

THE WRITING STRATEGIES OF THREE FRESHMAN STUDENTS
AT MIDDLE EAST TECHNICAL UNIVERSITY

A THESIS PRESENTED BY

ÖZGE ALPASLAN

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 2002

ABSTRACT

Title: The Writing Strategies of Three Freshman Students
at Middle East Technical University

Author: Özge Alpaslan

Thesis Chairperson: Dr. Sarah J. Klinghammer
Bilkent University, MA TEFL Program

Committee Members: Julie Mathews-Aydınlı
Bilkent University, MA TEFL Program
Meral Güçeri
Başkent University
Dr. Ayşegül Daloğlu
Middle East Technical University

One of the baffling areas for the designers and instructors of EAP programs is that of academic writing. What academic writing exactly includes, what parts of it and how it should be taught, are issues that have been much debated on. Another issue in the teaching and learning of languages, learning strategies, also much debated, has gained popularity in recent years and has found its way into the classroom. The combination of these two concepts, the teaching of academic writing and learning strategies are the two broad topics in this study.

If learning strategies are to be considered in writing instruction, the strategies students use outside and beyond the English class seem to be a good source to look at to derive insights and implications for the design of writing programs. In light of these thoughts, this study aimed to discover the writing strategies used by three freshman students at Middle East Technical University (METU). The main concern of the research was to derive implications for the writing instruction carried out by the Department of Basic English (DBE), which serves as the preparatory school for the university.

Data were collected from two freshman students in the Department of International Relations and one in the Department of Political Science and Public Administration, all of whom were former DBE students. During the study, the participants were all enrolled in a course called Introduction to Politics, in which they had to write five essays in response to the assigned reading articles. The participants were interviewed midway through the period in which they were trying to complete the task. The participants were also provided with small notebooks in which they were asked to report on a daily basis what they were doing to complete their writing assignments. The texts that they produced, the essay prompts that they were given, and the assigned reading articles which the participants were expected to base their writing on were other sources of data.

For the analysis of the data, a framework of writing strategies expected to be evident in the oral and verbal reports of the participants (interview transcripts and notebooks) and in the written texts that they produced was created. The framework was based on the goals and objectives of DBE as stated in their curriculum.

The results of the study indicated that although the participants had similar characteristics, there was variety in their strategy use. Looking at the strategies the participants used, it is possible to say that some of the strategies taught at DBE, though not taught under the name strategy, are being used, and therefore, DBE might consider continuing to teach them. In addition, DBE might consider teaching more strategies. In a broader sense, the data suggest that EAP programs would benefit from adopting an approach which combines reading and writing instruction as a means for reacting to input. Such an approach is believed to equip the students for the academic tasks that they will be faced with in their content courses, beyond the English class.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

July 10, 2002

The examining committee appointed by the Institute of Economics and Social Sciences
for the thesis examination of the MA TEFL student

Özge Alpaslan

has read the the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title: The Writing Strategies of Three Freshman Students
at Middle East Technical University

Thesis Advisor: Julie Mathews-Aydınlı
Bilkent University, MA TEFL Program

Committee Members: Dr. Sarah J. Klinghammer
Bilkent University, MA TEFL Program

Julie Mathews-Aydınlı
Bilkent University, MA TEFL Program

Meral Güçeri
Başkent University

Dr. Ayşegül Daloğlu
Middle East Technical University

We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

Dr. Sarah J. Klinghammer
(Chair)

Julie Mathews-Aydınlı
(Committee Member)

Meral Güçeri
(Committee Member)

Dr. Ayşegül Dalođlu
(Committee Member)

Approved for the
Institute of Economics and Social Sciences

Kürşat Aydođan
Director

Acknowledgements

I would like to thank my advisor, Julie Mathews-Aydınlı, for her support, guidance, and meticulous work she put in the writing of my thesis. I wish to thank my instructors, Dr. Sarah J. Klinghammer and Dr. Bill Snyder for their support and assistance throughout the year. I also wish to thank the committee members, Meral Güçeri and Dr. Ayşegül Daloğlu.

I am grateful to the former teacher trainers of the Department of Basic English, Middle East Technical University, Emine Kortan, Suzan Öviz, and Sibel Tüzel-Köymen. Their role in my professional development can not be denied. Without the background they have provided me with, I believe it would have been much more difficult to carry out the studies here at the MA TEFL Program.

I wish to thank all my friends at MA TEFL for their cooperation, friendship, and support. I will never forget them.

My heartfelt thanks go to my husband, Mustafa Alpaslan, and my son, Onur Alpaslan, for their patience, understanding, and love. Without their support, I would not have managed to complete this program.

TABLE OF CONTENTS

LIST OF TABLES.....	viii
CHAPTER I INTRODUCTION.....	1
Statement of the Problem.....	2
Significance of the Study.....	4
Research Question.....	6
Conclusion.....	6
CHAPTER II REVIEW OF THE LITERATURE.....	7
Academic Writing.....	7
The Teaching of Academic Writing.....	8
Discourse Communities and Academic Writing.....	10
How Could Academic Writing Programs Be Designed?.....	11
Learning Strategies.....	13
Classification of Learning Strategies.....	14
Strategies for Writing.....	16
Strategy Instruction.....	19
The Philosophy Behind Strategy Instruction.....	21
Studies on Strategy Instruction in the Teaching of Academic Writing.....	23
Strategy Use Outside the English Classroom.....	27
Conclusion.....	29
CHAPTER III METHODOLOGY.....	30
Introduction.....	30
Participants.....	31
Instruments.....	32
Notebooks.....	33
Interviews.....	33
Procedures.....	36
Data Analysis.....	37
CHAPTER IV DATA ANALYSIS.....	42
Overview of the Study.....	42
The Results of the Study.....	43
Strategies Evident in Interview Transcripts/Notebooks.....	44
Strategies Evident in the Written Texts Produced by Participants.....	50
Other Strategies.....	51
Strategies Not Related to Reading.....	55
Development of Strategies.....	58

CHAPTER V CONCLUSION.....	60
Summary of the Findings.....	60
Possible Reasons Accounting For the Use of Different Strategies by Different Participants.....	61
Pedagogical Implications.....	66
Limitations of the Study.....	70
Further Research.....	71
Conclusion.....	71
REFERENCES	73
APPENDICES	76
Appendix A:	
Consent Form.....	76
Appendix B:	
Interview Transcripts.....	77
Appendix C:	
A Sample Essay, Excerpt of an Article, and Prompt.....	90
Appendix D:	
List of DBE Objectives for the Skill of Writing.....	94
Appendix E:	
Sample Analysis of Interview Transcripts.....	99
Appendix F:	
Sample Analysis of Essays	100

LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
1	Information about the Participants.....	32
2	Schedule of the Interviews.....	34
3	Strategies Expected to be Evident in Data.....	39
4	Strategies Evident in Data.....	43
5	Strategies Other Than Those in the Framework.....	44

CHAPTER I: INTRODUCTION

The purpose of this study was to identify the writing strategies used by three freshman students in the natural flow of their academic lives and in doing so, to gain insights for the design of EAP writing programs in EFL contexts. The main concepts around which this thesis is built, academic writing and learning strategies, and writing strategies in particular, are concepts that are challenging to define. It is possible to say that a consensus has not yet been reached on what exactly academic writing is and what exactly learning and writing strategies consist of. These two concepts will be discussed in Chapter II, Review of the Literature.

This case study was inspired by the Leki (1995) study, the goal of which was to “examine the academic literacy experiences of five ESL students in light of the strategies they brought with them to their first academic experience in the U.S. and the strategies they developed in response to the writing demands they encountered in their regular courses” (p.235). Leki’s rationale for conducting such a study was to receive guidance for the writing strategy instruction being carried out in her institution. She thought that by looking at what the students already knew how to do, as well as the strategies they acquired in order to fulfill the academic requirements of their disciplines, her research would provide insights into the various characteristics and needs of the students, and thus help inform the strategy instruction carried out by the EAP program.

Though this study draws on Leki’s to some extent in both purpose and methodology, it is different from Leki’s in various ways. First, it does not aim at discovering the strategies that the participants brought with them to their first university experience because it was believed it would not be possible to differentiate

between the writing strategies that they used in their past academic lives and the writing strategies that they developed in response to the writing demands at university. Therefore, the writing strategies that the participants currently use were taken into consideration, the source being their past or present academic lives (whether they had acquired them in the past or present). Another difference was that the participants in the Leki study were all from different countries, and Leki was able to consider participants' reliance on their mother tongue and the traces of possible different writing styles, to provide her with clues regarding the writing strategies that the participants brought with them. Second, the Leki study was carried out in an ESL environment whereas this study was carried out in an EFL environment. This may be a unique opportunity to contribute to research carried out in EFL settings, as the majority of research, both on writing strategies and on language learning in general, is conducted in ESL settings.

Statement of the Problem

Middle East Technical University (METU) is an English-medium university. All of the content courses are conducted in English with the exception of a few, such as Turkish History, or electives such as Classical Music.

The Department of Basic English (DBE) at METU serves as the Preparatory School. The students who can not pass the METU Proficiency Examination at the beginning of the year have to spend one year at the Preparatory School before they actually start their academic studies at their departments. During this one year program, DBE aims at equipping the students with the required linguistic and academic skills which will enable them to carry out their academic studies in their departments.

In addition to DBE, the Department of Modern Languages (DML), offers reading and writing courses. Students who pass the proficiency test at the beginning of the year and start in their departments, or students who have spent one year at DBE and have then passed the proficiency test, might need to take these classes depending on how they score on the proficiency test. Cut-off scores for the courses are listed below:

Score	Course
90-100 →	English 311 (third year course)
80-100 →	English 211 & 311 (second and third year courses)
75-100 →	English 102, 211 & 311 (first, second, and third year courses)
below 75 →	English 101, 102, 211 & 311 (first, second, and third year courses)

As can be seen above, students take different English courses depending on their METU proficiency examination score. For example, a student who scored 88 on the proficiency examination does not need to take English 101 and English 102, which are first year courses, but will take English 211 and English 311, which are second and third year courses.

Somewhat similar to DBE, DML aims to assist the students in their struggle to tackle the demands of academic discourse, referring to specific disciplines, or specific departments. Nevertheless, the actual curricula of the programs carried out at DBE and DML are not very similar. DBE runs a one-year program whereas DML offers one-semester courses. DBE students have not started their academic studies at their departments yet, while students taking courses at DML take content courses as well.

As the students take their content courses and the courses offered by DML simultaneously, DML has a greater opportunity to follow its students' progress. In contrast, DBE can not trace its students once they leave for their departments. What this study aimed at was providing an opportunity for this tracing, albeit at a micro-level. The writing strategies that students use to cope with the academic writing tasks outside and beyond the English class is the area of investigation in this study. As will be explained in Chapter II, in this study, writing strategies are considered as anything participants do in order to achieve the assigned writing task. The attempt to discover the writing strategies used by freshman students while they are trying to do their actual writing assignments as a part of their regular course work, was believed to be one part in the answer to the question of what freshman students, having spent one year at DBE, do to survive in their own academic disciplinary communities. In this sense, the study might be considered as a 'tentative check-up' regarding what students do outside and beyond the English class.

Significance of the Study

As mentioned above in the Statement of the Problem section, identifying the writing strategies used by freshman students was thought to perhaps prove helpful for DBE, and to possibly provide implications for curriculum design. In a broader sense, the study also sought to provide insights not only for DBE, but for other EAP programs as well. As Leki (1995) suggests, an EAP program may not be able to teach discipline-specific discourses but should seek to determine what might best prepare students to acquire discipline-specific discourses, "what tools would be useful to them in their accommodation to the demands of various disciplines" (p. 237). However, there is little information about how students acquire discipline-

specific discourses or what they go through in this process of acquisition. Strategy use is an obvious part of this acquisition process, and thus finding out what the students actually do outside the English class might bring about implications for the design of an EAP program.

In addition to providing insight into the design of EAP programs, this study can provide data for EFL environments in particular. The majority of academic writing studies, including the Leki study, which inspired the current research, are conducted in ESL settings. Yet, the variables in an ESL and an EFL setting are so divergent that research findings in one domain can not necessarily be transferred to the other. By looking into EFL freshman students' writing strategies, this study hoped to provide insights that could be of more immediate relevance for the EFL situation.

This distinction between ESL and EFL might lead to confusion. Oxford (1990) describes the 'second versus foreign language' distinction as baffling. Here, it might be useful to define ESL and EFL broadly. As Phillipson (1992) states, ESL countries are countries in which English is not a native language but where it is used widely as a medium of communication in domains such as education or government. Examples of such countries could be some African countries like Nigeria or Zimbabwe. In the USA, the term ESL is used to describe programs teaching English to people with a language other than English as their mother tongue. In EFL countries, English is not a medium of instruction or government, but is taught/learnt at school, as would be the case in countries like Turkey.

Within the community and as a part of it in the education system, English has different roles in ESL and EFL settings. These different roles create the differences

between ESL and EFL settings, the amount of exposure to English, the type of exposure to English, motivation, acculturation, and bilingualism, to name a few. Different settings mean different needs. Not only might this distinction make it necessary to adopt different teaching approaches in ESL and EFL situations, but also can lead to a speculation that student strategies to respond to the different needs may vary as well. This study, therefore, was carried out in an EFL setting in the belief that it could offer a useful contribution to research on academic writing in EFL settings.

Research Question

This study attempts to answer the following question:

What are the strategies that three METU freshman students use in order to write their assignments as a part of their regular course work?

Conclusion

In this chapter, the study and its significance was described briefly. In the second chapter, a short review of the literature is presented and how this study relates to the literature is explained. In the third chapter, participants of the study, instruments that were used, the procedure of the study, and how data were analyzed is described. In the fourth chapter, the data are analyzed and the findings are listed. In the fifth chapter, conclusions are drawn and implications of the study are discussed.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter presents a review of the literature regarding the concepts of academic writing and learning strategies in order to provide some background to this study. Because the context that the participants live in is supposed to be a factor influencing strategy choice and use, the section on academic writing includes a discussion of the concept of discourse communities. Next, learning and writing strategies are focused on as the main concern of this study is writing strategies used by three freshman students at METU. In the learning strategies section, the lack of agreement on the definition and classification of learning strategies, strategy instruction, and a working definition of writing strategies working for the current study are mentioned.

Academic Writing

The participants of this study, who live in an EFL environment, have to function in academic discourse, yet, the determination and definition of what constitutes academic discourse is still debated today. Zamel (1998) describes academic discourse as “a specialized form of reading, writing, and thinking done in the academy or other schooling institutions” (p. 187). Perhaps, at a general level, Zamel’s definition is the one on which agreement could be reached. Of the specialized forms Zamel mentions, namely reading, writing, and thinking, writing is the concern of this study. In fact, the vagueness in the definition of academic discourse is present in the definition of academic writing as well. As Jordan (1997) puts it, academic writing is a wide umbrella term and there is a range of approaches and types of practice for it.

As Benson and Heidish (1995) explain, writing, as well as reading, has been researched extensively since the 1980s. Among the areas composition researchers have investigated in the field of second language writing development are individual factors, differences in composition processes, the relationship between first and second language development and competence, the connection of reading and writing on the development of second language proficiency, text structure, syntactic and semantic factors, genres, testing, and instruction.

The Teaching of Academic Writing

The participants of this study have been, and two of them are still being, exposed to writing instruction. At this point, going over the methodological practices in writing instruction may prove to be helpful as the methodology of the writing instruction can influence the participants' use of strategies.

Among the various approaches to academic writing, two approaches need to be mentioned here: the product approach and the process approach. As Jordan (1997) describes, the product approach is concerned with the finished product. First, a model is provided. The important features of this model are focused on, and then students are required to produce a similar text. Within the product approach, there are two different routes that can be taken: general and specific. The general one contains some of the main language functions commonly found in academic writing. Some examples of these language functions are description, definition, exemplification, classification, comparison and contrast, and cause and effect. These language functions are chosen as they are applicable across a wide range of disciplines. If, instead of the general, the specific route is taken, the focus shifts onto academic genres. The academic discourse genres that students are expected to recognize and

produce are taken into consideration. These include essays, reports, case studies, projects, literature reviews, exam answers, research papers/articles, dissertations, and theses. In short, the product approach may focus on either rhetorical discourse patterns or on academic genres. In the latter, the range and nature of academic tasks are emphasized.

The limitations of the product approach have been reported as the imitation of a provided model and the restriction brought about by the imitation required. The use of models may cause students to feel restricted in their writing regarding both content and form.

The other approach, the process approach, can be said to have developed as a reaction to the product approach. In contrast with the product approach, the process approach focuses on the composing processes of writers. It aims to encourage writers to take more responsibility through drafting, feedback, and revisions. Therefore, the typical writing tasks in the process approach are brainstorming, planning, drafting (revising), receiving feedback from peers or teacher, and giving feedback to peers. The disadvantage of the process approach has been reported to be too much concentration on the process, thereby allowing the product to be neglected. (Jordan, 1997).

It seems that the ideal way may in fact be a combination of the product approach and the process approach. It is vital for students to be aware of their own writing processes, and thus improve their writing. However, at the same time, they need to be aware of the properties of the product that they are required to produce, which may be highly discipline-specific, or department-specific at times. In this

study, a product approach was adopted by the professors who assigned the writing tasks.

Discourse Communities and Academic Writing

As another possible factor influencing the participants' use of writing strategies, the discourse community they are living in and the academic discourse in which they are required to function can be mentioned.

First, the concept of 'discourse community' needs to be clarified. In order to identify a discourse community, Swales (1990) proposes six defining characteristics:

1. A discourse community has a broadly agreed set of common public goals.
2. A discourse community has mechanisms of intercommunication among its members.
3. A discourse community uses its participatory mechanisms primarily to provide information and feedback.
4. A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.
5. In addition to owning genres, a discourse community has acquired some specific lexis.
6. A discourse community has a threshold level of members with a suitable degree of relevant content and discorsal expertise. (pp. 24-27)

When these characteristics are taken into consideration, the individuals living in an academic discourse of a university, or a specific department of a university, form a discourse community. In order to be able to function efficiently and become integrated into the specific discourse community they are living in, students need to conform with the rules of this specific discourse community. As far as academic

writing is concerned, according to Bartholomae (1985), student writers have to learn not only the language but also the conventions of the discourse community they are in. Bartholomae suggests that membership in a discourse community can be brought about by mastering specialized registers that govern communication in the discourse communities of the students' disciplines. When members of a discourse community are trying to conform to the rules, they develop strategies to help them doing so. In this sense, the discourse communities that the students are living in can be seen as a factor influencing their strategy development.

How Could Academic Writing Programs Be Designed?

How students acquire academic discourse and their needs during this acquisition process, might provide guidance regarding the design of academic writing programs. When Dudley-Evans (1995) describes the approach to the teaching of writing to international students at the University of Birmingham, an approach which has been inspired by Swales' work on genre analysis, he states that basing their course design on genre analysis enables students to "strengthen rhetorical awareness of the texts they have to write" (1995, p. 295). Similarly, Johns (1995) mentions basing the design of the freshman level writing program on genre differences. Johns states that they require their students to grasp the purposes of classroom genres and authentic genres. They want their students to understand "the limited purposes of classroom genres and the expectations of faculty in undergraduate courses" and "more about the nature of authentic genres and the purposes they serve within communities" (1995, p. 289). Johns also states that they are aiming at student flexibility so that they can be open to styles and texts of all kinds and ask questions about unfamiliar genres, styles, and language. Along the

same line with Johns, Zamel (1998) believes that academic discourse is “not fixed, prescribed, and imposed” (p. 196) She argues that a new discourse is created every time a specific teacher and a group of students come together.

