

TECHNIQUES FOR MOTIVATING STUDENTS TO WRITE,
FOR TEACHING WRITING AND
FOR SYSTEMATIZING WRITING ASSESSMENT

A THESIS

Submitted to the Faculty of Letters
and the Institute of Economics and Social Sciences
of Bilkent University
in Partial Fulfillment of the Requirements
for the Degree of A Master of arts in
the Teaching of English As A Foreign Language

BY

SERİFE KUÇUKAL

AUGUST, 1990

THESIS

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tarafından başlanmıştır.

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

August 31, 1990

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Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

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The committee has decided that the thesis
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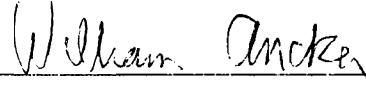
Thesis Title: Techniques for motivating students to
write, for teaching writing and for
systematizing writing assessment.

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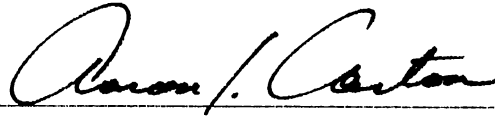
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We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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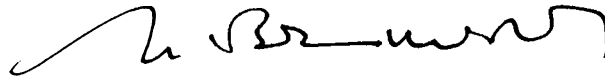


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To
my mother, Mrs Aynur Kucukal
and my aunt, Mrs Munevver Kucukal
for
their love and encouragement

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to Belkis Gunes, Gaye Ayrar, Selim Karabiyik and Turkum Izgi, Bilkent University Hazirlik Department English teachers for their invaluable contribution to my experiment.

I am also grateful to Mr. William Ancker, Bilkent University, MA TEFL Program Fulbright lecturer, for his helpful suggestions in making this thesis a reality.

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1. INTRODUCTION

1.1. STATEMENT OF THE TOPIC

The topic of this project is the problem of motivating students to write, teaching writing and, finally, techniques for systematizing writing assessment in the Teaching of English as a Foreign Language (TEFL) in Turkish universities at Hazirlik programs for elementary level students.

This research was done in order to emphasize the importance of assessment in the writing process. "Assessing" is a very important part of the writing process and it is necessary to systematize it in order to make the writing courses more lively and productive. Although assessing students' writing is very much a part of the process of teaching writing, it has always been ignored. But if it is added just to the end of a teaching sequence, it becomes a last step for teachers and a bore for students. Rather, it is as important as devising materials and preparing lessons. Also, assessment is an undeniable motivation for the students for their next writings.

More often than not, the usual pattern of classroom writing at Hazirlik department of Turkish universities is

something like this: The teacher gives a topic and each student writes a paper on it; then the teacher reads, corrects and grades the papers. Thus, the teaching pattern tends to be demotivating. One reason is that what usually impresses a student most is not how the teacher has corrected or revised his paper, but merely the mark he has been given. Another reason is that the student, although he writes something himself, is under the teacher's control from beginning to end, which certainly does not enhance his appetite for writing. In this case, what the teacher says about the piece of writing can have no influence on the content, form or accuracy of the piece. The teacher has spent all that time, but it is useless time because the teacher's response is to the finished product only. The teacher can only judge and evaluate, not influence the piece of writing. It can be pointed out that to give a topic and let students write about it is too simplistic a way to handle a writing course.

What EFL teachers need are useful ideas, suggestions, explanations, demonstrations and examples of teaching strategies that have been developed by leaders in the field of modern language teaching that are consistent with established theoretical principles. It is in recognition of this need that this research paper seeks evidence to promote

an awareness and understanding of current theories of language to help improve writing in TEFL in Turkish universities.

To be able to do this study, a thorough literature review was conducted. The information that was collected covers the areas of the techniques for motivating students to write, teaching writing, assessing writing, and also a description of some of the major problems faced by teachers teaching EFL at English programs in Turkey. Furthermore, data were collected in a small experiment in order to analyze whether there was an improvement in the writing abilities of elementary level students and whether the assessment process works with Turkish EFL students.

1.2. STATEMENT OF THE PURPOSE

The purpose of this study is to investigate the suggestions that experts in the field of teaching composition have for motivating students to write, teaching writing and assessing writing and the ways that these suggestions could be used in Turkish EFL Hazirlik classes for elementary level students.

This paper may also be helpful for EFL teachers who need insight into techniques to motivate students to write and

techniques to teach writing. Therefore, this research attempts to give EFL teachers in the field of writing insights to enable them to handle the problem of writing as a whole. As a result, the teachers will be provided with information about the techniques of writing process in foreign language teaching which are the practical applications to the classroom: motivating students to write, teaching writing, and assessing writing. The rationale behind studying writing assessment is to save this part from being a nightmare for the student and also for the teacher. It is hoped that this study will show that assessment part of writing can be made creative and a motivating factor in the writing process.

This project may also help course designers establish objectives and goals of English courses, taking the problem areas of writing into consideration.

1.3. STATEMENT OF METHOD

The study was begun with a literature review on writing given by the experts in this field. The literature review was based on writing and teaching writing in EFL in Turkey. The following findings from the review of professional

literature proved useful to the study: techniques and activities experts suggest for motivating students to write and for teaching writing, criteria for assessing writing, and a description of some of the major problems faced by teachers teaching writing in EFL in Turkey.

In the next step, in order to determine if the suggestions offered by experts would be useful and appropriate in the Turkish EFL setting data were collected for analysis in the form of a short experiment:

First, four classes, with a total of fifty-eight elementary level students, in the Hazirlik Program at Bilkent University were identified. Two classes were designated as control groups and the other two classes were designated as experimental groups at random. In the control groups a traditional way of writing was applied. On the other hand, in the experimental groups the process approach to writing (which was determined after completing the literature review) was applied. As a first step in the experiment, with all the four groups a pre-test was done. The topic and the time limitation were the same. Then, with the control groups two draft sessions and with the experimental groups three draft sessions were done. During the draft sessions, the topic was the same in the four groups. Although the time limitation of the experimental and the control groups was different per

session, total time given to drafts was the same. The experiment was completed with a post-test done on the four groups with the same topic and time limitation. There is another important factor to be noted here that at the pre- and post- tests of the four groups, the researcher only observed the classes but during the draft sessions the teachers of the classes did not do anything, and the researcher gave the topic and collected the papers. While assessing the papers, again, a different procedure was followed for the experimental and the control groups. In the control groups, every single error in the papers of the students was marked, identified and corrected, whereas the errors were not corrected at all unless they were serious in the papers of the experimental groups. For the experimental groups, the main procedure that was followed while assessing the papers was to write a positive remark, a question, and a supportive remark such as "Excellent" and "Good".

