_0: \mu_{pre-turkish} = \mu_{Delayed\ Post\ Turkish}$
$H_1: \mu_{pre-turkish} \neq \mu_{Delayed\ Post\ Turkish}$

This comparison showed that the calculated p value in 2-tailed is $0,000^6$ and the Z score is -4,671 (based on positive ranks). When the calculated p value is less than level of significance (0,000<0,025) the null hypothesis is rejected. In this case, the scores of two dependent groups have a statistically significant difference.

4.3.3.3. The Introduction of the Post-tests in Turkish - The Introduction of the Delayed Post-tests in Turkish

Assumption:

It had been assumed that there is not a statistically significant difference between the scores of *The Introduction of Post-tests in Turkish* and of *The Introduction of Delayed Post-tests in Turkish.* The mean of the introduction score of Post-test in Turkish (9,21) is less than the mean of the introduction score of Delayed Post-test in Turkish (9,46).

Hypothesis:

$H_0: \mu_{Post-Turkish} = \mu_{Delayed\ Post-Turkish}$
$H_1: \mu_{Post-Turkish} \neq \mu_{Delayed\ Post-Turkish}$

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[6] Because the parametric t test's assumption was not met, the non-parametric Wilcoxon signed-ranks test was used.

The analysis between these two test scores showed that the calculated p value in 2-tailed is 0,511 and Z is -657 (based on negative ranks), and because the calculated p value is more than the level of significance (0,511>0,025), the alternative hypothesis is rejected, and the null hypothesis is accepted. In this case, it means that the scores of two dependent groups do not present a statistically significant difference despite the fact that the mean score of the introduction score of Post-test in Turkish is less than the mean score of the introduction of Delayed Post-test in Turkish (9,21<9,46).

4.3.3.4. Summarized Means Chart of the Introduction Paragraph and Interpretation
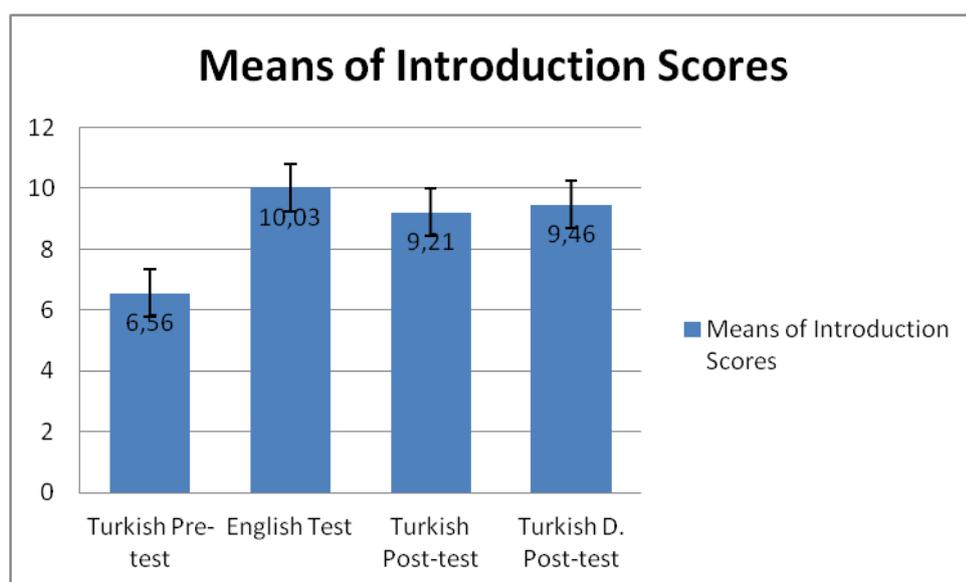
Figure 4.2. Chart of Means of Introduction Paragraph Scores

It can be seen in the above bar chart of the means of the introduction paragraph scores that there is a strong similarity between the English essay and the Post-test in Turkish. This shows that students started using more like the essay style taught after the Pre-test in Turkish. Furthermore, interestingly students wrote more like the English writing rhetoric in the Delayed Post-test in Turkish. As stated in the review of literature, they learned Cause-Effect essay after One-Body Opinion essay, and the structure of the Introduction Paragraph is to some extent similar in both patterns of

organization, which might be the reason why the style of the Introduction Paragraph changed more into English rhetoric.

What changed much in Turkish Introductory paragraphs were two main points observed in Post- and Delayed Post tests in Turkish: (1) the students started to "ask questions" or use "definition" to draw the readers' attention, which was emphasized in the writing instruction; (2) they started to write a well-developed thesis statement at the end of the introductory paragraph just as they learned in English essay writing classes.

Although it is a paragraph-level analysis, this result reveals an effect of English writing on Turkish, which is consistent with what Papp (1991) on sentential level, Atakent (1999) on essay level.

Furthermore, this bar chart also shows that although at high school students were taught about "introduction, body, and conclusion," they were not given intensive and practical instruction on the elements of each of these parts. In other words, students were taught that some sort of introduction, some sort of body, and some sort of conclusion should exist but what each one these should consist of was ignored. This is why Introduction scores of Pre Turkish essays present evidence that students know about this part, but the fact that Post and Delayed Post Turkish essays have higher scores for the Introduction Paragraphs reveal that Turkish instruction might not have been enough as Yaman and Köstekçi (1998), and Atakent (1999) also reported.

4.3.4. Comparing the Scores of the Body Part

This test is used to analyze the difference between the scores of the body paragraph for an in-depth analysis of the scores.

This comparison test is necessary to answer the research question given below:

Research Question: Is there an effect of the English instructions for One-Body Opinion Essay on the Body Part scores of Post and Delayed Post tests in Turkish?

4.3.4.1. The Body of the Pre-test in Turkish - The Body of the Post-test in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between the scores of *The scores of the Body of the Pre-test in Turkish* and *The scores of the Body of the Post-test in Turkish*. The mean (11) of the body scores of English essay is higher than that of the body scores of Pre-test in Turkish (8,21).

Hypothesis:

$$H_0: \mu_{pre-turkish} = \mu_{Post\,Turkish}$$
$$H_1: \mu_{pre-turkish} \neq \mu_{Post\,Turkish}$$

The calculated p value in 2-tailed is $0,000^{[7]}$ and the Z value is -4,582 (based on positive ranks). Because the calculated p value is less than level of significance (0,000<0,025), the null hypothesis is rejected. In this case, there is a statistically significant difference between the scores of two dependent groups.

4.3.4.2. The Body of the Pre-test in Turkish - The Body of the Delayed Post-test in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between *The scores of the Body of the Pre-test in Turkish* and *The scores of the Body of the Delayed Post-test in Turkish*. The mean (10,21) of the body scores of Delayed Post-test in Turkish is higher than the mean of the body scores of Pre-test in Turkish (8,21).

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[7] Because the parametric T-test's assumption (normality distribution of scores) is not achieved, the non-parametric Wilcoxon signed-ranks test is adopted.

Hypothesis:

$$H_0: \mu_{pre-turkish} = \mu_{\text{Delayed Post Turkish}}$$
$$H_1: \mu_{pre-turkish} \neq \mu_{\text{Delayed Post Turkish}}$$

In this comparison the calculated p value in 2-tailed is 0,001[8] and Z is -3,419 (based on positive ranks). The calculated p value is less than level of significance (0,001<0,025); therefore, the null hypothesis is rejected. In this case, there is a statistically significant difference between the scores of two dependent groups.

4.3.4.3. The Body of the Post-test in Turkish - The Body of the Delayed Post-test in Turkish

Assumption:

It had been assumed that there is not a statistically significant difference between the scores of *The Body of Post-test in Turkish* and *The body of Delayed Post-test in Turkish.* The mean of the body score of Turkish Post-test (11) is higher than that of the Delayed Post-test in Turkish (10,21).

Hypothesis:

$$H_0: \mu_{Post-Turkish} = \mu_{\text{Delayed Post-Turkish}}$$
$$H_1: \mu_{Post-Turkish} \neq \mu_{\text{Delayed Post-Turkish}}$$

In the analysis of these two test scores, it was seen that the calculated p value in 2-tailed is 0,029 and Z value is -2,189. Because the calculated p value is more than the level of significance (0,029>0,025), the alternative hypothesis is rejected, and the null hypothesis is accepted. What this means is that the scores of two dependent groups do not present a statistically significant difference despite the fact that the mean score of the first is higher than the mean score of the second (11>10,21).

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[8] Because of the parametric t test's assumption that variables must be distributed normally was not met, the non-parametric Wilcoxon signed-ranks test is used.

4.3.4.4. The Summarized Chart of the Body Paragraph Scores and Interpretation

To have a clear insight into the differences between Body parts scores, a bar chart of body part mean scores is given:
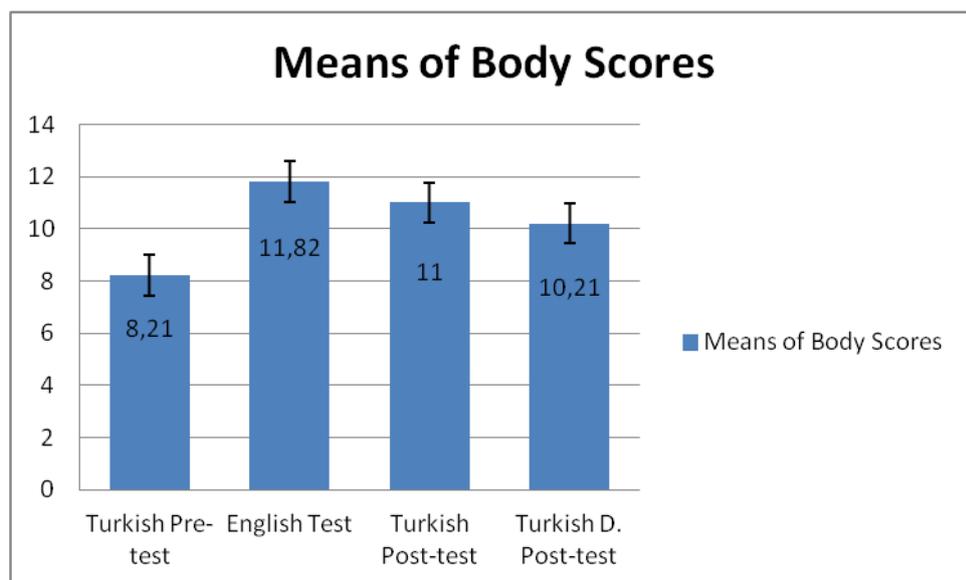
Figure 4.3. Chart of Mean Scores of Body Part

In the chart above (Figure 4.3.), it is seen that in the Post-test in Turkish students started writing more like English rhetoric which was taught right after the Pre-test in Turkish. Unlike the *Introduction* paragraph, however, there is a decrease in terms of similarity between English test and Delayed Post-test in Turkish. The reason for this decrease might be the fact that students learned Cause Effect Essay the body structure of which is different from that of One-Body Opinion Essay. Nevertheless, when the Pre-test in Turkish and Delayed Post-test in Turkish are compared, it is still possible to see a significant difference between them.

This difference is apparent in the use of topic sentence at the beginning of the body paragraph. Although some students had not written a topic sentence to introduce the main idea in the Pre-test in Turkish, they started writing them along with the controlling idea in Post and Delayed Post tests in Turkish.

Except for topic sentence, the body part mostly resembled to one another in Turkish essays. The reason for this might be the linear structure of paragraphs, which both English and Turkish share (Korkmaz et. al., 1995:186)

4.3.5. Comparing the Scores of the Conclusion Paragraph

As the title suggests, this tests seeks to analyze the difference between Pre- and Post- ; Pre and Delayed Post- tests for a detailed comparison of the scores.
This comparison test is necessary to answer the research question below:

Research Question: *Is there an effect of the English instructions for One-Body Opinion Essay on the Conclusion Paragraph scores of Post and Delayed Post tests in Turkish?*

4.3.5.1. The Conclusion of the Pre-test in Turkish - The Conclusion of the Post-test in Turkish

Assumption:
It had been assumed that there is a statistically significant difference between the scores of the Conclusion of the Pre-tests in Turkish and the scores of the Conclusion of the Post-tests in Turkish. The conclusion scores of the former (mean 6,85), is higher than that of the latter (mean 5,90).

Hypothesis:

$H_0: \mu_{pre-turkish} = \mu_{Post\,Turkish}$
$H_1: \mu_{pre-turkish} \neq \mu_{Post\,Turkish}$

The results showed that the calculated p value in 2-tailed is 0,021[9] and Z value is -2,316 (based on positive ranks). As the calculated p value is less than level of significance (0,021<0,025), the null hypothesis must is rejected. In other words, the scores of two dependent groups show a statistically significant difference.

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[9] Since the parametric t test's assumption was not met, the non-parametric Wilcoxon signed-ranks test was adopted.

4.3.5.2. The Conclusion of the Pre-test in Turkish - The Conclusion of the Delayed Post-test in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between the *scores of the Conclusion of the Pre-test in Turkish* and *The scores of the Conclusion of the Delayed Post-test in Turkish.* The conclusion scores of Turkish Delayed Post-test (mean=6,77) is higher than that of Pre-test in Turkish (mean=5,90).

