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**THE EFFECT OF THE 5E MODEL IN
WRITING ON ACHIEVEMENT AND
MOTIVATION**

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Başlık: 5E Modelinin Yazmada Başarıya ve Gdlenmeye Etkisi

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ZET

Bu alıřmanın amacı 5E Modeline dayalı yazma eđitiminin başarı ve gdlenme zerindeki etkisini bulmaktır. Yarı deneysel eylem arařtırması olan bu tez, 5E Modeli temelli yazma etkinliklerinin Trakya niversitesi Yabancı Diller Yksek Okulu hazırlık sınıflarındaki đrencilerinin yazma becerilerindeki başarılarını geliřtirmedeki mevcut etkisini arařtırmaktadır. alıřmanın katılımcıları 23, 23 ve 24 kiřilik ç sınıftan oluřan toplam 70 đrenciden oluřmuřtur. đrencilerin blmleri Trakya niversitesi İngilizce đretmenliđi ve İngilizce Mtercim Tercmanlık'tır. alıřma, 2010-2011 eđitim-đretim yılının gz yarıyılında gerekleřtirilmiřtir. alıřmanın uygulaması 10 hafta boyunca haftada iki saat gerekleřmiřtir. đrencilere uygulamadan nce, yazma becerisinde ne kadar başarılı olduklarını grebilmek iin n-test verilmiřtir ve daha sonra yazma becerilerini ne kadar geliřtirdiklerini belirlemek iin aynı test uygulama sonunda son-test olarak verilmiřtir. Sonular istatistiksel olarak deđerlendirilmiřtir. Sonulara gre, 5E Modeli temelli yazma eđitiminin đrencilerin yazma becerilerini geliřtirmede ve gdlenmelerini sađlamada olumlu etkisinin olduđu grlmřtir.

Anahtar Szckler: Yapılandırmacılık, 5E Modeli, yazmada gdlenme

Title: The Effect of the 5E Model in Writing on Achievement and Motivation

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ABSTRACT

The aim of this study is to find out the effect of writing instruction based on the 5E Model on achievement and motivation. This thesis, which is a quasi experimental action research, explores the probable effects of the 5E Model-based writing activities on promoting the achievement of students' writing skills in prep class students at Trakya University, School of Foreign Languages. The participants of the study consisted of totally 70 students in three classes of 23, 23 and 24. The departments of the students are English Language Teaching and Interpretation and Translation at Trakya University. The study was conducted in the fall term of the academic year of 2010-2011. The application of the study was carried out two hours a week for 10 weeks. The students were given a pre-test before the implementation in order to determine how successful they were in writing skill and then they were given the same test at the end of the study as a post-test in order to find out how much they could improve their writing skill. The results were statistically analyzed. According to the results, the 5E Model-based Writing Instruction had a positive effect on promoting writing skills of the students and fostering motivation in writing.

Key Words: Constructivism, the 5E Model, motivation in writing

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CHAPTER 1

1.1. INTRODUCTION

Throughout history, there have been many attempts to find out the best way of teaching English and creating the most effective design. Although methods, approaches, techniques, materials, roles of the teacher and student have changed; a perfect model has never been created. In this research, the 5E Model, a new model of one of the well-known approaches, Constructivism, is going to be introduced in a new area. Even though the origins of this model come from Biological Science which seems to be quite unrelated to English Language Teaching (ELT), the 5E Model is considered to contribute greatly in foreign language teaching as well. It is thought to be effective in providing a sequence of instruction that places students at the center of their prior experiences. Thus, the aim is to encourage students to explore and construct their own understandings of the new subjects.

According to Bybee, Taylor, Gardner, Scotter, Powell and Westbrook (2006a), the origins of the Biological Sciences Curriculum Study (BSCS) 5E Model can be traced to the philosophy and psychology of the early 20th century and Johann Herbart. His psychology of learning is a model that begins with current knowledge of the students and their new ideas that relate to the current knowledge. The best pedagogy allows students to discover relationships among their experiences. The next step involves direct instruction where the teacher systematically explains ideas that the student could not be expected to discover. Finally, the teacher provides opportunities for the student to demonstrate their understanding.

Bybee, Taylor, Gardner, Scotter, Powell and Westbrook (2006b) have stated that in the 1930s an Instructional Model based on John Dewey's philosophy gained popularity. The instructional model includes: sensing a perplexing situation, clarifying the problem, formulating a hypothesis, testing the hypothesis, revising tests, and acting on solutions. The primary purpose of the review of instructional models proposed by individuals such as Herbart and Dewey is to point out that the fact that such teaching models were not new. There were earlier models similar in philosophy and psychology to the BSCS 5E Instructional Model. The BSCS model is a direct descendant of the Atkin and Karplus Learning Cycle proposed in the early 1960s and used in the Science Curriculum Improvement Study (SCIS). The Atkin and Karplus Learning Cycle used the terms *exploration*, *invention*, and *discovery*. Since the 1980s BSCS has used the 5E Model as an innovation in elementary, middle, and high school biology and integrated science programs.

However, the 5E Model is not a commonly used approach of Constructivism in teaching English. It is mostly observed in teaching Science and approved its effectiveness in this field. According to Burns, Heath and Dimock (1998), constructivism is all about inquiry, exploration, autonomy, and personal expressions of knowledge and creativity. As a result, constructivist approaches to learning and teaching are becoming more widely accepted in school settings because they shift instruction from passive to active learning and to authentic tasks. The teachers need to allow exploration, creative and individualized self-expression for the students by the use of the 5E Model. Thus, it is essential to exploit this model via implementations in teaching different skills.

According to Wolf (2003), the 5E Model promotes a learning environment that provides opportunities to explore and investigate a way to understand new concepts. The model emphasizes collaborative learning to help students develop skills such as debate, discussion, writing, drawing, presenting thoughts, and social skills (cited in Gopal, 2009; 21-22). Gopal (2009) states the phases of the 5E Model and indicates the roles of the teacher:

- 1. Engage:** This phase engages students with questions and creates curiosity. This also helps the teacher assess students' prior knowledge about the content.
- 2. Explore:** In this part, students are encouraged to work and explore the ideas without any direct instruction. Students gather data to make predictions. Teacher provides students time to work and give them directions if necessary.
- 3. Explain:** In this phase, the teacher encourages learners to explain what they have learned and introduces new terms, ideas, and explanations.
- 4. Elaborate:** In this part, the teacher encourages learners to apply the new knowledge to investigate further and helps students practice the new knowledge.
- 5. Evaluate:** The teacher observes students' performance and products to assess their understanding. Students are expected to apply their new knowledge and skills as they give presentations.

In conclusion, motivating the students to write is one of the challenges most teachers face. It is often the role of the teacher to encourage students to write and create their own texts. However, it is possible to overcome this painful situation by exploiting especially the first E of the 5E Model. The phases of the model provide the best way of motivating and creating a mysterious atmosphere to help students start producing and increase their achievement.

1.2. Statement of the Problem

Writing as a productive skill may be considered to be one of the most difficult productive skills in ELT. Since it is not easy to reflect thoughts and feelings in a comprehensible and coherent way in Target Language (TL), many language learners have great problems because of not being able to express themselves in written way. The inability of the students in creating meaningful writing texts independently is one of the greatest problems. Thus, in this thesis study, it is aimed to promote achievement and motivation of the students in writing skill by the use of the 5E Model.

1.3. Aim and Scope of the Study

The aim of this research is to identify whether the use of the 5E Model increases the achievement and motivation of the students in writing. Thus, the following research questions are going to be answered at the end of this study.

- Is the implementation of the 5E Model effective on promoting achievement in writing of the preparatory students of ELT and English Translation and Interpretation (ETI) Departments at Trakya University?

- Do the demographic features of the students affect achievement?

Do gender, age, years of writing in English, years of learning English, the school graduated, the frequency of creating a text in native language, the frequency of creating a text in English, the frequency of writing in lessons, contributions of writing, types of texts produced, reasons of writing in English, the level of proficiency in writing affect the achievement of the students?

- Do the mentioned demographic features of the students affect motivation?

- How often do students use writing strategies in the process of writing?

- Does this model play a contributive role in increasing motivation in writing of the preparatory students of ELT and ETI Departments at Trakya University?

1.4. Significance of the Study

This study is crucial in terms of many aspects. First of all, the implementation of the syllabus designed according to the 5E Model for writing in "Use of English" courses of Preparatory classes at Trakya University may lead to innovation into the ELT field. Moreover, the role of the 5E Model in increasing motivation and creating autonomous and independent students may make the research significant. Furthermore, since the 5E Model is thought to be practical and useful, it may grab the attention of other instructors and teachers of English and let them discover the contributions of this model in all skills. Hence, it may be possible to design speaking syllabus or other receptive skills as well according to the 5E Model thanks to this

thesis study. The results of this study may assist the teachers in designing more activities based on the 5E Model in their writing classes according to the specific needs of their students.

1.5. Assumptions

In the study it is assumed that;

1. When writing courses of the ELT and ETI preparatory students are carried out by the use of the 5E Model, a considerable increase in achievement and motivation is going to be observed.
2. The findings of this study are going to provide significant contributions for the syllabus of writing courses at Preparatory Classes (ELT and ETI Departments) of the School of Foreign Languages.
3. The subjects attend all courses willingly and complete the tasks of writing reflection sheets and self-assessment.

1.6. Limitations

1. The implementation of this study is restricted to fall term of academic year 2010-2011.
2. This thesis study will deal with the application of the 5E Model only in writing skill.
3. The research for this thesis study is going to be conducted only on the preparatory students of ELT and ETI Departments at Trakya University.
4. The number of subjects for this study is restricted to 70 students at Trakya University; The School of Foreign Languages.

1.7. Key Terminology

The 5E Model: The 5E is a model, scaffold or framework for the teacher. Each 'E' in the 5E Model represents a specific phase in the model.

Engage: It is the phase that promotes interest and motivation. Its purpose is to capture imagination of the students. The implementation of this phase is successful if students appear puzzled and are actively motivated to inquire and learn (Bybee, 1997).

Explore: Exploration is designed to give students common, practical experiences, allowing them to build on their developing concepts and skills. These experiences can be used in subsequent steps to formally introduce scientific conceptions and language (Bybee, 1997).

Explain: This phase gives students the opportunity to explain their findings to others. Students must give their explanations first with the teacher subsequently introducing relevant scientific explanations. These explanations need to be clearly linked to the engagement and exploration activities and student explanations (Bybee, 1997).

Elaborate: This phase allows students to apply their new understandings to different contexts in a problem solving environment. Elaboration gives students the opportunity to extend their knowledge of concepts to other contexts (Bybee, 1997).

Evaluate: In this phase, understandings of the students may be assessed more formally. Students are also encouraged to question their own conceptions (Bybee, 1997).

Constructivism: It refers to the concept that students create their own knowledge within the context of their own experiences (Fosnot, 1996). Students learn by being actively engaged in doing authentic tasks, not by passively receiving knowledge. Personal knowledge is socially constructed within an active and collaborative learning environment.

Higher Order Skills: A term for skills that involve meta-cognitive processes through which an individual applies specific and broad knowledge to evaluate, create, plan, organize, communicate, interrelate, solve problems, and effectively perform tasks (Ball, 1998).

Motivation: It is the combination of effort and desire to achieve the goal of learning a language and performing favorable attitudes towards learning that language (Dörnyei, 1994).

Extrinsic Motivation: It is the kind of motivation which derives from the influence of some kind of external incentive as distinct from the wish to learn for its own sake or interest in tasks (Ur, 1996).

Intrinsic Motivation: It is the kind of motivation which derives from the desire of the learners to invest effort in the learning for its own sake (Ur, 1996).

Prior Knowledge: The sum total of what the individual knows at any given point. Prior knowledge includes knowledge of content as well as knowledge of specific strategies and meta-cognitive knowledge (Knuth and Jones, 1991).

1.8. Abbreviations

ANOVA	:	Analysis of Variance
BSCS	:	Biological Sciences Curriculum Study
CLESAF	:	Constructivist Learning Environment Survey according to the 5E Model
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ETI	:	English Translation and Interpretation
FL	:	Foreign Language

KMO	:	Kaiser-Meyer-Olkin
L1	:	First Language
L2	:	Second Language
SCIS	:	Science Curriculum Improvement Study
SLA	:	Second Language Acquisition
SPSS	:	Statistical Programme for Social Sciences
TL	:	Target Language

CHAPTER 2

LITERATURE REVIEW

2.1. Writing and Constructivist Learning Theory

Successful learning in foreign and second language is considered to be influenced by appropriate methods of teaching. In recent years in foreign language learning and teaching, the idea of teaching in a Constructivist Approach has become a keen interest, and different models such as the 5E Model and the 7E Model exist today. According to Ergin, Kanli, and Ünsal (2008), the 5E Model is the best known among the models within a Constructivist Learning Theory.

In the Constructivist Learning Theory, according to Llewellyn (2007), students construct and reconstruct information as they process it in relation to their prior knowledge and experiences. Thus, Llewellyn (2007) argues that the 5E Learning Cycle Model and the Constructivist Learning Theory both place emphasis on the *"cognitive aspects internal to the learner"* (p. 56). Therefore, learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what has been taught. Language learning, which is considered to be beyond drills and repetitions, has been thought to be an act of construction. The learner is the active participant, while the role of teacher is still effective but less dominant. Willis and Willis (2007) argue that the first one is *"the notion of engagement"* because without genuine interest, there can be no focus on meaning or outcome. If learners want to achieve an outcome; they have to engage in meaning.

The 5E Model, being mostly used model in Constructivist Approach, involves five phases now although SCIS Learning Cycle Model consisted of three stages beforehand: exploration, invention and discovery (Bybee et al., 2006a; Bybee et al., 2006b; Chiapetta and Koballa, 2006). However, the BSCS 5E Learning Cycle Model incorporates two additional phases to the SCIS program - engagement and evaluation (Bybee et al., 2006a; Bybee et al., 2006b). These phases provide the instructor with the opportunity to enhance the interest of the students towards investigation, meet their expectations and thus create an enjoyable learning atmosphere which is highly needed in the painful and challenging process of writing instruction.

To conclude, the model is not only considered to be effective on promoting writing skills of students, but it is also thought to have a crucial role in terms of motivating and encouraging students to write. Thus, writing which is seen as a challenging skill may be improved by the implementation of the 5E Model in language classroom. Then, it may be possible to create motivated and successful writers in foreign or second language instruction.

2.2. Writing and Assessment of Writing

Since it is not easy to reflect thoughts and feelings in a comprehensible and coherent way in TL, many language learners have great problems because of not being able to express themselves in written language. The inability of the students in creating meaningful writing texts independently is one of the greatest problems. To overcome some possible problems, various types of approaches are used for developing writing skill.

2.2.1. Approaches to Writing

Controlled-to-Free Approach: Speech and writing are served to achieve mastery of grammatical, syntactic forms. Also mechanics by copying and transforming paragraphs and sentences are considered necessary to be mastered. Avoidance of errors is prominent; especially, errors are avoided and students attempt free composition after they have reached an intermediate level of proficiency. This approach emphasizes accuracy rather than fluency. It is an approach used mostly in Audio-lingual Method.

The Free Writing Approach: Quantity rather than quality is stressed in this approach. A great deal of free writing on given topics with minimal correction is assigned to students. The emphasis is on content and fluency rather than accuracy and form. First, the ideas are arranged and written on the page, and then grammatical accuracy and organization are considered and revised. The instructors do not correct pieces of free writing, but, they comment on the ideas expressed. There is a concern for audience and content.

The Paragraph-Pattern Approach: Organization is stressed in this approach. The students copy paragraphs and imitate model passages. They also identify general and specific statements and choose to invent an appropriate topic sentence or insert sentences. It is based on the principle that in different cultures people construct and organize communication with each other in different ways.

The Grammar-Syntax-Organization Approach: Writing cannot be seen as composed of separate skills which are learned sequentially. Therefore, students should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing the forms that are essential to convey message.

The Communicating Approach: The purpose of writing and the audience for it are stressed in this approach. The learners are encouraged to behave like writers in real life and ask themselves why (purpose) and who (audience) crucial questions. Some people feel it is better when writing is truly a communicative act, with a writer writing for a real reader. Thus, communication is the purpose of writing in this approach.

The Product Oriented Approach: The product oriented model of writing is known as the traditional approach. According to Avşar (2001):

- *Mechanics and grammar are emphasized over content and process.*
- *Writing receives insufficient time and little attention and there are few activities in the classroom.*
- *Students are supposed to learn to write by reading the works of others and producing similar compositions.*
- *There are no multiple drafts, no revision, no rewriting.*
- *The teacher collects the papers and checks for mechanics and grammar.*
- *There are no stages and students do not know how to generate ideas and organize them. (p. 7)*

The Process Oriented Approach: In the last few years, owing to the shift towards student-centered classrooms, the needs, preferences and feelings of students have become more important and this led a shift towards a new approach in writing. According to Avşar (2001) and Keleşoğlu (1999), students write about what they are interested in and know. Revision is done by using a checklist or comments or responses from peers and teachers. Clarity is important because organization of ideas is important. Students are given the opportunity to revise their works and check them for additional information, examples or unrelated ideas. Editing is the last step where students can check their grammar, punctuation and linking words.

In this approach, audience is considered to be quite important. In order to create meaningful texts, the students should write for a particular audience. They write not only for their teacher but also for real audiences such as their peers or the students in the next classroom. Product is not the main focus; the process of writing is valued. Real-like situations need to be created for the writing tasks.

When all approaches to writing are examined, it is possible to state that process-oriented approach is more humanistic. Students first arrange their thoughts and then make sentences. In the next step, they organize these sentences into paragraphs. They use the necessary linking words and forms in a coherent text. Students can get the opportunity to produce ideas in the first step and use creative thinking techniques to generate new ideas. At the end of the writing process, they sequence and organize their ideas. They also revise their texts and check for additional information, examples or details.

2.2.2. Stages of Writing Process

The painful process of writing turns into a productive and effective one if proper stages are followed. Blanchard and Root (2004) claim that very few people pick up a pen or sit down at a computer to produce a perfect piece of writing for the first trial. Mostly a great deal of time is spent thinking before writing. Then, it gets easier to work through steps while composing a text. As a consequence, the final product is often the result of several careful revisions. However, it requires both patience and skill to write. Moreover, it is crucial to consider writing as a process that brings a product in the end. This process involves following stages: pre-writing, while-writing and post-writing.

a) Pre-Writing

Selecting a Topic: It is the key component to start writing process which shapes the text to be generated. Hence, it is necessary to consider some factors carefully before selecting a topic. Though the teacher chooses the topic most of the time, it is quite essential to take the interests and needs of the students into consideration. Thus, the topics should be selected in accordance with the goals of the lesson and the expectations of the students.

Brainstorming: It is considered to be a quick way of generating different ideas. This phase is important in terms of allowing the students to get the opportunity to generate new ideas in groups. The students possess this key point in their prior knowledge. Thus, it is easy to use these experiences and find out creative ideas in pre-writing stage of writing process. In this phase of writing process, it is essential to encourage the students to participate by sharing their knowledge about a particular topic.

Clustering: It is a visual way of generating and organizing ideas for writing. This phase of pre-writing stage is prominent to help the students recognize the connections among the ideas clustered. The circles with ideas and their links with the topic make clustering more effective. Generating ideas is a significant stage of the writing process to trigger creativity of the students and make them more engaged.

Listing: It is a quiet and individual pre-writing phase. The students produce as much ideas as they can to form the list individually. They also have the chance to subcategorize the ideas in the list which is remarkably important in the following stages of writing process.

Freewriting: It is considered to be an efficient way of creating a focus to start writing and improving ideas. In this phase, the students are supposed to write as much as they can without worrying about making grammar mistakes. Thus, they are allowed to develop their writing and have the chance to make their ideas flow.

Freewriting is especially helpful for the students who always complain about not being able to start their writings.

Determining the Audience: This phase is crucial in terms of making the writing process and the product meaningful. Audience is quite important since the students write for a particular audience in order to create meaningful texts.

Planning: It is an essential phase of writing process as it helps the students organize their thoughts appropriately. They find it easier to arrange their ideas in a fluent way and organization thanks to planning stage of writing process.

Outlining: It provides a clear organization for the students to arrange the ideas and generate the text. Using an outline can help the students organize their material and can also help them discover connections between pieces of information, organize the ideas that suggest themselves during the free-writing and clustering exercises into a preliminary outline form. It is possible to write a paper without an outline, but it might suggest that your paper lacks organization if it proves impossible to write an outline that describes the thinking process behind your paper.

b) While Writing

Writing the First Draft: It is significant to shape ideas in an organized way when a first draft is written. Writing more than one draft allows students to improve their text and find the best way to present ideas. There are some preliminary points to consider when students create their first draft. First of all, students need to think of their audience. To whom they are writing is remarkably important in terms of shaping the text and determining the language of the writing. Another point is the purpose of the writing. Also how to start and end writing are crucial points in the process of writing the first draft.

c) Post-Writing

Revising: There are several details to take into account when a text is revised. First of all, it is essential to consider the appropriateness of the content. If the content is not suitable, then it is necessary to make some changes on this point. After considering the content, it is of great importance to focus on forms and organize paragraphs. After this organization, it is necessary to check the details. These details consist of supporting sentences and examples of each paragraph in the text. Finally, it may be useful to consider the flow of sentences for an effective revision.

Proof-reading and Editing: They are reasonably vital in terms of making corrections. Correcting grammar mistakes and improving grammar, correcting spelling and also punctuation mistakes form the phase of proof-reading and editing. Thus, it may be possible to create a text free of mistakes.

Writing a Final Draft: It is crucial in terms of allowing students to correct their mistakes and write the text in an appropriate way by revising main points. After students revise the details and examples, they organize their texts in a better way and write the final draft. While students are producing their own texts in the mentioned stages, they use their own writing strategies.

2.2.3. Writing Strategies

Victori (1995) has identified 7 types of writing strategies based on the interviews and think-aloud protocol analysis.

Planning Strategies: They are strategies by which the writer plans and talks out what ideas will come next, and explicitly states his/her objectives for organization and procedures.

Monitoring Strategies: They are strategies, the writers use when checking and verifying their process in the composing process and when identifying oncoming problems.

Evaluating Strategies: They are strategies undertaken when reconsidering the written text, previous goals, planned thoughts, as well as changes of the text.

Resourcing Strategies: They are strategies using available external reference sources of information about the target language, such as consulting the dictionary to look up or confirm doubts (lexicon, grammatical, semantic or spelling doubts), or to look for alternatives (synonyms).

Repeating Strategies: They are strategies repeating chunks of language in the course of composing; either when reviewing the text or when transcribing new ideas.

Reduction Strategies: They are strategies to do away with a problem, either by removing it from the text, giving up any attempts to solve it, or paraphrasing with the aim of avoiding a problem.

The Use of First Language (L1) Strategies: They are strategies using the mother tongue with different purposes: to generate ideas, to evaluate and make sense of the ideas written in the L2 or to transcribe the right idea/word in the L1.

Ur (1996) claims that students may produce equally good results through different processes since individuals vary. There is probably no one right system of writing. It is prominent to make available various possible strategies, encouraging individuals to experiment and search for one, which is personally effective. However, students do not end up the process by using their own strategies in writing process. Assessment of the products is also a contributing process for them.

2.2.4. Assessment in Writing

Error Correction

Error correction is done by the teacher by providing corrections for mistakes of students most of the time. It is discussed that error correction is probably more effective for students when they correct their own mistakes. According to Ferris and Hedgcock (1998), grammar and editing feedback and instruction, when carefully executed, may help students improve the accuracy of their texts. Hence, any type of error correction may be effective even if it is provided by the teacher, the peer or the students himself/herself.

Peer Correction

Even if it is not accepted to be the most effective way of correction and providing feedback, peer correction and feedback are considered to have a positive and reinforcing role in terms of both providing audience for the students and making the writing task more meaningful for them.

According to Ferris (2002), some students may not welcome the feedback of their peers because they do not believe that someone who is also in the process of learning TL is capable of making worthwhile comments. However, Rollinson (2005) points out that many students may need a significant amount of initial persuasion of the value of peer feedback, since they may not accept the idea that the peers are qualified to take on the role of teachers and critique their writing.

The use of peer feedback aims at helping learners become more critical of their own texts. As they see the views of their peers, they have the opportunity to reshape their writing and reorganize their ideas. They try to detach themselves from their texts and read it with the eyes and views of audience. Besides, under the initial guidance of the checklists, they become familiar with the aspects of discourse which are central to the communicative power of their texts and little by little gain more confidence in order to become more autonomous revisers of their own texts. Therefore, peer feedback is surely a tool which should be part of any English writing classroom which is based on the principle of cooperative learning.

Self-Assessment

According to Oscarson (1997), self-assessment refers to how, under what conditions, and with what effects learners and other users of a foreign or second language may judge their own ability in the language. It employs a variety of techniques to probe language learners' proficiency, such as self-reports, self-testing, mutual peer assessment, keeping learning journals, answering questionnaires, using global proficiency rating scales, and responding to so called "can do" statements that ask learners to respond if they are able to perform specific language functions. These techniques require learners' awareness of their own progress, in terms not only of language but also of communicative objectives. As Chamot and O'Malley (1996) point out, *"self-assessment requires the student to exercise a variety of learning strategies and higher order thinking skills that not only provide feedback to the student but also provide direction for future learning"* (p. 119).

Brown (2004) maintains that the theoretical justification for self-assessment comes from a number of well established principles of second language acquisition. Brown (2004) notes that developing intrinsic motivation seems to have major importance in successful acquisition of any set of skills, and the learners' self-involvement increases such motivation.

The techniques of self-assessment and evaluation play important part in evaluating the effectiveness of individual learning, enhancing their motivation, and training learners for life-long learning. Learners need to assess their progress and accomplishments in order to plan their future learning. It seems that self-assessment can not only raise the students' self-awareness about their meta-cognitive conditions, but also can promote their motivation. Liang (2006) proposes that self- assessment through increasing learners' knowledge of their learning goals and needs enhances their motivation and goal orientation.

According to Kavaliauskiene (2004), the motives for introducing self-assessment vary and usually include the practical impossibility for teachers to keep effective track of all their students' changing learning needs. Oscarsson (1989) gives six rationales for self-assessment procedures. First, he stresses that self-assessment promotes learning. It gives learners training in evaluation which has beneficial consequences for language learning. Secondly, it raises the awareness of both students and teachers of perceived levels of abilities. Through self-assessment, learners are encouraged to look at course content more carefully, and develop evaluative attitudes toward what and how they learn. Thirdly, self-assessment is highly motivating with regard to goal-orientation. Learners gain knowledge of learning goals through reflection. Fourth, the involvement of learners in the assessment process results in the learner's broader perspective within the area of assessment. Fifth, by practicing self-assessment, students take part in their own evaluation, sharing the burden of assessment with their teacher. Finally, self-assessment may have long-term benefits, as one of the main aspects of autonomous language learning is the ability to assess the progress which is made.

Kavaliauskiene (2004) argues that through self-assessment, learners get an opportunity to think about their own progress and find ways to change, adapt or improve it. In fact, most language learners, especially the successful ones, regularly engage in self-assessment in the process of their learning.

2.2.5. New Forms of Assessment in Writing

Portfolio: It is a collection of the works of a student from the beginning of the term to the end. According to Renanyda and Richards (2002), a typical writing portfolio contains the total writing output of students to represent their overall performance. However, it may also contain a selection of assignments which students have chosen for the instructor to evaluate. In short, portfolio gives both the instructor and the student the opportunity to assess how much the student has progressed in writing.

Protocol Analysis: It is one of the new forms of assessment in writing in which students are asked to record their thoughts in the process of writing. Renanyda and Richards (2002) describe protocol analysis as the exact opposite of the fixed model used by traditional composition teachers. This type of analysis reveals conscious processes involved in writing.

Learning Logs: Another current form of assessing writing is carried out via learning logs. They are useful in terms of providing the instructor with the chance to see what students have learned especially in writing. It is possible for the instructor to make observations and have an idea about how much students have gained by the contributions of writing studies via assessing learner logs.

Journal Entries: An informal new form of assessment in writing is accomplished by the use of journal entries. Although they are personal and are not graded, they are thought to be effective in terms of improving writing skill of students. Writing journal may provide students freedom and privacy which may motivate them highly to write and enjoy the taste of writing. Journal writing can be used as an effective tool to enhance motivation of students and improve their self-confidence. Journal writing can be used as an effective tool in helping the learners reflect what they think on paper, and get involved in the process of their own writing process. It is possible for teachers to keep journal as well so as to have an idea about their teaching experience.

Dialogue Journals: Writing dialogue journals is also a non-traditional form of assessment in writing. They are written conversations between the teacher and the student over a period of time to conference about the problems of the student with writing. According to Kroll (1991), one advantage of conferencing *"allows the teacher to uncover potential misunderstandings that the student might have about prior written feedback on issues in writing that have been discussed in class"* (cited in Renanyda and Richards, 2002; p. 352).

Checklists: It is useful to exploit checklists in the assessment of writing most of the time. According to Raimes (1983) *"checklist is a very useful tool as a starting point for training as it directs the students' attention to the elements which should be focused on during peer feedback sessions"* (p. 147).

Checklists are considered to help teachers make objective assessments though they are time consuming. Thus, a teacher can assess the product of a student objectively by using a checklist and make an analytic evaluation. Besides the assessment and new forms of assessment in writing, another additional effective opportunity is rewriting for students.

2.2.6. Rewriting

Rewriting is one of the most effective ways for students to improve themselves in writing. It helps students make their written tasks better. Thus, rewriting provides the opportunity for improvement in writing. It is possible to find out several changes that make the text more effective than the original one. Moreover, rewriting allows correction of mistakes. When the students are given the chance to rewrite their texts, they can see the flaws and mistakes made and correct them. It is quite easy for students to detect mistakes in grammar, punctuation, spelling and word choice when the text is rewritten. Another advantage of rewriting

is its role in making the students aware of the real purpose of the text and the audience. When they write the texts again, they can revise them and see whether they have accomplished their purpose via their writing. All in all, students are provided with the opportunity to increase their grades as well while they are able to improve their writing skill when they rewrite their texts assigned as tasks. This plays a vital role in terms of motivation since rewriting enhances not only successful writing but also successful grades in writing.

In conclusion, the writing process involves assessment in progress. All those assessment processes require active participation of students as consistent with Constructivist Learning Theory. Since this theory values assessment in process, it makes it possible to evaluate the progress students have made. Thus, the focus is not only on the product. The key concept of the theory, its valuing learning as an active process of creating rather than acquiring knowledge, proves the developmental nature of Constructivism. Hence, writing and Constructivism are integrated because it is asserted that students construct knowledge through experience and reflecting on those experiences.

2.3. Constructivism

Theories of learning has come a long way starting with Behaviourism, and carrying it a bit further with Cognitivism and having a long break with Constructivism. Although there are more than these three learning theories, these form the basic of learning a new language.

Learning occurs if there is a recordable change in behaviour according to Behaviourism. This approach emphasizes performance rather than the reasons that the learner performs a certain way. Educators who use this framework break a content area

into component sub-skills, sequence them, and then transmit them to students mostly by direct instruction such as lectures or reading assignments. Bredo (1997) and Fosnot (1996) state that this teaching approach assumes that once students have learned the parts, they can put them together as a whole and apply them when needed. Furthermore, Skinner (1953) claims that students are viewed as passive learners who need external motivation and are affected by reinforcement.

