A STUDY ON THE ATTTUDES OF ÇANAKKALE ONSEKİZ MART UNIVERSITY PREP CLASS STUDENTS' TOWARDS COOPERATIVE WRITING ACTIVITES AND EFFECTS OF THESE ACTIVITIES ON STUDENTS SUCCESS

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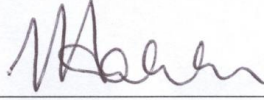
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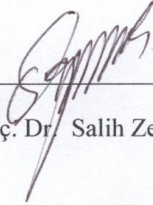
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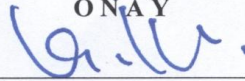
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Yüksek Lisans Tezi olarak sunduğum **"A study on the attitudes of Çanakkale Onsekiz Mart Univeristy prep class students' towards cooperative writing activites and effects of these activities on students success"** adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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İmza

A study on the attitudes of Çanakkale Onsekiz Mart University prep class students' towards cooperative writing activities and effects of these activities on students success

ABSTRACT

This present study was conducted in order to find the success level of cooperative learning activities in the writing classes in Canakkale Onsekiz Mart University, School of Foreign Languages.

In this study quasi experimental design was used. In order to find the differences between a cooperative learning class and traditional writing class the researcher selected two equal classes. The number of the participants in this study is 46. The students were chosen according to their prep class exemption exam marks. T-test results show that both classes are equal. The data was collected through a writing course which lasted for four class hours, after that the data was analysed by using SPSS (statistical package program for social sciences)

The results revealed that the cooperative group did better than traditional class. By looking at the post tests results it can be concluded that cooperative learning has a positive effect on student learning because the results of the experimental group were better than control group. As for the aspects of writing the experimental group did better then control group in organisation of the paragraph.

Keywords: process writing, cooperative writing

Çanakkale Onsekiz Mart Üniveristesi Hazırlık sınıfı öğrencilerin işbirlikçi yazma aktivitelerine karşı olan tutumları ve bu aktivitelerin öğrenci başarısına olan etkisi üzerine bir çalışma.

ÖZET

Bu çalışma Çanakkale Onsekiz Mart Üniveristesi Yabancı Diller Yüksek Okulu Hazırlık Sınıfı öğrencilerinin yazma derslerindeki işbirlikçi öğrenme metodları ile başarı seviyelerin ölçmek için yapılmıştır.

Bu çalışmada yarı deneysel bir tasarım kullanılmıştır. Geleneksel yöntemler ile işbirlikçi yöntem arasındaki farkı bulabilmek için araştırmacı iki denk grubu seçmiştir. Bu çalışmaya 46 öğrenci katılmıştır. Bu öğrenciler hazırlık atlama sınavındaki notlara gore seçilmişlerdir. T test sonuçlarına gore bu iki grupta denktir. Veriler yazma dersi süresince toplanmış ve SPSS veri işleme program kullanılarak çözümlenmiştir.

Bu çalışma ortaya koymuşturki işbirlikçi çalışan öğrenciler daha başarılı olmuşlardır. Post test sonuçlarına bakarak işbirlikçi öğrenme yönteminin öğrencileirn öğrenmeleri üzereinde olumlu bir etkisi olmuştur ve deney grubu control grubundan daha başarılı olmuştur. Parağraf unsurları için ise deney grubu paragraf organizasyonu konusunda control grubundan daha iyi sonuçlar elde etmiştir.

Keywords: Yazma süreci , İşbirlikçi öğrenme

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

This chapter starts with explaining the background of the study, and then it presents the aim of the research and related questions addressed in this study. It also gives some description of the importance of the study, its assumptions and limitations. Finally it states the organisation of the thesis and summary of the chapter.

1.1. BACKGROUND TO THE STUDY

Learning a new language is very complicated process. In language education, teaching the learners some basic skills is very important. Learners are expected improve speaking, listening, reading and writing skills. Of all these skills reading and listening are comprehensive skills but on the other hand writing and speaking are considered as productive skills. Because of this reason for language learners being able to produce a text becomes very challenging and demanding.

Since language learning is a social skills and that requires communication, cooperative activities in the language classroom will be of great importance. At this point cooperative language learning (CLL) helps the learner to socialise and learn from each other. Language learners can make use of cooperative learning.

According to Olsen and Kagan (1992) cooperative learning is structured group learning activity and learners share ideas and each member of the group is responsible for his or her learning process.

In cooperative learning the students can improve their language skills by studying in groups.

1.2. PURPOSE OF THE STUDY AND RESEARCH HYPOTHESIS

The main aim of the study is to investigate the effects of cooperative learning activities in prep classes at Canakkale Onsekiz Mart University, School of Foreign Languages.

Research questions are:

RQ 1: Do cooperative learning activities influence the general quality of writing?

RQ 2: What is the effect of cooperative writing activities on Turkish EFL learners?

RQ 3: Is there a significant difference between the items of content, organisation, vocabulary, language use and mechanics?

The purpose of the study is to see whether cooperative writing has a positive effect on student success or not and to see whether there is a difference between the individual learners and cooperative learners in terms of success.

1.3.   SIGNIFICANCE OF THE STUDY

This study aims to find out whether cooperative writing activities are more successful than the individual activities in writing classes and also it will contribute to the literature in this field.

In Turkey, high school students, who want to be an English teacher, have to pass university entrance exams. This university entrance is carried out with central exam done by Student Selection and Placement Center (ÖSYM).   In this exam only grammar knowledge, vocabulary knowledge and reading skills are tested. Speaking, listening, writing are not tested, so students who want to be an English teacher comes to the university lacking these skills. Of all these skills probably the most difficult one to master for the students is writing.

Because writing skill, like speaking and listening, is not tested in university entrance exam. during their high school years students and teachers omit the writing lesson.

From this point of view it is highly important to improve the students writing in terms of knowledge and writing skill.

This study is intended to be used for writing teachers because this study will search the effect of cooperative writing activities and individual writing in the writing class. Thus this study will provide some suggestions for writing lessons. To sum up

this study can give an idea on cooperative activities in writing classes for English teachers.

1.4 SUMMARY

This chapter starts with a brief introduction of this section. It states the background of the study and purpose of the study and research questions and significance of the study are also stated.

CHAPTER II

REVIEW OF LITERATURE

2.0 INTRODUCTION

The aim of this chapter is to give a review of literature in the area of teaching writing and also to provide some information about process writing and cooperative learning.

2.1. TEACHING WRITING

When it comes teaching language, there are four skills that the language teacher should keep in mind. These important skills are speaking, listening, reading and writing. Of all the four mentioned language skills writing is probably the most demanding and challenging one. As Richard and Renandya mentioned (2002; 303)

There is no doubt that the writing is the most difficult skill for L2 learners. The skills involved in writing are highly complex. L2 writers have to

pay attention to higher level skills of planning and organising as well as lower level skills of spelling, punctuation, word choice, and so on.

Reading and especially writing is the sign of being educated. So, being able to write is probably the most important skill in language learning.

As Nunan states (1999) producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master.

Hedge (1990) mentions that large number of adult native speakers never achieves a high level of expressiveness in writing their first language.

On effective writing Hedge (1990) states that:

It requires a number of things; a high degree of organisation, the development of ideas and information; a high degree of accuracy saw that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical parents and sentence structure to create a style which is appropriate to the subject matters.

Writers have to deal with many things while producing a text. The following figure shows what kind of different things that the writers have to deal with.

Fig. 1 Producing piece 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

MECHANICS
handwriting,
spelling,
punctuation, *etc.*

Clear, fluent, and
effective communication
of ideas

AUDIENCE
the reader/s

ORGANIZATION
paragraphs,
topic and support,
cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

PURPOSE
the reason for writing

Ann Raimes,1983:6

As can be seen from the figure 1 above, writers have to keep in mind a lot of things from content to word choice and from organisation to grammar. These elements make writing more complex issue.

According to Ur (1996) the object of teaching of writing in a foreign language is to get learners to require the abilities and skills they need to produce a range of different kinds of written text similar those an educated person would be expected to be able to produce in their own language.

For many teachers and learners writing is given less importance. In order to be proficient in language, every learner should master the four skills. Of all the four skills

in learning a language none of them is more important than the others. Every skill should be developed equally.