After collecting data for analysis the number of words and sentences in the paper of each student were counted. This was done to measure the change between the pre-test and the post-test. Thus, there is a comparison and contrast section in order to draw conclusions as to whether there is an improvement or not in the number of words and sentences written.

1.4. STATEMENT OF LIMITATIONS

This study aims at giving insight about motivating students to write, teaching writing, assessing writing and teaching writing in EFL in Turkey. Thus, it is limited to a specific language skill.

Since data were collected in a typical Turkish EFL setting, a university Hazirlik program, it is limited to EFL Hazirlik program teachers and students. In this study, elementary level students of Bilkent Hazirlik program were used for collecting data. This experiment was not done on any other level so it is not proper to think that it can be applied to other levels. Thus, the results can be used by other level teachers only in case of interest.

Moreover, at the end of this project, a case like this may occur: there may not be any improvement in the students' writing abilities, composition grades; and finally, there can be a failure in the writing assessment, too.

1.5. STATEMENT OF EXPECTATIONS

As a premise of this study, the suggested techniques for motivating students to write, teaching writing, and assessing writing are presumed to be effective and can be used to help

improve teaching writing and assessing writing in TEFL in Turkey.

Since the suggested techniques will be worthy of attention, it is hoped that thoughtful and effective EFL teachers should consider adopting these techniques. The techniques suggested here are expected to work well in elementary level classes. Thus, it will be shown that the instructional technique used in the experiment can help improve the writing abilities of the students, and that the assessment process can also work well with Turkish EFL Hazirlik program elementary level students.

In the next Chapter, there is the review of professional literature on writing and on teaching writing in EFL in Turkey. In Chapter Three, there is a methodology section, in which the procedure that was followed before, during and after the experiment is explained in detail. And after that, there is the presentation and analysis of data which was collected to demonstrate the appropriateness of suggestions for teaching writing in the Turkish EFL setting. In Chapter Five the conclusions are drawn. The conclusions cover the explanations of the extent to which the suggested techniques work with Turkish EFL students.

2

2. REVIEW OF LITERATURE

2.1. WHAT IS WRITING?

Byrne (1979) begins by defining writing as the using of graphic symbols which are letters or the combination of letters. He quickly adds that "...writing is clearly much more than the production of sounds....The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences."(1979, p.1). However, we do not write just one sentence but a "sequence of sentences arranged in a particular order and linked together in certain ways" (Byrne, 1979, p.1). It does not matter whether this sequence is short or long. The important thing is that the sentences should form a coherent whole.

Writing, it can hardly be over emphasized, is difficult for almost everyone, even the most productive writers. Some write by intuition and other pre-write or write following a plan or outline and write more confidently. Written work serves to provide the learners with some tangible evidence that they are making progress in the language. Writing also provides variety in classroom activities, serving as a break

from oral work and increasing the amount of language contact through work that can be done out of class. As Paulston (1976, p.203) states "Writing is one way of providing variety in classroom procedures, and it also makes possible individualized work....Very importantly, it provides a student with physical evidence of his achievements and becomes a source whereby he can measure his improvement." Writing is a learning tool. Only when teachers in all disciplines emphasize the importance of good writing will students, in turn, recognize its value.

2.2. WHY TEACH WRITING?

Byrne (1979) asks

Why teach writing? Clearly it is possible to learn a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. Therefore, writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it. (p.6)

◆

Many teachers of English as a foreign language put off the teaching of writing until students reach the higher levels of proficiency. Many teachers never deal with writing at all because either themselves or their students are

interested in learning only spoken English. As Paulston indicates (1976, p.203) "The last of the four skills of listening , speaking, reading and writing has been much neglected...." Murphy (1983, p.55) agrees with this and states "...of the four skills, writing is the least critical within the framework of an EFL course..." On the other hand, there is a large number of students of English as a foreign language who must master the written code of English.

Writing is a skill worth developing in the foreign language. The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of language syllabus. There is an additional and very important reason; writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language.

The ability to write effectively is not innate but must be learned and practiced. Writing, and more writing, and then more writing, teaches writing: "Students learn to write by writing" (Bander, 1985, p.V). In other words practice, practice, and still more practice. In this way writing is

learned rather than taught. Students with a low level of English proficiency (as is the student population that will be taken into consideration in this research) should be urged to write in English. Writing, as we all know, is a comprehensive ability involving grammar, vocabulary, rhetoric, and other elements; therefore it has everything to do with speaking, listening, and reading.

Ideas do not fit together in the same way from language to language. Because each culture has its own special way of thinking, people of different languages tend to arrange their ideas on the same subject in quite different ways within a paragraph or composition. Thus, each person's pattern of thinking is influenced by his culture, none of which is necessarily better than the other. Students' awareness of these divergent rhetorical patterns can help increase proficiency. The term "rhetoric" is used to refer to "all the devices which are needed in writing in order to produce a text in which these sentences are organized into a coherent whole, in such a way that they fulfill the writer's communicative purpose" (Byrne 1979, p.17). Thus, there is a great need to make students aware of the rhetorical differences between English and the mother tongue which in this study is Turkish.

2.3. TEACHING WRITING IN TURKISH HAZIRLIK PROGRAMS

Much has been said on teaching writing, in particular, techniques to teach writing and criteria to assess writing. The problem is how to teach it in such a way that the students, especially elementary level ones who are within the scope of this research, can see the purpose of writing and can make measurable progress. The factors that enhance writing are discussed as well as the roles of teachers and the learners. All of these are presented in order to identify the problems of teaching writing in Turkey, particularly at the Hazirlik departments of the universities, and to be able to suggest effective techniques for teaching writing and for assessing writing.

2.4. PROBLEMS FACED BY TEACHERS TEACHING WRITING IN TURKISH HAZIRLIK CLASSES

In Hazirlik programs, students need to learn how to write because it is required, at least in the curriculum. But, most EFL students avoid writing, at least at first.

Often they reach University level without any experience at composing in English especially in Hazirlik programs where they first begin writing. Their writing activities are mainly letters, precis, and short compositions. Writing is not emphasized at all. Most of the writing activities remain on the paragraph level. Communication of student ideas by writing is either deemphasized or utterly ignored.

Hardly any research has been done in TEFL directly related to teaching writing in Turkey. As it can be pointed out, all the existing literature consists of general problems in foreign language teaching. Of the studies on problems of teaching foreign languages in Turkey, it is useful to mention the ones related to or touching upon the teaching of writing here.