Anderson (1985) states that unlike Behaviourism, Cognitivism focuses on the process between stimulus and response. According to this theory of learning, behavior is not adequate itself to explain how learning takes place. In contrast to Behaviorism, cognitive psychology focuses directly on the structure and operation of the human mind. One of the main influences on cognitive psychology was the development of the information processing approach.

Piaget's theory of cognitive development proposes that humans cannot be given information, which they immediately understand and use. Instead, humans must construct their own knowledge. They build their knowledge through experience. Experiences enable them to create schemas in their heads. Thus, Constructivism is a learning theory that creates emphasis on the learner and gives the teacher the role of a facilitator. It is purely based on the notion that all knowledge is constructed based on prior experiences.

According to Yıldız (2006), Constructivism is both a philosophy and a theory of learning. The key concept of Constructivism is that learning is an active process of creating, rather than acquiring, knowledge.

Von Glasersfeld (1989) described constructivism as "*theory of knowledge with roots in philosophy, psychology and cybernetics*" (p.162). In Constructivist Perspective, learners construct their own knowledge with the interaction of his/her environment. The notion that learners construct new knowledge through the

combination of their previous learning, new information, and readiness to learn was accepted. Students' own knowledge should be constructed based on their prior knowledge. Brown (1978) argues that although new information is explicitly presented by teacher or textbooks in traditional view, interpretation and integration which is guided by learner's prior knowledge is required to reach meaningful learning acquisition. On the other hand, in Constructivism, in spite of absorbing knowledge from a textbook, knowledge is actively constructed. It is required that the learner relate their existing knowledge with the new knowledge to be taught.

"A construct is a way in which some things are construed as being alike and yet different from others" (Kelly, 1995; p. 105). As it is clear Kelly (1955) claims that Constructivism emphasizes the notion of context and process to understand behavioral change. Considerable research across a range of disciplines has contributed to ideas about how people change their own behaviour. Duit and Tregauert (1998) assert that learning is not viewed as transfer of knowledge in Constructivism. The learner actively constructs or even creates his or her knowledge on the basis of the knowledge already held.

According to Fosnot (1996) and Perkins (1992), the opportunity for learners to discuss their experiences is necessary, because it encourages self-organization and reflective abstraction. This reflective abstraction is the driving force of learning.

To conclude, the aim of learning English is not to repeat similar forms but to help them to make their own formations in the target language. Constructivist learning greatly differs from behaviourists learning in this way. According to Köksal (2009), Constructivist Approach, which supports student-centered teaching instead of teacher-centered teaching, can be used in English lessons. Fosnot (1996) claims that a constructivist classroom is seen as a community engaged in activity, reflection, and conversation. This approach requires students' active attendance in class or out and in learning process students realize the significance of taking responsibilities and attending the process of taking decision and the students behave in this sense.

2.3.1. Constructing Knowledge in the Classroom

Establishment of a cooperative atmosphere is crucial. There should be cooperation between students and their peers, as well as students and teachers. Opportunities to work together in groups, share thoughts and feelings, discuss issues, and contribute to the workings of the classroom are some of the characteristics of a cooperative atmosphere. A constructivist teacher must create a community of learners in which autonomy rather than obedience is encouraged. According to Yıldız (2006), there are several prominent points to be able to construct knowledge in the classroom:

- Learners bring unique prior knowledge and beliefs to a learning situation.
- Knowledge is constructed uniquely and individually, in multiple ways, through a variety of tools, resources, and contexts.
- Learning is both an active and reflective process.
- Learning is developmental. We make sense of our world by assimilating, accommodating, or rejecting new information.
- Social interaction introduces multiple perspectives on learning.
- Learning is internally controlled and mediated by the learner.

The Roles of Teachers in Constructivism

A teacher according to Constructivist Approach:

- asks open-ended questions.
- allows time for students to respond.
- allows responses to drive lessons.
- allows students to reflect.
- encourages open communication.
- focuses on students' thinking.
- appraises learning.

- facilitates discussions.
- sets learning goals.
- allows students to represent their knowledge.

According to Brooks and Brooks (2001), a constructivist teacher:

- accepts student autonomy and initiative.
- inquires about students' understandings of concepts before sharing their own understandings of those concepts.
- encourages students to engage in dialogue, both with the teacher and with one another.
- encourages student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
- seeks elaboration of students' initial responses.
- engages students in experiences that might engender contradictions to their initial hypotheses and then encourages discussion.
- allows wait time after posing questions.
- provides time for students to construct relationships.

According to Yager (1991), it is prominent to:

- allow students direct the lesson, affect the teaching methods and change the content of the lesson.
- provide students lives that they can discuss with their existing knowledge.
- encourage students to ask questions and make thought-provoking discussions through open-ended and thought-provoking questions.
- encourage students to be autonomous.
- allow students express their opinions clearly.
- give students time to think after the question is asked.
- encourage students to use alternative sources of knowledge.
- use collaborative learning strategies.

The Roles of Students in Constructivism

A student according to Constructivist Approach:

- explores, invents, and discovers new knowledge,
- constructs his/her own learning,
- works in groups,
- communicates knowledge,
- assesses his/her own work,
- reflects on their learning.

2.3.2. Constructivism and the 5E Model

In Constructivism, constructing an understanding requires that the learners have the opportunities to articulate their ideas, to test those ideas through experimentation and conversation, and to consider connections between the phenomena that they are examining and other applications of the concept (Dykstra, 1996; Neshet, 1989; Julyan and Duckworth, 1996). The opportunity for learners to discuss and clarify their experiences is essential, because it encourages self-organization and reflective abstraction. This reflective abstraction is the driving force of learning (Fosnot, 1996; Perkins, 1992). A constructivist classroom is seen as a community engaged in activity, reflection, and conversation (Fosnot, 1996).

One of the models used in Constructivism is the 5E Model which is a linear process in teaching a new concept or in making more understandable the known concepts elaborately. In the 5E Model study, it has been found out that success of the students has increased, conceptual development has been provided and their attitudes have been changed positively.

2.3.3. The 5E Model

Nunan and Lamb (1999) claim that learners are different and learn in different ways. They have different attitudes, expectations and preferences which can indicate that they need to have different learning ways. Constructivism as an approach that values prior knowledge and helps students construct new concepts on prior knowledge. Hence, it gets easier to help students learn in different ways. The 5E Model, which is quite rich in terms of offering ways and strategies can help students be successful. However, the model has the greatest role in an aid to the teachers. The students can benefit though the teacher is the person who needs to apply the model. Boddy, Watson and Aubusson (2003) state that the 5E Model is an aid or organiser for the teacher to structure and sequence potential learning experiences in a systematic and synergistic way consistent with a constructivist view of teaching and learning.

In the process of writing, students are expected to use their previous knowledge to discover information before they start producing. The 5E Model encourages them to constitute their own concepts since they are involved in every phase of learning.

There are five phases in the 5E Model. The roles of the teacher always change:

1. Engage: In this phase, the teacher assesses students' prior knowledge about and helps them become engaged in a new concept. To be able to do this, s/he needs to create an interest. According to Bybee (1997), the implementation of this phase is successful if students seem puzzled and are motivated to inquire.

2. Explore: In this phase, students work in collaborative teams to complete activities. They generate ideas and explore questions.

3. Explain: In this phase, the teacher guides students toward a more in-depth understanding. S/he encourages students to explain what they have learned and share their ideas.

4. Elaborate: In this part, the teacher encourages learners to apply the new knowledge and helps students practice newly gained knowledge. Thus, it is the role of the teacher to provide students with practice and reinforcement.

5. Evaluate: The teacher observes students' performance and products to assess their understanding in this phase. Students are expected to apply their new knowledge and skills as they give presentations.

The 5 E's Instructional Model

Engagement Phase:

The purpose of this phase is to develop an activity or activities that make a connection between prior knowledge and the new learning experience. This phase should include activities that:
• Captivates the student's interest (examples: scenario, problem, news articles, etc.)
• Stimulates critical thinking.
• Connects prior knowledge with new concepts.
• Relates to real-world experiences.
Some examples of teaching strategies for the engagement phase include:
• Demonstrations
• Discussion of newspaper/magazine article
• Role playing

Exploration Phase:

The purpose of this phase is to provide students with hands-on minds-on experiences that enable them to identify, explore, or develop concepts, processes, and skills. During this phase students can investigate a problem, make observations, and organize collected data.
Some examples of teaching strategies for the exploration phase include:

<ul style="list-style-type: none"> • Classroom experience
<ul style="list-style-type: none"> • Problem-solving activity
<ul style="list-style-type: none"> • Computer search
<p>Scenarios or role-play that encourage students (in small groups) to discuss a real-world problem, to propose a hypothesis for solving the problem, and to justify (based on an investigation) the rationale for their hypothesis.</p>

Explanation Phase:

<p>This phase encourages students to interpret and statistically analyze data from their explorations, develop explanations, and refine or adjust previously formed concepts. During this phase the teacher can introduce new vocabulary and define and clarify new concepts, skills and processes.</p>
<p>Some examples of teaching strategies for the explanation phase include:</p>
<ul style="list-style-type: none"> • Constructing/interpreting graphs
<ul style="list-style-type: none"> • Graphic organizers
<ul style="list-style-type: none"> • Guided reading activity
<ul style="list-style-type: none"> • Mini-lecture
<ul style="list-style-type: none"> • Guided discussion
<ul style="list-style-type: none"> • Computer assisted instruction
<ul style="list-style-type: none"> • Video

Elaboration Phase:

<p>The purpose of this phase is to extend student learning and to challenge students to understand and construct new knowledge. During this phase students can apply new concepts, processes, and skills.</p>
<ul style="list-style-type: none"> • Some examples of teaching strategies for the elaboration phase include:
<ul style="list-style-type: none"> • Teacher-directed student discussion
<ul style="list-style-type: none"> • Classroom experience
<ul style="list-style-type: none"> • Problem-solving activity
<ul style="list-style-type: none"> • Research project - Communicate orally or in writing
<ul style="list-style-type: none"> • Production of a product or model

Evaluation Phase:

Activity which allows the teacher to assess student performance and/or understandings of concepts, skills, processes, and applications.
• Any of the Previous Activities
• Develop a Scoring Tool or Rubric
• Performance Assessment
• Produce a Product
• Journal Entry
• Portfolio

Figure 1: The 5 E's Instructional Model

Adapted from 5E's Instructional Model (<http://www.miamisci.org/ph/lpintro5e.html>)

In addition to the 5E Model, a derivative of the 5E Model called the 7E Model has appeared. It was developed based on Constructivist Approach, Çepni et al., (2001) prepared material covering up Physics, Chemistry and Biology. The science instructors, whose opinion concerning material, was asked stated that the current education system forced students to memorize, there was not enough material for the activities within the book, and the 7E Model would affect learning positively.

Eisenkraft (2003), project director of the Active Physics program, expanded on the 5E by adding two additional phases. He expresses the differences and commons of the 5E and the 7E Model. He divided the Engage phase to include an Elicit phase. While it is important to engage students in inquiry, it is also important for the teacher to understand students' prior knowledge. This can be accomplished by asking productive questions that elicit students' understanding about a concept. Eisenkraft (2003) also added the Extend phase, which allows students to challenge what they have already learned. Students can then practice the transfer of learning. The 7E Model can further help teachers to address important and essential requirements for learning of eliciting prior understandings and transfer of concepts.

2.3.4. The Significance of the 5E Model in terms of Writing

As mentioned before, the 5E Model has commonly been used in the field of Science and its roots come from that reference. However, there are a few number of studies carried out in the field of social sciences. An example of its proof in social sciences may be the study of Köksal (2009) carried out by the application of the 5E Model in teaching English grammar. Köksal (2009) searched the effectiveness of the 5E Model based on Constructivist Approach on seventh grade students' understanding of simple past tense in English lesson and their attitudes towards English in his study "Teaching Tenses in English to the Students of the Second Stage at Primary Education through Using the 5E Model in Constructivist Approach (7th Grade)". The results provided that the 5E Model based on Constructivist Approach had positive effect on the students' success in contrast to traditional method and their attitudes and perceptions of English.

The reason of the 5E Model's not being a frequently used model in this sense makes the current study prominent. Since the achievement and effective role of the model has been clear by the contributions of a great number of studies, it has been considered to have the same significance in terms of writing in teaching a new language.

The 5E Model is considered to contribute greatly to the success of the students and their motivation in the courses. The 5E Model is considered to have a great role in terms of enhancing motivation of the students. Since motivating the students to write is a challenge most teachers face, it is often the role of the teacher to encourage the students to write and create their own texts by exploiting especially the first E of the 5E Model. The phases of the model provide the best way of motivation to help students improve themselves.

There are several reasons to use the 5E Model in teaching writing. First of all, writing is considered to be the most boring skill according to most of students. However, it is possible to create writing lessons which are attractive and enjoyable for students by the use of the 5E Model. Secondly, creativity is the most crucial term in writing. When the 5E Model is applied in writing lessons, it is probable to promote creative thinking of students and help them produce original texts. Another reason for using the 5E Model is because of the fact that motivation may be the key factor in writing. It is assumed that a great number of students feel enthusiastic in writing since the 5E Model generates motivation of the students to write effectively. Moreover, the 5E Model is based on Constructivist Approach which values and improves higher-order thinking skills (such as analysis or synthesis). Prior knowledge is significant in the trial of learning a new language. Especially, in writing, it can be of great importance to construct new information on prior knowledge which can be possible by the use of the 5E Model.

The last reason is the shift from teacher-centered to student-centered education settings. This shift has affected the roles of students and teachers remarkably. Thus, the 5E Model which reinforces a student-centered atmosphere can also be effective in this aspect.

2.3.5. Challenges in the Application of the 5E Model

Although there are a great number of advantages that makes it necessary to use the 5E Model in writing, there are some disadvantages as well. In fact, these may be called as "challenges" in the application of the 5E Model since it is a new model of Constructivist Approach in social sciences. First of all, it is considered to be difficult to implement by most of teachers and this challenge may prevent them from exploiting the model in classroom. Another challenge proposed is time restrictions in schools. Teachers complain about the intensity of their syllabus and put forward that

it is hard to apply such a model in restricted time. Lastly, they propose that curriculum is a great challenge which prevents them from using the 5E Model. Since they are responsible for teaching everything stated in the curriculum, they propose that it is impossible to adopt the flow of curriculum according to such a detailed model.

In conclusion, it is possible for both teachers and students to have negative feelings or thoughts which block their ways in the process of teaching or learning writing in TL. However, the 5E Model may provide students with the opportunity to get engaged in learning atmosphere. Hence, it is quite probable to create highly motivated students by the use of the 5E Model, especially in writing.

2.4. Motivation in Writing

Language learning process is like going through a path with many challenges and obstacles if the students are left alone without any guidance. Therefore, it is mostly the role of the instructor to be aware of the needs of students so as to be able to give a hand whenever they are in need. If the students experience failure, they seek a person nearby to encourage them to carry on this process despite all difficulties. In this way, the instructor needs to know how to motivate his/her students by meeting their needs and expectations.

In this sense, motivation plays a vital role in the process of learning a foreign language. It is also accepted as the key of teaching skills in an effective way. Since writing known as the most challenging skill requires high motivation, it is of great significance to achieve high encouragement. If the engagement of students in writing process occurs, the opportunity to make them successful at writing can also be possible.

Throughout history, motivation has been defined by several researchers from different points of view. Motivation, which is an internal process that maintains behaviours of the students and influences their attitudes, consists of internal and external conditions that determine the engagement of the students into the language learning process in an internally-controlled way. According to Williams and Burden (1997), motivation is a state of cognitive and emotional arousal which leads to a conscious decision to act, and which increases a period of intellectual and/or physical effort in order to attain a goal set previously. Matsubara (2007), who is mostly interested in the relationship between motivation and classroom group dynamics, defines motivation as "*a complex psychological process that is subject to both internal and external influences*". According to Matsubara (2007), the quest to sort out this complexity and eventually understand motivation is worthwhile because it can help to predict and influence the behaviour of people.

In conclusion, motivating students to write is one of the challenges most instructors have to deal with. Furthermore, it is quite difficult to encourage the students to write willingly and make them create a piece of writing. However, it is possible to overcome these problems. Apart from the impact of social attitudes, the influence of teachers, peers, and classroom activities need to be taken into consideration in writing process to enhance the motivation of students.

According to Crookes and Schmidt (1991), the literature on motivation in foreign language learning has two main streams. The first stream consists of studies based on Gardner's Socio-educational Model in which the role of integrative motivation—comprised of integrativeness, attitudes toward the learning situation, and motivation—was experimentally investigated as a determinant. The other stream calls for the implementation of a new "*agenda*" (Crookes and Schmidt, 1991) for foreign language motivation research, proposing a number of alternative models with an attempt to gain more in depth understanding of foreign language learning motivation within mainstream education. The early studies investigated the

relationships among individual difference variables with different achievement measures in many studies attempted to notify variables that influence motivation of the students. However, the leading theory of motivation in the area of language learning is Socio-educational Model of Gardner (1985). According to Gardner (1985), four elements must be present for a student to be considered motivated when he defines motivation: a goal, desire to achieve the goal, positive attitudes and effort. He has referred to these elements as "*affective variables*," clearly differentiating them from the cognitive factors associated with language learning such as intelligence, aptitude and related variables.

Moreover, Gardner (1996) proposed that the effects of integrative motivation on language learning are largely the result of the motivation component. This component is defined by him as a combination of motivational intensity; desire to learn the language, and attitudes toward learning the language. Gardner (1996) emphasizes that the active learner, who engages with the language, can be considered motivated. The student, who endorses the integrative attitudes, or more simply an integrative orientation or goal, but who does not show effort and engagement with the language, is not a motivated learner.

The Socio-educational Model has been widely studied with two purposes, often within the same study: to establish that motivation is related to language achievement and to investigate the structure of the integrative motive. There has been variation in the social and learning contexts and in the focus of research from study to study, as well as some variation in the resulting empirical model. For example, Lalonde and Gardner (1984) found that attitudes toward the learning situation and integrativeness formed two separate factors, but Gardner and Lysynchuk (1990) found that they could be combined into a single factor. Further, Gardner, Lalonde and Pierson (1983) reported a model in which attitudes toward the learning situation influenced integrativeness but MacIntyre and Charos (1996), in a different social context, report that the influence ran in the opposite direction. Gardner and

MacIntyre (1993) propose when these variables are hypothesized to be related, and even derived from the same socio-cultural factors, it should not be surprising that they are highly correlated. In some studies, the variables are so highly correlated that it is empirically justified to consider them part of one construct. Indeed, the major theoretical propositions remain unchanged even if the structure of the model representing them changes lightly in form and empirical results.

Thus, some variability in the model is to be expected from one study to the next as one reviews the literature on the Socio-educational Model. However, results consistently support the general hypothesis that elements of the integrative motive are significantly correlated with indices of language achievement (Gardner, 1985; Gardner and MacIntyre, 1993; Clement and Gardner, 2001). In a common view, Gardner (2001) states that:

Motivation to learn the second language comprises three elements. The motivated individual expands effort to learn the language. That is, there is a persistent and consistent attempt to learn the material, by doing homework, by seeking out opportunities to learn more, by doing extra work, and so forth. Second, the motivated individual wants to achieve the goal. Such an individual will express a strong desire to learn the language, and will strive hard to achieve success. Third, the motivated individual will enjoy the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable even though at times enthusiasm may be less than at other times. In the socio-educational model, all three elements effort, desire, and positive affect, are seen as necessary to distinguish between individuals who are more motivated and those who are less motivated. (p. 6)

Moreover, Dörnyei (1994) claims that Second Language (L2) motivation is an eclectic, multifaceted construct. Thus, it needs to include different levels to integrate the various components. Adopting Crookes and Schmidt's Approach (1991), Dörnyei (1994) found it useful to separate L2 motivation into three motivational components (i.e., motives and motivational conditions): (a) language level, (b) learner level, and (c) learning situation level. Language level focuses on orientations and motives related to various aspects of the L2 such as the target culture and the potential usefulness of L2 proficiency. Learner level concerns affects and cognitions underlying the motivational processes. Learning situation level consists of intrinsic and extrinsic motives, plus motivational conditions concerning three areas: (a) course-specific components, (b) teacher-specific components, and (c) group-specific components.

Motivation in this model is defined as the extent to which the individual works or strives to learn the language because of a desire to learn the language and the satisfaction experienced. A "*motivated learner*" is, therefore, defined as one who is: (a) eager to learn the language, (b) willing to expend effort on the learning activity, and (c) willing to sustain the learning activity (Gardner, 1985, p. 10).

Oxford and Shearin (1994) noted an expanded construct of language learning motivation by drawing upon the concepts of psychology theories such as need for achievement, equity, self-efficacy, expectancy-value, reinforcement, mastery learning, and developmental cognition. Dörnyei (1994) broadened a more general framework of L2 motivation by integrating the various issues suggested by other research. Three levels of motivation were distinguished in this new framework: the language level, the learner level and the learning situation level. The three levels of motivation match the three basic components of the second language learning process, such as the target language, the language learner, and the language learning

environment, and also reflect the three different aspects of language, such as the social dimension, the personal dimension and the educational subject matter dimension (Dörnyei, 1996). Dörnyei (1998) asserted that this kind of framework is *"useful in emphasizing the multidimensional nature of L2 motivation"* (p. 126).

According to Dörnyei (2001) there are five categories which have been identified for motivation:

1. external regulation, meaning that the motivation comes strictly from outside sources, from rewards to avoidance of punishment;
2. introjected regulation, which is following imposed rules in order to avoid feeling guilty;
3. identified regulation; an example of this would be where one engages in an activity because of a perceived usefulness;
4. integrated regulation which involves choice made behaviour(s) based on the individual's values, needs and identity;
5. intrinsic motivation where the individual is involved in the activity for the sake of the activity and nothing more.

Bogner, Raphael, and Pressley (2002) propose that researchers and educators are well aware that writing ability contributes substantially to general academic success and that it is important to explore factors that affect achievement motivation in this specific domain. Researchers and educators have observed consistently that students are motivated in literacy when instruction motivates their literacy behaviours.

Cleary (1991), in her article "Affect and Cognition in the Writing Processes of Eleventh Graders: A Study of Concentration and Motivation" investigates what goes wrong for developing writers in regards to motivation. She maintains that

students who struggled desperately with writing are students who do not perceive success as probable. Cleary (1991) gives many social issues related to race and dialect that are factors in diminishing to motivation in general. She clearly states that students who have teachers breaking the parts of writing down to manageable parts created successful students. Proof-reading and editing are a part of any teacher's writing process. Hence, finding the reason for simple errors within students' writing who could be above average and higher in a writing class is still an issue needing a resolution. However, class editing, and using blog commenting functions can prove beneficial to the students in need. Nevertheless, two dimensions of motivation need to be studied before stating their effectiveness.

2.4.1. Dimensions of Motivation

2.4.1.1. Intrinsic Motivation

According to Deci and Ryan (1985), intrinsic motivation refers to motivation to fulfill a task that leads individuals to feel a sense of personal enjoyment and control when taking part in the task. When motivations of individuals are self-determined, they become more involved in activities and make efforts to reach challenging goals. Furthermore, Deci (1980) proposes that intrinsically motivated activities are not a means to an end. They are the ends themselves; the motivation to perform an activity is for the experience of the activity itself and not for the gain of future rewards. Students who are intrinsically motivated may say that they are taking a grammar class because of their interest in how the rules operate.

The core idea of intrinsic motivation is to make the students have enjoyment of performing a task by exploiting their personal interests. Performance goals and extrinsic motivation differ since they focus on different aspects of external rewards.

The concept of extrinsic motivation entails a broader range of external rewards while performance goals involve only competence-related external rewards. Generally, external rewards may be strong motivators for the students with extrinsic motivation, but not for the students who adopt performance goals if the external rewards do not entail a sense of superiority over others in competence. Cho (2005) claims that intrinsic motivation occurs only when the reasons for involvement in a task emanate from the intrinsic value of a task as an end in itself, which will in turn lead to one's enjoyment and satisfaction.

2.4.1.2. Extrinsic Motivation

Extrinsic motivation refers to motivation that exists because of the presence of *"an externally mediated activity or constraint"* (Deci, 1980; p. 30-31). Extrinsically motivated activities are a means to an end. It means that the activity is performed, not for the enjoyment of the activity, but in order to gain a reward if the activity is completed, or to avoid a negative consequence if the activity is not completed. For example, extrinsically motivated students may say that they are taking English classes in order to improve their chances of getting a good job. Hence, it can be stated that extrinsic motivation is the engagement of the students to attain some outcomes apart from getting a reward. According to Ryan and Deci (2000), extrinsic motivation is analyzed in four different categories: external regulation, introjected regulation, identified regulation, and integrated regulation.

Lumsden (1994) proposes that there are many factors that contribute to the interests of students and their level of engagement in learning, and teachers have little control over many of these factors. However, research has shown that teachers can influence student motivation greatly; that certain practices do work to increase time spent on task (Anderman and Midgley, 1998; Dev, 1997; Skinner and Belmont, 1991). Therefore, foreign language teachers should agree on the

importance of students' motivation and follow and adapt themselves in the reforms in the education system focusing on learner-centered approaches. Besides, foreign language teachers should be explorers as Gebhard and Oprandy (1999) recommend doing so. They should be sensitive to their students' needs and expectations.

2.4.2. Motivational Factors for Writing

Lam, Pak, and Ma (2002) identified six components of instructional contexts that are most relevant to students' motivation: challenge, real-life significance, curiosity, autonomy, recognition, and evaluation. Those components constitute instructional practices that are motivating to learning in general. Although they are components of generic motivating practices in instruction, Bruning and Horn (2000) claim that they can also capture the essence of the teaching that specifically develops the motivation of students to write.

Challenge: A task that is challenging yet achievable is motivating because it enhances students' perceived value and expectancy of success. The concept of expectancy is intertwined with that of self-efficacy. Students with high self-efficacy believe that they are capable of performing the course of action with success (Bandura, 1977). Although self-efficacy refers to a personal quality and expectancy refers to a belief about a specific event, both are important determinants of whether students will expend effort on a task. Previous studies have shown a consistent relation between self-efficacy and writing performance (Pajares, 2003; Pajares and Johnson, 1996; Pajares, Miller and Johnson, 1999; Pajares and Valiante, 1997; Shell, Colvin, and Bruning, 1995; Shell, Murphy, and Bruning, 1989).

Real-Life Significance: Bruning and Horn (2000) argued that having genuine reasons for writing is motivating. The ideas they advocate are supported by many studies in motivation and writing (Cleary, 1991; Newby, 1991 and Turner, 1995). For

example, in a study of the motivational strategies of elementary school teachers, Newby found a significant positive correlation between relevance strategies and students' on-task behaviours. On the basis of the results, Newby (1991) suggested that when teachers relate the writing activity to the students' interests, future activities, or past experiences, they help their students to answer such questions as "Why do I have to write this?" and "What is the value of writing this?" Students are likely to become motivated if they know the answers to these questions.

Curiosity: According to Bergin (1999), humans are intrinsically motivated to remove ambiguity and confusion related to cognitive conflict or dissonance. Thus, it is of great significance to arouse curiosity of the students to make them feel more motivated and engaged in the process of writing. Hillocks (1984) found that instruction emphasizing inquiry had a strong positive effect on the quality of students' writing. In view of those evidences, the instructional strategies that can stimulate students' curiosity in problem solving are also expected to increase their motivation in writing.

Encouraging Environment: The only thing students need is a supportive instructor most of the time. Though they have all the things they need, such as talent or experience, they may seek the support of an encouraging instructor. Thus, it is of great significance to create an encouraging environment and make students believe that you trust them. Hence, it is easier to build self-confidence and challenge students to take risks to start writing.

Autonomy: It may be possible to provide the students with autonomy in the writing process by allowing them to be free in the choice of content, styles, and approaches. As Bruning and Horn (2000) pointed out, gaining and maintaining the control of writing task is critical to motivation. Moreover, Ryan and Deci (2000) stress the need for autonomy as one of the fundamental and universal needs of people. They argue that satisfaction of this basic psychological need provides the nutrients for

motivation. Therefore, social environments can facilitate motivation by supporting people's needs for autonomy. It may be probable to create more motivated students in a less controlling way by promoting autonomy.

Recognition: Most researchers (e.g., Harackiewicz, et al., 2002; Midgely, Kaplan and Middleton, 2001) agree that learning goals promote optimal motivation. To help students adopt learning goals, teachers may give recognition to students who have made an effort and achieved self-improvement.

Evaluation: Bruning and Horn (2000) state that the most useful feedback on writing tends to involve specific knowledge on how to achieve one's writing goals. According to Straub (1996-1997), students usually respond favourably to specific and explicit suggestions to improve their writing. Moreover, Walker (2003) claims that specific feedback on improvement is actually a powerful source for developing self-efficacy in reading and writing.

Schunk (2003) proposes that teachers can make task-specific comments about students' success and attribute their success to strategies that are learnable through effort to motivate students to write. Specific instructional strategies include avoiding social comparisons, emphasizing self-improvement, and giving suggestions on how to improve.

Apart from these six components, positive reinforcement and feedback can also be considered to be important factors in terms of motivating students. It is of great importance to make task-specific comments about students' success and attribute their success to strategies to motivate students.

Positive Reinforcement and Feedback: Researchers stated that students' writing confidence and competence increased when they were provided with regular

feedback on how well they used strategies to make improvement (Graham and MacArthur, 1988; Graham, MacArthur, Schwartz, and Page-Voth, 1992; Schunk and Swartz, 1993). Gersten and Baker (2001) carried out a meta-analysis of writing interventions for students with learning disabilities. They found that extensive feedback on the quality of writing is an indispensable component of successful interventions. Researchers also consistently found that students' writing confidence and competence increased when they were provided with regular feedback on how well they used strategies to make improvement (Graham and MacArthur, 1988; Graham, MacArthur, Schwartz and Page-Voth, 1992; Schunk and Swartz, 1993).

2.4.3. Instructional Strategies to Enhance Students' Motivation in

Writing

There are several ways of motivating students to write. First of all, the instructor needs to take into consideration the difficulties and challenges the students might face in the process of writing. If they are aware of these challenges, it may be easier to find solutions to overcome them. It can also be possible to enhance motivation of the students to write by using authentic writing tasks.

Thus, the main characteristic features of a motivated learner can be summarized as follows. A motivated learner is someone who seeks challenge in the process of learning. S/he is not afraid of failing most of the time and never hesitates to take risks. Hence, it is possible to say that a motivated learner is self-regulated and confident who takes responsibility of his/her own learning. Moreover, s/he is considered to be interested in the assessment of writing process and enjoys every step. Furthermore, s/he is curious which means that s/he is greatly enthusiastic to accomplish writing tasks which makes him/her an autonomous learner as well. In this sense, a motivated learner takes ownership in learning process and s/he is

persistent most of the time by being attentive and exploiting strategies to achieve successful writing.

2.4.4. Pre-Conditions for Effective Motivation in Writing

Nunan and Lamb (1996), propose that there are some pre-conditions for effective motivation. These factors are supportive environment, appropriate level of difficulty, meaningful learning objectives and moderation and variation in strategy use. To be able to provide the first factor, it is essential to have an orderly classroom. In this classroom, it is necessary to create students who are non-anxious and comfortable with taking risks to write. Lastly, it is probable to have a supportive environment when the teacher is with highly developed management skills. The second factor, which is an important pre-condition for effective motivation is the appropriate level of difficulty. It means that the teacher should give students tasks that are challenging but not impossible. Hence, students may be able to know what they have to do since criteria for success are clear. Another factor involves meaningful learning objectives. Students do want to write on meaningful topics and accomplish related assignments. Thus, the teacher should make activities more meaningful and worthwhile in order to prepare pre-conditions for effective motivation. Moreover, relationship between objective and activities should be clear to help students relate content to their own experience. Furthermore, new tasks should build on and extend existing skills.