Hypothesis:

$H_0: \mu_{pre-turkish} = \mu_{Delayed\ Post\ Turkish}$
$H_1: \mu_{pre-turkish} \neq \mu_{Delayed\ Post\ Turkish}$

In this comparison, it is seen that the calculated p value in 2-tailed is 0,039[10] and Z is -2,063 (based on positive ranks), and because the calculated p value is more than the level of significance (0,039>0,025), the alternative hypothesis must is rejected, and the null hypothesis is accepted. In this case, the scores of two dependent groups do not present a statistically significant difference despite the fact that the mean score (6,77) of the conclusion of Delayed Post-test in Turkish is higher than the mean score (5,90) of the conclusion of Pre-test in Turkish (6,77>5,90).

4.3.5.3. The Conclusion of the Post-test in Turkish - The Conclusion of the Delayed Post-test in Turkish

Assumption:

It had been assumed that there is not a statistically significant difference between the scores of *The Conclusion of Post-test in Turkish* and *The Conclusion of Delayed Post-test in Turkish.* The mean of the conclusion score of the former (6,85) is higher than the mean of the conclusion score of the latter (6,77).

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[10] *The scores of the Conclusion of the Pre-test in Turkish* and *The scores of the Conclusion of the Delayed Post-test in Turkish* are not distributed normally. As a result, the non-parametric Wilcoxon signed-ranks test is used.

Hypothesis:

$H_0 : \mu_{Post-Turkish} = \mu_{Delayed\ Post-Turkish}$

$H_1 : \mu_{Post-Turkish} \neq \mu_{Delayed\ Post-Turkish}$

In this comparison of pairs, the calculated p value in 2-tailed is 0,668, and Z value is -,430 (based on positive ranks). Since the p value is more than the level of significance (0,668>0,025), the alternative hypothesis is rejected, and the null hypothesis is accepted. This shows that the scores of two dependent groups do not present a statistically significant difference although the mean score of the introduction score of Post-test in Turkish is higher than the mean of the introduction score of the Delayed Post-test in Turkish (6,85>6,77).

4.3.5.4. The Summarized Chart of the Conclusion Paragraph Scores and Interpretation

Below, a bar chart that shows mean scores of Conclusion paragraphs of tests is given for a clear understanding of the differences between scores.
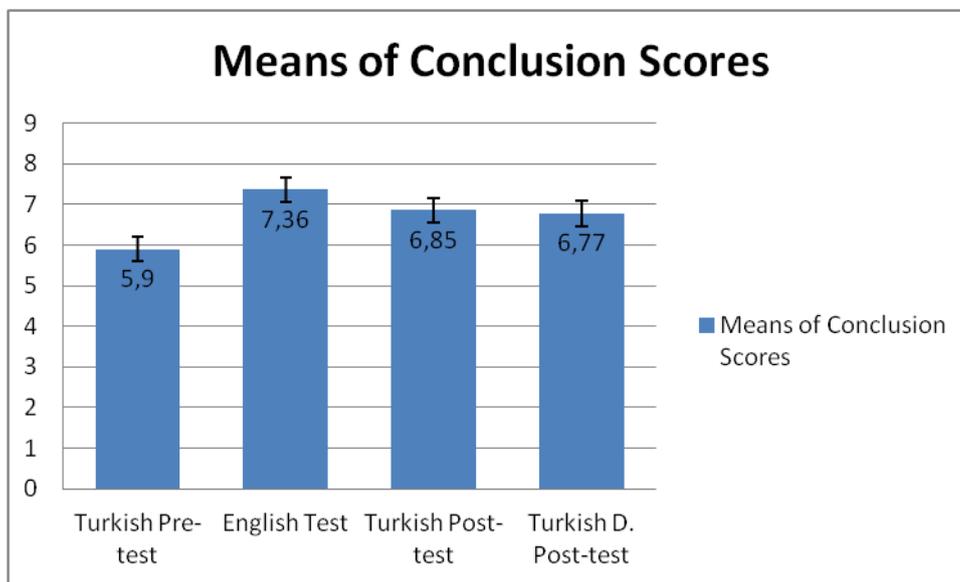

Figure 4.4. Chart of Mean Scores of Conclusion Paragraph

According to the chart of the means of Conclusion Paragraph scores above, although it may not seem significant, there is still an increase in terms of the similarity between English essays and Post/Delayed Post Turkish essays. However, as there is

not a distinctive difference between Turkish and English rhetoric for writing (Korkmaz et. al.,1995: 186), it is only natural that there is not much of a change in rhetoric. Besides, as mentioned above, at high school, students in Turkey are taught in general that "introduction, body, and conclusion" are three main parts of the essay, and they are provided with sample essays written by professional writers (Yaman & Köstekçi, 1998, as cited in Atakent, 1999: 26) but they are not given with specific elements that each of these parts should include. Therefore, the participants of this study wrote concluding paragraphs almost similar in four different tests since there are not many distinctive elements for this part of the essay.

Nonetheless, some students who did not use a connector such as "*to sum up*" at the beginning of the concluding paragraph in Pre-Turkish essay began to use "*kısacası*" (in short), "*özetle*" (to sum up), "özetlemek *gerekirse*" (to sum up) in their Post/Delayed post tests. The part that was not influenced much by the writing instruction in L2 English was the "giving advice" or "summarizing" strategies.

4.3.6. Comparing the Scores of Refutation, Punctuation, Coherence, and Unity

In this section, the scores of items (Refutation, Punctuation, Coherence, and Unity) which could not be categorized under the previous sections are being compared. As they are an essential part of essay writing, they cannot be excluded from the analysis of the scores.

This comparison test is necessary to answer the research question below:

Research Question: Is there an effect of the English instructions for One-Body Opinion Essay on Refutation, Punctuation, Coherence, and Unity Items' scores of Post and Delayed Post tests in Turkish?

4.3.6.1. Refutation, Punctuation, Coherence, and Unity of the Pre-test in Turkish – and those of the Post-test in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between the scores of *Refutation, Punctuation, Coherence, and Unity items of the Pre-test in Turkish* and the score of *Refutation, Punctuation, Coherence, and Unity items of the Post-tests in Turkish*. The descriptive statistics show that The mean score (2,49) of the Refutation, Punctuation, Coherence, and Unity items of Post-test in Turkish is higher than the mean score (1,69) of those of Pre-test in Turkish.

Hypothesis:

$$H_0: \mu_{pre-turkish} = \mu_{Post\,Turkish}$$
$$H_1: \mu_{pre-turkish} \neq \mu_{Post\,Turkish}$$

The comparison between both scores showed that the calculated p value in 2-tailed is 0,000[11] and the Z value is -3,486 (based on positive ranks), and as the calculated p value is less than level of significance (0,000<0,025) the null hypothesis is rejected and thus the scores of two dependent groups have a statistically significant difference.

4.3.6.2. Refutation, Punctuation, Coherence, and Unity of the Pre-test in Turkish - and those of the Delayed Post-test in Turkish

Assumption:

It had been assumed that there is a statistically significant difference between the scores of *the Refutation, Punctuation, Coherence, and Unity items of the Pre-test in Turkish* and the scores of *Refutation, Punctuation, Coherence, and Unity items of the Delayed Post-test in Turkish*. According to the descriptive statistics, these items'

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[11] Neither variable is distributed normally. As a consequence, the non-parametric Wilcoxon signed-ranks test is adopted.

scores of Delayed Post-test in Turkish (mean=2,28) is higher than those of Pre-Turkish essay (mean=1,69).

Hypothesis:

H_0: $\mu_{pre-turkish} = \mu_{Delayed\ Post\ Turkish}$
H_1: $\mu_{pre-turkish} \neq \mu_{Delayed\ Post\ Turkish}$

In the statistical analysis of this comparison it was found that the calculated p value in 2-tailed is 0,002[12] and the Z value is -3,142 (based on positive ranks). Because the calculated p value is less than level of significance (0,002<0,025), the null hypothesis is rejected, which means the scores of two dependent groups have statistically significant difference. Therefore, in terms of the items "Refutation, Punctuation, Coherence, and Unity", the mean score (2,28) of Delayed Post-test in Turkish is significantly higher than that (1,69) of Pre-test in Turkish.

4.3.6.3. Refutation, Punctuation, Coherence, and Unity of the Post-test in Turkish – and those of the Delayed Post-test in Turkish

Assumption:

It had been assumed that there is not a statistically significant difference between the scores of *The Uncategorized items of Post-test in Turkish* and *The Uncategorized items of Delayed Post-test in Turkish.* The mean of the uncategorized scores of the former (2,49) is higher than the mean of the uncategorized score of the latter (2,28).

Hypothesis:

H_0: $\mu_{Post-Turkish} = \mu_{Delayed\ Post-Turkish}$
H_1: $\mu_{Post-Turkish} \neq \mu_{Delayed\ Post-Turkish}$

The statistical analysis of these two tests showed that the calculated p value in 2-tailed is 0,281 (Z=-1,078 based on positive ranks). As the p value is more than the level of significance (0,281>0,025), the alternative hypothesis is rejected, and the

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[12] Scores are not distributed normally. As a result, the non-parametric Wilcoxon signed-ranks test is applied.

null hypothesis is accepted, which means that the scores of two dependent groups do not have a statistically significant difference.

4.3.6.4. The Summarized Chart of Refutation, Punctuation, Coherence, and Unity Scores and Interpretation

The bar chart below is provided for mean scores of uncategorized items (Refutation-Punctuation-Coherence-Unity):
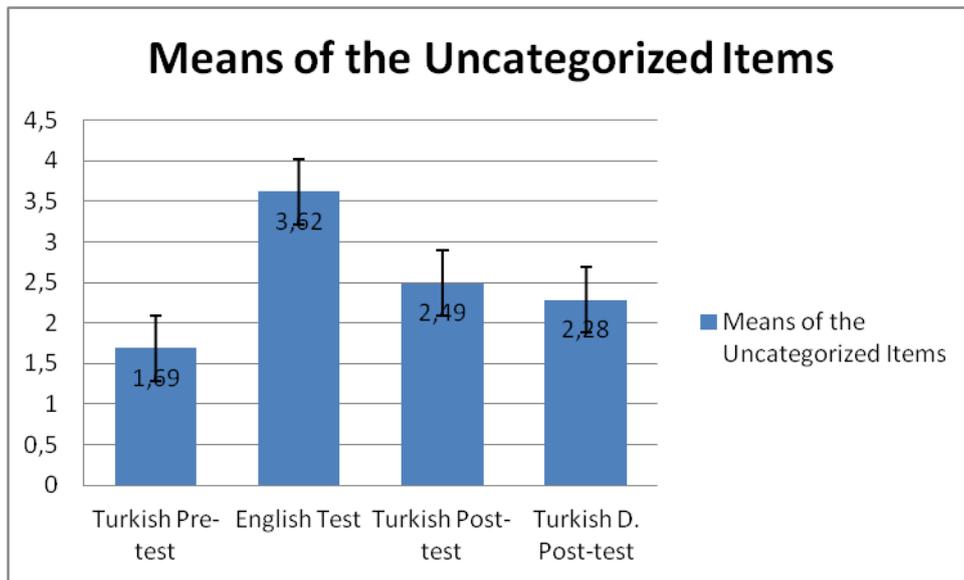
Figure 4.5. Chart of Mean Scores of Refutation, Punctuation, Coherence, and Unity

In the above chart (Refutation, Punctuation, Coherence, and Unity items are meant by the word *uncategorized*) , it is apparent that there is a similarity between English and Post/Delayed post-tests in Turkish, which shows that students started using punctuation marks, connectives, and avoiding stating the opposite opinion in their essays. However, it is crucial to note that punctuation marks that are checked by the researcher are only related with the use of connectors that facilitate smooth transition of ideas through sentences and paragraphs. For example, some of the students who hadn't used connectors such as *"ilk olarak,"* (first of all), *"başka bir sebep ise"* (another reason is), *"son olarak"* (finally) started to use them in their Post and Delayed Post tests in Turkish after the treatment, i.e. the One-Body

Opinion Essay instruction. This reveals that L1 Turkish writing skills of the students have changed in accordance with L2 English writing education.

A more interesting point which was found in data is that a student translated a transitional expression word by word into Turkish although that expression does not exist in Turkish. In her English essay in order to state the last major supporting idea she wrote *"last but not least"* and in the Post Turkish essay she used *"son ama en kötü değil"* which is the word-by-word translation of the English connector. This shows that although it sounds "foreign", a translation of the L2 expression might be adopted by the student for the transition of ideas.

4.4. Participants' Opinions on Whether English Writing Instructions had an Effect on Their Turkish Writing

Research Question: How do the participants perceive the affect of English writing instruction on their Turkish essay writing?