A study on the problems faced by EFL teachers in Turkey was carried out by Ekmekci and Inal (1984). They interviewed teachers, administrators, students and parents, and submitted a questionnaire to the English teachers who worked in secondary schools. The purpose of their research was to investigate the reasons for and sources of the problems arising in EFL teaching.

Another study was done by Songun (1987) comprising the problems encountered in foreign language learning. According to Songun, the reasons for the problems are inefficiency of

teachers, ineffective materials, textbooks, time, learning situation, students' attitudes towards the language, overcrowded classrooms, lack of modern facilities, inefficient language program, and lack of understanding the importance of a foreign language.

Songun emphasizes the importance of the role of teachers in foreign language teaching in Turkey. However, he states that the survey he conducted on secondary school foreign language teachers resulted in the finding that most of the foreign language teachers lack a good command of the language.

Kocaman (1983) associates the problems to the language teaching curriculum. According to Kocaman, the fundamental goal of foreign language programs at universities should be enabling students to follow and write scientific materials in their major fields in the target language and meeting their needs to use the language in their future careers. In Kocaman's view, efficiency in the teaching of the foreign language in universities depends upon a good choice of materials. The choice and the use of techniques are also important according to Kocaman. The techniques should utilize real life situations and meet the various needs of students. Moreover, Kocaman stresses the teacher factor. He claims that teachers are insufficient and lacking the

necessary pedagogical background for adult teaching and for applying suitable techniques into their classrooms.

In light of the information given above, it can be pointed out that since the students in our universities are foreign language learners and they are adults, to make the writing process effective for them, we need to design our classes to satisfy their needs, interests and proficiency level. Providing effective classes--writing classes, too--requires good selection and use of various techniques.

2.5. TECHNIQUES TO MOTIVATE STUDENTS TO WRITE

Motivation is necessary to push students to write in English. Various motivating techniques can provide various channels through which the students are free to express their own ideas in written English. Thus, the students have many opportunities to practice writing in and out of their classroom, and their writing ability improves constantly. On the other hand, according to Lundsteen (1976, p.2) "Teachers can not motivate students to write; they can only stimulate them. Composing in writing is an intensely individual

process". But Lundsteen also indicates that "Positive response from teacher and also from peers...is the kind of stimulus that builds motivation for further writing." (p.3).

There is an undeniable truth that the teachers' role is very important in the writing process. Byrne (1979) believes that it is the teacher who decides how to present the writing activity. In the early stages, to do a certain amount of writing on the blackboard as motivation helps students. The teacher can also prepare the students orally. Byrne (1979) suggests that writing activities can be made much more effective and meaningful for the students by using texts such as letters and even dialogs in the early stages and thereby increasing the students motivation to write well. If the writing tasks are made realistic this helps the students in relating practice to a specific purpose instead of asking them to write simply for the sake of writing. Generally speaking, writing in English demands more than just writing: "We shall also need to explore opportunities for integrating writing more effectively with other classroom activities involving not only reading but also speaking and listening." (Byrne, 1979, p.29).

It is important to remember in planning writing lessons that while writing is often an individualized

activity, it does not always have to be so in the classroom. Students can interact with each other at all points in the process: before they write, while they are writing, and after they have written.

Raimes (1983) suggests various pre-writing activities in order to motivate students to write, like brainstorming, guided discussion, interviews, skits, dictation, note-taking, and story telling. All these are done on a given topic before the students begin to write.

All writing teachers can find a valuable source in pictures; drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts, and maps.

Raimes indicates that

Pictures provide a shared experience for students in the class, a common base that leads to a variety of language activities...from fairly mechanical controlled writing, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters...Finally because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for students attention. (1983, p.27).

On the other hand, a short story, a newspaper column, an advertisement, a letter, a magazine article, a poem, or a piece of student writing can work the same way as

a picture. "If the students work with a variety of readings at the same time, then they will be dealing with different content, and anything they write to each other will thus be authentic communication, conveying new and real information." (Raimes, 1983, p.50). As it can be pointed out, the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language.

"Mapping" is another good pre-writing activity which motivates the students before beginning to write. Myers and Grey (1983) state that if writing teachers want their students to generate words easily, if they want to help their students organize their writing efficiently and coherently, then "mapping" is one of the tools they will teach. Using maps, students organize ideas; produce and receive information; and think, imagine and create a product uniquely their own. This simple visual technique, taught in just a few minutes, can help all our students write better.

2.6. TECHNIQUES TO TEACH WRITING

Various approaches to teaching writing have been

proposed and developed in recent years, and even if writing is not a major goal in most foreign language programs, it has gained a renewed interest. Raimes (1983) believes that there is no one answer to the question of how to teach writing, but that there are as many answers as there are teachers and teaching styles, learners and learner styles. In short, there is not a single way to teach writing, but many ways. According to Paulston (1976);

There are basically two methods for teaching correct language form in writing. One is free composition, where the student writes whatever comes into his head. The other is controlled composition, whereby certain controls similar to those in pattern drills the student is helped to produce a correct composition.(p.203).

Raimes (1983) categorizes six approaches to writing as the controlled to free, the free writing, the paragraph-pattern, the grammar-syntax organization, the communicative and the process. Guided writing is considered as a part of controlled writing by Raimes (1983). For that reason she does not regard it as an approach. In fact, it is not respected as much as controlled and free writings by the other experts in the field of writing. So guided writing

will be identified under the heading of controlled writing as done by Raimes. Raimes also points out that controlled writing is the opposite of free writing.

2.6.1. Controlled Writing

Controlled writing practice is any kind of classroom writing activity that has its bounds set by the teacher and is not purely an expository or an artistic piece of prose. Composition is not controlled writing practice when it is student generated: "In controlled tasks, more is given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue..." (Raimes, 1983, p.95). Many students who try very hard to learn to write English encounter tremendous frustration. The frustration they feel is often due to their great desire to express themselves and their limited capacity to do so. Teachers can work on bringing each student closer to their writing potential by using some sort of controlled writing practice. Controlled writing can be used on all levels, not just in the early stages before students have gained enough

fluency to handle free writing.

Controlled writing makes it possible to teach one thing at a time by focusing the student's attention on a specific feature of the language pattern. It also makes assessment of sentences easy; consequently, correcting is easy. With controlled writing, it is relatively easy for students to write a great deal yet avoid errors because they have a limited opportunity to make mistakes since they are first given sentence exercises, then paragraphs to copy or manipulate grammatically, for example, by changing questions to statements, present to past, or plural to singular. Raimes (1983) divides controlled writing into five different types.