Taking a different perspective, Elbow (1998) suggests that in addition to academic discourse, nonacademic discourse should be taught in freshman writing courses. He thinks that the writing that most students will be asked to do after college will be for their jobs and it will be very different from academic writing. Moreover, Elbow thinks teaching nonacademic discourse helps students produce good academic discourse. He believes the use of academic discourse often masks a lack of genuine understanding and states that being able to translate a concept out of the discourse of the discipline into everyday terms is an indication of understanding. Elbow believes we can not teach students the particular conventions for particular disciplines but we can create an awareness and sensitize our students to discourse variation both between individuals and between communities.

Perhaps academic writing programs need to take Shih’s (1992) suggested approach for reading instruction: more holistic, task- and text-specific, strategy-oriented. In fact, reading and writing could be taught in an integrated fashion serving the purpose of equipping students to meet the demands of their content courses. As Shih (1992) argues, EAP reading instruction should assist students to make the transition from “learning to read” to “reading to learn” (p. 290). The same can be true for writing instruction.

Writing Across the Curriculum (WAC) and Writing In the disciplines (WIC) programs that are widely in effect in most North American universities seem to serve the purpose mentioned by Shih. Content area courses with a WAC/WID instructional

model include a strong writing component and use writing as a facilitator of learning. As Kasper (2000) puts it, WAC/WID instruction is designed to promote thinking and learning, as well as to develop fluency in writing about the subject. Kasper believes that exploring interdisciplinary issues through writing creates a learning context.

In brief, academic writing programs which integrate reading and writing and which aim to give students the opportunity to practice ‘reading to learn’ and ‘writing to learn’ can be the best effort to prepare students for the academic tasks that they are faced with.

Learning Strategies

As mentioned in the previous section, what is taught as academic writing and how it is taught may vary. This variety is reflected in the writing strategies that students are taught. In this section learning strategies will be examined.

The notion of learning/learner strategies, which is relatively new, can be said to have emerged from focusing on ‘good learners’ and identifying their characteristics. Rubin and Stern were the first to suggest that “the good language learner might be doing something special that we could all learn from” (cited in O’Malley and Chamot, 1990, p. 2). Since then, research has been carried out in the field and today the existence of learning strategies, which appear to contribute to learning is accepted. There are various definitions of learning strategies in the literature. In fact, it is possible to say that a consensus on the definition of the term ‘strategy’ has not been reached. As Wenden (1987) states, ‘techniques’, ‘tactics’, ‘potentially conscious plans’, ‘consciously employed operations’, ‘learning skills, basic skills, functional skills’, ‘cognitive abilities’, ‘language processing strategies’, and ‘problem solving procedures’ have all been used to refer to strategies (p.7).

O'Malley and Chamot (1990) define learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information” (p.1). Ehrman (1996) refers to learning strategies as “activities and behaviors we use to learn” (p.163). What these definitions have in common seems to be the idea of developing means for achieving ends.

Classification of Learning Strategies

Similar to the lack of consensus on the definition of learning strategies, there is lack of consensus on their classification. Rubin (1987) suggests that the major task for researchers is “to identify a conceptual framework for learner strategies” (p. 27).

O'Malley et al. (1985) have developed three categories: metacognitive strategies, cognitive strategies, and social/affective strategies. O' Malley et al. based their work on Anderson's cognitive theory (1983) which sees second language acquisition as a complex skill. As O'Malley (1990) state, to Anderson, learning strategies are no different from other cognitive processes and just like any other complex skill, they can be described as “a set of productions that are compiled and fine-tuned until they become procedural knowledge” (cited in O'Malley and Chamot, 1990, p. 43).

Rubin, (1987) provided a more general definition of learning strategies when she wrote that “they are strategies which contribute to the development of the language system which the learner constructs and affect learning directly” (p.23). She went on to categorize learning strategies into four groups: cognitive, metacognitive, communication, and social strategies. Rubin (1987) thinks cognitive and metacognitive strategies can contribute directly to language learning. She

believes that although communication strategies and social strategies are seen as less directly related to language learning, they are still very important.

Next, Oxford (1990) developed a six-category taxonomy for describing learning strategies: memory, cognitive, compensation, metacognitive, affective, and social strategies. Oxford's taxonomy is different from Rubin's in that it is much more comprehensive and detailed, and it includes not only direct strategies but indirect ones also. Oxford believes direct strategies and indirect strategies support each other by connecting with and assisting each other. Oxford also notes that there is a large overlap among strategy groups. A modified version of Oxford's strategy taxonomy (1990, pp. 16-17) is described below.

LEARNING STRATEGIES

Direct Strategies	Indirect Strategies
↓	↓
<p>I. Memory Strategies</p> <ul style="list-style-type: none"> A. Creating mental linkages B. Applying images and sounds C. Reviewing well D. Employing action <p>II. Cognitive Strategies</p> <ul style="list-style-type: none"> A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output <p>III. Compensation Strategies</p> <ul style="list-style-type: none"> A. Guessing intelligently B. Overcoming limitations in speaking and writing 	<p>I. Metacognitive Strategies</p> <ul style="list-style-type: none"> A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning <p>II. Affective Strategies</p> <ul style="list-style-type: none"> A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature <p>III. Social Strategies</p> <ul style="list-style-type: none"> A. Asking questions B. Cooperating with others C. Empathizing with others

In this taxonomy, each set of strategies is further divided into specific strategies.

It seems that over time, strategy categorizations have been elaborated on by building on previous work. Oxford's taxonomy seems to be the most detailed one covering many different issues.

Strategies for Writing

As is the case with learning strategies, writing strategies are also not well-defined and categorized. In addition to her detailed categorization of learning strategies, Oxford also offers a list of strategies useful for the skills of listening, speaking, reading, and writing. The list is a comprehensive one and only the strategies useful for writing, which is the concern of this study, are included here.

Oxford's 'useful writing strategies' are listed below:

Strategy Group	Strategy Set	Strategy
Cognitive	Practicing	Repeating
Cognitive	Practicing	Formally practicing with sounds and writing systems
Cognitive	Practicing	Recognizing and using formulas and patterns
Cognitive	Practicing	Recombining
Cognitive	Practicing	Practicing naturalistically
Cognitive	Receiving and sending messages	Using resources for receiving and sending messages
Cognitive	Analyzing and reasoning	Reasoning deductively
Cognitive	Analyzing and reasoning	Translating
Cognitive	Analyzing and reasoning	Transferring
Cognitive	Creating structure for input and output	Taking notes
Cognitive	Creating structure for input and output	Summarizing
Cognitive	Creating structure for input and output	Highlighting
Compensation	Overcoming limitations in speaking and writing	Selecting the topic
Compensation	Overcoming limitations in speaking and writing	Adjusting or approximating the message
Compensation	Overcoming limitations in speaking and writing	Coining words
Compensation	Overcoming limitations	Using a circumlocution

Metacognitive	in speaking and writing Centering your learning	or a synonym Overviewing and linking with already known material
Metacognitive	Centering your learning	Paying attention
Metacognitive	Arranging and planning your learning	Finding about language learning
Metacognitive	Arranging and planning your learning	Organizing
Metacognitive	Arranging and planning your learning	Setting goals and objectives
Metacognitive	Arranging and planning your learning	Identifying the purpose of a language task
Metacognitive	Arranging and planning your learning	Planning for a language task
Metacognitive	Arranging and planning your learning	Seeking practice opportunities
Metacognitive	Evaluating your learning	Self-monitoring
Metacognitive	Evaluating your learning	Self-evaluating
Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation
Affective	Lowering your anxiety	Using music
Affective	Lowering your anxiety	Using laughter
Affective	Encouraging yourself	Making positive statements
Affective	Encouraging yourself	Taking risks wisely
Affective	Encouraging yourself	Rewarding yourself
Affective	Taking your emotional temperature	Listening to your body
Affective	Taking your emotional temperature	Using a checklist
Affective	Taking your emotional temperature	Writing a language learning diary
Affective	Taking your emotional temperature	Discussing your feelings with someone else
Social	Asking questions	Asking for correction
Social	Cooperating with others	Cooperating with peers
Social	Cooperating with others	Cooperating with proficient users of the new language
Social	Empathizing with others	Developing cultural understanding
Social	Empathizing with others	Becoming aware of others' thoughts and feelings

(Oxford, 1990, pp.327-330)

As can be seen in Oxford's suggested writing strategies, all the aspects of achieving a task have been covered. A wide range of behavior from taking notes, which refers to the cognitive aspect, to using laughter, which refers to the affective aspect, are included as writing strategies.

Since there is no consensus over the definition and categorization of writing strategies, any one particular definition of writing strategies from the literature did not seem appropriate for this study. Instead, a definition encompassing the researcher's understanding of writing strategies for this particular study was created. In this study, based on the definitions of Wenden (1987, p. 7) and O'Malley and Chamot (1990, p. 1), writing strategies were considered as "problem solving procedures in the form of special behaviors that help individuals achieve a writing task". This definition combined "the problem solving procedures" mentioned by Wenden, and the "special behaviors that individuals use to help them comprehend, learn, or retain new information" mentioned by O'Malley and Chamot. In this case, the problem faced by the participants was to complete a writing task — an essay— and the behaviors were those used to achieve the writing task that they were assigned. Therefore, any behavior used by the student participants in the process of achieving that task was considered as a writing strategy.

This broad definition of writing strategies might also be considered as coping strategies. In the Leki study upon which this study was roughly based, for example, the author called the strategies used by her participants as 'coping strategies'. However, her study was broader in scope than the current one, the goal being examining the academic literacy experiences of the participants. Leki tried to discover how participants acquired academic literacy, and she attempted to do so by

considering all the writing and reading tasks that the participants were required to achieve. This study, however, looked at how one specific writing task was achieved as a requirement of one specific content course. Because the concern of the study was how a specific writing task was achieved, the strategies that the participants used were called writing strategies. In this study, because the definition of writing strategies focuses on the process of completing the writing task, the reports of the participants regarding how they completed the task, in other words, the interview transcripts and notebooks were given particular emphasis. What the participants reported to have done in the process of completing their essays provided the primary evidence of writing strategies.

Strategy Instruction

Research findings on learning strategies were transferred into the classroom in the late 1980s through the realization of instructional models and materials. Chamot and O'Malley (1987) developed The Cognitive Academic Language Learning Approach (CALLA). As Chamot and O'Malley (1996) explain, CALLA is based on cognitive theory and on Chamot and O'Malley's own research on second language learning strategies. CALLA is designed to develop the academic language skills of limited English proficient students in upper elementary and secondary schools. The components of CALLA are content-based curriculum, academic language development, and learning strategy instruction. Using CALLA for several years and elaborating on it, Kidd and Marquardson developed the Foresee Approach. The Foresee Approach, Kidd and Marquardson (1996) write, is an extension of CALLA sharing the same objectives and basic structure.

In addition to instructional models, second language learning strategy training materials have been produced. Rubin and Thompson (1982) developed a set of guidelines, suggestions, and explanations of the language learning process aiming to familiarize students with the language learning process and the characteristics of good language learners, and thus create more successful language learners. As O'Malley and Chamot (1990) explain, Rubin and Thompson's suggestions for becoming a more successful language learner include describing the language learning process, recommending specific learning strategies, and suggesting helpful language learning resources. They describe fourteen learning strategies, which are not classified according to their characteristics but according to learning behaviors. Each strategy focuses on the overt behavior that students can use to improve their learning. Some examples of these strategies are 'Find Your Own Way', 'Make Your Own Opportunities', and 'Learn to Make Intelligent Guesses' (p. 205).

Ellis and Sinclair (1989) developed instructional materials to be used with intermediate-level EFL and ESL students. These materials provide direct training in learning strategy use. O'Malley and Chamot (1990) describe Ellis and Sinclair's model in three phases. In the first phase, students are introduced to language learning processes. In the second phase, students are presented with learning strategies for particular skills and they practice them. In the third phase, students take charge of their own learning through activities which involve identification of resources and realistic planning.

The Philosophy Behind Strategy Instruction

Oxford (1996) identifies the goal of strategy instruction as helping students become more self-directed, autonomous, and effective learners. She believes that strategy instruction enables students to become better learners by:

1. identifying and improving strategies that are currently used by the individual;
2. identifying strategies that the individual might not be using but that might be helpful for the task at hand, and then teaching those strategies;
3. helping students learn to transfer strategies across language tasks even across subject fields;
4. aiding students in evaluating the success of their use of particular strategies with specific tasks;
5. assisting subjects in gaining learning style flexibility by teaching them strategies that are instinctively used by students with *other* learning styles (p. 227).

Ehrman (1996) agrees with Oxford on the goal of strategy instruction when she says that learning strategies are a way to reach the point where teacher support can be withdrawn. Ehrman claims that appropriate strategies lead to independent learners and therefore learners are to learn how to learn if teaching is to be effective.

Then, is strategy instruction the key to effective teaching and learning? Teach strategies, ensure independent learners! Unfortunately, strategy instruction is not the magical formula. As Oxford and Leaver (1996) assert, weak learners can not become successful learners just by copying the strategies that successful learners are using. Oxford and Leaver advance this argument by saying that making all students use the same set of strategies would defeat the purpose of strategy instruction, which

is to help learners become more autonomous. How can students become more autonomous if they are forced to use one single set of 'effective' strategies? There is no such set, and as Oxford and Leaver put it, "One size just doesn't fit all" (1996, p.228).

Abraham and Vann's (1987) earlier case study supports Oxford's point. This case study compares the learning strategies of two ESL students, one successful and one unsuccessful, successful referring to passing the Test of English as Foreign Language (TOEFL) and being able to function adequately in a university environment. Abraham and Vann explain that one reason for studying learner strategies is to discover whether weak learners can be trained to use strategies which will improve them. They conclude that strategy training, which might be congenial and effective with one set of characteristics, may prove to be ineffective with a different set of characteristics. In brief, one single set of strategies can not prove to be effective for all learners.

Oxford and Leaver discuss that the idea behind strategy instruction is to provide students with insights about themselves and to make them experts in using the strategies that suit them best. This can be achieved by trying out and testing strategies that work best. Thus, Oxford and Leaver describe strategy instruction as "a highly creative and multilevel process" in which students can "optimize their learning strategies themselves as individuals" (p. 228).

Favoring strategy instruction in general, Desforges (1995) suggests that "knowledge application strategies are deliberate intellectual processes used to guide work towards a goal." (p. 105). Desforges states that strategies, which are also called 'study skills', 'work skills', or 'problem-solving processes', help the individual

organize knowledge to reach a particular point such as solving a problem or learning a new technique. According to Desforges, all strategies have common factors: defining the problem, considering alternative solutions, planning a way ahead, monitoring progress, and evaluating progress. Desforges goes on to say that deliberate control does not occur naturally, and therefore, it has to be taught and practiced.

Studies on Strategy Instruction in the Teaching of Academic Writing

As regards the use of strategy instruction in the teaching of academic writing, it is possible to say that strategies aiming at the improvement of writing have found their way into the classroom. Zamel (1987) states that faulty assumptions led teachers to conclude that there was a best method to teach academic writing: prescribing a logically ordered set of written tasks and exercises. Zamel (1987) suggests that research in the field of academic writing, case studies, interviews, surveys, and protocol analyses that have been carried out, have revealed that the nature of composing is complex, recursive, and nonlinear, and therefore the behaviors, strategies, and difficulties of writers should be taken into consideration.

The ambiguity in the definition and classification of writing strategies is present in what researchers have considered as writing strategies. Researchers have focused on various issues as writing strategies and attempted to clarify how learners and teachers perceive strategies, their attitudes towards strategy training, their awareness about it, how strategy training is carried out, and how effective it is. For example, Marsella, Hilgers, and McLaren (1992) reported that in order to tackle a writing task, students most frequently make use of their past experience, and they persist in using a successful past strategy even if it is not the behavior recommended

by the instructor. In this case, not using the recommended strategy and depending on a past strategy might be a strategy itself.

In another study, a case study, Harris and Graham (1993) examined how one special education teacher, a teacher who provided additional instructional assistance to students with special needs, integrated strategy instruction into a fifth-grade classroom where a process approach to writing instruction was already in place. In order to help these students, some of whom had been identified as having learning disabilities, the teacher used the story grammar strategy. The story grammar strategy required following five steps and using a mnemonic:

1. Think of a story you would like to share with others.
2. Let your mind be free.
3. Write down the story part reminder (mnemonic).

W-W-W, What = 2, How = 2

4. Make notes of your ideas for each part.
5. Write your story – use good parts; add, elaborate, or revise as you go; make sense.

To teach the story grammar strategy, the teacher used the Self-Regulated Strategy Development Model, which included flexible, recursive instructional procedures for helping students learn, maintain, and generalize academic strategies, as well as a variety of self regulation procedures for helping students manage the target strategies and develop positive attitudes and beliefs. The teacher offered initial instruction in the strategy to all of the students in the class and then worked only with those who chose to use the strategy. The strategy and accompanying self-regulation procedures were taught through a series of mini lessons. Harris and Graham (1993)

concluded that not all students need to be taught the same reading and writing strategies, suggesting that some students will have discovered effective strategies on their own, and the amount of instructional support that individuals need differs depending on their capabilities, the task, and the complexity of the strategy.

De Larios, Murphy, and Manchon (1999) focused on restructuring strategies, which they explained as “the search for an alternative syntactic plan once the writer predicts, anticipates, or realizes that the original plan is not going to be satisfactory for a variety of linguistic, ideational or textual reasons” (p. 16). They concluded that restructuring can be seen as a powerful strategy as it provides the writer with the opportunity to try out a series of hypotheses most appropriate to express the intended meaning.

In another study, Woodall (2002) observed the strategy of language-switching (L1 use in L2 writing) and how language switching was affected by L2 proficiency, task difficulty, and language group (the L1/L2 relationship). He concluded that language switching for some learners can have beneficial effects and he stated that the strategic use of language switching might be incorporated into the classroom. Woodall also suggested that L2 writing processes are different from L1 writing processes in that in L2 writing two languages can be at work at the same time.

Albertson and Billingsley (2001) conducted a case study with two gifted middle school students to determine whether strategy instruction and self-regulation techniques would affect planning, text production, fluency, reviewing, and writing quality. They believed that in addition to knowing writing conventions and having adequate knowledge about the topic, possessing and using a variety of cognitive strategies effectively for planning and reviewing, and techniques for self regulation

are the requirements for good writing. They used techniques for planning and reviewing, which involved the use of printed prompts. In addition, there were self-regulation components which included goal setting, charting, and monitoring the amount of time spent planning, number of words written, rate of words per minute, and number of story elements. Albertson and Billingsley found out that the combination of strategy instruction with self-regulation techniques provided improvement in the overall writing quality of the two students.

In another study, El-Hindi (1997) examined first-year college students who received instruction in metacognitive awareness for reading and writing. Within this study, students were taught specific metacognitive strategies for both reading and writing. The instruction model developed by El-Hindi assumes that reading and writing are interactive processes linked to one another and that they both involve three recursive phases: planning (before the process), drafting (during the process), and responding (after the process). The strategies taught correspond to each of these phases:

1. Planning strategies: identifying a purpose for writing, activating prior knowledge of a topic, and organizing ideas.
2. Drafting strategies: self-questioning and monitoring.
3. Responding strategies: evaluating (students are taught to evaluate their success as writers), reacting (students react to their own texts as readers), and relating (students examine their text holistically to see connections among different parts of their texts) (p. 11).

El-Hindi found out that at the end of the six-week metacognitive awareness instruction, there was a change in the students' metacognitive awareness and that the

students were more aware of the connection between reading and writing. El-Hindi suggested that raising metacognitive awareness through academic support can help college learners improve their reading and writing skills, and thus help them cope with the demands of college learning.

As can be seen, there is no 'one' established set of writing strategies. This seems logical as specific strategies are determined by specific needs. Specific groups of students in specific contexts have different needs, and thus use of different strategies is required. In the studies mentioned above, various strategies have been focused on. In Harris and Graham's case study, the strategy used was the five-step story grammar strategy. In the study of De Larios, Murphy, and Manchon, restructuring was considered as a strategy whereas in Woodall's study language-switching was considered as a strategy. Albertson and Billingsley used techniques for planning and reviewing, and self-regulation components, which were considered as writing strategies. In El-Hindi's instruction model, the writing strategies taught were planning, drafting, and responding strategies.