Only six participants (out of 39), which are 15 percent of all, think that English writing instructions did not have an effect on their Turkish writing. The mean scores of each section of the essay written by the participants who stated that English writing instructions did not have an effect on their Turkish writing, are listed below (Turkish Pre-test Scores of each part are highlighted):

Table 4.2 Mean Scores of Participants Who Stated "No Effect of English Instruction" in All Four Essay Writing Tests

Descriptive Statistics

	N	Mean
The total score of Pre-test in Turkish	6	**21,00**
The total score of English Test	6	34,33
The total score of Post-test in Turkish	6	25,67
The total score of Delayed Post-test in Turkish	6	26,50
The score of the Introduction of the Pre-test in Turkish	6	**5,33**
The score of the Introduction of the Pre-test in English	6	9,83
The score of the Introduction of the Post-test in Turkish	6	8,00
The score of the Introduction of the Delayed Post-test in Turkish	6	8,67
The score of the Body of the Pre-test in Turkish	6	**8,33**
The score of the Body of the English Test	6	12,83
The score of the Body of the Post-test in Turkish	6	9,67
The score of the Body of the Delayed Post-test in Turkish	6	9,17
The score of the Conclusion of the Pre-test in Turkish	6	**6,00**
The score of the Conclusion of the English Test	6	8,00
The score of the Conclusion of the Post-test in Turkish	6	6,17
The score of the Conclusion of the Delayed Post-test in Turkish	6	6,83
The score of Refutation, Punctuation, Coherence, Unity of the Pre-test in Turkish	6	**1,33**
The score of Refutation, Punctuation, Coherence, Unity of the English test	6	3,50
The score of Refutation, Punctuation, Coherence, Unity of the Post-test in Turkish	6	1,83
The score of Refutation, Punctuation, Coherence, Unity of the Delayed Post-test in Turkish	6	1,83
Valid N (listwise)	6	
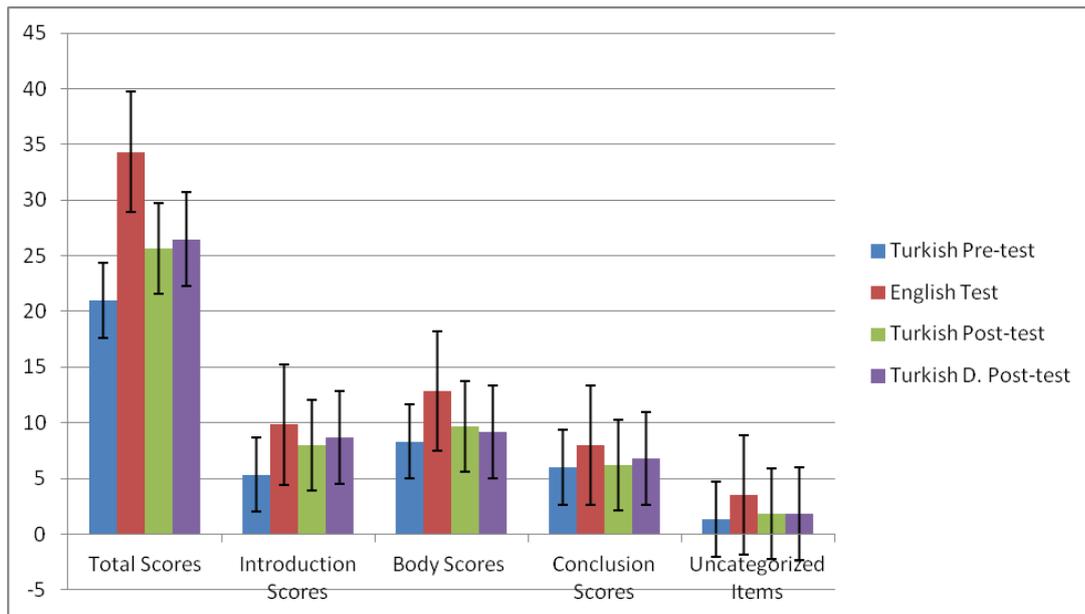
Figure 4.6. Chart of Mean Scores of Participants Who Stated "No Effect" of English Instructions on Turkish Essay Writing

Interestingly, table 4.2 and the chart above clearly shows that the mean of the total scores which the participants got from the Pre-test in Turkish is lower than the Post Turkish and Delayed Post Turkish tests, and the same pattern is particularly interesting in terms of the scores of the Introduction Paragraph although the other parts also have higher scores in the Post and The Delayed Post Turkish tests. This set of descriptive statistics shows that although students may think their Turkish essay writing is not affected by the English essay writing instruction, their writing styles are indeed affected by the instructions and rhetoric of English writing.

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Table 4.3 Mean Scores of Participants Who Reported "Effect of English Instruction" in All Four Essay Writing Tests

Descriptive Statistics

	N	Mean
The total score of Pre-test in Turkish	**33**	**22,61**
The total score of English Test	33	32,55
The total score of Post-test in Turkish	33	30,21
The total score of Delayed Post-test in Turkish	33	29,12
The score of the Introduction of the Pre-test in Turkish	**33**	**6,79**
The score of the Introduction of the Pre-test in English	33	10,06
The score of the Introduction of the Post-test in Turkish	33	9,42
The score of the Introduction of the Delayed Post-test in Turkish	33	9,61
The score of the Body of the Pre-test in Turkish	**33**	**8,18**
The score of the Body of the English Test	33	11,64
The score of the Body of the Post-test in Turkish	33	11,24
The score of the Body of the Delayed Post-test in Turkish	33	10,39
The score of the Conclusion of the Pre-test in Turkish	**33**	**5,88**
The score of the Conclusion of the English Test	33	7,24
The score of the Conclusion of the Post-test in Turkish	33	6,97
The score of the Conclusion of the Delayed Post-test in Turkish	33	6,76
The score of Refutation, Punctuation, Coherence, Unity of the Pre-test in Turkish	**33**	**1,76**
The score of Refutation, Punctuation, Coherence, Unity of the English Test	33	3,64
The score of Refutation, Punctuation, Coherence, Unity of the Post-test in Turkish	33	2,61
The score of Refutation, Punctuation, Coherence, Unity of the Delayed Post-test in Turkish	33	2,36
Valid N (listwise)	33	
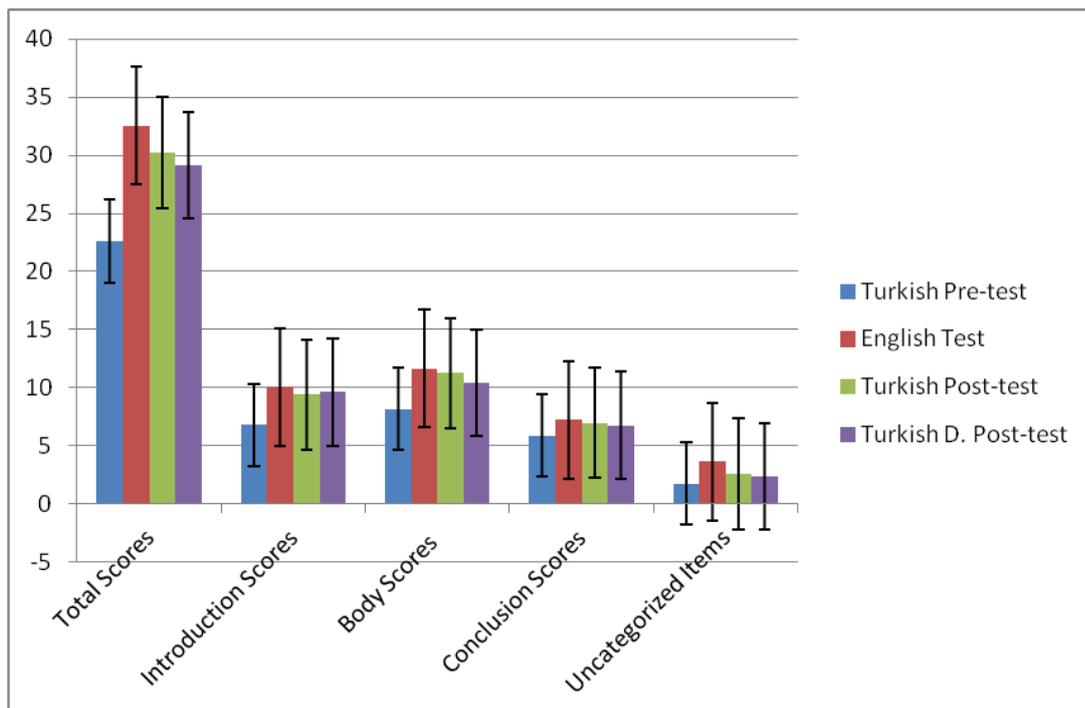
Figure 4.7. Chart of Mean Scores of the Participants Who Reported Effect of English Instructions Taking Place on Turkish Essay Writing

The Table 4.3 above and the bar chart reveal that the participants who believed that English writing instructions affected their Turkish writing style were indeed affected by the instructions. The means of total scores show a strong effect. However, on a deeper level, while the introduction and body scores are strongly affected, the conclusion scores and the refutation, punctuation, coherence and unity scores are almost the same in the Pre-test in Turkish and Post/Delayed Post Turkish tests.

This chapter presented the results of the study and the interpretation of them. The following chapter will discuss the summary of the study and the results, the discussions and conclusions on the results of the study, and it ends with the implications of the results and suggestions for further research.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0. Presentation

This chapter presents a short summary of the study and the results, conclusions, and implications for the teachers of English and Turkish writing classes and the curriculum of High School Turkish Language and Expression courses. Finally, suggestions for further research are stated.

5.1 Summary of the Study

Writing is one of the vital skills of almost any language, and thus teaching of writing is or should be of equal importance. People tend to be different from each other, and thus cultures. Therefore, the way people think might affect the way people write. These differences end up forming cultures writing differently from one another. Besides, cultures that are in contact for one reason or another, may affect the other culture socially or linguistically. Thus, rhetoric of one language belonging to one culture might be affected as well by that of the other language of the other culture.

The influence of rhetoric of one language on another is the starting point of the presents study. In this study what is investigated is the influence of L2 English writing instructions on the writing styles of Turkish-speaking EFL students' essays written in their mother tongue.

The design of the study was structured as *Pre-Test in Turkish*, *The Treatment*, *English Test* (control data), *Post-Test in Turkish*, and *Delayed Post-Test in Turkish*. To gather data, first participants were given a prompt to write an essay in Turkish

(Pre-Test); second, general essay writing instruction was given to them and a week later, One-Body Opinion Essay was taught to them (the treatment); third, they were asked to write an English essay on the given topic and received feedback on their essays, then they wrote an opinion essay in the exam (control data); fourth, one week after the control data was gathered, they were asked to write a Turkish essay (Post Test); finally, four weeks after the control data was collected, participants wrote the last Turkish essay (Delayed Post Test).

To evaluate the collected essays, a checklist, of 44 items, which was a step-by-step procedure of One-Body Opinion Essay, was devised. Then, the essays were checked by two experienced and trained raters. Then a third rater checked the items that were inconsistent between first two raters. The checklists were then scored in terms of Total Score, Introduction Score, Body Part Score, Conclusion Score, and the Un-categorized items (Refutation, Punctuation, Coherence, and Unity).

Next, the scores were analyzed in SPSS software. The scores of each test were first checked for normality of distribution by using Shapiro-Wilk normality test. Then by using Paired T-test or Wilcoxon signed-ranks test depending on the normality of distribution, the scores were compared to see if there was a significant difference between essay scores in Pre, English, Post and Delayed Post tests. Finally the results for each research question were presented.

5.2. Summary of the Results

First, results revealed that only the following three scores were distributed normally: (1) the total score of *Pre-test in Turkish,* (2) the total score of *Delayed Post-test in Turkish*, and (3) the score of the body part of the *Pre-test in Turkish*. Therefore, only the first two were compared with parametric Paired T-test, while all the other comparisons were carried out with non-parametric Wilcoxon signed-ranks test.

Second, the results showed that when scores of the Pre-test in Turkish and those of English test were compared, a significant difference between two test scores was

found. Therefore, it became meaningful to compare Pre-test in Turkish and Post/Delayed Post Turkish test scores.

Next, in comparisons of Turkish test scores, only one sub-score showed no significant difference. The score of the conclusion paragraph of the Pre-test and that of Delayed Post test did not have a significant difference. All the other scores and sub-scores were seen to have significant difference each.

Besides, the comparisons between post-tests and delayed post tests in Turkish showed that none of five comparisons showed a significant difference. This means that the effect of English writing instruction for One-Body Opinion Essay continued to exist despite the three-week interval between the two tests.