In short, there should be a learning-how-to-learn dimension to instruction so as to motivate the learner effectively. The last factor, and may be the most important one is moderation and variation in strategy use of writing. Motivational strategy is matched to instructional need to achieve this factor. It is also significant not to overuse particular strategies in writing. It is of great prominence for the teacher to

help students use a range of strategies. S/he needs to detect their inabilities in written language. However, the selection of writing tasks is the most important point in terms of motivation in the process of writing instruction.

2.4.5. Selection of Writing Tasks

The most prominent pre-condition to create motivated students to write is accomplished by the selection of writing tasks appropriately. However, there are several points to be considered to achieve this. First of all, the tasks should be appropriate for the level of students. Thus, it is of great significance to choose meaningful, interesting and worthwhile writing tasks. Moreover, students should be provided with the opportunity to relate these writing tasks to both their real-life examples and prior knowledge. Another important point is guiding the students by giving instructions clearly. Finally, choosing capturing topics for writing tasks also has an effective role in terms of selecting appropriate tasks to prepare pre-conditions.

Supportive Writing Atmosphere: Selecting appropriate writing tasks are not enough to create efficient and motivated writers. Hence, apart from the selection of suitable tasks, supportive writing atmosphere also plays a crucial role as a pre-condition for effective motivation in writing. When the teacher supports the students and prepares a supportive environment for them, they are more likely to be enthusiastic about writing. Thus, supportive writing atmosphere is reasonably significant as a pre-condition for motivation.

Effective Strategy Use: It is vital for instructors to use a range of writing strategies. Hence, it is probable to widen the choices and provide different strategies for the students to use.

Setting Clear-Cut Goals: Writing tasks which have indefinite aims may influence motivation in the process of writing in a negative way. Students always need clearly stated goals and they want these goals to be set by the instructor most of the time. Therefore, it is crucial for the instructor to set clear-cut goals according to the needs and expectations of the students. This phase plays a remarkably prominent role in terms of setting pre-conditions for effective motivation in writing process.

Triggering Creativity and Critical Views: The instructor needs to know how to exploit imagination of the students in writing process. It is necessary to make students curious and thus trigger their creativity to evoke imaginative and critical views.

Supply of the Required Equipments: In the process of writing, it is of great significance to prepare the essential equipments for students. Technological devices or some other materials may be out of their reach.

It is ultimately essential to sustain the motivation of students. However, it mostly depends on the instructor to have positive attitudes to reinforce the attitudes of the students and enhance their motivation.

The 5E Model is believed to have a contributive role in terms of encouraging learning through motivating. As it is possible to make students encouraged, it may become easier to help them cope with challenges in writing. In order to help students improve their writing skill, it is prominent to engage them by exploiting the first stage of the 5E Model. The purpose of this stage is to peak the interest of students and get them involved in the writing process. Students may encounter and identify the writing task while they connect their past and present learning experiences. Thus, the more they get engaged in the writing process, the more chances they may have to produce a piece of writing in an engaging and encouraging atmosphere. The 5E Model can supply instructors with necessary techniques and tools to create this

enthusiastic learning environment. Motivation can be one of the key factors which help students write and produce something meaningful and it can be feasible to achieve this result by the application of the 5E Model in writing courses.

Langer (2000), Pajares (2000) and Perry (1998) pointed out that *"Research studies indicate that across a range of grades, teachers' practices can encourage or discourage students' self-regulated behaviors in writing tasks, including sustained effort and mastery orientation"* (p.16).

2.5. Relevant Research on the 5E Model

The 5E Model, since it was put forward by Rodger Bybee in 1997, has been the subject for many studies; it has widely been applied in science fields but this model has been applied scarcely in social fields. A lot of research has been devoted to the 5E Model in recent years.

Moseley and Reinke (2002) used activities based on the 5E Model in their lessons. In activities, students developed their own stickers and cartoons to alter the attitudes of people about environmental issues. In their study, Keser and Akdeniz (2002) stated that the 5E Model was one of the best known models among the ones that were recommended for the constructivist learning theory. In this study, a survey named CLESAF (Constructivist Learning Environment Survey According to the 5E Model) was developed towards defining and evaluating learning methods designed in accordance with the 5E Model. In his doctorate thesis study, Keser (2003) designed and applied a constructivist learning medium in accordance with the 5E Model about Electromagnetic Induction for high school second class considering the factors that affect traditional physics learning media. In the end, it was concluded that the constructivist learning design model developed by this study had a feasible structure to apply. In a study made by Boddy, Watson and Aubusson (2003); a unit study in

primary school third grade based on the 5E Model was found to be interesting and funny by students. It also developed student's high level thinking ability.

Carreno (2004), in his study, used activities depending on the 5E Model, he reported the benefits of learning with this model through observing student behaviors. Wilder and Shuttleworth (2004) designed a biology lesson content using the 5E Model. In the study, each step was studied carefully.

Çepni, Küçük and Bacanak (2004), in their study, aimed at determining the criteria for developing material based on constructivist learning approach and preparing a teacher's guide material based on this approach for the subjects of movement and force which were within the science lesson program of the seventh grade. Education strategies that were used in different steps of the 5E Model and principles of a model-based science lesson, and from the point of view that students' learning depended on previous experience, thinking ways that students from different education levels had about movement and force have been put forward based on the literature. From these results, it was emphasized that students were more active in learning media according to the 5E Model rather than teachers; that critical thinking, problem solving, discussing and group work methods and also the social communication that students established among their friends was important for active learning.

Newby (2004) made applications based on the 5E Model at the level of primary schools. In the study, it was reported that students' success increased when they felt more comfortable and experimental activities were integrated into lessons.

In the study of Evans (2004), from the point of the view that every student cannot be taken care of individually and that attention of each of them cannot be drawn, the issue of "Which attitude or event within the subject to be taught can draw

student's attention?" was handled. Answers for the questions of how to motivate students and how to arouse their curiosity were sought. Evans (2004), who prepared and applied a unit about gasses according to the 5E Model, determined that students actively participated in the lesson while the unit was treated, that they took responsibility and that they had fun.

Akdeniz and Keser (2004), considering the factors affecting traditional learning media, for the purpose of benefiting in performing the activities about high school physics subjects, made a study towards developing an Constructivist Learning Media Model according to the 5E Model.

In their study, Demircioğlu, Özmen and Demircioğlu (2004) examined the efficiency of applying the activities developed according to the 5E Model for the subject of "Factors that Affect the Balance of Solubility", which takes place in high school second grade chemistry program. At the end of the study, the experimental group in which activities according to the 5E Model were used was found to be more successful than the control group in which traditional approach was used.

Stamp and O'Brien (2005), in their study, collaborated with a school to make the 5E Model harmonious with formal curriculum and to improve teaching. During the treatment, information related to students' and graduated students' attitudes towards science education and education activities in class were observed.

Bybee (2006a), Bybee (2006b) and Ergin et al. (2008) claim that the 5E Model has been proven to motivate students in learning while helping students to develop higher level thinking skills in science. The model has also proven to contribute positively to students' academic achievement in science.

Balcı (2005), investigated 5E Model conceptual variation texts' and traditional teaching's effects on correcting eighth grade students' misconceptions about photosynthesis and respiration in plants, and the effects of teaching methods on students' attitudes toward science lesson. Results showed that experimental groups were more successful in understanding photosynthesis and respiration in plants than the control group. Education based on both 5E Model and conceptual variation texts proved to be efficient in eliminating the misconceptions that eighth grade students have in photosynthesis and respiration in plants.

Saka and Akdeniz (2006), in their study, within the scope of the Biology V (Genetics) lesson that takes part in science teaching's fourth year, developed computer-assisted education materials consisting of animations and simulations prepared on Flash about the subjects of chromosome-DNA-gene concepts, genetic crossing and cloning which teacher candidates have difficulty in understanding and by using these materials within the planned activities according to the 5E Model, determined their positive effects on learning.

Ceylan (2008) compares the effectiveness of the 5E Learning Cycle Model-based Instruction and traditionally designed chemistry instruction on tenth grade students' understanding of state of matter and solubility concepts and attitudes towards chemistry as a school subject; and students' perceived motivation and perceived use of learning strategies in his study. 119 tenth grade students from chemistry courses took part in the study. In the experimental group, students were taught with respect to the sequence of 5E Learning Cycle Model. In the control group, traditionally designed chemistry instruction was implemented through teacher explanations and use of textbook. State of Matter and Solubility Concepts Test, Attitude Scale toward Chemistry, and Motivated Strategies for Learning Questionnaire were administered to both groups as a pre-test and post-test to assess the students understanding of state of matter and solubility concepts, students' attitudes toward chemistry, students' perceived motivations and students perceived

use of learning strategies, respectively. Science Process Skills Test was given at the beginning of the study to determine students' science process skills. The results showed that instruction based on 5E Learning Cycle Model caused significantly better acquisition of the scientific conceptions related to state of matter and solubility concepts than traditionally designed chemistry instruction. In addition, instruction based on this model improved students' attitudes as a school subject, intrinsic goal orientation, extrinsic goal orientation, task value, elaboration strategy use and organization strategy use.

Ögeyik (2009), in her study "Using the 5E Model in History Education: A Sample Study for English Language Teaching Classes", proposes a sample study prepared according to the 5E Model. She implemented the model to teach History in her class and the results she had at the end of the study proved that the 5E Model brought success and motivated learners.

All in all, as it is clear the 5E Model has been mostly applied in the field of science. The thing which makes this study of thesis prominent is the fact that the 5E Model has been applied in a scarce field of social science: ELT. However, what makes the study unique is the fact that it has not widely been used as a model to teach writing in the process of teaching English.

CHAPTER 3

METHOD OF THE STUDY

3.1. Introduction

In this chapter, the conducted research is presented with the details of the research method, population and sampling, setting, data collection tools, data collection procedure and research procedure. It is aimed to constitute a sample of writing instruction through the 5E Model in foreign language teaching with the help of the present study. The aim of the study is to find out answers to the following research questions:

- Is the implementation of the 5E Model effective on promoting achievement in writing of the preparatory students of ELT and ETI Departments at Trakya University?
- Do the demographic features of the students; gender, age, years of writing in English, years of learning English, the school graduated, the frequency of creating a text in native language, the frequency of creating a text in English, the frequency of writing in lessons, contributions of writing, types of texts produced, reasons of writing in English, the level of proficiency in writing affect the achievement?
- Do the mentioned demographic features of the students affect motivation?
- How often do students use writing strategies in the process of writing?

- Does this model play a contributive role in increasing motivation in writing of the preparatory students of ELT and ETI Departments at Trakya University?

To conclude, it is aimed to see whether the application of writing instruction through the 5E Model can enhance writing skills of the students while it also motivates them to write effectively. Moreover, the frequency of students' using several writing strategies is determined while they are encouraged to write effectively by the implementation of the 5E Model.

3.2. Research Method

In this study, action research design with pre-test and post-test, which has a quasi-experimental research design was used. Quasi-experimental research design was preferred to answer the first research question: 'Is the implementation of the 5E Model effective on promoting achievement in writing of the preparatory students of ELT and ETI Departments at Trakya University?' The 5E Model was used as an intervention in writing. The difference between the means of the participants' pre-test and post-test results was computed. The correlation was computed to investigate the fifth research question: "Does this model play a contributive role in increasing motivation in writing of the preparatory students of ELT and ETI Departments at Trakya University?" to see whether there is a correlation between achievement of the students and their motivation in writing in accordance with the use of the 5E Model.

Quasi-experimental action research has been determined as research design since it is considered to have several benefits such as reflection on teaching and identification of strategies for improvement. It is thought to involve development and

implementation of an action, collection of data on the practice after changes have been made and development of conclusions about the results of this improvement.

This study aims to find out whether or not the 5E Model has a positive effect on improving students' writing skills in English as a foreign language through two-way variance analyses of the results of the pre-test and those of the post-test. The group was given the pre-test prior to the implementation of the writing tasks according to the 5E Model to see whether the 5E Model integrated writing design enables the students to promote their writing skills and motivate them to write more effectively.

In the selection of materials and activities for writing tasks, the linguistic level of students and their developmental stage characteristics were taken into consideration, and the courses were designed in accordance with their needs and interests by following each phase of the 5E Model accordingly.

3.3. Population and Sampling

The participants of this study were 70 B1 level students (in three classes- respectively 23, 23 and 24 students in each class) from a population of 200 students of ELT and ETI Departments attending at the School of Foreign Languages at Trakya University in 2010-2011 academic year. Both male and female students participated in the study. 52 female students and 18 male students attended the courses organized according to the 5E Model.

Random sampling method was used to choose the participants of the study. Three classes were randomly appointed as treatment group in the academic year of 2010-2011. The structures of the classes were not changed by the researcher. Their levels were determined by a standard proficiency test conducted at the very beginning of the fall term of 2010-2011 academic year by the School of Foreign Languages at Trakya University. Therefore, the grades of the participants were close to each other like their language proficiency levels. The participants took a pre-test before the treatment and a post-test afterwards. They also received a treatment of writing instructions by the application of the 5E Model.

3.4. Setting

The study was carried out at Trakya University, The School of Foreign Languages in Edirne, Turkey. The students who participated in the research came from two different departments having the same curriculum in preparatory class: the Department of ETI and the Department of ELT.

3.5. Data Collection Instruments

The current thesis study consists of two data collection instruments. The researcher collected essential data by both quantitative and qualitative ways.

3.5.1. Quantitative Data Collection Instruments

For the collection of quantitative data; a pre and post-test was conducted while a questionnaire, a motivation scale and a writing strategies questionnaire were also implemented.

3.5.1.1. Pre-Test and Post-Test

For data collection, pre-test and post-test was adopted by the researcher. The questions in the test were taken from a practice test of First Certificate Examination Practice Book by Nick Kenny and Lucrecia Lague-Mortimer. The test is considered to be valid and reliable as it is taken from a reliable source of practice tests. However, the test was also examined by professional teachers who have experience in writing and testing writing.

The writing test (**see Appendix 1**) was composed of two main parts. In the first part, the students were asked to accomplish a compulsory task using given information. They were asked to write a formal letter of 120-150 words to a language school about an advertisement. They were expected to use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. The focus was on content and organization of input information for a given target audience. In the second part of the test, the students were asked to choose one of the five tasks. For the first task of the second part, the students were asked to write an article to a magazine called "Leisure Time". The style of the task was formal. The second task wanted the students to write a formal review of a comedy show they have seen recently. The third task asked them to write an email to their friend about their summer job in an informal style. For the fourth task, the students were asked to write an essay in formal style to state their agreement or disagreement with reasons and examples from the book. The last task was to write an informal letter. They were asked to describe a character from the book that made an impression on them.

The results of the tests were scored via a checklist (**see Appendix 7**). The grades obtained from the pre-test and post-test were analyzed through t-Test to find out whether or not the 5E Model had a positive effect upon the improvement of

students' writing skills in English. Thus, test results were compared to see whether the implementation enhanced writing skills of the students in writing instruction.

3.5.1.2. The Questionnaire

The questionnaire (see **Appendix 2**), which was developed by the researcher, was administered to explore the demographic features of the students participated in the study. The students were asked to state their gender, age, years of writing in English, years of learning English, the school they graduated, the frequency of creating a text in their native language, the frequency of creating a text in English, the frequency of their writing in lessons, contributions of writing to their grammar and vocabulary knowledge, types of texts they produce, reasons of writing in English and their level of proficiency in writing. The responses to the questionnaire were significant in terms of comparing them with the achievement of the students from the post-test and the results of the motivation scale.

3.5.1.3. The Motivation Scale

In order to find out how motivated the students are in writing, a five-point Likert scale, (see **Appendix 3**) composed of 44 items, was developed by the researcher. This scale included items with choices of "Strongly disagree", "Disagree", "Undecided", "Agree" and "Strongly Agree".

In the beginning, the items in the scale were piloted on 280 freshmen and preparatory students (who did not participate in the application of the model during the study) of ELT and ETI Departments at Trakya University. While preparing the scale, the researcher used the theoretical information about motivation in Chapter 2.

The researcher tried to adapt this information into EFL writing. The items in the scale can be analyzed under four categories. In the first analysis, the reliability of the scale was figured out in SPSS (Statistical Packages for Social Science) and reliability coefficient was figured out as .838 ($\alpha = .838$) which is considered as a reliable score according to many studies. After the reliability and validity analysis of the scale, 20 items were deleted as they were found not to be reliable according to the results of statistics. When these items were deleted, the analysis of the reliability was figured out in SPSS and reliability coefficient was figured out as .751 ($\alpha = .751$) for 24 items of the scale. In the scales which were given to the students the statements were not clustered according to these categories. They were in jumbled order. Questions 2, 6,16,19,20 and 22 were reverse questions so they were rated accordingly. While evaluating the results of the questionnaire a holistic way of evaluation was adapted since all the questions were forming a whole to judge the students' attitudes towards motivation in writing.

3.5.1.4. Writing Strategies Questionnaire

A writing strategies questionnaire (see **Appendix 4**) was developed by the researcher to see how often students exploit strategies in the process of writing. The questionnaire, composed of 44 items with degrees of "Always", "Frequently", "Sometimes", "Rarely" and "Never". While preparing the questionnaire, the researcher used the theoretical information in Chapter 2. The items of the questionnaire were examined by experienced teachers and lecturers. Thus, some of the items were revised and stated in a different way. It is known that the knowledge of writing strategies may contribute to the students' planning how to write most of the time. Thus, the students who are taught effective writing strategies may be able to attribute their writing difficulties to the use of inappropriate strategy. The reason why the researcher wanted to detect whether the students used writing strategies was to find out if they had made use of writing strategies during the process of writing instruction through the 5E Model.

3.5.2. Qualitative Data Collection Instruments

Apart from quantitative data collection tools, the researcher used several qualitative data collection instruments, which are self reflection sheets, teacher journals and a checklist.

3.5.2.1. Self Reflection Sheet

The students were asked to fill in the weekly self-reflection sheets (**see Appendix 5**) developed by the researcher. The sheet included 5 items. The students were asked to reflect what they learned, the aspect of the task they liked most, and the contribution they made to their peers while they were also asked to reveal the thing they did not appreciate about that task.

3.5.2.2. Teacher Journals

The researcher wrote journals (**see Appendix 6**) for ten tasks she organized and helped the students accomplish these tasks during the process of writing instruction through the 5E Model. After each course, she reflected her opinions and observations in the journals she kept.

3.5.2.3. Checklist

Mason's Writing Assessment Checklist (**see Appendix 7**) compiled from Criteria Included on Discipline-Specific Rubrics developed between 2001-2007 was

used to assess and grade pre-tests and post-tests of the students. The same checklist was exploited in order to assess the writing sheets of the studied tasks. The checklist involves 6 dimensions and 29 items totally.

The dimensions include:

- audience/purpose/context,
- content,
- organization/structure,
- sources/evidence/documentation,
- mechanics/style (sentence level),
- other discipline - specific criteria.

The same checklist was also used by the students to assess the writing papers of their peers in some of the writing activities. It was exploited as a way to help the students approach the feedback.

3.6. Data Collection Procedure

Writing instruction treatment according to the 5E Model started on October 11, 2010 and ended on December 13, 2010. The treatment lasted for ten weeks. The treatment was applied according to the phases of the 5E Model and the framework introduced by Bybee (1997).

The implementation was included into the course "Use of English" to improve grammar and vocabulary knowledge of the students via writing in TL. The tasks were designed in accordance with the phases of the 5E Model: engage, explore, explain, elaborate and evaluate. The course was designed according to the course

book "Focus on Grammar: An Integrated Skills Approach". However, several materials such as worksheets, PowerPoint presentations, pictures, videos and photos were also exploited. The topics of the writing tasks were determined by the researcher taking the needs, interests and likes of the students into consideration. They were asked to reveal their feelings and thoughts about each task and reflect them on self reflection sheets. Thus, the preferences and opinions of the students in an interactive way were taken into account while designing the course.

Throughout the fall term of academic year 2010-2011, ten tasks were accomplished. In order to make the process of writing enjoyable, several techniques were used. The most commonly used technique was cooperation. The students were encouraged to form small groups and study collaboratively. Another technique was offering rewards. The students were offered rewards as extrinsic motivation. The integration of challenging activities was another technique. Such activities were included to help the students improve their writing accurately with a wide range of vocabulary. For the practice of the new grammar points and the new vocabulary learnt in the texts, the researcher provided the students with different types of exercises. The students were encouraged to use TL without having the fear of making mistakes. The most important technique exploited was that the texts used had contemporary topics to make the students eager to write about.

3.7. Research Procedure

This study was carried out ten weeks in the fall term of 2010-2011 Academic year and the course design below was implemented in an integrated way in the course of "Use of English". In this study, the syllabus design was mainly planned on the base of different writing types each entailing different writing strategies and they were conducted on 70 students in three classes.

Table 1 displays the research procedure applied in the treatment group.

Date	Subject
04.10.2010	Pre-test
11.10.2010	Paragraph Writing
15.10.2010	Paragraph Writing (agree or disagree)
18.10.2010	Descriptive Writing (Describing a place)
25.10.2010	Descriptive Writing (Describing a person)
01.11.2010	Narrative Writing
08.11.2010	Comparison and Contrast Essay
15.11.2010	Opinion Essay
29.11.2010	Writing a Story (Cartoon)
06.12.2010	Writing a Complaint Letter
13.12.2010	Writing a Cause and Effect Essay
20.12.2010	Post-test

Table 1: The Research Procedure of the Treatment Group

The Syllabus Design of the Treatment Group

The course syllabus design implemented throughout the research in the treatment group is displayed weekly in detail in Table 2 below.

Table 2: Writing Tasks of the Treatment Group

Writing Tasks and Dates	Objective	Process
<p>TASK 1</p> <p>Paragraph Writing</p> <p>11.10.2010</p>	<p>To teach how to write a paragraph including a topic sentence, supporting sentences and a concluding sentence.</p>	<p>The students were involved in a discussion on a topic that would take their attention. They were asked to tell whatever came to their mind about "English". The instructor led them to brainstorm and thus they could write many things related to the topic. After that, they read a paragraph: "ENGLISH". Then, they were asked to find the topic sentence of the paragraph. The instructor asked whether the writer supported what s/he stated. Thus, they also found supporting sentences in the paragraph. Later, the students were asked if the paragraph had a conclusion. Hence, they found the concluding sentence as well and examined the whole structure of the paragraph. Therefore, they studied transition signals. They went on to study how to write a paragraph by applying these in their own paragraphs. However, first of all they needed to choose one of the brainstormed topics on the board. After they had chosen, they started writing a paragraph. The instructor collected the writings of the students to provide them with positive feedback to encourage them to write more. Since it was their first experience, this positive reinforcement played a crucial role in terms of motivating them.</p>
<p>TASK 2</p> <p>Paragraph Writing (agree or disagree)</p> <p>15.10.2010</p>	<p>To teach how to write a paragraph stating whether they agree or disagree on a view.</p>	<p>The students were asked to read a text about the travels of a man: "THIS MAN HAS BEEN NEARLY EVERYWHERE". Firstly, the students were asked to discuss the quotation: "I do not believe there are evil empires and evil people. Yes, there are some bad leaders in the world, but seeing people as individuals has taught me that they are all basically alike. You can</p>

		<p>be in some terrible place and someone will extend hospitality to you." by Clouse with their peers. After this peer discussion, they were asked to reveal their own ideas on that statement. They were expected to state whether they agreed or disagreed with the statement. They wrote a paragraph, in which they expressed their agreement/disagreement. Then, the teacher collected their paragraphs to read and state her ideas on the task. Successively, the students were expected to rewrite their paragraphs by using the feedback provided by their instructor.</p>
<p>TASK 3 Descriptive Writing (Describing a place) 18.10.2010</p>	<p>To teach how to write a descriptive writing (how to describe a place) and present it.</p>	<p>The students were asked to read a text about bargaining: "IT'S A BARGAIN!" by Tammy Samuelson. Then, they were asked several questions about travelling and shopping or bargaining while travelling. After some comprehension questions, their dream vacation was asked. Then, the instructor assigned the students to search a place that they wanted to see a lot. The students were asked to form groups for this assignment. When they brought what they researched, the instructor provided them with an example descriptive essay: "LONDON". They studied parts of the essay and discussed how to write an interesting introduction and they were taught some writing strategies so as to help them. After studying introduction, they kept examining the essay and discussed how to write the body to improve and support statements. After that, the instructor asked them to discuss how the essay was concluded. Therefore, the students were taught further different ways of writing a conclusion to help them in the process of writing their own descriptive essay. In the end, they were asked to describe the place they chose in groups. Meanwhile if they had difficulty in writing, the instructor provided them with several motivational strategies and writing tips to encourage them. After</p>

		<p>they had finished writing, they handed in their essays. For the next course, they were asked to prepare their power point presentations to introduce their dream vacations to their friends. However, they were asked not to tell the name of the city/country they described to their classmates because after the presentation, their classmates were expected to guess and find out which city/country was described. Although they got quite excited in the beginning, they started to get involved in the task more enthusiastically. The teacher delivered the students their descriptive writings with essential feedback and presentations started. Then, after enjoyable sessions of educative presentations, the students were asked to bring rewritten forms of the essays by using the feedback provided.</p>
<p>TASK 4 Descriptive Writing (Describing a person) 25.10.2010</p>	<p>To teach how to write a descriptive writing (how to describe a person).</p>	<p>The instructor asked the students whether they knew anything about birth-order theory. After some discussion, the students were asked to read a text “DOES IT MATTER WHEN YOU WERE BORN?” and discussed whether birth-order theory affected characters of people in detail. They were involved in a hot debate. Some of them agreed while some strongly disagreed and both sides shared their views. In the end, they decided that birth-order theory had an impact on the character of a person. After that, they were asked some questions related with the text to check how they described themselves. When they needed more support and details, another reading text was appointed to be read. The students started reading the text “WHAT TYPE ARE YOU?” the instructor asked some comprehension questions when they have finished reading. Then, in accordance with the text, they were asked to describe themselves again. As they had studied new vocabulary and learnt several adjectives of personality, it became a bit easier to describe. However, they were asking for clues since</p>

		<p>they could not find the right words to describe themselves. At that moment, they were asked to talk to their peers and say their characteristic features to each other. This helped them in terms of clearing their minds to choose appropriate vocabulary. When pair work has ended, it was time to start writing. Then, the instructor asked them what to write in each paragraph. When they could not find out she provided them with some explanation. After that, the students started to describe themselves. This was an interesting experience for them because they had never had the chance of describing themselves before. When they finished writing, the instructor collected their sheets to provide them with feedback. In the following course, they received their products. They were happy because they discovered their own characters instead of describing the same person for the fifth or sixth times. This activity was meaningful for them since the instructor also described them with only one adjective. For example: Musical Kadir, Patient Gülsüm. They enjoyed it and even used these names. In the end, they liked the task a lot and used the nick names provided by the instructor.</p>
<p>TASK 5 Narrative Writing 01.11.2010</p>	<p>To teach how to write a narrative end to a short story.</p>	<p>The instructor brought a photo into the classroom in order to catch the attention of the students. Then, they were involved in a photo discussion guessing the short story they were going to read. After this small activity, the students were asked to read the short story "The Lady Or The Tiger?" by Frank Stockton. It caught their attention since it was the first time they were studying a short story. The figurative language and different words used in the text fascinated the students. However, there was a slight problem. The story did not have an end. Then, the students started asking the end of the story curiously. Nevertheless, they were bewildered when they learnt that they were going to</p>

		<p>write the end in a narrative voice. First, the instructor asked them what might have happened. They told their views excitedly. After that, they started writing such an end to the story that it would be easy to create a scene in mind just as it was in the story. After talking about some details of narrative writing, the students started writing what happened and used their imagination to create an end to the short story. After they had finished, the instructor asked them to read their texts and correct grammar, spelling and also punctuation mistakes. After this short proof-reading and editing, it was possible for them to create an end to the story free of mistakes. However, the instructor collected their sheets to read these interesting narrative writings and provide them with further positive feedback. She also created a small game of this task and commented on their personalities in accordance with the end they chose for the young boy and the lady in the story. Then, they rewrote their stories by using the feedback properly.</p>
<p>TASK 6 Comparison and Contrast Essay 08.11.2010</p>	<p>To teach how to write a comparison and contrast essay and provide feedback by using a checklist.</p>	<p>The students are asked a question about marriages. They are asked to reveal their ideas on arranged marriages. After they stated their views, the instructor asked them to read the text "A MARRIGE MADE ON THE INTERNET?" The students expected that they were going to read about a traditional arranged marriage. However, it was different since it was about marriages arranged on the internet. Then, the instructor asked several comprehension questions and the students were involved in a discussion whether they preferred an arranged marriage or a love marriage afterwards. This made them find some examples from their relatives or friends. Also they talked about TV programs for marriage. It was observed that they liked the topic and kept discussing for a while. After that, the instructor wrote these two types of marriages on</p>

		<p>the board and asked them to compare and contrast them. They listed some differences and similarities together. After that, they were asked how they would organize these ideas in an essay. The instructor asked them to examine a sample comparison and contrast essay after they studied together parts of the essay and how to organize their essays. Then, they started writing by an outline. They formed an outline to shape the details they were going to use in their essay. Then, by using the differences and similarities they chose from the list on the board and inserted into their outlines, the students started writing their essays. When they have finished writing, they asked them to give their essays to their peers. Thus, peer feedback was provided for each student by the use of a checklist (see Appendix 8). After that session, the instructor collected their papers to check their essays and give them more support. Then, they were asked to rewrite their essays in the next course by using the feedback provided by their peers.</p>
<p>TASK 7 Opinion Essay 15.11.2010</p>	<p>To teach how to write an opinion essay.</p>	<p>The students were asked several questions about the current news on the role of facebook and other means of communication on the internet. After a small discussion which evoked their curiosity on the topic, they were asked to read the text, "WHAT IS TECHNOLOGY DOING TO US?" After some comprehension questions, the students were asked whether there should be restrictions on the use of technological devices and then they narrowed it down onto social networks. By providing some current examples from Turkey, the instructor asked the students to discuss it with their peers. Then, each pair revealed their views and tried to support their opinion. At this point, they watched a video about the unknown sides of "FACEBOOK". However, the instructor</p>

		<p>wanted them to either support or oppose the idea of restrictions on social networks. Then, they studied a sample opinion essay "NO CELL PHONE RESTRICTIONS!" This provided them with the knowledge of the form used to write an opinion essay and how to support an opinion. After that, the students were asked to exploit free-writing and write whatever came to their minds to support their opinion. This helped them focus on their writing and thus, they were able to write their essays by eliciting ideas from their free-writings. After they finished writing, they were asked to read their essays and find any mistakes of grammar, punctuation or spelling. They were also asked to check the organization of the essay. Then, they were given a checklist (see Appendix 7) to score their essays. Hence, in the post-writing stage, self-assessment was used. The students gave marks for their own works, which made them feel highly motivated. These grades were used as performance marks later. It was an efficient way to help them feel confident and motivated, which provoked their engagement in writing.</p>
<p>TASK 8 Writing a Story (Cartoon) 29.11.2010</p>	<p>To teach how to write a story for a cartoon.</p>	<p>The students were given a worksheet to study 10 noun phrases. They did not know the meanings of the phrases beforehand. Thus, when they received the sheet, they were beastly curious to be able to learn the meanings of the phrases. Then, they studied these noun phrases and the instructor asked them to find out what these phrases meant. Then, the instructor asked them if they had ever had an unlucky experience. She shared her latest experience with the students to help them talk about their own experiences. They started talking about their unlucky experiences in an enjoyable learning atmosphere. Then, the instructor wondered whether the students were good at drawing cartoons. Then, she asked them to form groups of three or four</p>

		<p>and if they could start drawing cartoons. They started drawing and creating contexts by using the noun phrases they learnt. The instructor offered a reward to the students for this task. The students were given an assessment sheet to score each cartoon. The group, which received the highest score, was given a cake as a reward. This reward helped them be greatly motivated. Since the students were rewarded as a motivating factor, they enjoyed this task a lot. Also their works, which were hang onto the walls were appreciated and liked by other instructors and students.</p>
<p>TASK 9 Writing a Complaint Letter 06.12.2010</p>	<p>To teach how to write a letter of complaint.</p>	<p>The students were involved in a discussion by the teacher with a question about alternative healing. They expressed what they thought about alternative healing. Moreover, they provided some examples from their own experiences. After a while, they were engaged to read an article, "DYING FOR THEIR BELIEFS: CHRISTIAN SCIENTIST PARENTS ON TRIAL IN GIRL'S DEATH" by Jeffry Good (St. Petesburg Times). Then, they studied comprehension questions and true or false statements. They also worked on the quotations in the article and discussed them. The students had studied types of letter before. Thus, they studied how to write a letter of complaint shortly. After that, the instructor wanted the students to write a letter to Florida State Court to make the ramification of the trial to be changed. Thus, the students wrote their letters to an audience so as to make the task more meaningful. They started to write their letters of complaint in pairs. They were asked to use a quotation from the article to support what they stated in the letter. As they were writing, the instructor asked the students the use of formal language. After they had written their letters, the instructor wanted them to check whether they had any mistakes of grammar, spelling or punctuation. Then, they handed in their</p>

		letters and received feedback from the instructor. The students were asked to write their letters again by using the provided feedback.
<p>TASK 10</p> <p>Writing a Cause and Effect Essay</p> <p>13.12.2010</p>	<p>To teach how to write a cause and effect essay.</p>	<p>The instructor started the lesson by a short video about air pollution in China. The students watched the video and studied related activities. The students were asked to discuss the causes and effects of pollution. After a small discussion the students were involved in a pre- writing activity, listing. The students produced as much ideas as they could to form a list individually. They also had the chance to subcategorize their ideas in the list. After that, they were asked to read two types of organizations: block pattern and chain pattern. Then, the instructor asked them to choose one of two patterns and outline their essays. Thus, the students used the ideas they produced to form and outline and started writing their essays. After they studied a sample cause and effect essay on women's liberation, they wrote a cause and effect essay on air pollution individually. They were asked to re-organize their essays so carefully that they wrote an introduction, a well- developed body and a conclusion in accordance with one of the patterns. Then, the instructor collected their essays and stated any good and bad sides of their essays. Then, the students rewrote to hand in them to the instructor.</p>

The test tasks used in the pre-and post- tests are directly similar to tasks used in the treatment group. The topics of the texts are appropriate to students' age and culture, and they are aimed to be focused on students' interests.

