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STRATEGES FOR TEACHING SOME ASPECTS OF
ORGANIZATIONAL SKILLS IN WRITING TOEFL BEGINNERS

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A. Suzan Oniz

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T. G.
Yükseköğretim Kurulu
Dokümantasyon Merkezi

I certify that this thesis is satisfactory for the
ward of Master of Arts.



Assoc.Prof.Dr. Sabri Koç



Assoc.Prof.Dr. Joshua M. Bear



Prof.Dr. Ayten Bear

Certified that this thesis conforms to the formal
standard of the Institute of Social Sciences.



Assoc.Prof.Dr. Sabri Koç

(Director of the Graduate School of Sciences)

ABSTRACT

The problem is to find or develop writing materials which can be used at the Department of Basic English at the Middle East Technical University in order to teach beginner-level EFL learners organizational writing skills. An experiment was conducted with four experimental and four control classes at the DBE. All of the eight classes wrote a short descriptive essay prior to the experiment to establish a baseline for later comparison. Then only the experimental group received additional instruction through the use of experimental materials aiming to teach some aspects of organization in writing only on the recognition level. Following instruction, the experimental and control group learners were asked to write a second short, descriptive essay. These pre- and post-experimental essay findings were then compared. The conclusion is that when some aspects of organization in writing are taught to beginners on the recognition level, these aspects are transferred to production; i.e., learners use them in their writing assignments although they have not actually practised them.

ÖZET

ODTÜ-YDYO'nun yeni başlayanlar düzeyindeki öğrencilerine kompozisyon düzenleme becerileri kazandıracak öğretim malzemeleri bulmak veya geliştirmek sorunu ele alınmıştır. Bu amaçla YDYD'nda dört deney ve dört kontrol sınıfında bir deney yapılmıştır. İleriki aşamada yapılacak karşılaştırmada kullanmak amacı ile deney öncesinde adı geçen sekiz sınıf öğrencilerinden kısa bir betimleyici kompozisyon yazmaları istenmiştir. Bundan sonra yalnız dört deney sınıfından tanıma düzeyindeki kompozisyon düzenleme becerilerinden bazılarını içeren deneysel öğretim malzemeleri kullanılmıştır. Bu aşama sonunda hem deney hem de kontrol sınıflarına ikinci bir kısa betimleyici kompozisyon yazdırılmıştır. Daha sonra deney öncesi ve sonrası yazılan kompozisyonlara ilişkin bulgular karşılaştırılmıştır. Varılan sonuç şöyledir: Kompozisyon düzenleme becerilerinden bazıları, yeni başlayan İngilizce öğrencilerine tanıma düzeyinde öğretildiklerinde bu beceriler öğretim yazma düzeyine de aktarılmaktadır. Bir başka deyişle, öğrenciler bu yazma becerilerini aslında gerçek anlamda uygulamasını yapmadıkları halde kompozisyon yazarken kullanmaktadırlar.

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CHAPTER I

INTRODUCTION

1.0. Presentation

This chapter aims at introducing the problem at hand with its background, and the hypotheses. In doing so, the key terms used in this study, its aim, scope, and limitations and finally the assumptions are explained.

1.1 Background to the Study

The background to the problem at hand is briefly analyzed from the point of view of two aspects. First, the philosophy of writing in Turkish high schools is summarized. The common features of the teachers, course contents and teaching methodology are described. Second, the philosophy of writing courses at the Department of Basic English (DBE) in the Middle East Technical University (METU) is explained. The comparison of the two philosophies has led to the statement of the problem.

Writing is treated differently in Turkish high

schools than in the DBE in METU. In the former, writing is linked more with literature and literary forms of expression. In the latter, writing is first taught on the structural (grammatical) level; later on, organizational skills are introduced. Yet there always remains a gap between the high school approach to writing and that of the DBE, thus leaving the students in a position of uncertainty .

In Turkish high schools, writing is regarded as a separate, minor skill and it is taught under the title 'Composition' often by the same teacher who teaches Turkish literature courses. High school students are taught abstract notions about the organizational aspects of writing because they are almost always told that a 'good' composition consists of an introduction, a 'development', and a conclusion section. However, rarely is there concentration on how to actually write these sections, or how to limit the given theme both within the limits of the composition and within each section and paragraph of the composition. Whether or not to teach these aspects of writing is often simply up to the individual teacher. Since writing teachers are also literature teachers, the use of flowery literary language and eloquent expression of ideas are encouraged. This generally results in learners unnecessarily repeating the

same idea in a different form in the same paragraph. While doing so, learners, on the other hand, think they are introducing a new fact, idea, or supporting thought. In brief, high school students have a tendency to focus more on styles of literary expression than on the organization of thoughts to arrive at the best way to make their ideas easily understood by the reader. They have an inclination to approach the theme of the composition in an indirect manner and to be repetitive. It is the lack of organizational aspects which forms a major obstacle for learners who attend university.

A questionnaire on high school writing classes (Appendix A) was given to seven classes in the DBE. (These seven classes, with the subsequent addition of an eighth class, later formed the experimental and control groups of the study at hand.) A total of 130 learners responded to the questionnaire on high school writing classes. Tables 1 : shows the distribution of the learners' answers to the five given questions.

The results of this questionnaire confirm the aforementioned observations. Most (84%) of the learners who responded to the questionnaire had had a separate writing or composition class in high school. 69% of these learners had such a class one hour a week, 13% two hours a week and approximately 1% only half an hour a

week. Most of these learners, who had a separate writing class, also indicated that the writing teacher taught other classes as well. In other words, the teacher was not a writing specialist. It is a well-known fact that writing teachers are, in reality, Turkish Literature teachers and not trained writing teachers. The fourth question dealt with the course contents. A large majority of the learners (93%) stated that they had studied writing format in high school. Most learners had also studied how to write topic sentences and how to write explanations. More than half of the learners had learned how to write supporting sentences and argumentative paragraphs or essays. 59% responded that they had studied descriptions and 52% had focused on making comparisons. The general picture, then, indicates that these learners studied format, various types of writing as well as topic and supporting sentences. It is interesting to note, however, that in the last part of the questionnaire these same learners requested to be taught at the DBE exactly the same material that in the previous part they said they had studied in high school. Question five in the questionnaire asked learners what they should be taught in the writing course at the DBE. The top ranking answers were:

.basic writing rules including titles, topic

- sentences, connectors
- .self expression, fluency, cohesion in writing especially within the limits of departmental requirements for writing
- .argumentative writing, comparing, and how to think so as to be able to produce ideas ("fikir uretme")
- .writing about daily or current events
- .sentence structure, grammar
- .more exercises in writing, more examples of writing
- .all the items mentioned in the previous question
- .spelling and punctuation rules
- .preparation for Freshman writing, answering questions, note-taking

In the DBE at METU, writing is considered a skill on its own. In the first semester, the writing activities are keyed to grammatical structures covered in class and are only rarely concerned with language functions. The writing exercises are literally writing exercises because they consist of a given series of sentence fragments with words between slashes or simple completion exercises where learners fill in the blanks and thus complete paragraphs. Frequently, there is a

series of questions the answers to which form a simple paragraph. Later on, simple tables of information or drawings are provided to get learners to describe or compare. Only very few of these activities, if any, focus on organizational aspects of writing because the cues are generally presented in the right organizational order and mostly in the correct structural form. Therefore, no organization on the part of the learners is required.

In the second semester, books such as Reading and Thinking in English: Exploring Functions (Widdowson (ed), 1982), Write Ideas (Glendining and Mantell, 1983), and Panorama (Williams, 1984) provide the learners with various types of writing skills. Until then, however, there is no specific writing textbook. The only book available, Writing Tasks (METU, 1987) is not a textbook; it is merely a compilation of the various writing activities, exercises, questions from past quizzes and tests that have been put in order and bound together in book form. It has no author or prevailing, premeditated writing philosophy. It is a supplementary writing exercise source. In Kernel One (O'Neill, 1981), and Kernel Intermediate (O'Neill, 1986), which are the main beginners' language books used in the first semester in the DBE, there are very few writing exercises. The

purpose of most of these writing exercises is to reinforce the structures and patterns practised in class; not to show how to organize ideas in writing.

Instructors who participated in the study at hand were interviewed (Appendix B) in order to find out what they considered the needs of the DBE students were in terms of writing skills in the first semester. As a response to the first question, which dealt with the present writing program the DBE, all of the participating instructors think that the beginners' writing course in the first semester is not adequate. It does not teach organization in writing. The clues given in almost all of the writing exercises have already been grouped and put in order thus requiring learners only to make grammatical changes. Writing Tasks (METU, 1987), they noted, does not teach writing. It consists of graded activities reinforcing grammar. It is a source of extra writing materials. Thus, the first semester writing course is inadequate because writing activities mainly reinforce grammatical structures taught in class.

Most instructors think that the second semester writing course is good mainly because the textbook by Glendinning and Mantell (1983) is useful and suitable. Some instructors think that leaving the teaching of concepts, such as topic sentences and grouping ideas, to

the second semester is not a good idea and that these concepts could be introduced earlier on.

The second question was about what instructors suggested should be taught in the writing course of especially the beginning level learners at the DBE. All instructors agreed that in the first semester, format aspects such as titles and how to indent should be taught as well as the use of connectors. They all think that topic sentences can be taught early in the first semester, too. Some of the instructors would like to get learners to think carefully before writing in order to arrive at a purpose or message to be conveyed in the composition. In other words, these instructors want learners to be encouraged to take a stand point in their essay. They do not want them to simply join words and sentences together but rather to pass on a message to the reader. This can be achieved through group discussions, unscrambling or reordering ideas in paragraphs and adding a message.

Most instructors believe the second semester writing course is good as it is.

The third and last question in the interview asked instructors to rate the beginning level learners as soon as they arrive at the DBE. Almost all instructors who were interviewed rated the learners as being

"inadequate or poor" in terms of knowing what a topic sentence is, being able to write a topic sentence or supporting sentences which are relevant to the topic sentence. Two instructors generally rated the learners as being "barely adequate or below average".

The Department Head was also interviewed on the topic of 'writing in the first semester in the beginning classes'. (Appendix C) The first question inquired how the teaching schedule was divided up in terms of language skills and the percentage that each skill comprises in each group. The beginning level learners spend 10% of school hours on writing in the first semester. This percentage increases to 27% in the second semester. One should note, however, that these hours are not net writing hours. They also include a certain amount of teacher talk. The teacher talk to learner writing ratio depends on the individual teacher. In addition, the learners' actual in-class writing percentage is higher in the second semester mainly due to the writing book that is being used.

The second question focused on the objectives in writing for each group of students at the DBE. As far as the instructional objectives of writing for each level of learners are concerned, the present administration defines only general aims of the department rather than

specific objectives for each level (Appendix E).

The writing materials which are used in the different groups and the time allotted to teach them formed the next two questions. Kernel One (O'Neill, 1981), Kernel Intermediate (O'Neill, 1986), Writing Tasks (METU, 1987), "The Paragraph An Introduction" (Reid, and Lindstrom, 1985) are the beginners' first semester materials. They are used two hours a week. Appendix F. contains a detailed chart regarding all groups and their materials.

The last question in the interview with the Department Head requested her comments in general. It was restated that all skills were integrated but that the first semester writing did not dwell much on organisational skills.

In brief, then, beginning level learners spend only a very small portion of their class hours on writing when they do mechanical writing exercises which reinforce what has been learned in the language or grammar part of the program rather than working on organizational aspects of writing. The teaching schedule as well as the monthly tests undermine the importance of writing. The weight of writing on the monthly tests is 20%. The marking of the writing is done by using a scale (Appendices G and H) where 10% of the total weight (20%) is for linguistic

accuracy (i.e. grammar), 9% for organization and fluency, and 1% for mechanics (i.e. spelling and punctuation). In practice, with this marking system, learners get most of the organizational percentage as a bonus since there is often very little they have to organize. These free points do not have a motivating effect; on the contrary, learners develop the feeling that structures are more important than anything else, whereas in academic writing the organization of thoughts is crucial for writers to make their points. The beginners' writing materials at the DBE need to show learners how to use structures in organizing thoughts. Consequently, materials that introduce the organizational aspects of writing need to be improved in order to help learners at the DBE to better cope with the organizational aspects of academic writing.

1.2. Problem

The problem at the DBE is that it is extremely difficult to find a suitable beginners' writing course that focuses on the recognition of organizational aspects in writing rather than the accurate reproduction of structures or sentences included in grammar texts. In other words, the problem is to find materials for a

beginners' writing course which, in the end, will develop an awareness in the learners of the necessary organizational writing skills. These materials should initially get the learners to focus on the 'recognition' of good organization; i.e. on topic sentences, supporting what the topic sentence states, expanding the components or claims of the topic sentence, focusing on the proper aspect(s) of the topic, and supporting general statements with examples and facts. In the later stage, these materials should encourage learners to organize their writing on the basis of what they have learned to recognize; that is to say, recognition should precede production.

Available commercial writing courses, however, almost always assume that a great deal of grammatical structures and language functions have been covered in class. Therefore, there are very few writing courses that address the needs of beginners as the ones in the DBE. Moreover, most of the writing books on the market deal with the formal, or structural, aspects instead of organizational aspects of writing.

1.3. Hypotheses

The study at hand will test the following

hypotheses:

1.3.1 More learners in the experimental group studying organizational writing skills will have topic sentences or a controlling idea present in their writing than the learners in the control group, who are being trained in writing with the present program.

1.3.2 More learners in the experimental group will write supporting sentences in each paragraph than learners in the control group.

1.3.3 More learners in the experimental group will write sentences with an appropriate focus than the learners in the control group.

1.4. Aim and Scope of the Study

The study aims at demonstrating how the recognition of the qualities of well-organized writing will lead to the production of writing with similar organizational qualities in beginner-level EFL learners.

The scope of this study includes only the following aspects of organizational writing skills: recognizing topic sentences, controlling ideas, supporting sentences, and the appropriate focus for a

sentence.

1.5. Limitations

The study at hand contains the following limitations:

1.5.1 This piece of research is limited to eight classes four of which are experimental and four are control classes.

1.5.2 The experimental instruction is limited to that provided in class.

1.5.3 The study focuses only on the learners' organizational writing skills; it does not investigate their English proficiency, style, or mechanics.

1.5.4 The learners in the experimental group have been asked to recognize the organizational aspects of writing but they have not been asked to produce, or actually write, during experimental instruction.

1.5.5 The learners in the control group have not received experimental instruction but have continued with their regular departmental language course.

1.6. Assumptions

This investigation is based on the following

assumptions:

1.6.1 Instructors are comparable in ability and interest.

1.6.2 The materials used in the two groups are comparable.

1.6.3 The period of time during which the experimental instruction is to be given is fair to both methods and sufficient for change to take place.

1.6.4 Learners do not know how to organize their writing in both groups. For example, they can not write topic sentences about only one idea.

1.6.5 Aspects of well-organized writing can be taught to learners at beginner-level English.

1.6.6 Some learners in the control group will organize their writing well because of their differing educational and family backgrounds.

1.6.7 Some learners in both groups will perform above or below the expected level due to their varying individual learning strategies.

CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

This chapter describes the four basic categories of writing courses designed for EFL/ESL learners with a focus on beginner level materials together with the key terms used throughout this study. Writing courses designed for EFL/ESL learners generally address intermediate and advanced-level English learners; rarely do they cater to beginners. The four basic categories of writing materials concentrate on the following: the rhetorical patterns or forms of English, the functions in English, the process of writing, the content of what is being written.

2.1. Rhetorical Pattern-Oriented Books

These courses provide skeletal frameworks of rhetorical organization around which learners build their essays. These usually provide model paragraphs or essays in order for learners first to see how the rhetorical

patterns are organized and later to use these patterns in their own writing. The rhetorical forms that are introduced often include classification, comparison, cause-effect relationships, process description, and so on. In the more traditional course books of this sort, learners use their past personal experiences as the basis of the content of writing and the emphasis is more on grammatical form and on paragraph writing as can be seen in Ostrom (1978), Gallo and Rink (1973); Jupp and Milne (1969). The assumption of rhetorical pattern-oriented writing is closely related to what Kaplan (1966, 1967) states. He firmly believes that rhetorical forms are culture-specific and that foreign language learners need to learn the rhetorical patterns used in the target culture. Writing courses based on this concept include: Johnson (1981); Baskoff (1984); Blanton (1981); Jordan (1980).

2.2. Function-Oriented Books

These course books focus on the purpose, content, and audience of the written work because their assumption is that rhetorical patterns vary according to these three factors. In these books, learners are first given a precisely defined purpose (a rhetorical problem) and an

audience. They are then asked to write in order to fulfill this purpose. For example, "Describe your flat which is for rent to someone who has written to you inquiring about it." Often, there are various tables, charts, notes, etc. supplied as sources for the reader. These provide the background information to the purpose and audience as well as to the content if the topic of writing is not well known by the learners. Course books dealing with this concept of writing include: Carrier (1981); Field and Weiss (1979); Heaton (1986); Hill (1978); Jolly (1984); McKay (1983); McKay and Rosenthal (1980); Widdowson (1982); Woodson (1982).

2.3. Process-Oriented Books

These books get learners to focus on the 'process' of writing, rather than on concentrating on rhetorical patterns or functions. Often, there is no fixed syllabus because this is a learner-centered approach where learners are given enough time to write drafts and rewrite their work as they discover what it is that they want to express. This they do by continuously receiving feedback on their drafts from the teacher and their peers. The feedback given to learners is on the unfinished product and not on the finalized version of

the written work. In this way, learners continue to search for and discover their ideas and better ways of expressing them. Teachers adjust their teaching according to the needs of their learners (Zamel, 1983). Learners initially write about their personal experiences but later write on academic subjects. Process-oriented writing courses include: Flower (1985); Glendinning and Mantell (1983; Hartfiel, Hughey, Wormuth, and Jacobs (1985), Hughey, Wormuth, Hartfiel, and Jo Jacobs (1983); Lawrence (1975).

2.4. Content-Oriented Books

These writing courses concentrate on 'what' is written, rather than 'how' it is written. In other words, the contents of the written work is emphasized, organization, style, grammar, and mechanics are only dealt with if there is any need as observed from learners' written work. The teacher needs to know the topic very well in order to comment on the learners work. Learners read about and/or listen to and discuss a topic. Then they do their writing. The topics are not based on the learners' personal experiences; they consist of specific information that comes from readings, films, lectures or any other source. Course books with this

orientation include: Behrens and Rosen (1985); Blass and Pike-Baky (1985); Chittenden and Kiniry (1986); Gunner and Frankel (1986); Zimbardo and Stevens (1985).

The four types of books which have been analyzed above have major drawbacks when considered for use in the DBE. Firstly, all of them address intermediate level learners, not beginners. In other words, they can only be used later in the year and not with the beginners in the DBE. Secondly, the learners in the DBE need to cover various types of writing in order to be able to cope with academic writing in their following years. Materials integrating all four types of writing books are better suited for the needs of the department. Time is very limited in the intensive language program at the DBE. The materials must be grouped or divided up so that they can be covered in one or two teaching hours. Although each type of book mentioned above has a different focal point, not one of them concentrates on organizational aspects on the beginner level.

2.5. Definition of Key Terms

The following key terms, which have been used throughout this study, are defined in order to ensure clear and standard understanding of the study:

'Beginners' are young adults (7-21) who have been exposed to very little or no English in secondary education and have attended one month of the intensive English language program in the C group, lowest language level, at the DBE at METU. They will have covered basic structures and language functions as well as a core of general English vocabulary.

'EFL Learners' are learners who are learning English as a foreign language; not because English is the state or official language. In the instance of this study, the learners are receiving English instruction because the medium of instruction at METU is English.

'Organizational Aspects in Writing' include the following:

'A Topic Sentence' is a general statement of the prevailing theme which is to be developed in the paragraph (a fact, an opinion, or an interpretation) and a statement which deals with only one facet of the theme of the whole writing assignment.

'A Controlling Idea' is the prevailing theme around which a paragraph is written. The presence of a controlling idea is very important in the absence of a topic sentence.

'Supporting sentences' are sentences which follow the

topic sentence and which exemplify, expand, or explain the main ideas expressed in the topic sentence.

'The Appropriate Focus' is the way in which sentences in well-written essays generally start; namely with a word which carries the central meaning of that sentence. In a sentence or paragraph with a proper focus, each sentence in a given paragraph, will almost always begin with a word that expresses the same concept of that paragraph. In a paragraph, for example, comparing helicopters with airplanes, most sentences will start with 'helicopters' or replacements such as 'they', 'these vehicles', and so on. Each sentence in a paragraph with a proper focus will contribute new information related to the topic sentence. In the helicopter paragraph, each sentence will probably state an advantage, or disadvantage, a property, etc., related to helicopters.

CHAPTER III

METHOD OF DATA COLLECTION

3.0. Presentation

This chapter focuses on the study itself by describing the experimental design including the experimental and control groups as well as the application, variables, measuring tools, and the method of how the collected data has been analysed.

3.1. Experimental Design

The experimental method was chosen for this study. For this purpose, a total of eight beginner-level classes of similar target language performance and background were randomly chosen from 40 classes. Their English language performance level was decided on by analyzing their midterms and popquizzes, which are official departmental examinations.

3.1.1. The Experimental Group

The group of learners with whom the study has been performed. In the study at hand, the experimental group consisted of four randomly chosen classes of beginners. Two of the classes consisted of physical science learners. In other words, these learners will major in sciences such as chemistry or engineering. The other two classes consisted of social science learners, who will major in sciences such as business administration, or education.

3.2.1. The Control Group

The group of learners who have only received the regular DBE language instruction in this study. In order to achieve parallelness between both groups, two physical science and two social science classes were selected randomly to form the four control groups.

3.1.3. Application of the Experiment

The experimental and control group learners were all asked to write a short essay at the beginning of the study in order to establish a baseline. In this way, the

level of the participating learners' organizational writing skills was established prior to experimental instruction. The learners were given a choice of four topics (Appendix I) to choose from. They then wrote about only one of the topics. The learners' papers were evaluated by the individual class instructors who were given concrete scoring guidelines (Appendix J) as opposed to an impressionistic evaluation scale. These guidelines have been developed solely for this study. They consist of eight criteria by which to evaluate the essays in objectivity and uniformity within each class and among classes. These scores were kept for later comparison. Then, the experimental group, that is, the four classes two of which were social science and two were physical science learners totalling 73 learners, were instructed by their own teachers in recognizing the organizational aspects of writing for approximately two hours a week. During this period of instruction, which lasted four weeks, the instructors of the experimental classes received teaching materials (Appendix K) which had been prepared by this writer for the study. These materials concentrated on the following organizational aspects of writing only on the recognition level:

TITLES: What they are; where to find them; their form, grammatical structure, and contents; how the

general topic of an essay and its title are related.

THE CONTROLLING IDEA (CI) AND TOPIC SENTENCES (TS): What these are; where to find TS's; the contents and limits of a TS; how key words (i.e., words that frequently occur in the paragraph because they convey the main message) help form TS's; how to alter and adjust paragraph contents in relation to TS's and CI's; the salient features of TS's; how to group ideas to form paragraphs while thinking about the CI or TS.

SUPPORTING SENTENCES (SS): What they are; where to find them; how they develop the idea in the TS by giving examples or by adding information; what SS's do not do; the focus of TS's and SS's, in other words, how the main point in a sentence comes in the initial position of a sentence in order to focus the reader's mind on it.

These materials provided samples of writing and guidelines with the help of which learners were led to deduce either answers to questions or rules about the above mentioned organizational aspects of writing such as titles and topic sentences. The experimental class instructors were asked to hand out the instructional material on the day of teaching because there was the

possibility of learners losing the hand out or leaving it at home if they were distributed ahead of time. Instructors went over the material in class by reading or explaining it to the learners or by having the learners read portions that they all discussed afterwards or a combination of these methods was used. The exercises within the material were done in groups, in pairs, or by individuals. All reading and exercises were timed by instructors in order to ensure enough time at the end of the lesson to do the supplementary exercises (Appendix L) to sum up each unit.

The instructional materials were supplemented with exercises that involved group or paired activities for learners whereby they developed their recognition of the afore-mentioned organizational aspects of writing. The first supplementary exercises aimed at reinforcing the organizational aspect 'titles' introduced in the first unit of the instructional materials. This group activity consisted of matching the provided titles and pictures. The exercises involved learner recognition of the key concepts depicted in the provided pictures or postcards and then picking the most suitable title out of the provided selection. Each group, consisting of three or four learners, received a set of pictures, titles, instructions, and an answer key. Learners were asked to

exchange their sets of pictures when they completed the matching of the set that they had. In this way, the learners had the opportunity to see a variety of titles and reinforce what they learned about the form, structure, and contents of titles in the experimental materials.