Strategy Use Outside the English Classroom

As is the case with the sample studies mentioned above, research has generally focused on the effectiveness of strategy instruction within the class. That is, the majority of the studies have focused on the results of strategy instruction that can be observed within the classroom setting. The performance of students before and after strategy instruction has been compared and the effectiveness of various strategies has been discussed. Yet, there are not many studies examining what happens after the instructional period. As a desired outcome of strategy instruction, do students really become autonomous and effective learners? What happens next

when they are outside the language learning setting? The Leki (1995) study is one of the few studies looking at how students tackle the tasks they need to achieve as part of their course requirements. Leki focuses on what students go through in the process of acquiring discipline-specific discourse when they are not in the English classroom. The study is not only concerned with how students acquire academic discourse but also what students bring with them to their first academic experience at a U.S. university. In other words, what strategies students already use and what strategies they develop in response to academic demands are the main concerns of the Leki study. Answering these two questions is thought to provide insights for designing EAP programs.

The participants in the Leki study were three graduate and two undergraduate ESL students whose TOEFL scores were above 525. The choice of participants, as Leki states, reflects to the extent possible, differences in gender, home country, year in school, and academic subject areas. The data were collected by interviews with student participants, interviews with their professors, observations of the classes Leki decided to focus on for each student, and examination of all written materials distributed for those courses and everything the students wrote for the courses (class notes, exams, drafts of assignments, and final drafts with teachers' comments and evaluations). Participants also kept journals in which they recorded anything of importance to them that occurred in relation to their academic experiences. Each of the five students were interviewed once a week for about an hour. At least one professor of each of the students was also interviewed for approximately one hour in total. The interviews were transcribed, and analytic induction was used to analyze the transcribed interview data.

As mentioned above, the significance of the Leki study lies in the fact that it focused on what happens naturally outside and beyond the English classroom. This study also examined what happens outside and beyond the English classroom, in terms of the writing strategy use of three freshman students, with the intent of deriving implications for the EAP programs carried out at METU, primarily for DBE. In brief, it was believed that looking at the writing strategies used naturally in the process of acquiring academic discourse might provide guidance for the designing of EAP programs to prepare students for their future academic studies. An important difference between the two studies is that the Leki study was conducted in an ESL situation whereas this study was carried out in an EFL setting. This contextual difference was perceived as a significant factor bringing about changes in variables, and therefore the findings of this study may be more relevant to an EFL environment.

Conclusion

In this chapter, the concepts of academic writing –including discourse communities and academic discourse– and learning strategies –including strategy instruction and writing strategies– were examined. Due to the lack of agreement on the definition and classification of learning, and thus writing strategies, a working definition of writing strategies for the study was offered.

CHAPTER III: METHODOLOGY

Introduction

This study aimed at exploring the writing strategies employed by three freshman students in the Department of International Relations and the Department of Political Science and Public Administration at the Middle East Technical University (METU). The sole concern of this study was the strategies that the students used for writing their assignments. How they dealt with essay type examination questions, for example, was not examined. Though it was not possible to detect the source of the strategies that the students use, it was nevertheless hoped that the findings of the study would yield some insights and implications for the Department of Basic English (DBE) at METU, since the participants of the study were former DBE students.

In order to get a natural and in-depth picture of the participants' strategy use, the study was designed as a case study using qualitative methods. As Gillham (2000) suggests, a case study is "a unit of human activity embedded in the real world, which can only be studied or understood in context, which exists in the here and now, and which merges in with its context so that precise boundaries are difficult to draw" (p. 1). Gillham explains the approach of the case study researcher using the 'judge' metaphor. The case study researcher acts like a judge who turns no evidence away but assesses what faith can be placed in it, and relates it to other evidence. In a study like the one described here, which aimed at exploring the writing strategies used by its participants, the researcher welcomes any kind of evidence provided by the participants through different channels and tries to see the possible connections among them.

Participants

The participants of this study were three freshman students: two from the Department of International Relations and one from the Department of Political Science and Public Administration. The design of the study required that the participants needed to be taking the same course. The rationale here was to control the task variable. As students in one particular course, all the participants would be expected to achieve the same tasks and their approaches to those tasks would be the concern of the study. For this study, these two departments were chosen after a thorough search among the various departments of the university because these were the only departments identified in which students had to do any substantial amount of writing as a part of their first-year course requirements. First year students in the Department of International Relations and the Department of Political Science and Public Administration take a required course called Introduction to Politics. One of the requirements of this course is to write five assignments. These assignments are 250-300 word essays, which the students are expected to write after reading assigned articles.

After the department and course were determined, the participants were chosen. With only one prerequisite, that the participants be former DBE students, individuals were chosen on a voluntary basis. It should be noted here that finding participants for the study was a constraint. Although more than 200 students took the Introduction to Political Science course, only four students, one of whom gave up the idea later on, volunteered to take part in the study. The information about the three participants of the study is summarized in Table 1.

Table 1

Information about the Participants

Name (pseudonyms)	Bora	Mert	Yeliz
Age	20	20	20
High school	Intensive English	Intensive English	Intensive English
Department at METU	Political Science and Public Administration	International Relations	International Relations
Group at DBE last year	Upper-Intermediate	Upper-Intermediate	Upper-Intermediate
METU Proficiency Exam score last year	70	78.5	88
Reading-writing courses at DML this year	Yes	Yes	Exempt

As can be seen in the table, the participants were very similar in terms of age, educational background, and, to some extent, English proficiency level. Though this was originally thought to be a potential disadvantage, it did not prove to be one. Although the participants were indeed very similar in many ways, it was observed that the strategies they used were not always the same. In fact, this similarity may be interpreted as an advantage, as it showed that even when the task variable and many personal variables are kept virtually the same, there may still be considerable variety in the choice and use of particular writing strategies.

Instruments

In this study, three primary types of data collection instruments were used: notebooks, interviews and the essays produced by the students. In addition, at the beginning of the study a biodata survey was administered in order to get factual background information about the participants. The questionnaire included questions aiming to reveal the participants' reflections on their academic writing experiences.

Academic writing here refers to the writing they had done in secondary school, high school, and at the preparatory school at METU (DBE) last year. Having access to the participants' perceptions and beliefs about the writing they had done so far in their lives and the role of formal writing instruction was thought to provide valuable background information for interpreting the data.

Notebooks

The participants were provided with small notebooks for each assignment and they were asked to write what they did about their assignment in their notebooks on a daily basis. For example, if they had ten days to complete a writing assignment, they were provided with a ten-page notebook. On each page, it said Day 1, Day 2, etc. The participants were asked to jot down anything that they did each day in order to complete their assignment. The reporting of what the participants were doing about their writing assignments was planned to be carried out this way because this format was thought to be participant-friendly, and therefore encouraging. The notebooks were also intended to serve as reminders during the interviews. However, they did not prove to be very effective. The participants handed in the notebooks with most of the pages empty due to the fact that most of the time they did not work on their assignments on a daily basis. Instead, they preferred to write their essays one or two days before the due date.

Interviews

Interviews were the major instrument used in this study. The participants were interviewed regularly about each assignment they had to complete. The consent forms which the participants signed to take part in the study can be seen in Appendix A. The schedule of the interviews can be seen in Table 2.

Table 2

Schedule of the Interviews

participants	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Bora	05.04.2002	08.04.2002	18.04.2002	03.05.2002	28.05.2002
Mert	03.04.2002	10.04.2002	17.04.2002	29.04.2002	22.05.2002
Yeliz	08.04.2002	08.04.2002	17.04.2002	24.04.2002	22.05.2002

The participants were individually interviewed midway through the period in which they were trying to complete each writing task. If they had not done anything up until the time they were interviewed, they were interviewed again once they had finished writing the particular assignment. In brief, the participants were interviewed once or twice for each assignment they wrote. They had to write five assignments. It should be added here that the interviewing process also did not run exactly as planned. There were various reasons for this. For two of the assignments, the participants had the due dates of the assignments extended and postponed writing the assignment, which also led to the postponement of the interviews. On a couple of occasions, they canceled the interview appointments as they were too busy or sick, or they simply forgot their appointments.

The language for the interviews was Turkish as it was believed that the participants would be able to express themselves more willingly and more effectively in their mother tongue, which is Turkish.

The interviews were semi-structured. The basic question asked in each interview was “What have you done / did you do for this assignment?”. As writing strategies are considered in this study to be any kind of problem solving procedures,

the goal of such a broad question was to elicit whatever the participants had done to complete their assignment. Subsequent questions were built on the participants' responses. For example, if the interviewee mentioned 'outlining', the follow-up question would be "How did you make your outline?". These questions were intended to get a clearer picture of what the interviewee described, thus they also included clarification questions such as "You mean, right?" or "Can we say?".

The interviewees were not explicitly asked questions like "What strategies did you use for this assignment?" or "Did you brainstorm with friends?" since such questions could clearly influence the participants' answers. The participants might refrain from telling everything that they did believing that what they did was not a strategy, or they might tend to answer these questions positively thinking that the researcher expected a positive answer. In the final interviews, though, the participants were explicitly asked about the strategies they used for the assignments they did, thinking that some explicit questions might provide a chance to pull out any other strategies that the participants had not mentioned so far. Since the assignments were over at this point, it was no longer a concern that such questions might influence the participants' strategy use.

During the interviews, it was important to react objectively and respond carefully by asking appropriate questions to enable the researcher to elicit answers. As Seidman (1991) suggests, trying to listen more and talk less, following up what the participant says and trying to build questions around what the participant says, asking open-ended questions which avoid leading the participant, and trying to keep

the participant focused on the topic were the strategies used by the researcher throughout the interviewing process.

Procedures

The participants in this study took the course Introduction to Political Science in the spring semester of 2002, during which time this study was carried out. The course was taught by two different professors in two sections. Two research assistants were also involved in the teaching of the courses. It was the first time the faculty had decided to include the essay writing component in the course. The intention was to have students read certain assigned articles, and write short essays in response to them. Following the submission of each essay, a class discussion was conducted. In order to ensure that the articles were read by the students, the professors opted to hold the class discussions after the assignments were handed in. They thought that a class discussion prior to the completion of an assignment would lead students to not read the assignments and to base their writing solely on the content of the class discussion. The students did not receive any feedback on their writing assignments, and in fact, did not even have any of their assignments returned to them.

The study procedure was based on the schedule of the course. The students were given an article to be read and an essay prompt. Usually, they had seven or nine days to complete the essay, but there were times that the due dates were extended. For this study, during this given period of time, the students were asked to report on the process they were going through in two different forms, written and oral. They were asked to write down what they were doing about their assignment on a daily basis and they were interviewed once or twice. The interviews were then

transcribed by the researcher and later translated into English by a faculty member of DBE, METU. The full Turkish and English transcripts were e-mailed to the students for confirmation of their accuracy, but none were returned. (see Appendix B). In addition to the interview transcripts, the data collected included the participants' notebooks, the essays that the participants wrote, the articles that they had to read, and the essay prompts that they were given (for a sample essay, excerpt of an article, and prompt, see Appendix C).

Data Analysis

This study had an exploratory nature. The goal was to discover what strategies naturally emerged as the participants were dealing with regular course work. Gaining insights into the experiences of the participants as regards strategy use and the overall process of academic writing was felt to be most appropriately carried out through the use of qualitative methods for data collection and analysis.

The interview transcripts and the essays that the participants wrote as their assignments were the major sources of data. The participants' notebooks were not as helpful as they often contained incomplete information. In the analysis of the interview transcripts and essays, the articles that the participants had to read prior to writing the essay and the essay prompts that they were given were considered as well, essentially as support in those cases in which the participants made particular reference to having used some aspect of them to complete the task.

In addition to the emerging patterns within the various data, a framework of various anticipated writing strategies was designed. As was mentioned in Chapter II, categorization of learner strategies is an opaque area and identifying a conceptual framework for learner strategies is the major task for researchers (Rubin, 1987). The

framework used in this study was based on the curriculum of the DBE program. Since there is no explicit strategy training carried out in the department, the writing strategies in the framework (see Table 3) were derived from the goals and objectives of the DBE program as stated in the curriculum.

At DBE, there are five different levels in the first semester, and three in the second. For each group, there exists a list of objectives for each of the four skills covering a span of about four weeks. To put it another way, an average semester of sixteen weeks is divided into four spans and for each of these spans there are set objectives for the four skills. In order to design the framework, all these objectives regarding the skill of writing, which means thirty-two different lists of objectives (eight groups altogether in a year and four spans each semester) were examined, categorized, and organized. (see Appendix D). First, the writing tasks that the students were expected to achieve were determined. Then, how the students practiced achieving these tasks were identified again from the objectives of DBE. The tasks were called ‘goals’ in the framework. The goals were considered as the umbrella terms requiring the use of certain strategies. For example, organizing ideas was considered as a goal, which could be achieved by using the strategies of brainstorming individually and with peers, making lists, and outlining.

In order to analyze each participant’s transcripts and notebooks, a list was made, on which was noted anything the participants reported having done in the completing of their writing assignments. The broad description of writing strategies used in this study allowed the researcher to consider anything that the participants did to complete their writing assignments as a strategy.

Table 3

Strategies Expected to be Evident in Data

Goal	Strategies expected to be evident in transcripts/notebooks	Strategies expected to be evident in texts produced
Getting ideas	<ul style="list-style-type: none"> • Brainstorming individually • Brainstorming with peers 	
Organizing ideas	<ul style="list-style-type: none"> • Brainstorming individually • Brainstorming with peers • Making lists • Outlining 	<ul style="list-style-type: none"> • Following the typical essay pattern in specific rhetorical discourse patterns • Writing introductions • Writing thesis statements • Writing body paragraphs • Writing conclusions
Supporting ideas		<ul style="list-style-type: none"> • Giving examples • Using statistical information • Interpreting graphs, charts and tables • Using quotations • Paraphrasing • Summarizing
Joining ideas		<ul style="list-style-type: none"> • Using coordinators e.g. and, but, so • Using subordinators e.g. although, because, while • Using sequence markers e.g. first, second, next, then, finally
Improving the product	<ul style="list-style-type: none"> • Drafting • Editing • Removing words or sections of text • Adding words or sections to text 	

After the lists were made, they were gone through three times. First, the exact terms in the framework, for example ‘outlining’ were looked for. If they existed, they were picked out. The second time the lists were gone through, those ideas which indicated the use of strategies in the framework, but with slightly different wording, were picked out. For instance, if a participant mentioned ‘talking to friends about the article’, or ‘asking friends questions about what to include in the essay’, these were categorized as ‘brainstorming with peers’. When the lists were gone through a third time, anything else the students reported having done but which could not be directly related to the strategies in the framework, was picked out. ‘Using Turkish in the planning stage’ and ‘surfing the internet’ are examples (for a sample analysis of interview transcripts, see Appendix E).

The essays that the participants produced were analyzed in a similar manner. First, they were gone through looking for the evident strategies in the framework, for example, using subordinators. Next, they were gone through a second time to detect if there were any evident strategies other than the ones in the framework (for a sample analysis of essays, see Appendix F).

While the data were being analyzed, the strategies found in the data were classified as ‘expected’ if they existed in the framework. If not, they were classified as ‘others’. It was thought that when analyzing the data, some strategies would more likely be evident in the interview transcripts and in the notebooks, and some would be evident in the texts that the participants produced. In other words, some strategies were expected to be evident in the oral and written reports of the participants, and some were expected to be present in the texts they produced. By analyzing both what the participants reported and what they produced, process and product aspect

of the assignments, as mentioned in Chapter II, were addressed. In other words, both the strategies that they used in the process of preparing their assignments and the strategies revealed in the resulting product would be considered.

CHAPTER IV: DATA ANALYSIS

Overview of the study

This case study was designed to identify the writing strategies of three freshman students at METU. The students were from the Department of International Relations and the Department of Political Science and Public Administration. The student participants of this study were all graduates of English-medium high schools and they all attended the preparatory school (DBE) at METU last year. Two of them took the reading-writing courses offered by DML this year, one was exempt.

It was important for the researcher to work with participants who were former DBE students because having spent one year at DBE was thought to be a factor enabling the researcher to make connections between the participants' present situation and DBE. Nevertheless, this study is not aimed at evaluating what is being done at DBE.

The participants were asked to report what they were doing in order to complete their writing assignments in their notebooks on a daily basis. As the major means of collecting data, they were interviewed about the process of completing their writing assignments.

For the analysis of this study, two sources of data were analyzed: oral and written reports of the participants' activities while preparing their essay assignments, and the actual texts they produced. The oral and written reports of the participants consisted of the interview transcripts and the notebooks in which the participants reported their work. The articles the participants had to read before they wrote their essays and the prompts for the essay assignments were examined as well. The

purpose of the analysis was to find emerging patterns of writing strategies. As a framework of strategies, the framework that the researcher prepared based on the curriculum of DBE was used.

The Results of the Study

When considering the two main sources of data, oral and written reports of the participants and the texts they produced, some of the strategies which were included in the framework were indeed evident in the data. The findings can be seen in Table 4.

Table 4

Strategies Evident in Data

Strategies in interview transcripts and notebooks		Strategies in written texts	
expected	evident	expected	evident
<ul style="list-style-type: none"> • Brainstorming individually • Brainstorming with peers 	√	<ul style="list-style-type: none"> • Following the typical essay pattern 	√
<ul style="list-style-type: none"> • Making lists 		<ul style="list-style-type: none"> • Giving examples 	
<ul style="list-style-type: none"> • Outlining 	√	<ul style="list-style-type: none"> • Using statistical information 	
<ul style="list-style-type: none"> • Drafting 	√	<ul style="list-style-type: none"> • Interpreting graphs, charts, and tables 	
<ul style="list-style-type: none"> • Editing 		<ul style="list-style-type: none"> • Using quotations 	√
<ul style="list-style-type: none"> • Removing words or sections of text 		<ul style="list-style-type: none"> • Paraphrasing and summarizing 	
<ul style="list-style-type: none"> • Adding words or sections to text 		<ul style="list-style-type: none"> • Using coordinators and subordinators 	√

The strategy of following the typical essay pattern was evident in both the texts and in the transcripts. In addition to the strategies which were included in the framework, other strategies were found as well. These were categorized as ‘others’; and can be seen in table 5.

Table 5

Strategies Other Than Those in the Framework

Reading Strategies Used As Pre-Writing Strategies	Strategies That Are Not Related To Reading
<ul style="list-style-type: none"> • Reading the essay question and looking for the key words in the article 	<ul style="list-style-type: none"> • Thinking and planning in Turkish
<ul style="list-style-type: none"> • Looking up unknown words in the dictionary 	<ul style="list-style-type: none"> • Using big fonts and double spacing
<ul style="list-style-type: none"> • Underlining 	<ul style="list-style-type: none"> • Not applying composition rules to writing
<ul style="list-style-type: none"> • Note-taking 	<ul style="list-style-type: none"> • Surfing the net
	<ul style="list-style-type: none"> • Postponing the assignment to a free day when there is nothing else to do
	<ul style="list-style-type: none"> • Copying sentences in the article into the essay

Strategies Evident in Interview Transcripts/Notebooks

The interviews provided verbal reports by the participants about how they dealt with the writing assignments. In the interviews, the participants often repeated the things that they explained in their notebooks. Going over what they wrote in their notebooks with the participants during the interviews provided an opportunity for clarification. However, as mentioned in Chapter III, the notebooks did not provide a significant amount of data as the participants did not often work on their assignments on a regular basis. The analysis of the notebooks showed that the participants often did not start to work on the first day, but preferred to start on the

third or fourth day. They usually had seven to nine days to complete the assignment but were often given extra time to finish up.