Writing is a productive skill, just like speaking, but there are some differences between speaking and writing. Chastain (1988:249) mentions the difference between speaking and writing in this way;

> Writing and speaking are productive skills, and language students need to practice both. The unique feature of writing, in contrast with speaking, is that lends itself more naturally to individual practice. Whereas speaking normally occurs in the company of one or more individuals, writing is usually a solid carry activity. Students can complete written task by themselves, that's relieving them of the discomfort of having to produce the language in public.

In order to master in this skill the teachers use a variety of techniques and methods in the writing classroom.

Hyland (2003) mentions that a number of theories supporting teachers' efforts to understand L2 writing and learning have developed since EFL/ESL writing first emerged as a distinctive area of scholarship in the 1980s.

Hyland (2003:2) also states that;

> Each theory has typically been seen as another piece in the jigsaw, an additional perspective to illuminate what learners need to learn and what teachers need to provide for effective writing instruction. It would be one to see each yearly quarrying our rock and replacing the last. They are more accurately seen as complementary and order lapping perspectives, representing potentially compatible means of understanding the complex reality of writing

And again Hyland (2003) makes a list of the guiding concepts in L2 writing teaching. These are;

-language structures

-text functions

-themes or topics

-creative expression

-content

-genre and context of writing

- composing processes

2.2 THE WRITING PROCESS

Nunan claims that (1999) the process approach concentrates on the creation of the text, rather than on the end product.

Nunan makes it clear by stating that;

Process approach focuses on the steps involved in drafting and review drafting a piece of work. Proponents of process writing recognise and accept that reality that there will never be the perfect text but that one can get closer to perfection through producing, reflecting on, discussing, and reworking successive drafts of a text.

White and Arndt (1991) view writing as a complex, cognitive process that requires sustained intellectual effort over a considerable period of time.

For Ur (1996) the process writing is to study how people write, how a writer thinks, feels and acts at the various stages of composing a text.

Hedge (2000) states that process writing is learning to write true writing and it is a discovery. Hedge also mentions that writing process involves a number of activities setting goals, generating ideas, organising information, selecting appropriate language, making draft, reading and reviewing. By doing so, writers gradually develop a text.

According to Raimes (1983) the teaching of writing has moved away from a concentration on the written product to an emphasis on the process of writing.

Raimes (1983) also states that writing process becomes the process of discovery for the students: discovery of new ideas and new language forms to express those ideas.

According to White and Arndt (1991) again, the process approach is aimed at helping the learner to develop a set of skills.

Hedge (2000) claims that the aim of process writing is to help students to gain greater control over the cognitive strategies involved in composing.

 As Zamel states (1983) writing is seen as "none-linear, explanatory, and generic to process whereby writers discover and reformulate their ideas as they attempt to approximate meaning"

Zamel (1983) states that writing involves the exploration of ideas and taught in the process of putting them on paper and the selection of the most appropriate words to express exactly what one wishes to say stop.

Fig.2 A process model of writing instruction.

Selection of topic: by teacher and/or students
Prewriting: brainstorming, collecting data, note taking, outlining, etc.
Composing: getting ideas down on paper
Response to draft: teacher/peers respond to ideas, organization, and style
Revising: reorganizing, style, adjusting to readers, refining ideas
Response to revisions: teacher/peers respond to ideas, organization, and style
Proofreading and editing: checking and correcting form, layout, evidence, etc.
Evaluation: teacher evaluates progress over the process
Publishing: by class circulation or presentation, noticeboards, Website, etc.
Follow-up tasks: to address weaknesses

Ken Hyland,2003:11

As can be seen from the figure 2 above, the writing process does not follow a linear line. At some point of the process the writers can go back and check and revise their ideas. So process writing is a recursive way. The writers can circumnavigate around their texts and do the necessary changes. The writers can also do their work or group work and check each other's papers and comment on them.

Maybin (1999) indicates that process writing shifts the focus from the finished product to the process which pupils need to go through as writers. It aims to give pupils a greater sense of ownership and enhance pupils' commitment to their work.

Maybin (1999) also states that in process writing pupils are seen as apprentice authors writing for real audiences.

Fig 3. Process cycle

Drafting
Structuring ← Reviewing → Focusing
Generating ideas ← Evaluation
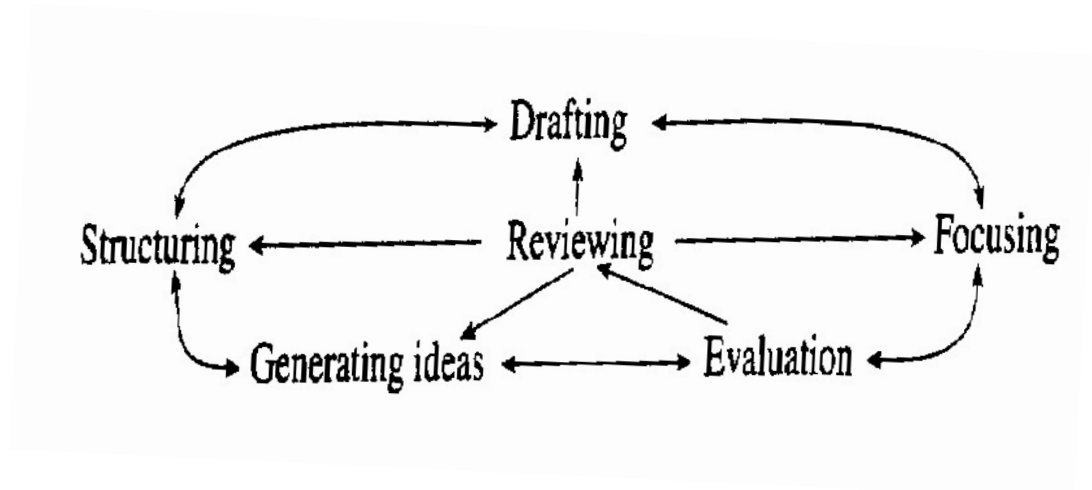
Nunan (1999:274)

Zamel (1982) mentions that writing involves continuous attempt to discover what it is that one wants to say.

According to Harmer (2007) process approach asks students to consider the procedure of putting together a good piece of work.

According to Tribble (1996, cited in Harmer, 2007) the writing process is complex and the various stages of drafting, rewriting, read drafting, and writing are done in a recursive way: learners move backwards and move forwards between these various stages.

Hedge (2000:302) describes the process of view of writing as thinking, as discovery.

Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It

involves a number of activities: setting goals, generating set of ideas, organising information, selecting the appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers.

White and Arndt (1991) believes that writing should be a means of discovering ideas, sharing opinions, presenting information, arousing a response from the reader, and even entertaining.

2.2.1 STEPS IN PROCESS WRITING

Writing does not happen at once. Learners should organise their ideas in order to create a well balanced text. In order to do that, writers employ some steps. Gardner and Johnson (1997) describe the stages of the writing process:

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.

2.2.1.1 PREWRITING.

In this stage of writing students generate ideas. This stages is significant because it refreshes the student background knowledge. In this stage students do brainstorming, create spiderdgrams, free write, and decide on the form, purpose, voice and audience.

According to White and Ardnt (1991) writing is primarily about organising information and communicating meaning, generating ideas is clearly a crucial part of the writing process. As Chastain (1988) puts it getting started is the most difficult stage in writing.

One of the mostly used techniques in generating ideas step in process writing is brainstorming. Houpt (1984) emphasises that brainstorming stimulates students schemata, generates needed vocabulary, helps them to organise ideas, and activates their imagination. According to Tabor (1984) brainstorming provides valuable affective support by building students' confidence in their ability to find something to say about the topic while increasing interest and motivation. For Murrel and Harris (1997) in brainstorming ideas tend to generate other ideas and variety of thoughts will surface.

In brainstorming the learners write down whatever comes to their mind and they never judge the quality, relevance, usefulness and practicality of ideas (White and Arndt, 1991).

For White and Arndt (1991), brainstorming can be used to:

- choose a topic
- identify reasonable purpose for writing
- find an appropriate form in which to write
- develop the topic
- work out the plot
- develop the organisation of ideas

Another useful technique in generating ideas step is free writing. The important part of free writing is to keep writing. According to Elbow (1981) free writing is the easiest way to get words on paper. The goal of free writing is to write.