The second set of supplementary exercises, which followed the second unit of the experimental material, required learners, either in small groups of three or in pairs, to pick the most suitable topic sentence for the provided paragraphs. The paragraphs have been taken from Chaplen (1974). An answer key with brief explanations was provided together with the activity.

The next activity reinforced the recognition of the qualities of a topic sentence. Here learners had to read one paragraph and decide why each provided topic sentence was suitable or not.

The fourth exercise asked learners to carefully read possible topic sentences and decided how to limit them or make them more specific because the given topic sentences were either too broad in scope or too general.

The last set of activities which followed unit three of the experimental material involved groups (small or large) of learners in using all the organizational devices to reconstruct a paragraph. Each group received

a cut up paragraph with a set of instructions. Learners had to understand the controlling idea, find the best title as well as topic and supporting sentences during the process of which they needed to decide which sentences did not belong in the paragraph. They also had to find a suitable concluding sentence to end the paragraph.

The control group did not receive any of the experimental materials or supplementary activities. They continued with the usual English language syllabus in which writing was part of the main textbooks by O'Neill (1981; 1983).

At the end of the experimental instruction period, the four experimental and four control classes were asked to write a short essay one more time. They had to write about one of the four topics (Appendix M) provided for them. The purpose of the second writing activity was to measure if there was any difference in the experimental group learners' writing in terms of organization when compared with their first essay scores and with the control group learners' performance. The papers were again scored by individual class instructors, who used the same evaluation criteria which they had used for the first, baseline papers.

A comparison of the initial and final essays as

well as of the two groups has led to the validation of the previously-mentioned hypotheses of the study.

3.2. Variables

The dependent variables for both the experimental and control groups in this study include the language textbook by O'Neill (1981), the language level (beginners) of the learners, and the equal length of time both groups had in order to complete the same syllabus. All repeat and non-Turkish speaking learners in both groups have been excluded in this study.

The independent variables include the instructors' teaching styles, which may be learner-or teacher-centered in approach depending on the pedagogical philosophy of these instructors. Other independent variables include the different cognitive styles of the learners as well as their previous knowledge and experience.

3.3. Measuring Tools

This piece of research utilized mainly three measuring tools: two writing activities or essays and a list of criteria for marking the essays.

The two short essays consisted of a pre - experimental and a post - experimental writing assignment. All learners in both the experimental and the control groups had to write a short essay on one of the provided topics, which consist of four description to choose from, once at the beginning and once at the end of the experimental study. The reason for the selection of the descriptive type of essay was the learners' being at the beginners' level of language learning at the time that the experiment was carried out. They could write a description with greater ease than the other types of essays because of their level of knowledge of English at that point in time.

The post-experimental essay aimed at measuring the amount of transfer from the recognition of well organized writing to the actual production of such writing. In other words, the focus was on the degree to which the experimental group learners could transfer their recognition skills to production in organizational writing skills.

The evaluation criteria (See Appendix J) for both sets of essays was the same. The evaluators, who were the individual class instructors, looked for the following in each essay:

- a) A title

- b) A topic sentence or controlling idea in each paragraph
- c) A relation between the topic sentence or controlling idea and paragraph
- d) Enough supporting sentences in each paragraph
- e) A relation between the supporting sentences and the topic sentence or controlling idea
- f) An appropriate focus in each sentence.

3.4. Method of Analysis

The analyzed data were obtained by compiling the scores that the eight instructors assigned to the essays in response to the questions on the evaluation criteria list. (See Appendix J for the evaluation criteria). The analyses were conducted in the following steps. Firstly, a descriptive analysis was carried out in order to delineate all the participants' scores and how many of the afore-mentioned qualities of well organized writing the learners used. Secondly, a comparative analysis was conducted to examine the similarities and differences between the experimental and control group learners' organizational writing skills in terms of the eight criteria on the evaluation list; i.e., topic sentences, supporting sentences, and appropriate focusing. Thirdly,

a comparative analysis of the learners in only the experimental group was carried out by comparing their pre-and post-experimental essay scores. The purpose of this comparison was to discover whether there were improvements in the experimental learners' organizational writing skills.



CHAPTER IV

DATA ANALYSIS AND RESULTS

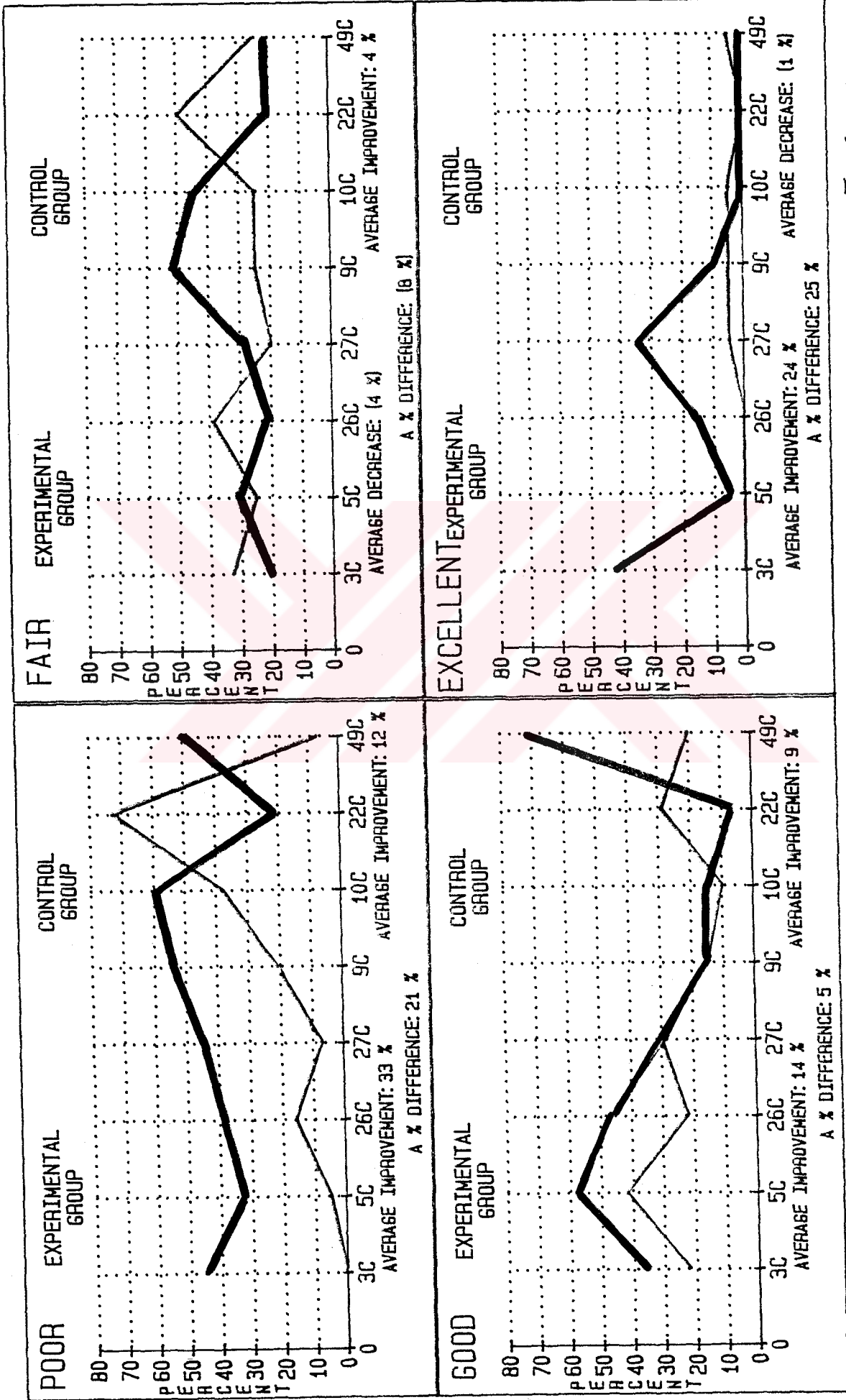
4.0. Presentation

This chapter aims at analysing the data in order to interpret the arising results. The analysis has been performed by describing and comparing the pre - experimental and post - experimental essay results within the experimental group as well as between the experimental and control groups. Lastly, the results have been investigated in the light of the realization or nonrealization of the hypotheses.

4.1. Data Analysis

The data obtained as a result of the application of the list of evaluation criteria have been analyzed separately for each criterion.

The first criterion asked the instructors to do a general rating of the essays. Graph 1 below displays the data by giving the percentages of the pre-experimental (red line) and post-experimental (blue line) scores for



— FIRST ESSAYS
 — SECOND ESSAYS

GRAPH 1: IN GENERAL, HOW DO YOU RATE THIS ESSAY?

each experimental and control group class for the first criterion. The Average Improvement (AI) or Average Decrease (AD) percentage shows the rate of decrease (percentage in parentheses) or increase (percentage without parentheses) in that particular score. In other words, if there is an AI in the experimental group, then it probably means that instruction was effective. $\Delta\%$ of improvement is the difference between experimental and control group AI or AD. This percentage is another indicator of the effectiveness of the experimental instruction. If the Δ of improvement is high in the experimental group, this means instruction was effective. Since this table and the ones that follow show the individual rises and falls of each class that participated in the study, the following evaluation has been done globally by investigating group averages rather than evaluating individual classes. (Corresponding tables containing the exact as well as average numbers of students for each one of the eight criteria can be found in Appendix N.) In the first criteria, the papers were scored as "poor", "fair", "good", or "excellent". In the experimental group, in the pre-experimental essay, an average of 41% of the essays was scored as "poor"; 29% as "fair"; 29% as "good"; and 1% as "excellent". In the same group, in the post-instruction phase writing

activity, an average of 7% of the essays was scored as "poor"; 26% as "fair", 43% as "good"; and 25% as "excellent". In other words, there was a drastic fall from 41% to 7% in the essays scored as "poor". The essays which had been scored as "fair" dropped from 29% to 26% thus improving only little. There was great improvement in the essays marked as "good"; they increased from 29% to 43%. The greatest improvement was noted in the essays scored as "excellent". Only 1% of the pre-experimental essays in the experimental group had been marked as such whereas 25% of the post-experimental essays were marked as "excellent".

In the control group, in the rating of the first set of essays an average of 47% of the essays was marked as "poor"; 31% as "fair"; 19% as "good"; and 4% as "excellent". These averages were different for the second essays. An average of 35% of these papers was marked as "poor"; 35% as "fair", 28% as "good"; and 3% as "excellent". In other words, the general improvement in the control group was much lower than in the experimental group. Table 2 summarizes the above explained averages.

TABLE 2: COMPARISON OF GROUP AVERAGES AND DIFFERENCES OF AVERAGES FOR CRITERION ONE

Score	Experimental Group		Control Group	
	First Essay	Second Essay	First Essay	Second Essay
poor	41%	7% ↓	47%	35% ↓
fair	29%	26% ↓	31%	35% ↑
good	29%	43% ↑	19%	28% ↑
excellent	1%	25% ↑	4%	3% ↓

The average decrease in the experimental group essays for the "poor" score was 33%. This calculation was done in the following way: the difference between the first and second essay scoring percentage was calculated. Next, all differences that indicated an increase were added. If there were differences that indicated a decrease, these were added up, too. The increase and decrease sums were subtracted from one another. The remaining percentage was divided by four, since there were four classes in either group and the "Average Improvement" or "Average Decrease" was thus calculated. Table 3 shows an example applied one to the scores of "poor" and "fair" of question 1.

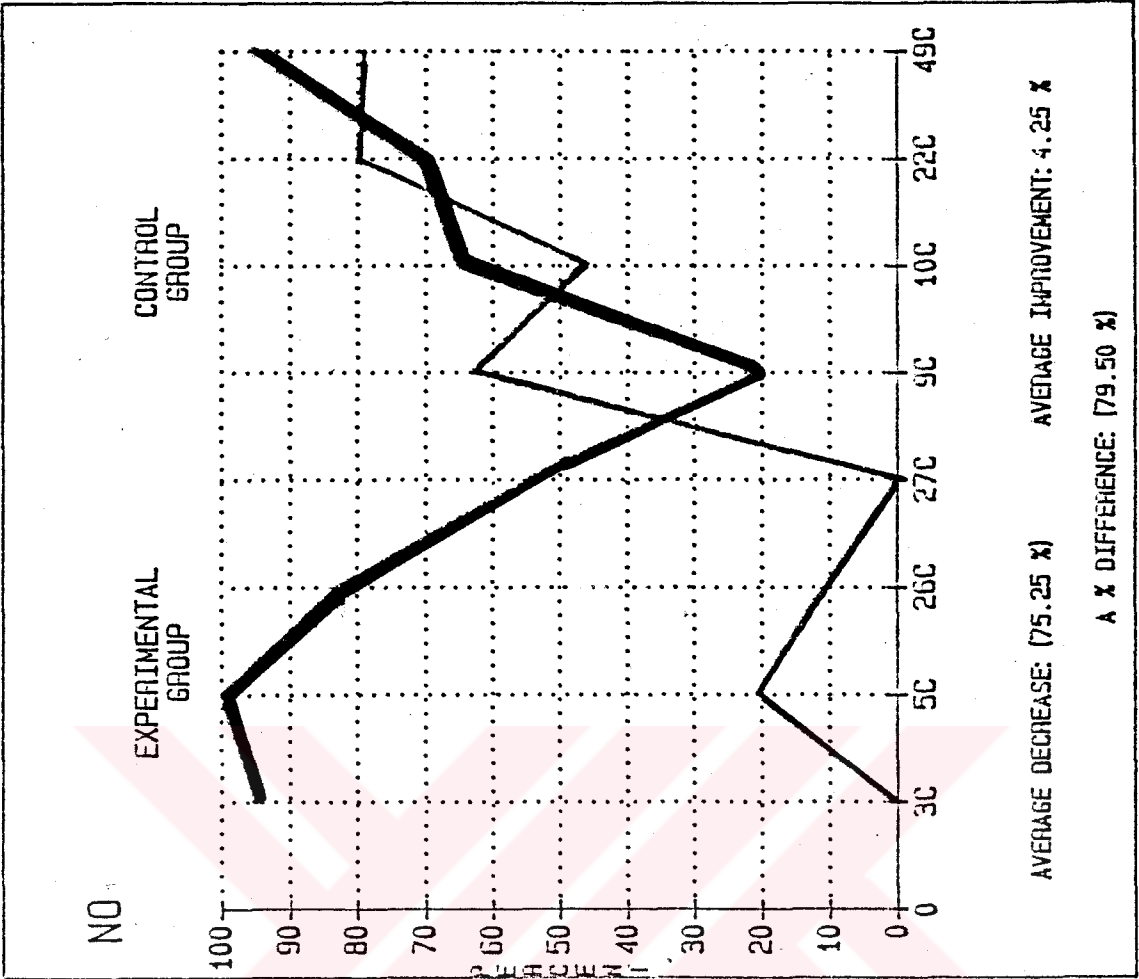
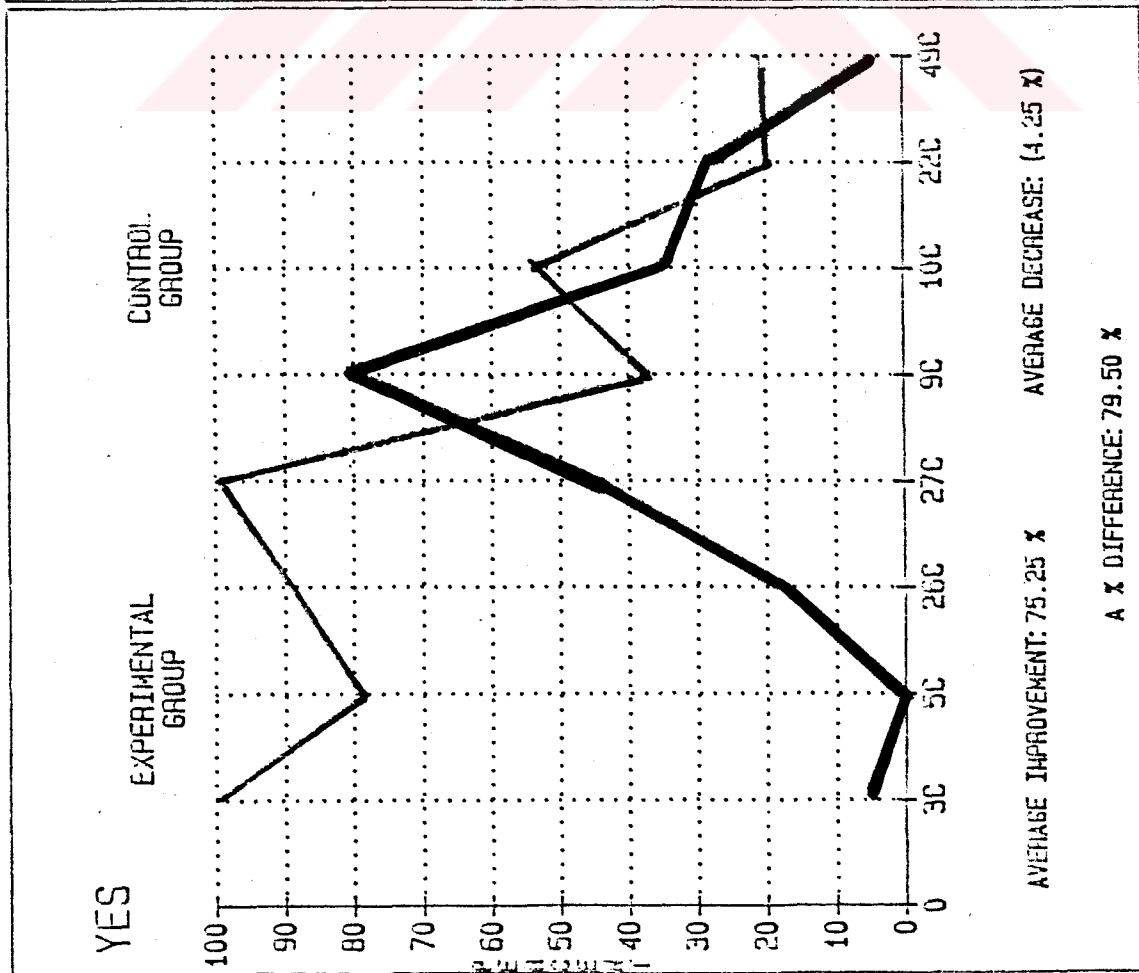
TABLE 3: AN EXAMPLE OF HOW TO CALCULATE
"AVERAGE IMPROVEMENT"

Class:	3C		5C		26C		27C	
Score:	'poor'	'fair'	'poor'	'fair'	'poor'	'fair'	'poor'	'fair'
First essay:	45%	33%	33%	25%	39%	39%	45%	20%
Second essay:	0%	21%	5%	32%	16%	21%	7%	29%
Difference:	45%↓	12%↓	28%↓	7%↑	23%↓	18%↓	38%↓	9%↑
	(decrease)		(improvement)					

The Average Improvement for "poor" : $\frac{45+23+23+35}{4} = \frac{131}{4} = 32.75 = 33\% \uparrow$
(improvement)

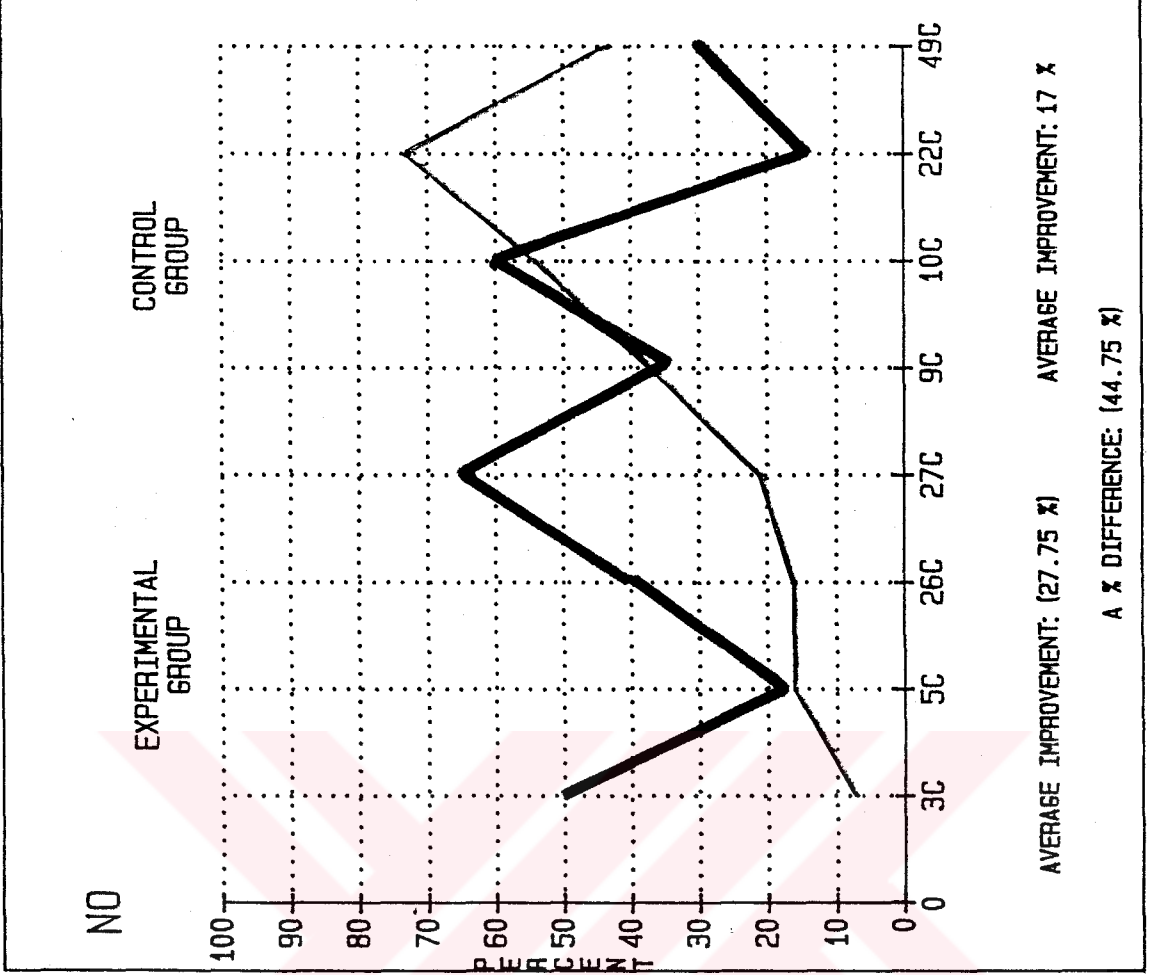
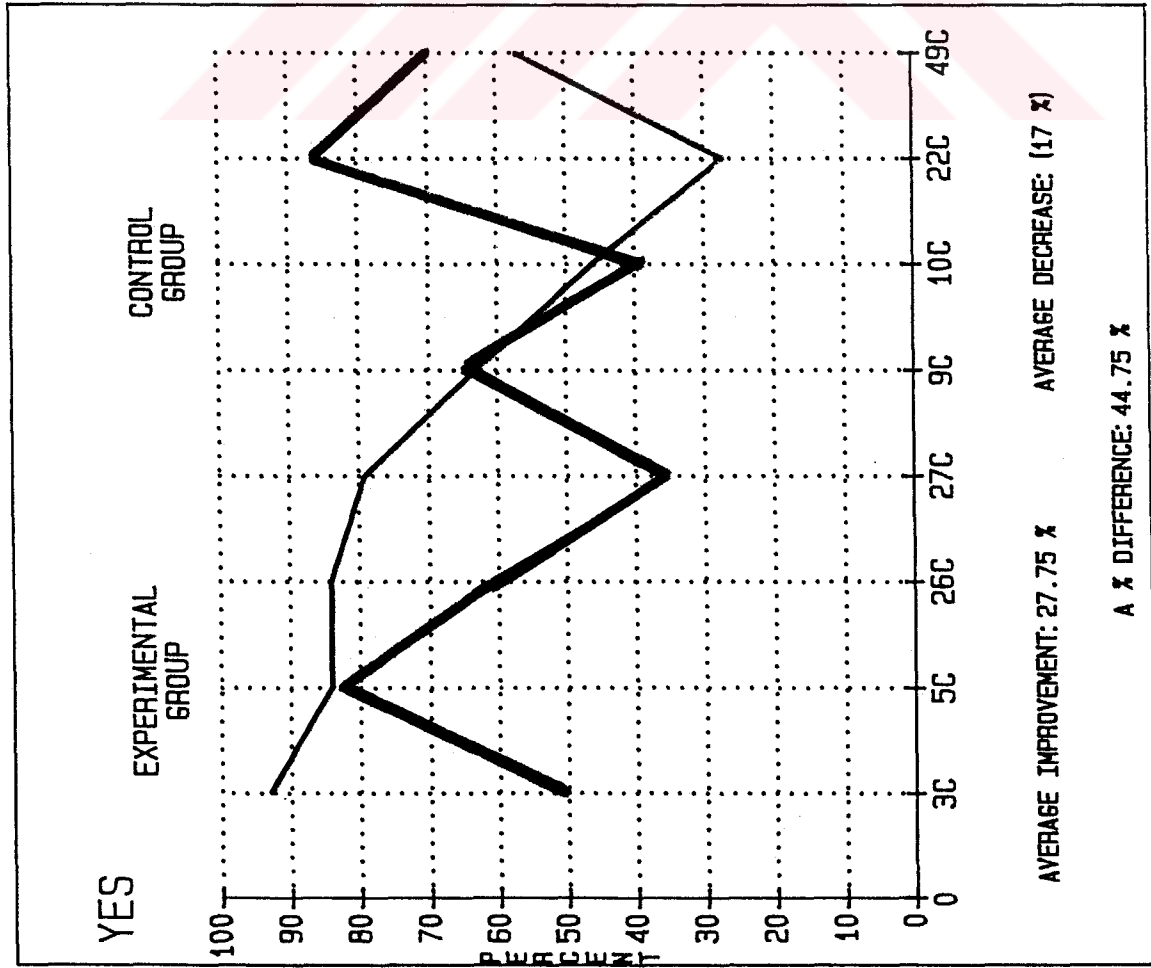
The Average Improvement for "fair" : $\frac{12+13-7+9}{4} = \frac{14}{4} = 3.5 = 4\% \downarrow$ (decrease)