When the framework of analysis was applied to the interview transcripts and the notebooks, it revealed four primary sets of strategies. These were brainstorming for getting ideas, outlining, following the typical essay pattern for organizing ideas, and drafting.

Brainstorming for Getting Ideas

The first strategy pattern was brainstorming for getting ideas. Two participants mentioned using it. Yeliz seemed to be using brainstorming most frequently. In order to get ideas, she brainstormed with friends. In her words:

We had talked about the article with friends. Therefore, I didn't have much difficulty (interview 3, lines 21-22).

In the question, there were two main concepts. We talked about it and asked each other questions like: 'What are you planning to do?', or 'Are you going to include this?' (interview 3, lines 26-28).

Bora seemed to be relying more on himself as the source of ideas. He said:

I didn't use the article. I wrote using my own ideas (interview 1, line 7).

The topic is neo-liberalism. I know something about it. If I can not understand the article, I'll write the assignment using what I have in mind (interview 2, lines 17-18).

However, he mentioned considering his friends' ideas too. He said:

Before I wrote the essay, I looked at my friends' outlines. I thought I might use those or there might have been points that I have missed out (interview 4, lines 4-5).

It is not possible to determine the sources of the writing strategies that the participants used. For example, in this case it is not possible to know the source of brainstorming. Nevertheless, it is of interest to see whether any of the student participants are appealing to strategies that are part of DBE's regular instruction

practices. The framework of writing strategies expected to be used by the participants is based on DBE objectives, and the purpose of this thesis is, in part, the micro level tracing of students outside DBE, as explained in Chapter I. In this sense, whether the practices of DBE are in existence in the form of writing strategies bears significance. As for brainstorming, it can be stated that brainstorming individually and with peers is a common practice at DBE used for getting ideas, and two of the participants in this study mentioned using it. Moreover, brainstorming can be said to culturally-related behavior. Turkish students can be said to favor working with peers and sharing ideas with them.

Outlining for Organizing Ideas

The second strategy pattern was outlining for organizing ideas. Two participants, Yeliz and Mert mentioned using outlines for writing their assignments.

For example, as Yeliz noted:

On the first day, the day we watched the film, I took notes of what I had in mind. I also made an outline (interview 4, lines 2-3).

Or as Mert said:

I wrote the assignment preparing an outline. It was much easier (interview 3, lines 2-3).

On Tuesday, yesterday, I made an outline (interview 2, line 5).

Mert also wrote in his notebook:

April 9, Tuesday. I decided to read the article regarding the headings in the question. It will be easier. Tonight I'll finish the article and make my outline.

Yet, one cautionary note might be raised about the strategy of outlining. What the participants meant by outlining was not clear. Their verbal reports suggest that what they mean by making an outline does not seem to be an outline as it would be understood at DBE. Preparing an outline in the sense that it is taught at DBE

requires stating the structure of the essay clearly. How the essay is organized, what the thesis statement is, what the supporting ideas are and how they are organized, and what the conclusion is, must all be clearly stated in the outline. However, Mert reported for example:

In the outline, I didn't explain what the thesis statement is, etc. but I wrote down the items that I considered important in my mind, the key points, saying I'll write these as general headings, or I'll support these (interview 3, lines 5-7).

He also said:

The outline was not an outline in its real sense. Two ideologies are asked to be compared in two specific issues. I picked out the ideas of these two ideologies in two different issues, namely liberty and authority, and I wrote them down. I wrote a sentence which could be a thesis statement and expanded into an introduction paragraph. Except for that, I didn't prepare anything item by item stating this is this and this is that (interview 2, lines 8-13).

Yeliz also followed up her mention of an outline:

On the first day, the day we watched the film, I took notes of what I had in mind. I also made an outline. I made notes of what I had to write (interview 4, lines 2-3).

What the participants mentioned they were doing indicates that they are familiar with using outlines, be it in the manner it is taught at DBE or not.

Interestingly, Mert's words also clearly indicate that he is very much aware of DBE's understanding about what constitutes an outline, and that he was nevertheless not following that pattern at this time.

Following the Typical Essay Pattern

The third strategy found was following the typical essay pattern, which was expressed as 'writing introductory paragraphs, thesis statements, body paragraphs, and concluding paragraphs' in the framework. Again, two of the participants used it. Mert referred to this when he said:

I wrote a sentence in the form a thesis statement, which could be used as an introduction paragraph (interview 2, lines 10-11).

Yeliz gave a more complete description of relying on the typical essay pattern:

First, I wrote an introduction explaining what I'll be talking about. In the next paragraph, I answered the question. At the end, I finished up writing a short summary (interview 3, lines 13-14).

Perhaps if any strategy could be expected to emerge from these data, it would be that of following the typical essay pattern. At DBE, the 'English style of direct development' is strongly emphasized and various rhetorical discourse patterns, such as comparison and contrast, cause and effect, and argumentation, are focused on. Students are provided with model texts and they are expected to produce similar ones. In fact, evidence that the intensive work on the organization of ideas can be said to influence the participants was revealed in the biodata survey. When answering the question on what he thinks about writing instruction at DBE, Bora wrote:

Topic sentence, major supports, connectors. Last year, these words were getting on my nerves. Worrying about if the topic sentence was okay, or if I had used enough connectors, I couldn't maintain unity in the writing. When I became a freshman student, I realized that all these were essential in order to write a good piece of academic writing.

Bora's written report clearly demonstrates that the instruction at DBE is an element shaping his beliefs about writing in English. DBE's emphasis on patterns of typical essay development seems to continue to exert some influence over him, nearly a year later.

Yeliz's written report also suggests an influence by DBE:

Before I started the prep school (DBE), I had no idea about writing in English. I didn't know what techniques to use or how I should start and finish. I had general information about these in the prep school.

Yeliz's statement that she had no idea about writing in English before she started DBE, and the implication that she now has a 'general idea', might be interpreted as meaning that the writing instruction at DBE has an influence on her current writing practices.

Drafting

The fourth strategy pattern was writing drafts. This was mentioned by two participants. Mert said:

I didn't add to the draft. Focusing on the draft, I tried to organize my writing (interview 5, lines 29-30).

Yeliz explained:

Ö: Did you write drafts for the other assignments?

Y: In other assignments, yes, I did.

Ö: For all the assignments?

Y: For all. In fact, for this one too. I mean, before I wrote it on the computer, so that I would have something in hand, so that I would remember. Of course, it wasn't as long as the assignment, but I wrote a short piece half the length of the assignment (interview 5, lines 22-27).

Yeliz did not seem to use the term 'drafting' in the sense that it is considered by DBE. At DBE, students are often asked to write three drafts the third of which is considered to be the finished product. Using the feedback they receive from their peers and teachers, students are expected to improve their drafts. What Yeliz said she did, did not resemble this:

Ö: Do you think what you call a draft is actually closer to an outline? Or did you write the assignment and re-write it taking out or adding things?

Y: I prepare something in between. It is neither the final nor the outline (interview 5, lines 32-34).

Whatever their understanding of a draft is, Mert and Yeliz mentioned writing drafts. Their verbal reports indicate that they are familiar with the term 'drafting', and writing a draft seemed to have helped them complete their assignments.

Strategies Evident in the Written Texts Produced by Participants

The analysis of the texts that the students produced revealed the use of three strategies in the framework: using coordinators and subordinators for joining ideas, following the typical essay pattern, and using quotations.

The first strategy was the use of coordinators and subordinators. In the essays of two participants, Yeliz and Mert, the use of coordinators and subordinators was obviously seen. These two participants definitely made an effort to join their ideas, and did so effectively through the use of connectors and subordinators. The use of sequence markers such as 'First', 'Second', and 'Third', and connectors like 'To begin with', 'Consequently', 'However', and 'For example' can be observed in the participants' essays (for sample analysis of an essay, see Appendix F). In Bora's essays the use of connectors was not observed, a point that will be discussed further later on. The use of connectors by at least two participants was not a surprising finding. As mentioned above, at DBE, organization of ideas is given utmost importance. Organization of ideas covers the area of how ideas need to be connected to each other as well. The effective use of connective devices in producing reader-friendly texts is emphasized during the writing instruction at DBE.

The second strategy evident in the texts was following the typical essay pattern, which was also evident in the oral reports of the participants. As was noted in their interview transcripts, Yeliz and Mert's essays showed clear evidence of the typical essay pattern, starting out with an introduction, going on with the body paragraphs, and finishing up with the conclusion. However, the organization of the essays were not identical. When Yeliz and Mert's essays were compared, there were differences in style. There were also differences between the essays they each

produced. For instance, when introducing supporting ideas, Mert used ‘First’, ‘Second’, and ‘Third’ in one of his essays whereas he used ‘To begin with’ and ‘As another thought’ in another essay. In yet another he did not use any connectors. In brief, the participants did not use the same style in all their essays, and there were differences between the styles of the two participants. In Bora’s essays, the typical essay pattern was not evident. A sample essay following the typical essay pattern can be seen in Appendix F.

The third strategy evident in the texts was using quotations. In one of Mert’s assignments, there was a quote, though he didn’t write it correctly. Even though he used someone else’s words exactly, he presented it as a paraphrase. He started with ‘According to Scruton’ but then went on to use the exact words from the original text, and did not mention the publication year or the page number (see Appendix F).

Other Strategies

The strategies that are listed above were the ones that were in the framework of expected strategies, which was created to be used in this study. However, there were many other strategy patterns that emerged when the transcripts were being analyzed. Most of these were strategies that the students used before they started writing. For all but one of the assignments, the students had to read an article and answer an essay question. Perhaps unsurprisingly therefore, some of the strategies they mentioned using in their efforts to complete their writing assignments were in fact directly tied in with reading strategies.

Reading as a Pre-Writing Strategy

The verbal reports of the participants made frequent mention of the connection between reading and writing. Because they had to read an article in order

to write all but one of their assignments –for the fourth assignment they watched a film– they all experienced the desire to be able to comprehend the reading text thoroughly. The text was itself the most obvious source of ideas. It was the place where they needed to look in order to be able to answer the essay question. In terms of reading strategies used as a means of helping them write, the students mentioned reading the essay question, looking for the key words in the article, looking up unknown words in the dictionary, underlining, and note-taking.

Reading the Essay Question and Looking For the Key Words in the Article

Yeliz mentioned reading the essay question, looking for the key words in the essay question within the article, and focusing on the parts containing the key words.

In explaining her process of preparing her essay assignment, she said:

I read the question. After I read the question, I tried to read the article. I tried to read considering the important points in the question. I read bit by bit (interview 3, lines 2-4).

I tried to do something by considering the question. In the question, there was the word ‘constraint’. I picked out the parts of the article which contained ‘constraint and trying to read only those parts I answered the question (interview 1, lines 4-6).

Mert also mentioned reading the essay question and reading the article accordingly.

He said:

In all the assignments, first I read the question. It was easier to scan for what we were asked of (interview 5, lines 34-35).

Bora mentioned skimming the article as a way of being able to answer the question.

He said:

I skimmed the article. What’s it about? I read the beginnings of the paragraphs on a page (interview 1, lines 5-6).

Doing Dictionary Work

All three participants mentioned looking up unknown words in the dictionary. Bora and Yeliz mentioned using the dictionary while they were reading the article, whereas Mert mentioned using the dictionary while he was writing. Bora said:

I read the first five lines, the first paragraph. I didn't understand much. Not understanding it, I wanted to do it on a day when I had more time. Yesterday I looked at it again. I looked up each and every word in the dictionary (interview 2, lines 2-4).

For Bora, using the dictionary to find unknown words was a strategy used for having access to the article, the source of ideas. Not understanding the article, he chose to look up all the unknown words in the dictionary. In the effort to understand the article, Yeliz also looked up unknown words. However, she chose to look up the frequently used words. She said:

I found the meanings of the words that are frequently used in the article (interview 3, line 4).

In her notebook, she wrote:

I read the first page. The article is 20 pages. I learned the unknown words which were used the most frequently in the first page and a couple of other pages.

In contrast with Bora and Yeliz, Mert did not mention using the dictionary during reading, but during writing. Mert said:

There were Turkish words that I couldn't express in English. I looked up their English equivalents (interview 4, 13-14).

As regards the use of vocabulary, Mert mentioned using simpler words or the words he had come across in the article. He said:

I've always had a problem with vocabulary, I prefer using simpler words having similar meanings, or I prefer the words that I've come across in the article, that I've learned in the article (interview 3, lines 10-12).

At DBE dictionary work is encouraged. However, the use of monolingual dictionaries is emphasized and it is explained to students that by using a monolingual dictionary, the different meanings provided, syntactical information, example sentences and collocations will help them in terms of form, meaning, and use of the word. Yet, in this case the participants were using bilingual dictionaries simply to find equivalents of unknown words. At DBE, on the other hand, as a means of coping with unknown vocabulary, guessing from context is emphasized. It is accepted as an important sub-skill of reading and it is encouraged widely. Nevertheless, none of the participants mentioned trying to guess unknown words from the context.

Underlining

One of the participants, Yeliz, mentioned underlining. She said:

I underlined the parts that I thought were related to the question, the sentences that I could use when answering the question (interview 3, lines 7-9).

Underlining as a reading strategy can be seen as part of the effort to understand and retain the knowledge. It seems that for Yeliz, underlining was a strategy used for marking the information which she considered important and which would contribute to her writing when she wanted to retrieve the information she needed.

Mert did not mention underlining, but he also did underline. This is evident in the articles he used for the assignments. An excerpt of one of Mert's articles, with the parts he underlined, can be seen in Appendix C. Bora did not mention underlining while he was reading, and in his articles no underlining was observed. This was interesting because underlining while reading could be considered as a fairly common practice.

Note-Taking

Two participants, Mert and Yeliz mentioned note-taking. Mert said:

Because we did not have a reading article, I didn't make an outline. I only took short notes about which characters represent which ideologies (interview 4, lines 9-10).

Yeliz said:

I read the article twice. I read some important paragraphs three or four times. I took notes, a few sentences (interview 5, lines 18-19).

Note-taking while reading can be said to help readers develop better understanding of a text. In order to paraphrase or summarize chunks of a text, readers must first comprehend it and then produce it in their own words again. Readers do not always use their own words when they are taking notes, but whatever they do as note-taking can be said to provide guidance while they are writing later on. This seems to be the case with the participants in this study as well. Yeliz and Mert mentioned using their notes while they were writing.

Strategies Not Related to Reading

Yet another strategy, this time not related to reading, was mentioned by Yeliz.

She mentioned using Turkish while writing. She said:

I plan everything in Turkish and then translate into English (interview 1, lines 23-24).

In fact, Yeliz seemed to think that this was not a positive strategy to be using. Prior to her sentence about planning in Turkish and then translating into English, she said:

I think I make the first mistake here (interview 1, line 23).

As another strategy, Yeliz also pointed out that she used big fonts and double spacing while she was writing her essay on the computer. She explained how she:

... used big fonts and double spacing so that the assignment would look longer (interview 5, line 47).

In addition to Yeliz, Bora mentioned additional strategies that were not related to reading. In fact, Bora did not seem to share much with his peers and preferred to use strategies that were different from the strategies used by Yeliz and Mert. For example, Bora mentioned surfing the net, postponing the assignment to a free day when there is nothing else to do, copying sentences in the article into his essay, and consciously not applying composition rules to his writing. In terms of the first of these, surfing the net, Bora reported:

I read the article, the first two pages. I didn't understand it so I surfed the net. On the internet, I read articles related to the topic in the hope that I'll understand. I read them but they weren't parallel with our article. The ones on the net were easier but they weren't very useful as they weren't parallel (interview 3, lines 8-11).

Bora's words show that in search for an alternative to the article he was given, he used the internet. Since he could not comprehend the article, he needed another source where he could get ideas, which was the internet. However, it turned out not to be an effective solution as he mentions above.

Second, a strategy which the other participants did not mention was that of designating a particular time or day to complete the assignment. In Bora's words:

I said to myself: I need to spend a whole day on this assignment, so I left it as it is. I'll spend one complete day on it (interview 2, lines 5-7).

Bora wrote in his notebook:

Day 3: I read the first paragraph of the article. I didn't understand a thing. I left it to another day.

Day 7: The assignment has been postponed. I don't want to do anything about the assignment for a few days. I don't think I'll enjoy doing it.

Bora's postponement strategy resembles his strategy of surfing the net because both of these strategies originate from the same problem: not comprehending the article.

Not comprehending the article, he turns to another source or he wants to create an opportunity for himself which will enable him to comprehend the article.

Third, Bora mentioned copying sentences from the article into his essay. He said:

I didn't understand a thing. How to put it, I didn't have the slightest idea. I was angry with the professor. I chose the most difficult sentences from the article and wrote them in my essay so that the professor would not be able to understand (interview 5, lines 13-15).

This strategy chosen by Bora makes his frustration clear. Again, he had difficulty comprehending the article. Not knowing what to do and wanting to show his reaction, he chose to copy out sentences from the article into his writing. The following statement apparently shows his frustration and anger. He said:

It's not only me. If it were only me, I wouldn't object. All my friends ask each other: 'What did you understand?'. Nobody understood it. Instead of not writing anything, I chose difficult sentences and wrote them randomly, without a purpose and without understanding anything (interview 5, lines 20-23).

It is not possible to know if Bora was able to express his frustration and anger to his teacher through his text, but what he did in terms of piecing together sentences from the reading can be concretely observed in the text he produced. In the text, randomly selected sentences follow each other.

It should be noted that Mert also used a variation of this strategy, though he did not mention doing so overtly. In an essay Mert wrote, several copied sentences exist (see Appendix C). Bora explained that he copied sentences because he was angry with his teacher. He said he chose the most difficult sentences. Mert's purpose in copying sentences into his essay is not clear. He did not even mention it. What Bora and Mert did can be called plagiarism, however, it is possible that they are not even aware of the existence of such a term. As Currie (1998) suggests, students need

to be informed about what plagiarism is. Currie thinks that in order to cope with plagiarism, students need to be provided with instruction in citing and paraphrasing and effective reading strategies.

Finally, Bora mentioned consciously not applying composition rules to his writing. He reported:

For instance, there are some connectors. I didn't use them. I don't like to use them. When I try to obey the rules, the ideas in my mind disappear. Therefore, I don't consider them. Besides, our assistant has told us it is the ideas that are important (interview 1, lines 13-16).

What Bora says indicates a conscious avoidance of applying the composition rules he knows to his writing. This conscious avoidance might be an indication of resistance, or it might be the result of his need for free flow to get his ideas going. The essays Bora wrote confirm his reports of not using connectors.

On the whole, it seems that, not being able to achieve the assigned tasks, Bora was forced to develop various strategies to help him achieve the tasks. Whether these strategies proved to help him or not remains unclear. In a search for an explanation as to why Bora differed from his peers in this study, personal factors might be considered. Bora was the only participant who lived away from his family, and there were times during the semester when he reported not feeling very good. As another personal factor, he was the one who had the lowest proficiency score.

Development of Strategies

As mentioned above, whether the strategies used by the participants were effective or not can not be decided. Here, defining 'effectiveness' plays a key role. If the strategies that the participants used are considered to have enabled them to ultimately produce the necessary assignments, or to achieve the tasks, then in a sense they can all be said to be effective. However, the 'results' or 'effectiveness' of the

participants' strategy use can not be analyzed due to a complete lack of feedback.

Students did not get their assignments back nor were they provided with any kind of feedback. They did not even learn their grades. In an interview, Bora said:

They didn't give them back. I guess we won't take them back. We don't know the grades either (interview 5, line 74-75).

There is not a clear picture of how the participants' strategies developed, but under these circumstances it is possible to say that the strategies did not develop in a progressive manner because without feedback the participants could not be expected to evaluate the effectiveness of the strategies they were using. It can not be said, however, whether the quality of the works could have been improved, or whether the participants could have better met the teachers' expectations if they had used different or more strategies. Therefore, it might be concluded that the participants were not able to build and develop their strategies around feedback providing them guidance, but rather were forced to choose strategies randomly.