Furthermore, the results also showed the answers the participants gave to the question: "do you think your English writing education had any effect on your Turkish essay writing style?" Only six out of 39 participants believed English instruction had no effect but in the results it was seen that there was an existent effect to some extent. Also the scores of the participants (33 out of 39) who believed their writing was affected by the instruction showed that their essays in Turkish were affected by English instruction. Below is a table that shows all results of all the comparisons between pairs of scores:

Table 5.1 Summarized Table of Significant Difference between Pairs

Test Name	Compared Part Name	Does it have a statistically significant difference?
The total score of Pre-Test in Turkish (Normal Distribution)	The English Test	The total score of English test (mean, 32,82) is higher than that of Turkish Pre-test (mean 22,36).
	The Post-test in Turkish	The total score of Turkish Post-test (mean 29,51) is higher than that of Turkish Pre-test (mean 22,36).
	The Delayed Post-test in Turkish (Normal Distribution)	The total score of Delayed Post-test in Turkish (mean 28,72) is higher than that of Turkish Pre-test (mean 22,36).
The score of the Introduction of the Pre-test in Turkish	The Introduction of the English Test	The introduction score of English Test mean (10,03) is higher than that of Turkish Pre-test (6,56).
	The Introduction of the Post-test in Turkish	The introduction score of Turkish Post-test mean (9,21) is higher than that of Turkish Pre-test (6,56).
	The Introduction of the Delayed Post-test in Turkish	The introduction score of Delayed Post-test in Turkish mean (9,46) is higher than that of Turkish Pre-test (6,56).
The score of the Body of the Pre-test in Turkish (Normal distribution)	The Body of the English Test	The body score of English test mean (11,82) is higher than that of Pre-test in Turkish (8,21).
	The Body of the Post-test in Turkish	The body score of Post-test in Turkish mean (11) is higher than that of Pre-test in Turkish (8,21).
	The Body of the Delayed Post-test in Turkish	The body score of Delayed Post-test in Turkish mean (10,21) is higher than that of Pre-test in Turkish (8,21).
The score of the Conclusion of the Pre-test in Turkish	The Conclusion of the English Test	The conclusion score of English test mean (7,36) is higher than that of Pre-test in Turkish (5,90)
	The Conclusion of the Post-test in Turkish	The conclusion score of Post-test in Turkish mean (6,85) is higher that of Pre-test in Turkish (5,90).
	The Conclusion of the Delayed Post-test in Turkish	The conclusion score of Delayed Post-test in Turkish mean (6,77) is higher than that of Pre-test in Turkish (5,90). ***No significant difference*** between the two despite the difference between the mean scores: 6,77>5,90
The score of the uncategorized items (Refutation, Punctuation, Coherence, Unity) of the Pre-test in Turkish	The uncategorized items of the English Test	The uncategorized items' score of English test mean (3,62) is higher than that of Pre-test in Turkish (1,69).
	The uncategorized items of the Post-test in Turkish	The uncategorized items' score of Post-test in Turkish mean (2,49) is higher than that of Pre-test in Turkish (1,69).
	The uncategorized items of the Delayed Post-test in Turkish	The uncategorized items' score of Delayed Post-test in Turkish mean (2,28) is higher than that of Pre-test in Turkish (1,69).

As can be seen in the summarized table (Table 5.1), to determine the significance between pairs, only one set of comparison tests (*The total score of Pre-test in Turkish* and *the total score of Delayed Post-test in Turkish*) was appropriate for the Paired T-test. The rest of the pairs were analyzed with Wilcoxon Signed-ranks test.

It is also seen from Table 5.1 that only in one comparison test no significant difference was observed. What this means is that in 14 pairs of Pre-test in Turkish, which were compared with English test, Post-test in Turkish, and Delayed Post-test in Turkish, a significant difference was spotted. This shows that the English writing instructions clearly has changed the way the participants wrote Opinion Essays in their native language, Turkish.

Table 5.2 Summarized Table of Significant Difference between Post Tests and Delayed Post Tests in Turkish

Part Name	Compared Part Name	Does it have a statistically significant difference?
The Post-test	*The Delayed Post-test*	The total score of Post-test is higher than that of Delayed Post-test. ***No significant difference*** between the two despite the difference between the mean scores: 29,51>28,72
Introduction of the Post-test	*Introduction of the Delayed Post-test*	The introduction score of Post-test is less than that of Delayed Post-test. ***No significant difference*** between the two despite the difference between the mean scores: 9,21<9,46
The Body of the Post-test	*The Body of the Delayed Post-test*	The body score of Post-test is higher than that of Delayed Post-test. ***No significant difference*** between the two despite the difference between the mean scores: 11>10,21
Conclusion of the Post-test	*Conclusion of the Delayed Post-test*	The conclusion score of Post-test is higher than that of Delayed Post-test. ***No significant difference*** between the two despite the difference between the mean scores: 6,85>6,77
Refutation, Punctuation, Coherence, Unity of the Post-test	*Refutation, Punctuation, Coherence, Unity of the Delayed Post-test*	The score of Post-test is higher than that of Delayed Post-test. ***No significant difference*** between the two despite the difference between the mean scores: 2,49>2,28

The above table (5.2.) indicates that despite the fact that delayed post tests were administered three weeks after the post test, participants still wrote Turkish essays in a similar way to the instructions provided for One-Body Opinion Essay. Therefore, it can be stated that English writing instructions remained in effect in spite of a four-week interval between the treatment and the delayed post test.

5.3. Discussion and Conclusion

The present study investigated the transfer from L2 English to L1 Turkish in terms of rhetoric in writing. Total, Introduction, Body, Conclusion and Refutation/Punctuation/Coherence/Unity scores of Pre-test in Turkish, English test, Post-test in Turkish, and Delayed Post-test in Turkish tests were compared to see if there was a significant difference between each of the score in each pair.

It had been assumed that when compared with Turkish Pre-test, the scores in Post and Delayed Post Turkish tests would increase in accordance with the English writing instruction. The results were surprising in that except one pair (The conclusion paragraph scores of the Pre-test in Turkish – The conclusion Paragraph score of the Delayed Post-test in Turkish), all comparisons revealed a significant difference between Pre-Turkish and other test scores. These results indicate that there is a transfer from L2 English writing instruction on L1 Turkish writing. In other words, participants started writing with English rhetoric taught in class. Below results are discussed in more detail:

One of the research questions of the present study was: "*Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the L1 Turkish essays written by the elementary/pre-intermediate level students?*"
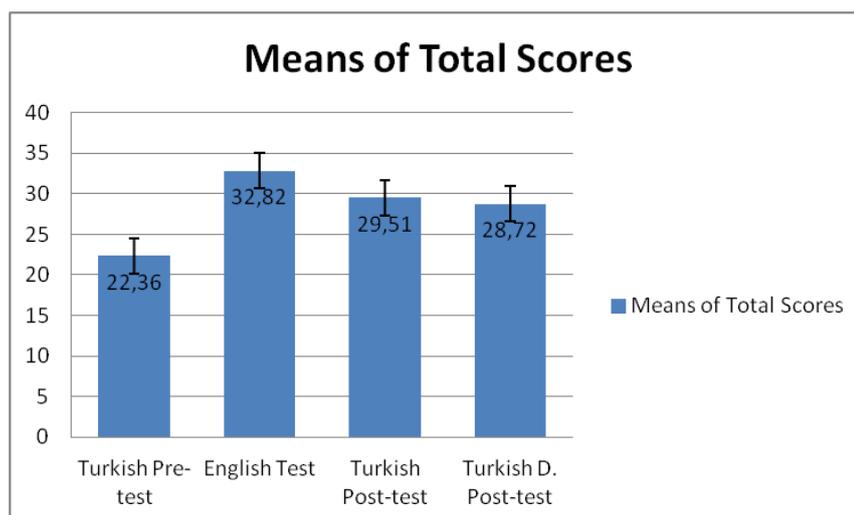
Figure 5.1 Means of Total Scores

As can be seen in Figure 5.1, participants' total scores became more similar to their total score in English test after the treatment (English essay writing instruction). Even three weeks after the post test in Turkish, participants still wrote Turkish essays in the post-test in Turkish with English rhetoric in terms of the total scores. As no significant difference was found between post-test scores and delayed post-test scores, it was evident that the transfer from L2 English to L1 Turkish was still continuing to exist.

In other words, students start writing Turkish essays more like the ones they learn to write in English and they keep writing essays that are rhetorically similar to those taught in English writing classes even after several weeks. These results are consistent with those of several other studies carried out on L2>L1 rhetorical transfer in writing (Atakent, 1999; Enginarlar, 1990; Can, 2006; Erduyan, 2004; Papp, 1991; Oi & Sato, 1990; Kubota, 1992).

In her study on the effects of English expository essay writing education on English and Turkish essay writing performance of university level students, Atakent (1999) reported that both English and Turkish essays written by EFL freshmen students were influenced by the instructions and thus received more scores in the later essays. Similarly, in his study investigating Contrastive Rhetoric hypothesis in the case of

High School monolingual and bilingual students, Enginarlar (1990) also reported that if a writer practices writing in their mother tongue Turkish and second language English, they are more likely to improve in both languages in terms of writing. He also adds that if there are more similarities, then more transfer from one language to another takes place. Can (2006) also supports them as he reported that the more the students were aware of writing the essay in L2 English, the more their writing in L1 was influenced by the English writing. In a similar way, Erduyan's (2004) study revealed that after English writing instruction, essays that were more similar to those written by American participants were written by Turkish participants. Papp (1991) also highlighted that the participants who "received no instruction in their L1" but "received intensive and successful instruction" (p. 29) in their L2 in the immersion schools showed more development in planning the writing and in other elements of the text. Oi and Sato, (1990, as cited in Atakent, 1999: 40) and Kubota (1992, as cited in Atakent, 1999: 40) also discovered that the English linear pattern was transferred to L1 of the participants. The results reported in all these studies are consistent with the results of the present study in that it was revealed that Post-Turkish and Delayed Post-Turkish essays were indeed influenced by the treatment, i.e. intensive "Introduction to Essay" and "One-Body Opinion Essay" education given for writing in English. The essays written by the participants after the treatment had more similar features to the taught essay pattern than the one written before the treatment. Thus, L2>L1 transfer can be observed in writing in English taught as the foreign language in classes with Turkish speaking students.

The first sub-research question was: *"Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the Introduction Paragraph in L1 Turkish essays?"* The results revealed that in fact there was a significant difference between the scores of the pre-tests and post-tests in Turkish. The post and delayed post tests had significantly higher scores than the first. Therefore, it is evident that in terms of the introduction paragraph, transfer from L2 English to L1 Turkish took place in the One-Body Opinion essay writing classes.

The second sub research question was: *"Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the Body Part in L1 Turkish essays?"* The results showed that the scores of post and delayed post tests in Turkish were significantly higher than those of pre-tests in Turkish. This shows that L2 transfer to L1 takes place because of intensive essay writing instructions. For example, the participants started using topic sentences and controlling ideas in these topic sentences, and also they used more connectives in order to pass from one idea to another. However, before the instructions the use of such elements was not as much. Another point that changed after the treatment was that the participants who wrote two body paragraphs, or the whole essay in only one paragraph, began to write one introduction, one body, and one conclusion paragraph, which was exactly taught with One-body Opinion Essay instructions.

The third sub research question was: *"Does L2 English One-Body Opinion Essay writing instruction have a significant effect on the Concluding Paragraph in L1 Turkish essays?"*
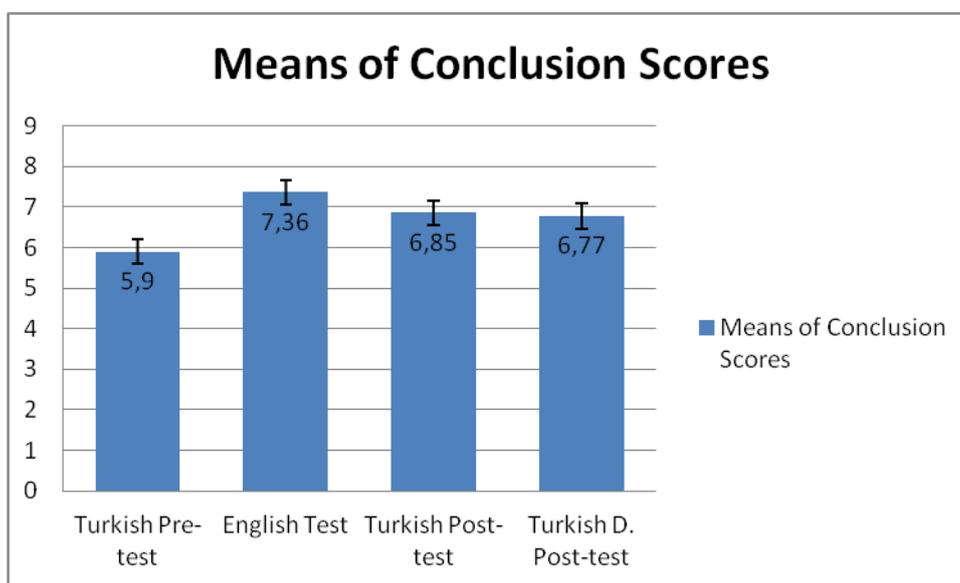

Figure 5.2 The Summarized Chart of the Conclusion Paragraph Scores

According to the chart of the means of Conclusion Paragraph scores in Figure 5.2, (despite not being significant between Pre-test in Turkish and Delayed Post-test in

Turkish) there is still an increase in terms of the similarity between English essays and Post/Delayed Post-test in Turkish. However, as there is not a distinctive difference between Turkish and English rhetoric for writing (Korkmaz et. al.,1995: 186), it is only natural that there is not much of a change in rhetoric. Besides, at high schools in Turkey, students are taught about the general features of "introduction, body, and conclusion" parts of the essay. Besides, as mentioned above, students are provided with sample essays written by professional writers (Yaman & Köstekçi, 1998, as cited in Atakent, 1999: 26) but they are not taught about what specific component each of these parts should involve. Therefore, the participants of this study wrote concluding paragraphs almost similar in four different tests since there are not many distinctive elements for this part of the essay.