The Average Improvement in the experimental group for the score "fair" was 4%. This means that learners in this group improved their writing in the second essays because 4% more learners in the post-experimental essays were given the score "fair" than in the pre-experimental essays. The AI for the score "good" showed a progress of



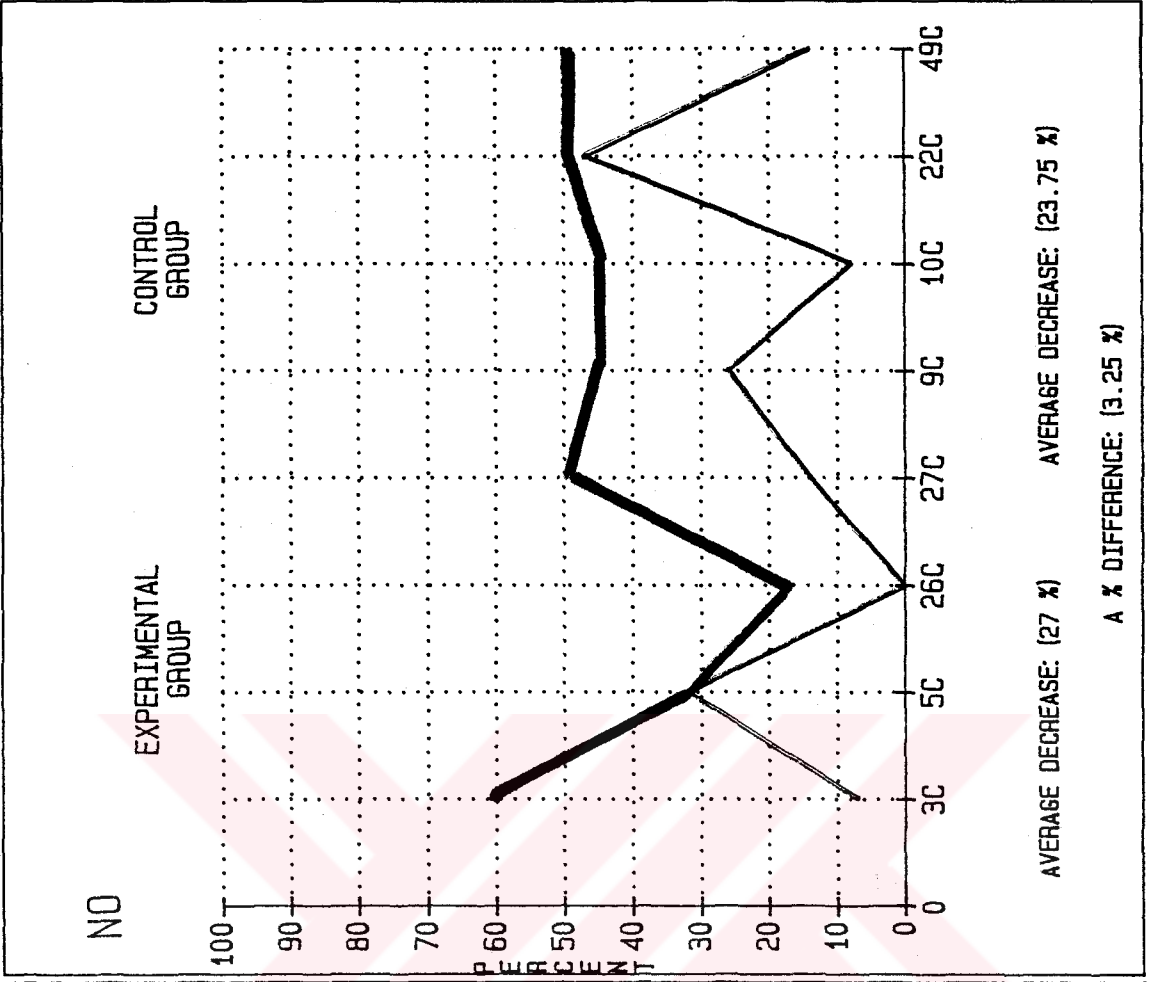
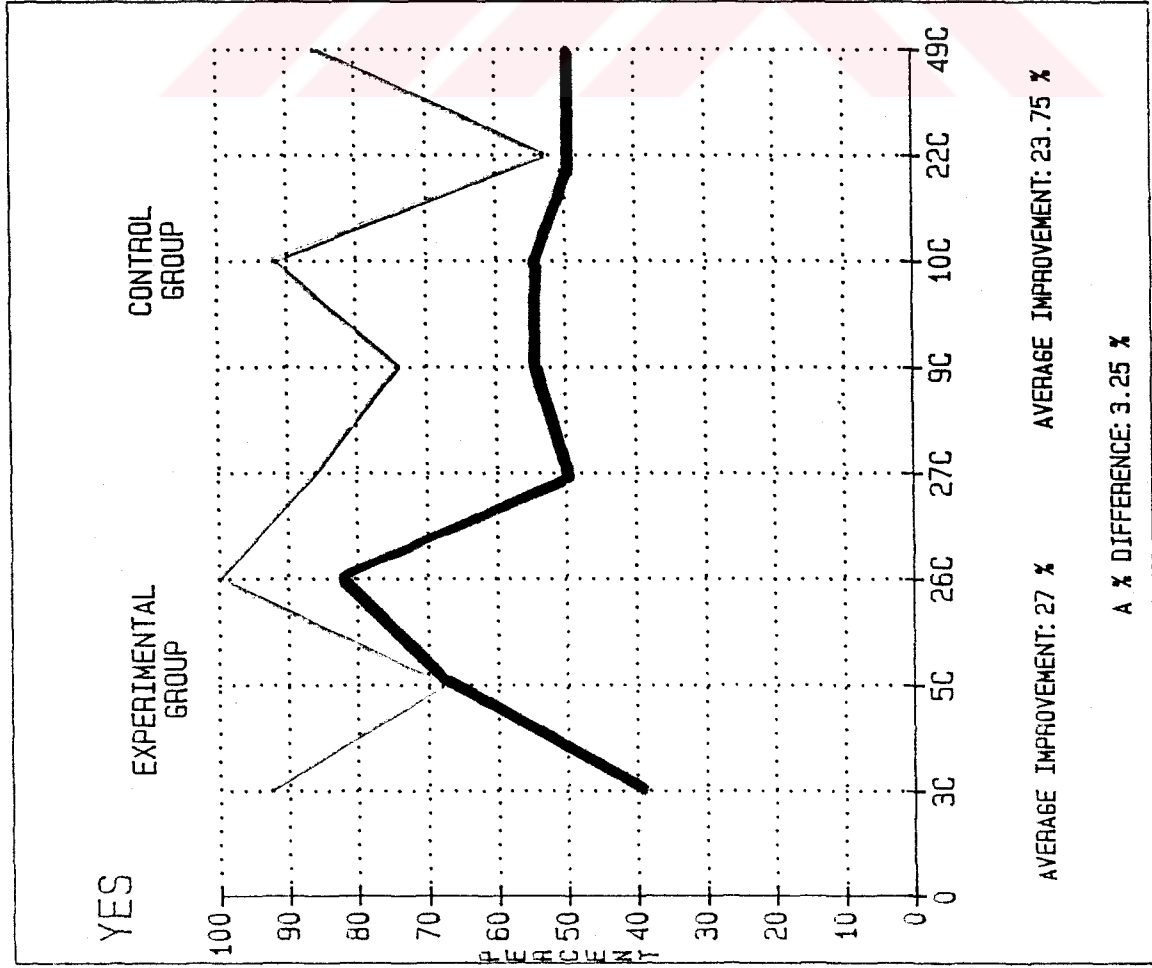
GRAPH 2: IS THERE A TITLE?

Y-axis: PERCENTAGE
 X-axis: TRIALS
 Legend: — EXPERIMENTAL GROUP — CONTROL GROUP



— FIRST ESSAYS
 — SECOND ESSAYS

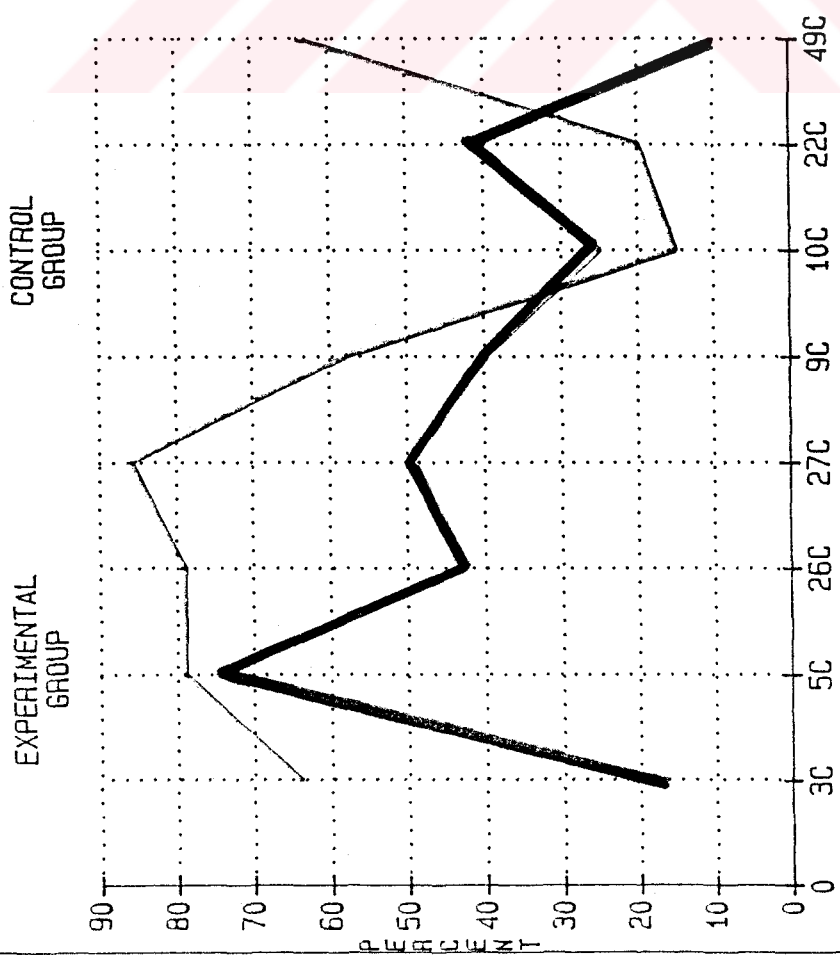
GRAPH 3: IS THERE A TOPIC SENTENCE OR CONTROLLING IDEA IN EACH PARAGRAPH?



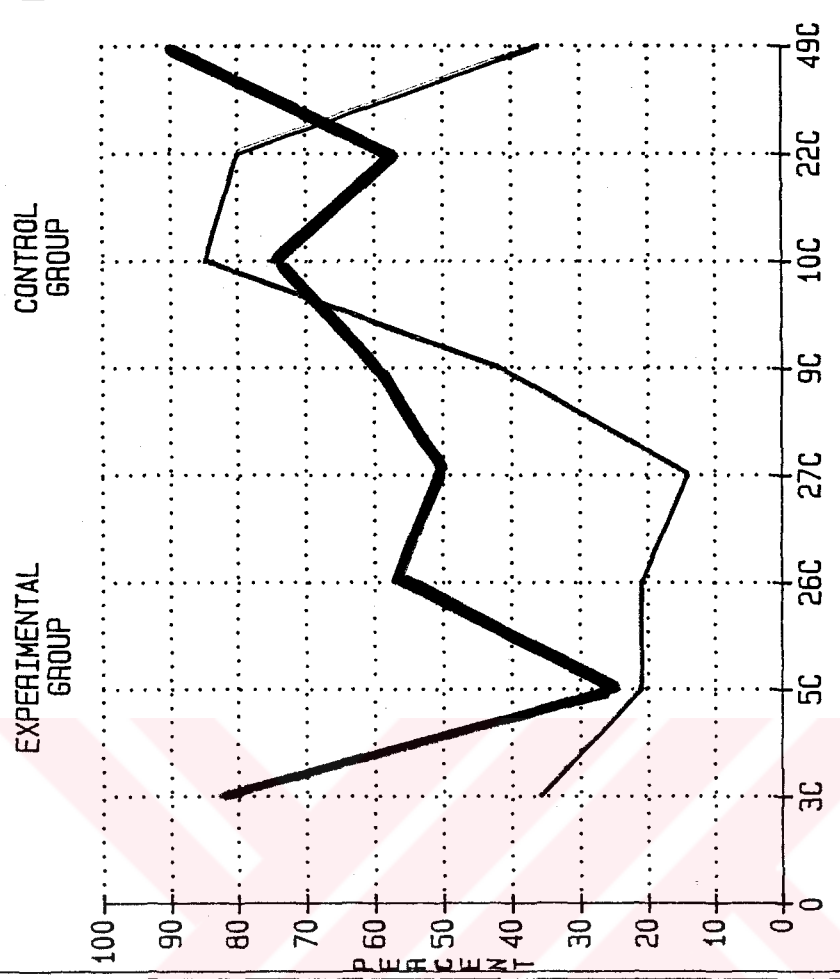
GRAPH 4: IS THERE A RELATION BETWEEN THE TS OR CI AND PARAGRAPH ?

— FIRST ESSAYS
 — SECOND ESSAYS

SUFFICIENT

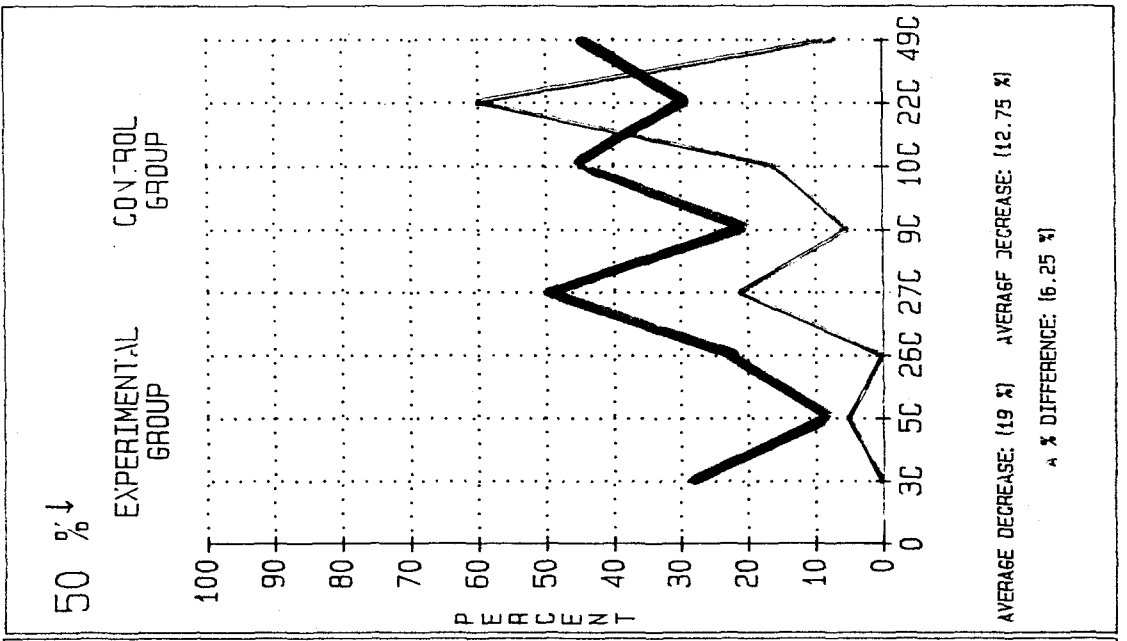
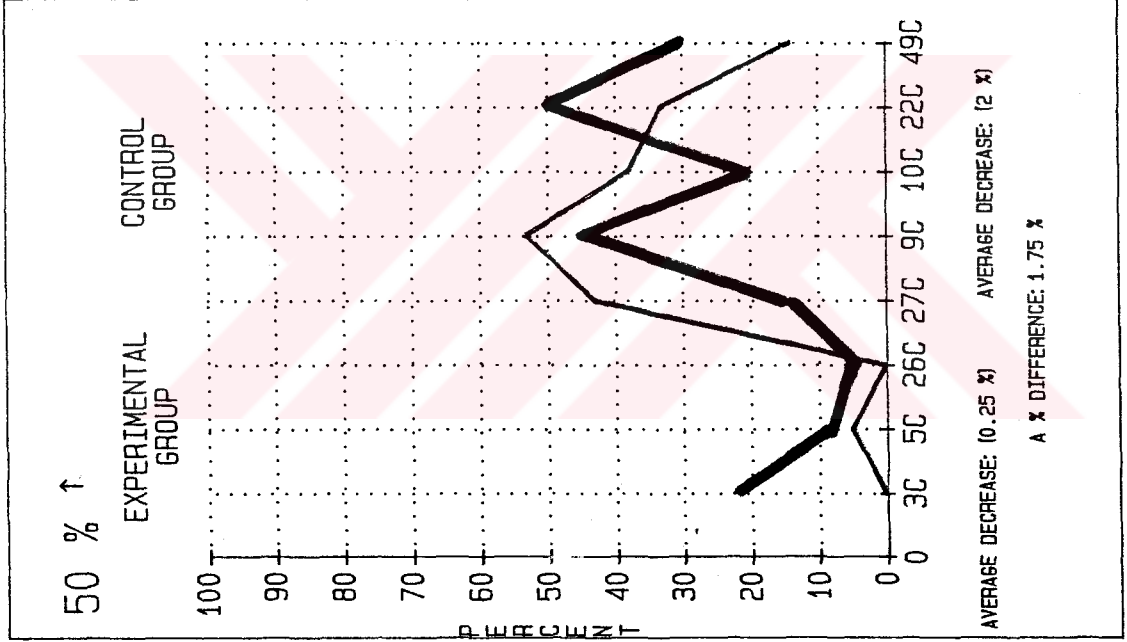
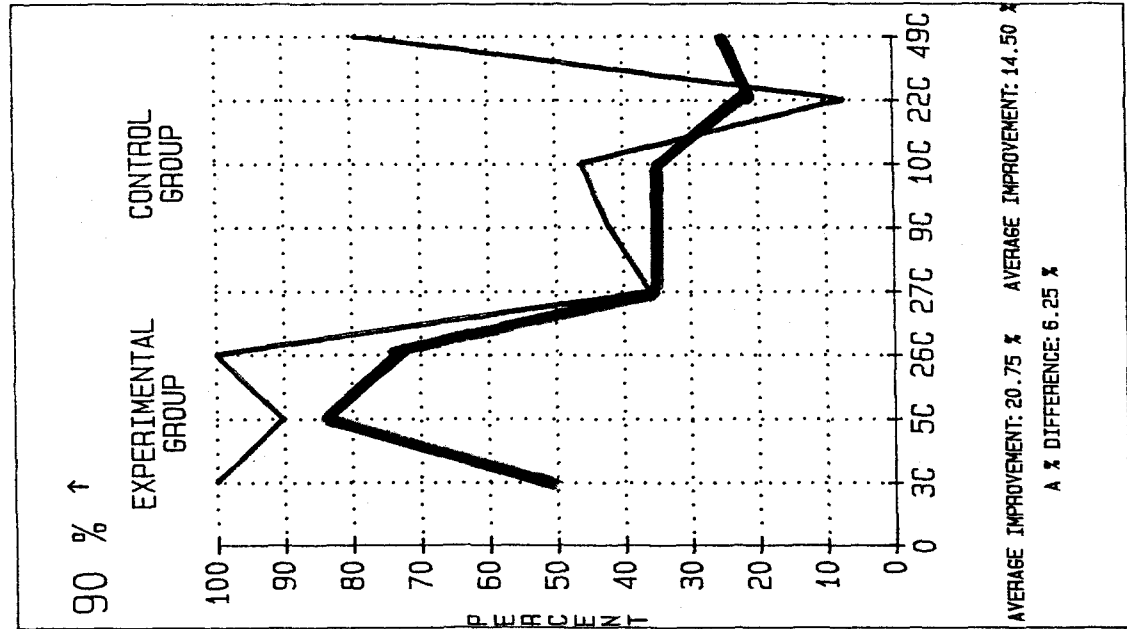


INSUFFICIENT



— FIRST ESSAYS
 — SECOND ESSAYS

GRAPH 5: IS THERE A SUFFICIENT NUMBER OF SUPPORTING SENTENCES?