Spidergrams (clustering) are another way of doing brainstorming. For a spidergram learners take a blank sheet of paper and right in the middle of it they write the topic and just like a tree which has branches they draw lines in accordance with each another. Murrel and Harris (1997) state that clustering establish the relationship between words and phrases

Fig. 4 An example of a spidergram for brainstorming a writing task.
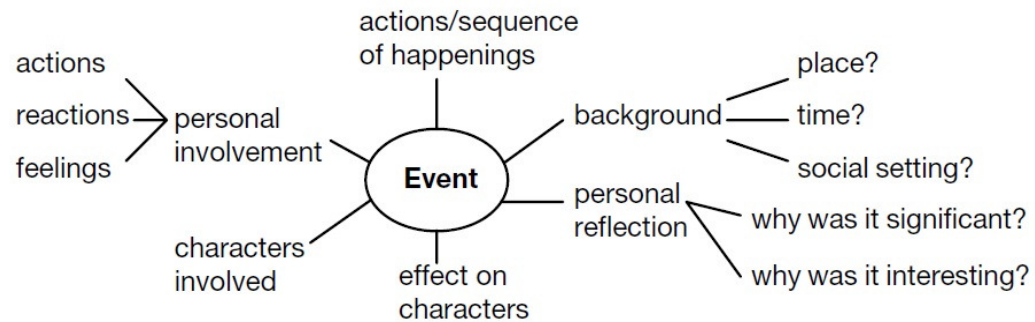
White and Arndt, 1991: 63.

Murrel and Harris (1997) mention that Listing helps to clarify what students will need to find before they begin to write and outlining can be used to see how the paper will be structured.

2.2.1.2 ROUGH DRAFT.

Students get their ideas on paper. They write without concern for conventions. Written work does not have to be clean; as the name suggest it is a rough copy.

2.2.1.3 REVISE.

Students share and make suggestions for improvement: asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

In the revision part check list which guides the students for better writing can be beneficial. Also in this part students improve what the paragraph says and how it says it. They write additions and details and take out unnecessary work. Peer suggestions can help to improve and clarify the meaning of the text.

2.2.1.4 EDITING AND GIVING FEEDBACK.

Editing and giving feedback can be a strenuous act for the writing teacher. It may add extra work load to teacher. Ur (1996) suggests that letting students to check each other's writing is a possible solution and she also states that peer correction can be a time-saving and useful technique. This gives the students the chance to see each other's paper and learn from each other's mistakes. Peer editing is very helpful since it helps students to gain social skills.

Ur (1996) also indicates that it is the duty of teacher the cheque and evaluate the students writing.

2.2.1.5 FINAL DRAFT.

Students produce their final draft to discuss with the teacher and write a final copy. Final copy is the end of writing process.

2.2.1.6 PUBLISHING.

Students publish their written pieces: sending their work to publishers; reading their finished story aloud, making books, school board. If the class have a webpage about their writing lesson students can publish their text on the website, too.

2.3. COOPERATIVE LEARNING

We the people are social beings. So we need social interaction in every part of our lives. Presumably it is the educational field that we need cooperation most. In Turkish, the saying "Bir elin nesi var iki elin sesi var", which can be translated as "Two heads are better than one", is a perfect definition for cooperative learning.

Following is a definition of cooperative learning;

> Cooperative learning is form of learning activity organised so that learning is dependent and socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and he is motivated to increase the learning of others (Olsen and Kagan 1992:8)

Cooperation means working together. To Richards and Rodgers (2001) central premise of cooperative language learning is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations.

Cooperative learning means learning together. According to Jolliffe (2007) cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.

Zhang (2010) mentions that cooperative learning refers to a systematic instructional methods in which students work together in small groups to accomplish shared learning goals.

Cooperative learning is successful teaching strategy in which small groups of students work together to solve problems, to research, to review material and accomplish other learning tasks. Cooperative learning promotes academic achievement, increases retention, develops study and social skills and promotes self-esteem.

Historically, students have been sitting in classrooms passively just taking notes memorising them. When learners actively engaged in the learning process they learn better. Cooperative learning is not just putting students in group. Jolliffe (2007) mentions that tasks need to be structured to ensure pupils are interdependent and individually accountable; just putting pupils into groups does not mean they will work together cooperatively. It is a type of group work but it is very structured. In that students have specific goals. Groups work towards a common goal.

If there is no specific learning goals and outcomes and that is not going to be successful learning. Students must be responsible for doing all learning and students cannot be passive learners. Jolliffe (2007) also states that to become cooperative, groups must work together accomplish shared goals, they need to discuss, work each other and help each other to understand it.

Slavin (1996) states that cooperative learning is a teaching method in which students work together in small groups to help one another learn academic content.

Webb (1985) found that students exhibited signs of high understanding when they were responsible for teaching concepts to their classmates and when their classmates taught concept to them.

Jacobs (2006) mentions that if the teachers just put students in groups and ask them to work together without considering these factors, the chances of fruitful interaction would diminish

Johnson & Johnson (1986) found that cooperative teams achieve greater levels of thought and retain information longer than students who work on an individual basis.

Totten (1991) mentions that cooperative learning not only helps achieve retention but also encourage students to become more motivated to take greater responsibility for their learning and participate in class discussions.

Johnson, Johnson and Smith (1991) suggested that cooperative learning is more than simply working in groups.

For Johnson, Johnson and Holubec (1993) cooperative learning is instructional use of small groups so that students work together to maximise their own and each other's learning.

As Hedge (1990) mentions stronger students can help the weaker ones in the groups. Group composition has the advantage of enabling students to learn from each other's strength. Cooperative writing in the classroom generates discussions and activities which encourage an effective process of writing.

2.3.1   BASIC PRINCIPLES OF COOPERATIVE LEARNING

Putting students in groups and having them work is not cooperative learning. Cooperative learning needs to be structured. In order to make successful cooperative learning activity there are some steps that teacher should keep in mind.

Johnson, Johnson and Smith (1991) stressed several central elements comprising cooperative learning including positive interdependence, individual accountability face-to-face interaction, appropriate use of cooperative skills and group processing.

The group members' contribution is a brick in the wall.

2.3.1.1. POSITIVE INTERDEPENDENCE

"All for one and one for all" (Alexander DUMAS)

According to Richards and Rodgers (2001) positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurt all.

To Jolliffe (2010) students must deal that they need each other and in order to complete the groups task, they "sink or swim" together they need to feel that they cannot succeed unless everyone does in the group.

Johnson, Johnson and Smith (1991) stress that members are reliant on one another to achieve a common goal, and the entire group suffers the consequences if one member fails to do his or her work.

Positive interdependence promotes a situation in which students work together in small groups to maximise the learning of all the members, sharing their resources, providing mutual support, and celebrating their joint success.

2.3.1.2. INDIVIDUAL ACCOUNTABILITY

Jolliffe (2010) stresses that individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual, so it is important to stress and assess individual learning so that group members can appropriately support and help each other.

As Richards and Rodgers (2001) describe, individual accountability involves individual performance.

For Johnson, Johnson and Smith (1991) individual accountability is where member of the group is held accountable for doing his or her share of the work.

2.3.1.3. SIMULTANEOUS INTERACTION

Simultaneous Interaction means that all the students in the class are actively involved in the lesson. It helps to increase the students talking time. In traditional classes the teacher is the one who speaks, but on the other hand in cooperative learning classes students have the chance to talk each other and share their experience and knowledge.

2.3.1.4. EQUAL PARTICIPATION

In cooperative learning groups all the students should participate in the activities equally. This is what teachers are trying to achieve in their classes

All the students in the group should be given the right for participation. In the group there can be high achievers and low achievers. High achievers can participate a lot and this creates an unfair environment within the group. In order to prevent this, turn allocation and division of labour can be applied within the group. So each member of the group will have an equal participation chance.

2.3.1.5. HETEROGENEOUS GROUPING

Grouping is very important in cooperative learning. In the classroom there must be heterogeneous grouping. That means that students with different success levels are going to be in the same group. If high achievers or low achievers gather in the same group students cannot learn from each other. The aim of cooperative learning is learning from each other. If the grouping is not arranged properly then cooperative activities in the classroom may fail.