This result also reveals that students of L1 Turkish might already be aware of how to write the concluding paragraph in L2 English both as it is similar in two languages and as it does not have complex characteristics. Besides, participants of the study wrote a conclusion of some sort (i.e. a concluding sentence or statement of advice at the end of the body paragraph) in their essays before the treatment. However, after the treatment only few (4 out of 39) participants did not conclude the essay with a separate paragraph. This shows that most of the participants were already familiar with the importance of the conclusion in an essay but the treatment in English helped them realize that it is to be written as a separate paragraph.

The fourth sub research question was: "*Does L2 English One-Body Opinion Essay writing instruction have a significant effect on Refutation, Punctuation, Coherence, and coherence in L1 Turkish essays?*"

According to the results of the analyses, the scores of Turkish post and delayed post tests were significantly higher than those in Turkish pre-test. Thus, after intensive essay writing instructions in English, participants started not stating the opposing idea and its refutation, and using punctuation marks while writing connectives in a similar way to English connectives, and writing more coherent essays that have unity while they were writing in Turkish in the post and delayed post tests.

The fifth sub research question was: *"If there is an effect of L2 on L1 writing, does it remain in the Turkish essays?"*

This question was also answered in that first it was revealed that there is an effect of intensive English writing instructions. After this effect was observed, the post and delayed post tests in Turkish were compared and it was discovered that the transfer from L2 English writing instructions remained in effect even after four weeks (after the instruction). Therefore, it can be highlighted that transfer from English to Turkish is indeed existent and does indeed remain in effect over a certain period of time.

Apart from the research questions, there is an interesting point that has been observed in the study. In the evaluation process it was noticed that the scores of the pre-test in Turkish were low. This might be the case because of the following reasons: first of all, an interesting point to be made here is that as Korkmaz et. al. (1995: 186) stated, "rhetoric books in English and Turkish make similar suggestions on how writing should be." However, the fact that students of the present study received less scores in Pre-test in Turkish than in English, Post-test in Turkish, and Delayed post-test in Turkish is evidence for the lack of writing education at high school (Yaman & Köstekçi, 1998, as cited in Atakent, 1999: 26). It was reported by Yaman and Köstekçi that grammar and effective language use were given more importance by teachers of Turkish Language and Composition than organizational skills in composition writing classes. Therefore, it is not surprising to see that the participants of the present study received much less scores in Turkish Pre-test before intensive English writing instruction despite similarities between Turkish and English rhetoric. Therefore, the results of the present study are consistent with what Eggington (1987: 157) reported: "American students receive substantial education on rhetoric while Korean learners lack formal instruction on different writing styles." The fact that the way the instructions emphasize grammatical structures instead of organizational and rhetorical features of writing in Turkish or other

languages might be the reason why learners of English writing are affected by the instructions and start adopting the English rhetoric.

As a result, the conclusion to be made here is that the students in Turkish context receive more instruction in terms of linguistics structures (such as subject-verb agreement) than organization and different patterns of writing. Besides, as the high school Turkish language and literature teachers expressed in the interviews, students at high school are exposed to model tests written by professional writers, but almost none of the students are expected to write an essay in class. Even if they write, students receive no feedback from the teachers due to time restrictions because the units are so long and time consuming in the knowledge level that no time is left for the practice level.

Apart from the comparison of different tests, the answer to a different research question was sought: "*How do the participants perceive the effect of English writing instruction on their Turkish essay writing*?"

To find the answer to this question, it was asked to the participants of the present study if they believed English writing instruction had an effect on their Turkish post test essays. As results showed, 6 participants stated in the background questionnaire that no effect took place in their Turkish essays; however, minor changes took place in their essays, which implies that although students consciously believe that their writing was not affected by English writing, still at the subconscious level, they are influenced by the instruction, which is another evidence for the existence of transfer from L2 English to L1 Turkish in writing.

5.4. Pedagogical Implications and Suggestions for Further Research

The results of the present study are expected to help first and second language teachers, material and curriculum developers, and textbook writers in terms of high school and university level writing.

The results indicate that there is a significant effect of English writing instructions on writing in Turkish. Moreover, despite the similarities between Turkish and English rhetoric, participants still wrote poor essays in the Turkish pre-test regarding the English One-Body Opinion Essay instructions. There are several reasons why there is such a problem.

First of all, this problem might be appearing because teachers of the mother tongue (Turkish) of the students focus more on model essays, linguistic features of grammar, and implicitly taught knowledge level learning of writing rather than giving to-the-point and explicit instruction and helping the students practice the organizational skills. If the aim in an essay writing class is to teach how to write a certain pattern of essay, then students should first be given instructions on the features of that specific essay explicitly and then should be given a chance to write at least one essay to practice the knowledge they learn. Teachers in this regard should also give feedback on students' writings.

Another reason why this problem exists might be because of materials developed and textbooks written for high school students. This problem was stressed by Yaman and Köstekçi (1998, as cited in Atakent, 1999) stressed, and expressed by teachers of Turkish language and expression at high schools in Turkey. Apparently, textbooks developed for writing skills are too intensive with readings to practice writing and give feedback on the practiced patterns of development. Therefore, students are exposed to too much information about different patterns of development but cannot improve in writing any of these patterns. As the present study revealed, if students receive intensive essay writing instruction which focuses more on the practice than on the model essays, then they are able to write essays in a more organized way that conforms to the properties of the pattern taught in class. As a result, instead of exhausting students with an overwhelming number of model essays and with too much information, teachers should be able to provide them with concise and to-the-point instructions and model essays. Besides, teachers need more explicit instructions on the distinctive features of each pattern of development so that students can differentiate between writing styles. To achieve this, textbooks

should be developed in a more practical way, giving chance to teachers to focus more on practice. In such a case, students graduating from high school will have more practical knowledge in terms of writing. Thus if an adaptation is made in Turkish textbooks and classes, then teachers of English as a foreign language and learners of English will benefit from the previous writing education as it will be more effective in learning writing in English.

The last reason why participants wrote poor essays in the Turkish pre-test might be because of the content of the university entrance exam. As participants of the present study reported, students at high schools in Turkey are not expected to write any pattern of development of an essay or a paragraph in the university entrance exam; therefore, at the time when they are ready to practice writing different patterns of development, they are fully engaged with the preparation of university entrance exam. Thus, as this exam does not contain any writing sections, students prefer studying multiple choice questions to writing. As was stated in Chapter 2, review of literature, writing in Turkish context, the textbooks used at high schools in Turkey provide students with multiple choice questions about different patterns of development at the end of each sub-section of the units. This might be the result of the content of the university entrance exam, so it is only natural to deduce that instead of writing an essay, students would rather answer essay related multiple choice questions, which are strongly related with the questions in the university entrance exam. However, as it is clear from the results of the analyses of the data collected in the present study, apparently being exposed to model essays and implicit information on the characteristics of essay writing is not enough for the students to be able to write essays that are parallel to how an essay should be written. In other words, being exposed to theory and ignoring the practice in class does not help students learn how o write essays. Therefore, to motivate students to pay attention to instructions in writing classes and to practice writing what they learn, writing practice questions should be added to Turkish Language section of the university entrance exam.

The final implication, which was the starting point of the present study, is that if English essay writing instructions can affect how the students write Turkish essays, then teaching and having the students practice the vital characteristics and elements of paragraphs and essays with a concise and to the point instruction will help students internalize these types of writing and their elements in Turkish and will not struggle a lot while learning them in English. As a result, teachers of English writing courses will be able to spend time focusing more on teaching students how to write "English" essay rather than teaching how to write an "essay." In other words, students will already be familiar with the "essay" patterns when they go to university and thus will spend more time on how to write essays in another language rather than wasting time on learning what an essay is.

The present study focused on one pattern of development, One-Body Opinion Essay, which paves the way for further research to be conducted on other patterns of development. In other words, to draw more detailed conclusions and take a stronger stand, more research is vital in the field. Besides, the present study investigated the influence of L2 English writing instruction on L1 Turkish writing in the case of TOBB ETU with 39 participants at the preparatory school. Further research can be carried out on more participants in different levels of education, or can be conducted on the effect of another L2 language (with a different rhetoric in writing) on L1 Turkish. The final suggestion, which is because of one of the limitation of the present study, is that further research may collect Pre-Turkish essays before the students learn paragraph writing in English as well so that no organizational instruction in English will be limiting or assisting the performance of students while writing the essays.

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APPENDICES

APPENDIX A: OPINION PARAGRAPH HANDOUT

In this unit, the students are going to practice
- Identifying the components of a paragraph
- Writing a topic sentence
- Identifying the components of an opinion paragraph
- Writing a topic sentence for an opinion paragraph

TOBB ETU DEPARTMENT OF FOREIGN LANGUAGES

IDENTIFYING PARTS OF A PARAGRAPH

PART A: Read the following paragraphs and answer the questions.

"There are many reasons why people move. Some move to find better jobs or to advance their careers. Others are attracted to places with better weather. Still others want to move to a place with less crime. Finally, people often want to move to a place with lower cost of living. For these reasons, every year millions of people pack up and move to new places."

a) What is the topic sentence? **There are many reasons why people move.**

b) How many supporting sentences are there in the paragraph? 4

c) Is there a concluding sentence? Yes **For these reasons, every year millions of people pack up and move to new places.**

> **For thousands of years garlic has had many uses.** The Romans gave garlic to their slaves for strength. During the Middle Ages, some people used garlic to keep witches away. In the 18th century, garlic was used to cure diseases. Even today, some people believe that eating garlic can prevent cold. **To sum up, garlic has a long history as a plant that can give health and protection.**

a) What is the topic sentence?

b) How many supporting sentences are there in the paragraph? 4

c) Is there a concluding sentence?

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PART B: Write the letter of the appropriate item in column B next to the corresponding term in column A. NOTE: This is not a single paragraph.

A

___D__ 1. The Paragraph Topic

__B___ 2. The Main Idea

___E__ 3. The Topic Sentence

__C___ 4. A Supporting Sentence

____A_ 5. An Explanation

____F_ 6. The Concluding Sentence

B

a) A woman adds tag questions more often to the end of statements than a man does, as if she needs verbal affirmation from the person she is talking to.

b) Differences in men and women's use of English.

c) One difference is observed in the use of tag questions.

d) Use of English by men and women.

e) Although English is spoken by both men and women, the two sexes do not actually use the language similarly.

f) In short, these examples are symbolic of the differences in the way men and women speak English.

TOPIC SENTENCE

PART C: Look at the topic sentences below and write the topic and the controlling idea in the spaces provided below each sentence.

1. Working outside the home has psychological benefits for women.

a. The topic   : Working outside the home

b. The controlling idea: psychological benefits for women

2. An important way to reduce the rate of inflation is to balance the federal budget.

a. The topic   : An important way to reduce the rate of inflation

b. The controlling idea: to balance the federal budget

3. There are many interesting things to do in this campus.

a. The topic   : things to do in this campus

b. The controlling idea: many interesting things

4. People can avoid burglaries by taking some precautions.

a. The topic   : avoid burglaries

b. The controlling idea: taking some precautions to avoid burglaries

5. Effective leadership requires specific qualities that anyone can develop.

a. The topic   : Effective leadership

b. The controlling idea: specific qualities that anyone can develop

Topic Sentence should;

- **have a controlling idea**
- **be controversial issue, not a fact**
- **have the topic clearly stated**

PART D: Look at the topic sentences and decide if they are topic sentences or not. Put "Y" if it is a topic sentence, put "N" if it is not and state the reason.

	Topic Sentence	Not a topic sentence because …..
1. Living in London has a lot of difficulties.	y	
2. She is more intelligent than the others.	n	**Who is she? Who are the others?**
3. Marriage is one of the most important parts of people's lives for three reasons.	y	
4. University's education is important and other activities are important, too.	n	**Which one is the topic university education or other activities?**

PART E: Mark the best topic sentence for each paragraph.

(1)_____. The techniques that storks use to feed themselves range from standing still and waiting for prey to actively looking around in the water, soil and vegetation. Some storks are visual hunters which catch prey on sight while others can hunt by using their sixth sense. Storks may flick their wings or stir with their feet to find prey. They will also turn over logs and small stones to find food beneath.

a) Storks' habitats are affected by their feeding techniques.

b) Storks have a variety of ways to feed.

c) Storks travel long distances to feed.

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(2)_____. This is a spring festival and the most exciting activities are the many different boat races. It takes place in February or March and it celebrates the beginning of spring. A lot of colored water - usually red - is thrown around on this occasion. In addition, there is a lot of music and dancing. Musicians play music on the street. People start dancing with the break of dawn and dance until after midnight. It is a very joyous time for everyone.

a) Holi is a celebration that takes place in Kerala.

b) Celebrations are a part of human nature.

c) There are various kinds of celebrations.

(3)_____. Some people say that if an artificial language like Esperanto is introduced and taught more widely, there will not be a world-wide language problem. Others say that people will not accept any artificial languages, and that they will always prefer the language of their birth. For example, a person born in London will choose to speak English, but a person born in Calcutta will speak Bengali and Hindi.

a) People prefer speaking their native languages.

b) There are two different opinions about having a universal language.

c) One of the most important ways to communicate is using the right language.