CHAPTER V: CONCLUSION

The purpose of this case study was to identify the writing strategies used by three freshman students at METU. The attempt to discover the writing strategies used by these freshman students, while they were tackling the writing tasks as part of their content course requirements, was believed to provide insights for the curriculum design of the program carried out at DBE.

Summary of the Findings

There was one research question in this case study: to find out the writing strategies participants use in the natural flow of their academic lives. The findings showed that the participants were using some of the ‘expected’ strategies included in the framework of writing strategies. They were also using strategies which were not in the framework and which were therefore called ‘others’. The ‘expected’ strategies that the students used were brainstorming with peers, outlining, following the typical essay pattern, using coordinators and subordinators, and drafting. The ‘other’ strategies largely consisted of reading strategies used as pre-writing strategies. These were reading the essay question and looking for key words in the article, looking up unknown words in the dictionary, underlining, and note-taking. In addition to reading strategies used as pre-writing strategies, there were strategies other than those related to reading. These were thinking and planning in Turkish, using big fonts and double spacing, not applying composition rules to writing, surfing the net, postponing working on the assignment, and copying sentences into the writing assignment.

Possible Reasons Accounting For the Use of Different Strategies by Different Participants

In the 'others' category, strategies other than reading strategies emerged. These strategies were thinking and planning in Turkish, using big fonts and double spacing, not applying composition rules to writing, surfing the net, postponing working on the writing assignment, and copying out the most difficult sentences into the writing assignment. Except for thinking and planning in Turkish and using big fonts and double spacing, these strategies were all reported by one particular participant, Bora. Although the participants looked quite similar on the surface, they differed in their strategy use, with Bora, as mentioned, choosing to use different strategies from those of his peers. Therefore, how and why he differs from his peers in terms of strategy use is of interest to this study.

Between Yeliz and Mert, there were generally only slight differences. Possible reasons for the differences in strategy use between Bora, Yeliz, and Mert, may be their general proficiency level, their beliefs and attitudes about academic writing, and their general perception of themselves within their department and perhaps within an English-medium university.

First, the general proficiency level of the participants may be influential in the choice of strategies. Of the three participants, Bora was the only one who mentioned looking up all the words in the assigned reading article. In addition, he was the only one who did not mention using underlining and taking notes during the reading period. It seems that Bora had more difficulty reading the texts than did his peers. Probably, he knew fewer words than his friends, or perhaps he chose to focus on each word whereas his peers did not. This difficulty with reading might be attributed

to his relatively lower proficiency level. If METU proficiency exam results are considered as an indication of the participants' general proficiency levels, their proficiency scores from the previous year can be looked at. Bora was the participant who had the lowest score on the METU proficiency exam last year. He got a 70 while Mert got a 78.5 and Yeliz got an 88. There might be a possible relationship between the proficiency level of the participants and their strategy choices.

It seems that to Bora, the sources of information, the assigned reading articles, were not as accessible as they were to Mert and Yeliz. Bora apparently tried first to reach the information in the provided sources. He chose to look up each word in the dictionary, for example. Not being able to reach the information, he developed other strategies such as surfing the net. Feeling that he could not manage the work, he chose to postpone the work. In order to express his frustration, he copied out sentences from the reading article. It might be interpreted that these were the strategies developed by Bora to compensate for the inaccessibility of the reading texts, which might be attributed to his general proficiency level.

Second, the participants' beliefs and attitudes about academic writing may be considered to influence their strategy choice. In the biodata questionnaires that the participants answered at the beginning of the study, there was a question about what the participants thought about the composition classes they had had in secondary school and high school. This question was aimed at discovering the opinions of the participants about the sort of writing they had done in their academic life before starting university. Answering this question, the participants wrote:

Bora:

I hated the composition classes as the students were not allowed to choose the topic. In fact, I liked to write compositions and essays but I couldn't manage to write on topics like Teachers' Day or 29 October. Besides, the

compositions I wrote with the worry of grades were not very good.

Mert:

Generally, composition classes did not meet the purpose. Not only were we informed inadequately, but also there were no established criteria regarding grading. This prevented a fair grading and led us to write in parallel with the teacher's point of view.

Yeliz:

Secondary school: We could be harshly criticized for what we wrote. In the composition competitions, the teacher's manipulation could be felt.

High school: I was happy with the composition classes as we practiced reading comprehension and interpretation.

The answers of the participants about their writing experiences in secondary and high school seem to reveal that, although only one comment was truly positive, Bora expressed the least positive attitudes. He was unhappy with not being given choices in the topics of the assignments. He also disliked the grading system, which apparently caused anxiety and lowered, in his assessment, the quality of his work. Similar to Bora, Mert complained about the grading system. Moreover, he criticized the writing instruction as being inadequate. Yeliz, like Mert, criticized the teachers, mentioning their subjectivity. On the other hand, Yeliz also mentioned her contentment with the composition classes in high school.

These past experiences expressed by the participants are likely to have shaped their beliefs and attitudes about academic writing. Although they are in a different setting now, in a university, and they need to write in a foreign language, their past experiences with writing might be said to be reflected in their present practices and it might account for some of the differences in strategy use observed in this study. For example, Yeliz seemed to have the most positive attitude toward writing and she was the one who seemed to try hardest among the three participants in order to complete the assignments. She mentioned reading the assigned articles very carefully,

sometimes several times, underlining parts, taking notes, and finding the meanings of unknown words. If she had a problem, she talked to her friends about the assignment and she mentioned studying with her friends. When writing her essay, she mentioned writing drafts. She also wanted her essay not to look short so she used big fonts and double spacing. In brief, what Yeliz reported may indicate that she is the one who worked most ambitiously to achieve the task. Yeliz is also the participant who seemed to have the most positive attitude towards writing. Her positive attitude and her ambitious work to achieve the writing task might be related.

Third, the participants' general perceptions of themselves within their department and perhaps within an English-medium university might be another factor influencing their strategy use. In the interviews, Bora said:

I'm very angry with the professor. Before they give an assignment, they should know whether the student is able to do it or not. I guess when our teacher first read this paragraph, he wasn't able to understand it either (interview 5, lines 38-41).

What Bora said indicates a difference between himself and the other participants.

The other participants did not mention having this same degree of difficulty with the readings. It is possible that Bora might be experiencing a feeling of resistance. As was mentioned in Chapter IV, Bora became very angry and chose to copy sentences from the reading article into his assignment. Bora's behavior might be explained by a phenomenon called 'adult resistance' by Curran (as cited in Ehrman, 1996).

According to Curran, it is difficult for individuals to accept that they are deficient in some way. "As adults become more invested in their own competence, it becomes increasingly difficult to accept that there is something they do not know" (p. 170). It might be that Bora does not want to admit that he is perhaps unprepared to complete the task, and therefore prefers to concentrate on the department policy, which he

accuses of being challenging and harsh. He might see himself struggling with the challenging demands of his department. Nevertheless, he does not look pessimistic.

He said:

Because I'm new in the department, I'm having difficulty with vocabulary. It's the same words all the time. The words are the same but because I'm new I haven't warmed up yet. I don't know all the words. (interview 2, lines 12-14)

Bora's words seem to indicate a belief in his future development. He attributes the problems he is experiencing currently to the fact that he has started the department recently and implies positive expectations for the future. Similar to Bora's future expectations, Yeliz said:

Because it is the first assignment, I find it (having difficulty writing the assignment) natural. I mean I believe it will improve. I don't think this is something related to having a strong basis in English. I think it will improve naturally in the department. (interview 1, lines 43-46)

Yeliz's words may look similar to Bora's, but taken in conjunction with their other reports, it might be possible to say that Yeliz has more positive feeling about her department and the feeling of resistance is not observed in her words. Yeliz is the participant with the highest proficiency score and she thinks 'having a strong basis of English' is not related to the writing task. She thinks her writing can improve in the department, which indicates her belief that there are more things to learn and that she is not resistant to learning those. If she learns new things, she can improve.

The study did not aim to get an overall picture of the participants' perceptions about themselves and how they see themselves within the academic community they are living in; however, the integrative motivation they have or the resistance they feel could be said to be another factor influencing how they behave, in this case how they choose and use their strategies.

When the results of this study are compared with the results of the Leki (1995) study, some similarities can be observed, even though one of the studies was carried out in ESL setting and the other in an EFL setting. Interestingly, the participants seem to share common strategies. Of the ten groups of strategies in the Leki study, clarifying strategies, which included talking to other students about the assignment, and focusing strategies, which included rereading the assignment several times, seem to have been used by the participants of both studies. Leki mentioned taking advantage of the first language as another strategy group. Using L1 may be considered as a shared strategy, although the participant who mentioned using it in this study saw it as a disadvantage. In fact, the most important similarity in strategy use of the participants of both studies may be said to be ‘using current or past writing ESL training’, as was categorized by Leki. There was not such a strategy category in this study, however, many strategies were found in the strategy framework that was itself created based on the goals and objectives of DBE. This might suggest that the participants of this study were also drawing on their past EFL writing training.

As for the differences, relying on past writing experiences, looking for models, and using current experience or feedback were not mentioned by the participants of this study. With the data in hand, it is not possible to say whether the participants in this study relied on past writing experiences in secondary or high school, or took advantage of their first language and culture. Using current feedback was not mentioned because the participants did not receive feedback on their assignments.

Pedagogical Implications

As was mentioned in Chapter I, the study might be considered as a micro-level ‘tentative check-up’ regarding what students outside the English class do. How

can this tentative check-up provide insights for the English programs that are carried out in the university? Considering what students actually do to cope with academic requirements, the writing strategies that they use in the process of acquiring academic discourse may very well contribute to the design of an English program aiming to prepare students for their future academic studies. If one desires strategy instruction that aims to equip students with effective strategies and to create autonomous students who can develop new strategies in response to changing needs, then turning to what students actually do outside the English class, using their very own strategies as a source, might provide valuable insights.

Then, there is the question: Are the strategies that the students use outside the English class “effective”? How is effectiveness ensured or even considered? It might be argued that the strategies that the students use are effective because they help them to complete the tasks that are assigned. It might also be argued that strategies are effective if they enable students not only to complete the task but to get good grades. However, in this study, both for the participants and the researcher, there is no way of knowing whether the strategies used were effective in this sense as the participants never got feedback nor did they learn their grades. Although it was not possible to evaluate that aspect of effectiveness of the strategies used in this study, the participants’ evident strategy use is thought to be of value regarding the guidance that it can provide for the DBE curriculum. Of course, it needs to be remembered that a strategy that works with one learner might not work with another and therefore strategy instruction can not be prescriptive or impose the use of certain strategies on a group of students. As Oxford and Leaver (1996) suggest, “One size just doesn’t fit all” (p. 228). In order to address a variety of students, a variety of

strategies could be provided. Perhaps the Self-Regulated Strategy Development model, which was used in the Harris and Graham (1993) study and which includes flexible and recursive instructional procedures, could be used.

It is believed that for DBE, the strategies that the participants used have value in themselves. Some of the expected strategies in the framework prepared to be used in this study were indeed used by the participants. This indicates an awareness of these strategies on the part of the participants. Although the effectiveness of these strategies used by the participants can not be evaluated, as mentioned in Chapter IV, they were used in order to complete the assigned tasks. Because these strategies were observed to be used by the participants, DBE might consider continuing its instruction of these strategies.

In addition to the expected writing strategies, there were other strategies used by the participants. These strategies, though classified as ‘other writing strategies’, may be interpreted as coping strategies. They are not necessarily directly related to writing and they are used for coping with the difficulties posed by the writing assignments. DBE does not teach strategies similar to the ones in the ‘others’ category. Perhaps DBE could consider teaching some coping strategies to its students. For instance, surfing the net is one of the ‘other’ strategies. Surfing the net is not mentioned in the objectives of DBE, but obviously DBE students can benefit from being familiarized with using the internet for academic purposes.

For DBE, students like Bora in this study might provide additional implications. Looking at Bora’s case, it can be said that Bora is not fully prepared to carry out the academic studies in his department. Not being able to carry out the tasks he is assigned, he chooses to use ‘other’ strategies. When there is a case of

insufficient skills, it is likely that individuals will try to compensate in order to complete the task. In this sense, it may be redundant for DBE to focus on coping strategies. If they need such strategies, students will come up with them. More important than the teaching of coping strategies, therefore, students like Bora can provide DBE with insights about the proficiency level of its graduates. It might be suggested that the cut-off points for the METU proficiency examination could be re-arranged, or a writing section could be added to the proficiency examination. Currently, when a DBE student passes the proficiency examination at the end of the year, it does not mean this student is proficient in writing because students are not tested on writing in the proficiency examination.

In a broader sense, another pedagogical implication for DBE derived from this study can be the consideration of adopting a new approach to the teaching of academic writing. In consideration of what the student participants in this study have had to do in responding to their content course demands, the combination of reading and writing skills in order to be used as a means of reacting to input seems to be an appropriate way of preparing students for their future academic studies. As was mentioned in Chapter II, Shih's (1992) suggested transformation from 'learning to read' to 'reading to learn' can be transferred into the area of writing. A transformation from 'learning to write' to 'writing to learn' might prove to be helpful.

The student participants of this study had to read an assigned article first and write an essay in which they answered a question about the article. This may be interpreted as being provided with input and then being asked to react to it, which may be said to be typical of academic tasks. In order to be able to prepare students

for their future academic tasks, DBE might choose to “immerse students in reading, writing, and language” (Zamel, 1998, p.194) and to exploit reading and writing in an integrated fashion.

Limitations of the Study

The first limitation of the study was to carry it out only in the second semester of the year including only the writing assignments they had to do for just one course. If the whole year and all of the courses in which they had to do writing had been the concern of this study, more in-depth results could have been achieved.

Second, the researcher did not spend much time with the participants so as to gain deeper insights about them as individuals. The interviews were the only times the participants and the researcher met, which did not provide adequate information about the participants.

Third, the assignment schedule, and therefore the interview schedules, did not run exactly as planned. Because the students were given extensions and the due dates were sometimes changed, the participants postponed doing their assignments and accordingly the interviews were postponed. At times, the interviews had to be carried out after they had completed the assignments, which might have led the participants forgetting the details of what they had done. Although the notebooks were meant to compensate for this possibility, they were not used as effectively as hoped.

Fourth, assigning writing tasks as part of course requirements was tried out for the first time this year, and the procedures seem to still need some adjustments. The students were not provided with feedback about their writing assignments and they did not learn their grades. Not receiving feedback may be considered as a factor influencing the development of students' strategy use negatively. It is likely that not

being able to evaluate the effectiveness of the strategies they were using, the students could not improve their strategy use.

Further Research

This study attempted to identify the writing strategies used by three students in their first year of their academic lives. The same students could be followed over successive years of their university studies. In this way, the development they show in terms of strategy use not only in their first year but also during a four-year university program could be revealed.

Another route to take might be focusing on strategy instruction in the teaching of academic writing. At DBE, a program combining strategy instruction and writing instruction could be designed, implemented, and evaluated.

One final alternative could be replicating the Leki study. The study could be conducted in a longer period of time, two semesters, for example. Instead of one specific task for one content course, all the tasks the participants are expected to achieve for all their content courses could be examined using all the instruments Leki used. Thus, the study would have a broader scope.

Conclusion

This study was aimed at identifying the writing strategies used by three METU freshman students in the natural flow of their academic lives. How they tackled the writing tasks as part of their course requirements was believed to provide insights regarding the design of DBE writing program. The findings indicated that DBE might consider continuing its current instruction in strategies. Nevertheless, it should be noted that DBE could consider adopting an approach which combines reading and writing skills to allow students to react to input. Such an approach is

believed to equip the students for the academic tasks that they will be faced with in their content courses, beyond the English class.

REFERENCES

- Abraham, R.G., & Vann, R.J. (1987). Strategies of two language learners: A case study. In Wenden, A. & Rubin, J. (Eds.) *Learner strategies in language learning* (pp.85-102). Cambridge: Prentice Hall International.
- Albertson, L.R. & Billingsley, F.F. (on-line) (2001). Using strategy instruction and self-regulation to improve gifted students' creative writing. *Journal of Secondary Gifted Education*, 12 (2), 90-97.
- Bartholomae, D. (1985). Inventing the university. In Rose, M. (Ed.) *When a writer can't write* (pp. 134-165). New York: Guilford.
- Benson, P. & Heidish, P. (1995).The ESL technical expert: Writing processes and classroom practices. In Belcher, D. & Braine, G. (Eds.) *Academic writing in a second language* (pp. 313-330). Norwood: Ablex Publishing Corporation.
- Currie, P. (on line)(1998). Staying out of trouble. *Journal of Second Language Writing*, 7 (1), 1-18.
- De Larios, J.R., Murphy, L., & Manchon, R. (1999). The use of restructuring strategies in EFL writing: A study of Spanish learners of English as a foreign language. *Journal of Second Language Writing*, 8 (1), 13-44.
- Desforges, C. (1995). *An introduction to teaching: Psychological perspectives*. Oxford: Blackwell Publishers.
- Dudley-Evans, T. (1995). Common-core and specific approaches to the teaching of academic writing. In Belcher, D. & Braine, G. (Eds.) *Academic writing in a second language* (pp. 293-312). Norwood: Ablex Publishing Corporation.
- Ehrman, M. (1996). *Understanding second language learning difficulties*. Thousand Oaks: Sage Publications.
- Elbow, P. (1998). Reflections on academic discourse: How it relates to freshmen and colleagues. In Zamel, V. & Spack, R. (Eds.) *Negotiating academic literacies* (pp. 145-169). Mahwah: Lawrence Erlbaum Associates.
- El-Hindi, A.E. (on-line) (1997).Connecting reading and writing: College learners' metacognitive awareness. *Journal of Developmental Education*, 21 (2), 10-17.
- Ellis, G. & Sinclair, B. (1989). *Learning to learn English: A course in learner training*. Cambridge: Cambridge University Press.
- Gillham, B. (2000). *Case study research methods*. London: Continuum.
- Harris, K.R. & Graham, S. (on line) (1993) Fifth invited response: Cognitive strategy instruction and whole language: A case study. *Remedial and Special Education*,

14 (4), 30-34.

- Johns, A. M. (1995). Teaching classroom and authentic genres: Initiating students into academic cultures and discourses. In Belcher, D. & Braine, G. (Eds.) *Academic writing in a second language* (pp.277-291). Norwood: Ablex Publishing Corporation.
- Jordan, R.R. (1997). *English for academic purposes*. Cambridge: Cambridge University Press.
- Kasper, L. (2000). Content-based college instruction: Theoretical foundations and pedagogical applications. In Kasper, L. (Ed.) *Content-based college ESL instruction* (pp. 3-25). Mahwah: Lawrence Erlbaum Associates.
- Kidd, R. & Marquardson, B. (1996). The foresee approach for ESL instruction in an academic-proficiency context. In Oxford, R. L. (Ed.) *Language learning strategies around the world: Cross-cultural perspectives* (pp.189-204). Hawaii: Second Language Teaching & Curriculum Center.
- Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. *TESOL Quarterly*, 29 (2), 235-260.
- Marsella, J., Hilgers, T.L., & McLaren, C. (1992). How students handle writing assignments: A study of eighteen responses in six disciplines. In Herrington, A. & Moran, C. (Eds.) *Writing, teaching, and learning in the disciplines* (pp. 174-188). New York: The Modern Language Association of America.
- O'Malley, J.M., & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J.M. & Chamot, A.U. (1996). Implementing the cognitive academic language learning approach (CALLA). In Oxford, R.L. (Ed.) *Language learning strategies around the world: Cross-cultural perspectives* (pp.167-173). Hawai'i: Second Language Teaching and Curriculum Center.
- O'Malley, J.M. (1987). The effects of training in the use of learning strategies on acquiring English as a second language. In Wenden, A. & Rubin, J (Eds.) *Learner strategies in language learning* (pp.133-144). Cambridge: Prentice Hall International.
- Oxford, R.L. (1990) *Language Learning Strategies: What every teacher should know*. Boston: Heinle & Heinle Publishers.
- Oxford, R.L. & Leaver, B.L. (1996). A synthesis of strategy instruction for language learners. In Oxford, R.L. (Ed.) *Language learning strategies around the world: Cross-cultural perspectives* (pp.227-246). Hawaii: Second Language Teaching and Curriculum Center.