In cooperative learning grouping learners is very important. Johnson et al. (1994:4 – 5) mentions three types of groups:

1) *Formal cooperative learning groups.* These last from one class period several weeks. These are established for a specific task and in all students working together to achieve shared learning goals.

2) *Informal cooperative learning groups.* These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention work to facilitate learning during direct teaching.

3) *Cooperative base groups.* These are long-term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically.

2.3.1.6. FORMING GROUPS

Forming groups is at most importance in cooperative activities. There are several ways to form groups. Jolliffe (2010) suggests the following ways of forming groups.

-Random selection. This is useful at the beginning of a school year to help pupils to get to know each other. This can be done by numbering everyone in the class (1–4) and then asking all the 1s to form a group, 2s a group, and so on. With an uneven number, explain that any pupils left can be 'stars' for the day and can choose which group to work with. Ensure that each group comprises a maximum of five pupils.

-**Pupil selection.** This can cause difficulties, reinforce social cliques in the class and result in 'off-task' behaviour if pupils choose according to friendship. If, on occasions, pupil selection is seen as desirable, it may be better for them to select by other criteria than friends, for example they write a favourite pop group, television programme or sport on a slip of paper and then form a group with others that like the same.

- **Teacher selection**. This is generally the best way of forming groups to ensure the greatest effectiveness of cooperative learning. The aim is to mix abilities, genders and skills, that is, achieve heterogeneous groupings.

Apart from ways of forming groups Jacobs (2006) suggests that groups can be formed on the basis of some commonality: those who like a particular type of music or a particular musician.

As for the number of the students in the group, Kagan (1994) claims that two is an ideal number because it encourages greater participation. And for Jacobs (2006) smaller groups are easy to coordinate owing to the interaction of fewer people.

Jacobs (2006) indicates that the most popular size in cooperative group activities is four people because it can be divided into two pairs.

2.3.1.7. SOCIAL SKILLS

Just telling the students to form groups and asking them to work together may not give results. The learners should be aware of the social skills within the group.

Jolliffe (2010) claims that for the appropriate communication within the group leadership, trust building, decision-making and conflict management skills must be taught to students and these skills will help to students to motivate in order for groups function effectively.

According to Richards and Rodgers (2001) social skills determine the way students interact with each other as teammates usually some explicit instruction in social skills is needed to ensure successful interaction.

2.3.1.8. TEACHER'S ROLE.

Larsen-Freeman (1986:168) mentions that teachers not only teach language, they teach cooperation as well.

As the name suggests, it is "cooperative learning" not "cooperative teaching". That's why the role of the teacher in the cooperative learning atmosphere is somewhat passive.

The teacher does not intervene to students and the students do the task on their own.

Cooperative learning is not teacher centred but student centred so the role of the teacher is quite different from the traditional classrooms. In cooperative classrooms teachers are not in the centre of the lesson. The teacher explains to task, plan to the lesson, arrange the size of the groups, set the objectives, set the group roles, organise the classroom and prepares materials needed. The teacher monitors the students and if the teacher feels the need the teacher may intervene the groups. In cooperative classroom teacher is a "guide on the side not the sage on the stage"

As cited in Richards and Rodgers (2001), Harel (1992) states that:

> During the class time the teacher interacts, teaches, refocuses, questions, clarifies, supports, expands and celebrates. Depending on problems, the following supportive behaviours are utilised. Facilitating and giving feedback, redirecting the group with questions, encouraging the group to solve its own

problems, extending activity, encouraging thinking, managing conflict, and supplying resources. Harel (1992:169)

2.4 SUMMARY

This chapter started with the teaching of writing. Writing process and steps in the writing process are also stated in detail. Later, some information on cooperative learning and basic principles of cooperative learning are clearly stated.

CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

This chapter gives some information about the methodology of the study. It first starts with the research design of the study and after that gives some details about the aims and objectives of the study. Later on, it mentions about the setting and the participants of the study. Data collection procedures and limitations are found in this part.

3.1. RESEARCH DESIGN

Before mentioning about the research design, it is beneficial to make a definition of what research is. According to Oxford advanced learners dictionary 8th edition,

research is a careful study of a subject, especially in order to discover new facts or information about it.

Nunan (1995) describes research as a process of formulating questions problems or hypothesis; collecting data or evidence relevant to questions, problems, hypothesis; and analysing or interpreting the data.

Nunan (1995) also mentions that a research has three components (1) the question, problem or hypothesis (2) data (3) analysis and interpretation of data.

In a research the researcher can use a variety of approaches and methods to collect data. The one which is used in this study is in experimental design. Bell (1993) states that;

> The principle of such experiment is that if two identical groups are selected , one of which (experiment group) is given special treatment and the other (control group) is not, then any differences between the two groups at the end of the experimental period may be attribute it to difference in treatment. The experimental style does allow contributions to be drawn about cause and effect.

*Hypothesis***:** The students who studied with Cooperative Learning method will score higher on the post-test than the students who studied with traditional method.

This study is in quasi-experimental design. According to Nunan (1995) quasi-experiment has both pre and post tests and the experimental and control groups, but no random assignment of subjects. To test the research questions of the study, an

experimental group and a control group were chosen according to their prep class exemption exam results.

Before the treatment, a pre-test was administered to both the experimental and the control group in order to determine their levels.

After the pre-test, treatment was conducted and control group received individual writing activities in classroom and experiment group received cooperative writing activities for 4 class hours. Both groups studied on writing a compare and contrast paragraph.

A post-test was applied. Both pre-test and the post-test results were evaluated by two raters using the same evaluation rubric. (Appendix A)

3.2. AIMS AND OBJECTIVES

This study aimed at determining whether Cooperative Learning method is effective in teaching writing. Therefore, it examined the difference between a group of students (experiment group) studied some basic writing skills through Cooperative Learning method and another group of students (control group) studied writing through traditional method.

In order to find out whether cooperative learning is an effective way in teaching basic skills of writing the researcher will try to find answers to the following questions.

RQ 1: Do cooperative learning activities influence the general quality of writing?

RQ 2: What is the effect of cooperative writing activities on Turkish EFL learners?

RQ 3: Is there a significant difference between the items of content, organisation, vocabulary, language use and mechanics?

3.3. SETTING

This study was carried out in the School of Foreign Languages of Canakkale Onsekiz Mart University. The students who take part in this study are the students of English Language Teaching and English Language Literature Department. The students' English levels are high and they are in proficiency level. The participants study a year of preparatory class to improve their English levels.

The study was implemented during the spring term of 2010- 2011 academic year.

3.4. PARTICIPANTS

The study was carried out with forty-six reparatory class students at Çanakkale Onsekiz Mart University, School of Foreign Languages. At the School of Foreign Languages, English language literature (ELL) and English language teaching (ELT) department's students study one year intensive preparatory class to sharpen their English language skills. At the beginning of the term all the students who are going to study at ELL and ELT take prep exemption exam. In this exam, students have to take speaking, listening, reading, grammar, vocabulary and writing exams. If the student's average mark is higher than 60 points out of hundred, then they start from the first year and they go and study at their departments. If the students fail the exam they have to study the prep class for one year.

According to the points that they get from the exemption exam students are placed into the classes. At the prep classes he students study 28 hours of intensive English 4 hours of which is writing lesson.

At the prep department of Schools of Foreign Languages there are four classes. The results of the exemption exam of the all classes are put into the computer and with the help of the SPSS ver.16.0 (Statistical Package for Social Sciences) the results were investigated. According to the results the scores of Prep B and Prep Evening classes were found to be identical. The equivalence of the classes is very important in these kinds of studies. So, as subjects of the study, these two classes were chosen.

Table 1. Independent Samples t-test of proficiency exam results of Prep B and Prep Evening classes

Group	N	$\overline{\mathbf{X}}$	S	df	t	p
Cont.	23	34,00	11.0244	44	.266	.791
Exp.	23	33,18	11.4992			

Both in the control and experiment group there were 23 students. By looking at the results of the above table it can be interpreted that there is no significant difference between the two classes. That means that both groups of students are equal in terms of English levels.