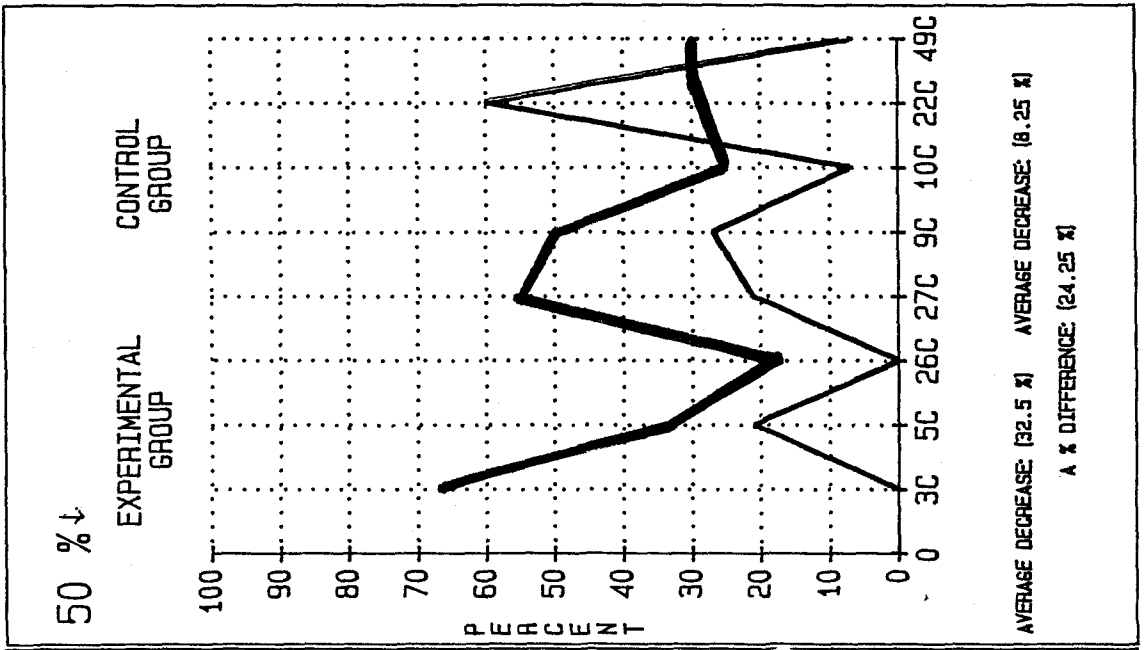
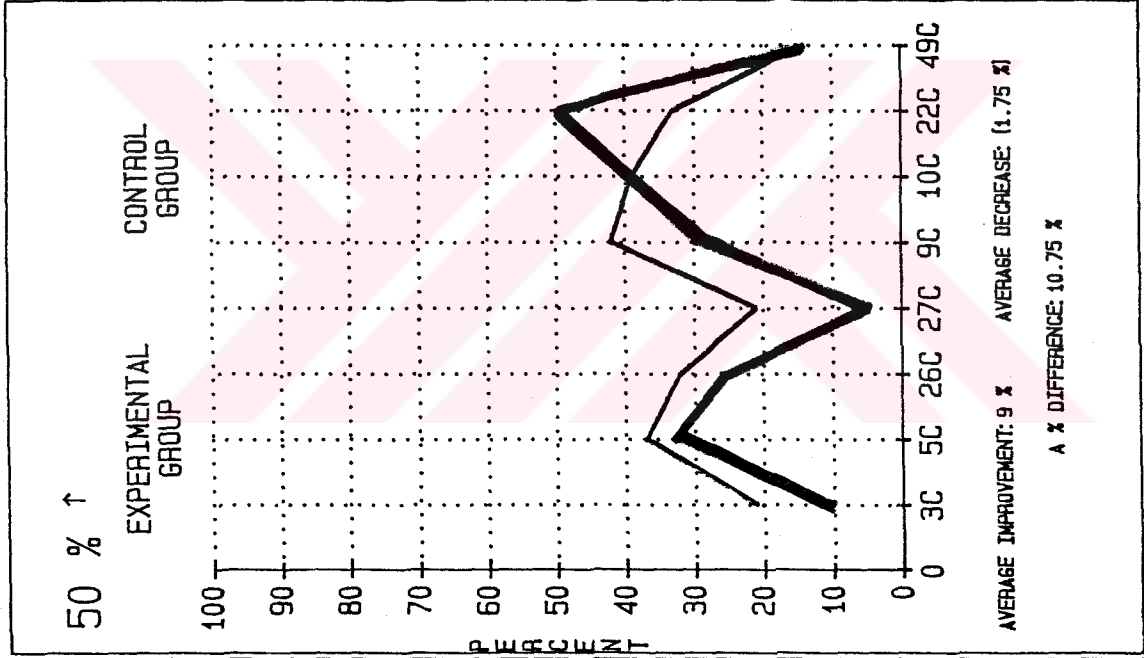
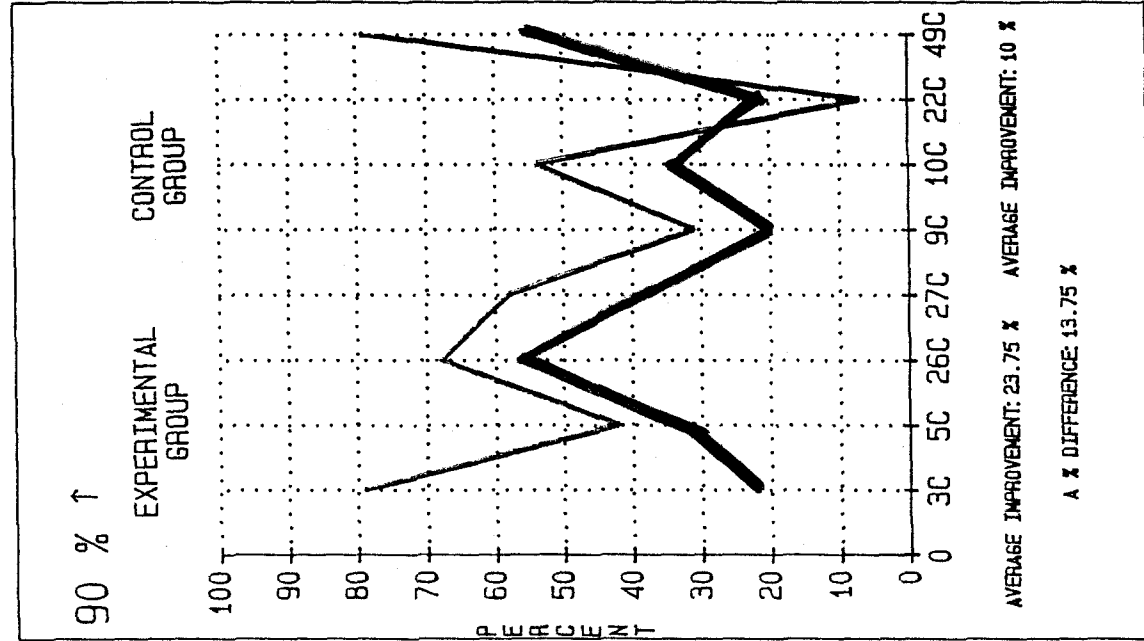
GRAPH 6 : IS THERE A PROPER FOCUS IN EACH SENTENCE?

— FIRST ESSAYS
 — SECOND ESSAYS

14% and that for "excellent" was 24%; that is to say, 14% more learners were given the overall evaluation "good" and 24% more learners the score "excellent" in the second essays.

The AI in the control group was considerably lower for each score. There was a 12% Average Decrease in the score "poor", 4% improvement in "fair", a 9% increase in "good", and 1% decrease in the score "excellent" in the control group. In other words, there were few more essays, the second time, rated "fair" and "good". There was, however, a decrease in papers rated "poor". Surprisingly, there was also a slight decrease in those essays scored "excellent".

The second criterion was related to the presence of a title. Graph 2 displays the data concerning titles. (See Appendix N for the corresponding table with student numbers instead of percentages). In the experimental group, an average of 17% of the pre-experimental essays contained a title. This average climbed to 92% in the post-experimental essays. In other words, almost all learners remembered to give their essays titles after being instructed. In the control group, an average of 37% of the first essays had a title. This average dropped to 33% in the second essays. This means that probably a number of the learners who wrote a title the first time



● FIRST ESSAYS
 — SECOND ESSAYS

GRAPH 7: IS THERE A RELATION BETWEEN THE TS ORCI AND SUPPORTING SENTENCES?

did so by chance and not as part of writing.

The AI for the experimental group was 75%. The AD for the control group was 4%, because the percentages decreased in the second essays.

The third criterion was concerned with the presence of a topic sentence in each paragraph. In the event that there was no topic sentence, the evaluator looked for a controlling idea. Graph 3 contains the related data. In the experimental group, an average of 57% of the initial essays had topic sentences or controlling ideas in their paragraphs. In the second essays, 85% of the essays contained paragraphs with topic sentences or controlling ideas. This means that after having received instruction in the organizational aspects of writing, the learners in the experimental classes used topic sentences and controlling ideas in their work.

In the control group, in the initial essays, an average of 63% of the papers had topic sentences or controlling ideas whereas in the second essay only 48% had these. In other words, there was a sharp fall in the display of this criterion. The AI for the experimental group was an increase of 28%: it was a decrease of 17% for the control group supporting that instruction in the experimental group had been effective.

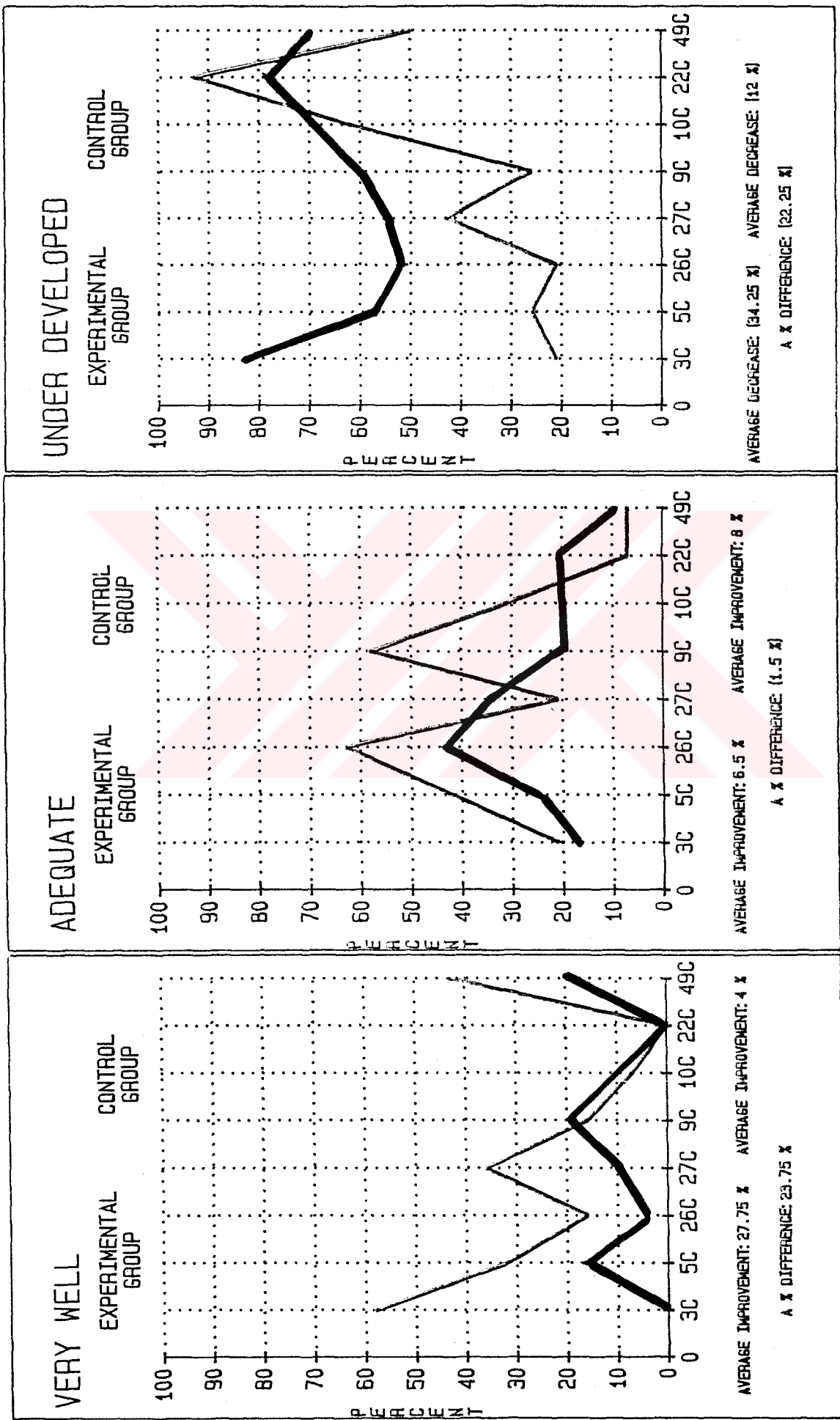
The next criterion was concerned with whether

there was a relation between the topic sentence (or controlling idea) and the paragraph. Graph 4 shows the distribution of data related to the above mentioned criterion. In the experimental group, in the pre-experimental essays, an average of 60% of essays contained paragraphs which were related to their topic sentences or controlling ideas. In the post-experimental essays, there was an average of 87% of essays which fulfilled this criterion. The second essays showed a large amount of improvement in this criterion, too. In the control group, in the initial writing assignment, an average of 53% of the essays, and in the second essays, an average of 76% of the essays fulfilled this criterion. That is to say, there was an equal rate of increase in both the control and the experimental groups in respect to this criterion. The increase in both groups may be due to accident or to the fact that the topics that had been provided for the learners to write on easily lent themselves to satisfy this criterion.

The AI for the experimental group for criterion four was an increase of 27%. The AI for the control group was an increase of 24%. Despite the observed increase in both groups, it can be clearly stated that the experimental group benefitted from instruction and scored a higher AI.

Criterion five was related to the number of supporting sentences. In the experimental group, in the first essays, an average of 46% essays had been written with a sufficient number of supporting sentences. In the same group, in the second essays, an average of 77% of the essays had a sufficient number of supporting sentences. In other words, instruction in supporting the topic sentence with various types of sentences had been highly effective. In the control group, an average of 30% of the first essays, and an average of 39% of the second essays had been written with a sufficient number of supporting sentences. This means that, when left untaught, this aspect of writing does not improve much. The AI for the experimental group for this criterion was an increase of 31%. It was an increase of only 10% for the control group. Graph 5 contains the above explained data.

Criterion six was concerned with whether the sentences in the paragraph had the proper focus; i.e., whether they started with a word related to the main topic of that paragraph. Graph 6 illustrates the data concerning this criterion. The essays were evaluated in the following manner: as 90% or more of the sentences having a proper focus or as 50%-90% of the sentences having a focus or as 50% or fewer sentences having a



— FIRST ESSAYS
 - - - SECOND ESSAYS

GRAPH 8: IS THE ESSAY DEVELOPED IN TERMS OF HAVING AN ADEQUATE NUMBER OF PARAGRAPHS?

proper focus. In the experimental group, in the pre-experimental essays, an average of 61% of essays had a proper focus in 90% or more of the sentences. This average increased to 82% in the post-experimental essays. An average of 12% of essays had a proper focus in 50%-90% of the sentences in the pre-experimental as well as in the post-experimental essays. An average of 27% of essays had a proper focus in 50% or less in the pre-experimental essays. The average for the same category dropped to 7% in the post-experimental essays. The figures in this part of the study indicate that the experimental group learners benefitted greatly from instruction because in their second essays they wrote considerably more sentences with a proper focus. The rate of learners with 50%-90% of the sentences with a proper focus remained at the same low level but there was a significant increase in the rate of learners with 90% or more of the sentences containing a proper focus. Conversely, there was a major decrease in the rate of learners with 50% or less of the sentences containing a proper focus.

In the control group, the results pertaining to having a proper focus were as follows: In their initial essays, an average of 19% of the learners wrote essays where 90% or more of the sentences had a proper focus.

This average climbed to 44% in the second essays. This increase is probably due to both the fact that the average in the first essays was very low to start with and also the general improvement in the learners' perception of English, thus bettering the structure of their sentences in general. An average of 36% of the learners had a proper focus in 50%-90% of their sentences in their first essays. The same average fell to 35% in their second essays. In other words, approximately a third of the learners in the control group wrote essays where 50%-90% of the sentences had a proper focus. This rate is much higher than that for this category in the experimental group, where there was only a minority of the learners. In the last category, an average of 35% of the control group learners had a proper focus in 50% or fewer of their sentences. This average decreased and became 22% in their second essays. Table 4 displays the above-mentioned figures as a summary.

TABLE 4: COMPARISON OF GROUP AVERAGES AND DIFFERENCES OF AVERAGES FOR CRITERION SIX

Category	Experimental Group		Control Group	
	First Essay	Second Essay	First Essay	Second Essay
90% or more of the sentences have a focus	61%	82% ↑	29%	44% ↑
50%-90% of them have a focus	12%	12% →	36%	35% ↓
50% or less have a focus	27%	7% ↓	35%	22% ↓

The AI for the experimental group was an increase of 21% for the first category of 90% or more. It was 15% for the same category for the control group. The AD for the experimental group for the second category of 50%-90% was 0.25%. It was a decrease of 2% for the control group. The AD for the experimental group in the third category of 50% or less was 21%. It was a decrease of 13% for the control group. These figures all confirm the fact that instruction increased the experimental group learners' instances of writing sentences with a proper focus.

The seventh criterion was concerned with the presence of a relation between the topic sentence, or controlling idea, and the supporting sentences. Graph 7 displays one case for this criterion. The papers were

evaluated with the same categories as were used for the previous criterion. In other words, the categories consisted of "90% and more", "50%-90%", and "50% and less". An average of 38% of the experimental classes had a relation between their topic and supporting sentences in 90% or more of their sentences in their first essays, and an average of 62% of these classes had this relation in their second essays. There was, thus, a sharp increase in the number of learners using this writing aspect following instruction. On the other hand, in the control group, the increase was small. An average of 33% of the classes had produced pre-experimental essays whose topic and supporting sentences were related in 90% or more of the sentences that they wrote. This average climbed slightly, to 43% in their second essays. In the experimental group, an average of 19% of the classes in their first essays, and an average of 23% of the classes in their second essays had a relation between their topic and supporting sentences in 50%-90% of their sentences. This increase is an indicator of the effectiveness of the experiment because in the control group, for this category, there was a decrease. An average of 34% of the control classes in the first essays, and an average of 32% of these classes in their second essays had a relation between their topic and supporting sentences in

50%-90% of their sentences. If, in the control group, there had been an increase in this category, it would have indicated that the learners did not need much instruction in this aspect of writing. However, this decrease, although it is small, shows that most of these learners needed help with this aspect of writing. In the experimental group, an average of 43% of the classes in their pre-experimental essays, and on average of 11% of the classes in their post-experimental essays had a relation between their topic and supporting sentences in 50% of their sentences or less. In the control group, there was also a decrease but it was to a smaller degree. An average of 34% of the classes in their first essays and an average of 25% of the classes in their second essays had this relation in 50% of their sentences or less. In the experimental group, in the first essay, most classes scored in the 50% or less category but after being instructed, these learners improved; most of the learners produced sentences with the desired type of relation in 90% of their sentences or more. In contrast, in their first essays, the control group classes scored equally in all three categories. In their second essays, the mentioned even distribution changed: most learners had a relation between their topic and supporting sentences in 90% of their sentences or more. The least

number of control group learners were in the 50% or less category. Nevertheless, the differences between the categories were very little; not as sharp as the ones observed in the experimental group. Table 5 summarizes the explained distributions.

TABLE 5: COMPARISON OF GROUP AVERAGES AND DIFFERENCES OF AVERAGES FOR CRITERION SEVEN

Category	Experimental Group		Control Group	
	First Essay	Second Essay	First Essay	Second Essay
90% or more of the sentences have a relation between the topic and supporting sentences	38%	52% ↑	33%	43% ↑
50%--90% them have this relation	19%	28% ↑	34%	32% ↓
50% or less have this relation	43%	11% ↓	34%	25% ↓

The AI in the 90% or more category was 24% in the experimental group but only 10% in the control group. The AI in the 50%-90% category was 9% in the experimental group. For the same category, there was an AD of 23 in the control group. The AD in the 50% or less category

was 33% in the experimental and only 8% in the control groups. These results are parallel to the ones above thus demonstrating the positive role of instruction.

Graph 8 contains the data for criterion eight, which was concerned with the degree to which the essay was developed. The categories in evaluating the papers for this criterion were "very well developed", "adequately developed" and "underdeveloped". In the experimental group, an average of only 8% of the classes had written very well developed pre-experimental essays. Their average climbed very rapidly to 36% after instruction. In the control group, an average of 13% of the classes had produced very well developed first essays. Their average increased slightly to 17% in their second essays. In the experimental group, an average of 30% of the learners had written adequately developed essays prior to instruction. This average increased to 37% after the learners received instruction. In the control group, an average of 18% of the learners had written adequately developed first essays. Their average increased significantly to 26% in their second essays probably due to their very low first essay average. In the experimental group, an average of 62% of the learners had written underdeveloped essays prior to instruction but this average dropped drastically to 26% after

experimental teaching. In the control group, an average of 70% of the learners had produced underdeveloped first essays. The average in this group also declined but not as drastically as in the experimental group. An average of 58% of the learners wrote underdeveloped second essays in the control group. Although there were increases and decreases in the same categories in both groups, the differences in the experimental group were much bigger and much more significant consequently supporting the findings of the previous categories that instruction had been affective on the learners in the experimental group. Table 6 shows the data related with the above explained criterion.

TABLE 6: COMPARISON OF GROUP AVERAGES AND DIFFERENCES OF AVERAGES FOR CRITERION EIGHT

Category	Experimental Group		Control Group	
	First Essay	Second Essay	First Essay	Second Essay
very well developed	8%	36% ↑	13%	17% ↑
adequately developed	30%	37% ↑	18%	26% ↑
underdeveloped	62%	28% ↓	70%	58% ↓

The AI for the experimental group was a very high

increase of 28% in the "very-well developed" category when compared to the 4% increase in the control group. The AI for the experimental group was 7% and it was 8% for the control group in the "adequately developed" category. The AD for the experimental group was a very significant decrease of 35% and only a small decrease of 12% for the control group in the "underdeveloped" category.

The sum up the results of the data concerned with the eight criteria, the experimental group showed noticeable improvement in all categories. The control group showed improvement in some of the categories due to general language improvement and due to the fact that the first essay results were often so low that there had to be an increase. In some cases, even though there were these increases in some categories in the control group, the rate of increase was low and the percentage was low, too. The data at hand was analysed in a global manner by means of averages, because the purpose was to generalize. If the analyses had concentrated on each class, there would have been distracting and, in the long run, irrelevant departures from the criteria because there were some classes in both groups that did not yield results parallel to the rest of the classes in that group. The presence of these classes that sometimes did

not fit the general pattern was very useful. It made the study realistic since in the reality of the DBE there are and there always will be a number of such classes. Nevertheless, the generalizations that have been arrived at are completely in line with the afore-mentioned hypotheses.

4.2. Interpretation of Results

This piece of research has yielded results which completely confirm the hypotheses. The hypotheses in this study stated, in brief, that due to instruction in the organizational aspects of writing, the instructed learners would produce more topic sentence or controlling ideas, more supporting sentences, and that more of their sentences would have a proper focus. (See 1.3 on page 14 for 'Hypotheses'.). The results of the experiment completely support these hypotheses. In fact, additional results have emerged.

One of the additional results that have arisen from the study is that the increase in the experimental learners' use of the organizational aspects of writing is significant. It is not just an increase due to the learners' general language improvement and greater exposure to English discourse in their reading classes.

This type of insignificant increase was noted in some of the control groups for some of the criteria. The increase found in the experimental group was considerably higher thus indicating that this rise was not just due to general progress in language.

Another one of the additional results is that although some organizational aspects of writing seem rather abstract' (e.g. harmony and cohesion of paragraphs), these can be taught and tested on a concrete basis when divided up into smaller and concrete units. For instance, criterion 4, which was about the presence of a relation between the topic sentence and paragraph; criterion 5, which was about whether there was a sufficient number of supporting sentences; criterion 6, which was about sentences having the appropriate focus; and criterion 7, which was about the presence of a relation between the supporting and topic sentences, are all subdivisions of wider categories, such as 'cohesion', 'good expression of ideas', and 'fluency in writing'. These wider categories are very hard to teach as they stand. However, when they are divided up into units to be taught by accompanied concrete examples, they can be incorporated into the syllabus.

CHAPTER V

CONCLUSION

5.1. Summary

In this piece of research, experimental materials and a checklist for instructors to evaluate essays were developed. An experiment was conducted in four beginner-level EFL classes in the DBE at METU in order to test whether

a) some organizational aspects of writing (such as titles, topic and supporting sentences, the proper focus in a sentence) could be taught only on the recognition level (i.e., learners were asked only to identify or recognize these aspects and not to actually produce them in any writing assignment),

b) learners in the experimental group would transfer what they learned on the recognition level to their written work, i.e., on the production level,

c) the prepared materials, their supplementary exercises, and the checklist containing eight criteria for instructors to use while evaluating these learners' essays were practical for classroom use.

The performance of the four experimental classes was compared with that of four control classes who did not use the experimental material but instead continued with the regular DBE syllabus. In order to discover if the experimental instruction had any effect, all of the eight classes were given a pre- and a post-experimental brief essay assignment. These essays were evaluated with the help of the experimental checklist. When the resulting data was analysed, it was found that all of the above listed aims and the afore-mentioned hypotheses (See 1.3 on page 14) were fulfilled.

5.2. Conclusion

The conclusions to the study will be presented by commenting on the general aim of this study, the experimental materials and check list criteria that had been developed for this piece of research. Lastly, the implications of this study for teachers and administrators will be presented.

The general aim, to demonstrate that the recognition of some organizational aspects in writing will transfer to the production of these aspects, was fulfilled. It has thus opened new possibilities which may be applied to other aspects of writing or to other/

different language skills, such as reading, or EAP and ESP materials development. If learners can be taught to produce better essays when they have only been taught writing aspects on the recognition level, the same learners may benefit from this technique in their reading classes. The learners will also probably become very competent in actually using the organizational aspects of writing if they do production exercises in class after having covered the experimental material. To exemplify, learners could be asked to write titles, topic sentences, supporting sentences for essays from which these have been omitted. They could also critically read paragraphs to decide if the focus of the sentences needs improvement or not. They could be asked to read an essay and then decide how they themselves would write about the same topic; how many paragraphs their essay would have; what types of topic sentences and titles they would write; what sort of focus their sentences would have. This could become a group activity whereby learners with the same kind of ideas or approach to the topic could work together. By 'approach to the topic' is meant the side or attitude the learners want to take when writing about a topic. In other words, are they for the topic, against it, or do they want to write a neutral piece of work, which would be an encyclopedic article? Learners on the

same side make groups consisting of three or four learners and then discuss how many units, or parts, they want to divide this topic into. That is, they will decide how many main points they want to mention and thus arrive at a decision regarding the number of their paragraphs. They, then, write their essay, either by starting or ending with the topic sentences and title. Whether they start or end with the topic sentence when writing a paragraph is a thinking strategy and is of no concern for the instructor since the end product is what is important.

The experimental materials including the teaching units, the supplementary exercises, and the checklist for instructors to use while they are evaluating essays all served their individual purposes. The material can always be supplemented with other materials that are more parallel to in-class vocabulary and that are about topic directly related to the learners' field of study. In addition, production exercises, as suggested in the previous paragraph, can also be added to reinforce the teaching points further. Moreover, other production exercises should be added through which learners practise rewriting the same topic using different types of thought organisation depending on different types of readers each time. In this way, learners become aware of the needs of

their readers.