For Sentence combining Raimes (1983) writes that "It is the combining of 'base' or 'kernel' sentences into one longer compound or complex sentence." (p. 107). There has been a great deal of research on the effects of sentence combining practice on students' writing ability. Sentence combining is an approach to the teaching of writing which has been very successful with native speakers of English. It can prove to be equally useful in teaching grammar and writing to EFL students of varying levels of proficiency.

„ The second type is Question and answer, which uses a question and answer format, allows students a little more freedom structuring sentences. They are not given a complete text but a series of questions.

In the Controlled composition students are given a passage to work with so they do not have to concern themselves with content, organization, finding ideas, and forming sentences.

Next comes Guided composition which is an extension of controlled composition. It is less controlled than the above examples of controlled writing. Guided composition can be done both at the sentence and at the paragraph level. Students might be given a first sentence, a last sentence, or an outline to fill out. Various activities like paraphrasing, summarizing, completion and pattern practice can be done in guided writing.

The last one--Parallel writing-- is, in a way, the freest kind of controlled writing. Instead of making changes in a given passage or writing according to an outline or given sentences, students read and write their own on a similar theme, using as a guide the vocabulary or sentence structure of the model passage.

2.6.2. Free Writing

Some teachers stress the quantity of writing while the others stress the quality. In addition to controlled writings, students at the beginning levels need to do occasional free writing. As Paulston (1976) indicates, students need to express their feelings, put across their own

ideas and get a feeling of independent achievement in the new language. According to Raimes (1980), training in free composition should begin at the sentence level. To emphasize fluency more, some teachers begin many of their classes by asking students to write freely on any topic for five or ten minutes without worrying about grammar and spelling. At first, students find this very difficult. Raimes indicates that the teachers do not correct these short pieces of writing. They read them and comment on the ideas the writer expresses. It can be pointed out that in free writing a great deal of correction time is required by the teacher after the student has written. But with free writing, teacher's input to the task is minimal; "The freedom here is freedom for the teacher, too." (Raimes, 1980, p. 390).

2.6.3. Paragraph--Pattern Writing

With the paragraph-pattern approach Raimes (1983) explains, the students' copy paragraphs, analyze the form of model paragraphs, and imitate model passages. For instance, they put scrambled sentences into paragraph order, they identify general and specific statements, they choose or create a proper topic sentence or they delete some sentences.

2.6.4. Grammar--Syntax--Organization Writing

Students pay attention to organization while they work on the necessary grammar and syntax. This approach links the purpose of a piece of writing to the forms that are needed to convey the message. For example; in order to write a set of instructions on how to operate a calculator, the writer needs more than the appropriate vocabulary; an organizational plan based on chronology (first, then, finally) is also necessary.

2.6.5. Communicative writing

"Why am I writing this?, Who will read it?" (Raimes, 1983, p.8). These crucial questions are emphasized in defining the communicative approach. This approach stresses the purpose of a piece of writing and the audience for it. Students are encouraged to behave like writers in real life. Raimes claims that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. In this approach other students in the class respond, rewrite in another form, summarize, or make comments on the work of their classmates, but they do not correct.

2.6.6. Process Writing

If questions like "How do I write this?, How do I get

started"(Raimes, 1983, p.9) are emphasized then the approach is the process approach. Students realize that what they first put down on paper is not necessarily their finished product. In process writing, writing is a process of several steps, beginning with generating ideas to discover what one wants to say, then writing, revising, getting feedback from various readers, and writing again. The students should not expect that the words they put on paper will be perfect right away. The first piece of writing produced is not corrected or graded. Only at the final stages is editing done for grammatical and mechanical accuracy. The greatest benefit of this approach is increased interaction between the student and teacher. Raimes (1983) suggests that feedback is most useful when done between drafts:

Teachers who use the process approach give their students two crucial supports: time for the students to try out ideas and feedback on the content of what they write in their drafts. They find that then the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. (pp.10-11).

2.6.7. Journal Writing

There is another approach which has all the advantages of free writing: journal writing. Journal writing takes place in a relaxed but serious atmosphere where ideas can flow readily onto the page, and students need not worry about

grammar or diction.

Thoreau defines journal writing as;

...a journal is a repository for all these fragmentary ideas and odd scraps of information that might otherwise be lost and which someday might led to more "harmonious" compositions.(in Moore, 1979, p.5).

Keeping a journal encourages students to think about their individual writing problems and to work on solutions daily. Teachers do not need to read everything that students write, yet they continue to write and their writing improves with practice. The editorial work is done in the rewriting process. The students' work is not evaluated or graded. Journal writing can stimulate student discussion, start small group activity, solve problems and reinforce learning.

2.6.8. Expressive Writing

The last writing technique that will be presented here is expressive writing. It reveals the thinking process; it is often unstructured and close to informal speech like in diaries, personal letters, and first drafts. Expressive writing helps writers find out what they want to say. In addition, it is a unique mode of learning: thinking on paper. According to Fulwiler (1979) expressive writing includes journal writing. Fulwiler adds that expressive writing is the matrix from which other forms of writing take shape: it

is often the first stage of transactional or poetic writing. It is a potent learning tool for problem solving and brainstorming. "Teachers look suspiciously at expressive writing" indicates Fulwiler (1979, p. 16), because it is too personal, unstructured therefore too difficult to evaluate.

2.7. TECHNIQUES TO ASSESS WRITING

There is no one prescription for writing assessment. There are as many assessment techniques as there are teaching techniques.

2.7.1. Teacher Evaluation

The way one teacher would assess writing would inevitably be different from the way another would assess it. Teachers adapt their assessing to fit how and what they teach and what they emphasize in class. It reflects the teachers' philosophy as well as their pedagogy. Some teachers use peer correction, some use self--editing methods, and some use checklists.

Here is perhaps the most difficult test of teaching writing; for what the teacher writes on the student's paper should have more than one result. Will the teacher's comments lead the student to write again, or to fear writing? Will they stimulate a desire to write better, or merely a fear of making errors? What happens when the paper is

returned, with the teacher's reaction to the ideas expressed?