In order to determine the differences and similarities between the control and experimental group pre-test was applied. The results of the pre-test are shown in the table below.

Table 2. Independent samples t-test of pre-test of experimental and control group

Group	N	$\overline{\text{X}}$	S	df	t	p
Cont.	23	65.0870	7.19162	44	.453	.653
Exp.	23	66.1304	8.40078			

According to Table 2, the average scores of the experimental group were calculated as 66.1304 ± 8.40078, the control group as 65.0870± 7.19162. An Independent Samples T-Test analysis of the pre-test for the experimental and control group was computed, the t value being 0,453 at the 0.653 level of significance. This shows that there was no significant difference between the experimental and the control group (P > 0.05). As a result, both groups were of equal knowledge prior to the experiment.

The researcher himself is also the writing instructor of the control and the experimental group. Implementation conditions of this study were convenient.

Since gender is not a variable in this study, the gender of the students is not stated. All the students have similar educational and social backgrounds and they are in the ages of 18 and 19.

In choosing the groups they are prep class exemption exam marks were studied and two identical classes were chosen. In deciding which group will be the control and which group will be the experiment was carried out randomly.

3.4.1. CONTROL GROUP

The control group consisted of 23 students. The control group was Prep B. During the four hours of writing lesson the control group studied all the activities and did all the lesson procedures individually. That means that classroom members did not have a chance to work cooperatively.

3.4.2. EXPERIMENT GROUP

The experimental group also consisted of 23 students and for Prep Evening class the same lesson plan was conducted. Different from the control group the experimental group carried out all the classroom procedures and activities in randomly chosen groups. This was the cooperative lesson.

3.5. DATA COLLECTION PROCEDURE

Before the data collection procedure, a pre-test was administered in order to find out if the control group and the experiment group were equal. After this pre-test the teaching process started. The control group received traditional whole class teaching and experimental group received cooperative learning procedures which included cooperative activities. After that a post-test was administered and the results were evaluated by two raters using ESL composition profile which evaluate the students paper according to content, organisation, vocabulary, language use and mechanics. Later on all the data was analysed by using SPSS (Statistical Package for Social Science v. 16)

3.5.1. TEACHING PROCEDURE FOR CONTROL GROUP

For this very lesson the researcher asked the control group students to work individually. During the treatment the researcher explained the participants what they are going to do during the lesson. The lesson first started with the definition of compare and contrast paragraphs. And then the students read the model paragraph from the students book. And then they tried to find out the organisational style of the paragraph. After that the teacher explained the students block organisation style and point by point organisation style (Example of these paragraph styles can be found in appendix B). Later on the student did the exercises about the compare and contrast markers. (See Appendix C)

As for the next activity the researcher gave the students strips of paper. On this strips of paper there were sentences belonging to a compare and contrast paragraph and the students tried to put these sentences into a meaningful order of the paragraph. (See appendix D)

In the second half of the lesson the teacher gave them a topic and asked them to write a compare and contrast paragraph by using the steps in process writing.

3.5.2. TEACHING PROCEDURE FOR EXPERIMENT GROUP

The teaching process was exactly the same with the control group. The experimental group received the same teaching materials. The only difference was that experiment group carried out all the activities in a cooperative way.

Groups were formed randomly and in classroom there were two groups which had four students and two groups which had five students. In order to form groups the randomly the researcher gave each student number between 1 and 5. Because there were

going to be five groups. And then and then the students whose number is one formed a group and whose number two formed another group and so on. The classroom didn't have fixed desks and students were able to move around the chairs with armrest is easily to form new groups.

One of the activities that the group members did was numbered heads. In numbered heads each member is assigned a number (one, two, three, four) then students work individually to do the task assigned by the teacher and then students share their answers with other group members they put their heads together and agree on an answer. The teacher picks a number and student with that number explain the group's answer. In numbered heads together, group members should help each other and every member of the group will be able to answer the question.

Another activity was jigsaw. In the jigsaw activity each group member has small piece of information of a topic. In order to reach a solution each member of the group should share his or her information. To be successful, every member should participate. In this research group members were given small strips of paper which are the parts of a compare and contrast paragraph. The participants shared their piece of information with the other group members and they tried to put all the sentences in a meaningful order.

The next activity that the experimental group did co-operatively was think- pair-share. In this activity when the teacher asked a question or give a task firstly students think of a response and then students discuss their answers with their partners and then students share their partners answer with the rest of the class.

In the second half of the lesson the students were given a topic and they were asked to write a compare and contrast paragraph. While they are writing their paragraph the participants did all the steps in process writing cooperatively. Brainstorming and

gathering ideas, sharing each other's thoughts, mapping, outlining, clustering and reviewing the text, revising the text, making the final draft were all carried out cooperatively.

3.5.3. TESTING PROCEDURE

In the testing procedure, after four hours of teaching the students were asked to write a compare and contrast paragraph in one class hour. The students were asked to write a paragraph between 150 and 200 words. The examples of these paragraphs can be found in the appendix E .

3.5.4. GRADING PROCEDURE

The pre-test and the post tests of the participants were evaluated by two raters. The raters used the evaluation rubric called ESL composition profile which was developed by Jacobs et al(1981). In this profile students are given works according to their paper's content, vocabulary language use and mechanics and organisation.

In terms of scoring procedures for writing there are three main types of writing scales. These are primary trait scales, holistic scales, and analytic scales (Weigle,2002)

According to Weigle (2002) the philosophy behind primary trait scoring is that it is important to understand how well students can write with in narrowly defined range of discourse. In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out assignment.

And other scoring type is the holistic type. According to White (1984) holistic scoring is more valid than analytic scoring methods because it reflects most closely the

authentic personal reaction of the reader to a text and that in analytic e scoring methods, too much attention to the parts is likely to obscure the meaning of the whole.

One at the drawbacks of holistic scoring is that the single score does not provide useful diagnostic information about the persons writing ability, as a single score does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organisation and so on and this is especially problematic for second language writers since different aspects of writing ability develop at different rates for different writers: some writers have excellent writing skills in terms of content and organisation but may have much more grammatical control, while others may have an excellent grasp of sentence structure but may not know how to organise their writing in a logical way (Weigle, 2002)

Another one is analytic scoring. In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment scripts might be rated on such features as content, organisation, cohesion, register, vocabulary, grammar, or mechanics. Analytic scoring schemes does provide more detailed information about a test takers performance in different aspects of writing and are for this reason preferred or holistic sheens by many writing specialist (Weigle, 2002).

Bauer (1981) found that analytic scoring was more reliable than holistic scoring.

While evaluating the students' paper the raters assessed content, organisation, vocabulary, language use and mechanics. And for each of these items separate points were given and also mean points of the averages are also taken

As mentioned earlier this, study aims to find out the differences of the student success for cooperative or individual writing activities. In order to do that, two different teaching techniques was applied to experiment and control groups. The control group received individual writing activities and experiment group received cooperative writing activities.

Before the study, both groups have taken pre-test. The students were given one class hour (45 min.) to write a compare and contrast paragraph. Then pre-test was evaluated by two raters by using evaluation rubric developed by Jacobs et al (1981).

Correlation between the two raters is quite high. Pearson Correlation **r=.771, p<.000** is significant at the 0.01 level. This means that the marks that each rater give for the very same paper is approximately the same.

As for the correlation between the two raters for the post-test, r=.803, p<.000 is significant at the 0.01 level. This can be interpreted that the correlation between the raters are quite close.

3.6. PROCEDURES FOR DATA ANALYSIS

All the data which was obtained in the study was put onto computer and analysed by using SPSS (statistical package for social science 16). In order to find out the differences independent sample t-tests of the pre-test and the post-test was applied. And later on in order to find out the differences between context, organisation, vocabulary, language use and mechanics independent sample t-tests were used.

3.7. LIMITATIONS

The major limitation of the study is the size of the sample. She data is collected with only 46 students.

The study is conducted at Canakkale Onsekiz Mart Univeristy so only the students of schools of foreign languages participated in the study. For this reason it may not be possible to generalise the result of this study four all prep classes in Turkey.

Another drawback of the study is that this study is carried out with students whose English levels are high.