3.8. Data Analysis

The data collected from the study were statistically analyzed by a professional statistics expert using SPSS 14.0. In measuring the quantitative data collected after the study, means and standard deviations of the pre- and post-treatment written tests were compared using a t-Test.

The participants were given a pre-test before the treatment. They were given the same test as a post-test just after a ten-week the 5E Model based writing instruction. The mean scores of the pre-test and the post-test were analyzed through t-Test to see whether or not there was a significant improvement and thus to understand whether or not the 5E Model-based Writing Instruction had a positive effect upon improving students' writing skills in English as a foreign language. The *f values* were analyzed at 0, 05 sig. level (p). Moreover, the frequency analysis of writing strategies questionnaire was conducted to see how often students used writing strategies.

3.8.1. Factor Analysis

Firstly, Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were conducted in order to see the appropriateness of the data for factor analysis. KMO is applied to test whether data is appropriate for the factor analysis in terms of measure of sampling adequacy. The KMO value of the scale was found 0.59 in the research. This result indicated that the appropriateness of the data obtained from the scale was at "acceptable" level in terms of sampling adequacy for the factor analysis. Bartlett's test of sphericity was conducted to see whether the data had a multivariate normal distribution. At the end of Bartlett's test of sphericity, chi-square test statistics was found significant which proved that the data had a multivariate normal distribution ($\chi^2=507.127, p<0.01$). According to the results obtained by KMO and Bartlett's test of sphericity, the data set of the research is suitable for exploratory factor analysis.

Findings of Exploratory Factor Analysis of the Motivation Scale

The factor structure and factor loading values of items rotated by Varimax rotation method of exploratory factor analysis of the motivation scale are displayed in the Table 3.

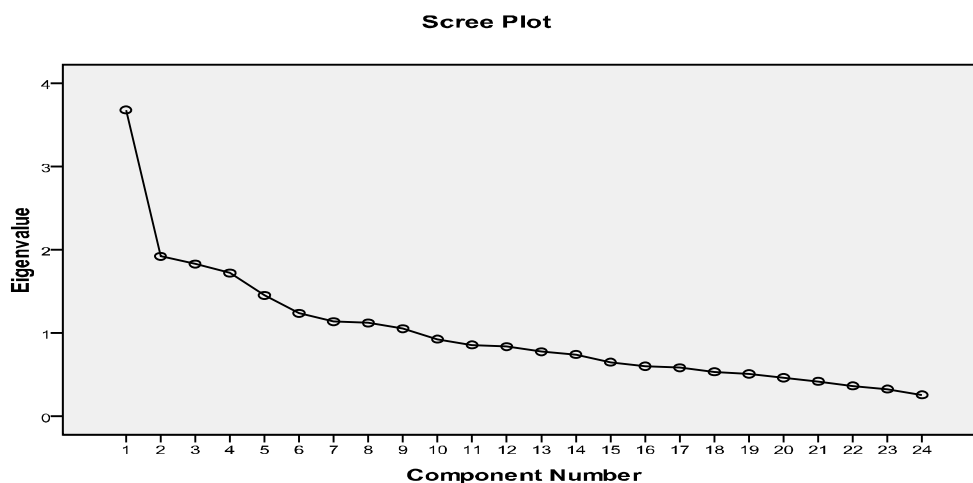
Table 3: Exploratory Factor Analysis of Rotation Factor Loading Values of the Motivation Scale

Items	Factor 1	Factor 2	Factor 3	Factor 4	Common Effect
5) Higher scores play a significant role in increasing my willingness to write.	,668				,459
32) If I am left free to generate ideas, I am eager to explore stages of writing on my own.	,577				,429
35) Positive reinforcement provokes my voluntary participation in writing activities.	,558				,450
28) If I share my writings with other students, I am more enthusiastic.	,555				,602
31) Disruptive discussion environment makes me feel discouraged.	,534				,347
3) I am not willing to complete the writing tasks on time.	,529				,333
39) I drive myself to hand in my writing tasks on time.	,508				,359
4) I try to put a lot of effort into creating pieces of writing.	,505				,326
29) Writing provides me with a feeling of personal development and satisfaction.	,488				,290

14) Learning to write is more satisfactory if I am allowed to explore key concepts.	,592	,385
24) Self evaluation helps me assess myself effectively.	,585	,364
36) Collaboration does not encourage me to write.	,571	,331
37) Challenging organizations in writing discourage me.	,524	,388
12) If I am not encouraged to take risks in the process of writing, I am discouraged to write.	,482	,246
13) Interactive and collaborative writing tasks help me get rid of my anxiety of writing.	,397	,207
42) I feel enthusiastic to write if the teacher creates an enjoyable atmosphere.	,721	,589
41) Enjoyable writing activities do not evoke my curiosity.	,608	,551
43) I am satisfied with studying various types of texts in writing.	,584	,369
2) If the topics are related with my interests, I am eager to write.	,511	,394
11) When I am appreciated even I make a little progress in writing, I feel inspired.	,672	,523
27) I feel inspired in writing when I arrange my ideas clearly.	,571	,387
8) Encouraging collaboration is of no importance in terms of motivation.	,497	,248
9) If I discover learning to shape a text on my own, I feel more enthusiastic about writing.	,493	,252
7) Peer-correction increases my concentration on the task.	,489	,319
Variance Explained (Total=% 38.106)		

The motivation scale which initially comprised 44 items was piloted on 280 freshmen and preparatory students (who did not participate in the application of the 5E Model during the study) of ELT and ETI Departments at Trakya University. As a result of the pilot implementation, 20 items were omitted from the scale as they had low factor loading values and they had high loadings in more than one factor. At the end of the analysis, the amount of total variance explained of the scale whose items were grouped in four factors was % 38.106. The rotated factor loading values of item 9 in the scale which is placed in the first factor change between 0.488 and 0.555 and the eigen value of the factor is 3,675 and its variance explained on its own is % 15,314. The rotated factor loading values of the sixth item which is placed in the second factor change between 0.397 and 0.592 and the eigen value of the factor is 1.922 and its variance explained on its own is % 8.008. The rotated factor loading values of the fourth item which is placed in the third factor change between 0.511 and 0.721 and the eigen value of the factor is 1.828 and its variance explained on its own is % 7.617. The rotated factor loading values of the fifth item which is placed in the fourth factor change between 0.489 and 0.672. The eigen value of this factor is 1.720 and its variance explained on its own is % 7.167.

Figure 2: Findings of Eigen Value Plot Exploratory Factor Analysis of the Motivation Scale



When Figure 2 is examined, it is possible to see that there is a different decrease in the graphic after the fourth component. In accordance with this eigen value graphic, the factor number of the scale is four. This displays that the scale is composed of four parts in terms of content (see **Table 4**).

Table 4: Motivation Scale Factor Structures and Total Reliability Coefficient

Motivation Scale	Cronbach-Alpha Internal Consistency Coefficient
1. Factor	$\alpha=.543$
2. Factor	$\alpha=.536$
3. Factor	$\alpha=.456$
4. Factor	$\alpha=.475$
Total Scale	$\alpha=.751$

In Table 4, it is clearly seen that the motivation scale has internal consistency when it is divided into four components. The Cronbach-Alpha internal consistency coefficients for each factor are displayed in Table 4.

It is also possible to mention about two divisions in terms of positive and negative statements of the motivation scale. Positive statements are displayed in Figure 3.

Figure 3: Positive Statements of the Motivation Scale

	<u>Positive Statements</u>
5)	Higher scores play a significant role in increasing my willingness to write.
32)	If I am left free to generate ideas, I am eager to explore stages of writing on my own.
35)	Positive reinforcement provokes my voluntary participation in writing activities.
28)	If I share my writings with other students, I am more enthusiastic.
39)	I drive myself to hand in my writing tasks on time.
4)	I try to put a lot of effort into creating pieces of writing.
29)	Writing provides me with a feeling of personal development and satisfaction.
14)	Learning to write is more satisfactory if I am allowed to explore key concepts.
24)	Self evaluation helps me assess myself effectively.
13)	Interactive and collaborative writing tasks help me get rid of my anxiety of writing.
42)	I feel enthusiastic to write if the teacher creates an enjoyable atmosphere.
43)	I am satisfied with studying various types of texts in writing.
2)	If the topics are related with my interests, I am eager to write.
11)	When I am appreciated even I make a little progress in writing, I feel inspired.
27)	I feel inspired in writing when I arrange my ideas clearly.
9)	If I discover learning to shape a text on my own, I feel more enthusiastic about writing.
7)	Peer-correction increases my concentration on the task.

Besides these positive statements, there are also negative statements in the scale to see whether the participants marked each item carefully. The negative statements of the motivation scale are displayed in Figure 4.

Figure 4: Negative Statements of the Motivation Scale

	<u>Negative Statements</u>
3)	I am not willing to complete the writing tasks on time.
8)	Encouraging collaboration is of no importance in terms of motivation.
12)	If I am not encouraged to take risks in the process of writing, I am discouraged to write.
31)	Disruptive discussion environment makes me feel discouraged.
36)	Collaboration does not encourage me to write.
37)	Challenging organizations in writing discourage me.
41)	Enjoyable writing activities do not evoke my curiosity.

The scale included nine items that emphasized external factors which affected motivation in writing. These factors formed a crucial component of the motivation scale. This is displayed in Figure 5.

Figure 5: External Factors Affecting Motivation in Writing

	<u>External Factors Affecting Motivation in Writing</u>
5)	Higher scores play a significant role in increasing my willingness to write.
28)	If I share my writings with other students, I am more enthusiastic.
31)	Disruptive discussion environment makes me feel discouraged.
14)	Learning to write is more satisfactory if I am allowed to explore key concepts.
36)	Collaboration does not encourage me to write.
12)	If I am not encouraged to take risks in the process of writing, I am discouraged to write.
43)	I am satisfied with studying various types of texts in writing.
9)	If I discover learning to shape a text on my own, I feel more enthusiastic about writing.
7)	Peer-correction increases my concentration on the task.

The items "Peer-correction increases my concentration on the task.", "Interactive and collaborative writing tasks help me get rid of my anxiety of writing." and "If I share my writings with other students, I am more enthusiastic." were stated as these items emphasized the importance of collaboration. Throughout the implementation, students were asked to work collaboratively. Thus, it was significant whether collaboration affected their motivation in writing.

Figure 6: The Views of the Students on Writing Skill

<u>The Views of the Students on Writing Skill</u>	
35)	Positive reinforcement provokes my voluntary participation in writing activities.
39)	I drive myself to hand in my writing tasks on time.
4)	I try to put a lot of effort into creating pieces of writing.
24)	Self evaluation helps me assess myself effectively.
37)	Challenging organizations in writing discourage me.
13)	Interactive and collaborative writing tasks help me get rid of my anxiety of writing.
41)	Enjoyable writing activities do not evoke my curiosity.
27)	I feel inspired in writing when I arrange my ideas clearly.

Figure 6 displays the items of the motivation scale consisting of students views on prominent factors affecting their motivation. These items were included in the scale to make it possible to see whether students' views in writing such as driving themselves to hand in their tasks on time, putting a lot of effort into creating pieces of writing or self evaluation helps them assess themselves effectively had an impact on their motivation in writing. Hence, these items were included in the scale to detect factors affecting motivation of the students.

3.8.2. Findings

The findings obtained by the implementation of the analyses are revealed in an answer for each research question.

3.8.2.1. Findings of the First Question

To seek an answer for the first question of the study "Is the implementation of the 5E Model effective on promoting achievement in writing of the preparatory students of ELT and ETI Departments at Trakya University?", the results of the pre-test and post-test were compared.

Table 5: t-Test Results of the Mean of the Grades from Pre-Test and Post-Test

	N	Mean	S	Sd	t	p
Pre-Test	70	36,914	10,203	69	31,411	0,000
Post-Test	70	79,086	8,699			

In order to compare the results of pre-test and post-test and see whether there is meaningful significance, t-Test was conducted for dependent groups. According to the results of the analysis, the mean of the grades in post-test ($\bar{x} = 79.08$) was higher ($t = (69) = 31.41$, $p < .05$) than pre-tests ($\bar{x} = 36.91$) (Table 6). There is meaningful significance according to the results of pre-test and post-test in terms of the achievement of the students in writing.

3.8.2.2. Findings of the Second Question

The second research question of the study was determined as "Do the demographic features of the students affect achievement?" These demographic features were subcategorized as gender, age, years of writing in English, years of learning English, the school graduated, the frequency of creating a text in native

language, the frequency of creating a text in English, the frequency of writing in lessons, contributions of writing, types of texts produced, reasons of writing in English, the level of proficiency in writing.

a) The first sub-question of the second research question was determined as "Do the demographic features of the students affect achievement in terms of gender?" In order to answer this question, the results of the post-test and students' gender were compared to see whether gender was effective on achievement in writing.

Table 6: t-Test Results of Students' Mean Grades in Post-Test in terms of Gender

Gender	N	Mean	S	sd	t	p
Female	52	77,846	8,908	68	2,074	,042
Male	18	82,667	7,129			

The mean of students' post-test grades show a difference in accordance with the mean grades of students' pos-test [$t_{(68)}=2,074$, $p<.05$]. According to this result, gender has significant effect on post-test grades of the students. Male students have been far more successful (Mean=82,667) than female students (Mean=77,846).

b) The second sub-question of the second research question was "Do the demographic features of the students affect achievement in terms of age?" In order to answer this question, the results of the post-test and students' age were compared to see whether age was effective on achievement in writing.

Table 7: ANOVA Results of Students' Mean Grades in Post-Test in terms of Age

Source of Variance	Sum of Square	sd	Mean Square	F	p
Between-groups	625,234	4	156,308	2,211	,077
Within-groups	4596,252	65	70,712		
Total	5221,486	69			

When Table 7 is examined, it is obvious that there is no significant difference in post-test grades of the students in terms of age ($F_{(4-65)} = 2,211$). Since the ages of the students differ from 18 to 22, it does not affect their achievement and make difference.

c) The third sub-question of the second research question was "Do the demographic features of the students affect achievement in terms of years of writing experience in English?" In order to answer this question, the results of the post-test and students' years of writing in English were compared to see whether the latter had impact on achievement in writing.

Table 8: ANOVA Results of Students' Mean Grades in Post-Test in terms of Years of Writing in English

Source of Variance	Sum of Square	sd	Mean Square	F	p
Between-groups	228,380	2	114,190	1,532	,224
Within-groups	4993,106	67	74,524		
Total	5221,486	69			

When Table 8 is examined, it is obvious that there is no significant difference in post-test grades of the students in terms of years of writing experience in English ($F_{(2-67)} = 0.224$). Since the years of writing experience in English differ from 1 to 15 years, it was expected to affect their achievement and make a difference. However, most of the students stated that they experienced writing in English between 6 to 10 years; no significant difference was found out.

d) The fourth sub-question of the second research question was "Do the demographic features of the students affect achievement in terms of years of learning English?" In order to answer this question, the results of the post-test and students' years of learning English were compared.

Table 9: t-Test Results of Students' Mean Grades in Post-Test in terms of Years of Learning English

Years	N	Mean	S	sd	t	p
6-10	52	77,6731	8,99394	68	2,387	,020
11-15	18	83,1667	6,38242			

The mean of students' post-test grades has significant difference in terms of years of learning English [$t_{(68)}=2,387$, $p<.05$]. According to this result, the length of years spent to learn English has significant effect on post-test grades of the students.

e) "The fifth sub-question of the second research question was "Do the demographic features of the students affect achievement in terms of the school they graduated?" In order to answer this question, the results of the post-test and schools students' graduated were compared.

Table 10: ANOVA Results of Students' Mean Grades in Post-Test in terms of the Schools Graduated

Source of Variance	Sum of Square	sd	Mean Square	F	p
Between-groups	505,580	4	126,395	1,742	,151
Within-groups	4715,905	65	72,552		
Total	5221,486	69			

When Table 10 is examined, it is obvious that no significant difference was found out in post-test grades of the students graduated from a State High School and Anatolian High School ($F_{(4,65)} = 1.742$).

f) An answer was sought to the sixth sub-question of the second research question "Do the demographic features of the students affect achievement in terms of the frequency of creating a text in their native language?" through the results of the post-test and the frequency of students' creating a text in their native language.

Table 11: ANOVA Results of Students' Mean Grades in Post-Test in terms of the Frequency of Creating a Text in Native Language

Source of Variance	Sum of Square	Sd	Mean Square	F	p	Significant Difference
Between-groups	475,481	2	237,740	3,356	,041	Never-Sometimes
Within-groups	4746,005	67	70,836			
Total	5221,486	69				

When Table 11 is examined, it is clear that there is significant difference in post-test grades of the students in terms of the frequency of creating a text in their native language ($F_{(2-67)} = 3.356$). According to this result, this significant difference has an important role in terms of scale points. After this analysis, post hoc test was applied to determine the frequencies of writing in native language from the scale points. According to Tukey test results of post hoc test, the difference was detected in the responses of students who said "never" and "sometimes". The mean grade of the students who said "never" was ($\bar{X} = 84,000$) while the mean grade of the students who said "sometimes" was ($\bar{X} = 77,214$). Thus, the students who stated never had higher grades, which made the difference.

g) In order to answer the seventh sub-question of the second research question "Do the demographic features of the students affect achievement in terms of the frequency of creating a text in English?", the results of the post-test and the frequency of students' creating a text in English were compared to see whether this frequency had impact on achievement in writing.

Table 12: ANOVA Results of Students' Mean Grades in Post-Test in terms of the Frequency of Creating a Text in English

Source of Variance	Sum of Squares	sd	Mean Square	F	P
Between-groups	73,240	2	36,620	,477	,623
Within-groups	5148,245	67	76,839		
Total	5221,486	69			

When Table 12 is examined, it is obvious that there is no significant difference in post-test grades of the students in terms of the frequency of creating a text in English ($F_{(2-67)} = 0.477$).

h) The eighth sub-question of the second research question was "Do the demographic features of the students affect achievement in terms of the frequency of their writing in lessons?" In order to answer this question, the results of the post-test and the frequency of students' creating a text in their native language were compared to see whether this frequency had impact on achievement in writing.

Table 13: ANOVA Results of Students' Mean Grades in Post-Test in terms of the Frequency of Writing in Lessons

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	41,937	2	20,968	,271	,763
Within-groups	5179,549	67	77,307		
Total	5221,486	69			

As displayed in Table 13, no significant difference was found out in post-test grades of the students in terms of the frequency of writing in lessons ($F_{(2-67)} = 0.271$).

i) Answer for the ninth sub-question of the second research question "Do the demographic features of the students affect achievement in terms of contributions of writing to grammar and vocabulary knowledge?" was sought through the results of the post-test and the contributions of writing to grammar and vocabulary knowledge were compared.

Table 14: ANOVA Results of Students' Mean Grades in Post-Test in terms of Contributions of Writing to Grammar and Vocabulary Knowledge

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	46,990	2	23,495	,304	,739
Within-groups	5174,496	67	77,231		
Total	5221,486	69			

When Table 14 is examined, it is obvious that there is no significant difference in post-test grades of the students in terms of contributions of writing to grammar and vocabulary knowledge ($F_{(2-67)} = 0.307$).

j) The tenth sub-question of the second research question was determined as "Do the demographic features of the students affect achievement in terms of types of texts produced?" In order to answer this question, the results of the post-test and types of texts produced were compared.

Table 15: ANOVA Results of Students' Mean Grades in Post-Test in terms of Types of Texts

Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Between-groups	1861,235	7	265,891	4,906	,000	Journal-letter, journal-essay, e-mail-letter, e-mail-story, e-mail-essay
Within-groups	3360,250	62	54,198			
Total	5221,486	69				

When Table 15 is examined, it is seen that there is significant difference between the results of the post-test and types of texts produced ($F_{(7-62)}=4.906$). According to this result, the students' writing different text types is important for the grades of post-test. Tukey test of post hoc test was conducted to detect for which type the difference existed. According to the results of post hoc Tukey test, significant difference was found between journal and letter and essay; e-mail and letter; story and essay. The mean of journal is ($\bar{X}=84,714$) and the mean of e-mail is ($\bar{X}=83,272$), the mean of letter is ($\bar{X}=73,692$), the mean of essay is ($\bar{X}=68,000$) and the mean of story is ($\bar{X}=74,111$). In this case, journal and e-mail have the highest mean scores.

k) The eleventh sub-question of the second research question was determined as "Do the demographic features of the students affect achievement in terms of reasons of writing in English?" In order to answer this question, the results of the post-test and reasons of writing which are "I like English", "I express myself better in English.", "I find writing in English contributive." "I feel myself proficient." or "It is obligatory." were compared.

Table 16: ANOVA Results of Students' Mean Grades in Post-Test in terms of Reasons of Writing

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	667,670	5	133,534	1,877	,111
Within-groups	4553,815	64	71,153		
Total	5221,486	69			

When Table 16 is examined, it is seen that there is no significant difference between the results of the post-test and reasons of writing ($F_{(5-64)}=1.877$).

Đ) The last sub-question of the second research question was determined as "Do the demographic features of the students affect achievement in terms of the level of proficiency in writing?" In order to answer this question, the results of the post-test and students' proficiency of writing, whether they were good writers or bad writers, were compared.

Table 17: ANOVA Results of Students' Mean Grades in Post-Test in terms of Proficiency in Writing

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	196,069	3	65,356	,858	,467
Within-groups	5025,417	66	76,143		
Total	5221,486	69			

When Table 17 is examined, it is obvious that there is no significant difference between the results of the post-test and students' proficiency of writing ($F_{(3-66)} = 0.858$).

3.8.2.3. Findings of the Third Question

The third research question of the study was determined as "Do the demographic features of the students affect motivation?" These demographic features were subcategorized as gender, age, years of writing in English, years of learning English, the school graduated, the frequency of creating a text in native language, the frequency of creating a text in English, the frequency of writing in lessons, contributions of writing, types of texts produced, reasons of writing in English, the level of proficiency in writing.

a. The first sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of gender?" In order to answer this question, the mean score of the attitude scale of motivation and students' gender were compared to see whether gender was effective on motivation in writing.

Table 18: t-Test Results of Students' Mean Score of the Attitude Scale in terms of Gender

Gender	N	Mean	S	sd	t	p
Female	52	98,654	6,948	68	,295	,769
Male	18	98,111	5,038			

When Table 18 is examined, it is obvious that there is no significant difference in mean score the students received from the attitude scale and in terms of gender [$t_{(68)}=0,295$, $p>.05$].

b. The second sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of age?" In order to answer this question, the mean score of the attitude scale of motivation and students' ages were compared to see whether age was effective on motivation in writing.

Table 19: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of Age

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-Groups	343,701	4	85,925	2,037	,099
Within-Groups	2741,785	65	42,181		
Total	3085,486	69			

When Table 19 is examined, it is possible to see that there is no significant difference in the mean score students received from the attitude scale and in terms of age ($F_{(4-65)} = 2,037$).

c. The third sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of years of writing in English?" In order to answer this question, the mean score of the attitude scale of motivation and students' years of writing in English were compared to see whether it was effective on motivation in writing.

Table 20: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of Years of Writing in English

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	41,052	2	20,526	,452	,638
Within-groups	3044,433	67	45,439		
Total	3085,486	69			

When Table 20 is examined, it is obvious that there is no significant difference in the mean score students received from the attitude scale and in terms of years of writing in English ($F_{(2-67)} = 0.452$).

d. The fourth sub-question of the third research question "Do the demographic features of the students affect motivation in terms of years of learning English?" is answered through the mean score of the attitude scale of motivation and students' years of learning English were compared to see whether it was effective on motivation in writing.

Table 21: t-Test Results of Students' Mean Score of the Attitude Scale in terms of Years of Learning English

Years	N	Mean	S	sd	t	p
6-10	52	98,9038	6,99092	68	,827	,411
11-15	18	97,3889	5,75110			

When Table 21 is examined, it is clear that no significant difference was found out in the mean score the students received from the attitude scale and years of learning English [$t_{(68)}=0,827, p>.05$].

e. The fifth sub-question of the third research question was "Do the demographic features of the students affect motivation in terms of the school they graduated?" In order to answer this question, the mean score of the attitude scale of motivation and the school the students graduated were compared to see whether the graduated school was effective on motivation in writing.

Table 22: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of the School Graduated

Source of Variance	Sum of Squares	Sd	Mean Square	F	p
Between-groups	260,427	4	65,107	1,498	,213
Within-groups	2825,059	65	43,462		
Total	3085,486	69			

When Table 22 is examined, it is clear that there is no significant difference in the mean score students received from the attitude scale and the school they graduated ($F(4-65) = 1.498$).

f. An answer to the sixth sub-question of the third research question "Do the demographic features of the students affect motivation in terms of the frequency of creating a text in their native language?" is sought through the mean score of the attitude scale of motivation and the frequency of creating a text in their native language were compared to see whether it was effective on motivation in writing.

Table 23: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of the Frequency of Creating a Text in Native Language

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	96,504	2	48,252	1,082	,345
Within-groups	2988,982	67	44,612		
Total	3085,486	69			

When Table 23 is examined, it is obvious that there is no significant difference in the mean score students received from the attitude scale and the frequency they create a text in their native language ($F_{(2-67)} = 1.082$).

g The seventh sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of the frequency of creating a text in English?" In order to answer this question, the mean score of the attitude scale of motivation and the frequency of creating a text in English were compared to see whether it was effective on motivation in writing.

Table 24: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of the Frequency of Creating a Text in English

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	212,855	2	106,427	2,482	,091
Within-groups	2872,631	67	42,875		
Total	3085,486	69			

When Table 24 is examined, it is clear that no significant difference is determined in the mean score students received from the attitude scale and the frequency of creating a text in English ($F_{(2-67)} = 2.482$).

h. The eighth sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of the frequency of writing in lessons?" In order to answer this question, the mean score of the attitude scale of motivation and the frequency of writing in lessons were compared to see whether it was effective on motivation in writing.

Table 25: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of the Frequency of Writing in Lessons

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	49,689	2	24,845	,548	,580
Within-groups	3035,797	67	45,310		
Total	3085,486	69			

When Table 25 is examined, it is obvious that there is no significant difference in the mean score students received from the attitude scale and the frequency they write and create a text in lessons ($F_{(2-67)} = 0.548$).

i The ninth sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of contributions of writing to grammar and vocabulary knowledge?" In order to answer this question, the mean score of the attitude scale of motivation and the responses of the students whether writing contributed into grammar or vocabulary knowledge were compared to see their effect on motivation in writing.

Table 26: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of Contributions of Writing to Grammar and Vocabulary Knowledge

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-Groups	118,406	2	59,203	1,337	,270
Within-Groups	2967,079	67	44,285		
Total	3085,486	69			

When Table 26 is examined, it is clearly seen that no significant difference is determined in the mean score students received from the attitude scale and responses of students to contributions of writing to grammar and vocabulary knowledge ($F_{(2-67)} = 1.337$).

j. The tenth sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of types of texts they produce?" In order to answer this question, the mean score of the attitude scale of motivation and types of texts they create were compared to see whether they affect students' motivation in writing.

Table 27: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of Types of Texts

Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Between-Groups	651,997	7	93,142	2,373	,032	Story- Journal
Within-Groups	2433,489	62	39,250			
Total	3085,486	69				

When Table 27 is examined, it is possible to state that there is significant difference between the mean score of the attitude scale of motivation and types of texts produced ($F_{(7,62)} = 2.373$). According to this finding, students' writing different text types is important for the mean score of the attitude scale. Tukey test of post hoc test was conducted to detect for which type the difference existed. According to the findings of post hoc Tukey test, significant difference was found between story and journal. The mean score of story is ($\bar{X} = 92,33$) while the mean score of journal is ($\bar{X} = 103,29$).

k The eleventh sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of reasons of writing in English?" In order to answer this question, the mean score of the attitude scale of motivation and reasons of writing in English were compared to see whether they were effective on motivation in writing.

Table 28: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of Reasons of Writing in English

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	146,609	5	29,322	,639	,671
Within-groups	2938,877	64	45,920		
Total	3085,486	69			

When Table 28 is examined, it is obvious that there is no significant difference in the mean score students received from the attitude scale and reasons of writing ($F_{(5-64)} = 0.639$).

l The last sub-question of the third research question was determined as "Do the demographic features of the students affect motivation in terms of the level of proficiency in writing?" In order to answer this question, the mean score of the attitude scale of motivation and the level of proficiency in writing were compared to see whether it was effective on motivation in writing.