The checklist containing eight criteria could be used in class to evaluate written work. This list could be altered slightly in the following manner. Some criteria could be eliminated. For instance, criteria 4 and 7 could be taken out. Some other criteria related to titles and topic sentences could be changed as follows:

-Is there a title? YES NO

.Is the structural form of the title appropriate? YES NO

.Is the content of the title appropriate? YES NO

-Is there a topic sentence? YES NO

.Is the content pertinent to the topic? YES NO

either .Does the topic sentence cover all facets of the topic of the paragraph? YES NO

or .Is the range of contents in the topic sentence appropriate?

TOO WIDE (i.e., includes too many ideas)	TOO NARROW (i.e., the paragraph contains ideas not expressed in the T.S.)	JUST RIGHT
---	--	------------

Criterion 8 could be reworded as: Has the division of ideas into paragraphs been made properly? YES NO

The checklist is easy to use and understand. However, a change in the order of the criteria is possible. For instance, the new order could be: 1,2,3,5,6,4,7,8.

There are also implications for teachers and administrators arising from this study. Teachers can use the checklist, materials and exercises by adapting them to their learners' needs. Administrators can supplement the materials with production activities to have a mini writing course for beginners. These materials can also be used in teacher training as a basis for materials development or as an example of teaching methodology.

To conclude, the experimental material, exercises and checklist are all compact, easy to use, understand and adapt. With the addition of production exercises, which have been mentioned above, they comprise a mini-writing course for beginner EFL learners. With recognition preceding production, some organizational aspects of writing can easily be taught to beginning - level learners.

5.3. Suggestions for Further Research

The field of organizational writing skills is wide open for research. Unfortunately, however, very little has been done to teach these skills to beginners. Most text books that teach organization in writing address learners with at least intermediate language proficiency. A number of text books teach organization by taking up sentences. It is the strong belief of this writer that text books or instructors must deal with whole essays if they want to teach learners how to organize essays. Sentence-level work can be done in structure classes and in reading. The writing process is a complicated process involving the mind, knowledge of the topic and conventions of written form, and lastly, the writer's message, which is the purpose for writing in the first place. While writing, writers search for the best way to convey their message. In order to do this, they need to be able to empathize with their readers. That is, they need to be able to view the topic from the point of view of readers. They need to be aware of how readers may interpret or mis-interpret what has been written down. The better writers can do this, the easier to understand their written work. The experimental material developed for this study dealt with writing on the essay-level. It

did not focus on only sentences. Some exercises were based on paragraphs but the general attitude has been to view writing on the essay-level.

Further research should be conducted with the experimental material supplemented with production activities for beginners to see how much the learners' writing is affected by production. Other research should be done in teacher training programs to discover the effectiveness of the methodology in the materials.

On the whole, more research should be conducted to develop writing materials that teach organization to beginning EFL learners. This could be incorporated with a reading course whereby learners would be exposed to numerous examples of written discourse and then write on a similar topic. The focal point should be concrete organizational aspects of writing.

APPENDIX A: STUDENT QUESTIONNAIRE

ÖĞRENCİ ANKET FORMU

Sınıf numaranız: _____

1. Lise'de yazma-kompozisyon dersi diye ayrı bir ders gördünüz mü?

EVET _____ HAYIR _____

2. Cevabınız EVET ise, bu dersi haftada kaç saat gördünüz?

Haftada _____ saat.

3. Bu dersin öğretmeni başka ders de veriyor muydu?

EVET _____ HAYIR _____

4. Aşağıdakilerden hangilerini lise de öğrendiniz?

-----anafikir cümlesi yazmayı

-----anafikir cümlesini destekleyen cümleyi\cümleleri yazmayı

-----bir konuyu tanımlayıcı tür yazı yazmayı

-----bir konuyu açıklayıcı tür yazı yazmayı

-----iki veya daha fazla konuyu karşılaştıran tür yazı yazmayı

-----bir savı (iddiayı) veya düşünceyi tartışan tür
yazı yazmayı

-----bir kompozisyonun biçimsel özellikleri; örneğin
başlığın nereye yazıldığı, kağıdın kenarlarında ne
kadar aralık bırakıldığı gibi.

5.Temel İngilizce Bölümünde size yazma derslerinde neler
öğretilmeli?

TEŞEKKÜR EDERİM

APPENDIX B

TEACHER INTERVIEW QUESTIONS

1. What do you think about the present 'writing' course in our department?

- a) in the first semester
- b) in the second semester

2. How should the writing course be organized? In other words, what should be taught?

- a) in the first semester
- b) in the second semester

3. What do C group students need in the first half of the first semester in their writing course; in other words, what is necessary prior to Write Ideas?

4. How do you rate C group students in the beginning of the first semester?

Excellent Good Fair Poor
(Barely Inadequate
Adequate)

- a) They know what a topic sentence is
- b) They can write a T.S.
- c) They can support their T.S. with enough supporting sentences.
- d) They can focus their sentence appropriately; i.e., they can start each sentence after the T.S. with a word related to the main concept\idea of that paragraph.

APPENDIX C

INTERVIEW QUESTIONS FOR THE ADMINISTRATION
OF THE DEPARTMENT OF BASIC ENGLISH, METU

Name: Banu Barutlu

Date: 8 Jan 1988

1. How have you divided up your schedule in terms of language skill?
2. What are the specific 'writing' objectives for:
 - a) A group in semesters I and II
 - b) B group in semesters I and II
 - c) C group in semesters I and II
3. What materials are being implemented in 'writing' in:
 - a) A group in semesters I and II
 - b) B group in semesters I and II
 - c) C group in semesters I and II
4. How many hours/week have been allocated for teaching writing in:
 - a) A group in semesters I and II
 - b) B group in semesters I and II
 - c) C group in semesters I and II
5. Comments:

APPENDIX D: DISTRIBUTION OF INSTRUCTION HOURS
AT THE DBE ACCORDING TO THE SKILLS

SEMESTER SKILL	A GROUP (ADVANCED LEARNERS)		B GROUP (INTERMEDIATE- LEVEL LEARNERS)		C GROUP (BEGINNERS)	
	1	2	1	2	1	2
READING	24%	40%	32%	30%	25%	55%
WRITING	22%	30%	26%	40%	10%	27%
LISTENING	12%	15%	23%	12%	30%	8%
SPEAKING	10%	15%	19%	18%	35%	10%

32%

Grammar Review

Teacher Talk?

1st-- 78 days x 4 hrs} A B
2nd-- 67 days x 4 hrs} Groups

1st: 78 x 5 hrs} C
2nd: 67 x 6 hrs} G

N.B. The percentages of the skills are percentages of total school hours.

APPENDIX E

OBJECTIVES FOR A,B,C GROUPS AT THE DBE

The instructional objectives for groups A,B and C:

The writing instruction at the Department of Basic English should aim at equipping the students with the writing skills and strategies they will need to satisfy their instructors' expectations during their freshman year. These expectations can be listed as follows:

a) To be able to write answers of adequate development and length to examination questions and homework assignments conforming to the conventions and requirements of the following types of rhetoric.

- i) description
- ii) narrative
- iii) explanation-by causality, by comparison, by contrast, by classification
- iv) persuasion-by supporting arguments

(Here, it might be necessary to summarize the conventions and requirements of the items listed above. The students should be able to write relevant topic sentences that would prevent irrelevant development.

They should be able to organise the information into a logical and easily comprehensible pattern of development. They should also be able to select and use linking devices appropriate for the rhetoric type in order to clarify the logical relationship between ideas, and finally, they should be able to write an appropriate conclusion.)

b) To be able to use the core scientific vocabulary they have learned mainly through reading

c) To be able to take adequate notes in lectures

d) To be able to summarize and outline passages

e) To be able to exhibit a fairly satisfactory level of linguistic performance

f) To be able to follow the major conventions of spelling and punctuation.

APPENDIX F: ALL WRITING MATERIALS USED AT THE DBE IN SEMESTERS 1 AND 2

A GROUP		B GROUP		C GROUP	
1	2	1	2	1	2
Function and the Basics	Panorama	Opening Strategies	Developing Strategies	Kernel One	Write Ideas
The Paragraph: An Introduction	Free Writing	Building Strategies	Studying Strategies	Kernel Intermediate	Panorama
Write Ideas	Fluency in English	Developing Strategies (up to Unit 5)	Write Ideas	Writing Tasks	
Free Writing		Writing Tasks	Panorama	The Paragraph: An Introduction	
Dictation		The Paragraph: An Introduction			
4.5 hrs/week	6 hrs/week	5 hrs/week	6 hrs/week	2 hrs/week	5 hrs/week

APPENDIX G: AN IMPRESSIONISTIC SCALE FOR
EVALUATING WRITING



APPENDIX G : AN IMPRESSIONISTIC SCALE FOR EVALUATING WRITING

SFL/HETU
Dept. of B.E.

Jan. 1987

GUIDELINES AND RECOMMENDATIONS FOR SCORING

1. It is recommended that instructors first read the papers quickly and place them in 7 (or as appropriate) batches, ranging from Ex to N according to first impressions.
2. The first of the two scorers should not be the instructor of the class and during this first scoring, no marks, corrections or comments should be written on the papers.
3. It is recommended that the first scorer writes code numbers -1 to 25- on students' papers. After evaluation, s/he enters the grades across the code numbers on a grade list s/he prepares.
4. The second scorer (the class instructor) makes corrections as she scores the papers.
5. It is also recommended that the instructors should not grade papers for longer than one (1) hour in one session (i.e. give a break when they are tired).

POST-SCORING PROCEDURES

1. If the two scorers differ by less than 4 points, they enter the points on the student's paper, take the average in a circle and both initial.
(e.g. $\frac{18 + 15}{2} = \textcircled{16.5}$ N.D. B.B.)
2. If the difference is 4 pts. or more, the two scorers negotiate to settle on new grades by referring to the papers and enter their marks as described in the previous example above.

WRITING GRADING SCALE

EX : Excellent
VG : Very Good
G : Good
AD : Adequate
BA : Below Adequate
FBA : Far Below Adequate
N : Nil

2

LETTER GRADE - POINT CONVERSION TABLE

	PASS				FAIL		
	EX	VG	G	A	BA	FBA	N
Linguistic Accuracy	10	9	8	6	4	2	0
Organisation/Fluency	9	8	7	5	3	1	0
Mechanics	1	1	1	0.5	0.5	0	0

LETTER GRADE DESCRIPTIONS

EX:

Linguistic Accuracy: Complete linguistic accuracy, both grammatical and lexical. (grammar-vocabulary)

Organisation/Fluency: Relevant and full use of cues provided. This is clear in the overall organisation, also signalled by logical connectors.

Mechanics: Almost no inaccuracies in spelling and punctuation. (a few mechanical mistakes are acceptable).

VG:

Linguistic Accuracy: Very few grammatical inaccuracies, not affecting communication (functors; articles, prepositions, etc; or 1-2 errors in tense-verb usage.) Almost no inaccuracies in vocabulary for the topic set.

Organisation/Fluency: Relevant and full use of the cues provided. This is clear in the overall organisation. However, there may be 1 or 2 misuses, repetitions or omissions in logical connectors.

Mechanics: Refer to band 'Ex'.

G:

Linguistic Accuracy: Some grammatical inaccuracies in functors and up to 3-4 errors in tense-verb usage. A few inaccuracies in vocabulary for the topic set.

Organisation/Fluency: Full use of the cues provided. However, a few of the cues (1-2) may be misused. The overall organisation may reveal the misuse of a few connectors. (up to 4).

Mechanics: Refer to band 'Ex'.

AD:

Linguistic accuracy: One or two grammatical and lexical inaccuracies in about half of the sentences; however, these do not cause the reader severe problems in making out the message.

Some inaccuracies in vocabulary for the topic set (possibly lexical inappropriacies and/or repetitions indicating a limited vocabulary knowledge).

Organisation/Fluency : Relevance and contentwise, for most part answers the topic set; however, some of the cues and required connectors misused (or not used) not exceeding 1/2 of the text.

Mechanics : Some inaccuracies in spelling (i.e. mainly unfamiliar words) and punctuation.

BA:

Linguistic Accuracy : One or two grammatical inaccuracies in most of the sentences (about 75%), also indicating errors in grammatical patterns with the reader constantly having problems in making out the message.

Frequent inadequacies in vocabulary; perhaps totally inadequate for the intended communication.

Organisation/Fluency : Major gaps/omissions in the treatment of the cues provided and/or pointless repetitions. To be more precise, misuse in about 1/2 of the cues provided. Misuse in about 75% of the linking words.

Mechanics : Refer to band 'AD'.

FBA:

Linguistic Accuracy: Grammatical inaccuracies in more than 75% of the sentences.

Frequent inadequacies in vocabulary; perhaps totally inadequate for the intended communication.

Organisation/Fluency: A succession of words written one after another resulting in almost a totally incomprehensible message. This can be a long text.

Complete failure in the use of linking words.

Mechanics : Most of the spelling inaccurate and ignorance of conventions of punctuation.

N:

No attempt to do the task at all. A blank sheet or just one sentence copied from the notes provided.

There are generally three methods of scoring writing papers.

- A. The impression method of marking is based on the total impression of the composition as a whole. Generally, three or four markers score each paper, marks being combined or averaged out to reveal the testee's score. As it is possible for a composition to appeal to a certain reader but not to another, markers may differ enormously in respect of spread of marks, strictness and rank order. For example marker A may give a wider range of marks than B; marker C may have much higher expectations than marker A and thus mark much more strictly. The following table shows how 3 markers can score three compositions using a five-point scale for impression marking.

	Comp. 1	Comp. 2	Comp. 3
Marker A	3	5	4
Marker B	2	4	2
Marker C	2	4	3
Total	7	13	9 (?)
Average	2.33	4.33	3 (?)

In those cases where there is a wide discrepancy in the marks allocated (e.g. composition 3 in the example), the composition is examined once again by all markers, and each mark discussed until some agreement is reached. A further complication results from a lack of mark/re-mark reliability: in other words, if the same composition is marked by the same examiner on two occasions there may be a difference in the marks he awards.

The whole question of unreliability, however, does not stop here. Impression marks must be based on impression only, and the whole object is defeated if examiners start to reconsider marks and analyse compositions.

- B. The analytic method is recommended for marking class compositions. This method depends on a marking scheme which has been carefully drawn up by the examiner or body of examiners. It consists of an attempt to separate the various features of a composition for scoring purposes. Such a procedure is ideally suited to the classroom situation: because certain features have been graded separately, each student is able to see how his particular grade has been obtained. On the other hand, if compositions are scored by three or four impression markers, the total

marks have been found to be far more reliable than the marks awarded by one analytic marker. However, the marks awarded by one impression marker are less reliable than those awarded by one analytic marker.

The following is reproduced simply as one example of such an analytic scheme: in this particular case duplicate (blank) copies of this scheme were attached to the end of each composition.

STUDENT A:

	5	4	3	2	1
grammar			X		
Vocabulary				X	
Mechanics		X			
Fluency				X	
Relevance			X		

TOTAL= 14

NB:

Mechanic refers to punctuation and spelling; Fluency to style and ease of communication; and Relevance to the content in relation to the task demanded of the student. A-5 point scale has been used.

If the analytic method of scoring is employed, it is essential that flexibility is maintained. At the various levels it may become necessary to change either the divisions themselves or the weighting given to them. At the elementary level, for example, the tester may be far more interested in Grammar and Vocabulary than in fluency, thus deciding to omit Fluency. At the intermediate level, he may be particularly interested in Relevance and may, therefore, decide to award a maximum of 10 marks for this feature while awarding only 5 marks for each of the others. At the more advanced level, he may wish to include separate divisions for organization and register and to include Mechanics and Fluency in one division.

- c. Mechanical accuracy (error-count method) This is the most mechanical of all methods of scoring, it is the least valid and is not recommended. The procedure consists of counting the errors made by each testee and deducting the number from a given total. Since no decision can be reached about the relative importance of most error, the whole scheme is actually highly subjective. For example, should errors of tense be

regarded as more important than certain mis-spellings or the wrong use of words? Furthermore, as a result of his own intuition and experience, it is fairly common for an examiner to feel that a composition is worth several marks more or less than the score he has awarded and to alter his assessment accordingly.

Above all, the mechanical accuracy method unfortunately ignores the real purpose of composition writing-communication; it concentrates only on the negative aspects of the writing task, placing the student in such a position that he cannot write for fear for making mistakes. The consequent effect of such a marking procedure on the learning and teaching of the writing skills can be disastrous.

APPENDIX H: AN IMPRESSIONISTIC SCALE FOR EVALUATING POP QUIZZES

FOR POP QUIZZES ONLY
LETTER GRADE-POINT CONVERSION TABLE

	PASS			FAIL		
EX	C	G	A	BA	FBA	N
LINGUISTIC ACCURACY	45	40	30	20	10	0
ORGANISATION/ FLUENCY	45	40	35	27	17	5
MECHANICS	5	5	5	3	0	0

APPENDIX I

TOPICS FOR THE FIRST WRITING ACTIVITY

In class, write one page about one of the following topics. You may ask your teacher the meanings of words; you may use Turkish words if necessary.

1. Describe your first day at METU.

2. Is your life today different from your life last year? Explain.

3. How do you like the METU campus? Explain.

4. Do you think Ankara is a good city to live in? Explain why or why not?

APPENDIX J

EVALUATION CRITERIA FOR MARKING ESSAYS:

Read the essay very quickly in order to answer the first question in the following list. Then reread the essay more carefully to look for the criteria in the list. DISREGARD GRAMMAR MISTAKES. Look for only the criteria stated below:

1. How would you rate this Excellent Good Fair Poor
essay in general?

Is there.....?

2. a title in each paragraph YES NO

3. a topic sentence (TS) or controlling
idea (CI) in each paragraph YES NO

4. a relation between the topic
sentence and the paragraph YES NO

5. a sufficient number of supporting
sentences YES NO

5. an appropriate focus in the

sentences

| In 90% | In 50%-90% | In 50%
| or more | | or less
of the sentences

7. a relation between the

supporting sentences and the

topic sentence.

| In 90% | In 50%-90% | In 50%
| or more | | or less
of the sentences

8. In terms of

having a sufficient number

of paragraphs,

this essay is

| very well | | adequately | | under-
developed

APPENDIX K: THE EXPERIMENTAL INSTRUCTION MATERIAL



Unit One: The Title

Read the following title. What do you think the essay is going to be about?

My Family

This essay is probably going to be about my mother, my father, me, and perhaps, in addition, my brother(s) or sister(s). In other words, the essay will talk about the members of my family.

Now read the essay. Does it meet your expectations?

My Family

I come from a large family with unusual family members. Most families in Turkey today are small because young couples do not live together with their parents. Old Turkish families consisted of grandparents, parents and their children. For this reason, these families were crowded. Modern living has changed Turkish family structure.

My father is a quiet person. He likes to read books. When he has free time at home, he goes to his hobby room and builds model ships from matches. He often goes to the library to get books about old ships. He is also interested in camping and going fishing.

This essay DOES NOT MEET THE READER'S EXPECTATIONS because the title and the paragraphs are not about the same idea or subject. The title is "My Family" but the paragraphs do not develop this idea.

The reader expects:

"My Family" = my mother + my father + me (+ my brother/s + my sister/s)

In other words:

My Family

My mother.....
.....
.....

My father.....
.....
.....

I.....
.....
.....

My brother.....
.....
.....

Or:

My Family

My mother and father.....

I.....

My brother and sister.....

Etc.

There are many combinations but they are all about my mother, my father, me and probably in addition my brothers and sisters; ie, 'my family'.

Let us now stop thinking about this essay for a moment and return to page 1 to look at titles. What is the title of this unit? What is the title of the essay? Think about the features of titles. Where do you find titles? Are they complete sentences? Are they always underlined? Are they always capitalized? What about their meaning; ie, are they general or very specific?

Titles

TITLES

Titles

Titles are the first thing a reader looks at in order to decide about the essay or article. The title, then, can attract the reader to your essay or send him away. For this reason, a title has to be written very carefully and with a lot of thought.

Titles have certain basic features. They are always above the essay, always in the middle of the page. They are often one or two words and sometimes five or six words. They either summarize the whole essay or they attract the reader in some way as we often see in newspapers or magazines. Titles are sometimes underlined but not always. In addition, the first letter of each word is capitalized; only prepositions and articles with one syllable (such as in, on, at, a, the) are not capitalized. The title of an essay on the title page is often capitalized completely.

Now turn to the Table of Contents in your reading book and read the titles of the articles. Most of these titles are very short. Some are the names of people, places, or things (eg. Charlie Chaplin, Bali, Hovercrafts) and some are about whole processes (eg. The Formation of the Universe, Recycling Waste, Deforestation).

When you write a title, you have to think of your essay and try to find

the most important key words that summarize your essay or that are attractive. If, for instance, you are writing about nuclear power plants, how they are useful and how they can be dangerous, you can use titles such as "Nuclear Power Plants", "Nukes" (from 'nuclear'), or "The Advantages and Disadvantages of Nuclear Power Plants". If, in your essay, you talk about the advantages and disadvantages of these plants but strongly say that these power plants are very dangerous, you may use a title such as "The Nukes of Hazard", which means the dangers of nuclear power plants. This last title also looks like the name of a popular TV serial "The Dukes of Hazard".

Match the topics or subjects in column A below with a suitable title from column B.

AB

- | | |
|---|---|
| 1. In France, fathers have to do certain things with their children. They often do special things that they want to do, not always what they have to do. | a. Marriage Customs in France |
| 2. How do couples in France meet and decide to get married, what do the couples and their families have to do before, during, and after the wedding ceremony. | b. Marriage |
| 3. What does a French mother and a French father have to do? | c. Mothers and Fathers |
| 4. What is the meaning of marriage? Why is it important? What is the origin? | d. The Roles of Mothers and Fathers in France |
| | e. Fathers in France |
| | f. Raising Children in France |

Let us now look at the structure of titles. Some titles are very short and consist of one or two words, usually the name of a person, place, or thing. Read the examples below.

- | | |
|---|--|
| a. The (short) life story of Marilyn Monroe | "Marilyn", "MM", "Marilyn Monroe", "The Blonde", and so on. |
| b. An essay about Munich | "Munich", "Carnaval City", and so on. |
| c. The description of a theory | "Relativity", "Relativity Theory", " $E=mc^2$ ", "Einstein's Theory", etc. |

Here are some more examples:

"Politics", "Teachers", "Happiness", "Relationships", "Tokyo", "My Hometown", "American Food", "Culture Shock"

Sometimes titles are long, especially when they are about processes, systems, or ideas. Some of these titles have the form 'The _____ of _____' or '_____ing _____'. Read the following examples:

- a. The advantages of Solar Energy
- b. The Advantages and Disadvantages of Using Plastics in Industry
- c. The Types of Solar Reflectors
- d. The Marriage Customs of Turkey
- e. The Laws of _____
- f. The Roles of _____
- g. The Geography of _____
- h. The Problem(s) of _____

Sometimes titles have the '_____ing' or '_____ion' form, especially when the topic is a process. Read the following examples:

"Cooking", "Competition", "Housing", "Shopping in the US",
 "Transportation in Turkey", "Air Pollution".

Match the topic in column A with its title in column B. ('x' can be anything, any idea, any substance.)

A

B

- | | |
|-----------------------------------|------------------------------|
| ___ 1. How 'x' arrived | a. The Birth of 'x' |
| ___ 2. How 'x' developed | b. The Movement of 'x' |
| ___ 3. Where 'x' first started | c. The Origin of 'x' |
| ___ 4. How 'x' was born | d. The Arrival of 'x' |
| ___ 5. The different kinds of 'x' | e. The Transportation of 'x' |
| ___ 6. How you can transport 'x' | f. The Meaning of 'x' |
| ___ 7. How 'x' moves | g. The Types of 'x' |
| ___ 8. How scientists explain 'x' | h. The Development of 'x' |
| ___ 9. What 'x' means | i. The Explanation of 'x' |

In summary: A TITLE is the first thing the reader sees. Therefore, the writer has to find a suitable form for the title. This form and the meaning together attract or send away the reader. Therefore, the first problem of the writer is to put himself in the position of the reader and to think like a reader.

Final Exercise: To be handed out.

In the essay on page 1, the title is "My Family", which is short and easy to understand. Let's look at the essay again. Read the first paragraph again. Which of the following is the first paragraph mainly about?

- a) a large family
- b) my large family
- c) Turkish families today
- d) old Turkish families
- e) old and new Turkish families

My Family

I come from a large family with unusual family members. Most families in Turkey today are small because young couples do not live together with their parents. Old Turkish families consisted of grandparents, parents and their children. For this reason, these families were crowded. Modern living has changed Turkish family structure.