- Phillipson, R. (1992). *Linguistic imperialism*. Oxford: Oxford University Press.
- Rubin J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In Wenden, A. & Rubin, J. (Eds.) *Learner strategies in language learning* (pp. 15-30). Cambridge: Prentice Hall International.
- Seidman, I.E. (1991). *Interviewing as qualitative research*. New York: Teachers College Press.
- Shih, M. (1992). Beyond comprehension exercises in the ESL academic reading class. *TESOL Quarterly*, 26 (2), 289-318.
- Swales, J.M. (1990) *Genre analysis*. Cambridge: Cambridge University Press.
- Wenden, A.L. (1987). Conceptual background and utility. In Wenden, A. & Rubin, J. (Eds.) *Learner strategies in language learning* (pp.3-13). Cambridge: Prentice Hall International.
- Woodall, B.R. (on line) (in press). Language-switching: Using the first language while writing in a second language. *Journal of Second Language Writing*, article in press.
- Zamel, V. (1987). Recent research on writing pedagogy. *TESOL Quarterly*, 21 (4), 697-715.
- Zamel, V. (1998). Questioning academic discourse. In Zamel, V. & Spack, R. (Eds.) *Negotiating academic literacies* (pp.187-197). Mahwah: Lawrence Erlbaum Associates.

APPENDIX A
CONSENT FORM

ONAY BELGESİ

Bu çalışmanın içeriğini ve katılımcı olarak benden yapmam beklenenleri anladığımı belirtiyor, dilediğim takdirde çekilebilmek şartıyla, bu çalışmaya katılmayı kabul ediyorum. Bu çalışmada toplanan verilerin, araştırmacının yüksek lisans tezinde kullanılmasına onay veriyorum.

İsim: _____

İmza: _____

Tarih: _____

APPENDIX B

INTERVIEW TRANSCRIPTS

INTERVIEWS WITH BORA

B: Bora Ö: Özge

Interview 1, 05.04.2002

1. **Ö:** Bora, the first assignment is over. What did you do? What did you experience? Can
2. you tell me briefly?
3. **B:** I didn't read the assigned article immediately. It was a long time before I started
4. reading it. In fact, I started reading two or three days before the assignment was due.
5. Therefore, it was impossible for me to read it completely. I skimmed the article. What's
6. about? I read the beginnings of the paragraphs on a page. The topic was not unfamiliar.
7. They were things that people who are interested in politics could easily explain. I read
8. them. Then, I didn't read the use the article much. I wrote the essay using my own ideas.
9. It was a bit short. ... The reason why it was short was perhaps not reading the article fully
10. or perhaps I didn't have much information about the topic. ... Shall I talk about the
11. grammatical structure?
12. **Ö:** Sure.
13. **B:** For instance, there are some connectors. I didn't use them. I don't like to use them.
14. When I try to obey the rules, the ideas in my mind disappear. Therefore, I don't consider
15. them. Besides, our assistant has told us it is the ideas that are important. He didn't mention
16. the essay style, etc.
17. **Ö:** O.K. You might be experiencing a problem with writing, perhaps. Though the writing
18. style is not very appropriate, can you get high grades, do you think? I mean, do your
19. teachers think content is more important than form? What do you think?
20. **B:** Well, the young teachers don't care about it much I think. I mean the teachers in our
21. department think that our ideas are more important. But some strict cruel teachers care
22. about it. They told about it at the beginning of last semester. It is important to keep to the
23. rules and the essay style, etc. But because our teacher (cough) our teacher in this
24. assignment told us it is not very important, we didn't care about it and I don't think I'll get
25. a good grade.
26. **Ö:** All right. If you had written in Turkish, could you have expressed yourself better?
27. **B:** Yes, I think it would have been easier if it had been in Turkish. Perhaps the reason is
28. this: because I'm new in the department, I don't have enough vocabulary. Perhaps that's
29. why I couldn't write and it would've been easier to express ideas in one's own language, I
30. mean if it had been in Turkish, it would've been better, I think.
31. **Ö:** You said you couldn't read the articles in full. If you had read the articles, would it
32. have been better? What influenced this assignment? The content, comprehending the
33. article, or using English efficiently? Which one was more important ?
34. **B:** What do I need to do to write better? Well, yes, if I had read the article in a more
35. detailed manner, I could've written more; I could've written about more things. One more
36. thing, these rules seem useless but in fact, I realize it too, when I write with them, it looks
37. better, it is more comprehensible. But when you're writing it's difficult to do that, the
38. ideas get lost. If I had read the article in full, and kept to the rules, I think it would've been
39. better.
40. **Ö:** What are these rules? What do you mean by rules?
41. **B:** Well, as I've mentioned earlier, they were taught in the prep school too. Using

42. moreover, nevertheless, cause-effect relationships, reason, result, these things. I wrote
 43. what ever I had in mind. If I had used these, it would've been better perhaps.
 44. **Ö:** All right. Is there anything else you'd like to tell about this assignment? Anything in
 45. your mind?
 46. **B:** No, nothing else.
 47. **Ö:** Thank you.

Interview 2, 08.04.2002

1. **Ö:** Bora, how are you getting on? What are you doing for the second assignment?
 2. **B:** I started two days ago. I read the first five lines, the first paragraph. I didn't understand
 3. much. Not understanding it, I wanted to do it on a day when I had more time. Yesterday I
 4. looked at it again. I looked up each and every word in the dictionary. I soon realized I
 5. wouldn't manage it because I didn't know every third word. I said to myself: I need to
 6. spend a whole day on this assignment, so I left it as it is. I'll spend one complete day on
 7. it. Because I don't know the words in the article, I can't understand. Not understanding it,
 8. I won't be able to write anything.
 9. **Ö:** Is the only reason vocabulary? You said: 'I read the first five lines and I didn't
 10. understand it.' Is this because of vocabulary or might there be some other reasons?
 11. **B:** The grammatical structure of the article, the sentences, etc are not difficult, but as I've
 12. told you, because I'm new in the department, I'm having difficulty with vocabulary. It's
 13. the same words all the time. The words are the same but because I'm new I haven't
 14. warmed up yet. I don't know all the words. That's why I'm having difficulty.
 15. **Ö:** If you can not read the article, what are you planning to write? Hope that's not the
 16. case, by the way.
 17. **B:** The topic is neo-liberalism. I know something about it. If I can not understand the
 18. article, I'll write the assignment using what I have in mind.
 19. **Ö:** O.K. First, you tried to read the article. Did you do anything related to writing?
 20. **B:** No, I didn't do anything related to writing.
 21. **Ö:** O.K. Anything else you'd like to say?
 22. **B:** No, nothing else.
 23. **Ö:** Thank you.

Interview 3, 18.04.2002

1. **Ö:** Bora, you're still doing the assignment. What are you doing?
2. **B:** I couldn't do anything in the last three or four days. I had some problems. Also, the
3. assignment is boring. Because it is like torture to me, I don't have the slightest desire to do
4. it. Perhaps the last thing I'd like to do related to school work is doing this assignment.
5. Tomorrow is the last day for the assignment. Today when the classes are over, I'll read the
6. article. I'll try to prepare something in a day.
7. **Ö:** Do you want to say anything about what you've done so far?
8. **B:** I read the article, the first two pages. I didn't understand it so I surfed the net. On the
9. internet, I read articles related to the topic in the hope that I'll understand. I read them but
10. they weren't parallel with our article. The ones on the net were easier but they weren't
11. very useful as they weren't parallel.
12. **Ö:** Did you do anything related to writing?
13. **B:** No, I didn't even touch the pencil.
14. **Ö:** All right. Thank you.

Interview 4, 03.05.2002

1. **Ö:** Bora, what did you do in this assignment?
2. **B:** We watched a film, a documentary. It was about the relationship between employees
3. and employers. I watched the film. The topic was not unfamiliar. It was a topic everyone
4. knew something about. Before I wrote the essay, I looked at my friends' outlines. I
5. thought I might use the those or there might have been points that I have missed out. I
6. looked at them. I planned in my mind and wrote the essay. It wasn't very difficult to
7. because the topic was not unfamiliar and I understood something. The reason I have
8. difficulty with writing is unfamiliar topics. If I know something about the topic, I write
9. easily, but if it's an unfamiliar topic, if I don't know anything about it, I have difficulty.
10. For instance, I couldn't hand in the second assignment. The reason is I didn't know much
11. about the topic. When I read the article, I didn't understand, and I couldn't write.
12. **Ö:** Have your friends made neat outlines? What do you mean by outlines?
13. **B:** They're not real outlines. They are the things they've scribbled, the notes they've
14. taken. I looked at what they've written as the topic.
15. **Ö:** You looked at the content?
16. **B:** I looked at the content.
17. **Ö:** All right. For the previous assignment, you said you didn't have an idea about it, and
18. you didn't understand what you read. Do you think you're expected to add a lot of your
19. own ideas, or do these assignments serve as a comprehension check?
20. **B:** Both comprehension and adding our own comments, not one of them alone. But when I
21. couldn't understand what I read, naturally I couldn't make any comments.
22. **Ö:** O.K. Imagine you know the topic very well. Then you can write very easily, is that
23. true?
24. **B:** Yes.
25. **Ö:** Do you never have difficulty with writing? On the technical side, I mean, could be
26. vocabulary or language use.
27. **B:** Now, if I know the topic I only care about grammar and sentence structure. When I
28. focus on one thing, it is easier but if I don't know the topic, I have to care about both what
29. I'm writing about and grammar. I can't do both at the same time.
30. **Ö:** Therefore, you're saying that knowing the topic is important. O.K. Anything else
31. you'd like to say about this assignment?
32. **B:** No.
33. **Ö:** Thank you.

Interview 5, 28.05.2002

1. **Ö:** Bora, what did you do for these assignments?
2. **B:** There were two reading passages. One is about globalization. The second is about the
3. reflections of it on the state. The first reading was nice. It was fun reading it. For the first
4. time, I read a reading passage having fun and I understood everything. I understood
5. nothing from the second reading. I'll tell you in a minute what we've done. The first
6. assignment was fun but it was hectic when preparing this assignment. We had four
7. assignments for four different courses. I couldn't spend much time but I didn't have much
8. difficulty with writing. Writing gave me pleasure. If I had had more time, I would have
9. written more, but I didn't have time. The reason is perhaps I know something about the
10. topic, I mean as globalization is something everybody knows, it was easier to write. I
11. could write freely. I mean, I didn't have to depend on the reading passage. In the question,
12. there were things about the benefits of globalization, etc. so it was easy. From the second
13. assignment, in contrast, I didn't understand a thing. How to put it, I didn't have the
14. slightest idea. I was angry with the teacher. I chose the most difficult sentences from the
15. article and wrote them in my essay so that the teacher would not be able to understand.
16. **Ö:** (laughter)
17. **B:** As I've told you, for me understanding the passage is enough to write the assignment.
18. If I can't understand, I can't write.
19. **Ö:** Why were you angry with the teacher? Because he chose a difficult reading passage?
20. **B:** Yes, I mean it's both difficult... It's not only me. If it were only me, I wouldn't object.
21. All my friends ask each other: 'What did you understand?'. Nobody understood it. Instead
22. of not writing anything, I chose difficult sentences and wrote them randomly, without a
23. purpose and without understanding anything.
24. **Ö:** Are these articles from your course book?
25. **B:** Yes.
26. **Ö:** The two are related, following each other?
27. **B:** Yes, they are related but the texts are taken from another author's book. They're not
28. part of the book, but related to our topic.
29. **Ö:** You said you had fun in the first one. Can we say this: if you understand what you
30. read, if you have an idea about the topic, it's easy for you.
31. **B:** I normally like to write. If I know something about the topic, I like to write
32. compositions and essays. There are essays I've written on my own. But if you don't know
33. the topic, you can't write. I guess this is not only my problem. Other people must be
34. having difficulty too.
35. **Ö:** O.K. Is there anything else you'd like to say about these assignments? Your comments
36. about the last assignment?
37. **B:** As I've told you.
38. **Ö:** You were very angry with the teacher.
39. **Ö & B:** (laughter)
40. **B:** Before they give an assignment, they should know whether the student is able to do it
41. or not. I guess when our teacher first read this paragraph, he wasn't able to understand it
42. either.
43. **Ö:** You mean manageable assignments?
44. **B:** Manageable, yes.
45. **Ö:** You're saying that comprehensible assignments and reading passages should be
46. assigned?
47. **B:** Yes.
48. **Ö:** O.K. Generally speaking, what would you like to say about all the assignments you've

49. done during this semester?

50. **B:** (pause)

51. **Ö:** I mean, what did you do? What did you gain? Or did you gain anything? Was what

52. you did useful, the tactics you used, let's say?

53. **B:** I realized this. It's not easy to write depending on the book, I mean the reading

54. passage. You can't write easily when you think that you have to mention this or that. For

55. example, in this last assignment, globalization, I read the passage but I didn't write

56. considering the passage. I wrote whatever I had in mind about globalization. It was much

57. easier.

58. **Ö:** O.K. Do the essay questions require you to comprehend the article, or whatever you're

59. reading? I mean, you don't consider the passage. When you say: 'Globalization, I wrote

60. what I knew.', does this mean you've fulfilled the assignment?

61. **B:** For example, in this assignment, there were three questions. We had to choose one of

62. them. One of the questions was this: What are the benefits of globalization? It was enough

63. to have some general knowledge in order to answer this question.

64. **Ö:** Is this the case in the other assignments? Can you say it's possible to do the

65. assignment without reading the article, but writing whatever you have in mind?

66. **B:** In the other assignments too, I mean if the topic is not unfamiliar. For instance, the

67. previous assignment was about capitalism and workers, I guess. I knew something about

68. that topic too so I wrote easily. This doesn't mean direct... It doesn't mean I wrote without

69. considering the reading passage at all, not related to it, but I tried to write in a way that is

70. parallel with it. It was easier because I knew the topic. As I've mentioned, having

71. knowledge about the topic is the most important thing which is necessary for writing.

72. **Ö:** Did you ever get your assignments back? I mean, do you know your grade or what the

73. teacher thinks about your assignments?

74. **B:** No, they didn't give them back. I guess we won't take them back. We don't know the

75. grades either.

76. **Ö:** If you had got your assignments back, you could've seen the results of writing not

77. depending on the passage perhaps?

78. **B:** But our teachers want us to do that. The teacher told us, for instance, 'Write a

79. paragraph, but write it yourself. We want to know what's in your mind.' They say they

80. already know the summary of the passage.

81. **Ö:** Sure.

82. **B:** Therefore I wrote easily.

83. **Ö:** O.K. Anything else you'd like to say?

84. **B:** No.

85. **Ö:** Thank you.

INTERVIEWS WITH YELIZ

Y: Yeliz Ö: Özge

Interview 1, 08.04.2002

1. **Ö:** Yeliz, how was the first assignment? What did you do? Can you tell me as far as you
2. remember?
3. **Y:** I had difficulty in the first assignment. It was bad because the English in the given
4. articles was too difficult for me. I tried to do something by considering the question. In the
5. question, there was the word 'constraint'. I picked out the parts of the article which
6. contained 'constraint', and trying to read only those parts I answered the question. But I
7. couldn't produce something good.
8. **Ö:** Why do say it wasn't good?
9. **Y:** Because I didn't have time. I received the question very late and the articles, I received
10. them very late as well. I was out of town. We had three or four days to do the assignment,
11. but meanwhile we had a quiz in another course and there were other reading assignments,
12. so I had a problem with time. Because of that, I couldn't prepare it well enough. I mean I
13. couldn't read the article concentrating on it.
14. **Ö:** If you had read the article, would it have been better? Could have prepared an
15. assignment that satisfied you?
16. **Y:** If had read very well and if I had used other sources too, I would still not have
17. prepared an assignment that satisfied me, but I would've been more informed about the
18. topic.
19. **Ö:** Why do say 'I wouldn't have written an assignment that satisfied me?'
20. **Y:** I'm saying this because I think my English is not adequate.
21. **Ö:** Can you tell me about the problems you're having with writing? You've told me about
22. the problems about reading so far.
23. **Y:** I think I make the first mistake here. I plan everything in Turkish and then translate
24. into English. So I can't find words or I can't decide whether they're appropriate or not and
25. I use wrong words. I can't make long sentences as in articles or books. I can only make
26. short sentences consisting of subject, verb, and object. Therefore, the language wouldn't
27. have been very good. The content could've been put across, but the language wouldn't
28. have been very good.
29. **Ö:** Do your teachers find it satisfactory if the language is not very good but the content is
30. satisfactory? Do you think content is more important than form to them?
31. **Y:** I think they believe content is more important than form because I've experienced in
32. exams. I used wrong techniques when I was writing a paragraph, when I was answering a
33. question. But I got quite a high grade, which means I was able to put the content across.
34. **Ö:** O.K. You've mentioned two problems: thinking in Turkish and lack of vocabulary.
35. Are there any other reasons why you can't write in the manner that you'd like to?
36. **Y:** Well, I use some words very frequently. For example, this is a problem for me. I go
37. round those same words and same connectors. I think this is a problem for me. I can not
38. use alternatives.
39. **Ö:** O.K. Is there anything you'd like to say about this assignment?
40. **Y:** Because it is the first assignment, I find it natural. I mean I believe it will improve. I
41. don't think this is something related to having a strong basis in English. I think it will
42. improve naturally in the department.
43. **Ö:** All right, thank you.

Interview 2, 08.04.2002

1. **Ö:** Yeliz, what are you doing for the second assignment?
2. **Y:** I was a bit and I didn't read the article for the second assignment. I don't know the
3. question. Again, I have very limited time. I'll try to do something today.
4. **Ö:** You won't be able to tell me much, then?
5. **Y:** I can't tell you much.
6. **Ö:** O.K., thank you.

Interview 3, 17.04.2002

1. **Ö:** Yeliz, what did you do for this assignment?
2. **Y:** I took the article. I read the question. After I read the question, I tried to read the
3. article. I tried to read considering the important points in the question. I read bit by bit. I
4. found the meanings of the words that are frequently used in the article.
5. **Ö:** Here, you wrote: 'I read carefully, I took notes, and I underlined the important parts.'
6. How did you identify the important parts? I mean, what was important?
7. **Y:** Depending on the question, of course. I underlined accordingly. I underlined the parts
8. that I thought were related to the question, the sentences that I could use when answering
9. the question.
10. **Ö:** All right. These are the things you did while you were reading the essay. Were there
11. any methods you used while you were writing? Did you do anything special while you
12. were writing?
13. **Y:** First, I wrote an introduction explaining what I'll be talking about. In the next
14. paragraph, I answered the question. At the end, I finished up writing a short summary.
15. **Ö:** O.K. Any difficulties with grammar or vocabulary while you were writing?
16. **Y:** No. I didn't come across any words whose meanings I had to find. This time, I didn't
17. have any difficulty with grammar either.
18. **Ö:** While you were reading the article, you learned the unknown words perhaps?
19. **Y:** Yes.
20. **Ö:** You mean you didn't have difficulty with writing?
21. **Y:** Right, it wasn't much difficult. We had talked about the article with friends. Therefore,
22. I didn't have much difficulty.
23. **Ö:** Fine. What did you focus on when talking to friends?
24. **Y:** (pause)
25. **Ö:** Do you remember what you talked about?
26. **Y:** In the question, there were two main concepts. The question asked how these two
27. concepts were different in one ideology. We only did this. We asked each other questions
28. like 'What are you planning to do?', or 'Are you going to include this?'
29. **Ö:** You exchanged ideas?
30. **Y:** Yes.
31. **Ö:** O.K. But you didn't manipulate each other, right?
32. **Y:** We didn't. We just got ideas.
33. **Ö:** O.K. Anything you'd like to add?
34. **Y:** No.
35. **Ö:** Thank you.