Correcting is not all there is to do. If we want our students to keep on writing, to take pleasure in expressing ideas, then we should always respond to the ideas expressed and not only to the number of errors in a paper. There is always a great temptation, perhaps a natural inclination, to point out what is wrong in a piece of writing. But if we are to be readers rather than "Judges" (Byrne, 1979, p. 31), we should perhaps look not so much at what the students have failed to achieve but rather at what they have actually succeeded in doing. It is not essential, or even desirable, to examine everything the students write, although many students will want and expect to have their work looked at. The students hardly give the corrections a glance, being more interested in finding out the grade they receive than in learning what mistakes they make. There is little point in having the students do written work if they are not going to learn as much as possible from the mistakes they make. The "reward" for doing written work is the feeling that something is being learned. Diederich (1965) suggests that

Find in each paper at least one thing, and preferably two or three things, that the students has done well, or better than before. Then, if you want, find one thing, and preferably not more than one thing, that he should try to improve in his next paper. Whenever possible make this a suggestion, not a prescription. If a student concentrates on one error at a time, progress is possible; if he tries to overcome all of his weaknesses at once, he will only be overwhelmed. (pp.39-40).

If the grade is low and the paper is covered with marks, the student looks only the grade, crumples the paper, and throws it into the waste basket. Even the most dutiful student who does not do this probably can not cope with fifteen or twenty errors in a single paper. At the most a student can probably cope with no more than four or five errors in a paper. By "cope with", what is meant is not only correcting the error, but also understanding the principle underlying it and avoiding making the same mistake again. Student writing improves when teachers mark no more than a limited number of errors in a paper. In addition to limiting the number of errors marked, teachers should also be sure to indicate to students what is wrong about the writing.

What is the teacher to do with the paper which his student has handed to him? The first step is to read the paper. The reading should be done first without marking unless the teacher can automatically make check marks as he reads for ideas. Reading should lead to what the paper's strengths and weaknesses are. After the initial reading the teacher is ready for comments.

Traditionally, students think of writing as a process in which the ideas they want to present are less important than the rules of grammar and syntax; because teachers correct errors in grammar and spelling, and they make evaluative comments like "Very good", "Fine" or "Needs improvement". These are useful, but being adjectives of judgement rather

than of description, they are usually empty. They should be followed by more appropriate comments, so that the writer knows both what is good about his writing and also what makes it bad. With that additional information he may be better able to repeat the success or make corrections and improvement in his next composition.

Through comments, the teacher leads the student to explore new areas of experience and also to develop the areas of knowledge already entered. Marking papers in this way becomes stimulating to both student and teacher.

Lundsteen (1976) states that negative criticism should be avoided. Red--penciled correction and authoritarian comments cause a lack of confidence on the side of the student which is needed for further exploration. The purpose of editing, according to Lundsteen, is to help the students say what they want to say.

2.7.2. Peer Evaluation

The teacher does not have to be the only source of feedback for students. Other students can respond to the work of their peers. In fact, peer reactions are often more effective, both because most young people give importance to the opinions of their peers more than those of their teachers and because a student can often understand the writing problems faced by a fellow student better than the teacher.

As Byrne (1979) indicates:

The students can be asked to exchange their completed work and to evaluate one another's effort. This helps to train them look at written work critically, as readers, and will help them to view their own work in the same way at a later stage in the course. Work can also of course be discussed on a class basis and the students asked to make their own corrections. (p.37).

Inexperienced writers are less fearful when a few of their peers read and comment on what they write. The students like to learn what their peers produce. Raimes explains (1983) that "... if students are alerted to what to look for and how to look for it, they can be very helpful to each other. It is not productive just to expect students to exchange and actually mark each other's papers." (p.148). Cooper (1977) states "We have evolved three approaches for responding to student writing: Peer evaluation, self--evaluation, individualized goal setting." (p.135). In these three procedures, the individual student, not the teacher assumes an important role. The teacher serves as a facilitator and the individual student assumes increasingly greater responsibility, judging and making decisions about his fellows' work.

Students who read only their own work are unlikely to believe it can be improved because they are unaware of what other classmates write. But, if they read their classmates' papers they are able to change this opinion. Students who

feel that their writing is under attack from the class are likely to be defensive, too, and overly concerned with protecting themselves and justifying their papers. They receive feedback from a source less threatening than teachers.

Peer evaluation offers each student an opportunity to observe how his writing affects others. Because the most significant others in an adult's life are peers, peer evaluation provides a kind of motivation not available in the other approaches. Beaven (1977) stresses that peer evaluation also strengthens the interpersonal skills needed for collaboration and cooperation:

The educational value of group work, the personal growth potential, and the development of interpersonal skills make peer evaluation highly desirable for classroom use...Another advantage is that the teacher is relieved of spending countless hours on grading papers. (p.152).

2.7.3. Self Evaluation

Teaching students how to identify and correct weaknesses in their own work before submitting it reduces the amount of the time teachers must spend in checking papers. By teaching students to serve as their own editors, these teachers relieve themselves of the need to spend endless hours editing student work. It places more responsibility upon the student, and it gives the student the opportunity to become

an active participant in the total writing process, which necessarily includes evaluation and revision. Some teachers stress the importance of getting the students themselves to identify and correct mistakes in their written work, as part of the process of drafting, correcting and finalizing their composition. Perhaps the most important reason to give students opportunities to correct their written work is that it helps them develop a self--critical attitude. If the teacher always does the correcting, it is too much work for him, and it is monotonous for the student. But this valuable critical ability can not be developed unless the students are given opportunities to exercise it at the early stages of writing. The most effective procedure can be chosen in dealing with a particular type of mistake.

As Raimes (1983) indicates:

What students really need, more than anything else, is to develop the ability to read their writing and to examine it critically, to learn how to improve it, to learn how to express their meaning fluently, logically and accurately. They need to be able to find and correct their own mistakes. (p.149).

Self evaluation presents a lot of advantages on the side of the student. It leads the student toward greater self--reliance and independence. It also helps students assume responsibility for assessing their writing. Perhaps self evaluation is essential for helping students become their own

editors, knowing what needs revision and knowing how to go about that revision. "Unlike peer evaluation, it need not consume large amounts of class time. It can occur in class within five to ten minutes." states Beaven (1977, p.147). According to Beaven, the primary disadvantage of self evaluation is that teachers feel as if they are not doing their job.

2.7.4. Individualized Goal Setting

In individualized goal setting teachers never feel themselves as being threatened by students as in the self evaluation because they are always in control.