Table 29: ANOVA Results of Students' Mean Score of the Attitude Scale in terms of the Level of Proficiency in Writing

Source of Variance	Sum of Squares	sd	Mean Square	F	p
Between-groups	223,802	3	74,601	1,721	,171
Within-groups	2861,683	66	43,359		
Total	3085,486	69			

When Table 29 is examined, it is clearly seen that there is no significant difference in the mean score students received from the attitude scale and the level of proficiency in writing ($F_{(3-66)} = 1.721$).

3.8.2.4. Findings of the Fourth Question

The fourth question of the study was determined as "How often do students use writing strategies in the process of writing?" In order to answer this question, the frequency and percentage results of writing strategies questionnaire were analyzed to see how often the students exploited different writing strategies in the process of writing instruction. The strategies were grouped in phases of writing process as pre-writing strategies, while writing strategies and post-writing strategies. During the writing instruction through the 5E Model, the participants were made acquainted with the writing strategies in the questionnaire. Moreover, they were motivated to use these strategies whenever they produced a piece of writing, and this made the process less challenging and turned it into an enjoyable, productive process.

Table 30: Frequency and Percentage Results of Writing Strategies Questionnaire

	Never		Rarely		Sometimes		Frequently		Always	
	F	%	f	%	f	%	f	%	f	%
1) I warm up my brain before writing as a way of prewriting to find out new ideas.	0	0,0	3	4,3	17	24,3	22	31,4	28	40,0
2) I write easily and produce a piece of writing if I write some, then think a little and go forward slowly.	0	0,0	8	11,4	20	28,6	31	44,3	11	15,7
3) I do research to collect ideas for my text before I start to write.	0	0,0	8	11,4	16	22,9	32	45,7	14	20,0
4) I make use of quick writing to collect ideas and then organize them neatly.	1	1,4	10	14,3	23	32,9	25	35,7	11	15,7
5) I form questions in order to shape my writing before I start.	4	5,7	23	32,9	21	30,0	17	24,3	5	7,1
6) I exploit a cluster diagram to be able to organize what I am going to write.	8	11,4	13	18,6	30	42,9	17	24,3	2	2,9
7) I brainstorm and list everything that comes to my mind before I start writing.	1	1,4	12	17,1	16	22,9	24	34,3	17	24,3
8) I write an outline and then construct my writing.	2	2,9	15	21,4	23	32,9	18	25,7	12	17,1
9) I exploit free-writing if I have difficulty in focusing on my writing.	3	4,3	10	14,3	29	41,4	21	30,0	7	10,0
10) I think aloud when I start organizing my text.	17	24,3	13	18,6	20	28,6	15	21,4	5	7,1
11) I consider the audience of my text to create it in an appropriate way.	3	4,3	14	20,0	29	41,4	20	28,6	4	5,7

12) I decide the language of my text before I start writing.	3	4,3	4	5,7	10	14,3	20	28,6	33	47,1
13) I start with an interesting question in my piece of writing.	1	1,4	6	8,6	27	38,6	25	35,7	11	15,7
14) I start with a striking fact or statistic to catch the attention of the readers.	1	1,4	13	18,6	30	42,9	19	27,1	7	10,0
15) I start with a proverb or a quotation to capture the interest of the readers.	3	4,3	23	32,9	23	32,9	15	21,4	6	8,6
16) I move from general to specific in introduction to establish the importance of the subject.	0	0,0	0	0,0	24	34,3	30	42,9	16	22,9
17) I provide background information about the subject I'm writing in introduction.	1	1,4	0	0,0	15	21,4	35	50,0	19	27,1
18) I provide the main idea in introduction with a thesis statement.	0	0,0	2	2,9	14	20,0	30	42,9	24	34,3
19) I write a draft of my text so as to state my thoughts and shape my writing immediately.	0	0,0	8	11,4	25	35,7	27	38,6	10	14,3
20) I make use of my own personal stories or experiences to provide examples.	1	1,4	14	20,0	24	34,3	21	30,0	10	14,3
21) I use facts or quotes to support what I state in my piece of writing.	0	0,0	5	7,1	24	34,3	31	44,3	10	14,3
22) I give place to supporting paragraphs which explain and support the main idea.	0	0,0	3	4,3	15	21,4	34	48,6	18	25,7
23) I use transitions in each paragraph to guide the readers from one point to the following.	0	0,0	4	5,7	19	27,1	21	30,0	26	37,1
24) I try to use synonymous and antonymous to avoid repetitions of the same words.	1	1,4	5	7,1	18	25,7	32	45,7	14	20,0
25) I use well-constructed sentences to express my thoughts in each part of my text.	0	0,0	6	8,6	25	35,7	31	44,3	8	11,4

26) I arrange the sentences in each paragraph in order of importance, spatial order or chronological order.	1	1,4	8	11,4	19	27,1	28	40,0	14	20,0
27) I conclude my writing by making a recommendation.	0	0,0	5	7,1	30	42,9	19	27,1	16	22,9
28) I keep the readers thinking about the subject by asking a provocative question in conclusion.	4	5,7	20	28,6	21	30,0	20	28,6	5	7,1
29) I suggest a solution to a problem I have discussed in the conclusion of my text.	0	0,0	3	4,3	26	37,1	31	44,3	10	14,3
30) I make a prediction and make the readers consider what I predict in conclusion.	1	1,4	10	14,3	33	47,1	16	22,9	10	14,3
31) I restate the main points of my text in the conclusion part.	0	0,0	4	5,7	15	21,4	22	31,4	29	41,4
32) I re-organize my writing so carefully that it has an introduction, a well-developed body and a conclusion.	0	0,0	6	8,6	16	22,9	30	42,9	18	25,7
33) I share what I write with my peers and discuss their opinions about the text.	0	0,0	11	15,7	26	37,1	23	32,9	10	14,3
34) I monitor my writing progress in order to be able to assess my own text.	1	1,4	4	5,7	32	45,7	21	30,0	12	17,1
35) I eliminate irrelevant sentences to create a single focus in each paragraph.	0	0,0	11	15,7	19	27,1	26	37,1	14	20,0
36) I make use of a writing checklist to edit my writing on my own.	9	12,9	9	12,9	21	30,0	20	28,6	11	15,7
37) I revise my writing to see weaknesses and strengths to think of new ways to strengthen the weak points.	0	0,0	6	8,6	25	35,7	25	35,7	14	20,0
38) I find several grammar, punctuation, spelling etc. mistakes when I proof-read my writing.	1	1,4	9	12,9	23	32,9	23	32,9	14	20,0

39) I check whether my text has a semantic unity or not.	3	4,3	8	11,4	31	44,3	15	21,4	13	18,6
40) I check whether I use formal or informal language according to the audience of my text.	1	1,4	2	2,9	12	17,1	23	32,9	32	45,7
41) I revise the conjunctions I use to see whether they are appropriately placed or not.	0	0,0	3	4,3	21	30,0	25	35,7	21	30,0
42) I read my text to see if I have written a supporting sentence for each statement in my text.	0	0,0	4	5,7	17	24,3	30	42,9	19	27,1
43) I omit unnecessary statements in each paragraph when I revise my text.	0	0,0	2	2,9	18	25,7	28	40,0	22	31,4
44) I ask my peer to read my revised writing to be able to learn his/her thoughts about it to feel encouraged.	0	0,0	9	12,9	23	32,9	20	28,6	18	25,7

It is clear in Table 30 that the students exploited several writing strategies in phases of the process. In the stage of pre-writing, the most frequently used strategies were "I write easily and produce a piece of writing if I write some, then think a little and go forward slowly.", "I do research to collect ideas for my text before I start to write." and "I decide the language of my text before I start writing." This has shown that 44.3 % of the students frequently wrote easily and produced a piece of writing is they wrote some, then thought a little and went forward slowly when the second strategy is analyzed. Moreover, 45.7 % of them stated that they always did research to collect ideas for their texts before they started writing in accordance with the analysis of the third strategy. Deciding the language of the text is another important strategy in the stage of pre-writing. As the writing type affects whether formal or informal language would be used, it might confuse writers if the language is not determined beforehand. Thus, 47.1 % of the students stated that they always decided the language of their texts before they started writing. This also shaped the way they wrote in while-writing stage, their word choices and so on.

Another important strategy in writing is exploiting some diagrams such as cluster diagram as 42.9 % of the students stated that they sometimes exploited a cluster diagram to be able to organize what they were writing while 24.3 % of them frequently did this. Therefore, the students also used some pre-writing strategies such as free-writing, brainstorming or writing an outline. 34.4 % of the students stated that they frequently brainstormed and listed everything that came to their minds before they started writing. 22.9 % of them stated they sometimes did it while 24.3 % stated they always exploited this strategy. 41.4 % of the students stated that they sometimes exploited free-writing if they had difficulty in focusing on their writing while 32.9 % of them sometimes wrote an outline and constructed their writing.

In the stage of while-writing, the most frequently used strategies were "I move from general to specific in introduction to first establish the importance of the subject.", "I provide background information about the subject I'm writing in introduction.", "I use facts or quotes to support what I state in my piece of writing.", "I give place to supporting paragraphs which explain and support the main idea.", "I try to use synonymous and antonymous to avoid repetitions of the same words." and "I use well-constructed sentences to express my thoughts in each part of my text." Thus, 50.0 % of the students frequently provided background information about the subject they were writing while 27.1 % always did so. Moreover, 42.9 % of the students frequently provided the main idea in introduction with a thesis statement. While 44.3 % of the students frequently used facts or quotes to support what they stated, 48.9 % frequently gave place to supporting paragraphs which explained and supported the main idea. 45.7 % frequently used synonymous and antonymous to avoid repetitions of some words as a while-writing strategy while 44.3 % frequently used well-constructed sentences to express their thoughts.

In the stage of post-writing, the most frequently used strategies were "I re-organize my writing so carefully that it has an introduction, a well-developed body and a conclusion.", "I eliminate irrelevant sentences to create a single focus in each

paragraph.", "I revise my writing to see weaknesses and strengths to think of new ways to strengthen the weak points.", "I check whether I use formal or informal language according to the audience of my writing.", "I read my text to see if I have written a supporting sentence for each statement in my writing." and "I omit unnecessary statements in each paragraph when I revise my text." Hence, according to the findings of this frequency analysis, 42.9 % of the students stated that they frequently re-organized their writing so carefully that it had an introduction, a well-developed body and a conclusion. 25.7 % of them stated they always did so. Furthermore, as one of the most used post-writing strategy, 37.1 % of the students frequently eliminated irrelevant sentences to create a single focus in each paragraph. 35.7 % of the students stated that they frequently revised their writing to see weaknesses and strengths to think of new ways to strengthen the weak points. Moreover, 45.7 % said that they always checked whether they used formal or informal language according to the audience of their writing. The two frequently used post-writing strategies were responded by 42.9 % of the students as they frequently read their texts to see if they had written a supporting sentence for each statement and 40.0 % frequently omitted unnecessary statements in each paragraph while 31.4 % always did so.

3.8.2.5. Findings of the Fifth Question

The last question of the study was determined as "Does the 5E Model play a contributive role in increasing motivation in writing of the preparatory students of ELT and ETI Departments at Trakya University?" By this question, it was aimed to see if the 5E Model contributed into an increase in the motivation of the students during writing process.

In order to answer this question, two ways were exploited. The first one was the correlation analysis which was conducted to find out how motivated the students were thanks to the 5E Model in writing instruction process. The second way was analyzed and found out through reflection sheets, the students wrote for each task based on writing tasks through the 5E Model of Constructivist Approach.

Findings of Correlation Analysis

The scores of the students of the motivation scale and post-test results were correlated to see if the 5E Model had a prominent and contributive role in terms of motivating students in the process of writing instruction.

Table 31: Correlation Analysis of Students' Scores of Motivation Scale and Post-test Results

		The Score of Motivation Scale	Post-test Grade
The Score of Motivation Scale	Pearson Correlation Coefficient	1	,147
	Sig. (2-tailed)		,225
	N	70	70
Post-test Grade	Pearson Correlation Coefficient	,147	1
	Sig. (2-tailed)	,225	
	N	70	70

When Table 31 is examined, it was found out that correlation analysis of students' scores of motivation scale and post-test results was $r=0.147$. This value displays a positive correlation at a low rate. Besides, correlation between two variables is not significant ($p>.05$). In the case of an increase in the scores of the motivation scale, the post-test grades of the students tend to increase accordingly. Although a decrease in the

scores of the motivation scale may decrease the post-test grades of the students, this correlation is not meaningful. Türkbal (1981) stated that *"It is possible to see whether this product-moment correlation coefficient has a significant and reliable result by finding out the significance of this coefficient. This significance may be possible via a data analysis: t-Test"* (p.164).

Findings of the Reflection Sheets

In the process of the treatment, the students were given self-reflection sheets to write their thoughts when they finished the writing task of the week. Self-reflections of the students for each writing task were analyzed as data by the researcher in a search for question five of the research to be answered.

Reflections on Paragraph Writing (TASK 1)

The students reflected that they learned how to write a paragraph that week by some detailed techniques and strategies. They claimed that they learned how to start a paragraph, how to organize their ideas and how to use conjunctions appropriately. Moreover, they stated that they learned about important things they needed to take into account in paragraph writing such as making an effective introduction, building the body part, concluding the paragraph in an effective way. According to reflections sheets, the students stated many aspects of the first task they liked. First of all, they stated that it improved their writing which helped them defeat their excitement. Secondly, it was considered to be effective in developing writing skills of the students by the instruction of different writing strategies. They also stated that selection of an interesting topic was another aspect of the task they appreciated. Lastly, they claimed that their creativity was triggered in this writing task. The questions asked by the teacher created interest and involved the students more into the activity. All in all, their first task experience with the 5E Model was

greatly contributive and enjoyable. Their reflections also revealed that they liked using writing strategies and exploited them when they needed.

Reflections on Paragraph Writing (agree or disagree) (TASK 2)

The students stated that this task helped them how to support an opinion and write an agreement or disagreement paragraph by the use of some vital strategies. The students reflected that they learnt how to use appropriate expressions to state whether they agreed or disagreed on a quotation by this task. Moreover, they claimed that they enjoyed arguing in a discussion environment with their peers. It was a way of helping them defence an idea and support it with examples or explanations. Thus, the students stated that they were able to gain self-confidence to speak and write what they supported.

Reflections on Descriptive Writing (Describing a place) (TASK 3)

The students reflected on their weekly reflection sheets that they learnt how to produce a descriptive writing that week. What they found challenging and enjoyable was presenting their descriptions via PowerPoint Presentation with interesting and effective photos. Some of the students stated that they were able to overcome their excitement. One of the students said *"The aspect of the course I liked was to describe the place I wanted."* Since the instructor left them free to choose the city/country they wanted to describe, they liked the task and enjoyed during the process. Another point the students expressed was about the way they studied. It was a group work, and almost all of the students stated that they liked working in groups to prepare such a writing and presentation. They claimed that working together promoted their studying collaboratively.

The students were suffering from public speech. Thus, one of them said:

"The session of this week based on writing a descriptive essay and performing a presentation. This helped me present what we prepared with my friends to my classmates and our instructor. It was an enjoyable discovery."

Another aspect of that course the students appreciated was keeping the names of the cities and countries they described hidden. They expressed that it was a great idea to let their classmates guess these places and this created a game, which made the tasks enjoyable. Most of the students stated that they enjoyed learning about different places via the presentations they prepared. They reflected that this task was quite prominent in terms of motivating them to present what they wrote.

Reflections on Descriptive Writing (Describing a person) (TASK 4)

The students found the task different and engaging in terms of its unique aspect of describing themselves, neither a well-known character in the history, nor a celebrity. They stated that they learned how to describe someone in terms of characteristic features. However, what was different about the task was to describe themselves by using the adjectives they studied. Thus, most of the students reflected that they found the task original and creative.

Moreover, the students liked writing descriptions of themselves since they had the chance of thinking of their characters deeply and they tried to find details about their personalities which was fun. Another enjoyable point was peer-editing. They reflected that it was helpful since they were able to learn from each other.

The students also appreciated learning a wide range of adjectives. They also stated that they enjoyed reading sessions as well. One of them said *"I liked the subject, it attracted my attention. But, the chance I got to enhance my vocabulary knowledge was made the task more enjoyable."*

What most of the students enjoyed during this task was the self-criticism they made thanks to this writing. They stated that it was a different experience to express themselves honestly. Most of the students reflected that they were able to learn more about their characters while they also learned about the personalities of their classmates. However, there were some students who expressed that it was hard to describe themselves and this made the task challenging for them.

To sum up, most of the students found the task unique since they never described themselves in this way and enjoyable because learning more about their own characters was a different and meaningful experience. Moreover they liked the nicknames given by their instructor and used them for some time.

Reflections on Narrative Writing (TASK 5)

The students reflected that they learned how to write a narrative end for a short story by using figurative and narrative language. What they felt enthusiastic about was that it was the first time they read a short story. Thus, they said that this made the task more enjoyable and authentic. Some of them asked their instructor to read more short stories. Moreover, the students stated that the aspect of that course they liked was to learn new words of figurative language which provoked their creativity. This task helped them improve their vocabulary while it promoted their imagination.

One of the students stated that *"The session of this week based on the events in the short story: "The Lady or the Tiger?" and this helped me create a new chain of events to prolong and end the story creatively."* Most of the students wrote that it was enjoyable to plan what to write and how to write themselves. However, some of them reflected that they were not content with the length of the short story and found it too long while some of them said they would like to read more short stories even longer than that one.

Most of the students reflected that confirmative and positive feedback made them like this task and feel confident in writing. Furthermore, one of them expressed that since they were left free to end the story in the way they wanted in a narrative tone, it made them enjoy writing more and it was a good motivation for them.

In short, the reflections of the students revealed that narrative writing was an enjoyable and productive experience for the students. They liked the activity and found it meaningful. It was effective in motivating them to write creatively.

Reflections on Comparison and Contrast Essay (TASK 6)

The students reflected that they learnt how to compare and contrast by the use of differences and similarities using appropriate linking words. They stated that some writing strategies such as outlining and planning helped them write at ease and thanks to them they enjoyed the process of writing.

One of the students said *"I learnt how to write a thesis statement of a comparison and contrast essay."* Thus, they were involved in the process and created

a text in a suitable way. They also expressed they learnt how to organize their ideas and wrote them appropriately in the essay.

Furthermore, most of the students reflected that discussion session was enjoyable because they were able to provide examples from their own lives comparing marriages of their grandparents and their sisters or brothers. Moreover, they were able to learn about trend marriages all around the world in the session of discussion. Another aspect of the task the students liked was peer-editing session. They appreciated the idea of receiving feedback from their peers via a checklist.

One of the students stated that she learnt how to use statistical information to support her view. Most of the female students expressed that they were curious about the topic. Hence, they appreciated writing on this subject. However, one of the students stated that he did not like the topic. Not surprisingly, that student was male.

Reflections on Opinion Essay (TASK 7)

The students expressed that they learned how to write an opinion essay appropriately by using several techniques and strategies. They stated that the most educative and enjoyable session of the course was the assessment part. Self-assessment as a new way of evaluating their tasks helped them gain their self-confidence while motivating them to write.

Another aspect of the task the students appreciated was the topic. They thought that writing an opinion essay about social networks was interesting and caught their attention. Moreover, they found it interactive since they could have the chance of discussing with their friends and instructor before they started writing. By

the help of this task, they were able to learn more about the advantages and disadvantages of social networks. One of the students said *"I learnt how to correct my mistakes by being aware of criteria via a checklist and assess my own product."*

Moreover, most of the student stated that they found the task was a real-life one which made the process of writing meaningful. Surprisingly, two of them complaint about the course in the afternoon because they felt burnt out after lunch.

In conclusion, the students reflected that they learnt how to write an opinion essay, how to support their opinion by giving examples and making statements. They stated that self-assessment was a great experience and they learnt how to assess their own products via a checklist in an objective way.

Reflections on Writing a Story (Cartoon) (TASK 8)

All of the students shared the same idea on this task's being the most enjoyable one which involved them in an inquiry and created a learning atmosphere, they always wanted to be in. Most of the students expressed that they learnt how to set sequence of events to create an interesting cartoon. The task was a group work, thus they enjoyed working in collaboration. Especially, drawing cartoons was a great experience for most of them since it was the first trial. Moreover, the students stated that they liked creating a task which engaged them into the work easily.

Another aspect of the course the students appreciated was the list of noun phrases they learnt and used in their cartoons. They stated that it was impossible for them to forget these phrases. One of the students said *"One of the aspects of this course I liked was learning new noun phrases. It motivated me because we had a*

wonderful lesson thanks to our instructor's delicious cake; we got the taste of our work and enjoyed every minute of the lesson."

Most of the students liked the idea of being rewarded by a cake. However, to have this reward, they had to be marked by their classmates. One of the students said *"I liked creating a story in cartoon. It was quite funny to be able to assess and comment on each group's works. We had an interactive environment when we marked each other's cartoons via a scoring list. It was the most enjoyable task we have done so far."* Nearly all of the students were content with their products and stated that their cartoons were worth seeing and they felt highly motivated by the contributions of the reward and positive feedback, the instructor provided.

To conclude, the students enjoyed the task a lot since they found it unique and it forced their creativity. The best thing was the reward. Also they expressed they were able to keep in mind the noun phrases they learnt thanks to that task.

Reflections on Writing a Complaint Letter (TASK 9)

The students stated that by this task, they were able to learn how to use formal expression and strong or mild language to write a complaint letter in a formal style. Moreover, the students reflected that the topic of the task was current and it attracted their attention.

Another aspect of the task, writing a letter of complaint was reading about a real story. The students expressed that was significant since it was taken from real life in terms of making the task more meaningful. Also most of the students reflected

that they liked discussion session. By this discussion, they thought they were able to see different views.

One of the students said *"I had a chance to practice using formal language and choosing appropriate linking words. Furthermore, I learnt how to justify a view in formal language. It was an effective and educative task."*

All in all, the students enjoyed the task and expressed they gained some practical information they can use in their lives. Moreover, they appreciate the task's being a pair work since they liked studying with their peers. Finally, they were content with producing a letter working collaboratively and improving their letter by correcting each other's mistakes. Thus, they managed to motivate each other as well.

Reflections on Writing a Cause and Effect Essay (TASK 10)

The students reflected that they learnt how to write a cause and effect essay thanks to this task. What they found interesting was the video they watched about air pollution in China. They expressed this authentic material engaged them into the discussion session willingly.

Most of the students stated that they liked working individually in this task. They expressed that they became more conscious of the danger of air pollution. One of the students said *"Thanks to this task, I became more aware of the causes and effects of air pollution. Since I do not want our country to experience the same disaster China lived, I started to do research about what to do to save our breath."*

The students also stated that they appreciated teacher feedback they received and felt more motivated. Above all, what they liked most was gaining consciousness on the effects of air pollution.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter includes the results in relation to the research questions which were found after statistical analysis and the interpretation of them. Besides, these findings will be discussed with respect to the previous researches conducted in this field.

4.1. Results

In this thesis study, the efficiency of writing instruction through the 5E Model on students' writing skill was investigated to see the effect of the 5E Model on achievement; the pre-test and post-test mean scores of the participants through t-Test were compared. It was observed that there was statistically significant difference between the results of the tests. The mean of the grades in post-test ($\bar{x} = 79.08$) was higher ($t = (69) = 31.41, p < .05$) than pre-tests ($\bar{x} = 36.91$). There is meaningful significance according to the results of pre-test and post-test in terms of the achievement of the students in writing. Thus, the hypothesis of the study was verified, which meant that writing activities through the 5E Model had a positive effect upon the improvement of students' writing skills. The findings were shown in Table 5.

The efficiency of writing instruction through the 5E Model on students' writing skill was considered to be varied according to demographic features of the students. Thus, these demographic features, subcategorized as gender, age, years of writing in English, years of learning English, the school graduated, the frequency of creating a text in native language, the frequency of creating a text in English, the frequency of writing in lessons, contributions of writing, types of texts produced, reasons of writing in English, the level of proficiency in writing were analyzed one by one. The results of the post-test and students' gender were compared to see whether gender was effective on achievement in writing. The mean of students' post-test grades show difference in accordance with their gender [$t_{(68)}=2,074$, $p<.05$]. According to the result of the t-Test, gender has significant effect on post-test grades of the students (Table 6). Male students have been far more successful (Mean=82,667) than female students (Mean=77,846). However, it was assumed that female students would be more successful than male students by the researcher though the findings proved the opposite.

Age was another demographic feature which was taken into consideration. The results of the post-test and students' ages were compared by ANOVA to see whether age was effective on achievement in writing. However, no significant difference was found out ($F_{(4-65)} = 2,211$). Since the ages of the students differ from 18 to 22, it does not affect their achievement and make difference though it was considered by the researcher to have an effect. Thus, age did not affect the achievement of the students in writing though 5E Model Instruction (Table 7).

Years of writing experience in English was also considered to be effective. Thus, the results of the post-test and students' years of writing in English were compared by ANOVA to see if it promoted achievement. Nevertheless, no significant difference was found out (Table 8) in post-test grades of the students in terms of years of writing experience in English ($F_{(2-67)} = 0.224$). Since the years of

writing experience in English differ from 1 to 15 years, the length of time of learning English was thought to be effective, and the students who had been writing in English more than 10 years were considered to be more successful in the end. However, most of the students stated that they experienced writing in English between 6 to 10 years which did not necessarily change the result.

Since years of learning English was thought to affect achievement, the results of the post-test and students' years of learning English were compared by t-Test. It was found out that the mean score of the post-test grades had significant difference in terms of years of learning English [$t_{(68)}=2,387$, $p<.05$]. According to this result, the length of years spent to learn English had prominent effect on post-test grades of the students (Table 9). The students who had been studying longer to learn English were more successful in writing.

The school the students graduated was considered to be important as well. Hence, the results of the post-test and students' years of learning English were compared by ANOVA. However, no significant difference was found out in post-test grades of the students graduated from a State High School and Anatolian High School ($F_{(4-65)} = 1.742$). Thus, the graduated school was found out not to have an effect on achievement in writing (Table 10) though it was considered to be effective by the researcher beforehand.

The frequency of creating a text in native language was determined as another demographic feature. Thus, the results of the post-test and the frequency of creating a text in native language were compared by ANOVA. According to the findings, significant difference was found out in post-test grades of the students in terms of the frequency of creating a text in their native language ($F_{(2-67)} = 3.356$). The difference was detected in the responses of students who said "never" and "sometimes" by Tukey test results of post hoc test. The mean grade of the students who said "never"

was ($\bar{X}=84,000$) while the mean grade of the students who said “sometimes” was ($\bar{X}=77,214$). Thus, the students who stated never had higher grades and this created significance, which was expected beforehand (Table 11).

Another demographic feature was the frequency of creating a text in English. The results of the post-test and the frequency of students' creating a text in English were compared by ANOVA. The students who were writer of English were expected to be more successful. However, no significant difference was found out in post-test grades of the students in terms of the frequency of creating a text in English according to the findings ($F_{(2-67)} = 0.477$). Even though it was assumed by the researcher that the frequency of writing in English would affect the achievement of the students, it was not found effective (Table 12).

The frequency of their writing in lessons was determined to have an effect on achievement in writing. Thus, the results of the post-test and the frequency of students' creating a text in lessons were compared by ANOVA. However, no significant difference was found out in post-test grades of the students in terms of the frequency of writing in lessons ($F_{(2-67)} = 0.271$). According to findings (Table 13), it did not affect the achievement of the students how often they created a text in their lessons though the reverse was expected.

The contributions of writing to grammar and vocabulary knowledge were considered to be effective, too. Hence, the results of the post-test and students' opinions on contributions of writing to grammar and vocabulary knowledge were compared by ANOVA. However, no significant difference was found out. ($F_{(2-67)} = 0.307$). Even though writing's contribution into grammar knowledge was considered to be more, the students thought there was not a great difference (Table 14).

Types of texts were thought to be another feature which was thought to affect achievement in writing. Thus, the results of the post-test and the frequency of students' types of texts they wrote in English were compared by ANOVA. Significant difference was found out ($F_{(7-62)} = 4.906$). According to this result, the students' writing different text types was important for the grades of post-test. Tukey test of post hoc test was conducted to detect for which type the difference existed. According to the results of post hoc Tukey test, significant difference was found among journal, letter and essay; e-mail and letter; story and essay. The mean of journal was ($\bar{X} = 84,714$) and the mean of e-mail was ($\bar{X} = 83,272$), the mean of letter was ($\bar{X} = 73,692$), the mean of essay was ($\bar{X} = 68,000$) and the mean of story was ($\bar{X} = 74,111$). In this case, journal and e-mail had the highest mean scores, which meant that the students frequently wrote journal or e-mail and this was an effective factor in their being successful in writing (Table 15). Although e-mail was assumed to have an effect by the researcher, journal brought about an unexpected result.

The reasons of writing in English were thought to be another effective feature. Hence, the results of the post-test and reasons of writing in English: "I like English", "I express myself better in English.", "I find writing in English contributive." "I feel myself proficient." or "It is obligatory." were compared by ANOVA. According to the findings, no significant difference was found out ($F_{(5-64)} = 1.877$). Although the students who stated they felt themselves proficient were assumed to be more successful, the result did not prove that assumption (Table 16).

The last prominent feature was the level of proficiency of the students in writing. The results of the post-test and students' proficiency in writing, whether they were good writers or bad writers, were compared by ANOVA. However, no significant difference was found out ($F_{(3-66)} = 0.858$). Even though it was assumed that the students who stated that they were good writers would be more successful, the results did not prove that assumption (Table 17).

The motivation in writing instruction through the 5E Model on the students' writing skill was considered to change according to demographic features of the students. Thus, the same demographic features were analyzed one by one to see whether they affected motivation of the students in writing. The first demographic feature was determined as gender. The mean score of the attitude scale of motivation and students' gender were compared to see whether it was effective on motivation in writing. Nevertheless, it was found out (Table 18) that there was no significant difference [$t_{(68)}=0,295$, $p>.05$].

Age was also thought to be effective on motivation. Thus, the mean score of the attitude scale of motivation and students' ages were compared by ANOVA. However, no significant difference was detected ($F(4-65) = 2,037$). Hence, age was not significant in terms of how motivated the students were in writing (Table 19).

Another important feature was determined as years of writing experience in English. The mean score of the attitude scale of motivation and students' years of writing in English were compared by ANOVA. Nevertheless, no significant difference was found out ($F_{(2-67)} = 0.452$) (Table 20).

Apart from years of writing experience, years of learning English was considered to have an effect on motivation. Thus, the mean score of the attitude scale of motivation and students' years of learning English were compared by t-Test. Nevertheless, no significant difference was found out [$t_{(68)}=0,827$, $p>.05$] (Table 21).

Another prominent feature was determined as the graduated school. The mean score of the attitude scale of motivation and the school the students graduated were compared through ANOVA. However, no significant difference was found out in the mean score students received from the attitude scale and the graduated school ($F_{(4,65)} = 1.498$). Although the students who graduated from Anatolian High School were assumed to be more motivated since they had more intensive English language instruction, the findings proved that there was no difference (Table 22).

The frequency of creating a text in native language was one of effective features. The mean score of the attitude scale of motivation and the frequency of creating a text in their native language were compared by ANAVO. Nevertheless, no significant difference was found out ($F_{(2,67)} = 1.082$) though it was assumed that the more they wrote in native language, it meant the more motivated they were to write (Table 23).