Interview 4, 24.04.2002

1. **Ö:** Yeliz, what did you do for this assignment?
2. **Y:** On the first day, the day we watched the film, I took notes of what I had in mind. I also
3. made an outline. I made notes of what I had to write. Then, on the third day, I put them
4. together and I wrote the essay.
5. **Ö:** Any other tactics you used while you were writing?
6. **Y:** No, there weren't.
7. **Ö:** This time you didn't have anything to read, only the film you watched. You said you
8. took notes about the film. Did you use anything else? Did you read anything?
9. **Y:** No, I just watched the film.
10. **Ö:** All right. Anything else you'd like to say?
11. **Y:** No.
12. **Ö:** O.K. Thank you.

Interview 5, 22.05.2002

1. **Ö:** Yeliz, what did you have to do for this assignment?
2. **Y:** There were two questions for the assignment, that is two activities. Each activity
3. contained three questions. We had to choose one of these and answer it. But thinking that
4. all the questions had to be answered, I tried to answer all of them. But it was good to
5. answer all of them. I guess one of them is four pages. The other is four or five pages, book
6. pages, two pages when photocopied. We had to read those and answer the questions. I
7. read them. First, I read the questions of course. Considering the questions, I read the
8. articles. I took notes, a few sentences. Using those, those sentences, I prepared the
9. assignment.
10. **Ö:** That means you were expected to read two separate articles and answer questions
11. about these.
12. **Y:** Yes.
13. **Ö:** What did you do for this assignment? Before you wrote, while you were writing, or
14. after you wrote?
15. **Y:** I didn't have much time to prepare the assignment because we had to study for other
16. exams. A day ago, we had an exam but it was cancelled. We studied for the exam in vain.
17. A day after the exam, the assignment was due. I handed in the assignment a day late. In
18. short, I only read, I mean I read each article twice. I read some important paragraphs three
19. or four times. I took notes, a few sentences. I used these. I wrote considering these. I
20. mean, first I didn't form a, I guess it's called a draft, I didn't form a draft. I wrote it on the
21. computer so that I wouldn't lose time.
22. **Ö:** Did you do drafts for the other assignments?
23. **Y:** In other assignments, yes, I did.
24. **Ö:** For all the assignments?
25. **Y:** For all. In fact, for this one too. I mean, before I wrote it on the computer, so that I
26. would have something in hand, so that I would remember. Of course, it wasn't as long as
27. the assignment, but I wrote a short piece half the length of the assignment.
28. **Ö:** O.K.
29. **Y:** I mean, expanding those a little, and of course the assignment shouldn't look too short.
30. In order for the assignment not to look too short, I had to do it by checking how it looked
31. on the computer. That's why I did some of them this way.
32. **Ö:** O.K. Do you think what you call a draft is actually closer to an outline? Or did you

33. write the assignment and re-write it taking out or adding things?
34. **Y:** I prepare something in between. It is neither the final nor the outline.
35. **Ö:** O.K.
36. **Y:** Something in between.
37. **Ö:** Did you this for each assignment?
38. **Y:** Yes. I mean, for this assignment, I did it not giving much importance to it. I did it for
39. the others.
40. **Ö:** All right, since it's over now, considering all the assignments, can you shortly
41. summarize what you did? The strategies you used, let' say. What did you do while writing
42. these assignments?
43. **Y:** First, reading the questions, looking for the things in the questions in the articles and
44. reading those paragraphs, then for the articles I could not understand, reading and
45. studying with a friend or showing each other our assignments. Is this a strategy?
46. **Ö:** Yes.
47. **Y:** And also using big fonts and double spacing so that the assignment would look longer.
48. **Ö:** (laughter) O.K. Aren't you given a format?
49. **Y:** No.
50. **Ö:** You can write however you like?
51. **Y:** Yes, you can write in hand.
52. **Ö:** And you write using the longest looking format.
53. **Y:** Yes.
54. **Ö:** (laughter) O.K.
55. **Y:** If I had written in hand, I would've used big letters. (laughter)
56. **Ö:** O.K. Anything else you'd like to say?
57. **Y:** No.
58. **Ö:** O.K. Thank you.

INTERVIEWS WITH MERT

M: Mert Ö: Özge

Interview 1, 03.04.2002

1. **M:** ... when writing this assignment, I had an opportunity and I was influenced by it. On
2. Thursday, we talked about this article in class. I was influenced by that. Because our
3. assistant explained the parts that I had not understood, I was able to express those parts
4. more easily. I mean, the things I had difficulty understanding. He explained in English but
5. still it helped me understand.
6. **Ö:** O.K. I guess we've talked about this, but let me ask again. You get the articles, read
7. them, write your essays, and you have a class discussion, or do you have the class
8. discussion before you write?
9. **M:** Normally, the class discussion has to take place after we write, on the day we hand in
10. the assignment, but because this was a very difficult passage, the class discussion had to
11. come first. After three or four days, it was a Thursday, we handed in the assignment on
12. Monday.
13. **Ö:** You read, discussed, and wrote?
14. **M:** Yes, I did it this way, but some of my friends were able to finish by Thursday, very
15. few people. The ones who were able to finish handed in on Thursday.
16. **Ö:** Will it be the same for the other assignments?
17. **M:** For the other assignments, the class discussion will be held on the day assignments are
18. due. First we'll write and then have the class discussion.
19. **Ö:** Do you think it's easier to write after the class discussion?
20. **M:** Yes. I've experienced this. If we hadn't had the class discussion on Thursday, if I
21. hadn't been able to understand the topic in a more simplified form, I would've had
22. difficulty.
23. **Ö:** O.K. It looks this discussion contributed to the development of the content. Did it
24. contribute to the development of your writing style, when you were organizing ideas?
25. **M:** Not much.
26. **Ö:** O.K. Thank you.

Interview 2, 10.04.2002

1. **Ö:** Mert, how about this assignment?
2. **M:** This assignment is better than the other one. I learned the assignment topic on Sunday.
3. I started to read on Sunday. Sorry, I learned it on Monday. I had started to read on
4. Sunday. On Monday and Tuesday I went on reading. I read concentrating on the topics
5. that were necessary for the assignment. On Tuesday, yesterday, I made my outline. I'm
6. hoping to complete it today or tomorrow.
7. **Ö:** How did you make your outline?
8. **M:** The outline was not an outline in its real sense. Two ideologies are asked to be
9. compared regarding two specific issues. I picked out the ideas of these two ideologies
10. regarding two different issues, regarding liberty and authority, and I wrote them down. I
11. wrote a sentence which could be a thesis statement and expanded into an introduction
12. paragraph. Apart from that, I didn't prepare anything item by item stating this is this and
13. this is that. But I deduced which ideology defends what.
14. **Ö:** Can we say you found the key words when you were making your outline?
15. **M:** I guess so.
16. **Ö:** How did you find them? How did you decide those words were important to you?
17. **M:** The assignment wants us to examine liberty and authority. The parts containing
18. liberty, freedom, etc., and neo-liberalism. We are asked to compare neo-liberalism and
19. neo-conservatism. I tried to find things in neo-liberalism, the things that could influence
20. liberty in their approach. I had some difficulty doing that. Then, I did the same thing for
21. conservatism.
22. **Ö:** Can we say this: considering the question, you looked for the key words in the article?
23. **M:** Yes.
24. **Ö:** All right. (pause) Let's see. (pause) Anything else you'd like to say?
25. **M:** No, I hope I'll complete it tonight.
26. **Ö:** Hope so.
-
27. **Ö:** We're going on. What did you think about the article you read?
28. **M:** The article I read is difficult but compared to the first article it's easier. I read this one
29. twice. That made things easier. I found it easier when I tried to find the necessary material
30. in the article, the necessary key words.
31. **Ö:** Did you do anything else other than finding key words?
32. **M:** No, not much.
33. **Ö:** O.K. As far as I understand, the assignment is based on the articles you read. Are you
34. going to use your own ideas when writing?
35. **M:** I don't think so.
36. **Ö:** O.K. Thank you.

Interview 3, 17.04.2002

1. **Ö:** The assignment is over. What did you do, Mert?
2. **M:** This time I prepared it more easily than the previous one. I prepared my assignment
3. making an outline. It was easier. I handed it on time.
4. **Ö:** Fine. How did you make the outline? Could you give a detailed description?
5. **M:** In my outline, I didn't explain what the thesis statement is, etc., but I wrote down the
6. items that I considered important in my mind, the key points, saying I'll write these as
7. general headings, or I'll support these. Reading them, it was easy to put them on paper, to
8. prepare the assignment.
9. **Ö:** O.K. Any difficulty with vocabulary? You've mentioned that, I guess.
10. **M:** Generally, I have a problem with vocabulary. I've always had a problem with
11. vocabulary. I prefer using simpler words having similar meanings, or I preferred the
12. words that I've come across in the article, that I've learned in the article. I tried to solve
13. the vocabulary problem this way.
14. **Ö:** O.K. Did you have any problems with grammar, language use? If you did, what did
15. you do to solve this problem?
16. **M:** I didn't have a big problem with grammar. I mean, first I had difficulty reading the
17. passage, but then I read it more easily. I didn't have a problem with grammar while
18. reading or writing.
19. **Ö:** All right. (pause) O.K. anything else you'd like to say?
20. **M:** No, thank you.
21. **Ö:** Thank you.

Interview 4, 29.04.2002

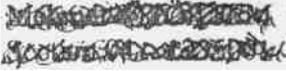
1. **Ö:** What did you do for this assignment, Mert?
2. **M:** This wasn't an assignment we had to write after reading an article. We watched a film.
3. We were asked to summarize what we saw in the film and to combine the things in the
4. film with the ideologies we've studied during the semester. We didn't have an article to
5. read. After I watched the film, I prepared the assignment. I wrote what I saw in the film,
6. shaping them in my mind.
7. **Ö:** Did this shaping take place in your mind, did you do anything on paper?
8. **M:** I didn't do much on paper this time. I did the second assignment preparing an outline.
9. It was very helpful. But this time, because we didn't have a reading passage, I didn't make
10. an outline. I only took short notes about which characters represent which ideologies. I
11. didn't do anything else.
12. **Ö:** Dictionary work, or any other thing?
13. **M:** Dictionary, yes. I used the dictionary once or twice. There were Turkish words that I
14. couldn't express in English. I looked up their English equivalents. But there wasn't
15. intensive dictionary use.
16. **Ö:** Anything else you did?
17. **M:** No.
18. **Ö:** Anything you'd like to say, any comments about this assignment?
19. **M:** This assignment had a different format. So, at the beginning I hesitated a bit. I had
20. difficulty because we didn't have a reading passage. But it wasn't too difficult.
21. **Ö:** All right, thank you.

Interview 5, 22.05.2002

1. **Ö:** What were you expected to do for this assignment, Mert?
2. **M:** For this assignment, there were two different questions and we had to prepare two
3. different assignments answering these questions. There were three questions. We were
4. expected to choose one of them and answer it. We prepared two different assignments
5. from two different articles. Compared to the others, this was a shorter assignment.
6. **Ö:** They were considered as the fourth and fifth assignments, right?
7. **M:** Yes.
8. **Ö:** O.K. What did you do? Before you wrote, while you were writing, and after you
9. wrote? What were the tactics you used?
10. **M:** Compared to the other assignments, this one was easier. The articles were much
11. shorter. Because the articles were short, I first read the questions. I chose one which
12. looked easier. I did the same for both assignments. I chose the easy-looking one. I chose
13. the first question in both. Then, reading the article, I took short notes of the answers. I
14. read it once. Then I put them into writing format.
15. **Ö:** O.K. You mean, reading the questions, and focusing on the concepts in the question.
16. **M:** Yes.
17. **Ö:** Anything else?
18. **M:** Anything else? I didn't do anything else. If they're considered an outline, I took short
19. notes.
20. **Ö:** For this assignment, or for the other assignments, did you do drafts?
21. **M:** For the second assignment, it was a difficult assignment, I did a draft.
22. **Ö:** O.K.
23. **M:** I didn't include all the steps. I didn't do it as the introduction, the body, etc. but I did it
24. in a detailed way, writing the key points. But the third assignment, it was about a film. I
25. considered one or two points there. In this assignment, I took notes of one or two points
26. again. But in the second assignment, I did something more like a draft.
27. **Ö:** O.K. What's the purpose of doing a draft? Did you edit your draft? Did you add or
28. take out anything?
29. **M:** I didn't add to the draft. Focusing on the draft, I tried to organize my writing. This
30. made it easier. The second article was very difficult. It helped me ease it.
31. **Ö:** O.K. Now that all the assignments are over, what was the tactic you used most
32. frequently? When you consider all the assignments you did this semester for this course.
33. **M:** When I consider all the assignments, in all the assignments first I read the question. It
34. was easier to scan for what we were asked of. Except for one, I read all the articles. I read
35. the whole of the articles, but in one I took the key points only. I can't remember now, the
36. first or the second one, I guess. In that I took minor points.
37. **Ö:** All right. Anything else you'd like to say? Any comments about the assignments?
38. **M:** The first two articles were much more difficult. We thought we would have difficulty,
39. but then things became easier.
40. **Ö:** You mean the reading passages were easier?
41. **M:** Yes.
42. **Ö:** O.K. Anything you'd like to say?
43. **M:** No, thank you.
44. **Ö:** Thank you.

APPENDIX C

A SAMPLE ESSAY, EXCERPT OF AN ARTICLE, AND PROMPT



10th-April,2002
Assignment 2

The Relationship Between Neo-Liberalism and 'Neo-Conservatism on the Basis of Concepts of 'Liberty' and 'Authority'

; .1 "

At the late 1970's, Margaret Thatcher in Britain and Ronald Reagan in USA came to power leading to arise of a new thought called 'New Right'. The New Right has two dominant strands -neo-liberalism and neo-conservatism- and these strands have a relationship with each other in explaining some common concepts. Liberty and authority are two examples of these concepts explained by neo-liberals and by neo-conservatives in similar and/or in different ways.

To begin with, neo-liberals are presented by many liberal organisations and most importantly by the Adam Smith Institution (AST). AST published a series of utopianist reports called the "Omega File" to explain the proposals of neo-liberals to establish free market economy. In the Omega File many solutions were generated to solve the problems. Deregulation and privatization were the major themes of the Omega File and these themes were supported with accountability, efficiency, and freedom. First, neo-liberals maintained accountability to parents, to employers, and to the state inspectorate, in short to all people who pay. Additionally, they believe that greater accountability is achieved by limiting the role of government and by increasing the role of the market. That idea of neo-liberals showed that they do not want to see an authority intervening into market. They want a limited authority in the areas of national defence, security, and law. According to them, national defence also includes the protection of the country's pluralist democratic system. Second, it was maintained in the Omega File that efficiency means meeting effective demands and privatization is effective for society. And third, freedom was defined as the absence of restraint and deregulation. The states withdrawal from the economic activities was seen as the most valuable liberty of individuals.

As a different thought, neo-conservatives do not deal with the concepts of accountability and efficiency which are keywords of neo-liberals. They are interested in the concept of freedom as liberals do; however, they attach a different meaning to the word 'freedom'. Freedom is redefined by Scruton to coincide with a view of the good society, in sharp contrast to the concept of freedom inherent in neo-liberalism. So, there is little conflict between the two strands of New Right in their views to the civil liberties. According to Scruton, the value of individual liberty is not absolute, but stands subject to another and higher value, the authority of established government. That idea is completely in opposite to the neo-liberal idea about liberty. Neo-conservative Utopia appeals to the concepts of authority, allegiance, tradition, national identity, and national security. According to the neo-conservative view, there should be an authority, applying family laws, planning laws, laws to regulate the days and times when men may work, drink, or seek recreation; having a strict national defence and security system. Although this is in tension with the ASI's proposals to deregulate the labour market and abolish planning constraints, neo-liberal and neo-conservative views show similarities in explaining the concept of 'authority'. Then, conservatives maintained that state must claim allegiance, especially among the members of the family- most important basic element of society. The support and protection of family is a central part of the conservative project. Finally, traditions should be protected. However, it is losing importance because of the decline in traditional family life and sex roles. For instance, working mothers rely on processed convenience foods. So, the importance of traditions should be increased as quick as possible.

Consequently, two strands of the New Right -neo-liberalism and neo-conservatism- do not share similar ideas in explaining the concept of "liberty"; however, they define the concept of "authority" from similar point of views.

Chapter Three
Competition and

RUTH LEVITAS

mjy

Colfipllancc The
Utopias of the
New. Righ

Conflicting Utopias

The two dominant strands of
thought within (lie New Right
li))Ctal

ecpiu>j.njc^_nml_social_mithoritari

niii5in - stand in a much more problematic relationship to one another than some commentators have supposed. One method of exploring their compatibility at the levels of both policy and ideology is to examine the kinds of society implied by the different strands -- that is, the Utopias which can be extrapolated from them - and the forms of legitimation involved. This way of considering the kind of society to which people aspire is, of course, problematic. In the first place, used maliciously, it can impute to people aspirations with which they genuinely would not wish to be associated, as well as those to which they would not wish to admit. Secondly, extrapolation may impute a coherence of vision greater than that which actually exists; it may thus both underestimate the role of pragmatism in influencing both policy and justifications of policy, and in so doing overstate the degree of divergence between factions of the New Right.

Although some caution is therefore in order, an examination of the New Right's Utopias is possible and justifiable because it is not in fact necessary to extrapolate very far. A chjuacjei • islji • p j_bot h js Hands . of New Rigitjjiolglujuis J^nJjiej^ndjMit assertion of the iiatj_rej)£ I hejtoodjjpciety . Although UtieyliasarpiiPiflTat lie contrasting Utopias are fantasies, not of their proponents, but of their (ip/wncnlx within the Conservative Party, and do not exist as divergent aspirations at all,' this is demonstrably false. In 1959, Hayek claimed that 'what we lack is a liberal Utopia', and spent much of the intervening years constructing one; and the Adnm Smith

Jijjijite_ has produced *The Omega File*, a series of reports which amounts to a set of policy proposals to establish just such

a Utopia. The volume of criticism which it contains, contributing to the skeleton of an alternative conservative Utopia expressed more clearly in Scruton's *The Meaning of Conservatism*, albeit still in a less explicitly programmatic mode than the neo-liberal version.

This illuminates both Uteley's denial of the existence of these contrasting Utopias and an important difference between them. Whereas the *Omega File* can correspond to that Utopia deriving from the system of capitalism

difficult to appeal to a Utopian future, as he argues that characteristic of conservatism does not aim to transcend history. Mannheim, who pointed to the tendency of conservatives to utopianize the past as manifested in the present, rather than the future, would doubtless endorse Scruton's (paraphrase):

The conservative, unable as he is to appeal to a Utopian future, or to any future that is not, as it were, already contained in the present and past, must avail himself of conceptions which are both directly applicable to things as they are and at the same time indicative of a motivating force in men. And this force must be as great as the desire for 'freedom' and 'social justice' offered by his rivals.

Thus 'no Utopian vision will have force for him compared to the force of present practice.' The authoritarian conservative Utopia is therefore always an immanent Utopia, revealed in present justice rather than a plan for a society to be constructed. And, as Mannheim observes, the motive behind its articulation is to counter the Utopias of liberalism and socialism. This means that it can only be understood in terms of its opposition to its rivals; so we will turn first to the neo-liberal Utopia.