3.8. SUMMARY

This chapter mentioned about the methodology of the study. This chapter highlighted the following topics: Research design this study, aims and objectives, settings, participants, control group, experimental group, data collection procedures, teaching procedures, testing procedures, grading procedures and procedures for data collection and finally limitations.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. INTRODUCTION

This chapter presents the findings of data analysis. It firstly describes the results of the study and after that the research questions in turn are answered. The findings of the study will be presented in this part.

4.2. RESULTS OF THE STUDY

This study aims to find out whether there is a difference with cooperative learning and traditional whole class method in writing lesson.

4.2.1. RQ 1: DO COOPERATIVE LEARNING ACTIVITIES INFLUENCE THE GENERAL QUALITY OF WRITING?

To answer the question composite scores of students writing have been analysed using an independent samples t-test procedure. The result of this analysis can be seen in Table 3.

Table3. Independent sample t-tests results of post-test

Group	N	$\overline{X}$	S	df	t	p
Cont.	23	68,04	6,83	44	.235	.747
Exp.	23	70,38	6,38			

According to table, the total quality of writing has not been influenced to a great extent by cooperative writing activities. The experimental group scored 70, 38 while the control group scored 68, 04 with a mean difference of 2.34.

Fig.5 Mean scores of post test

Mean scores of post test
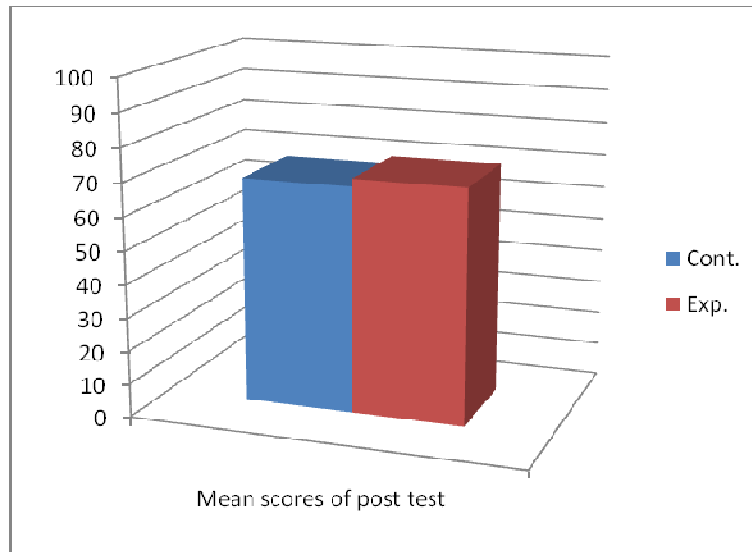
4.2.2. RQ 2: WHAT IS THE EFFECT OF COOPERATIVE WRITING ACTIVITIES ON TURKISH EFL LEARNERS?

In order to find an answer to this question and independent sample t-tests was applied to pre-test results and post test results. The following table gives the statistical data.

Table 4 Independent sample t test showing the differences between pre test and post test.

Class	N	$\overline{X}$	S	df	t	p
Pre test	23	66.4239	7.70856			
Post test	23	69.2174	6.64551	44	2.709	.010

As this table shows the difference between pre test and post test is significant at $[t = 2,709; p = .010]$. The mean score of post test (69.2174) is higher than pre-test (66.4239)

Fig.6 Mean scores of pre-test and post test
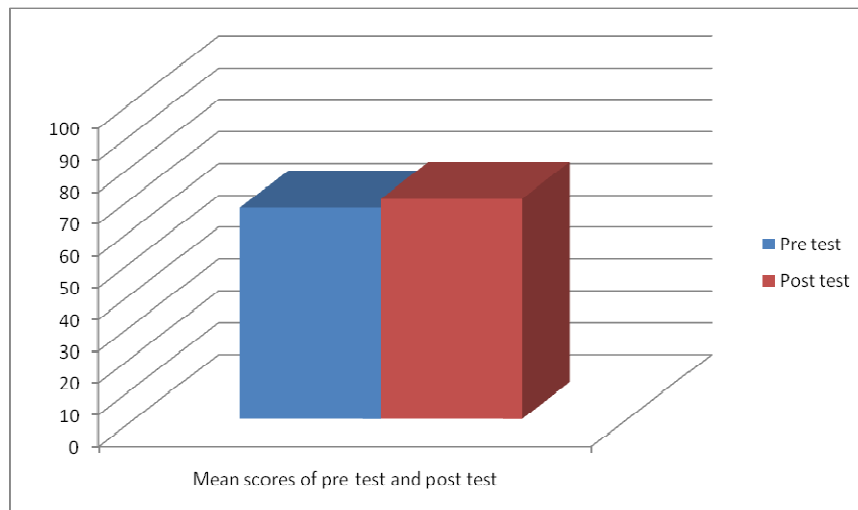
4.2.3. RQ 3: IS THERE A SIGNIFICANT DIFFERENCE BETWEEN THE ITEMS OF CONTENT, ORGANISATION, VOCABULARY, LANGUAGE USE AND MECHANICS?

The below   table shows the group statistics for content, organisation, vocabulary, language, and mechanics of the students paper. For content, the standard deviation for experimental group is 1.64. This means that the scores of the experimental group's were close to each other. As for organisation it can be inferred from the table that the experimental group performed better then the control group. There is slight difference between the mean scores of the control and the experimental group. The very same thing can also be mentioned for organisation and vocabulary. The mean scores of both are slightly different. As for mechanics the table shows that there is no significant

difference between the mean scores. For the total marks of the students from their post-

test the experimental group did a bit better then control group.

Table 5. Groups statistics table for items in ESL composition scale.

—

ASPECT		X	Sd	Df	t	p
Content	**Cont**	16.93	2.61	44	-.270	.789
	Exp	17.10	1.64			
Organization	**Cont**	14.39	1.26	44	-2.87	.006
	Exp	15.58	1.54			
Language use	**Cont**	14.89	1.62	44	-1.00	.318
	Exp	15.36	1.58			
Vocabulary	**Cont**	17.10	1.84	44	-.63	.531
	Exp	17.49	2.11			
Mechanics	**Cont**	4.71	.33	44	-1.44	.156
	Exp	4.84	.27			
Total	**Cont**	68.21	6.92	44	-1.21	.231
	Exp	**70.60**	**6.42**			

CHAPTER V

CONCLUSION

5.1. INTRODUCTION

This final chapter begins with the summary of the methodology and summary of

the major findings. After that suggestions for further studies are also mentioned in this

part.

5.2 SUMMARY

This study aimed to find out the differences between the cooperative learning

style and traditional teaching style in a writing classroom.

5.2.1 SUMMARY OF THE METHODOLOGY

As mentioned earlier this present study aimed to find out the differences between that cooperative learning style and traditional whole class teaching style in a writing classroom. In order to do that, a quasi-experimental design was used. 46 students participated in this study and the students were divided into two groups a control group and an experimental group. Which group will be the experimental and which group will be the control group was carried out randomly. While choosing the participants prep class exemption exam results were used. These results were analysed by using SPSS. After deciding on the groups, both groups studied the topic "how to write a compare and contrast paragraph". Traditional whole class methods was used in control group and experimental group studied the very same topic by using cooperative learning activities. While doing this, students formed groups of four people randomly and participated in the activities cooperatively. After this treatment, post test was applied. Pre-test and post-test results were analysed by two different raters. The raters used ESL composition profile which was developed by Jacobs (1981). Pre-test and the post-test were evaluated according to content, organisation, language use, vocabulary and mechanics. Then the results of the pre-test and the post tests were analysed.

5.2.2 SUMMARY OF THE MAJOR FINDINGS

According to the results obtained from the study, it can be inferred that cooperative writing activities helped learners learn better. Since they work together students have the chance to share their ideas with the group members. By looking at the post tests results we can draw a conclusion that cooperative learning has a positive effect on student learning because the results of the experimental group were better than

control group. As for the aspects of writing the experimental group did way better then control group in organisation of the paragraph.

5.3 METHODOLOGICAL SUGGESTIONS

This study is a cross-sectional one and longitudinal studies can be carried out. Because of the time constraints deleted post test was not carried out.