 (4)_____. A sensation seeker is someone who loves to do things which are dangerous. For example, going scuba diving or parachute jumping or hang gliding are the types of things that interest sensation seekers. An extrovert is also concerned with looking for excitement, but it's social excitement they are looking for. An extrovert is someone who greatly enjoys being with other people and in crowds. They prefer being at parties, or at social gatherings. There is also a personality type known as neurotic. In other words, people who are neurotics generally show great emotional responses, both good and bad, to most things.

a) People behave differently in different situations.

b) Sensation seekers, extroverts and neurotics are the three different types of people.

c) There are different ways of excitement.

PART F: Write an appropriate topic sentence for the paragraphs below.

1. **In my opinion a teacher should have three qualities.** First of all, a teacher must be experienced. He must have a good education and life experience so that he can be a good guide for the students. Patience can be another property for a teacher. The more patient he is, the less problems he has with his students. Thirdly, a teacher must be interested in his students. For example, when they are bored or sad, he can create many activities so that they can enjoy this time. In short, experience, patience and interest in students' feelings are important qualities for a teacher.

2. **There are different learning styles**. Some learners like to work in pairs or groups whereas others prefer to work alone. Some learners learn more effectively from people while others learn better from books. Some of them remember what they have heard more easily than what they have read. Some learners seem to learn faster than others. In short, learners' learning styles differ from one another.

OPINION PARAGRAPH

In opinion paragraphs, you will express your opinion. You will also give reasons for your opinion.

IDENTIFYING PARTS OF AN OPINION PARAGRAPH

In my opinion, young people should get a driver's license after the age of eighteen. First of all, people under eighteen should be concentrating on their studies. It takes a lot of time for teenagers to learn rules of the road and how to handle a vehicle. It would be better if they used this time to study. Second, statistics show that young drivers have more accidents than older drivers. They tend to be careless, and a machine that weighs several thousand pounds should be handled seriously. Finally, if teenagers cannot drive, they learn other ways to get around such as using public transportation. For example, my son does not have a car. He uses public buses to his school every day. Therefore, he is good at finding cheaper ways of going around in different cities as well. In short, it is clear that there are many good reasons for a young person to wait until age eighteen to get a driver's license.

1. What is the writer's opinion?

   Young people should get a driver's license after the age of eighteen

2. What is the topic sentence?

   In my opinion, young people should get a driver's license after the age of eighteen.

3. How many reasons does the writer suggest to support his opinion?

3

4. Is there a concluding sentence?

Yes. In short, it is clear that there are many good reasons for a young person to wait until age eighteen to get a driver's license.

TOPIC SENTENCE

Different suggestions for topic sentence writing:

- In my opinion young people should get a driver's license after the age of eighteen.

- I think that young people should get a driver's license after the age of eighteen.

- I (strongly) believe that young people should get a driver's license after the age of eighteen.

- Young people should get a drivers' license after the age of eighteen for three reasons.

PART E: Look at the topic sentences and decide if they are suitable for an opinion paragraph. Put "Y" if it is suitable, put "N" if it is not and state the reason.

	Suitable	Not suitable because
1. There are different types of stealing.	y	
2. Tobacco production is increasing 25% in each year.		no , it is a fact
3. Smoking should be banned for three reasons.	y	
4. The Sun is the natural source of light.	n	no , it is a fact
5. North Star 2 is a difficult book to study.	y	

PART F: Write an appropriate topic sentence for the paragraphs below.

1. **Valentine's Day is an expensive day of the year to many.** Firstly, people who are in love give each other gift. The gifts often cost a lot of money. Secondly, it is often expected that lovers will go out to dinner on that evening. A romantic dinner at a nice restaurant may cost $100 or more per person. Thirdly, it is essential to be well-dressed for this dinner, so a person

can spend a lot of money for the clothes as well. To sum up, it seems to me that Valentine's Day is one of the most expensive days of the year.

2. **In my opinion families should come together in dinner time.** One reason is that dinner time is a chance for family members to talk. Everyone is always very busy. However, if they sit together at dinner, they can slow down and spend time together. Another reason that I think families should eat together is that it is healthier. If people eat alone or eat fast food, they will become fat and healthy. In conclusion, families should have dinner together.

SUPPORTING SENTENCES

The supporting sentences develop the main idea in the topic sentence. They add details to the topic.

Let's draw an outline of the paragraph below:

"In my opinion, young people should get a driver's license after the age of eighteen. First of all, people under eighteen should be concentrating on their studies. It takes a lot of time for teenagers to learn rules of the road and how to handle a vehicle. It would be better if they used this time to study. Second, statistics show that young drivers have more accidents than older drivers. They tend to be careless, and a machine that weighs several thousand pounds should be handled seriously. Finally, if teenagers cannot drive, they learn other ways to get around such as using public transportation. For example, my son does not have a car. He uses public buses to his school every day. Therefore, he is good at finding cheaper ways of going around in different cities as well. In short, it is clear that there are many good reasons for a young person to wait until age eighteen to get a driver's license."

1. **Topic Sentence:** In my opinion, young people should get a driver's license after the age of eighteen.

    1.1. **Reason1:** First of all, people under eighteen should be concentrating on their studies.

    1.2. **Supporting sentences:** It takes a lot of time for teenagers to learn rules of the road and how to handle a vehicle. It would be better if they used this time to study.

2. **Reason2:** Second, statistics show that young drivers have more accidents than older drivers.

2.1. Supporting sentences: They tend to be careless, and a machine that weighs several thousand pounds should be handled seriously.

3. **Reason3:** Finally, if teenagers cannot drive, they learn other ways to get around such as using public transportation.

3.1 Supporting sentences: For example, my son does not have a car. He uses public buses to his school every day. Therefore, he is good at finding cheaper ways of going around in different cities as well.

In the body part of an opinion paragraph, you will give reasons, examples, and facts to support your opinion. It is helpful to list your reasons in order of importance. The following phrases are often used as signal words to introduce facts, reasons, and examples.

First of all,	*one reason is that*	*In addition,*	*Moreover,*
	Also,		
For one thing,		*for example,*	*Secondly,*
	Thirdly,	*Finally,*	

Activity 1: Choose one of the topics on page 9. Write your topic sentence and draw an outline of your paragraph by deciding on your reasons and supports.

1. **Topic Sentence:** _____
2. **Reason1:**_____
    2.1. **Supporting points:**_____
3. **Reason2:**_____
    3.1. **Supporting points:**_____
4. **Reason3:**_____
    4.1. **Supporting points:**_____

CONCLUDING SENTENCE

The paragraphs end with a concluding sentence. This sentence states the main idea of the paragraph again using different words. It summarizes the main points of the paragraph, or makes a final comment on the topic.

Let's identify the concluding sentence in the paragraph below and underline it.

"In my opinion, young people should get a driver's license after the age of eighteen. First of all, people under eighteen should be concentrating on their studies. It takes a lot of time for teenagers to learn rules of the road and how to handle a vehicle. It would be better if they used this time to study. Second, statistics show that young drivers have more accidents than older drivers. They tend to be careless, and a machine that weighs several thousand pounds should be handled seriously. Finally, if teenagers cannot drive, they learn other ways to get around such as using public transportation. For example, my son does not have a car. He uses public buses to his school every day. Therefore, he is good at finding cheaper ways of going around in different cities as well. **In short, it is clear that there are many good reasons for a young person to wait until age eighteen to get a driver's license."**

Activity 2: Look at your topic sentence and outline. Try to write a concluding sentence.

Final Draft: Write your opinion paragraph about the topic you selected.

<div align="center">

FINAL DRAFT CHECKLIST:

</div>

- Did you use a topic sentence?
- Did you express an opinion?
- Did you organize your supporting points?
- Did you use the transitions you learned in the unit?
- Did you use a concluding sentence? Does it support the topic sentence?

APPENDIX B: INTRODUCTION TO ESSAY HANDOUT

INTRODUCTION TO ESSAY

TEACHER COPY

In this unit, the students are going to practice
- Identifying the components of an essay
- Noticing the organization of an introductory paragraph
- Writing a thesis statement
- Noticing the organization of the body paragraph
- Writing a topic sentence for the body paragraph
- Noticing the organization of a concluding paragraph

While studying the paragraph our aim to write a paragraph changed depending on the type of the paragraph that we are writing or the topic we are writing about. Although the essay is taught as a wring style with an introduction, a body and a concluding paragraph, in all cases, the writing process is the same. The amount of evidence that goes into your paper or the length of the paper may change, but the stages you follow in the writing process are more or less the same. You have to have a thesis to prove, you have to have sufficient evidence and you have to make a conclusion while writing an essay. A sample essay includes the parts below:
- Introduction paragraph with a thesis statement
- Body part
- Concluding paragraph which reviews the ideas stated

IDENTIFYING PARTS OF THE ESSAY

PART A: Read the following essay and answer the questions.

"A dog is man's best friend." That common saying may contain some truth, but dogs are not the only animal friend whose companionship people enjoy. For many people, a cat is their best friend. In my opinion, although many people like dogs a lot, cats make excellent house pets due to three features.

There are several qualities of cats that make them excellent house pets. In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Lastly, one of the most attractive features of cats as house pets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are.

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In conclusion, cats are excellent house pets since they are good companions, civilized and easy to care. People who have small living quarters or less time for pet care should appreciate these characteristics of cats. However, many people who have plenty of space and time still choose to have a cat because they love the cat personality. In many ways, cats are the ideal house pet.

1)   Read the introductory paragraph which strategies below are used in it?
a) Using an anecdote
b) Asking a question
~~c)~~ *Using quotations*
d) Defining a phrase

2) Underline the thesis statement.
3) Underline the topic sentences in body paragraph.
4) Read the concluding paragraph. How is it similar to introductory paragraph? Is there any differences you have noticed?

HOW TO WRITE AN INTRODUCTORY PARAGRAPH
Why is the introduction important?
Your introduction is the part that invites your reader to read your essay:
- it tells your reader what it is about,
- it shows your reader how your essay will develop,
- it helps the reader to make a transition from the conditions he is in to the content of your essay,
- it is where the reader decides whether to read your essay or not. In other words, they may put your essay down if they feel that it is going to be extremely boring (your instructors excluded because they have to read your essays whether they are extremely boring or not, they have to correct and evaluate your essays anyway)

Strategies for writing good introductions
There is a number of strategies for starting your essays. Sometimes more than one method can be used to start your essay.

1. The funnel method (Move from general to specific)
In this method, the first sentence is broad and general. It introduces your thesis, and each following sentence is narrower and more focused. Finally, it narrows down to your thesis.

2. Defining a word or phrase
Sometimes defining a term or a phrase that will be used throughout the essay is a good strategy. However, it should not be a dictionary definition since anyone can consult a dictionary

3. Asking questions
Using questions to attract the attention of your readers is another useful strategy. Then, your essay proceeds to answer the questions you have posed in the introduction.

4. Turn about
This strategy involves starting with the idea, belief or opinion that is opposite of your own claim or thesis. You first present the opposite party's opinion, the turn

about with a "**but or however**", and present your own point of view. This strategy is especially useful in argumentation.

5. Using an anecdote

Using a short anecdote is another way to start your essay. If you have a relevant anecdote ready, using it in the introduction will make your essay more interesting and attract the attention of your reader.

6. Using quotations

Using quotations in the introduction is another effective way to start your essay. If you have the right quotation that matches your thesis or summarizes what you want to say, it adds flavor to your essay.

PART B: Read the following sample introductions. Then, in small groups identify the technique or techniques used in each one. Remember that the authors might use a combination of techniques.

1."Animals have been used in medical research for a long time. In recent years animal rights organizations have started a controversy whether it is ethical or not to use animals for the benefits of medical progress. They believe that animals are equal to humans and that they have equal rights with human beings. In my opinion, animals as things have some rights, but humans with their more developed brains are superior to them, therefore if there is no other alternative, animals may be used in medical research."

TECHNIQUE(S):_____Funnel and turn about _____

2."Turkish governments have been trying to join the European Union for years. Despite all the difficult tasks that have to be achieved in order to join the EU, Turkish governments are persistent. Turkish citizens seem to agree with their governments, too. Why are we insisting on becoming a member of the union then? The differences between the lifestyles of Turkish and EU citizens lead to this demand for citizenship .

TECHNIQUE(S):_____Asking Questions, _____

3."In a myth it is told that once humans did not have gender. They were neither male nor female. One day they made one of the gods angry and he punished them. He separated them into two parts: male and female. Also he put them away from each other to make them look for their partners all over the world. For centuries and centuries it went on like that, people searching for the missing part of the puzzle, their missing half. This missing part forms the differences between males and females."

TECHNIQUE(S):_____Anectode_____

4."The term "violence in the family" refers to male violence against females. It means that men are generally rude to women both physically and psychologically. Concerning this issue, a study has been conducted by Family Research Institute in five different geographic regions of Turkey on married women about husband violence against wives. The results of this survey indicate that two partners may use violence against each other due to several reasons.