My father is a quiet person. He likes to read books. When he has free time at home, he goes to his hobby room and builds model ships from matches. He often goes to the library to get books about old ships. He is also interested in camping and going fishing.

A paragraph about a) (a large family) should tell us about a specific family such as "The Howard Family" or "The Fredericks Family". Therefore, a) is not the answer.

Alternative b) is what we really wanted to find because it is about the title "My Family" and the first sentence of the paragraph but the rest of the paragraph is not about this idea.

Alternatives c) and d) are possible but not by themselves. In other words, the paragraph is about c) but also about d). Therefore e) is the best answer.

The main idea of this paragraph is in alternative e). The MAIN IDEA of a paragraph can also be called the CONTROLLING IDEA*. This is the idea that the writer develops fully in the paragraph. All the sentences in the paragraph should develop this idea. The writer should NOT include sentences that do not support the controlling idea. The controlling idea must be clear and easy to understand for the reader and the controlling idea of the paragraph must support the topic of the essay.

Which sentence in the first paragraph is NOT about the controlling idea 'old and new Turkish families'?

- a) Sentence 1
- b) Sentence 2
- c) Sentence 3
- d) Sentence 4
- e) Sentence 5

The first sentence does not support the controlling idea. Let's take it out.

Which sentence below is better instead of the first sentence?

- a) Modern Turkish families are small.
- b) Old Turkish families were big.
- c) Modern Turkish families are different from old Turkish families.
- d) Modern and old Turkish families exist together today.

* Chaplen

Paragraph 2 is as follows now:

Modern Turkish families are different from old Turkish families. Most families in Turkey today are small because young couples do not live together with their parents. Old Turkish families consisted of grandparents, parents, and their children. For this reason, these families were crowded. Modern living has changed Turkish family structure.

However, the controlling idea in this paragraph (modern and old Turkish families) does not develop the title 'My Family'. Now, with the addition of the new sentence the paragraph is good but it is still NOT ABOUT "My Family"; therefore, we do not really want this in this essay. Let's go back to page 5, paragraph 1, sentence 1. The sentence "I come from a large family with unusual members" is about "My Family". Let's develop a paragraph around the idea: a large family + unusual members. Which paragraph below best completes this sentence and is also about the title, "My Family"?

I come from a large family with unusual members.
.....

- a) My mother and father live alone outside Ottawa in a beautiful house with a garden. They are both retired and they like to grow flowers and vegetables. My older brother lives in Quebec City. He is still single. My younger brother moved to the west. He found a good job in Vancouver after he finished university. I'm in Chicago. I enjoy my work and life here.
- b) I have a grandmother and a grandfather, and two brothers. My mother has seven brothers and sisters. My father has one brother and three sisters. Some of these family members are quite different in behavior.
- c) There are four people in my family. My parents, me and my grandfather. We are all different people with different interests but we live happily together in our large flat. My parents like to play tennis and go camping. My grandfather is a sports writer. He

travels around and then writes his articles on his new word processor. I'm an amateur photographer. I like to take pictures of unusual things in nature.

Alternative a) is about a family but the family is not large (parents + 3 children) or unusual.

Alternative b) is about a large family with unusual characteristics (although the writer does not tell us what these unusual characteristics are).

Alternative c) is about a small or regular family. There are only four people and they are not very unusual.

The best paragraph then is b).

Let's look at page 5 paragraph 2 of the essay now. What is the controlling idea of the paragraph?

- a) my family
- b) my father
- c) hobbies
- d) my father's hobby
- e) my mother

The Topic Sentence

We know that each paragraph has a controlling idea. When the controlling idea is in one sentence, this sentence is call a TOPIC SENTENCE. The rest of the paragraph develops the idea in the topic sentence. The topic sentence can be anywhere in the paragraph. Frequently, it is at the beginning of the paragraph to make it easier for the reader.

Read the essay below and underline the topic sentences. Where, in the paragraphs, are they? Do the sentences that follow the topic sentences support the topic sentence?

My Family

I come from a large family with unusual family members. I have a grandmother and a grandfather and two brothers. My mother has seven brothers and sisters. My father has one brother and three sisters. Some of these family members are quite different in behavior.

My father is a quiet person. He likes to read books. When he has free time at home, he goes to his hobby room and builds model ships from matches. He often goes to the library to get books about old ships. He is also interested in camping and going fishing.

In these two paragraphs, the topic sentences are the first sentences but this is not a rule. Topic sentences can be the first or the last sentence of a paragraph. Sometimes they are in the middle. Sometimes a paragraph does not contain a topic sentence. Not to write a topic sentence is easy, so let us now look at writing topic sentences.

In paragraph 1, we said two important things: the family is large and the members are unusual. Does paragraph 2 explain or support these two key words? Is 'my father' unusual in any way? Should we keep this paragraph?

We probably should not keep this paragraph because 'my father' does not have any unusual features. This paragraph does not support the idea of a 'large' family, either. Below is a possible paragraph. Read the paragraph, then chose a suitable topic sentence

.....
.....
We all live together in the same flat but we are not very similar. My older brother Bob is going to finish high school this year. He hates school but he is good at maths and electronics so he is planning to go to college next year and start his own business in microchips later. He does not really want to go to college but his girlfriend is going to college and she says she will not go out with him if he does not attend college. My younger brother Tom goes to elementary school. He is allergic to a few things including cat hair. This is a major problem for me because I have a black cat with big yellow eyes but, unfortunately, I cannot keep my cat, Blackie, inside. He has to stay outside because of Tom's allergy. I started high school this year. I'm interested in yoga and philosophy. I think this is because of my mother. She is a full time philosopher and yoga teacher. She goes out in the morning and returns in the afternoon. She sometimes helps my grandmother and grandfather, who live with us too, with cooking and then writes articles for various magazines. My father was a boxer. He is a very quiet person. He only gets very loud when my grandfather tries a new and strange cake recipe because my father likes only traditional food. He does not like noisy sports or strange foods.

- a) My two brothers, me and my parents are all different in personality.
- b) The members of my family include my brothers, my parents and me.
- c) My parents and brothers are different from me.
- d) I have two brothers who are not like the rest of my family.

This paragraph looks at the special features of my two brothers, me, my mother and my father. Therefore, the most suitable topic sentence is in alternative a). Alternative b) does not include 'the special or unusual features'. Alternative c) excludes 'me'. Alternative d) compares my brothers with the other family members. It does not look at each unusual family.

There are, of course, other organizational alternatives for the essay above. For instance, you can write about two or three family members in each paragraph or you can write about the members who live with you in the same flat in one paragraph and the members who do not live with you in another paragraph, and so on.

We need either one long paragraph or 2-3 paragraphs about several family members and how they are unusual. Our essay will probably look like one of these:

My Family

General introduction.....

 My father,
 an unusual
 characteristic.....
 My grandmother
 something
 unusual.....
 My brother
 An unusual characteristic

My Family

General introduction.....

 My father, An
 unusual characteristic.....

 My grandmother.....
 something
 unusual.....
 My brother.....
 unusual.....

There are a lot of different ways of writing about an idea. Different people will write differently about the same controlling idea. You will probably write differently about the same idea on another day or even at a different time on the same day. This is because an essay is very personal;

the organization depends on the feelings and methods of the writer. Therefore, there are endless ways of writing an essay. In this handout, there are only a few alternatives in order to make the exercises shorter. The best alternatives in these handouts are not the best in the world; only the best in the exercise.

However, here are some things we know about essays:

1. The title: Gives information or is interesting/attractive.
2. The body of the essay: Consists of one or more paragraphs (that depends on the writer); is related to the title; is a whole.
3. The paragraphs: Each paragraph has one controlling idea; each paragraph supports the whole of the essay; each idea and sentence in the paragraph supports the controlling idea, there may be a topic sentence.

The following is paragraph 3 of 'My Family'. Read the paragraph below and then chose the best topic sentence:

.....
.....
My grandmother still plays baseball although she is 79. She can dance to a pop song as well as to an old melody. She loves to eat exotic foods, is slim and healthy. She lives with us half of the year and with her oldest son, Uncle Fred, for the rest of the year. She gets along very well with my grandfather, who lives with us all the time. My grandfather likes to cook but he is really well-known for his baking. He likes to try crazy things such as spinach and walnut cake! He walks in the park everyday and sits down to watch the people in the park. Every Tuesday and Thursday he goes

horseback riding. I always worry that he will fall off the horse but I do not think I can stop him. He likes going to the riding club especially when my grandmother is singing and dancing to a new song at home.

- a) My grandmother is a surprising person.
- b) My grandmother and my grandfather are two interesting characters.
- c) My grandfather is the most exciting family member.
- d) My grandfather and my grandmother are rather unusual people.

Alternative a) is not a good one because it only mentions my grandmother. Alternative b) is a possible sentence because it talks about both grandparents and their interesting characters. Alternative c) is only about one grandparent. Alternative d) is good but the word order of this sentence, ie, grandfather first, grandmother second, is not parallel with the order of the text. In the text, the grandmother is first probably because this is the order of the information in the topic sentence. As a result, b) is the most suitable topic sentence in this group.

The following is a possible concluding paragraph for our essay. Because it is a concluding paragraph, it can not introduce a totally new idea. Read the paragraph. Remember the key words of this whole essay.

Choose a suitable topic sentence. The topic sentence in this paragraph is in the middle.

It is very difficult for all of our family members to get together, especially on weekends. Everybody is somewhere doing something else.
.....1.
I often wonder how all these different people belong to the same family.

- a) All of our family members like to do something outside the house.
- b) My family is large; the hobbies and personalities of each member are different.
- c) All members of my family are actually similar in at least one way
- d) The members of large and small families usually have a lot of features in common.

Alternative a) is about a new idea (doing something outside the house). Alternative b) is about my large family and the members' difference or unusualness. It is, therefore, a possible topic sentence. Alternative c) looks at similarities, which is a new topic. Alternative d) introduces two new ideas: large and small families, and common features in these two types of families. Therefore, alternative b) is the best topic sentence.

In summary, every paragraph has got a controlling idea. All the sentences in the paragraph explain or give examples to develop the controlling idea. The controlling idea is often in a sentence called a 'topic sentence'.

A topic sentence:

- contains the main idea of the paragraph;
- is like the summary of the paragraph;
- develops one part, or one side, of the general topic;
- can come at the beginning, in the middle, or at the end of the paragraph.

Final Exercises

To be handed out .

Let's suppose you want to write a short essay on how an English girl, Jenny Peterson, became a pilot. Since you are probably not writing a report about her (She is from....; she went to school in....from.... to...; she did X; she did Y, etc) you may want to include a message, an interpretation in your essay, In other words, you may have to show the reader your purpose, why you are writing this essay. Let's suppose our purpose is to show the reader that it was Jenny's dream to become a pilot and that it was also difficult for her to find a job as a pilot because she was female.

Here is a possible essay about Jenny:

A Childhood Dream

Jenny Peterson decided to become a pilot a long time ago when she was a small girl. She first got interested in airplanes when she was only three years old. She saw her first plane then. She always talked about becoming a pilot after this. However, she did not know it was going to be a long and difficult task because she was a girl and not a boy.

Jenny had a normal childhood. She went to school in Bristol, where she was born. She finished high school there, too. She always thought about airplanes and pilots and took elective courses in model aircraft making in her free time. In her last year of high school, she applied to several Air Training Colleges because she still wanted to become a pilot. When the College in Oxford offered her a place, she was very excited and happy. She really wanted to be a pilot and this was her chance.

Life in College went smoothly because Jenny was a good student and a fast learner. She finished College and started to look for a job .

Jenny did not realize how difficult it was going to be for her to find a job as a pilot. Airline companies did not easily hire female pilots. Most positions they offered her were on the ground. Jenny insisted on being an active pilot and so continued looking for a job for seven months. She just did not give up searching. She went to other cities, too. Finally, she succeeded in getting a job at Jersey Airlines in London. She felt extremely happy after her long and patient search.

This essay has the following structure:

Title

Paragraph 1: Introduction of key ideas (=Jenny's wish + started a long time ago + difficult)

Paragraph 2: Jenny's history to explain (Childhood)

Paragraph 3: 'long' and 'difficult' (College)

Paragraph 4: task (Job search)

Each paragraph has a controlling idea. You can find each controlling idea in parentheses above. This controlling idea is in a topic sentence in each paragraph. Each topic sentence has a few supporting sentences. These supporting sentences

- ..follow the topic sentence
- . develop the idea in the topic sentence by giving examples or by adding new information about the topic sentence

Supporting sentences

- . DO NOT repeat information
- . DO NOT introduce a totally new key idea.

... only three years old. She _____ after this.
 she _____ long _____.

Now do the same for paragraph two.

Another important feature in paragraphs is the FOCUS of each sentence. This essay is about Jenny Peterson so probably every sentence will be about Jenny. Consequently, every sentence will start with a word such as Jenny, She, Jenny's..., Her... . In other words, the focus is on 'Jenny'. Scan the first two paragraphs to see which words are the first words! Now read paragraph three and decide if the focus of the first sentence is appropriate. How could you change the first few words in order to focus on 'Jenny'?

Read the last paragraph. How are the sentences connected? The focus changes from 'Jenny' to 'Airline Companies' in one part of the paragraph. Is this appropriate or do you want to change it?

SUMMARY

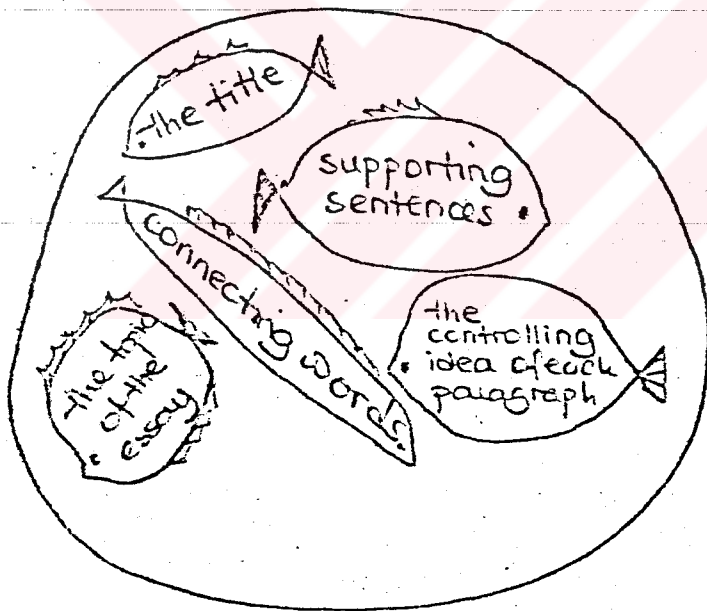
An essay is a message in the form of writing. It is organized in such a way that the reader, who may or may not know about the subject, can easily follow how the writer thinks. The best writers are those people who can put themselves in the position of the readers and can, therefore, critically read their own writing and organize their ideas according to their own purpose and to the reader's need, interest, or knowledge .

It is often impossible to actually illustrate what an essay looks like. The following is just a simple drawing to show how the different parts of an essay affect each other:

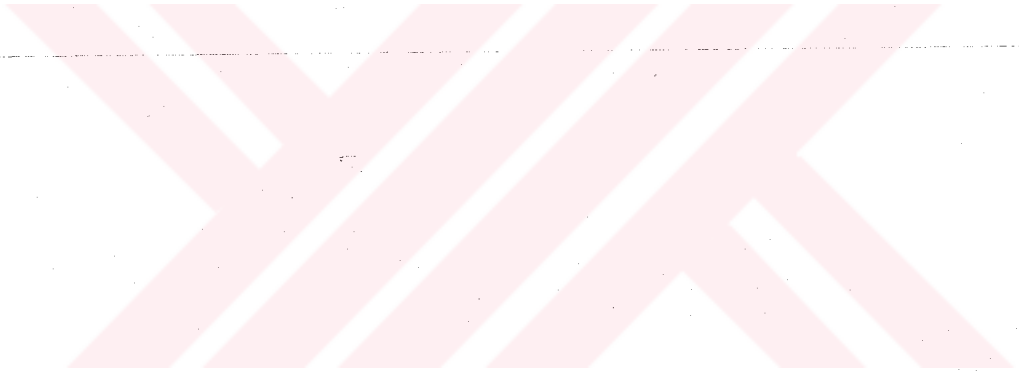
TO FINISH THE UNITS:

Ask students what the components of an essay are.

They should mention "the controlling idea of each paragraph" "the general topic/subject" etc. Explain that their relationship is one of interaction and, therefore, that this could be illustrated like this:



APPENDIX L: SUPPLEMENTARY EXERCISES TO REINFORCE
LEARNER RECOGNITION OF TITLES, TOPIC
AND SUPPORTING SENTENCES, THE APPRIOPRIATE
FOCUS IN A SENTENCE



Boating

1. A Lively Moment at the House of Commons
2. Concentration
3. Returning Home
4. A Godward's Memories
5. The Changing of the Guard
6. Tea Lake, Algonquin Park, Ont, Canada
7. The Splendor of the Changing ~~Leaf~~ Seasons
8. Fear
9. Separation
10. The Great Ones
11. Paris, 1:45 A.M.
12. Village in Winter
13. Children in Snow
14. A Healthier World
15. The Solar Disc Aton Spreading Rays of life over Tut & Wife
16. ~~Family~~ ~~with~~ ~~the~~ ~~snow~~ A Sunday Afternoon Nap
17. Father and Son
18. A Sunday in the Park
19. Fun with Snow
20. Security
21. Loneliness
22. At the Baths
23. The Letter
24. Loneliness Happy and Warm
- 25.

- 4 Groups of students

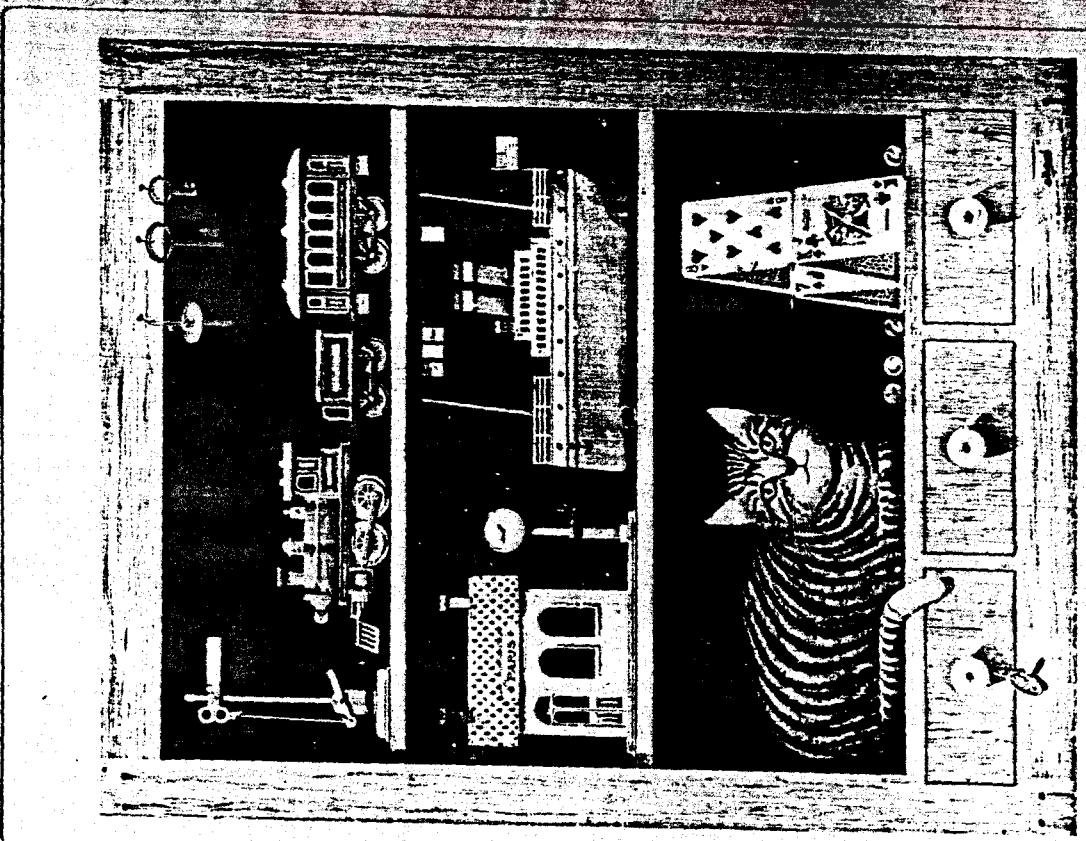
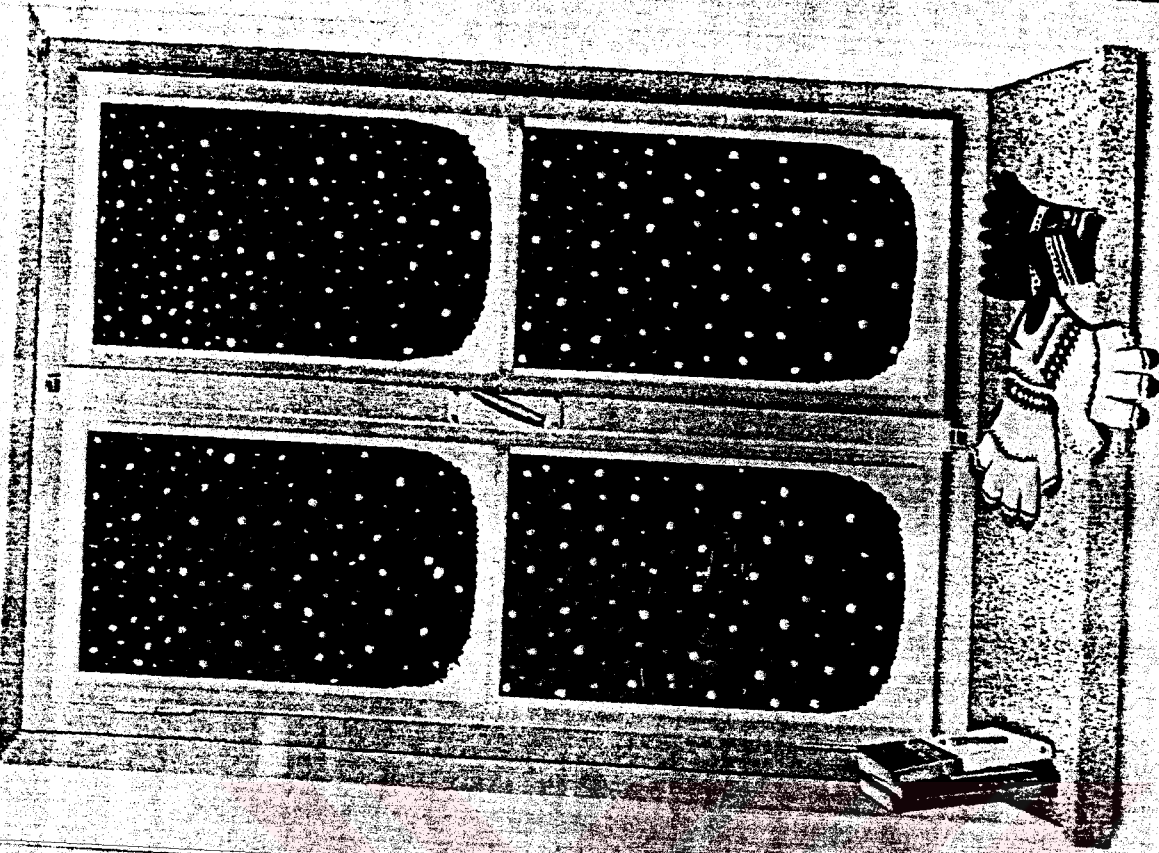
- look at pictures & match them with the suggested titles.