5.4. PEDAGOGICAL SUGGESTIONS

The result of the study shows us that students who did cooperative learning got slightly better marks then the control group. The results correspond with the earlier studies. It can be said that cooperative learning can help students learn better. Cooperative learning also increases student's social skills.

5.5. SUGGESTIONS FOR FURTHER STUDIES

This study was carried out with proficiency level participants so the very same study can be carried out with the students who have lower proficiency level.

This study was a cross-sectional one and the very same study can be done as a longitudinal one.

Another drawback of the study was that this study was carried out with language major students and students from other majors can be used as participants for further studies.

One of the drawbacks of this study is the limitation of its participants. Only participants.46 students took part in the study. This study can be conducted with more participants.

Throughout the study only quasi-experimental design was used. Other data collecting techniques such as interviews and questionnaires can be used to obtain more data.

This study was carried out in Canakkale Onsekiz Mart University at the school of foreign languages. This study can also be carried out with more students from other universities' prep classes.

5.4. CONCLUSION

This final chapter draws general conclusion of the study and suggestions were followed for future researches.

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APPENDICES

APPENDIX A: Evaluation rubric

APPENDIX B: Block organisation and point by point organisation

APPENDIX C: Comparing and contrast markers exercise

APPENDIX D: Strips of paper paragraph Exercise

APPENDIX E: Lesson plan

APPENDIX F: Examples of the tests

APPENDIX A: Evaluation rubric

ESL COMPOSITION PROFILE

STUDENT   DATE   TOPIC

SCORE	LEVEL	CRITERIA	COMMENTS

CONTENT

30-27	EXCELLENT TO VERY GOOD: knowledgeable ● substantive ● thorough development of thesis ● relevant to assigned topic
26-22	GOOD TO AVERAGE: some knowledge of subject ● adequate range ● limited development of thesis ● mostly relevant to topic, but lacks detail
21-17	FAIR TO POOR: limited knowledge of subject ● little substance ● inadequate development of topic
16-13	VERY POOR: does not show knowledge of subject ● non-substantive ● not pertinent ● OR not enough to evaluate

ORGANIZATION

20-18	EXCELLENT TO VERY GOOD: fluent expression ● ideas clearly stated/supported ● succinct ● well-organized ● logical sequencing ● cohesive
17-14	GOOD TO AVERAGE: somewhat choppy ● loosely organized but main ideas stand out ● limited support ● logical but incomplete sequencing
13-10	FAIR TO POOR: non-fluent ● ideas confused or disconnected ● lacks logical sequencing and development
9-7	VERY POOR: does not communicate ● no organization ● OR not enough to evaluate

VOCABULARY

20-18	EXCELLENT TO VERY GOOD: sophisticated range ● effective word/idiom choice and usage ● word form mastery ● appropriate register
17-14	GOOD TO AVERAGE: adequate range ● occasional errors of word/idiom form, choice, usage *but meaning not obscured*
13-10	FAIR TO POOR: limited range ● frequent errors of word/idiom form, choice, usage ● *meaning confused or obscured*
9-7	VERY POOR: essentially translation ● little knowledge of English vocabulary, idioms, word form ● OR not enough to evaluate

LANGUAGE USE

25-22	EXCELLENT TO VERY GOOD: effective complex constructions ● few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
21-18	GOOD TO AVERAGE: effective but simple constructions ● minor problems in complex constructions ● several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*
17-11	FAIR TO POOR: major problems in simple/complex constructions ● frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions ● *meaning confused or obscured*
10-5	VERY POOR: virtually no mastery of sentence construction rules ● dominated by errors ● does not communicate ● OR not enough to evaluate

MECHANICS

5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions ● few errors of spelling, punctuation, capitalization, paragraphing
4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
3	FAIR TO POOR: frequent errors of spelling. punctuation, capitalization, paragraphing ● poor handwriting ● *meaning confused or obscured*
2	VERY POOR: no mastery of conventions ● dominated by errors of spelling, punctuation, capitalization, paragraphing ● handwriting illegible ● OR not enough to evaluate

TOTAL SCORE READER COMMENTS

APPENDIX B: Block organisation and point by point organisation

Method 1: Block organisation
First, write about supporting points for the first topic. Then compare or contrast those same points to the second topic. This type of organisation could be outlined like this:

Topic sentence comparing / contrasting two topics (A and B)

Points of comparison / contrast about Topic A

Points of comparison / contrast about Topic B

Concluding sentence

Reading a story in a book is often very different from seeing it as a film. When you read a story, you need to use your imagination. A book usually gives a lot of description about the people, places, and things in the story, so you can create pictures in your mind. In addition, the conversations between people are always written with details that describe how the people look or feel while they are talking. When you read, you use a lot of imagination to help 'see' the characters in the story. However, when you see a film, it is a different experience. When you watch a film, you don't need to use your imagination. The pictures on the screen give all the details about the people, places, and things in the story. The conversations are spoken out loud, so you just listen and watch. The feelings of the people come through their faces, body movements, and voices. Although a book and a film might tell the same story, reading a book and watching a film are very different experiences.

Method 2: Point-by-point organisation

Compare or contrast one point about the two topics, then a second point, then a third point, and so on. This type of organisation could be outlined like this:

Topic sentence comparing or contrasting two topics (A and B)

First point of comparison / contrast (A1, B1)

Second point of comparison / contrast (A2, B2)

Third point of comparison / contrast (A3, B3)

Fourth point of comparison / contrast (A4, B4)

Fifth point of comparison / contrast (A5, B5)

Concluding sentence

Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities. First of all, both women had a difficult childhood. Monroe spent many years without parents in an orphanage, and Diana's mother left the family when she was only six. Later in their lives, both women married famous men. Princess Diana married Prince Charles, and Marilyn Monroe married a famous baseball player and later a famous writer. They also had difficult marriages and eventually separated from their husbands. Another similarity between Marilyn Monroe and Princess Diana was that they were both very popular. Diana was called 'The people's princess' because she was so friendly. Although Monroe was famously sexy, she was well-liked because she seemed very innocent. However, although they both seemed to have very happy lives, both women actually had emotional problems and often felt sad and depressed. Monroe went through serious depression and had to go to a hospital for treatment. Likewise, Diana suffered from an eating problem and was depressed during parts of her marriage. A last similarity between Marilyn Monroe and Princess Diana was their deaths at an early age. In fact, they were both thirty-six years old when they died, Monroe in 1962 and Diana in 1997. Maybe their similar life circumstances and lifestyles explain why Princess Diana and Marilyn Monroe also had similar personalities.

APPENDIX C: Comparing and contrast markers exercise

Life in high rise apartments

Even though they have similarities, I think it's better to leave on the top floors of a high-rise building than it is to live lower floors. One similarity is that **both / not only** the top **floors and / but also** the lower floors have the same types and sizes of apartments. In addition, renters on the top floor are unlike **/ similar to** renters and the bottom floor in that they deal with the same owner and staff. **Likewise / however**, there are reasons to preferr the top floors. The top floors are quiet **whereas / in contrast to** the noisy lower floors. Also, the views are better. On the top floors, you can see the entire city. **Different from / the other hand** the view of the lower floor is of buildings, cars, and people. Finally **unlike / likewise** top floor of apartments, the sun never shines on the lower floors because there are too many tall buildings around. In conclusion I prefer living on the top floor of a high-rise to living on the lower floors.

Block organisation: Paragraph 1
Topic sentence: Reading a story in a book is often very different from seeing it as a film.

Topic A—reading a book
Supporting points:

1. ....

2. ....

Topic B— ....
Supporting points:

1. ....

2. ....

Point-by-point organisation: Paragraph 2
Topic sentence: Marilyn Monroe and Princess Diana lived at different times in different countries, but their lives had some surprising similarities.

First point of comparison—difficult childhood

A1: ....

B1: Princess Diana—mother left family

Second point of comparison — ....

A2: Princess Diana—married Prince Charles, later separated from him

B2: ....

Third point of comparison— ....

A3: ....

B3: ....

Fourth point of comparison—had emotional problems

A4: Marilyn Monroe— ....

B4: ....

Fifth point of comparison— ....

A5: ....

B5: ....