Another demographic feature was determined as the frequency of creating a text in English. The mean score of the attitude scale of motivation and the frequency of creating a text in English were compared by ANAVO. Nevertheless, no significant difference (Table 24) was found out ($F_{(2,67)} = 2.482$). Since writing in target language is an activity, which occurs willingly, the students who frequently created a text in English were expected to be more motivated to write.

The frequency of writing in lessons was considered to be effective. Hence, the mean score of the attitude scale of motivation and the frequency of writing in lessons were compared by ANOVA. However, no significant difference (Table 25) was found out ($F_{(2,67)} = 0.548$).

The contributions of writing to grammar and vocabulary knowledge were determined as another prominent feature. The mean score of the attitude scale of motivation and students' opinions on contributions of writing to grammar and vocabulary knowledge were compared by ANOVA. However, no significant difference was found out ($F_{(2-67)} = 1.337$). Although writing's contribution into vocabulary knowledge was expected to be more motivating, the students thought there was not a great difference (Table 26).

Another demographic feature was determined as types of texts in writing. The mean score of the attitude scale of motivation and types of texts produced were compared by ANOVA. Significant difference between the mean score of the attitude scale of motivation and types of texts produced was found out ($F_{(7-62)} = 2.373$). According to this finding, students' writing different text types was important for the mean score of the attitude scale. Tukey test of post hoc test was conducted to determine for which type the difference existed. According to the findings of post hoc Tukey test, significant difference was found between story and journal (Table 27). The mean score of story was ($\bar{X}=92,33$) while the mean score of journal was ($\bar{X}=103,29$). Thus, the students who wrote journals were more motivated to write.

The reasons of writing in English were assumed to have an effect on motivation. The mean score of the attitude scale of motivation and reasons of writing in English were compared by ANOVA. Nevertheless, no significant difference was found out ($F_{(5-64)} = 0.639$). According to this finding, students' reasons of writing in English, "I like English", "I express myself better in English.", "I find writing in English contributive." "I feel myself proficient." or "It is obligatory." did not make any difference in terms of motivation. However, the students who stated that they liked English or they expressed themselves better in English were expected to be more motivated (Table 28).

The level of proficiency of the students in writing was another effective feature on motivation. The mean score of the attitude scale of motivation and students' levels of proficiency in writing were compared by ANOVA. However, no significant difference was found out ($F_{(3-66)} = 1.721$). Although the students who stated that they were good writer were assumed to be more motivated, the findings revealed there was no difference (Table 29).

The fourth question of the present study was determined to find out the frequency and percentage results of writing strategies the students exploited in the process of writing instruction. According to the findings of the frequency and percentage analysis, the students made use of several writing strategies in each stage of writing process (Table 30). The strategies were grouped in pre-writing, while writing and post-writing strategies. According to types of writing strategies identified by Victori (1995), the students used planning strategies. They warmed up their brains before writing as a way of pre-writing to find out new ideas. They also wrote easily when they wrote some, then thought a little and went forward slowly. Another planning strategy was to do research to collect ideas before they start to write. In short, the students planned and talked out what ideas would come next, and explicitly stated their objectives for organization and procedures. The students also used monitoring strategies while checking and verifying their process in the composing process. Moreover, the students exploited some evaluating strategies such as reconsidering the written text, previous goals, planned thoughts. They stated that they eliminated irrelevant sentences to create a single focus in each paragraph. Furthermore, they revised their writing to see weaknesses and strengths to think of new ways to strengthen the weak points while they also revised conjunctions. The students stated that they read their texts to see if they wrote a supporting sentence for each statement. The students also made use of resourcing strategies to use available external reference sources of information about TL, such as consulting the dictionary to look up lexicon, grammatical, or spelling doubts. The strategies used apart from the stated ones were repeating strategies, reduction strategies and the use of L1 strategies using mother tongue with different purposes: to generate ideas or evaluate.

The fifth question of the study was determined to find out if the 5E Model has a contributive role in increasing motivation in writing. Correlation analysis was conducted to correlate the scores of the students of motivation scale and post-test results. Self-reflections of the students for each writing task were analyzed to see if the 5E Model had a prominent and contributive role in terms of motivating students in the process of writing instruction.

The correlation analysis of students' scores of motivation scale and post-test results was found $r=0.147$ (Table 31). This value displayed a positive correlation at a low rate. However, correlation between two variables was not significant ($p > .05$). In the case of an increase in the scores of the motivation scale, the post-test grades of the students tended to increase accordingly. Although a decrease in the scores of the motivation scale might decrease the post-test grades of the students, this correlation is not meaningful.

When self-reflections of the students were analyzed it was found out that the 5E Model had a contributive role in terms of motivating students in the process of writing instruction. They often stated they liked writing and enjoyed the tasks via the 5E Model Instruction. Moreover, the students reflected they improved their writing skills through this model in an encouraging atmosphere. They were highly motivated by the positive feedback and reinforcement provided by the instructor. The students also claimed that they were engaged to work collaboratively in group or pair works designed by the instructor. This helped them a lot in terms of learning from each other and motivating each other. Several writing strategies used during tasks helped the students gain their self-confidence and shape and monitor their own writing process. Furthermore, they stated in these reflection sheets that they were able to correct their mistakes by the use of self-editing and self-assessment applications. This was also effective in terms of involving the students into learning to write by providing encouragement when they needed.

4.2. Discussion

It was found out by the study of Bybee (2006a), Bybee (2006b) and Ergin (2008) that the 5E Model has been proven to motivate students in learning while helping students to develop higher level thinking skills in science. Similarly, this model was found to be effective on motivating students in writing. In their study, the model has also proven to contribute positively to students' academic achievement in science just as it has proven to have an effect on promoting achievement of the students' writing skills by this research.

This thesis study is consistent with the study of Boddy, Watson and Aubusson (2003). Their trial of a unit study based on the 5E Model was found to be interesting and funny by the students. It was also found effective on developing student's high level thinking ability. The observations and reflections of the present study revealed that writing tasks prepared according to the 5E Model were found enjoyable by the students.

The study of Evans (2004) tried to find out how to motivate students and how to arouse their curiosity. Evans prepared and applied a unit about gasses according to the 5E Model. It was determined that students actively participated in the lesson. While the unit was treated, they took responsibility and had fun. Hence, the study of Evans is similar in terms of findings of this study. It was found out that the 5E Model was effective on motivating students and helping them take the responsibility of learning which created independent, self-confident, engaged and motivated students.

The present thesis study was also found to be consistent with the findings of the study of Ögeyik (2009) "Using the 5E Model in History Education: A Sample Study for English Language Teaching Classes". In her sample study prepared according to the 5E Model, she implemented the model to teach History in her class and the results she gained at the end of the study proved that the 5E Model brought success and motivated learners as it was the same in this research. The present thesis study has made it clear that the students were more motivated while they were also successful through 5E Model-based writing instruction.

Another study which has proven similar findings with this research is the thesis study of Köksal (2009). In his study, he searched the effectiveness of the 5E Model based on constructivist approach on seventh grade students' understanding of simple past tense in English grammar lessons and their attitudes towards English in his study. Accordingly, he found out that the 5E Model based on Constructivist Approach had positive effect on the students' success and their attitudes and perceptions of English. The results of the research conducted by Köksal (2009) were consistent with the results of the present study in terms of accomplishing achievement. Though Köksal (2009) was interested in the attitudes of students towards English and tried to find out what beliefs and thoughts the students had, by this study the feelings of the students were tried to be discovered in a search to find how motivated they were.

This thesis study is also consistent with the study of Graham and MacArthur (1988) in terms of feedback improvement. Other researchers (e.g. Graham, MacArthur, Schwartz and Page-Voth, 1992; Schunk and Swartz, 1993) also consistently found that students' writing confidence and competence increased when they were provided with regular feedback on how well they used strategies to make improvement.

To conclude, it can be stated that the 5E Model contributes to the success of the students in writing and their motivation during the tasks. It plays a prominent role in terms of enhancing motivation of the students. Since motivating the students to write is a challenging task most of the time, the model creates efficient results when it is implemented effectively. The phases of the model provide the best way of motivating and creating a mysterious atmosphere to help the students start producing and increase their achievement.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

The main aim of this study was to find out whether or not writing instruction through the 5E Model had a positive effect upon students' writing skills in English as a foreign language and creating motivated learners. The method of the research was a quasi experimental action study and the probable effects of 5E Model-based writing activities on promoting the achievement of students' writing skills in prep class students at Trakya University, School of Foreign Languages were explored. The participants of the study consisted of totally 70 students. The departments of the students were English Language Teaching and Interpretation and Translation at Trakya University. The study was conducted in the fall term of the academic year of 2010-2011. The application of the study was carried out in two hours of a week in the course "Use of English" for 10 weeks. The students were given a pre-test before the implementation in order to determine how successful they were in writing skill and then they were given the same test at the end of the study as a post-test in order to find out how much they could improve their writing skill. The results were statistically analyzed by SPSS 14.0. According to the results, the 5E Model-based Writing Instruction had a positive effect on promoting writing skills of the students and motivating the students to write.

The constructivist model of learning is reflected in inquiry-based instruction. Haury (1993) asserts that teachers and students become partners in learning with students having a role in producing knowledge, not just receiving it from the teacher. The 5E Model gives students the opportunity to raise questions. They can expand on previously learned concepts making the connection to other concepts.

According to Colburn and Clough (1997), students can design experiments as part of their assessment. They can also create explanations and demonstrations of their knowledge. It is important for students to have adequate time to discuss their findings, present their data, and listen to what is presented by others, as it is crucial to improve retention of the knowledge and concepts gained through the initial inquiry.

The 5E Learning Cycle begins with the engagement phase. Within this initial phase teachers seek to gain student interest to solve a problem in a manner that enables the student to connect past activities to future activities, while allowing the teacher to assess prior knowledge. If done successfully, the engagement phase creates curiosity and a desire within the student to learn more on the topic presented (Bybee, 2009; Bybee et al., 2006a; Bybee et al., 2006b; Bybee, 2002; Türk and Çalik, 2008; Ürey, 2008; Volkmann and Abell, 2003). This curiosity and student interest can also be created through the use of discrepant events during the engagement phase.

Once the students are engaged, they require time to explore the questions or problems raised within the engagement phase. The exploration phase consists of hands-on activities, labs, class discussions, and the use of other skills that enable conceptual change through student preliminary investigations. Throughout the exploration phase students generate new ideas linked to their prior experiences (Bybee, 2009; Bybee et al., 2006a; Bybee et al., 2006b; Bybee, 2002; Türk and Çalik, 2008; Ürey, 2008; Volkmann and Abell, 2003).

Confirmation of the students' newly acquired knowledge is accomplished in the explanation phase. The student is provided with an opportunity to compare what they have learned and presented concepts during the explanation phase. During this phase a teacher has an opportunity to present scientific terms, content information and scientific language to the students. This phase also enables students an

opportunity to develop their own explanations to an event or problem (Bybee, 2009; Bybee et al., 2006a; Bybee et al., 2006b; Bybee, 2002; Türk and Çalik, 2008; Ürey, 2008; Volkmann and Abell, 2003).

Within the elaboration phase students have an opportunity to apply their new knowledge in ways that are meaningful and applicable to their real-lives. Teachers challenge their students to broaden and deepen their understandings through additional activities, while their students extend their conceptual knowledge on the topic. Finally, students are encouraged to assess their understanding and their progress in gaining new skills and knowledge within the evaluation phase. The evaluation phase also provides the teacher an opportunity to monitor student progress (Bybee, 2009; Bybee et al., 2006a; Bybee et al., 2006b; Bybee, 2002; Türk and Çalik, 2008; Ürey, 2008; Volkmann and Abell, 2003).

In accordance with what Oscarsson (1989) stated it was observed that self-assessment promoted learning since students were encouraged to develop evaluative attitudes. Moreover, it was obvious that self-assessment was highly motivating with regard to goal-orientation. Furthermore, self-assessment enhanced long-term benefits, as one of the main aspects of autonomous language learning was the ability to assess the progress.

As Bruning and Horn (2000) argued, writing successfully is a complex and effortful activity that requires systematic attention to motivational conditions. Students need to tap the motivational resources within themselves and the support that is available in the instructional environment.

Ur (1996) stated that:

You can learn to write through writing. This may seem obvious-the same can be said of all the other skills-nevertheless it needs to be emphasized. Reading, of course, helps since it familiarizes learners with the conventions governing various kinds of texts and in general improves their language, but it is not enough, and is no substitute for hands-on writing experience. One of our main tasks then, as teachers, is to get our students to write a lot, thinking as they do so and learning from their own writing experience. (p. 169)

There exists a correlation between the implementation of the 5E Model and the motivation of students' in writing. This is attributed the 5E Model's ability to engage a student's interest, while letting them explore and conduct experiments that pique their interest and curiosity.

Motivation and the use of learning strategies have been claimed to be linked by the studies carried out so far. Oxford and Nyikos (1989) found that motivation was the best predictor of strategy use in a large-scale study of university students. More motivated students used learning strategies of all kinds more often than did less motivated students.

In brief, it is of great significance to help students learn from their own experiences in a process by undertaking a role of a motivator or a guide. Then, it gets easier to create independent creative writers who are motivated as well. Although BSCS developed the 5E Instructional Model for improving science education, it is now being adapted and used to improve instruction in other area, including technology education and mathematics. Hence, it is possible to use this model in the process of teaching skills of English as a foreign language because it has a number of

advantages such as the tasks being authentic and intrinsically motivating or being learner-centered and meaning focused.

5.1. Suggestions

Such a study can be repeated with different age groups, with larger subject groups and for longer periods and the findings should be confirmed. This study was a quasi-experimental action research which was carried out for 10 weeks. Therefore, further study is required to see the effects of writing instruction through the 5E Model in long-term period. Also it should be applied in other language skills apart from writing. Moreover, it is possible to apply the same model in the instruction of different foreign languages.

5.2. Limitations of the Study

This study had certain limitations in examining the effects of writing instruction through the 5E Model on the improvement of students' writing skills. The limitations of this study resulted from the duration of the study, the selection of the groups, the length of treatment and its being applied as a part of "Use of English" course.

This study can be enhanced by a wide variety level of foreign language learners. Elementary or intermediate sample of learners can be chosen for the 5E Model-based Writing Instruction.

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APPENDICES

Appendix 1

PRE-TEST and POST-TEST

Part 1

You must answer this question. Write your answer in **120-150** words in an appropriate style.

1. You want to improve your conversation skills in English. You have seen this advertisement in a newspaper, but you want more information. Read the advertisement and the notes you have made. Then write a letter to the school secretary, using **all** your notes.

GREEN HILL INSTITUTE

Green Hill Street

London SW3

DO YOU WANT TO IMPROVE YOUR CONVERSATION SKILLS THIS SUMMER? ENGLISH

WE HAVE CLASSES FOR ALL LEVELS IN SMALL GROUPS!

REGISTER FOR AN INTENSIVE COURSE FOR FAST PROGRESS

PRICES FROM £ 150 A WEEK

SOCIAL AND CULTURAL ACTIVITIES INCLUDED IN THE PRICE

WE CAN ARRANGE YOUR ACCOMADATION IN A GUEST HOUSE OR WITH A FAMILY

WRITE FOR A BROCHURE AND MORE INFORMATION TO:

ANDREW SIMMS

SECRETARY

How many at advanced level?

not clear how often

What are these?

Prefer family, but price?

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Part 2

Write an answer to **one** of the questions 2-4 in this part. Write an answer in **120-180** words in an appropriate style.

2. You have seen an announcement in an English language magazine called *Leisure Time*.

My favourite sport

Tell us about your favourite sport, when you started playing it, and if you would recommend it to young people who want to make new friends. The best article will get a surprise gift.

Write your **article**.

3. You recently saw this notice in the local newspaper.

Have you seen a comedy show recently?

Write a review for our paper and you may win free tickets for all Saturday shows! Say what parts were particularly funny, what you thought of the comedians and whether you would recommend it to other students.

Write your **review**.

4. This is part of an email you received from a friend.
When you wrote last you said you had just started a summer job. How is it going? Is it hard to be working in the summer? Do you get any free time? Are the wages good?

Write your **email**.

5. Answer one of the following two questions based on your reading of one of these set books.

- a) Author-Name of book

Some critics have said that the plot of this book is difficult to follow. Write an essay saying whether you agree or disagree with this criticism, giving examples from the book to back up your opinions.

- b) Author-Name of book

I have read the book you recommended and I would like to know which character made the greatest impression on you. I will tell you about my own choice! Jon

Write a letter to Jon answering his question and explaining why the character made such an impression on you.

Appendix 2

QUESTIONNAIRE

Dear Students,

This questionnaire aims to explore the demographic features of English Language Teaching Department and English Translation and Interpretation Department Preparatory students. Please put a tick (✓) into the appropriate options according to your background information in the questionnaire. The answers will greatly contribute to the study of "THE EFFECT OF THE 5E MODEL IN WRITING ON ACHIEVEMENT AND MOTIVATION". The responses will serve as data in the current study at Trakya University and for no other use. Thanks for your participation in advance!

Instructor Cazibe YİĞİT

DEMOGRAFIC INFORMATION

1) Gender

- a) Female b) Male

2) Age:

3) Months or years of writing in English:

4) Years of learning English:

5) The school you graduated from

- a) State High School d) Anatolian Teacher Training High School
 b) Private High School e) Science High School
 c) Anatolian High School f) Other.....

6) How often do you like writing and creating a text in native language?

- a) Never
 b) Sometimes
 c) Always

7) How often do you like writing and creating a text in English?

- a) Never
 b) Sometimes
 c) Always

8) How often do you write a text in your lessons?

- a) Never
 b) Sometimes
 c) Always

9) Writing contributes into improvement of ...

- a) Grammar Knowledge
 b) Vocabulary Knowledge
 c) Both Grammar & Vocabulary Knowledge

10) What kinds of texts do you produce in English apart from your assignments at school?

- | | | |
|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> a) Poem | <input type="checkbox"/> d) E-mail | <input type="checkbox"/> g) Article |
| <input type="checkbox"/> b) Journal | <input type="checkbox"/> e) Story | <input type="checkbox"/> h) Essay |
| <input type="checkbox"/> c) Letter | <input type="checkbox"/> f) Lyric | <input type="checkbox"/> i) Other..... |

11) What are the reasons of your writing in English?

- a) I like English.
- b) I express myself better in English.
- c) I find writing in English contributive. I feel
- d) myself proficient. It is obligatory.
- e) Other.....

12) How good do you think you are good at writing?

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> a) Very Good | <input type="checkbox"/> c) Not Very Good |
| <input type="checkbox"/> b) Good | <input type="checkbox"/> d) Bad |

Appendix 3

THE MOTIVATION SCALE

Dear Students,

This scale aims to explore how motivated English Language Teaching Department and English Translation and Interpretation Department Preparatory students are in writing. The answers will greatly contribute to the thesis of “THE EFFECT OF THE 5E MODEL IN WRITING ON ACHIEVEMENT AND MOTIVATION”. Please put a tick (√) for the most suitable option in each statement in the following five-point likert scale of “Motivation in Writing”. The responses will serve as data in the current study at Trakya University and for no other use. Thanks for your participation in advance!

Instructor Cazibe YİĞİT

ATTITUDE SCALE: MOTIVATION IN WRITING

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1)	Higher scores play a significant role in increasing my willingness to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	If I am left free to generate ideas, I am eager to explore stages of writing on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	Positive reinforcement provokes my voluntary participation in writing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	If I share my writings with other students, I am more enthusiastic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	Disruptive discussion environment makes me feel discouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	I am not willing to complete the writing tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	I drive myself to hand in my writing tasks on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	I try to put a lot of effort into creating pieces of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	Writing provides me with a feeling of personal development and satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	Learning to write is more satisfactory if I am allowed to explore key concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	Self evaluation helps me assess myself effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	Collaboration does not encourage me to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	Challenging organizations in writing discourage me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	If I am not encouraged to take risks in the process of writing, I am discouraged to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15)	Interactive and collaborative writing tasks help me get rid of my anxiety of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
16)	I feel enthusiastic to write if the teacher creates an enjoyable atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	Enjoyable writing activities do not evoke my curiosity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	I am satisfied with studying various types of texts in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19)	If the topics are related with my interests, I am eager to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	When I am appreciated even I make a little progress in writing, I feel inspired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	I feel inspired in writing when I arrange my ideas clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	Encouraging collaboration is of no importance in terms of motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23)	Peer-correction increases my concentration on the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24)	If I discover learning to shape a text on my own, I feel more enthusiastic about writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 4

WRITING STRATEGIES QUESTIONNAIRE

Dear Students,

This questionnaire aims to explore how often English Language Teaching Department and English Translation and Interpretation Department Preparatory students use writing strategies. The answers will greatly contribute to the thesis of “THE EFFECT OF THE 5E MODEL IN WRITING ON ACHIEVEMENT AND MOTIVATION”. Please put a tick (√) for the most suitable option in each statement in the following questionnaire “Writing Strategies”. The responses will serve as data in the current study at Trakya University and for no other use. Thanks for your participation in advance!

Instructor Cazibe YİĞİT

QUESTIONNAIRE: WRITING STRATEGIES

		Always	Frequently	Sometimes	Rarely	Never
1)	I warm up my brain before writing as a way of prewriting to find out new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2)	I write easily and produce a piece of writing if I write some, then think a little and go forward slowly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3)	I do research to collect ideas for my text before I start to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4)	I make use of quick writing to collect ideas and then organize them neatly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5)	I form questions in order to shape my writing before I start.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6)	I exploit a cluster diagram to be able to organize what I am going to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7)	I brainstorm and list everything that comes to my mind before I start writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8)	I write an outline and then construct my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9)	I exploit free-writing if I have difficulty in focusing on my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10)	I think aloud when I start organizing my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11)	I consider the audience of my text to create it in an appropriate way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12)	I decide the language of my text before I start writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13)	I start with an interesting question in my piece of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14)	I start with a striking fact or statistic to catch the attention of the readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Always	Frequently	Sometimes	Rarely	Never
16)	I move from general to specific in introduction to establish the importance of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17)	I provide background information about the subject I'm writing in introduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18)	I provide the main idea in introduction with a thesis statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19)	I write a draft of my text so as to state my thoughts and shape my writing immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20)	I make use of my own personal stories or experiences to provide examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21)	I use facts or quotes to support what I state in my piece of writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22)	I give place to supporting paragraphs which explain and support the main idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23)	I use transitions in each paragraph to guide the readers from one point to the following.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24)	I try to use synonymous and antonymous to avoid repetitions of the same words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25)	I use well-constructed sentences to express my thoughts in each part of my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26)	I arrange the sentences in each paragraph in order of importance, spatial order or chronological order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27)	I conclude my writing by making a recommendation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28)	I keep the readers thinking about the subject by asking a provocative question in conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29)	I suggest a solution to a problem I have discussed in the conclusion of my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30)	I make a prediction and make the readers consider what I predict in conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31)	I restate the main points of my text in the conclusion part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32)	I re-organize my writing so carefully that it has an introduction, a well-developed body and a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33)	I share what I write with my peers and discuss their opinions about the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34)	I monitor my writing progress in order to be able to assess my own text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35)	I eliminate irrelevant sentences to create a single focus in each paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36)	I make use of a writing checklist to edit my writing on my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37)	I revise my writing to see weaknesses and strengths to think of new ways to strengthen the weak points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Always	Frequently	Sometimes	Rarely	Never
38)	I find several grammar, punctuation, spelling etc. mistakes when I proof- read my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39)	I check whether my text has a semantic unity or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40)	I check whether I use formal or informal language according to the audience of my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41)	I revise the conjunctions I use to see whether they are appropriately placed or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42)	I read my text to see if I have written a supporting sentence for each statement my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43)	I omit unnecessary statements in each paragraph when I revise my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44)	I ask my peer to read my revised writing to be able to learn his/her thoughts about it to feel encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 6

TEACHER JOURNALS

JOURNAL-1

It was crucial to make the students aware of their existing knowledge before starting to learn new one. The reason why I started with a discussion on topic was to help them reveal what they already know and make them eager to learn further knowledge. What they found enjoyable was to brainstorm and discover that they have a lot to say on English. Then, studying a sample paragraph helped them study the structures used and parts of the paragraph. Thus, when it was time to elaborate, they had no difficulty. After they accomplished the task, they were provided with confirmative feedback, which made them feel motivated to write more from their first experience.

JOURNAL-2

I asked my students to read an enjoyable text in the beginning after asking some interest evoking questions. They were involved in a discussion of a quotation from the text. They expressed their views so enthusiastically that I thought they would like to write these ideas in an agreement or disagreement paragraph. Thus, they wrote their paragraphs after discussion. The task was achievable for them because they already stated their views verbally. However, when it was time to write, they asked for help in terms of using some conjunctions. When they encountered distractions or failure, I tried to keep them motivated by self-encouragement. Learning became both active and reflective thanks to the cycle of the 5E Model.

JOURNAL-3

The lesson started with an interesting and engaging reading text. They were involved in the topic by some questions. Then, step by step their writing topic was introduced. They liked the idea of describing their dream vacations. They were free to choose the place they were going to describe. This helped them find out different cities of countries. They liked learning about cultures which turned writing process into an enjoyable experience. However, when the presentation of these descriptions was mentioned, they were a little bit nervous. Since they had never performed a presentation before, they were enthusiastic as well. Thus, the students were engaged in group work to study collaboratively and they were more motivated when I provided them with some strategies. To conclude, it was a fruitful task which also helped me recognize my students' feelings and interests more.

JOURNAL-4

I tried to help my students generate new ideas by asking them a question about birth-order theory. Then, I asked them to read a text about this topic after I managed to grab their attention. After the study of reading texts, some vocabulary on personality was studied. They liked personalizing these adjectives and tried to discover their meaning themselves by some games the instructor organized. Different from what they did most of the time, I aimed at making them describe themselves, not a prominent character of the History or somebody they love a lot. Thus, this unique experience triggered their imagination. The students described their characters and I collected them to supply them feedback. They were enthusiastic that I was going to read about them and this made the task quite significant for the students. To sum up, they enjoyed the journey through a self-discovery of their characters and the positive and corrective feedback confirmed this discovery.

JOURNAL-5

I started the lesson with a picture to grab the attention of my students and arouse their curiosity. They were made to imagine things and express them before they read the story. They created their stories before the story of "The Lady or the Tiger". Then, they read the short story and studied figurative language which they found challenging, but enjoyable. However, there was something wrong because the story did not have an end. Thus, they were asked to create an end for the story. They studied narrative voice before that and I drew their attention to the language of the short story again. Then, they used their creativity to end the story. I enjoyed reading their endings, which were gripping and imaginative. Thus, I could see that thanks to the 5E Model, I was able to help my students discover the power of creativity they had. Above all, it was an interesting journey for self-discovery of the students.

JOURNAL-6

The students' attention was drawn with the help of a question. They were involved in a small discussion before they read the text about marriages. The topic was interesting and current. They had a lot to share. I let them share some of these experiences or thoughts. Then, they started to compare marriages today with marriages in the past. Different details were revealed. After that discussion, they studied organizations of compare and contrast essay and examined a sample essay. After that it was time to practice. By using the list they made, the students started to write a comparison and contrast essay in the elaboration phase. When the time of the evaluation phase reached, it was clearly seen that the students enjoyed assessing works of their peers. Also they liked the idea of using a checklist to give feedback to their friends. All in all, the task was a productive one and the gain of the students was noticeable at the end of the lesson.

JOURNAL-7

I believe in the necessity of showing how valuable each student in my class is because I value their thoughts and opinions. The reason why I chose this topic and this essay type was to be able to know more about my students while helping them state their ideas in written language. They were incredibly encouraged and motivated to write this opinion essay since the topic attracted their interest. It was a part of their real lives and each of them had brilliant views and different experiences on this topic. Thus, I wanted them to write individually since they had different opinions on whether to restrict social networks or not. The video they watched also helped them decide whether to be for or against restriction. They supported their ideas in their essays appropriately thanks to the details they talked about in discussion session. In terms of assessment, self-evaluation was deliberately determined by the instructor. I thought it would motivate them more, and it did. To sum up, the process of writing opinion essay was enjoyable and educative. The gain of the students at the end of the task was also remarkable.

JOURNAL-8

I strongly believe that this task was of great prominence in terms of achieving several goals. Thanks to the cartoons the students drew, they were able to use their imagination. The noun phrases the students discovered the meanings were going to be permanent in their vocabulary treasure. Since it was a group work, they learned how to cooperate. They were highly motivated when they received scores from their classmates in the assessment session. Moreover, the reward made them feel happy and created an enjoyable learning atmosphere. All in all, thanks to the phases of the 5E Model, this lesson was an unforgettable one both for me and for my students.

JOURNAL-9

I tried to help my students generate new ideas by asking them a question about alternative healing. When I did this, I allowed some time for them to respond. Most of the time, their responses drove the course of the activities. Moreover, I encouraged them to share their personal experiences and I also shared one of mine. Thus, I tried to encourage discussion and focused on thoughts of the students. Then, I asked them to read a text related to conventional methods of healing. It was a real story and that made them more curious about the case. After that I asked them to work in pairs to discuss the points in the text. I provided them with an environment in which they could study collaboratively. Then, it was time to write. After studying some details about writing a formal letter, the students started to write a complaint letter to a target audience. I strongly believe that this made the task more meaningful for them. To sum up, the students enjoyed pair work and appreciated the feedback provided by their instructor.

JOURNAL-10

I started the lesson with a striking video about air pollution in China. After watching the video, I asked my students some questions and we studied related activities. Then, I involved them in a discussion on causes and effects of air pollution in our country. Since over-correcting mistakes, especially when they are speaking, may lead students to lose their self-confidence, I ignored their mistakes from time to time. After that fruitful discussion, they had something to write. However, before starting to write, they needed to see a sample essay. Then, we studied the organization and some other details together. After that, it was time for elaboration phase for students to practice writing. I provided them with positive and corrective feedback first, then they rewrote their essays and they were content with their products. Not only did they learn how to write a cause and effect essay but also they were more conscious about the effects of air pollution. What made them motivated was to find out ways of minimizing these terrible effects.

Appendix 7**CHECKLIST****MASON WRITING ASSESSMENT CHECKLIST**

Compiled from Criteria Included on Discipline-Specific Rubrics Developed from 2001-2007

Writing Assessment Criteria and Elements Level of Competence**Audience/Purpose/Context**

- Demonstrates understanding of how knowledge is constructed in discipline /context
- Uses appropriate strategies for intended audience/purpose
- Demonstrates awareness of conventions for context/genre
- Uses appropriate vocabulary/voice/register (level of formality)
- Follows ethical standards
- Other: _____

Content

- Meets requirements of the assignment
- Demonstrates understanding of the topic/discipline
- Uses correct methods to analyze data/information/arguments
- Uses appropriate examples/evidence/data to support arguments
- Synthesizes information/data from multiple sources
- Includes diverse/global perspectives
- Other: _____

Organization/Structure

- Includes an introduction and appropriate conclusion
- Has a thesis statement and/or clear topic sentences
- Has appropriate transitions between ideas/arguments
- Demonstrates a logical “flow” of ideas/arguments
- Uses appropriate headings and sub-headings
- Other: _____

Sources/Evidence/Documentation

- Uses sufficient amount and quality of source material
- Uses sources appropriate to assignment/discipline (credible, relevant, current, etc.)
- Accurately cites and documents sources according to discipline-specific standards (e.g., APA style)
- Appropriately integrates/quotes/paraphrases/summarizes information from sources
- Other: _____

Mechanics/Style (Sentence Level)

- Uses correct grammar/syntax/punctuation
- Uses correct and appropriate sentence structure
- Uses appropriate style/tone/word choice
- Shows evidence of proof-reading
- Other: _____

Other Discipline -Specific Criteria

- Demonstrates strong critical thinking/reasoning abilities
- Demonstrates engagement in the topic/ideas
- Demonstrates original thinking/analysis
- Demonstrates appropriate creativity/personal voice
- Uses appropriate examples/illustrations/charts/hyperlinks to illustrate complex ideas
- Other: _____

Appendix 8

PEER REVISING CHECKLIST

Writer: **Peer Editor:**

1. Does the introduction provide enough background information to interest you in the topic? yes no

If not, how can it be improved?.....