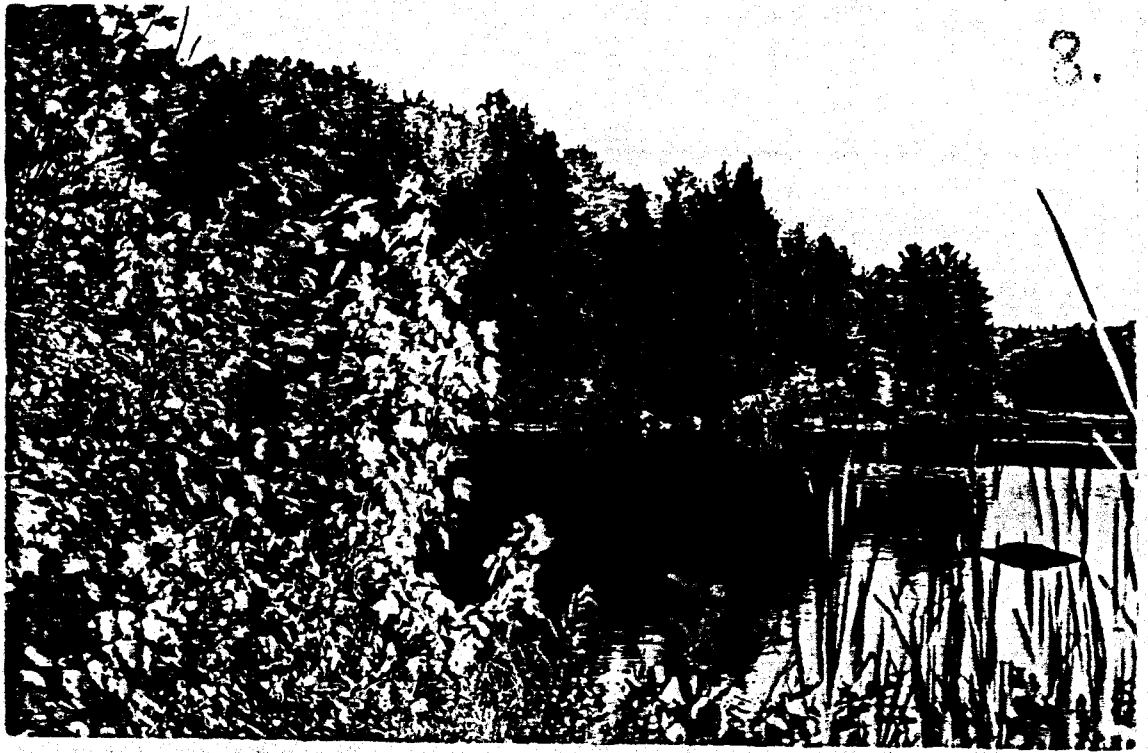
(Some are very close. Think about the most salient

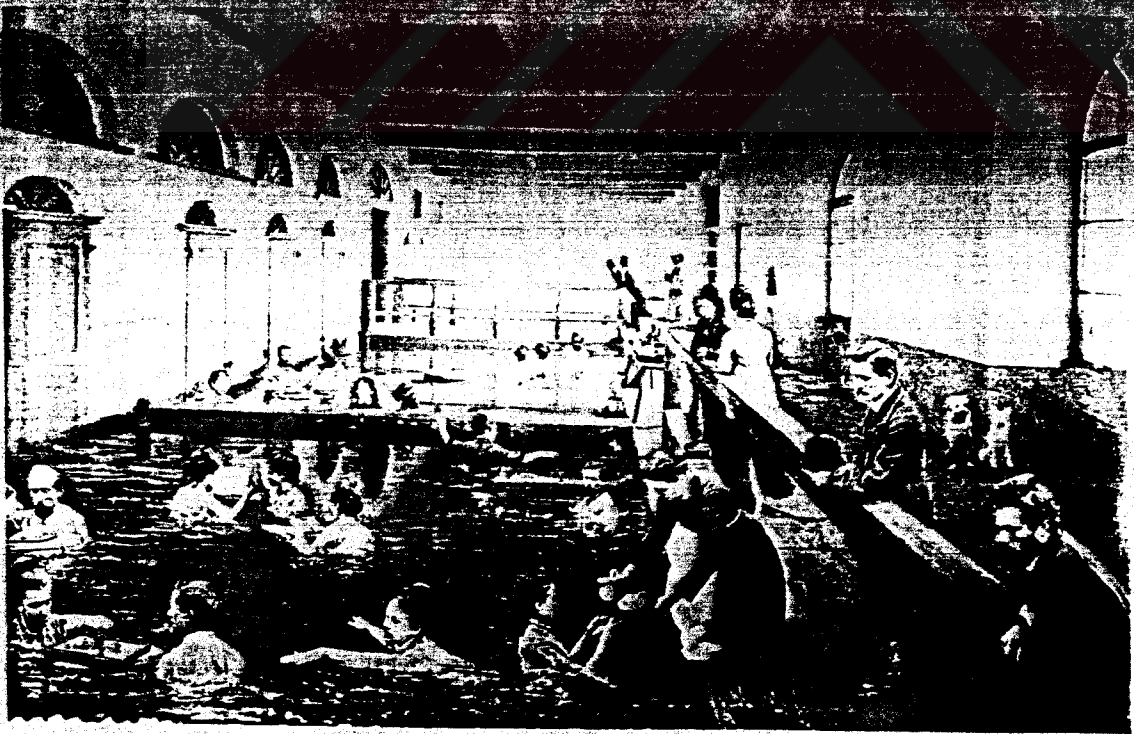
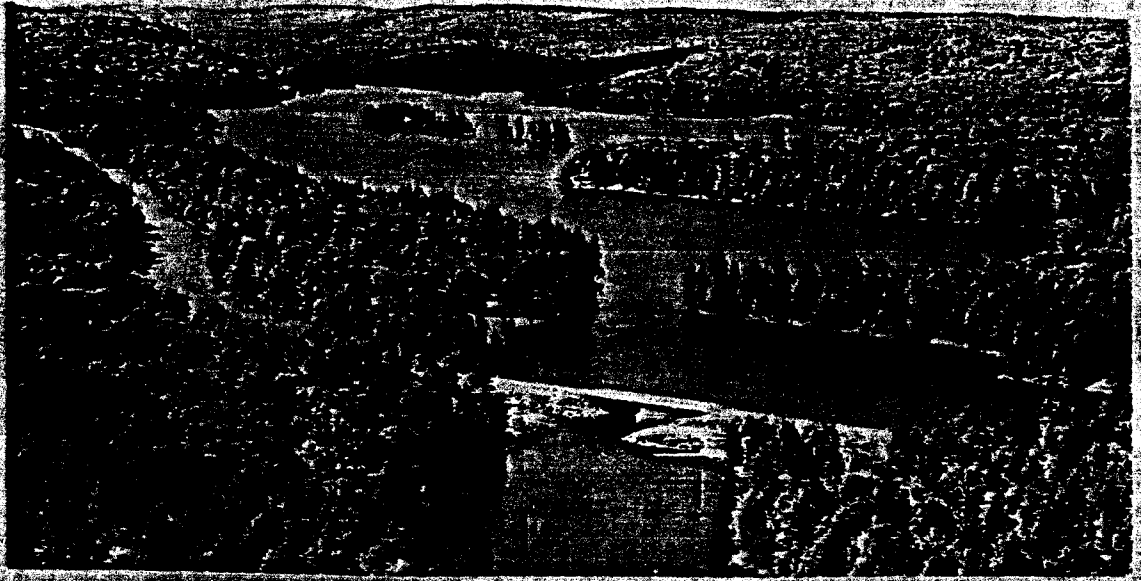
feature in the picture & find the word for that in the titles.)

- There aren't really right or wrong answers!

- Circulate pictures.

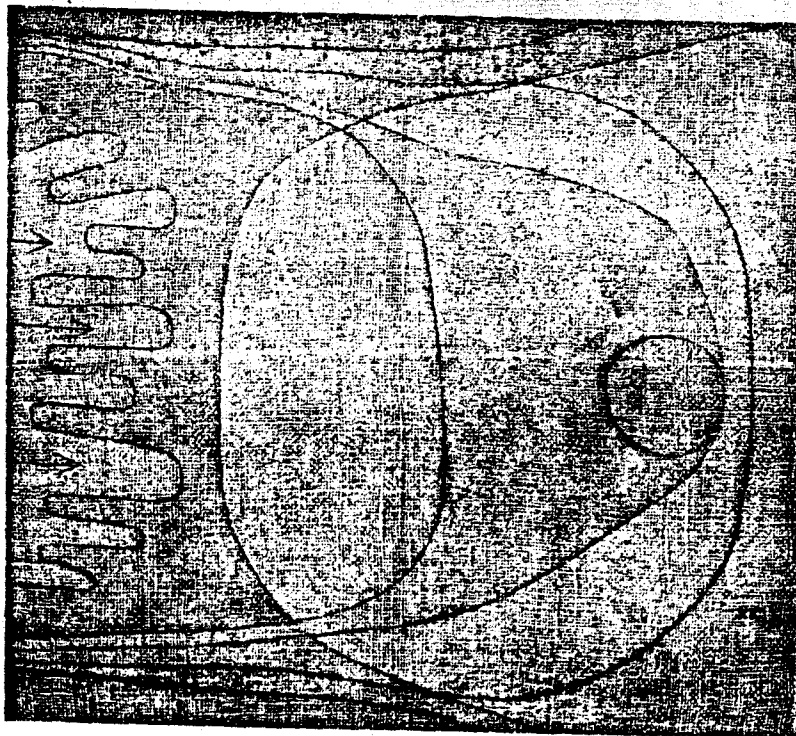








Armand Merixon 5.



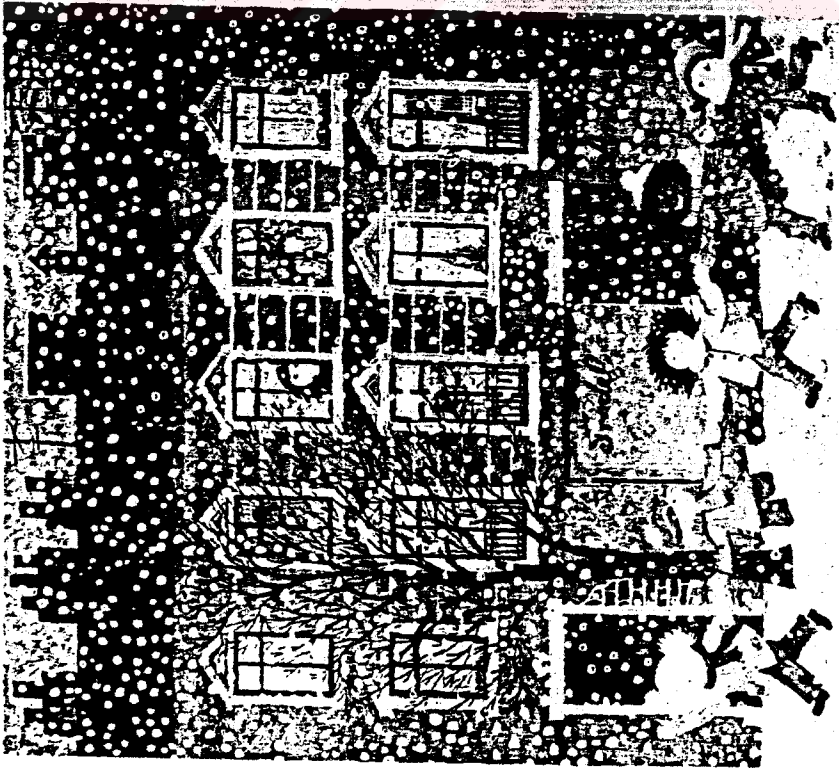
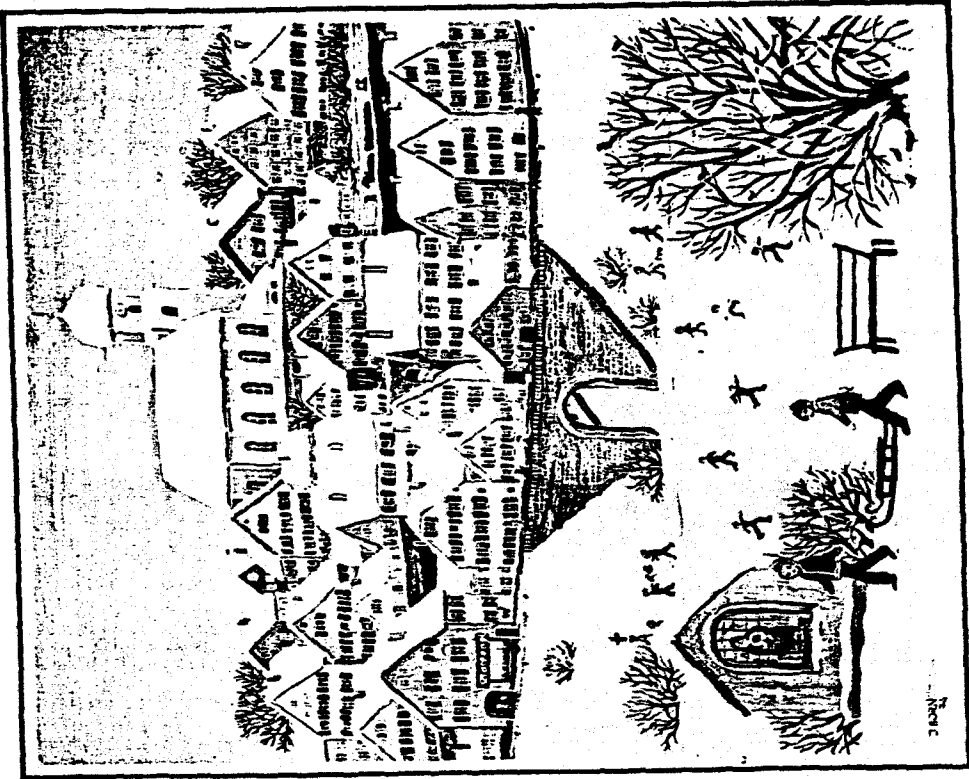
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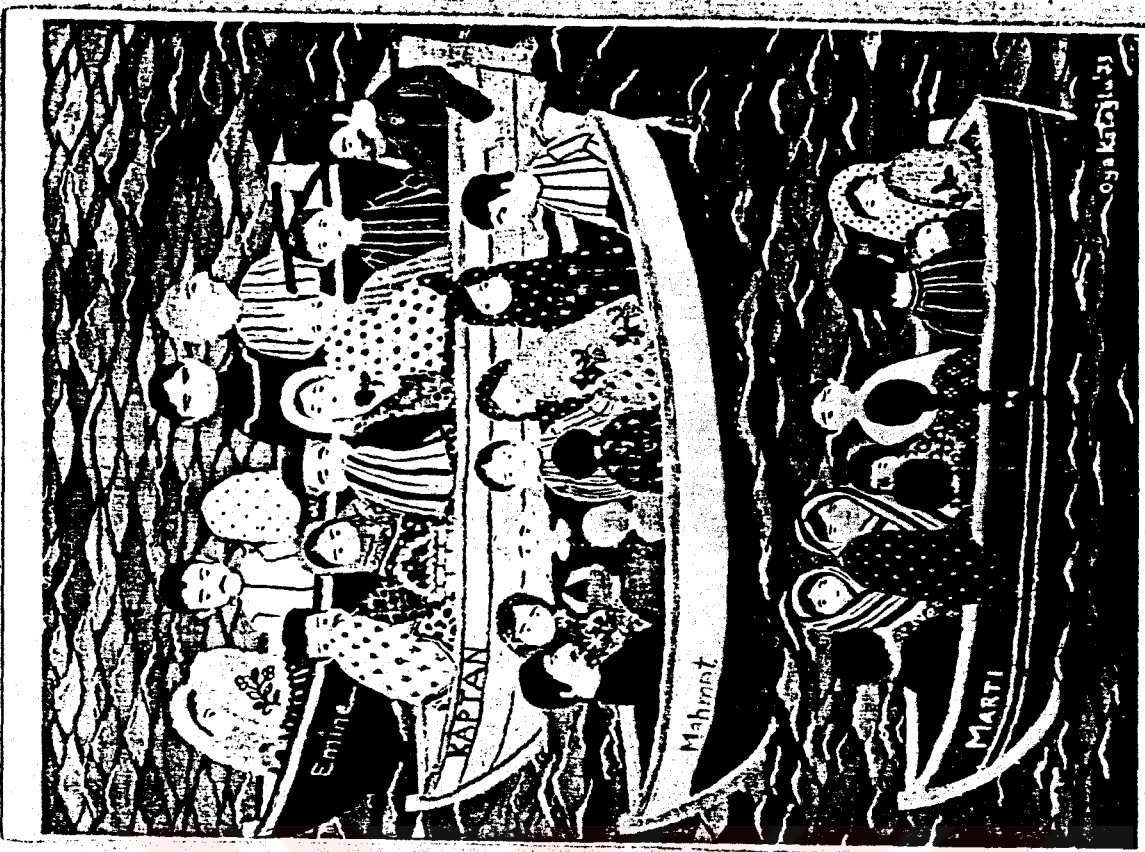


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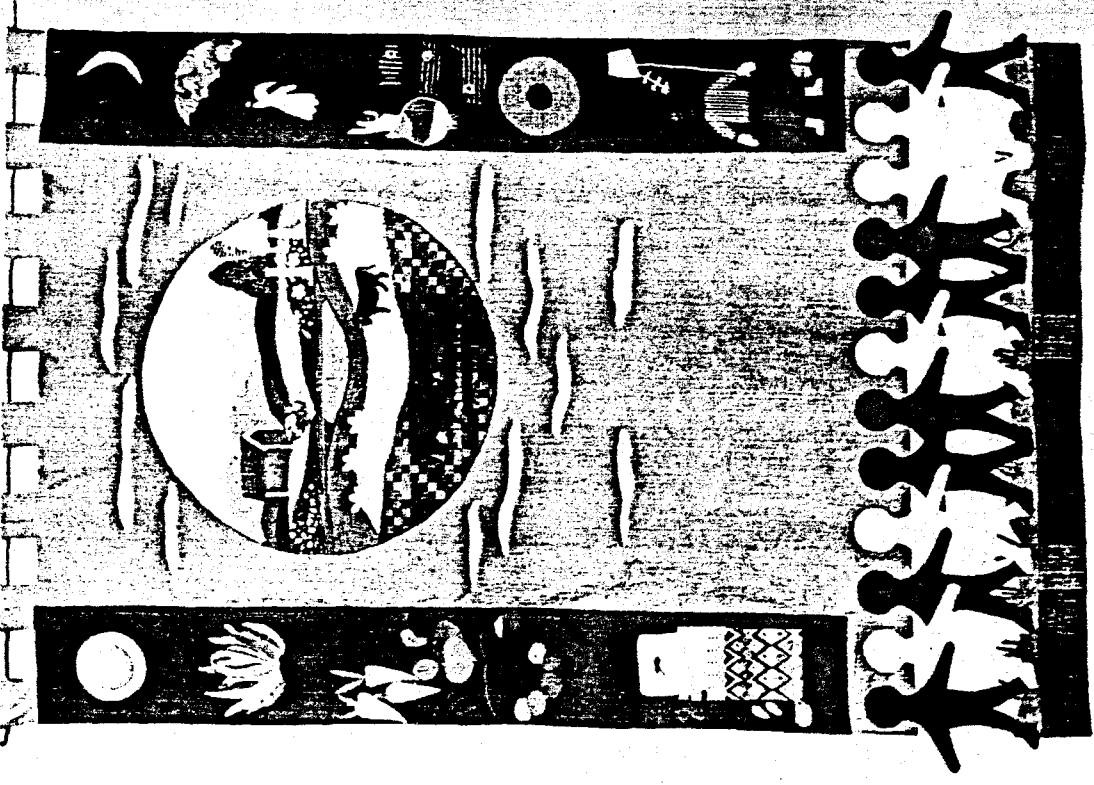








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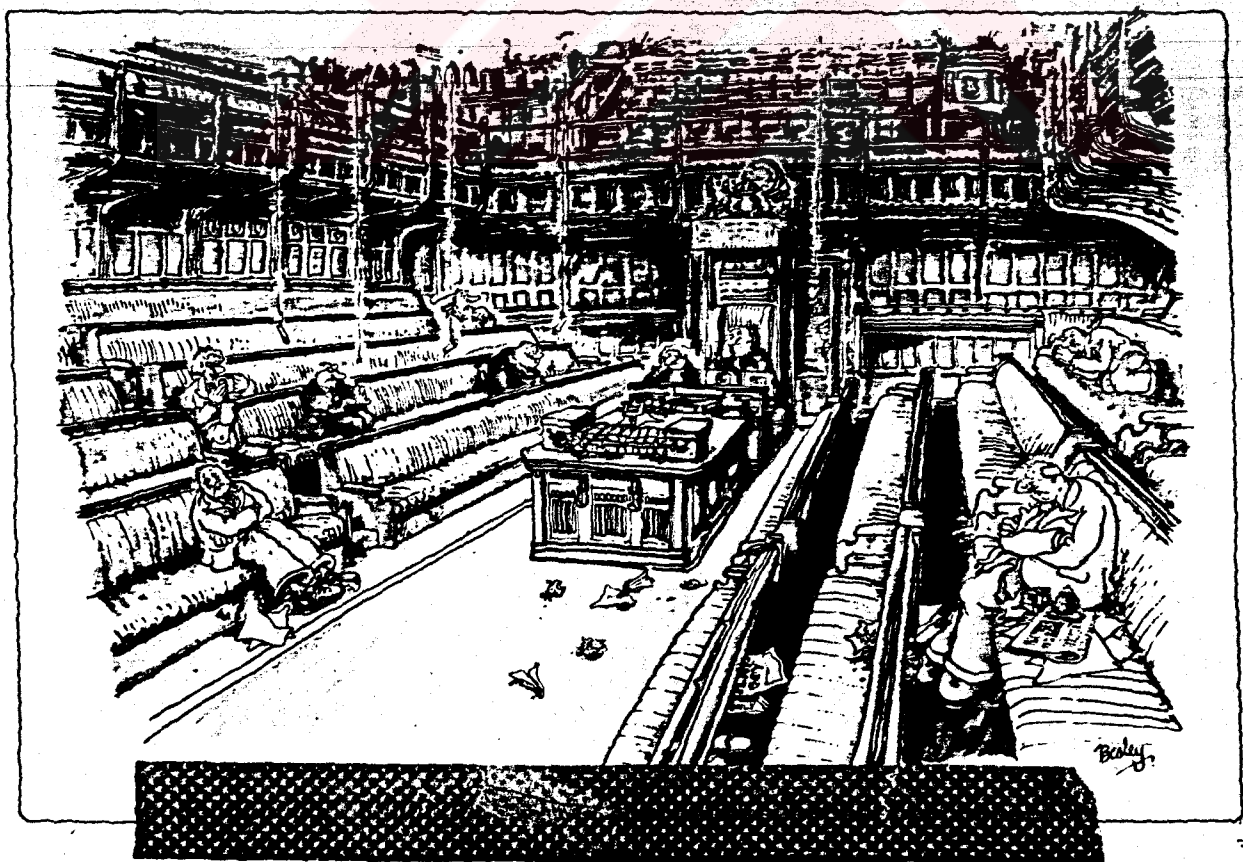
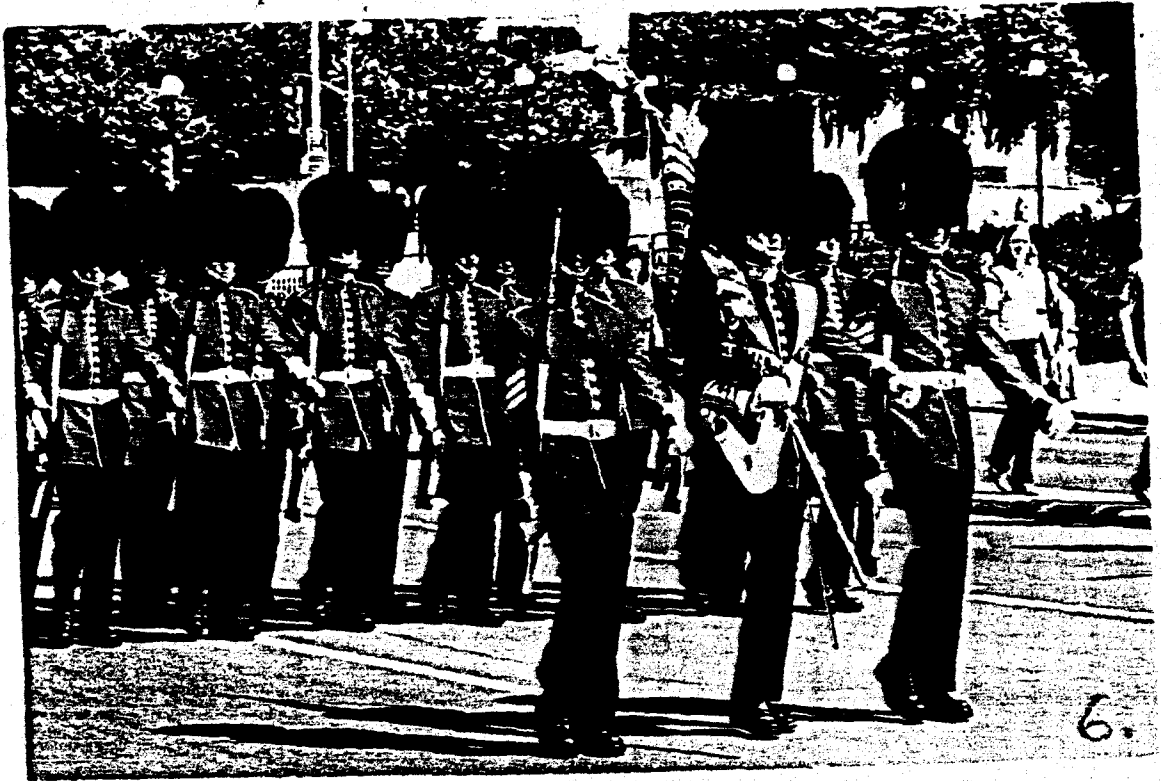