When students and teachers are new to each other, individualized goal setting proves advantageous. It is carried out by the teacher. After reading a student's paper, the teacher offers one positive comment, either general or specific, then establishes a goal for the student, stating it in a positive way. Then the teacher evaluates the student's next paper according to the goal(s) previously prescribed. And, of course, the teacher does not prescribe additional goals until the student is able to handle ones already given. Many teachers and students feel most comfortable with this procedure because the teacher stays in control, diagnosing and prescribing work for individual students. Beaven (1977)

believes that "It provides an opportunity for a teacher to become acquainted with students, to develop an accepting atmosphere, and to assess writing strengths and weaknesses." (p.142). It develops a climate of trust and acceptance as a teacher gets to know students and their writing strengths and weaknesses. Beaven claims that "It helps students to see beyond their own horizons and gain a broader perspective of the possibilities in writing." (p.153).

2.7.5. Checklists

On the other hand, teachers can use editing checklists and so can students. Checklists can contain questions like "Does every sentence of your composition begin with a capital letter and end with a period? Does every sentence have a subject and a verb?", instructions about grammar as in the example given by Raimes (1983) " 'Circle every pronoun and above it write the word or words in your composition that the pronoun refers to'" (p.147) and tasks to analyze content and organization like "Underline the topic sentence or the sentence that stands for the main idea of each paragraph".

2.7.6. Conferences

One of the best ways to help a student revise a paper is

to discuss it with the student. Despite a major disadvantage as Raimes (1983) states "one-to-one conferences are extremely time-consuming, in some teaching situations, just not practical..." (p.145), talking to a student about what he was written is often the only way to find out what he was really trying to say.

The review of the techniques suggested by the experts in the field of assessing writing is the final point of this literature review. In an ideal situation, students and teachers should have knowledge of a large repertoire of evaluation techniques and approaches and should be able to decide which one of these would prove most useful and most helpful for each paper in its various stages.

From all the techniques presented for motivating students to write, teaching writing and assessing writing, it can be pointed out that there is no one way to motivate students to write, to teach writing and to assess writing. Although the techniques are drawn from various approaches and address the various features that a writer needs to consider in producing a piece of writing, they still have something in common. They stem from the basic assumptions that writing means writing a connected text and not just single sentences, that writers write for a purpose and that the process of writing involving the assessment part is a valuable learning

tool for all of our students.

In the next chapter, presentation and analysis of data are done. The data is collected in the form of compositions from elementary level students of a typical Hazirlik program.

3. METHODOLOGY

3.1. INTRODUCTION

The previous section presented a literature review on motivating students to write, teaching writing, assessing writing and teaching writing in EFL in Turkey.

In this section, in order to determine whether or not the suggestions offered by the experts in the literature review would be beneficial and appropriate in the Turkish EFL setting, data was collected through a brief experiment with fifty-eight elementary level students at the Bilkent university Hazirlik program. A major difficulty was the time limitation allowed to carry out this study. Despite the limitation of time, this experiment can show how the process approach to writing can be implemented and benefited from at Hazirlik departments of Turkish universities for elementary level students. On the other hand, it would have been better if the researcher had had enough time to make occasional visits to more classes, use more techniques than she did while conducting the research, repeat the interviews with teachers, and conduct the experiments with more classes.

3.2. PRE-PLANNING FOR THE EXPERIMENT

Before starting the experiment, the researcher decided

which of the techniques suggested by the experts in the field of writing she had to make use of while teaching and assessing writing in the particular classes. While the researcher was at this stage of decision making, as a result of a tele-conference with Dr. Ilona Leki on the subject of "A process approach to writing", the process approach was chosen for this experiment. But, this decision concerned only for the general approach not the specific details such as the classroom techniques within the process approach.

After selection of the process approach, as a next step the researcher together with her advisor had a meeting on what kind of techniques she had to follow in order to apply the process approach in the classes for this experiment. They decided to use four elementary classes, two of them would be the control groups and the other two would be the experimental groups. In the control groups the traditional way of writing and in the experimental groups the process approach would be used. Thus, the researcher had to contact four teachers from the Bilkent Hazirlik program and schedule meetings over a five week period with each teacher.

Before contacting the teachers, the first step for the researcher was to write down her past experiences as a teacher of writing in EFL classes. There, the researcher concentrated on the problems and pleasures of teaching writing, for example, students' reactions to writing,

disappointments and the different techniques such as discussion on the topic that the students enjoyed very much. As a result, after completing the experiment the researcher would be able to compare and contrast students' reactions from her past and present experiences.

3.2.1. The Experiences of the Researcher

My experience suggests that Turkish students do not like writing very much. This is because either they are not used to writing even in Turkish or they are always forced to write according to traditional methods. Most of our students do not know what the topic sentence, introduction and conclusion are, or how these can be applied in a piece of writing. They do not know the techniques of punctuation, even in Turkish. Thus, in English they have the same difficulties. Even a student whose grammar knowledge is very good can have difficulties in writing his ideas.

I state these reasons in particular because I myself suffered a lot from them during my education. But, I must admit that although I know most of the difficulties in writing courses I could not bring variety into my classes while I was teaching. The only thing that can be considered as a change was that I presented more than five topics and

the students chose the one which was most interesting and appropriate for them after a class discussion. But, the following steps were the same with the traditional way of writing: the students wrote their compositions on the chosen topic, I collected their papers, corrected the mistakes or even did not correct but only marked them, and finally returned them. As a result of this process, of course, students think that they are writing for a single grade. They do not think that their ideas are of importance.

Since I marked and/or corrected the mistakes in their papers, several times some students complained about it and they said that they wrote as best as they could. Once, one student even said that she wrote all her secrets since she loved the topic (the topic was what the qualities of a good lover are). But, later when she saw her paper full of underlined markings she said she was disappointed.

Once the topic was "Civilization in Antalya", and one of my student's ideas were really interesting. His title was "Please save beautiful Antalya from the paws of civilization". So I put more than two positive remarks such as "excellent" and "very good" on his paper. And when I gave the students their papers to see their mistakes, that student did not want to give his paper back to me. He said it was the first time he got such remarks in his English lesson and

added that he wanted to show it to his father!

3.3. PLANNING FOR THE EXPERIMENT

In order to identify four Hazirlik classes, the researcher contacted four teachers from the Bilkent university Hazirlik department. She explained to them the general concerns about the experiment. The four teachers agreed to work with her provided that she would use at most half an hour of the normal class time. Then the schedule for five weeks was decided with each teacher. After preparing the schedule, it was time to identify the two control and the two experimental groups. The researcher together with her advisor identified them at random. Next, the researcher made an interview with those teachers and also observed the four classes.

3.3.1. Interviews

Interviews with each teacher were done in English. The purpose was to learn their difficulties in teaching writing and the strengths and weaknesses of these particular students while writing in English.