.....

2. Are the paragraphs arranged in a logical order within the essay? yes no

If not, how can it be improved?.....

.....

3. Does each body paragraph provide enough support for each effect? yes no

4. Are the sentences arranged in a logical order within each body paragraph? yes no

If not, how can it be improved?.....

.....

5. What are the strengths and weaknesses of the conclusion?

.....

.....

Appendix 9

MATERIALS USED IN TASKS

TASK-1: PARAGRAPH WRITING

ENGLISH

English is only one of the world's 6,800 languages, but it is rapidly becoming a truly international language. First of all, English is the native language of over 400 million people scattered across every continent. In fact, English is used in some way by one out of seven human beings around the globe, making it the most widely spoken language in history. Approximately 50 percent of the world's books are published in English. In addition, three quarters of all mail, faxes, and electronic messages are written in English. English is also the main language of science, technology, and international business. More than half of all scientific and technical journals are written in English, and over 80 percent of the information stored in computers around the world is in English. Over half of all business deals in Europe are conducted in English, and many are negotiated in English in other parts of the international business community. Finally, English is the language of sports and entertainment. For example, it is the official language of both Olympics and Miss Universe Pageant. English is the language of over 60 percent of the world's radio and TV programs. More than ever before, English is now the most widely used and studied language of the world.

Taken from "Ready to Write More From Paragraphs to Essay"

TASK-2: PARAGRAPH WRITING

THIS MAN HAS BEEN NEARLY EVERYWHERE

John Clouse has the thickest, most dog-eared passport in the world. Turn to page 16 of the 1996 *Guinness Book of World Records* and you will find the reason. He holds the record for travelling to all 192 of the globes independent countries, and to all but a few of the other territories that existed in early 1996.

Clouse, who has spent about 1.25 million dollars roaming from A to Z in the past 40 years, says he travels for the love of it, not to outrun anybody else who may be keeping a list. He is now down to just three remote islands to visit.

Clouse has continued his journeys since making the record book, and not only has he visited every country in the world, but some two or three times. Now he is focusing on the remaining three islands.

"Yeah, I have been trying to get to three places: one is the Parcel Islands, owned by China in the South China Sea," he says. "And on two occasions the weather has kept me from reaching Bouvet, and island in Norwegian Antarctica. No. 3 is Clipperton, a French island about 700 miles west of Acapulco."

After all his travelling he says, "I do not believe there are evil empires and evil people. Yes, there are some bad leaders in the world, but seeing people as individuals has taught me that they are all basically alike. You can be in some terrible place and someone will extend hospitality to you." Clouse travels light, with a small suitcase, and seldom goes first class. His collection of *National Geographic* magazines is his source for research.

Years ago he stopped taking photos and now keeps a journal of his travels. He has crossed the Atlantic Ocean at least 100 times, and the Pacific Ocean 40 or 50 times.

Clouse concludes that the right attitude is synonymous with the lightness of his suitcase. "Travel without a lot of mental baggage," he says.

"Try not to go with preconceived notions that the place will be dirty or hostile, and if it is, go with the flow and make the best of it."

"Learn a few words like *please* and *thank you*," he suggests. "That really pleases people."

Taken from "Focus on Grammar Advanced: An Integrated Skills Approach"

Do you agree or disagree with Clouse? Why or why not? Give examples from your own experiences to support your viewpoint.

"I do not believe there are evil empires and evil people. Yes, there are some bad leaders in the world, but seeing people as individuals has taught me that they are all basically alike. You can be in some terrible place and someone will extend hospitality to you."

Clouse

TASK-3: DESCRIPTIVE WRITING**It's a Bargain!****by Tammy Samuelson**

In an open-air market in Turkey, a tourist is admiring the beautiful oriental rugs on display. She finds one she likes and asks the price, "One thousand dollars," the vendor says. Knowing she should not pay the full price, she says, "Six hundred!" "Nine hundred!" the vendor counters. The woman throws up her hands in mock frustration and walks away. The vendor goes after her. Not long afterwards, both vendor and buyer agree on eight hundred dollars, a 20 percent reduction. Both vendor and customer are smiling and happy. They have just participated in a ritual that has existed worldwide for centuries.

So you are visiting another country this year? You already have your tickets, and you leave next Tuesday at 4 P.M. A week from now you will be relaxing in the sunshine or visiting famous landmarks. By the end of the summer, of course, you will have been travelling for several weeks, and it will be time to think about bringing back some souvenirs for friends and family. Souvenirs cost money, though, so maybe if you do some bargaining, you will be able to get some good buys... What? You do not know how to bargain? You are afraid to do? Relax. In my capacity as the *Times* travel editor. I have been making trips abroad since 1997, and I have visited 38 countries. I take a trip every year, so bargaining is one thing I have learned to do. In this week's column I am going to give you some tips on how to perform this most enjoyable activity. Once you learn to bargain, I think you will like it.

Many people are used to paying fixed prices for items and are reluctant to bargain. Some may be afraid to hurt the vendor's feelings by offering too low a price. Others are afraid of being assertive. Some may even avoid bargaining because they want to give the impression they can

afford anything. Bargaining is not too big a deal in some countries, but even in North America a certain kind of bargaining goes on whenever someone goes to a yard or garage sale and tries to get the seller to lower the price. Vendors in much of the world expect you to bargain and will be disappointed if you do not. So here are some bargaining tips.

FIRST TIP: Find out how much something is worth. When you bargain with someone, the object of the game is not to beat the vendor. It is to pay a fair price for whatever you want to buy. So do some research. Get a good idea of the general price range for an item. That way you will be able to bargain with confidence.

OK. You have done your research. You know how much things cost, so you can go shopping.

SECOND TIP: Never accept the first offer. You will make a counter-offer when the vendor says the price. Remember: The vendor expects this.

THIRD TIP: Treat the vendor with respect. Keep in mind that the bargaining experience should not be a competition; it should be a game. Stick to your guns, but have fun with the process. If the vendor insists it is impossible to go any lower on the price, show her how much money you have. But be polite.

FOURTH TIP: Be prepared to walk away if you do not get a fair price. Do not get angry. Just make it clear you are not going to buy if the vendor does not come down. If he does not, start to walk away. As soon as you do this, he will most likely come running after you.

THE FINAL TIP: Be sure to wear sunglasses. For centuries people of many cultures have regarded the eyes as "the windows of the soul." If you are nervous or intimidated, this will show in your eyes. Wear dark glasses to conceal your anxiety. You will feel more confident if you do.

Well, have I persuaded you? Do you feel a little more confident, or at least a little less nervous? By the time you get home, you will have seen a lot of wonderful things. If you have not bargained, though, you will have missed out on one of life's most interesting experiences. Give it a try. Have a great trip, and have no fear!

Taken from "Focus on Grammar Advanced: An Integrated Skills Approach"

Dream Vacations

What is your dream vacation?

Describe the city or country you like to see most.

LONDON

Set in the heart of Southern England, London is one of the biggest and busiest cities in Europe. A truly international city, London attracts millions of visitors every year from all over the world, yet never loses its own unique charm.

London has many impressive sights to see, ranging from the historical beauty of St Paul's Cathedral and Big Ben to Buckingham Palace and the Houses of Parliament. In this city of contrasts, you can be walking along one of the busiest streets, yet still be less than a mile from one of the many huge, peaceful parks. London is a great cultural centre, too; the National Gallery contains one of the finest collections of classical paintings in the world.

London is also well known for other things apart from its monuments and art galleries. Shoppers will enjoy visiting the department stores on Oxford Street or they could try Harrods, the most exclusive shop in London. For evening entertainment, the choice of theatres is enormous. From the famous Southbank Theatre complex to the smaller theatres of Covent Garden, there is no end of plays to see. Soho and its pavement cafes are also worth visiting.

London is an exceptional place, a truly modern city that has managed to keep its traditional style and sense of history. You may get exhausted in London, but one thing is certain; you will never get bored because, as Dr Johnson once said, "When a man is tired of London, he is tired of life."

Taken from "Successful Writing Upper-Intermediate"

- Paragraph-1:** Name, location of the city/country
- Paragraph-2:** Sights to see: monuments or art galleries
- Paragraph-3:** Activities and things to do: shopping, evening entertainment...
- Paragraph-4:** Final feelings and recommendation

TASK-4: DESCRIPTIVE WRITING

Do you think the order in which children are born determines their character?

DOES IT MATTER WHEN YOU WERE BORN?

Dear reader,

Let's see if you can answer the following question: There are two men, named Sam other named Jerry. They are pretty similar: Sam is a perfectionist; so is Jerry. Jerry, always a high achiever, was president of high school class. So was Sam. Neither man went to college. Both did become successful businessmen, though. Jerry has been a leader in most of his enterprises. So has Sam. Sam always tries to obey rules. Jerry does too. Jerry has never liked liberal ideas. Neither has Sam. The question is, why are they so similar?

"Wait!" you say, "I know what the explanation is: They are identical twins. That's why they are so similar." Well, dear reader, I am sorry to disappoint you, but that is not. They are not twins, or even related to each other. But they are both firstborns. Sam and Jerry are examples of what researchers are calling the birth-order theory. According to this theory, the order in which children are born plays a significant role in the formation of their personalities and in the way they ultimately turn out. Does this sound like some crazy new theory? It is not. It has been around for a while.

The main idea behind the birth-order theory is quite simple: Firstborn children enjoy a special relationship with their parents simply because they were there before any other children were. When other children come along, firstborns understand that these new arrivals represent a challenge to their special relationship. For this reason, firstborns tend to be conservative, rule-

oriented, and opposed to change. They want to keep things as they are. Later borns have a different challenge. They must somehow find a place in their parents' affections. They sense that they have to become different from the oldest child, so they do.

One of the main supporters of the birth-order theory is Frank Sulloway, a researcher who did a 26-year study about 7,000 famous people in history. The results of the computer analysis led Sulloway to develop his theory that first, second, and later borns often have very different characteristics. According to Sulloway, firstborns are usually self-confident, assertive, conscientious and conservative. They can also be jealous, moralistic, and inflexible. Winston Churchill, John Wayne, Oprah Winfrey, and Joseph Stalin were all firstborns. Based on this idea, we might expect powerful political figures, such as U.S. presidents, to be firstborns. They generally are, says Sulloway.

Last borns, Sulloway observes, are usually more social, more agreeable, and more open to new and even revolutionary ideas. This is because, sensing the power of the already established relationship between the oldest sibling and the parents, they have to turn outward to establish their place in the world. Famous last borns are Joan of Arc, Thomas Jefferson, and Leon Trotsky.

What about families in which there are more than two children, or only one? If there are three children in a family, the middle child is usually more flexible than the other two and often has a talent for compromise. And a family in which there is only one child is the least predictable configuration, Sulloway says. Only children are not as inflexible as firstborns. Like firstborns, they do identify with their parents, however.

Perhaps you are saying to yourself, "But this is all just too much of a generalization, isn't it?" Yes, maybe it is. Sulloway is the first to acknowledge that there are many exceptions to the birth-order theory. A child's temperament has a great deal to do with how he or she turns out. Shy

children, for example, may not become leaders even if they are firstborns. And, as Sulloway notes, there have been a lot of famous firstborns who became revolutionaries, as well as later borns who became conservatives. Still, the theory of birth order does appear to be generally valid.

Assuming that there is some validity to the birth-order theory, what can parents do to achieve the best possible relationships with their children? In Sulloway's view, they should give each child unique time and attention. If they do, they probably will not significantly change the influences of birth order, but they will maximize the quality of those relationships.

WHAT TYPE ARE YOU?

Suppose you attend a party there are several people you know well. The hosts have a new party game that involves asking everyone to compare each person to a flower. Which flower would you choose for each person and which flower for yourself? Are you the kind of person who resembles a sunflower, open to the world most of the time? Or are you more like a four o'clock, someone who opens up only at special moments?

This may sound like just an amusing activity, but there is a science of personality identification that grew out of the work of Swiss psychologist Carl Jung and that of two American women, Katharine Briggs and her daughter Isabel Briggs Myers. After studying Jung's work, Briggs and her daughter developed a system of 4 personality dimensions and 16 different personality types. Based on this system, they developed a test, which has been refined many times over the decades and has been taken by millions of people. Take a look at the following descriptions based on the Myers-Briggs test. Try to place people you know into one or more of the categories. You may learn something about your co-workers, friends, loved ones, and yourself.

Category 1: extrovert or introvert. This category has to do with the way that people direct their energy. An extrovert is basically a person whose energies are activated by being with others. An introvert is essentially a person whose energies are activated by being alone. Mary is a good example of an extrovert. She is the kind of person whom others consider shy, but there is no correlation between shyness and either introversion or extroversion. At a party, Mary starts to open up and get energized once she meets some people who make her feel comfortable. Her friend Bill is the opposite. He is not shy at all, but after he has been at a party for a while, he is tired and ready to go home. He finds the conversation interesting enough but is just as likely to be imagining a time when he was hiking alone in the mountains.

Category 2: sensor or intuitive. This category has to do with the kind of information we notice and remember easily. Sensors are practical people who notice what is going on around them and rely on past experiences to make conclusions. Intuitives are more interested in relationships between things or people, tending to focus on what *might* be. Consider Jack and Barbara, who have notices that their hosts have bought a new sofa and asks where they bought it. Barbara is less interested in the sofa and more interested in the tense way the host is talking with each other. Did they have a fight? Jack is the sensor and Barbara the intuitive.

Category 3: thinker or feeler. This category is about the way that we make conclusions. Thinkers are those who tend to make decisions objectively, on the basis of logic. Feelers make decisions based on their personal values and how they feel about choices. Helen and Gary are at a bank applying for a loan. The loan officer tells them they owe too much on their credit cards and will have to pay off their debt before they can borrow money. This makes perfect sense o Helen, which classifies her as a thinker. Gary's reaction is quite different. The loan officer, who makes Gary feel criticized, is only trying to do his job. However, Gary takes the loan officer's comments personally, which classifies him as a feeler.

Category 4: judge or perceiver. This dimension is about the kind of environment that makes us feel most comfortable. Judges are people who prefer a predictable environment. They like to make decisions and have things settled. Perceivers are more interested in keeping their options open, preferring to experience as much of the world as possible. Consider Tim and Samantha. Tim, who always has a plan for everything, gets impatient with Samantha when he calls her to plan a time when they can get together. Tim wants things to be definite; Samantha wants to keep her options flexible.

So we are left with this question: What good is classifying people? It certainly does not give us any magic powers or tools for relationships. But it can give us understand others better, and perhaps minimize or reduce conflict. Best of all, it can help us understand ourselves.

Taken from "Focus on Grammar Advanced: An Integrated Skills Approach"

TASK-5: NARRATIVE WRITING**The Lady Or The Tiger?****Frank Stockton**

In the very olden time, there lived a semi-barbaric king, whose ideas, though somewhat polished and sharpened by the progressiveness of distant Latin neighbours, were still large, florid, and untrammelled, as became the half of him which was barbaric. He was a man of exuberant fancy, and, withal, of an authority so irresistible that, at his will, he turned his varied fancies into facts. He was greatly given to self-communing, and, when he and himself agreed upon anything, the thing was done. When every member of his domestic and political systems moved smoothly in its appointed course, his nature was bland and genial; but, whenever there was a little hitch, and some of his orbs got out of their orbits, he was blander and more genial still, for nothing pleased him so much as to make the crooked straight and crush down uneven places.

Among the borrowed notions by which his barbarism had become semified was that of the public arena, in which, by exhibitions of manly and beastly valor, the minds of his subjects were refined and cultured.

But even here the exuberant and barbaric fancy asserted itself. The arena of the king was built, not to give the people an opportunity of hearing the rhapsodies of dying gladiators, nor to enable them to view the inevitable conclusion of a conflict between religious opinions and hungry jaws, but for purposes far better adapted to widen and develop the mental energies of the people. This vast amphitheatre, with its encircling galleries, its mysterious vaults, and its unseen passages, was an agent of poetic justice, in which crime was punished, or virtue rewarded, by the decrees of an impartial and incorruptible chance.

When a subject was accused of a crime of sufficient importance to interest the king, public notice was given that on an appointed day the fate of the accused person would be decided in the king's arena, a structure which well deserved its name, for, although its form and plan were borrowed from afar, its purpose emanated solely from the brain of this man, who, every barleycorn a king, knew no tradition to which he owed more allegiance than pleased his fancy, and who ingrafted on every adopted form of human thought and action the rich growth of his barbaric idealism.

When all the people had assembled in the galleries, and the king, surrounded by his court, sat high up on his throne of royal state on one side of the arena, he gave a signal, a door beneath him opened, and the accused subject stepped out into the amphitheatre. Directly opposite him, on the other side of the enclosed space, were two doors, exactly alike and side by side. It was the duty and the privilege of the person on trial to walk directly to these doors and open one of them. He could open either door he pleased; he was subject to no guidance or influence but that of the aforementioned impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger, the fiercest and most cruel that could be procured, which immediately sprang upon him and tore him to pieces as a punishment for his guilt. The moment that the case of the criminal was thus decided, doleful iron bells were clanged, great wails went up from the hired mourners posted on the outer rim of the arena, and the vast audience, with bowed heads and downcast hearts, wended slowly their homeward way, mourning greatly that one so young and fair, or so old and respected, should have merited so dire a fate.

But, if the accused person opened the other door, there came forth from it a lady, the most suitable to his years and station that his majesty could select among his fair subjects, and to this lady he was immediately married, as a reward of his innocence. It mattered not that he might already possess a wife and family, or that his affections might be engaged upon an object of his own selection; the king

allowed no such subordinate arrangements to interfere with his great scheme of retribution and reward. The exercises, as in the other instance, took place immediately, and in the arena. Another door opened beneath the king, and a priest, followed by a band of choristers, and dancing maidens blowing joyous airs on golden horns and treading an epithalamic measure, advanced to where the pair stood, side by side, and the wedding was promptly and cheerily solemnized. Then the gay brass bells rang forth their merry peals, the people shouted glad hurrahs, and the innocent man, preceded by children strewing flowers on his path, led his bride to his home.

This was the king's semi-barbaric method of administering justice. Its perfect fairness is obvious. The criminal could not know out of which door would come the lady; he opened either he pleased, without having the slightest idea whether, in the next instant, he was to be devoured or married. On some occasions the tiger came out of one door, and on some out of the other. The decisions of this tribunal were not only fair, they were positively determinate: the accused person was instantly punished if he found himself guilty, and, if innocent, he was rewarded on the spot, whether he liked it or not. There was no escape from the judgments of the king's arena.

The institution was a very popular one. When the people gathered together on one of the great trial days, they never knew whether they were to witness a bloody slaughter or a hilarious wedding. This element of uncertainty lent an interest to the occasion which it could not otherwise have attained. Thus, the masses were entertained and pleased, and the thinking part of the community could bring no charge of unfairness against this plan, for did not the accused person have the whole matter in his own hands?

This semi-barbaric king had a daughter as blooming as his most florid fancies, and with a soul as fervent and imperious as his own. As is usual in such cases, she was the apple of his eye, and was loved by him above all humanity. Among his courtiers was a young man of that fineness of blood and lowness of station common to the conventional heroes of romance who love royal maidens. This royal maiden was well satisfied with her lover, for he was handsome and brave to a degree unsurpassed in all this kingdom, and she loved him with an

ardor that had enough of barbarism in it to make it exceedingly warm and strong. This love affair moved on happily for many months, until one day the king happened to discover its existence. He did not hesitate nor waver in regard to his duty in the premises. The youth was immediately cast into prison, and a day was appointed for his trial in the king's arena. This, of course, was an especially important occasion, and his majesty, as well as all the people, was greatly interested in the workings and development of this trial. Never before had such a case occurred; never before had a subject dared to love the daughter of the king. In after years such things became commonplace enough, but then they were in no slight degree novel and startling.

The tiger-cages of the kingdom were searched for the most savage and relentless beasts, from which the fiercest monster might be selected for the arena; and the ranks of maiden youth and beauty throughout the land were carefully surveyed by competent judges in order that the young man might have a fitting bride in case fate did not determine for him a different destiny. Of course, everybody knew that the deed with which the accused was charged had been done. He had loved the princess, and neither he, she, nor any one else, thought of denying the fact; but the king would not think of allowing any fact of this kind to interfere with the workings of the tribunal, in which he took such great delight and satisfaction. No matter how the affair turned out, the youth would be disposed of, and the king would take an aesthetic pleasure in watching the course of events, which would determine whether or not the young man had done wrong in allowing himself to love the princess.

The appointed day arrived. From far and near the people gathered, and thronged the great galleries of the arena, and crowds, unable to gain admittance, massed themselves against its outside walls. The king and his court were in their places, opposite the twin doors, those fateful portals, so terrible in their similarity.

All was ready. The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena. Tall, beautiful, fair, his appearance was greeted with a low hum of admiration and anxiety. Half the

audience had not known so grand a youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be there!

As the youth advanced into the arena he turned, as the custom was, to bow to the king, but he did not think at all of that royal personage. His eyes were fixed upon the princess, who sat to the right of her father. Had it not been for the moiety of barbarism in her nature it is probable that lady would not have been there, but her intense and fervid soul would not allow her to be absent on an occasion in which she was so terribly interested. From the moment that the decree had gone forth that her lover should decide his fate in the king's arena, she had thought of nothing, night or day, but this great event and the various subjects connected with it. Possessed of more power, influence, and force of character than any one who had ever before been interested in such a case, she had done what no other person had done - she had possessed herself of the secret of the doors. She knew in which of the two rooms that lay behind those doors, stood the cage of the tiger, with its open front, and in which waited the lady. Through these thick doors, heavily curtained with skins on the inside, it was impossible that any noise or suggestion should come from within to the person who should approach to raise the latch of one of them. But gold and the power of a woman's will had brought the secret to the princess.

And not only did she know in which room stood the lady ready to emerge, all blushing and radiant, should her door be opened, but she knew who the lady was. It was one of the fairest and loveliest of the damsels of the court who had been selected as the reward of the accused youth, should he be proved innocent of the crime of aspiring to one so far above him; and the princess hated her. Often had she seen, or imagined that she had seen, this fair creature throwing glances of admiration upon the person of her lover, and sometimes she thought these glances were perceived, and even returned. Now and then she had seen them talking together; it was but for a moment or two, but much can be said in a brief space; it may have been on most unimportant topics, but how could she know that? The girl was lovely, but she had dared to raise her eyes to the loved one of the princess; and, with all the intensity of the savage blood transmitted to her through

long lines of wholly barbaric ancestors, she hated the woman who blushed and trembled behind that silent door.

When her lover turned and looked at her, and his eye met hers as she sat there, paler and whiter than anyone in the vast ocean of anxious faces about her, he saw, by that power of quick perception which is given to those whose souls are one, that she knew behind which door crouched the tiger, and behind which stood the lady. He had expected her to know it. He understood her nature, and his soul was assured that she would never rest until she had made plain to herself this thing, hidden to all other lookers-on, even to the king. The only hope for the youth in which there was any element of certainty was based upon the success of the princess in discovering this mystery; and the moment he looked upon her, he saw she had succeeded, as in his soul he knew she would succeed.

Then, it was that his quick and anxious glance asked the question: "Which?" It was as plain to her as if he shouted it from where he stood. There was not an instant to be lost. The question was asked in a flash; it must be answered in another.

Her right arm lay on the cushioned parapet before her. She raised her hand, and made a slight, quick movement toward the right. No one but her lover saw her. Every eye but his was fixed on the man in the arena.

He turned, and with a firm and rapid step he walked across the empty space. Every heart stopped beating, every breath was held, every eye was fixed immovably upon that man. Without the slightest hesitation, he went to the door on the right, and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The more we reflect upon this question, the harder it is to answer. It involves a study of the human heart which leads us through devious mazes of passion, out of which it is difficult to find our way. Think of it, fair reader, not as if the decision of the question depended upon yourself, but upon that hot-blooded,

semi-barbaric princess, her soul at a white heat beneath the combined fires of despair and jealousy. She had lost him, but who should have him?

How often, in her waking hours and in her dreams, had she started in wild horror, and covered her face with her hands as she thought of her lover opening the door on the other side of which waited the cruel fangs of the tiger!

But how much oftener had she seen him at the other door! How in her grievous reveries had she gnashed her teeth, and torn her hair, when she saw his start of rapturous delight as he opened the door of the lady! How her soul had burned in agony when she had seen him rush to meet that woman, with her flushing cheek and sparkling eye of triumph; when she had seen him lead her forth, his whole frame kindled with the joy of recovered life; when she had heard the glad shouts from the multitude, and the wild ringing of the happy bells; when she had seen the priest, with his joyous followers, advance to the couple, and make them man and wife before her very eyes; and when she had seen them walk away together upon their path of flowers, followed by the tremendous shouts of the hilarious multitude, in which her one despairing shriek was lost and drowned!

Would it not be better for him to die at once, and go to wait for her in the blessed regions of semi-barbaric futurity?

And yet, that awful tiger, those shrieks, that blood!

Her decision had been indicated in an instant, but it had been made after days and nights of anguished deliberation. She had known she would be asked, she had decided what she would answer, and, without the slightest hesitation, she had moved her hand to the right.

The question of her decision is one not to be lightly considered, and it is not for me to presume to set myself up as the one person able to answer it. And, so I leave it with all of you: Which came out of the opened door - the lady, or the tiger?

Source: <http://www.eastoftheweb.com/short-stories/UBooks/LadyTiger.shtml>

TASK-6: WRITING A COMPARISON AND CONTRAST ESSAY

A MARRIGE MADE ON THE INTERNET?

How many Americans have ever considered asking friends or relatives to select their spouse for them? Not very many, apparently. Yet this is exactly what David Weinleck did.

Weinlick had apparently long been considering marriage and had known for quite some time that he was going to get married in June of 1998. When the wedding would take place and who would be invited he already knew. He just did not know whom he would be marrying. You see, he had not met his bride yet.

It all started some years ago. Friends would repeatedly ask Weinlick, an anthropology student at the University of Minnesota, when he was going to tie the knot. He would say he did not know. Eventually he got tired of these questions, so he just picked a date out of the blue: June 13, 1998. As this date was getting closer and closer, Weinlick, 28, knew he had to do something. His friend Steve Fletcher came up with the idea of a democratic selection process. Weinlick liked the idea, so he advertised for a bride on the Internet on a Bridal Nomination Committee website.

He created an application form and asked friends and relatives to interview the candidates and select the winner. They did this at a bridal candidate party before the ceremony on the day of the wedding.

Internet Marriage

Weinlick's friends and relatives took the request quite seriously. Though Weinlick was not sure who his bride would be, he did want to get

married. He said he thinks commitment is important and that people have to work at relationships to make them successful. Weinlick's sister, Wenonah Wilms, said she thought that all of the candidates were nice but that she was looking for someone really special. Wilms added that it was important for her brother to marry someone who would fit into family celebrations like at Christmas.

So who won the election? It was Elizabeth Runze, a pharmacy student at the University of Minnesota. Runze had not met Weinlick before she picked up a candidate survey on the Monday before the wedding. They talked briefly on that day and again on Tuesday when Runze turned in the completed survey about her career plans and hobbies. However, neither Weinlick nor Runze knew who would ultimately be chosen by Weinlick's friends and family on Saturday, the day of the wedding. After her Saturday selection by the committee, Runze said the day was the most incredible she had ever experienced.

Weinlick was happy too. After the selection, the groom said the plan turned out almost exactly as he had hoped.

By the time the wedding day arrived, Weinlick had prepared everything: the rings, the musicians, his tuxedo and the reception afterwards. The two took their vows at the Mall of America in Minneapolis while about 2,000 shoppers looked on from the upper levels of the mall.

Probably few Americans would do what Weinlick and Runze did. There have been reports, however, that the newlyweds are doing well. Weinlick and Runze's union qualifies as an "arranged marriage", the phenomenon that has traditionally not been popular in America. Arranged marriages are common in many other parts of the world, though, or at least they used to be. Maybe they are not such a bad idea.

WEINLICK AND RUNZE: AN UPDATE

About three years after they got married at the Mall of America in Minneapolis, David and Elizabeth Weinlick's marriage was still going strong. When telephoned in February 2001, David Weinlick was in good spirits and said their marriage was doing wonderfully. He was finishing a student teaching program in a local high school, and Elizabeth had switched to nursing school because she felt she would have more of a chance to help people as a nurse than as a pharmacist. David said they were expecting their first child in June 2001. When a day later Elizabeth echoed what David had said, adding that the due date for their first child was June 13, 2001-the third anniversary of their marriage. Both David and Elizabeth stressed that commitment is the thing that makes a marriage work. The feelings come later, they said. "The day we got married we had no relationship. Zero. Nothing!" Elizabeth commented. Feelings of love developed after they got to know each other. Asked how they handle conflict, Elizabeth said, "We laugh." In other words, they do not let conflict develop.

Here is an interesting postscript to their story: It turns out that David's great-grandparents went through a similar situation. His great-grandfather was scheduled to become a missionary in Alaska, but his church felt he would need a wife to stand alongside him in his work. They recommended a woman in New York State who they thought would make him a good wife. The two did in fact get married after a very short courtship. Forty-three years later, David's great-grandparents said they had never regretted the way in which they wed. An observer commented that "many young people today might have happier married lives if they got acquainted more after marriage instead of so much before."

There may well be some truth in this.

Taken from "Focus on Grammar Advanced: An Integrated Skills Approach"

COMPREHENSION QUESTIONS

1. When David and Elizabeth were phoned, what occupations were they pursuing?
2. What did Elizabeth use to do?
3. Why had she switched her career plans?
4. In what way is David and Elizabeth's situation similar to that of David's great-grandparents?

SAMPLE COMPARISON AND CONTRAST ESSAY

Last week when I received acceptances from my top two choices for college, State and Greenwell, I knew I had a difficult decision to make. Although I had talked to friends and relatives who had attended both schools and had visited both campuses many times, I couldn't make up my mind. It was only after I analyzed the similarities and differences between the two schools that I finally came to my decision to begin classes at Greenwell in the fall.

At first glance, it seems that State and Greenwell have a lot in common. First of all, both universities are located in Pennsylvania, where I am from. The tuition is also exactly the same at both schools - \$ 20,000 per year. In addition, the basketball team at State is just as good as the one at Greenwell, and I would love to play for either one. Most importantly, both schools have large libraries, excellent academic reputations, and first-class engineering departments.

It was when I looked at the differences between the two schools that I made my final decision. In terms of location, State is more attractive. Its setting in a safe suburb was definitely more appealing than Greenwell's location in a dangerous city neighbourhood. I also liked State's older campus with its beautiful buildings and trees more than Greenwell's new campus, which looks like an office complex. But I realized that these should not be the most important factors in my decision. I had to pay a lot of attention to the financial component. Although the tuition is the same at both schools, Greenwell offered me a \$ 3,000 scholarship, whereas State couldn't give me any financial aid. In addition, if I go to Greenwell, I can live at home and save money on room and board. Since Greenwell is much closer to home, I will not have to spend as much on transportation to and from school. The most important factor in making my decision was the difference in class size between the two universities. State has large classes and an impersonal

feeling. On the other hand, Greenwell has small classes, and students get a lot of personal attention.