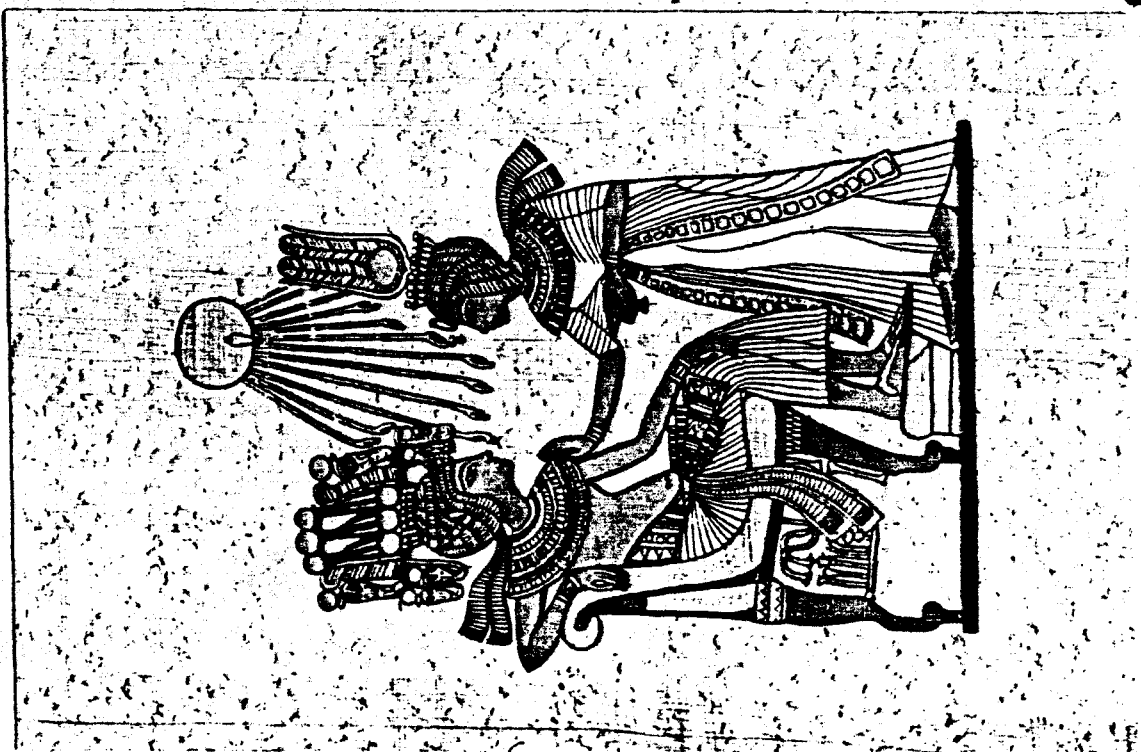
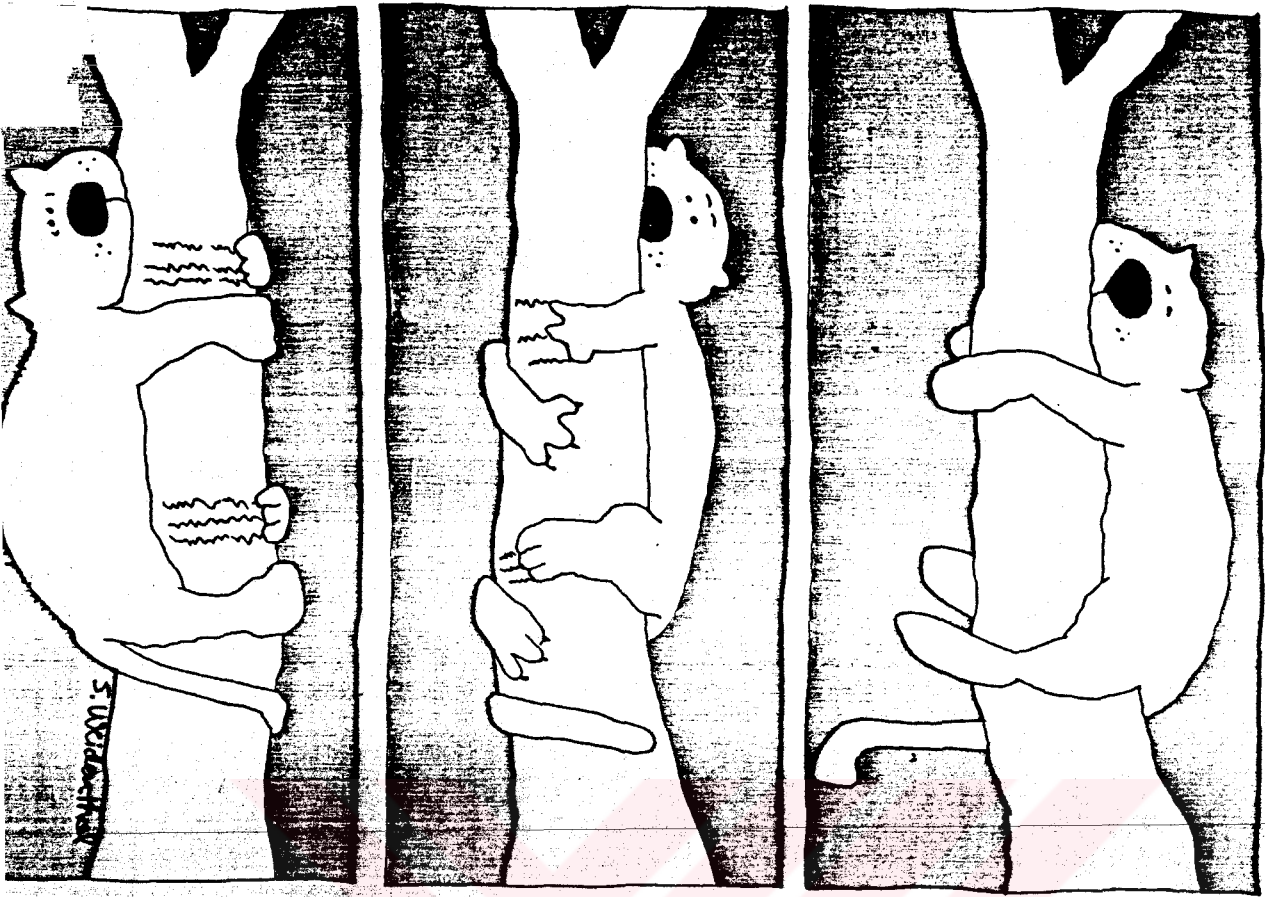
15.











16.



10.



22.

The George Washington Hotel has good rooms, but its restaurant is small and the food is not very good. The Triangle has an excellent restaurant, but is so close to the railroad station that the guests often get very little sleep. The Lincoln Hotel is in a very quiet neighbourhood, but it has no restaurant and the service is bad.

However, the Lake Hotel was built in a quiet neighbourhood, has a good restaurant, and provides excellent service.

- a. The Lake Hotel is a good hotel.
- b. My parents prefer the Lake Hotel to the George Washington.
- c. The Lake Hotel is the best hotel in town.
- d. Weston has four good hotels.

2. (TOPIC SENTENCE)

It has very pleasant rooms and is inexpensive. It has a very good restaurant. There is also a barbershop, magazine counter, and coffee shop in the hotel. The service of the hotel is excellent in every way.

- a. The Lake Hotel is the worst hotel in Weston.
- b. The Lake Hotel has the best barbershop in Weston.
- c. The best restaurant in Weston is in the Lake Hotel.
- d. The Lake Hotel is a good hotel.

3. (TOPIC SENTENCE)

The Triangle Hotel Restaurant is excellent, but it is also very expensive. The Boston Grill is good, but has a very small choice of dishes. The New Deal is not expensive and it has a large choice of dishes, but the food is only average in quality. However, the Lake Hotel restaurant serves excellent food, has a large choice of dishes, and is not too expensive for college students and their families.

- a. The Lake Hotel has a very good restaurant.
- b. The best food in town is served in the Lake Hotel restaurant.
- c. The Lake Hotel Restaurant is the best in town for students and their families to go to.
- d. Weston has four good restaurants.

4. (TOPIC SENTENCE)

They serve the best food in town there. The service is excellent. Students like to take their girlfriends there for dinner because, although the food is excellent, it is not too expensive. Students also go there when they want to get away from the food in the dormitories.

- a. The Lake Hotel is the best hotel in Weston.
- b. The Lake Hotel Restaurant is the best in town.
- c. The Lake Hotel has a very good restaurant.
- d. The best food in town is served in the Lake Hotel Restaurant.

KEY
↓

1. a) Doesn't compare hotels.
b) "My parents" = not in paragraph.
c) ✓ "best" = compares four hotels
d) Too neutral/objective

2. a) Wrong information
b) "barbershop" = new info.
c) "best" compares. The paragraph doesn't compare
d) ✓

3. a) The paragraph is about 4 restaurants.
b) ✓
c) "students" "families" = new info
d) Only 3 good restaurants

4. a) The paragraph is not about 'hotels'.
b) 'best' = compares. The paragraph doesn't
c) Possible (but what about the "students"?)
d) See b).
so no good Top 5!!

A good topic sentence contains the idea that the writer wants to develop or explain. The topic sentence can not be too general; it has to be exactly about the idea in that paragraph; that is, it can not include only some parts of the idea. Everything in the topic sentence has to be present in the paragraph. If you say, "There are three advantages....", you have to give three (not 2 not 4) in the paragraph or essay.

Find suitable topic sentences for the following paragraphs:

5.

..... (TOPIC SENTENCE)

It is very modern and clean inside. Student and faculty wives like to sit and have a soda here after shopping because it is quiet and the clerks are very friendly and polite. White's is a good place to buy soap, toothbrushes, toothpaste, shaving cream, and other toilet articles because there is always a large choice and the prices are always reasonable.

- a. Student and faculty wives have a lot of free time.
- b. White's is the best cafeteria in town.
- c. White's is a good place to buy razor blades.
- d. White's is a good drugstore.

6.

..... (TOPIC SENTENCE)

Schmidt's is good, but it is a long way from Main Street where most faculty and student wives do their shopping. Johnson's is on Main Street, but because Mr. Johnson is getting old, the service is very slow. Miller's is very near Main Street and the service is good, but most things there are more expensive than in any other drugstore. However, White's is not only on Main Street, but the service is good and everything is reasonably priced.

- a. White's is a good drugstore.
- b. Most faculty and student wives prefer White's drugstore to any other drugstore in town.
- c. The most expensive drugstore in Weston is Miller's.
- d. There are four good drugstores in Weston.

7.

..... (TOPIC SENTENCE)

All of the buses from Chicago and the South stop here. The local buslines also connect here. There are always a lot of taxis outside. There are always lots of people sitting inside the waiting room or standing at the soda or newspaper counters.

- a. The Weston bus station is a good place to get a bus or a taxi.
- b. The Weston bus station is a very busy place.
- c. The Weston bus station is the best place to go to find a quiet spot to read.
- d. The Weston train station is a very busy place.

_____ . He can play most sports well. In addition, he is a good musician and actor. He has always been the best student in his class, and in the recent pre-university exams, he placed third best in the entire country. Although he is so intelligent and gifted, he is not stand offish or boastful. In fact, Alec is one of the kindest people I know. If anyone has a problem, they know they can go to him for help. If anyone is ill, he is always the first to visit them; and if anyone is sad, he is always very quick to cheer them up. If a person has such wonderful qualities, I think you will agree that it is impossible not to admire him.

gifted = talented = yetenekli
standoffish = kendini beğenmiş
boastful = kendini öven
to cheer someone up = to make someone happy

I admire my friend Alec because he is so talented, intelligent and kind.

I really admire my friend Alec because he is good at sports, music, and school. KEY:

Alec is very talented, intelligent, and kind which is why I admire him.

Alec is a very nice boy; therefore all of his friends like him.

KEY
↓
Alec's talents, intelligence, and kindness have made him

- a) Good.
- b) Does not include 'good actor' or 'kind'.
- c) Good. In fact, better than a) because it starts with "Alec" and not with "I".
- d) Too general. "All of his friends" = not in the paragraph.
- e) Half good half bad. "Popular" = " " " "

Example: Street construction in California is an uncertain subject.

Possible corrections: Street construction in California is going to decrease because it is very expensive.

People in California do not want anymore street construction for two reasons.

Redwood Highway is lovely but dangerous.

Exercises

1. To be an artist, a person has to know something about art.
2. Television can be harmful to children.
3. Football is the best sport in the world.
4. Nuclear power plants are sometimes good for a country.

The paragraph is about only one thing; what is the topic? There are some sentences that do not belong in this paragraph. Which ones are these? Read your paragraph carefully and write a topic sentence.

Business men prefer the Concorde,

Second, it is extremely fast.

First, it is very big

so it can carry many passengers.

Flying on a Concorde is very enjoyable and comfortable.

The food is delicious, too.

They pollute (make dirty) the clean air.

because they want to travel from one place to another very quickly.

Lastly, the service on the Concorde is excellent.

The hostesses are friendly and helpful.

They are also very expensive.

They are bad

POSSIBLE KEY

FOR

ORDERING SENTENCES

•

WRITING TOPIC SENTENCES

•

ELIMINATING IRRELEVANT
SENTENCES

To fly on a Concorde is very enjoyable and comfortable. First, it is very big so it can carry many passengers. Second, it is extremely fast. Businessmen prefer the Concorde, because they want to travel from one place to another very quickly. Lastly, the service on the Concorde is excellent. The hostesses are friendly and helpful. The food is delicious, too.

Off topic: They are bad
they pollute (make dirty) the clean air

Possible topic sentence: The Concorde has various advantages.

Possible title: Advantages of the Concorde

APPENDIX M

TOPICS FOR THE SECOND WRITING ACTIVITY

In class, write one page about one of the following topics. You may ask your teacher the meaning of words; you may use a dictionary if necessary.

1. Describe any person you wish to describe.
2. Do you like the atmosphere in your classroom? Explain.
3. Is the life of a young university student easier or more difficult today than it was before? Explain.
4. What are your plans for your future? Explain.

APPENDIX N

EXPERIMENT AND CONTROL GROUP, PRE- AND POST-EXPERIMENTAL ESSAY EVALUATION RESULTS

HOW TO READ THE TABLES

The left column contains the answers ('poor', 'fair' etc. in Table a; 'yes', 'no' in Table b) to the question.

* =the number of learners who were evaluated to be in this category.

e.g. In Table a, in 3C

There were 3 learners in the first essay who scored 'poor'.

There were no learners in the second essay who scored 'poor'.

%=the corresponding percentage

e.g. In Table a, in 3C

45% of the learners in the first essays scored 'poor'.

△ %=the corresponding percentage

e.g. In Table a, in 3C

There was a decrease (↓) of 45% in the learners who scored 'poor'.

AVERAGE INCREASE OR DECREASE

FOR GROUP=the group average for that category in percentage

e.g. In Table a, in the 'poor' category, there was a 33% decrease (↓) in the experimental group.

TABLE a: QUESTION 1: IN GENERAL, HOW WOULD YOU RATE THIS ESSAY?

	EXPERIMENTAL GROUP			CONTROL GROUP		
	30	50	260	270	90	220
POOR						
* %	8-0	4-1	9-3	9-1	11-4	3-11
Δ %	45%↓	53%-5%	39%-16%	45%-7%	55%-21%	21%-73%
		26%↓	23%↓	35%↓	34%↓	52%↑
					22%↓	43%↓
						10-1
						50%-7%
						43%↓
FAIR						
* %	6-3	3-6	9-4	4-4	5-10	7-3
Δ %	33%-21%	25%-32%	39%-21%	20%-29%	25%-53%	50%-20%
	12%↓	7%↑	18%↓	9%↑	28%↑	30%↓
					21%↑	4%↓
						5-3
						25%-46%
						50%-20%
						25%-21%
GOOD						
* %	4-5	5-11	5-9	6-4	3-3	4-1
Δ %	22%-36%	42%-58%	22%-47%	30%-29%	15%-16%	29%-7%
	14%↑	16%↑	25%↑	1%↓	1%↑	22%↓
					6%↑	52%↑
						4-10
						20%-72%
EXCELLENT						
* %	0-6	0-1	0-3	1-5	1-2	0-0
Δ %	0%-4%	0%-5%	0%-16%	5%-35%	5%-10%	0%-0%
	43%↑	5%↑	16%↑	30%↑	5%↑	0%
					5%↓	5%↓
						1-0
						5%-0%
						5%-0%
						5%↓
AVERAGE INCREASE/DECREASE FOR GROUP						
	POOR : 33%↓				12%↓	
	Fair : 4%↑				4%↑	
	Good : 14%↑				9%↑	
	Exc. : 24%↑				1%↓	

TABLE B: QUESTION 2: IS THERE A TITLE?

	EXPERIMENTAL GROUP			CONTROL GROUP				
	5C	25C	27C	9C	10C	22C	49C	
YES	1-14 5% 95%↑	0-15 0% 79%↑	4-17 17% 72%↑	9-14 45% 55%↑	16-7 80% 43%↓	7-7 35% 19%↑	4-3 29% 9%↓	1-3 5% 16%↑
NO	17-0 95% 95%↓	12-4 100% 79%↓	19-2 83% 72%↓	11-0 55% 55%↓	4-12 20% 43%↑	13-6 65% 19%↓	10-12 71% 9%↑	19-11 95% 16%↓
AVERAGE INCREASE/ DECREASE FOR GROUP	YES: 75%↑ NO : 75%↓				4%↓ 4%↑			

TABLE C: QUESTION 3: IS THERE A TOPIC SENTENCE OR CONTROLLING IDEA IN EACH PARAGRAPH?

	EXPERIMENTAL GROUP			CONTROL GROUP			
	30	50	270	90	100	220	490
YES	9-13	10-16	7-11	13-12	8-6	12-4	14-8
%	50%-93%	63%-84%	35%-79%	65%-63%	40%-46%	86%-27%	70%-57%
Δ	43%↑	1%↑	44%↑	2%↓	6%↑	59%↓	13%↓
NO	9-1	2-3	13-3	7-7	12-7	2-11	6-6
%	50%-7%	17%-16%	65%-21%	35%-37%	60%-54%	14%-73%	30%-43%
Δ	43%↓	1%↓	44%↓	2%↑	6%↓	59%↑	13%↑
AVERAGE INCREASE/DECREASE FOR GROUP	YES: 28%↑ NO: 28%↓			17%↓ 17%↑			

TABLE d: QUESTION 4: IS THERE A RELATION BETWEEN THE TS OR CI AND THE PARAGRAPH?

	EXPERIMENTAL GROUP			CONTROL GROUP				
	3C	5C	26C	27C	9C	10C	22C	49C
YES	7-13	8-13	19-19	10-12	11-14	11-12	7-8	10-12
%	39%-93%	67%-68%	83%-100%	50%-86%	55%-74%	55%-92%	50%-53%	50%-86%
Δ	54%↑	1%↑	17%↑	36%↑	19%↑	37%↑	3%↑	36%↑
NO	11-1	4-6	4-0	10-2	9-5	9-1	7-7	10-2
%	61%-7%	33%-32%	17%-0%	50%-14%	45%-26%	45%-8%	50%-47%	50%-14%
Δ	54%↓	1%↓	17%↓	36%↓	19%↓	37%↓	3%↓	36%↓
AVERAGE INCREASE/DECREASE FOR GROUP	YES: 27%↑	NO: 27%↓			24%↑	24%↓		

TABLE e: QUESTION 5: IS THERE A SUFFICIENT NUMBER OF SUPPORTING SENTENCES?

	EXPERIMENTAL GROUP			CONTROL GROUP				
	3C	5C	26C	27C	9C	10C	22C	49C
YES								
* %	3-9	9-15	10-15	10-12	8-11	5-2	6-3	7-9
%	17%-64%	75%-79%	43%-79%	50%-86%	40%-58%	25%-15%	43%-20%	10%-64%
Δ %	47% ↑	4% ↑	36% ↑	36% ↑	18% ↑	10% ↓	23% ↓	54% ↑
NO								
* %	15-5	2-4	13-4	10-2	12-8	15-11	8-12	13-5
%	83%-36%	15%-11%	57%-21%	50%-14%	60%-42%	75%-85%	57%-80%	90%-36%
Δ %	47% ↓	4% ↓	36% ↓	36% ↓	18% ↓	10% ↑	23% ↑	54% ↓
AVERAGE INCREASE/DECREASE FOR GROUP	YES: 31% ↑	NO: 51% ↓			10% ↑	10% ↓		

TABLE F: QUESTION 6: IS THERE A PROPER FOCUS IN EACH SENTENCE?

	EXPERIMENTAL GROUP			CONTROL GROUP		
	3C	5C	27C	9C	10C	49C
90% and above of sentences* had the focus Δ %	9-14 50%-100% 50%↑	10-17 84%-90% 6%↑	17-19 74%-100% 26%↑	7-8 35%-42% 7%↑	7-6 35%-46% 11%↑	3-1 21%-7% 14%↓
50-90% of sentence* had the focus Δ %	4-0 22%-0% 22%↓	1-1 8%-5% 3%↓	1-0 4%-0% 4%↓	9-10 45%-53% 8%↑	4-5 20%-38% 18%↑	7-5 50%-33% 17%↓
50% and less of sentences* had the focus Δ %	5-0 28%-0% 28%↓	1-1 8%-5% 3%↓	5-0 22%-0% 22%↓	4-1 20%-5% 15%↓	9-2 45%-16% 29%↓	4-9 29%-60% 31%↑
AVERAGE INCREASE/ DECREASE FOR GROUP	90%↑ 50%-90%: 50%↓	21%↑ 0.25%↓ 21%↓	15%↑ 2%↓ 13%↓	15%↑ 2%↓ 13%↓		

TABLE 2: QUESTION 7: IS THERE A RELATION BETWEEN THE TS OR CI AND SUPPORTING SENTENCES?

	EXPERIMENTAL GROUP			CONTROL GROUP				
	50	26C	27C	9C	10C	22C	49C	
50% and above of sentences had the relation	4-11 22%-79% 57%↑	4-5 33%-42% 9%↑	13-13 57%-68% 11%↑	8-8 40%-58% 18%↑	4-6 20%-31% 11%↑	7-7 35%-54% 19%↑	3-1 21%-7% 14%↓	11-11 55%-79% 24%↑
50-90% of sentences had the relation	2-3 11%-21% 10%↑	4-7 33%-37% 4%↑	6-6 26%-32% 6%↑	1-3 5%-21% 16%↑	6-8 30%-42% 12%↑	8-5 40%-39% 1%↓	7-5 50%-33% 17%↓	3-2 15%-14% 1%↓
50% and less of sentences had the relation	12-0 67%-0% 67%↓	4-4 23%-11% 12%↓	4-0 17%-0% 17%↓	11-3 55%-21% 34%↓	10-5 50%-27% 23%↓	5-1 25%-7% 18%↓	4-9 29%-60% 31%↑	6-1 30%-7% 23%↓
AVERAGE INCREASE/DECREASE FOR GROUP	90%↑	24%↑	50%↑	10%↑	2%↓	8%↓		
	50%-90%:	9%↑	29%↓					
	50%↓	29%↓						

TABLE H: QUESTION 8: IS THE ESSAY DEVELOPED IN TERMS OF HAVING AN ADEQUATE NUMBER OF PARAGRAPHS

	EXPERIMENTAL GROUP				CONTROL GROUP			
	5C	26C	27C	9C	10C	22C	49C	
VERY WELL								
	0-8	1-3	2-5	4-3	2-1	0-0	4-6	
%	0%-58%	4%-16%	10%-36%	20%-16%	10%-7%	0%-0%	20%-43%	
%	15%	12%	26%	4%	3%	0%	23%	
ADEQUATE								
	3-3	10-12	7-3	4-11	4-4	3-1	2-1	
%	17%-21%	44%-63%	35%-21%	20%-58%	20%-31%	21%-7%	10%-7%	
%	4%	19%	14%	38%	11%	14%	3%	
UNDER DEVELOPED								
	15-3	12-4	11-6	12-5	14-8	11-14	14-7	
%	83%-21%	52%-21%	55%-43%	60%-26%	70%-62%	79%-93%	70%-50%	
%	62%	31%	12%	34%	8%	14%	20%	
AVERAGE INCREASE/DECREASE FOR GROUP								4%
								28%

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