TECHNIQUE(S):_____Definition, funnel_____

5."Music was invented to confirm human loneliness", says Lawrence Durrell. Although they live in a society and are labeled "social animal" by some philosophers, humans are in fact alone. They have an inner world which they could

hardly express to others or they could even hardly identify themselves. Music helps people understand themselves in several ways.

TECHNIQUE(S):_____Quotation_____

6. "Reproduction is something that is in the nature of human beings. Giving birth to children, bringing them up and when they get older looking forward to them having children are all built in wishes and expectations of almost everybody. But in a limited environment, humans cannot keep expanding their population. In contrast to this view of reproduction as a natural process, there are many ways to prevent overpopulation."

TECHNIQUE(S):_____Turn about_____

!!!! Thesis Statement: The thesis statement tells the reader what the essay will be about and which points will be discussed in body part of the essay. Just as the topic sentence, it controls the information for an entire essay.

PART C: Look at the introductions above and underline the thesis statements. Then find the topic and the controlling idea for each if there is any.

Introduction 1:

Thesis statement: In my opinion, animals as things have some rights, but humans with their more developed brains are superior to them, therefore if there is no other alternative, animals may be used in medical research

What is the topic? animals being used in medical research

What is the controlling idea?_ may be used

Introduction 2:

Thesis statement: The differences between the lifestyles of Turkish and EU citizens lead to this demand for citizenship

What is the topic? Turkey's becoming a member of EU

What is the controlling idea?__ differences between the lifestyles of Turkish and EU citizens

Introduction 3:

Thesis statement: ___This missing part forms the differences between males and females

What is the topic? _____ males and females

What is the controlling idea?_____ differences between males and females

Thesis statement: __two partners may use violence against each other due to several reasons

What is the topic? _____violence in family

What is the controlling idea?_reasons why partners may use violence against each other

Introduction 5:

Thesis statement: ___Music helps people understand themselves in several ways

What is the topic? _____Music

What is the controlling idea?____music's help to people to understand each other

Introduction 6:

Thesis statement: ___there are many ways to prevent overpopulation

What is the topic? ____overpopulation

What is the controlling idea?_____ways to prevent overpopulation

HOW TO WRITE THE BODY PART OF AN ESSAY

The body of your essay is maximum two-three paragraphs long, and supports /illustrates / explains the thesis with the help of evidence, details, facts and examples. How you organize your thoughts in a logical order may depend on your topic and thesis. There are various ways of treating a topic:

- the essay may be organized in order of importance
- in chronological order
- spatial order

It can also be a *narration, comparison and contrast, cause and /or effect, process, classification or argumentation essay*. An essay can be written in one of those methods, or it can be a combination of two or more types. **It all depends on the purpose of the essay.**

PART C: Analyze the body paragraph below.

"There are several qualities of cats that make them excellent house pets. In the first place, people enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they're not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. In the second place, cats are civilized members of the household. Unlike dogs, cats do not bark or make other loud noises. Most cats don't even meow very often. They generally lead a quiet existence. Cats also don't often have "accidents." Mother cats train their kittens to use the litter box, and most cats will use it without fail from that time on. Lastly, one of the most attractive features of cats as house pets is their ease of care. Cats do not have to be walked. They get plenty of exercise in the house as they play, and they do their business in the litter box. Bathing a cat is almost never necessary because under ordinary circumstances cats clean themselves. Cats are more particular about personal cleanliness than people are."

TOPIC SENTENCE: There are several qualities of cats that make them excellent house pets.
MAJOR SUPPORT POINTS:
- people enjoy the companionship of cats
- cats are civilized members of the household
- one of the most attractive features of cats as house pets is their ease of care.

What specific details are used for each support?

HOW TO WRITE A CONCLUDING PARAGRAPH
If you have written an effective introduction, and logically developed your essay, the flow of ideas naturally leads to your conclusion. A good conclusion should round up your arguments and reach a final conclusion.
PART D: Study the following <u>abbreviated essay outlines</u>. Only the introduction and the points in body paragraph are given. <u>Circle the number of the most appropriate concluding paragraph.</u>
1.
Advertising
Unless you live on an uninhabited island in the middle of a big ocean, you cannot escape advertising. People in the modern world are continually exposed to ads and commercials on the radio, on television, on billboards, in their mailboxes, and on

their computers. However, advertising is not a modern phenomenon. There have been different techniques of advertising throughout the history.

A.   As early as 300 B.C., merchants carved signs in wood, clay, and stone to put above their shops.

B.   In ancient Egypt, merchants hired people called crier to walk through the streets announcing the arrival of ships and their cargo.

C.   In medieval Europe, shop owners hired criers to direct customers to their shops.

Possible concluding paragraph

(1)   To conclude, advertising has been a part of merchandising for at least 5000 years. From the carved signs above doorways in ancient Babylonia to the annoying pop-ups on modern computer screens, advertising has been a part of daily life. Its form may change, but advertising will undoubtedly be with us for a long time to come.

(2)   In conclusion, it is clear that advertising is used for both buyers and sellers. It helps sellers by informing the public about their goods and services. It helps buyers by allowing them to comparison shop. Its form may change, but advertising will undoubtedly be with us for a long time to come.

2.

Changes in the Workplace

Female airline pilots? Male nurses? When my parents were young, such job descriptions were not possible. In the past thirty-five years, however, society has become more accepting. Although it is still somewhat unusual, men now work in traditionally female occupations. In particular, more and more men are becoming nurses, secretaries, and elementary school teachers.

A.   The nursing profession has seen the greatest increase in male participation.

B.   Besides nursing, more men are becoming secretaries.

C.   Elementary school teaching is a third occupation that men are taking up.

Possible concluding paragraph

(1)   To sum up, examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers. As society continues to change, we will undoubtedly see this trend continue.

(2)   To sum up, these examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers. On the other hand, it is no longer unusual to find women engineers, construction supervisors, and corporate CEOs. In fact, there are already more women than men studying to become lawyers.

(3)   To sum up, these examples have shown that it is no longer unusual to see men working as nurses, secretaries, and elementary school teachers. Indeed, there is less sexism in the working world as men have proven themselves to be as capable as women in these areas, and women have proven themselves to be as capable as men in others.

APPENDIX C: ONE-BODY OPINION ESSAY

TOBB ETU Department of Foreign Languages

In this unit, the students are going to practice
- Identifying the components of an opinion essay
- Writing a thesis statement
- Writing a topic sentence for the body paragraph
- Writing a body paragraph
- Writing a concluding paragraph

Opinion essays have an important place in academic writing. You might need to give your opinion about a topic you have discussed or an article you read. Two types of opinion essay writing will be covered in this and next writing hand-out. This handout will cover "an opinion essay with one body paragraph".

IDENTIFYING PARTS OF THE ESSAY

PART A: Read the following essay and answer the questions.

Can you imagine a family at a dinner table chatting happily and laughing at the jokes told by the youngest member of the family? Can you imagine a scene more peaceful than this? However, sometimes, there comes a time when this happy family picture gets ruined. If the father of that family loses his job and cannot find another one, this picture can be torn into pieces. **In my opinion, unemployment bitterly hurts the relationships in a family.**

There are several reasons why not having a job hurts the relationships in a family. To begin with, all people need a job to meet basic needs such as food, shelter, clothes, etc. If they aren't met, there may be some consequences. *For instance*, when people are hungry or when they cannot eat the things they used to eat; they may get frustrated and break each other's hearts easily. Hence, due to unemployment, families may not have enough money to meet these needs. *In addition*, when a person suddenly loses his job and starts to stay at home without doing anything, he may get bored and may start to disturb the others. *For example,* if the father of the family is sitting at home and doing nothing, he may interfere with the housework and may quarrel with his wife because of unnecessary details. *The last reason is* that father may have some psychological problems since he feels useless. He may stop sharing his feelings with the other members of the family and this may lead to alienation within the family, which is unacceptable for people who love each other.

In conclusion, in our culture, unemployment hurts the relationships in a family since it may create a huge gap among the members of the family who are deeply connected to each other. Therefore, each of us should get a good education and improve ourselves to lead a life without the risk of being unemployed.

1) Read the introductory paragraph and decide which strategies below are used in it?

a) Using an anecdote

b) Asking a question

c) Using quotations

d) Defining a phrase

2) Underline the thesis statement.

Read the body part below and answer the questions.

"<u>**There are several reasons why not having a job hurts the relationships in a family.**</u> To begin with, *all people have some basic needs, such as food, clothes, etc.* If they aren't met, there may be some consequences. For instance, when people are hungry or when they cannot eat the things they used to eat; they may get frustrated and break each other's hearts easily. *In addition, when a person suddenly loses his job and starts to stay at home without doing anything, he may get bored and may start to disturb the others.* For example, if the father of the family is sitting at home and doing nothing, he may interfere with the housework and may quarrel with his wife because of unnecessary details. *The last reason is that father may have some psychological problems since he feels useless.* He may stop sharing his feelings with the other members of the family and this may lead to alienation within the family, which is unacceptable for people who love each other."

TOPIC SENTENCE:_____

MAJOR SUPPORT POINTS:
- _____
- _____
- _____

What specific details are used for each support?

Analyze the concluding part of the essay and find the strategies used.

"In conclusion, in our culture, unemployment hurts the relationship in family since it may create the problems stated above among the members of the family who are deeply connected to each other. Therefore, each of us should get a good education and improve ourselves to lead a life without the risk of being unemployed.   (Funnel method)"

PART B: Below is an opinion essay. Some parts of it are missing. Choose the missing parts among the statements and write the letter of the statement on the space provided.
Almost everybody in our country has sat at a desk in a classroom in his life. However, if someone has been successful enough to become a university student, he has to have some qualifications, too. Some are really hard-working and some just have a good command of knowledge.____**1**____c_____

To me, a good student must be respectful, trustworthy and studious. **2   a   **He must listen to what other people say and really hear them by heart. Only then will he be listened to by others. Being respectful reflects that person's innermost world in a perfect sense. Another thing is a student should be reliable because teachers are not some kind of people to be fooled. **3   d   **.If he doesn't keep his promises, people around him will give up believing him. **4   e   **.A student has some responsibilities to his family and himself. One of these responsibilities is to be good at what he does which is, in this case, showing good performance in his lessons.

 **5   b   **. The classrooms would be perfect places for teachers if the majority of the students was close to the aforementioned image, wouldn't they?

A.   The most important thing is he should be respectful to himself and the people around him.
B.   To sum up, it is impossible to draw the exact picture of an ideal student since he doesn't exist; however, at least these points related to personality can be met among some students.
C.   No matter what kind of a person he is, I think there are some important aspects to be an ideal student and the most important ones are related to students' personalities.
D.   When he lies, he must be aware of the fact that he also tries to deceive himself, too.
E.   In addition, being a good student requires being studious.

PART C: Below are some points to form an opinion. Read and discuss them with your partners.

Point 1:

We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in the future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?

Point 2:

Technology is making communication easier in today's world, but at the expense of personal contact as many people choose to work at home in front of a computer screen. What dangers are there for a society which depends on computer screens rather than face-to-face contact for its main means of communication?

Point 3:

Some businesses now say that no one can smoke cigarettes in any of their offices. Some governments have banned smoking in all public places. Do you agree or disagree? Give reasons.

Select one of them and brainstorm your reasons to develop your essay.

MyPoints:_____

PART D: Write your one-body opinion essay below.

Final Draft Checklist

In this unit the students are going to write an opinion essay.

 The key points to be seen in their essays are:

✓   Their essays <u>must include three parts</u>

1.   Introductory paragraph with a thesis statement

2.   A body paragraph with a topic sentence

3.   Concluding paragraph which restates the thesis statement

✓   In the body part three major points of reasons should be given and supported by examples or further explanations.

✓   In the concluding paragraph the writer should restate the thesis statement by providing a last remark which might be a suggestion, advice or a last remark.

APPENDIX D: CAUSE-EFFECT ESSAY HANDOUT

In this unit, the students are going to practice

- Identifying the components of a cause and effect essay
- Writing a thesis statement
- Writing a topic sentence for the body paragraph
- Writing body paragraphs
- Writing a concluding paragraph

IDENTIFYING PARTS OF THE ESSAY
PART A: Read the following essay and answer the questions.
DIVORCE

"Divorce is an immensely painful experience. While no couple actively wishes for a divorce, there are some unavoidable reasons for getting divorced. People often dream of a fairy tale romance and get married to whom they believe are their soul mates. Stories, however, do not always have beautiful endings. The number of individuals opting for divorce has been steadily increasing over the past few years. Divorce can be caused by money issues, lack of communication, mistrust and it leads to unsecure children, lack of self confidence and wrong perceptions.

There are three main causes that lead to divorce. Firstly, money issues can result in divorce. Couples often end up having disputes over money because in many cases one of the partners is invariably unhappy with the spending habits of the other individual. Moreover, lack of communication between partners can bring about divorce. Sometimes a person is withdrawn, reserved and easily irritated because of the stress and the pressure of modern life. They do not like to discuss anything with their partners. They hide their problems; try to talk less with their spouses. Another cause is mistrust and doubts about the partner's loyalty. People may be jealous of their partners and start silently observing their actions and start fights based on their doubts, which makes marriage weak.