In conclusion, after taking everything into consideration, I think I made the right decision. Since small classes, personal attention from my professors and saving money are all very important to me, I will probably be happier at Greenwell.

Taken from "Academic Writing English"

TASK-7: WRITING AN OPINION ESSAY

WHAT IS TECHNOLOGY DOING TO US?

Technology is such a major part of our lives today that it is difficult to think of life without its products. Where would we be without such things as cell phones, CD players, automobiles and computers? There is no doubt that technology serves us and enriches our lives. The trouble is, technology has a downside also. Are there ways to gain the benefits of technology without being at the mercy of it? Let's look at the pros and cons of three technological products.

The Telephone

Pros: since its invention in 1876, the telephone has become more important to people's lives with each passing year. It is hard to imagine life without it, as we learn when we move and do not have phone service for a day or two. The telephone is just about everywhere these days. If we want to go to a popular movie but are afraid it will be sold out when we get to the theatre, all we have to do is call in advance and order tickets. Telephones save lives; if there is an emergency, we call 911. The telephone allows us to stay in touch with people who live on the other side of the street, the country, or the world.

Cons: Consider the cell phone; it is wonderful technological product. We carry a cell phone with us in case our cars break down. We use it to talk with our friends at our convenience and to take care of business matters when we cannot get to a regular phone. But, the downside is that cell phones can be troublesome and even dangerous. Increasingly these days, teachers are having problems with students who bring cell phones to class and insist

on using them. Teachers try to prohibit cell phone use in class, but students feel strongly about their right to use their cell phones, and school districts are often reluctant to forbid them. Much more significantly, many serious and even fatal accidents are caused by people talking on their cell phones while driving. A few cities and states have passed laws against using hand-held devices in cars, but they are few and far between.

The Automobile

Pros: As with the telephone, there are countless benefits of cars. Let's assume you just bought a new one, and today you are driving it for the first time. Everyone says it looks good, and you are discovering that it performs beautifully. It takes you places speedily. It gives you freedom and mobility. Together with the telephone, it can save a life if someone is in an accident or is sick and has to get to a hospital quickly. It allows you to go to places at speeds undreamed of in the past. This week you are working at a job that is far from your home, but your car will get you there fast. And, the manufacture of cars provides millions of jobs worldwide.

Cons: The automobile is a victim of its own success because almost everyone wants one. It does its job so well that cars are everywhere-and that is the problem. We have built freeways to handle the steadily increasing traffic generated by the car's popularity. As soon as a new freeway is built or lanes are added to an existing freeway, however, traffic simply increases to the point that it often takes longer to get somewhere by freeway than on city streets. There are other negatives: Cars are the major cause of air pollution, and each year in the United States over 40,000 people are killed in auto accidents-more than from diseases such as kidney failure.

The Computer

Pros: We live in the Information Age, and the computer is the key element of it. Let's say you have a new computer, and you love it. The music you listen to on it sounds wonderful. Your computer gives you access

to the world: you e-mail your friends, do research on the Internet, create documents and edit them easily, check up on sports scores, and read news articles without even having to subscribe to a daily paper. What a marvellous invention technology has provided us. How could we do without it?

Cons: Yesterday your computer was working fine, but today it is being difficult. You do not know much about fixing computer problems, so you call for technical support. The technician determines that you have two computer viruses. You download and install anti-virus protection, and everything is fine for a while. It is a good thing, because you are working at home today. But you have also agreed to take a friend to a doctor's appointment, and you are printing a document to take along and work on. You have just enough time to print the document and jump into the car, but the printer chooses this moment to stop functioning. By the time you have figured out how to fix the printer and you pick up your friend, you are late. You feel bad about his, but what can you do?

Technology is so important that our world would have difficulty surviving without its constant advances. If a technological product is there, people will use it. Our problem is over-dependence on it. We need to learn how to use technology moderately, and we will explore ways of doing that in next month's issue.

Taken from "Focus on Grammar Advanced: An Integrated Skills Approach"

NO CELL PHONE RESTRICTIONS!

It seems that I constantly hear the same thing: "Cell phones are dangerous. We need to severely restrict them. People are dying because of cell phones." Well, I think cell phones themselves are not the problem. I am completely opposed to restrictions on them, and here is why.

First, people say cell phones are dangerous to health, so they should be limited. Supporters of this idea say there are studies showing that cell phones produce radiation that is harmful to users. I think this is nonsense. There has not been any real proof. It sounds like just another study that ultimately does not mean anything.

Second, a lot of teachers are proposing that we not allow cell phones in classes because they are a distraction. I feel pretty angry about this. Here is a good example. Two weeks ago in my history class, one of the students had her cell phone on because her mother was really sick and might need a ride to hospital. The student's mother could not contact anyone else. In fact, the student's mother did call, and the student found someone to help her mother. What if her cell phone had not been on? The teacher would have felt pretty bad.

Third, people argue that using a cell phone while driving is dangerous. I disagree. It is no more dangerous than turning on the car radio or eating a sandwich. People do those things when they drive. The law says you must have one hand on the steering wheel. It is possible to use a cell phone correctly with one hand. I use my cell phone carefully; I always keep one hand on the wheel. Maybe there should be training in ways to use a cell phone well, but we should not prohibit using cell phones in cars.

This has always been a free country. I hope it stays that way.

Taken from "Focus on Grammar Advanced: An Integrated Skills Approach"

TASK-8: WRITING A STORY (CARTOON)**NOUN PHRASES**

chances	depths	height	matter	grain
sense	sign	source	state	pack

1. I keep forgetting people's names; I think it must be **a of age.**
2. It is not exactly **a of life and death**, but I would appreciate it if you could get it done as soon as possible.
3. There was not **a of truth** in what he said - his speech was **a of lies** from start to finish.
4. I felt **an enormous of relief** when I heard I had passed.
5. After rioting, the government declared **a of emergency**, calling out the troops and imposing a night-time curfew.
6. I have no investments or savings, so the state pension is my only **..... of income.**
7. Whether you are in **the of winter** or **the of summer**, Airflow ensures the temperatures inside your home is exactly how you want it.
8. The team's **..... of promotion** to the First Division suffered a blow yesterday when they lost at home to relegation candidates Bristol City.

CARTOON – 1

TOTAL SCORE:

SCORES:

STRENGTHS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
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- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.

WEAKNESSES

Created by

TASK-9 : WRITING A LETTER OF COMPLAINT

DYING FOR THEIR BELIEFS: CHRISTIAN SCIENTIST PARENTS ON TRIAL IN GIRL'S DEATH

By Jeffrey Good (St. Petersburg Times)

Amy Hermanson was a sunny seven-year-old with blond hair and bubbly ways. She liked to serenade adults with her favourite song: Disney's "It's a Small World After All".

But Amy's world went awry one Sunday. An adult friend of her family noticed the child's sunken eyes, her listless manner, the way her clothes hung from her tiny bones. She tried to get the child sing her favourite song.

"She used to come over and sing every verse to me. I could not even get her to make a comment on the song, let alone sing it," the friend, Mary Christman, would later tell investigators. She recalled her husband saying, "If the child does not receive medical attention, she will be dead within a week."

But Amy's parents are Christian Scientists. They decided to try to heal the child with prayer rather than seek a doctor's aid. Two days after the Christmans saw her, Amy died of diabetes.

On Monday, Amy's parents are scheduled to go on trial in the Sarasota County Courthouse on charges of third-degree murder and felony child abuse. Prosecutors say William and Christine Hermanson committed a crime by putting religious principles ahead of protecting their daughter. The Hermansons say their accusers are wrong. If convicted, the couple could face three to seven years in jail.

At issue is a legal principle with national ramifications. Since 1967, no Christian Scientist in the United States has stood trial for denying children medical care for religious reasons. Six similar cases are pending, but the Hermansons are the first to go to court.

"The children are entitled to protection, and if the parents will not give it to them, they (the parents) will suffer the (legal) consequences," says Mack Futch, an assistant state attorney in Sarasota County.

The Hermansons, however, have maintained that prosecutors want to violate their constitutional right of religious freedom. And in interviews last week, their supporters maintained that the couple treated their daughter with a proven-if unconventional-method of healing.

Fredick Hillier, a Christian Science "practitioner" who was ministering to the child when she died, said that Christian Scientists regard prayer as a better treatment than conventional medicine. "A Christian Scientist is doing nothing any different than anyone who has found medical treatment to be effective." Said Hillier, who also acts as the spokesman for Florida Christian Science churches. "Why do Christian Scientists rely on spiritual healing when they could go to a physician if they wanted to? In their experience, they found it to be effective."

Church members acknowledge that their methods sometimes fail, just as doctors sometimes fail, he said. But that does not mean the Christian Scientists deserve criminal charges any more than the doctors do, he said. "We do not claim any more than anyone else claims to be 100 percent effective," Hillier said. "Even Jesus did not."

Amy's third degree report card was her last. It showed A's in reading, English, spelling, mathematics, science, and social studies. "Amy takes a keen interest in all her work," a teacher wrote.

But in September, Amy began forth grade as a different child. Teachers noticed her dozing off in class, shedding weight at an alarming rate, and complaining of stomachaches. At one point, she held her hands over her ears and pleaded, "Stop the noise. Stop the noise. Stop the noise," at the sound of a pencil scratching paper.

"After the school year began, Amy was often upset. She would cry and say that she did not feel well," said June R. McHugh, director of the private Julie Rohr Academy attended by Amy and her older brother, Eric. McHugh told investigators that about a week before Amy's death, she told Mrs. Hermanson her daughter might be suffering from a physical ailment. McHugh recalled that Mrs. Hermanson said, "the situation was being handled."

On September 22, one of the practitioners began praying for the child.

On September 25, the Hermansons left Amy in a baby-sitter's care and went to Indiana for a Christian Science conference on spiritual healing. They returned on September 29.

But at 8:30 A.M. on September 30, a state social worker in Sarasota took a call from Amy's aunt. The worker's notes sketched a chilling picture: "Over the last two weeks (Amy) has lost 10 pounds, drinks constantly, eats large amounts of food, muscle tone is virtually gone, eyes are sunken and functioning separately. Child can barely walk and has to be carried-All indications point to diabetes but parents refuse to take the child to the doctor as they are Christian Scientists."

A court hearing was scheduled for 1:30 P.M. and Amy's father arrived early. At 1:27 P.M., Hermanson took a phone call from home reporting that Amy had taken a turn for the worse and an ambulance was en route. Learning this, the judge ordered that a medical doctor examine Amy.

But it was too late. With Christian Science practitioner Hillier nearby, Amy had died in her parents' bed.

Most Important Right

After performing an autopsy on the child, Associate Medical Examiner James C. Wilson concluded that medical treatment up to just hours before her death probably could have saved Amy. The Hermansons have acknowledged they never sought such treatment. That does not make them criminals, say their lawyers and supporters.

"There is not anyone who is more loving to their children than Christian Scientists," said Bob Drabik, a chairman of the board of directors at Sarasota's First Church, Christian Science, where the Hermansons are members.

Florida law says parents cannot be judged "abusive or neglectful" because they withhold conventional medical treatment for religious reasons. Similar laws exist in most states. They were enacted under heavy lobbying from the Boston-based church after one of its members, Dorothy Sheridan of Harwich, Massachusetts, was convicted in 1967 of manslaughter in the death of her child. "William and Christine Hermanson, at all times material to the facts in this case, followed the religious teachings of their church and relied upon Christian Science healing in the care and treatment of Amy Hermanson," the court record states.

Within the legal community, there is considerable debate over whether that is an adequate defense when a child dies. Harvard law professor Alan Dershowitz says that such trials revolve around two important constitutional rights: parents' freedom of religion, and children's right to grow up healthy.

In cases where one right must take priority, Dershowitz says, the choice is clear: "It is not a difficult question. Children have a right to live and be brought up to make their own religious decisions."

Hillier, the Christian Science spokesman, said that church members view prayer as the best way to make sick children well. "We do not want the right to do harm to children," he said, "we only want the right to do what is good for children."

Comprehension Questions

1. What was Amy's disease?
2. Could she have been saved if she had taken medical treatment?
3. Why are the Hermansons on trial?
4. Why do Christian Scientists and other supporters defend the Hermansons?
5. What are two important constitutional issues?

T (True) or F (False) ?

- 1. If Amy had received medical care just two hours before she died, she probably could have been saved
- 2. Some of the symptoms of Amy's disease were: loss of weight, stomachaches, and an intense interest in schoolwork.
- 3. The Hermansons feel children have the right to make their own religious decisions.
- 4. Christian Scientists and their supporters believe they want only to do what is good for their children.
- 5. Christian Scientists believe prayer is better than conventional medicine.
- 6. In Florida, parents can be judged "abusive or neglectful" if they choose to deny their children conventional medical care for religious reasons.

Taken from "North Star Reading Upper-Intermediate"

TASK-10 : WRITING CAUSE AND EFFECT ESSAY**AIR POLLUTION IN CHINA**

A) Listen to the news of BBC twice. Then, answer the questions below.

1. What is the news about?

-

2. What did the reporter do on his first night?

-

3. Why did the leaders of the villagers leave?

-

4. What does Zhang Mingzhi suffer from? What is his illness?

-

B) Listen to the news again. Mark the statements as True or False. Correct the false statements.

..... 1. The news reporter is in a village which has been completely abandoned.

..... 2. Since there is no wind in this village, pollution from the air grime of factories simply rises in the air and then it stays hoop.

..... 3. The Wang Demeng's family tried to wash away the taste of pollution with some hot tea.

..... 4. Zhang Xianjiang says that they have to stay in this village since they don't have any money.

..... 5. People in Gezhuotuo can grow whatever they want.

..... 6. The leaders of the villagers live in the city where it is cleaner.

..... 7. Zhang Mingzhi suffers from lung disease because of smoking too much.

.....8. Zhang Mingzhi has to be spoon fed by his children.

.....9. In Gezhuotuo, no one has a clean face.

.....10. Outside the classroom, the school slide is too filthy for two years.

C) Fill in the blanks according to the listening text.

1. Try not to take a breath.
2. If you after too long in the village of Gezhuotuo, it may make you ill.
3. One of the bad things here is that there is always no in this village.
4. Their village leaders left long ago in search of air.
5. "No one about us" says Zhang Xianjiang.
6. The next morning, the settles into a kind of orange haze.
7. The sky is full of
8. The pupils get straight into their lessons as as they can.
9. In this village, you get grubby, and you grubby.
10. About the playground, you can see the red flag of China in grime.

D) Look at the pictures below. Talk about your feelings and thoughts about air pollution by using the phrases.



1.

(the sky settling into an orange haze)



2.

(crowded and polluted lives)



3.

(harmful gases causing illnesses)



4.

(living in a gloomy world)

E) Look at the facts below about China's air pollution. Choose one of them, and talk about it. Then, talk about air pollution in your country by giving examples.

♣ 33 % of Chinese people live in such polluted cities that the air they breathe is equivalent to smoking two packs of cigarettes per day.

♣ In China's fourteen largest cities, air pollution is responsible for the deaths of 50,000 newborns each year.

♣ Every year, it is estimated that around 400,000 people in China die prematurely from pollution-related illnesses.

WOMEN'S LIBERATION

Since the middle of this century, women around the world have been seeking greater independence and recognition. No longer content with their traditional roles as housewives and mothers, women have joined together to create the women's liberation movement. While the forces behind their international movement vary from culture to culture and from individual to individual, the basic causes in the United States can be traced to three events: the development of effective birth-control methods, the invention of labor-saving devices for the home, and the advent of World War II.

The first cause of the liberation of women was the development of effective birth-control methods, freeing women from the endless cycle of childbearing and rearing. As a result of having a choice as to when and if to bear children, women acquired the freedom and the time to pursue interests outside of the home. Because of the development of birth control, women could delay having children or avoid having them altogether; consequently, women had the opportunity to acquire an education and/or pursue a career.

Another event was the development of mechanized labor-saving devices for the home, resulting in more leisure time and freedom for women. For example, fifty years ago, a housewife spent an average of twelve to fourteen hours per day doing housework. Due to the invention of machines such as vacuum cleaners, washing machines, and dishwashers, a housewife can now take care of her daily housework in about five hours.

The final event that, at least in the United States, gave impetus to the liberation of women was World War II. During the war, most men were serving in the military. Consequently, women had to fill the vacancies in the labor force. Women by the thousands went to work in factories and took over businesses for their absent husbands. This was a great change for the majority of American women, for they discovered that they could weld airplane parts and manage businesses as well change diapers and bake bread.

These three events planted the seeds of great change in society, and the effects of this change are being felt at all levels: in the family, in business, and in government.

One of the biggest effects of the greater independence of women today is being felt in the home. The traditional husband-wife relationship is undergoing a radical transformation. Because so many women are working, men are learning to share household tasks of cooking, cleaning and caring for children. In most American families, the husband still earns most of the money, and the wife still does most of the housework. Nevertheless, the child-rearing system in the United States is changing as a result of women's increasing participation in the away-from-home work force. The number of mothers going out to jobs tripled from 1950 to 1987 to more than twelve million; as a result, millions of children are being reared by paid childcare workers in infant, preschool, and after-school daycare programs instead of by their mothers at home.

The effects of women's liberation are being felt not only in the home but also at the job site. In 1986, almost 48 million women age 16 and over were employed. This number represents 44 percent of the total paid work force in the United States. Most women still work in low-paying, low-status occupations as secretaries, salesclerks, elementary school teachers, and healthcare workers. However, in the last two decades, more women have entered the new high-technology industries; by 1986, for example, 34 percent of all computer programmers were women. There has also been a slow but steady increase in the number of women who have risen to executive and managerial positions in business and who have entered the traditionally male professions of architecture, engineering, medicine, and law.

In conclusion, women in the United States are acquiring greater independence, which is causing sweeping changes at home, at work, and in government. Although American women do not yet have the equality with men that women in some Western countries like Sweden enjoy, they are making steady gains. The full impact of this process on society remains to be seen.

Taken from "Writing Academic English"

Appendix 10**SAMPLE WRITING PRODUCTS OF THE STUDENTS****TASK 1: Paragraph Writing****NECESSITY OF LEARNING ENGLISH**

What do you think about people's effort to learn English? It is clear that there is an increase in the number of people trying hard and spending great amounts of money to be able to learn English. As it is the most commonly spoken language, it has almost become a must for those who want to communicate with others all around the world easily. Furthermore, English not only presents you but also supplies you an opportunity to have an idea about different cultures. Above all, anyone who speaks English is luckier than anyone else to find a job. Moreover, when you can speak English you can meet literature of many other languages apart from English. It is possible to watch movies, read masterpieces or see plays thanks to this international language when you know that language. To sum up, if anyone who wants to have more chances in every part of life, learning English is a necessity for them.

Aynur KAVAK
(Prep-1)

TASK 2: Paragraph Writing (Agree or Disagree)**EVIL OR GOOD**

People who live together and share the same language constitute an empire. Sometimes they elect a leader or somebody who has leadership ability proves himself/herself as the leader. Finally, every empire has a leader to represent themselves in international scenes. However, nobody is perfect. Like many ordinary people, leaders also make mistakes from time to time. In my opinion, people should not be blamed for their faults because they are personal, not social. For example, George W. Bush, when he was the president of the USA, fought against Iraq. So many people in America protested him because of that occasion. But, we cannot judge the country in this case. All in all, I do not think that there are evil empires and evil people. I do believe that there are some bad leaders all over the world though all people are basically alike. Yet, it depends on every person's point of view to determine whether we are all alike or not.

Kenan ÇAVUŞ
(Prep-2)

TASK 3: Descriptive Writing**GOOD AND COLD**

Do you want to live in a country where blond and light skinned are people walking around silently? Finland is located in the region of Northern Europe. It is bordered by Sweden on the west, Norway on the north and Russia on the east. Its climate is similar to Edirne and as a nation; it consists of good and cool people.

Fish and meat play an important role in traditional cuisine of the country. People that live in the western part eat meat the most and in the eastern part vegetables are mostly eaten.

Due to its history and location, life style has been influenced by Sweden and Russia. The sea is frozen, so people have to wear winter weight clothes. In the winter, one of the most often served drinks is Glögg. This traditional hot drink is served during major religious holidays, mainly in the winter around Christmas time. Most people are members of the Evangelical Lutheran Church With approximately 4.3 million members and it is one of the largest Lutheran churches in the world.

The most attractive things about tourism are ice hotels. Generally, these are set up in northern part of the country and tourists come to these places to drink traditional drinks in glasses made by ice. Each season 2 million glasses are made.

To conclude, this country is livable. It has a well-balanced social life. The only negative thing about the country is climate. Half of the year is night and the other part of the year is day time. Amusement makes up most of the social life. If you want to enjoy we recommend you to visit Finland.

Taner TUNCEL

Semih VAROL

(Prep-1)

TASK 4: Descriptive Writing**THE WAY OF MY LIFE**

How would you define yourself in a word? I can say that "sociable" is one of the right adjectives that can describe me. So, I am Musical Kadir who was born in Zonguldak in 1992. However, my hometown is Bursa, one of the greatest cities in our country.

In order to describe my personality, I need to start with my characteristic features. First of all, I like to make things clear. I do not want to be confused. So, everything should be clear for me. I like to be comfortable since I do not want to be disturbed by others all the time. On the other hand, I am a quite practical person. I deal with my problems in an easy way rather than difficult ones. I am reliable because I rely on everyone, they can rely on me, too. I know how to keep a secret. I like to feel secure when I am in welfare. I can be happy any time. So, it is quite easy to make me feel happy. Moreover, I am methodical. I do everything with a plan. That's why, I am stable and I do not like changes much which prevents me from being an innovative person from time to time. Sometimes I can be stubborn. If I want to do something, I can do it somehow. I am hardworking when I like what I am doing. Most of my friends call me "Musical Kadir" since I compose songs. Music is an indispensable part of my life. Nothing can be important for me more than music.

To sum up, the most important thing in my life is music. I am Musical Kadir and that is the way of my life. And, the most important thing which makes me feel good at any time: MUSIC!

Kadir SERBESTOĞLU
(Prep 1)

TASK 5: Narrative Writing**THE KING'S MERCILESS GAME**

...

Having seen the sign of the princess, her lover took a few steps back and paused for a second. Then, he started walking towards the door in deep silence. All the people in the arena were waiting impatiently. They were dying to see what was behind the door: a beautiful lady, or a wild tiger. The princess knew the answer. She knew that there was a tiger behind the door. But, she also knew that it was dead. The lover returned to the princess and saw her smile. The king's wrath replaced this happy moment. He understood that the princess had the tiger killed, but he was desperate because the game was played by its rules and at this time, he was at the losing side. When people started murmuring, the man opened the door. However, nothing was seen since it was shut immediately. The king said: "You sacrificed yourself for my daughter. I will allow you to get married." The king's decision surprised everybody even his daughter. When they started to think that he was a good man, the king suddenly ordered his soldiers to kill the lover. When the princess opened her eyes, she saw her lover's lifeless body. This was a merciless game of the king to show that he would kill anyone who approached his daughter. Thus, he proves his barbaric kingdom once more. The princess had no other option but to grieve. One day, she became terribly ill and died. The king understood that he did evil things and caused the death of his own daughter. However, her daughter was no longer alive.

Cansu SELÇUK
(Prep-1)

TASK 6: Comparison and Contrast Essay

MARRIAGES IN THE PAST VS MARRIAGES TODAY

Marriage is an institution which can be founded in every culture all over the world. It is a continuous state of flux and various areas. It is both individual and social. Marriage is individual because it brings lives of a man and woman together, and it is social since it establishes family and kinship ties. There are many changes in marriage from part to nowadays because new ideas and lifestyles emerge. Therefore, there are several similarities and differences between marriages in the past and marriages today.

First of all, past and present marriages are similar in terms of an organization of a ceremony. In the past, a ceremony was organized to celebrate the marriage of a couple. It is not different today. A ceremony takes place most of the time when a couple wants to get married at present. When our culture is taken into consideration, another similarity comes out in terms of the celebrations take place before the wedding ceremony. Henna nights are still organized as they were in the past. The last similarity is about the tradition followed after the wedding ceremony. The newlywed bride and groom go to a different city or country to spend their honeymoon. The same custom was applied in the past and it is still favourable today.

In view of differences, there are a number of different details of marriages in the past and marriages today. To start with, the first difference emerges in the way the couple comes together. In the past, people used to have blind marriages while love marriages are more popular at present. Most of the time they would not know anything about each other till they got married in the past though couples live together to get to know more about each other before their marriage today. Another difference is about the age of marriage. In the past, people used to get married at early ages for several reasons such as financial or social. However, more and more people

wait until their 28's or 30's to get married today. They think of making a career first and marrying in later steps. The last difference is in terms of the number of the children the couples want to have during their marriages. Couples wanted to have at least four or five children in the past while they think even one child brings a load of responsibilities, so it is not common to have more than two children at present.

To sum up, as the time is passing, people are becoming more educated, literate. Thus, everything is changing dramatically. There are a lot of similarities while the differences outnumber them. However, it is possible that there will be no similarity in the future between marriages in the past and marriages today. Therefore, one thing I certain that it is not the marriage which is changing, it is the values and people's attitudes towards these values that is changing.

Azade BULUT

(Prep-2)

TASK 7: Opinion Essay**THE DISEASE OF NEW AGE**

Social networks like facebook, myspace or twitter are almost an indispensable part of our lives today. They are getting more and more popular. The result of a study conducted by Rowland MILLER in the USA has shown that social networks remove the sense of shame in humans. Although this is a striking finding, there are several prominent disadvantages of such networks which makes it obvious that there should be some restriction on social networks.

First of all, people, especially youngs spend too much time on these social communication networks. Even little children spend hours on Facebook or Twitter doing nothing but commenting or uploading photos. They update their profiles nearly everyday. Most of the time, they upload a video or photo, and then unnecessary discussion starts. Moreover, they add even the people they have never met. They sometimes text messages via Facebook instead of using their mobile phones. In fact, they use their mobile phones when they have access to the internet. Thus, they are online every time which takes away a great amount of time from their lives.

Another reason why I think there should be restrictions on social networks is that people do not have any privacy because of these networks. Any information about the personality of a person can easily be reached, which risks their private life. For example; one of my friends shared his unlucky experience. He said that he used to have a Facebook account. Even though he was not a constant user, somebody hacked his account and all his private texts, photos and some important information in his account were gone. This experience is another reason why there should be some restrictions.

The last but the most important reason of restrictions on social networks is isolation. Because of innovations in technology, we have started leading comfortable lives. However, these innovations brought about several problems in terms of communication. Though social networks are a good and instant way of communication, they can be good isolators as well. Most of the users of internet spend their time on these sites. Thus, the networks replace other social activities in real life. I experienced an example of this isolation. Though I live in a crowded house, I spent at least five or six hours of a day like my homemates. Then, we realized that we were texting messages from Facebook instead of talking to each other. It was quite strange how isolated we were from each other.

All things considered, it can be said that social networks can lead our lives and take a great amount of time by isolating us from our friends or family. Hence, there should be some restrictions on social networks to prevent huge problems they create.

Kübra CEYLAN
(Prep-3)



It was in the depths of winter First had an examination and it was a matter of life and death for him.

First was woken up by his mother's shouting! After he had been hit by he went out hastily.



His next door neighbour Kamil, went out immediately to catch up his missing that would determine a chance of promotion.

When First went out, he suddenly ran to catch the bus.



First and Kamil had arrived and they tried to catch it simultaneously while they were trying to get on one as they crashed each other. And their coats crumpled.

They had a small talk while they were in the bus.



First didn't arrive in the school and looked for his books to bring in his bag. But he just found a bag about a company.

He noticed that when First went to his neighbour Kamil, he saw a company's address and decided to go there for bringing a bag.



He ran there quickly and saw the security guard. There was a problem with it. The security guard was also here to come in the company.

Kamil was waiting for to show his projects and he seemed to be very happy. He was also agreed to bring the change of promotion.



First opened the door and yelled at 'Uncle Kamil, I'm here with your projects!'

I think I want a new employer.

TO BE CONTINUED...

Mohd Saiful
Canda Saiful

TASK 9: Letter of Complaint

To whom it may concern,

Florida State Court

I am writing to draw your attention to the ramification of Amy Henderson's trial. I want to express my dissatisfaction with Hermansons' not being convicted in the case of being responsible for the death of their daughter.

It is a third-degree murder and these parents deserve an effective punishment. Like other Christian Scientists, Amy's parents thought that their right to religious freedom allowed them to decide what was best for their children. However, it is a wrong belief for people because it is about a young girl's life and if she had received a medical treatment she would have overcome diabetes. Her parents should have been more careful about their daughter and also they should have sought a doctor's help.

As it is known, conventional methods are not effective in such significant situations. Due to lack of scientific innovations, people attempted to consult some traditional methods such as spiritual healing or herbal treatment for illnesses. These kinds of treatments were common as a public remedy. However, with so many possibilities thanks to scientific innovations, it is necessary to stay away from such methods. Dershowitz claimed "It is not a difficult question. Children have a right to live and be brought up to make their own religious decisions." I strongly believe that children must be given a chance of making their own religious decisions by laws. Also the government should give a stronger punishment.

To conclude, the punishment that should be given to Hermansons should not be less than the one which is given to a murderer. I think that Hermansons also played a role in a person's life and they caused the death of their daughter. It should be born in mind that medical treatment is the only way to heal people. Thus, Hermansons must be sentences to prison.

I hope this case will receive your immediate attention.

Yours sincerely,
Hüseyin Ali ARSLAN

Hüseyin Ali ARSLAN
(Prep-3)

TASK 10: Cause and Effect Essay**POLLUTED LIVES**

Are you aware of the harm you give to your own homes? Have ever realized that our world is being polluted day by day? Everyone should be aware that air is not clean enough any longer. This is because we are contaminating our air unconsciously, yet sometimes consciously. There are a variety of causes of air pollution such as harmful gases, acid rain, and green house effect which result in health problems, extinction of some species and global warming.

The first cause of air pollution is harmful gases released in the air. It is because of the heating system in our country. Since coal is cheap, people generally prefer using low quality coal and this causes air pollution. The use of coal generates a lot of chemicals such as carbon dioxide and these gases deteriorate the quality of air. Such an event plants the seeds of a terrible effect, health problems. Because of these harmful gases, it gets harder to breathe fresh air. Thus, people may easily have health problems such as respiratory diseases.

Another cause of air pollution is acid rain. When chemicals from pollutants enter into the atmosphere and become bound to rain droplets, acid rain occurs. The chemical composition of water changes and becomes acidic. While this rain causes air pollution and makes it difficult to breathe healthily, it affects the balance of nature. Since acid rain destroys forests, it results in deaths of animals even causing extinction of some species. Hence, the homes of animals are eradicated with a huge murder.

The last cause of air pollution is green house effect. In fact, it occurs because of burning fossil fuel. When it emerges, it causes a rise in temperature on the surface of the Earth. This means that the temperature is more than it would be if direct heating by solar radiation to global warming.

To sum up, air pollution is a menace for human life and nature. Some causes of air pollution such as harmful gases, acid rain, and green house effect bring about notable effects by creating health problems, extinction of some species and global warming. This makes the world an unbearable place where it is hard to take a deep breath.

Tuğçe Ünal
(Prep 1)