The responses from each teacher were more or less the

same. They all agreed that their students did not know the techniques of writing. All the four teachers said that the students did not have a background in writing in English nor in Turkish. They also confirmed that there was not a special course called writing at their program.

At the same time, the teachers commented on some special information about the classes in which the experiment would be held. The Control Group 1 teacher said that her students enjoyed writing. Although they did not know what main idea, introduction and conclusion were, she said they were eager to write. The Control Group 2 teacher identified her class as a spoiled one and she added that they did not like writing at all. She said they did not think that writing was useful and they wrote only when somebody forced them. The Experimental Group 1 teacher complained about his students not being used to writing out of class. He said they did not have any difficulty in grammar but when they had to write a paragraph they had difficulty in accuracy. Finally, the Experimental Group 2 teacher said that although that group consisted of rather hard-working students and they were willing to do everything related to English, they had difficulty in writing while arranging their ideas.

3.3.2. Observations

The researcher visited each class and observed them. She sat with the students. The purpose of these observations was to get an overall idea about the students' level, their performance and competence, so as not to expect more than their current levels.

3.4. THE EXPERIMENT

The procedure that was followed during the implementation of the whole experiment:

With the two control groups

With the two experimental groups

1) PRE-TEST

Topic: What did you do last week?

Time limitation: 10 min.

1) PRE-TEST

Topic: What did you do last week?

Time limitation: 10 min.

2) FIRST DRAFT SESSION

Topic: My typical day

Time limitation: 20 min.

2) FIRST DRAFT SESSION

Topic: My typical day

Time limitation: 15 min.

3) SECOND (FINAL) DRAFT SESSION

Time limitation: 20 min.

3) SECOND DRAFT SESSION

Time limitation: 15 min.

4) No Third Draft

4) THIRD (FINAL) DRAFT
SESSION

Time limitation: 10 min.

5) POST-TEST

5) POST-TEST

Topic: What will you do
next week?

Topic: What will you do
next week?

Time limitation: 10 min.

Time limitation: 10 min.

How the papers were assessed:

Control groups'

- All errors were marked and corrected.

Ex.: ahaed
spelling = ahead

Experimental groups'

- Errors were not corrected unless they were serious.

Ex.: I to go shower.
have a shower

- One positive remark
- One question

- In addition to them
- An extra supportive remark such as "Excellent", "Good" and "Funny".

As shown in the diagram, the experiment with these four classes began with a pre-test. For all four classes the pre-test was held at the same week on different days. At the

pre-test the researcher again sat as one of the students. The teachers of each class gave the topic and the students wrote their compositions. The topic and the time limitation were the same for the four classes. Within ten minutes the students tried to write their compositions on the topic of "What did you do last week?" When they finished their teachers collected their papers, gave them to the researcher and the researcher left the classroom. Apart from the students in Control Group 1, the students in the other classes were highly motivated to write. In Control Group 1, two students refused to write when they learned that it had nothing to do with their courses.

After the pre-test the researcher and her advisor met again in order to determine the techniques of the process approach to use in the experiment. Due to the time constraints it was impossible to include a wide variety of techniques such as correction on the board, checklist, peer-edition or self-edition in the experiment. Using those techniques would take more than the allowed time (at most half an hour). Thus, the researcher decided to use only the number drafts as the variable which the experiment studied.

As a second step in the experiment for the first draft session with the control groups, in order to apply the traditional way of writing, the researcher again visited

their classrooms. This time the teachers sat and the researcher taught the lesson. Their topic was "My typical day". She wrote the topic on the board. The students were given twenty minutes. When the time was up the researcher collected the papers. It should be noted here that Control Group 2 was again highly unmotivated.

In order to collect the first drafts from the experimental groups, again the researcher taught the lesson. With the experimental groups the process approach was used. So after writing the same topic on the board, there was a brief discussion about the topic. The students discussed about what they understood from the topic. When it became clear they began to write and finished writing within fifteen minutes.

At this point the researcher had collected the first drafts both from the control and the experimental groups during the same week. Then, it was time to assess the papers. She would follow different procedures with the control and experimental groups. For the control groups, every single error was marked, identified and corrected. After underlining the error, what type of an error it was and then the correct form of it were written. For the experimental groups, the errors were not marked and corrected unless they were serious. If the error was important it was

only corrected without writing the type of the error. The main procedure followed for the experimental groups was like this: on each paper there was one positive remark, one question and an extra supportive remark like "good" or "interesting".

After assessing the papers, the control groups were given their first drafts. Again the researcher taught the lesson. Within twenty minutes they rewrote their papers as a second and last draft. While rewriting, they simply replaced the mistaken words with the correct ones. In Control Group 2, except for four students the others did not want to rewrite and they left the classroom. And most of the students finished rewriting before the time was up since they did not need to add any idea to their paragraphs.

When the experimental groups were given their first drafts, they were shocked since there were not any mistakes corrected on their papers. There were only some positive comments. The researcher explained to the students what these comments stood for. The students were required to rewrite their first drafts in fifteen minutes. But, since it was the first time that they were required to do such a work they said they could not understand what they would do. Thus, the researcher reexplained to them what they would do. They would be able to skip or add any idea they want. They

were also supposed to answer the question they were asked on their paper. The only problem occurred when there were nine absent students in experimental Group 1. The students who were present enthusiastically rewrote their drafts and submitted them as their second drafts.

After collecting two drafts from the control groups, the last step with them was the post-test. This time their teacher gave them the topic and the researcher observed. Their topic was "What will you do next week?" In ten minutes they wrote their compositions. Then the experiment with the control groups was completed.

The researcher followed the same procedure with their first drafts while assessing the second drafts of the experimental Group students. During the same week when the control groups took the post-test the experimental groups were given their second drafts and required to write their third drafts as they had written the second one. The students were given ten minutes to complete the third and final draft of their writing. Some students asked whether they would write the same paragraph again. They said in a way they memorized it. One of the students in the Experimental group 2 said that she learned the simple present tense clearly with the help of this process.

As a last step, the Experimental groups also took the

post-test. Both the topic and the time was the same as with the control groups. The teachers gave the topic and collected the papers, and the researcher observed.

In the every step of the experiment, including the pre-test, in order to measure the improvement every single word and complete sentence on the students' papers were counted and written down on a list separately for each class. In the next section, the data collected in this experiment are presented and analyzed.

4. PRESENTATION AND ANALYSIS OF DATA

The aim in this chapter is to present the data and the analysis of the data collected from four elementary Hazirlik classes of Bilkent University.

4.1. PRESENTATION OF DATA

In order to collect data, four groups of elementary level students were used in a brief two--month experiment. During these two months compositions on three different topics were collected from fifty-eight students.