There are also several effects of divorce. Firstly, children are affected badly. Divorce is an intensely stressful experience for all children regardless of age. They feel the pain of a sense of weakness as the family fall apart. Divorce also affects the partners psychologically. Individuals mostly lose their self-confidence and become depressed thinking over the situation and the results. Lastly, divorce can give rise to the wrong perception about the issue. With the increasing rate of divorce, it is taken as a normal part of the life. People accept the idea of divorce more readily and jump into that solution without much thought.

To sum up, divorce can result from money issues, lack of communication and mistrust, and it can set the ground for stressful children, depressed partners and wrong perception in society. Although divorce is not a preferred solution, sometimes it is inevitable. Therefore, people should think about the consequences before making their decisions

Read the introductory paragraph and decide which strategies below are used in it?

a) Using an anecdote

b) **<u>Funnel method</u>**

c) Using quotations

d) Defining a phrase

2) Underline the thesis statement.

- **Read the first body paragraph below and answer the questions.**

  <u>**There are three main causes that lead to divorce**</u>. *Firstly, money issues can result in divorce*. Couples often end up having disputes over money because in many cases one of the partners is invariably unhappy with the spending habits of the other individual. *Moreover, lack of communication between partners can bring about divorce.* Sometimes a person is withdrawn, reserved and easily irritated because of the stress and the pressure of modern life. They do not like to discuss anything with their partners. They hide their problems; try to talk less with their spouses. *Another cause is mistrust and doubts about the partner's loyalty.* People may be jealous of their partners and start silently observing their actions and start fights based on their doubts, which makes marriage weak.

TOPIC SENTENCE:_____

Cause 1:_____

Cause 2:_____

Cause 3:_____

What specific details are used to support each cause?

- **Read the second body paragraph below and answer the questions.**

  "There are also several effects of divorce. Firstly, children are affected badly. Divorce is an intensely stressful experience for all children regardless of age. They feel the pain of a sense of weakness as the family fall apart. Divorce also affects the partners psychologically. Individuals mostly lose their self-confidence and become depressed thinking over the situation and the results. Lastly, divorce can give rise to the wrong perception about the issue. With the increasing rate of divorce, it is taken as a normal part of the life. People accept the idea of divorce more readily and jump into that solution without much thought."

TOPIC SENTENCE:_____

Effect 1:_____

Effect 2:_____

Effect 3:_____

What specific details are used to support each effect?

- **Analyze the concluding part of the essay and find the strategies used in it.**

<u>To sum up, divorce can result from money issues, lack of communication and mistrust, and it can set the ground for stressful children, depressed partners and wrong perception in society.</u> Although divorce is not a preferred solution, sometimes it is inevitable. Therefore, people should think about the consequences before making their decisions.

PART B: Below are some topics. Read them, select one and fill in the outline below.

1. **What are the causes and effects of sleep deprivation?**
2. **What are the causes and effects of traffic accidents?**
3. **What are the causes and effects of stress?**

Thesis Statement: _____

Body

Topic Sentence: _____

Cause 1: _____

Cause 2: _____

Cause 3: _____

    I.   Body

Topic Sentence: _____

Effect 1: _____

Effect 2: _____

Effect 3: _____

Conclusion Paragraph

Concluding Sentence: _____

PART D: Write your cause and effect essay below.

In this unit the students are going to write a cause AND effect essay.

The key points to be seen in their essays are:
- ✓ Their essay <u>must include three parts;</u>
  1. **an introduction paragraph**
  2. **body paragraphs (2 bodies - Body one: three causes / Body two: three effects)**
  3. **a conclusion paragraph**
- ✓ Their essays should have an introduction paragraph, background information about the topic and a thesis statement which mentions the main idea of their paragraph.

  e.g. There are several causes and effects of poverty in our country.
- ✓ Their essay should have 2 body paragraphs with topic sentences (the first sentence in a paragraph)
- ✓ Reasons, facts, examples, or explanations to support the details should be given.
- ✓ Their essays should have a conclusion paragraph restating the controlling idea in the thesis statement.
- ✓ Their essays should include a final thought.

APPENDIX E: BACKGROUND QUESTIONNAIRE AND CONSENT FORM

ANKET

BÖLÜM - A	
Adınız:	
Soyadınız:	
Cinsiyetiniz:	Kadın Erkek
Bölümünüz:	
Şu anki İngilizce Notunuz (GPA):	
Sınıfınız:	

BÖLÜM – B

1. Ne kadar süredir İngilizce öğreniyorsunuz?
   * 2-4 ay   * 1-5 yıl   * 5-10 yıl   * 10 yıl veya daha fazla
2. Lisede iyi bir kompozisyon yazma eğitimi aldığınızı düşünüyor musunuz?
   * Evet   * Hayır
3. Lisede Türkçe kompozisyon yazımı konusunda özel bir deneyiminiz oldu mu?
   * Evet
   Cevabınız evet ise aşağıdakilerden hangisi sizin için söz konusu:
   o Özel öğretmen
   o Özel kurs
   o Kompozisyon yarışmalarına katılmış olmak
   o Diğer: (belirtiniz) …………….
   * Hayır
4. Üniversitede hazırlık sınıfında gördüğünüz paragraf ve kompozisyon (essay) yazma derslerinin Türkçe kompozisyon yazma becerinizi etkilediğini düşünüyor musunuz?
   * Evet
   * Hayır

Questions Translated into English:
1.   What is your GPA at the time of data collection for the present study?
2.   Was your writing education at high school effective?
3.   Do you have any special experience (receiving help from a tutor, participating in a contest etc) in writing at high school?
4.   Do you think your writing education in English at university had any effect on your essays you wrote for the present study?

Consent Form - Gönülü Katılım Formu

Bu çalışma Seyithan Kaya tarafından yürütülen yabancı dil olarak İngilizce öğrenen ana dili Türkçe olan üniversite hazırlık öğrencilerinin gördükleri İngilizce kompozisyon yazımı derslerinin anadildeki yazım biçimleri üzerindeki etkisini araştırmayı hedeflemektedir. Çalışma anket ve kompozisyon yazma etkinlikleri içermektedir. Bu çalışma boyunca önce kısa bir anket doldurmanız daha sonra da farklı tarihlerde ve biri İngilizce, üçü Türkçe olmak üzere toplam dört adet kompozisyon yazmanız planlanmaktadır. Çalışmaya katılımda gönüllülük esas alınmaktadır. Her bir kompozisyonun yazma süreci yaklaşık olarak 40 dakikanızı alacaktır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anket ve kompozisyonlar, size veya çevrenize rahatsızlık verecek soruları içermemektedir. Yine de anket veya kompozisyon sorularından rahatsızlık duyarsanız cevaplamayı yarıda bırakabilirsiniz. Böyle bir durumda araştırmacıya veya anketi uygulayan başka bir kişiye anketi tamamlamadığınızı bildirmeniz yeterli olacaktır. Çalışmanın gidişatını etkilememesi için kompozisyon yazımı sırasında araştırmanın içeriği ve yöntemi tam olarak açıklanmayacaktır; ancak anket doldurma ve kompozisyon yazımı bittiğinde, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için TOBB ETÜ Yabancı Diller Bölümü öğretim görevlilerinden Seyithan Kaya (Oda: Y331; Tel: 292 4364; E-posta: seyithan.kaya@metu.edu.tr or skaya@etu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad   Tarih   İmza   Alınan Ders

----/----/-----

APPENDIX F: THE FINALIZED CHECKLIST USED FOR ESSAY EVALUATION

St. Name: ___ *Class:* **AF1   AF4   AF5**   *Essay:* **Pre, Eng, Post, Delayed**
Opinion Essay Checklist
  1.   The essay has an introductory paragraph…………….………………._____
             7.1 The intro paragraph adopts a strategy(ies) to draw attention…._____
                  3.3.1   Funnel Method……………….…………….……._____
                  3.3.2   Quotation…....…………………..……………._____
                  3.3.3   Asking Questions…………….………………._____
                  3.3.4   Stating an Anecdote………….…………….._____
                  3.3.5   Turn About……………….……………………._____
                  3.3.6   Definition……………….……………....………._____
          3.4   The Introductory Paragraph ends with a Thesis St. (which)…._____
                  3.4.1   is written as a single sentence…………….……..._____
                  3.4.2   contains only one topic…………….………........……_____
                  3.4.3   contains an appropriate topic…………….……..._____
                  3.4.4   contains a controlling idea……………….……..._____
                  3.4.5   is formed by an opinion/attitude……………......._____
                  3.4.6   is not formed by a fact……………….…………._____
          3.5   The introductory paragraph has cohesive devices.………….._____
8.   The essay has a body part (which as)……..……………………._____
            8.1 one paragraph (One-Body Opinion Essay)…………..…….._____
            8.2 two paragraphs……………….…………….……………._____
            8.3 three paragraphs …………………….……………………._____
            8.4 The Body Paragraph(s) has a topic sentence (which has)........_____
                  i.   a topic………………….………………….……..……._____
                  ii. a controlling idea…………………….……………….._____
            8.5 The Body Part has Two/ Three Major Supporting Ideas……._____
                  i.   Each supporting idea has minor details…………..……_____
                        1.   Minor details are used correctly……………...._____
                  ii. Each supporting idea has examples……………........……_____
                        1.   Examples are used correctly……………………._____
                  iii. The supporting ideas are repeated…………………….._____
            8.6 The Body Paragraph(s) do/does not have a conc. sentence….._____
            8.7 The Body Paragraph(s) has cohesive devices……………….._____
    9.   The essay has a Concluding Paragraph (which) ……………………....._____
            9.1 starts with a restatement of the thesis statement………………._____
                  i.   The rest. is formed with a different structure……….._____
                  ii. The rest. is formed with different vocabulary……..…._____
                  iii. The thesis statement is repeated………………………._____
             9.2 summarizes the main points in the body part (optional) …......._____
            9.3 ends with a final thought/suggestion…………………………._____
            9.4 has a new thought……………………………………………._____
            9.5 has cohesive devices………………………………….……..._____
   10. There is not any refutation of the opposing idea in the essay………..._____
   11. Punctuation marks are used as in instruction given……………….._____

12. The essay is coherent……………………………………...………...._____
13. The essay has unity……………………………………….………….…_____

Terminology:
9. **Funnel Method**: Presented the ideas in introductory paragraph from general to specific.
10. **Quotation**: Quoting what experts said on a topic to introduce the topic.
11. **Asking Questions**: asking a relevant and interesting question to the reader in the introductory paragraph to draw attention.
12. **Stating an Anecdote**: Stating a story or an experience on the topic in the introductory paragraph.
13. **Definition**: A strategy that is used to define a term in the introduction.
14. **Turn About**: Starting with an idea but supporting the opposite in the introduction in order to draw the reader's attention:
15. **Unity**: "A unified essay presents a thought, supports it with adequate details and completes it with a conclusion."
16. **Coherence**: "The ideas, expressed in the paragraphs, flow smoothly from one to the other in a logical sequence [with the help of chunks, punctuation marks, conjunctions etc.]. This helps the reader to understand the paragraph."

	Tests of Normality	Shapiro-Wilk		
		Statistic	df	Sig.
I	**The total score of Pre-test in Turkish (Normally Distributed)**	,968	39	**,333**
II	The total score of English test	,759	39	,000
III	The total score of Post-test in Turkish	,906	39	,003
IV	**The total score of Delayed Post-test in Turkish (Normally Distributed)**	,959	39	**,164**
V	The score of the Introduction of the Pre-test in Turkish	,921	39	,010
VI	The score of the Introduction of the English test	,638	39	,000
VII	The score of the Introduction of the Post-test in Turkish	,851	39	,000
VIII	The score of the Introduction of the Delayed Post-test in Turkish	,795	39	,000
IX	**The score of the Body of the Pre-test in Turkish (Normally Distributed)**	,974	39	**,490**
X	The score of the Body of the English test	,763	39	,000
XI	The score of the Body of the Post-test in Turkish	,845	39	,000
XII	The score of the Body of the Delayed Post-test in Turkish	,874	39	,000
XIII	The score of the Conclusion of the Pre-test in Turkish	,911	39	,005
XIV	The score of the Conclusion of the English test	,827	39	,000
XV	The score of the Conclusion of the Post-test in Turkish	,837	39	,000
XVI	The score of the Conclusion of the Delayed Post-test in Turkish	,909	39	,004
XVII	The score of Refutation, Punctuation, Coherence, and Unity of the Pre-test in Turkish	,846	39	,000
XVIII	The score of Refutation, Punctuation, Coherence, and Unity of the English test	,652	39	,000
XIX	The score of Refutation, Punctuation, Coherence, and Unity of the Post-test in Turkish	,884	39	,001
XX	The score of Refutation, Punctuation, Coherence, and Unity of the Delayed Post-test in Turkish	,907	39	,004

APPENDIX H: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : KAYA
Adı   : Seyithan
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : THE EFFECT OF ENGLISH OPINION ESSAY WRITING INSTRUCTION ON TURKISH ESSAY WRITING: A CASE OF UNIVERSITY PREPARATORY SCHOOL STUDENTS

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ:

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