4

Comparative and contrastive structures

Using comparative structures
These words and phrases are used for writing comparisons:

|	
and	*The man and the woman are tall.*
both	**Both** *of the tables have broken legs.*
both ... and	**Both** *my neighbour* **and** *I are selling our cars*
also	*The shops are closing for the bank holiday. The post office is* **also** *closing.*
too	*Kathy is planning to go to the party, and I am,* **too.**
neither ... nor	**Neither** *Joe* **nor** *Steve went to the meeting last night.*
similar to	*Their new computer is* **similar to** *the one my brother bought.*
the same as	*Is the restaurant where you had dinner* **the same as** *the place where I ate last month?*
(just) as + adjective + as	*His coat is* **just as warm as** *the more expensive one.*
likewise	*My parents were born in a small village.* **Likewise,** *my brothers and I also grew up in a small town.*
similarly	*There are many parks to visit in that city.* **Similarly,** *there are several parks in my hometown, too.*

Complete these sentences with phrases from above.

a. The architecture of some modern government buildings is .... the type of construction used hundreds of years ago.

b. In recent years, new technology such as mobile telephones has made life more convenient. .... the Internet has made a wide variety of information available to everyone.

c. .... the rivers .... the lakes are clear and beautiful.

d. The capital city is just .... modern .... the cities in many other countries.

5

Using contrastive structures

These words and phrases are used for writing contrasts:

more / less + adjective / adverb + than	*Eating out is usually* **more expensive than** *cooking at home.*
adjective + er + than	*My bedroom is* **bigger than** *my sister's room.*
but, while, though	*I enjoy eating fruit for dessert,* **but / while / though** *my friend likes chocolate.*
not the same as	*This book* **isn't the same as** *the one you bought.*
not as ... as	*Some people feel that doing exercise* **isn't as fun as** *watching TV.*
different from	*That style of shirt is* **different from** *the styles most people wear.*
in contrast	*The lakes we swam in were very clean and beautiful.* **In contrast,** *the lakes in my country are polluted.*
however	*The new shop sells its clothing at low prices.* **However,** *other shops have better quality clothing.*
on the other hand	*My boyfriend likes doing sport.* **On the other hand,** *I prefer doing yoga.*
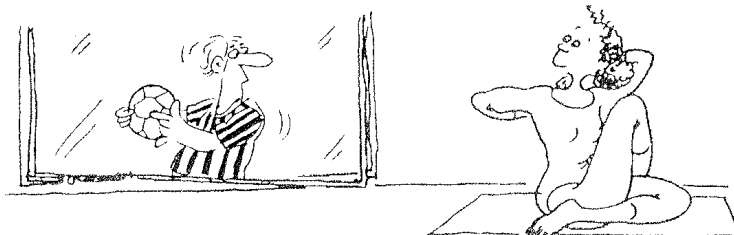
Complete these sentences with phrases from above.

a. Some tourists enjoy going on organised tours. .... many other tourists prefer travelling on their own.

b. The two books are very .... each other.

c. The cost of studying in a college or university in Britain is very high. .... in many other countries, the cost is much lower.

d. Changes in technology are occurring .... quickly .... in the past.

APPENDIX D: Strips of paper paragraph exercise

Despite these similarities, there are a number of marked differences in the way that state and private schools operate.

The range of subjects taught at state schools is largely limited by the demands of the national curriculum.

In contrast, private schools can offer a greater choice of subjects, because they generally have more money to spend on equipment, technology and staff than state schools do.

Teachers working within the state system must have recognized teaching qualifications and are paid according to a national scale.

Private schools, however, are in a position to offer higher salaries and may therefore be able to attract subject specialists who have considerable expertise in their field.

In general, it is true to say that while state schools have a high student-teacher ratio, private schools tend to offer smaller classes.

This may lead to better discipline in private schools with the result that students may achieve somewhat higher academic standards.

APPENDIX E: Lesson plan

DAILY LESSON PLAN FOR COMPARING AND CONTRAST PARAGRAPHS

Objectives: At the end of the lesson students will be able to:

- organise compare and contrast paragraphs

- use connecting words for comparing and contrasting topics

Materials: handouts, blackboard, student book

PROCEDURES AND ACTIVITIES

1) Tell the students that they will learn how to write a compare and contrast paragraph
2) Tell the student how to organise a compare and contrast paragraph and how to use connecting words.
3) Tell the students to form groups for four people (cooperative class)
4) Tell the students to read the model paragraph on student books page number 109. (Appendix G)
5) Make a presentation to students about block organisation and point by point organisation from the students book page number 111 make sure that all students understood topic very carefully.
6) Give them hand out 1 and ask the students to study the paragraph (block organisation) (Appendix B)
7) Give the students handout 2 and ask them to write the outline of the paragraph
8) Give the students handout 3 about Marlin Monroe and Princess Diana and ask them to study the paragraph (point by point organisation).
9) Give the student handout four and ask them to make an outline of the paragraph
10) Tell the students about the comparison and contrast signals that can be used while writing a paragraph
11) Study the example sentences from the course book
12) Do the exercises from student's book.
13) Ask the student to write a compare and contrast paragraph about high schools and university..

APPENDIX F: Exam papers

STUDENT

Last year I was in high school. But now I am university student. There are some differences When I was in high school, I have to wear uniform and than I must shave everymorning. There are eight hours lessons everyday so it was bored. There weren't enough activity for students. And now I am in university I don't have to wear uniform, I mustn't shave. I can wear what I want. I can choose my hair style. Teachers are very relax in university because They know what we want. We have alot activites, I choosed chess because I like it. I'm free in university. If I want to do something. It's very easy in university but I have to study here for my world.

Content : 13
organization : 10
Vocabulary : 11
language use : 14
mechanics : 5
—————
53

≈ I am using block style.

high school A
- rules &
  obligations
- courses
- teachers
- school's
  building

university B
- rules &
  obligations
- courses
- teachers
- school's
  building

VARIETY OF SCHOOLS

High schools and universities have plenty of similarities and differences. High schools directly link to ministery of education. Therefore, stricter rules put on students than universities. One of the most important rules is obligation of wearing uniform. Students must wear their own schools uniform. Another rule is related to smoking in school and its opinion. Smoking is banned by school and student who smokes in school is considerably warned by school. As to high schools's courses, there is a curriculum for every department in high schools, which teachers must obey the curriculum. Besides, the curriculum is same in all high schools and generally courses go on in the same times. Teachers must obey some rules like their wearing, courses time ... Teachers who works in a high school should wear suit and tie, for example. High schools's building is normally small and one. All courses are gone on in the building, students and teachers are in here. In the building, there is a teachers room. Universities have plenty of rules and obligations too. But; universities more relax than high schools as same rules. Students can smoke easily in school's garden and anyone warn to them. Although they must wear school uniform in high school, they are free about their clothes in universities. Courses can differ from other universities and can go on in different times. Teachers differ from each other according to their researches, status such as instructor, proffessor, doon... And surely they needn't to always wear suit contrast to high schools. Universities plenty of buildings, blocks, labrotaurs to educate advanced students besides, the universities mostly have several campus in country's different parts. Actually, students are educated both high schools and universities. But; they have a lot of differences between them because their similarities. In conclusion, both high schools and universities are vital to educate the people and they are finished by people in succession.

Content: 25
organization: 16
vocabulary: 15
Language use: 22
mechanics: 3
———
85

Highschool vs College

I was a high school student last year but Now I am a college student. I want to share my experience Let's see differences. Firstly; I am relaxed now because I haven't any important exam, like university enterance exam, so I only revise my notes for mid term exams however last year I studied regularly my lesson so I was angry and heltic. Moreover I had no time to spend leisure activities. A second difference is meeting for student's parents Last year, My parents had a meeting in each term. My parents and my teacher talked about my manner, and responsiblities. however now; I am a individual. so if a teacher wants, he talked to me about it. Another difference is time schedule and school bell. In highschool when the school bell was ringed; I had to stay in classroom but now; if teachers want; he can change schedule however I have to attend his lessons on time. To sum up; as far as I'm concerned; All of the student's like college rules after; they graduated from highschool because It has no strict rules like rules of highschool.

Content - 13
organization - 14
vocabulary - 13
language use - 13
mechanics - 5
___
70