The Market Delivers (The Good)

The main contemporary exponent of what Bosanquet describes as the 'thesis' (the virtues of the market) is Friedman, while the 'antithesis' (the evils of intervention) is stressed by Hayek. Both

writers are generally opposed to government intervention; both are opponents of the welfare state, although both recognize the need for some relief of poverty. Friedman's main objection to intervention is that it limits economic growth; Hayek fears that any such intervention, including attempts to redistribute wealth through progressive income tax, will lead not just to less growth, but to increasing public expenditure, politicization and totalitarianism. Hold 's' -?Jlqynl'-Jcrpretat:ions of) Adam Smiih's"vTew

essentially espouse (1) of the role of government The themes elaborated by Mayek and Fiedman are also the central themes in the work of the Institute of Economic Affairs (IEA). (he Centre for Policy Studies, the Social Affairs Unit and 'I lie. Adam ^.llliilLjlialittiteJAg.1). The A^]sJ^mega project' is the%ios7

ambitious atlej^tgj^cljgit tbjiiicajjgTjyrg .social policy, and thus is thjL niam_articulatinn of (he liberal New

1 he ASI's Omen:) pmjct was conceived to fill n significant pnp in the field of piiMic policy research. Administrations entering office in democratic societies are often aware of the problems . ihcv face but lack a well-developed range of policy options . . . The Omega pioject represents llic most complete review of the activity of government ever undertaken in Britain. It presents the most comprehensive ran^'- <>' policy initiative which has evei been researched under one programme.

It shouldjiotjbe supposecUliat the proposals coiUainedjn (lie

^ M j j ^ ^ authors, and jspvcrmment. The working parties included a of whom were newly elected in June 1983); and many of the jirojwsals have. qjnrad.y

^talesmani_ claimed early irM984 that 'the Conservative Research TeporrstAt ^veTy slage in

the last year^^and (hat the report_gTrtransport^vas very lavouraMv

to attribute the proposals in the reports (o paVITciilar individuals, or indeed to the ASI as a whole, since most contain a list of contributors accompanied by two separate caveats:

lhe views exprisscd in this publication are those of lhe author and do not necessarily idled I hose of the publisher or copyright owner.

All Omega Project reports are the edited summaries of the work of many different individuals, who have made contributions of various sizes over a lengthy period, and as such their contents should not be regarded as the definitive views of any one author.² Nevertheless, the ASI seems, with these reports, to have established itself as precisely the kind of advisory body to government that it set out to be. However much it may pay lip-service to the idea of policy options, it is clearly committed to removing restrictions on the market economy, and, of course, to privatization.

v£liii2L!!iemj^jlir^Mj^

^rj^aJJMtjon^Specific policy proposals are supported by appeals to accountability, efficiency and freedom, although several in fact involve a greater centralization of control as a result of removing powers from local government.

_ accoun_tabi||ty will always be achieved ^vveninieT]rand Jnl:reas]7igThe~role of th"e

It must be remembered that independent providers . . . are nearer to public demand than local authorities can ever be . . . their perpetual search for profitability . . . stimulates them to discover and produce what the consumer wants . . . In this sense the market sector is more genuinely democratic than the public sector, involving the decisions of far more individuals and at much more frequent intervals."

The key question, of accountability to whom, is never directly addressed, but some proposals seem likely to lead to limits on existing democratic rights. It is argued that local and national government employees should be debarred from organizing and standing in public elections, as they have a vested interest in the outcome. In addition, a distinction is introduced between ratepayers (who finance services) and beneficiaries of services; the general tenor of this argument casts doubt on the ASI's commitment to the existing franchise.

Those who benefit from local government services campaign for their extension; ratepayers 'vote only for a package of policies and services every few years, and can do little to express their views on the level or quality of particular services'." The concern about 'ratepayers' turns out to be primarily a concern about businesses, rather than individuals.

It is argued that domestic rates should be replaced by a simple per capita tax on all adults consuming local authority services (not just rateable occupiers); and that this local tax on adults could be

ADM-122 Introduction to Politics II

Assignment-II

What is the relationship between neo-liberalism and neo-conservatism on the basis of concepts of 'liberty'¹ and 'authority'?"

Please answer the question with reference to assigned article.

Assigned Article:

Levitas, Ruth (1986) "Competition and Compliance: The Utopias of the New Right", in (ed.) Levitas, R., *The Ideology of the New Right*, Polity Press: Cambridge

Try to take these points into consideration

- **read the question carefully**
- **grasp the main point rather than giving a summary of the reading material, and do not forget that writing too much does not mean writing good**
- **stay within the limits of 250-300 words (about one page)**
- **you have to read the assigned article and write your papers before coming to the discussion our. Otherwise the papers coming after the lecture will not be evaluated.**

LIST OF DBE OBJECTIVES FOR THE SKILL OF WRITING Beginners Group (Fall Semester)

By the end of this semester, the students will have practiced

1. expressing themselves in writing by using the target structures in each unit
2. transferring given information into learned grammatical structures
3. combining sentences by using connectors like 'but', 'and', 'also', 'so', and '
4. showing sequence by using 'Then' between two sentences
5. making and organizing their own lists to write a paragraph
6. identifying irrelevancies in the information given in order not to include in their paragraphs
7. identifying and writing topic sentences, supporting sentences, and concluding sentences
8. using connectors and, or, but, that is, i.e., for example, such as, likewise, therefore
9. punctuating their writing
10. note-taking and using their notes to complete an outline and to write a summary
11. organizing ideas at paragraph level according to time with the help of signal words (First, Second, ..., Finally) and prepositions (in, on, at, from... to, before, after) as on p. 115 of RTWMU3
12. organizing ideas by space (clockwise or counter clockwise)
13. organizing ideas by using rank order using signal words (one reason, way, advantage, etc./ for one thing, etc.) on p.26 of RTWM U4
14. organizing ideas from general to specific
15. paraphrasing to express ideas in different ways
16. using connectors such as 'as', 'although', 'so', 'but', 'because'
17. showing sequence using time clauses with 'before', 'after', 'while' and 'when' as well as reduced forms with V+ing where applicable; and using 'after (a few minutes)' and '(an hour) later'
18. combining sentences using relative clauses
19. using reference pronouns such as 'one' and 'ones'
20. punctuating their writing when combining sentences with 'so', 'but', 'and', etc.
21. describing processes by using signal words
22. combining sentences using connectors given in Unit 5 and in Writing Tasks I, Appendix C Exercises A, D, E, F
23. punctuating direct speech.

Pre-Intermediate Group (Spring Semester)

By the end of this semester, the students will have practiced

1. writing topic sentences that include a concise topic and controlling idea for paragraphs in which they express an opinion
2. expressing an opinion using 'I believe', 'In my opinion', 'I think', and 'I feel'
3. using the following signal words to introduce facts, reasons and examples to support their topic sentences: First of all, For one thing, One reason is that, Also, In addition, Moreover, For example, Secondly, Thirdly, Finally. giving information and/or supporting their opinions using information presented in the form of a graph

**.intejBreting_gjrajppjis_ using the structures and the vocabulary in RTWM U5,
WTI Tasks 95-97 , and the handout
using capital letters and punctuation (FFC; pp.6-7)
practiced describing an object by describing its parts, the physical
relationship between the parts and the function of each part usinglthe
structures: be made up of, be comprised**

of, be composed of, contains, consists of, has, be attached to, be connected to, be encased in, be protected by, encases, protects, be used to, serves to, be responsible for, be used for, be to

8. gained awareness regarding the purpose of writing a compare/contrast paragraph
9. practiced developing a compare/contrast paragraph by using two methods of organization: the point by point method and block method
10. practiced writing a compare/contrast paragraph by using the structures in RTWM UI 1, in Reference Book pp. 109-110 and in the handout (e.g. similarly, likewise, also, in the same way, ... are similar in that/ on the other hand, in contrast, unlike, whereas, is different from..., etc.)
11. practiced expressing cause and effect relationships using the expression in RTWM U12
12. making predictions and quotations, etc.

Elementary Group(Fall Semester)

By the end of this semester, the students will have practiced
(at paragraph level)

1. punctuating sentences appropriately as on p. 25 of LIU Pre-Intermediate WB
2. joining ideas in independent clauses using 'but', 'so', 'and'
3. expressing time sequence in a narrative by using the connectors 'Previously', and 'and then'
4. expressing reason and contrast by using the connectors 'as', 'although', and 'because'

ideas on a given topic

categorizing their ideas and eliminating irrelevant ones

7. recognizing topic and supporting sentences
8. producing a topic sentence with a controlling idea
9. producing a concluding sentence
10. producing a paragraph with a topic sentence, appropriate supporting sentences, and a concluding sentence on a given topic
11. writing titles for their paragraphs
12. organizing their ideas by time order and producing a coherent and cohesive paragraph using the sequence words 'First', 'Second', 'Third', 'Finally', 'Before', 'After', 'Next', and 'Later'
13. organizing their ideas by space order and producing a coherent and cohesive paragraph using the prepositional phrases 'in front of', 'in the middle of', 'on your left/right', 'to the right/left of the ... is the ...' and the prepositions 'behind', 'next to', 'between', 'inside', and 'on'
14. organizing their ideas by rank order and producing a coherent and cohesive paragraph by using the phrases 'one reason/advantage...', 'another reason/advantage...', 'the most important reason/advantage...'
15. revising and proofreading their paragraphs with the help of a given criteria
16. stating an opinion, producing relevant supports for that opinion, and turning them into a coherent and cohesive paragraph
17. gathering information from graphs, charts, and tables to use as supporting ideas in a paragraph
18. selecting relevant information from different sources to use as supporting

ideas in a paragraph

19. beginning and ending formal and informal letters as on p. 85 of LIU Pre-Intermediate WB

96

20. joining sentences by using 'cause' and the following punctuation marks: comma, semi-colon, colon, and dash as on p. 17 of LIU Intermediate WB

21. writing a paragraph that analyzes: a. the causes of a phenomenon b. the effects of a phenomenon c. the advantages of a situation d. the disadvantages of a situation e. the cause-effect relationship between events

22. reporting events of interest

23. using quotations to support their ideas

Intermediate Group (Spring Semester also Fall Semester)

By the end of this semester, the students will have gained

1. awareness of what a paragraph is and what its parts are
2. awareness of the logical development of an English paragraph. The

students will have practiced

- writing the topic sentence, and the summary sentence as well as organizing the subject development of a paragraph
2. using continuing connectors (repeated words and phrases, demonstrative adjectives and pronouns) for connectedness in a paragraph
3. using transition connectors according to meaning relationships between sentences
4. improving a given paragraph by means of revising and editing
5. making correct sentences by correcting various mistakes (sentence fragment, run-on-sentence, subject-verb agreement, article, preposition mistakes, etc) in given sentences
6. writing paragraphs on given topics in Application sections of chapters 1 and 2
7. analyzing descriptive, cause-effect, directional process, comparison-contrast, and argumentative paragraphs
improving a given descriptive, cause-effect, directional process, comparison-contrast, and argumentative paragraph by means of revising and editing
10. choosing a limited subject for descriptive, cause-effect, directional process, comparison-contrast, and argumentative paragraphs
11. writing a descriptive paragraph by
 - a. organizing the parts of an object in one of the four ways: vertical, horizontal, depth, and circular order
 - b. using the passive structures '... is surrounded by..., ...is made of..., ...is supported by..., etc
12. writing cause-effect paragraphs by
 - a. employing one of the three organizational methods: importance, developmental, and logical method
 - b. using appropriate active/passive cause-effect patterns
 - c. using listing signals (First..., Next..., The first effect is..., Another reason is..., etc.)

13. writing a directional process analysis paragraph by
 - a. writing topic sentences with the process as the general idea and the steps as the specific parts
 - b. assessing the relative importance of the steps involved
 - c. using various sequence patterns in the subject development

- d. employing one of the two kinds of summary sentences
 - e. avoiding the conversational 'you' whenever possible
 14. writing comparison-contrast paragraphs by
 - a. writing topic sentences with the two subjects as the general idea and the bases of comparison and contrast as the specific parts
 - b. using either the block method or the point-by-point method to organize the subject development
 - c. using the appropriate language patterns to show similarities and differences
 - d. using one of the two types of summary sentences
 15. writing an argumentative paragraph by
 - a. writing a topic sentence with the proposal as the general subject and the pros (and possibly the refutation of the con) as the specific parts
 - b. using appropriate language patterns to make their proposals
 - c. giving the source of evidence (According to/ Based on...) while developing their pros or refuting
 - d. introducing the con using appropriate language patterns
 - e. attacking the con using one of the three methods of refuting the opponent's argument
 - f. writing a summary sentence using appropriate language patterns
6. paraphrasing given texts

Upper-Intermediate Group (Fall Semester)

By the end of this semester, in PD the students will have

1. become aware of the difference between a topic and a topic sentence
2. practiced writing topic sentences
3. practiced eliminating irrelevant sentences in a paragraph
4. studied writing supporting sentences with different functions
5. practiced interpreting pie graphs
6. practiced using enumerators and listing signals in sentences and paragraphs!
7. written paragraphs with ascending, descending, and equal order

The students will have practiced

1. writing process paragraphs by employing time clues, repetition and pronoun references
2. producing comparison-contrast paragraphs by using listing signals and time clues
3. writing cause-effect paragraphs by employing sentence connectors, conjunctions, clause structures, phrase structures, predicate structures, and participial phrases
4. analyzing cause-effect paragraphs by transferring information onto charts
5. analyzing chain-reaction paragraphs by transferring information onto flow charts
6. paraphrasing sentences and paragraphs
7. analyzing comparison and contrast by using structural clues
8. writing paragraphs of comparison and contrast by employing both block and point-by-

point methods

9. identifying various structures of definition
10. writing paragraphs of definition
11. expanding a paragraph into an essay
12. the fundamentals of an argumentative essay—
13. producing argumentative essays of their own using pro and con arguments
14. writing problem solving essays on various topics .
summarizing texts of different lengths

In NICM, the students will have practiced

1. using correct punctuation
2. dividing a text into paragraphs
3. recognizing formal and informal register
4. identifying different parts of speech and/or structures in sentences in order to fill in blanks in cloze texts.

Upper-Intermediate Group (Spring Semester)

By the end of this semester, the students will have practiced

1. revising an essay by adding new ideas or providing more specific supporting ideas, eliminating irrelevant information, and rearranging ideas to improve organization
2. editing by checking linguistic and mechanical accuracy
3. writing thesis statements for directional process, natural/technical process, classification, cause/effect, comparison/contrast, argument and refutation, and problem-solution essays
4. brainstorming and organizing ideas to describe a directional process, to describe a natural/technical process, for classification, to describe the causes and/or effects of a phenomenon, to write comparison and contrast essay, to find pro and con arguments and to support a proposal in an argument and refutation essay, and to find solutions to a problem in a problem-solution essay
5. describing cause/effect relationships using the language of cause/effect as on p. 86 of RTWM
6. expressing similarity and difference using the language of comparison and contrast as on p. 95 of RTWM
7. supporting pro arguments or refuting con-arguments with evidence
8. using the expressions in argumentation and refutation
9. arguing for the effectiveness of proposed solutions
10. using the expressions and language in problem-solution essays
11. drafting, revising, and editing directional process, natural/technical process, classification, cause/effect, comparison/contrast, argument and refutation, and problem-solution essays
12. summarizing a short article

SAMPLE ANALYSIS OF INTERVIEW TRANSCRIPTS

BORA

- I read the beginnings of the paragraphs on a page. (3) Skimming only?
- I wrote the essay using my own ideas. (I did every connector)
- For instance, there are some connectors. I didn't use them. I don't like to use them. When I try to obey the rules, the ideas in my mind disappear. Therefore, I didn't consider them. Besides, our assistant has told us it is the ideas that are important. He didn't mention the essay style, etc.
- I read the first five lines, the first paragraph. I didn't understand much. Not understanding it, I wanted to do it on a day when I had more time. Yesterday I looked at it again. I looked up each and every word in the dictionary. I soon realized I wouldn't manage it because I didn't know every third word. I said to myself, I need to spend a whole day on this assignment, so I left it as it is. I'll spend one complete day on it. Because I don't know the words in the article, I can't understand. Not understanding it, I won't be able to write anything.
- The topic is neo-liberalism, I know something about it. If I can not understand the article, I'll write the assignment using what I have in mind. (I saw how it was written)
- I read the article, the first two pages. I didn't understand it so I surfed the net. On the internet, I read articles related to the topic in the hope that I'd understand. I read them but they weren't parallel with our article. The ones on the net were easier but they weren't very useful as they weren't parallel. (I was searching)
- Before I wrote the essay, I looked at my friends' outlines. I thought I might use those or there might have been points that I've missed out. I looked at them. I planned in my mind and wrote the essay.
- I was angry with the teacher. I chose the most difficult sentences from the article and wrote them in my essay so that the teacher would not be able to understand. (I liked some of the sentences)
- I read the passage but I didn't write considering the passage. I wrote whatever I had in mind about globalization. It was much easier.

- (1) read articles
- (2) some ideas different writing
- (3) others

APPENDIX F

SAMPLE ANALYSIS OF ESSAYS

~~XXXXXXXXXXXXXXXXXXXX~~
~~XXXXXXXXXXXXXXXXXXXX~~

1996-April, 2002
Assignment 2

The Relationship Between Neo-Liberalism and Neo-Conservatism on the Basis of Concepts of 'Liberty' and 'Authority'

At the late 1970's, Margaret Thatcher in Britain and Ronald Reagan in USA came to power leading to arise of a new thought called 'New Right'. The New Right has two dominant strands - neo-liberalism and neo-conservatism - and these strands have a relationship with each other in explaining some common concepts. Liberty and authority are two examples of these concepts explained by neo-liberals and by neo-conservatives in similar or/for in different ways.

Firstly, neo-liberals are presented by many liberal organisations and most importantly by the Adam Smith Institution (ASI). ASI published a series of Utopianist reports called the "Omega File" to explain the proposals of neo-liberals to establish free market economy. In the Omega File many solutions were generated to solve the problems. Deregulation and privatization were the major themes of the Omega File and these themes were supported with accountability, efficiency, and freedom. First, neo-liberals maintained accountability to parents, to employers, and to the state inspectors. In short, to all people who pay tax. Secondly, they believe that greater accountability is achieved by limiting the role of government and by increasing the role of the market. That idea of neo-liberals showed that they do not want to see an authority intervening into market. They want a limited authority in the areas of national defence, security, and law. According to them, national defence also includes the protection of the country's pluralist democratic system. Second, it was maintained in the Omega File that efficiency means meeting effective demands and privatization is effective for society. And third, freedom was defined as the absence of restraint and deregulation. The states withdrawal from the economic activities was seen as the most valuable liberty of individuals.

As a different thought, neo-conservatives do not deal with the concepts of accountability and efficiency which are key words of neo-liberals. They are interested in the concept of 'freedom' as liberals do; however, they attach a different meaning to the word 'freedom'. Freedom is redefined by Sarason to coincide with a view of the good society, in sharp contrast to the concept of freedom inherent in neo-liberalism. So there is little conflict between the two strands of New Right in their views to the civil liberties. According to Sarason, the value of individual liberty is not absolute, but stands subject to another and higher value, the authority of established government. This idea is completely in opposite to the neo-liberal idea about liberty. Neo-conservative utopia appeals to the concepts of authority, allegiance, tradition, national identity, and national security. According to the neo-conservative view, there should be an authority, applying family laws, planning laws, laws to regulate the day and times when men may work, drink, or go to university; having a strict national defence and security system. Although this is in tension with the ASI's proposals to deregulate the labour market and abolish planning constraints, neo-liberal and neo-conservative views show similarities in explaining the concept of 'authority'. Neo-conservatives maintained that state must claim allegiance, especially among the members of the family - most important base element of society. Descendants and protection of family is a central part of the conservative project. Finally, traditions should be protected. However, a losing importance because of the decline in traditional family life and sex roles. For instance, working mothers rely on processed convenience foods. So the importance of traditions should be increased as quick as possible.

Consequently, two strands of the New Right - neo-liberalism and neo-conservatism - do not share similarities in explaining the concept of 'liberty'; however, they define the concept of 'authority' from similar point of views.

underlined sentences = lifted sentences