The experiment started with a pre-test both for the two Control Groups and for the two Experimental Groups. The topic was "What did you do last week?" The teachers of the four classes gave the topic and the students wrote their compositions in ten minutes. The attitudes of the students in the Control Group 1, Experimental Group 1 and 2 were very positive towards the experiment and the researcher. But, the experiment really disturbed the Control Group 2 students. Six of them just left the class when they learned that this experiment had nothing to do with their final grade. In fact, this kind of reaction from these students was not surprising since their teacher had already warned the researcher. The same attitude of the control group 2

students continued through the experiment. Most of them were absent in different phases of the experiment. Only three students completed all steps of the experiment. Thus, it is impossible to say that this group contributed the experiment.

While collecting compositions during the draft sessions the same topic was used for the four groups, "My typical day". The experimental groups wrote three drafts since they were using the process approach. But the control groups wrote only two drafts since they were using the traditional way of writing. During these draft sessions the researcher was active while the regular teacher observed. Their time limitation was different per session but the total time was the same.

For each draft, the Control Group students were given twenty minutes. However, the Experimental Group students were given fifteen minutes for the first and the second drafts, but for the third draft their time limitation was ten minutes. In collecting the first drafts from the Experimental Groups, after giving the topic, the researcher together with the students discussed the topic first. The students in these particular groups said that they enjoyed it very much and it became very useful for them. They also added that after the discussion their minds became clear and

they wrote more accurately. One problem that the researcher encountered with the experimental groups was that a student from experimental group 1, although he was at the class, did not rewrite the composition. While collecting the papers the researcher noticed it and this student said that there was not even a single mistake identified in his paper so he did not feel it was necessary to write it again. Another problem was that especially during the second and the third drafts in the Experimental Group 2, there were so many absent students. The researcher finished the experiment in this group with only six students. Some of the students from the Experimental Group 2 claimed that writing in drafts was very useful for them. They even said that they learned the simple present tense with the help of writing draft after draft. On the other hand, several students from Control Group 1 complained about writing the same thing for the second time. They asked whether it was possible to write on a different topic or not. Although Control Group 1 was identified previously as very hard-working and eager students by their teacher, they did not show any eagerness when they saw their papers full of marks and corrections, whereas the Experimental Group students became very enthusiastic getting back a paper carrying words of approval and praise. The following four sample compositions, one from each group, are presented in order to give an insight as to how their papers were assessed during the draft sessions.

While marking these two groups' papers the traditional

In general, the mistakes on the papers of the Experimental Group students were not marked. But, if there were any important mistakes the researcher would only correct them. The students' ideas were appreciated with a positive comment, a supportive remark and a question, which were written on each paper in these groups.

SAMPLE COMPOSITION 3
FROM EXPERIMENTAL GROUP 3

My Typical Day

I get up at seven o'clock. Then I wash hands and face. I have breakfast at eight o'clock. Then I go to school at half past eight. I have break time half past twelve o'clock. Then I come back to the classroom. I study until half past three. After that I go to house in the evening. I have free time in the evening. I am jogging on the our street. I like jogging. Then I go to the river. because I fish in the evening. It's funny? I am happy there, because it's a really fantastic activity. I catch a lot of fish? Then I return to the my house. I eat the fish with my father and my mother. I go to bed at ten o'clock. Don't you ever study English?

SAMPLE COMPOSITION 4
FROM EXPERIMENTAL GROUP 4

My typical day.

I get up at seven o'clock morning. I always read newspaper in the morning. Then I have breakfast but I don't like breakfast morning only I like drinking tea. I go to school. I study lesson. I usually go to office. I visited my friend in the office. Sometimes I work in the office. Afterwards I come back in the dormitory. Again I study lesson. ^{Very good!} I never watch T.V. in the evening. ^{I don't like watching T.V. either.} I don't like watch T.V. I clean in the room and I talking my friend I listen the music. If there is good film on the cinema. ^{What kind of music do you listen to?} We will go there.

Two sets of two drafts from the control groups and three drafts from the experimental groups are also presented here as samples for the purpose of showing the differences in quality and quantity among the drafts of the same student and between the drafts of the control group and experimental group student.

SAMPLE COMPOSITION SET 1
FROM CONTROL GROUP 1
FIRST DRAFT

Every Sunday^{punctuation} I get up at 7 o'clock
I ~~haven't~~^{tense => don't have} breakfast. Because I don't like having
breakfast. Then I go to ~~the~~^{no article} my English course
by bus. It starts at 9.30. and finishes 12.30.
I come ~~to~~^{unnecessary} my home and have ~~lunch~~^{wrong verb => finish}. After
I do my homework and phone my friends.
Sometimes I meet my friends and we
eat something in cafe we play games,
we talk about our school, friends and problems.
~~when~~^{capitalization => When} we meet, we have a good time.
In the evening^{punctuation} I have dinner with my
family. We watch TV or visit my grand mother.
Finally I have a bath and I go to the
bed about at 1 o'clock. and I sleep.

SECOND DRAFT

Every Sunday I get up at seven
o'clock. I don't have breakfast. Because
I don't like having breakfast. Then I go to
my English course by bus. It starts
at 9.30 and finishes 12.30. I come my
home and have lunch. Then I do my
homework and phone my friends.
Sometimes I meet my friends and we
eat something in cafe. we play games.
we talk about our school, friends and
problems. When we meet, we have a good
time.
In the evening I have dinner with
my family. we watch TV or visit my
grand mother.
Finally I have a bath and I go to
the bed about at one o'clock and I sleep.

This sample set of two drafts from a Control Group 1 student shows that there is no improvement in the composition of the student (student E in the Table 1) in quality nor in quantity. As it can be pointed out in the table (see page 68) this student was one of the students who went through all stages in the experiment. She was also among the students who wrote the longest compositions according to the number of words and complete sentences, not only in the drafts but also in the pre- and post-tests. That is why this student's compositions were chosen. If the two drafts of this student are compared and contrasted, it is not hard to see that in the second draft she only made the corrections noted by the researcher on her first draft. She corrected her mistakes and added nothing to the content although they were instructed that they could. For that reason, there is not a change in the number of the words and complete sentences on her second paper.

SAMPLE COMPOSITION SET 2
FROM CONTROL GROUP 2
FIRST DRAFT

SUNDAY=

I sometimes get up at 10.00 and I have ~~to~~ ^{don't use any article} breakfast
at 11.00 o'clock I clean my room. I always studies and do my
homework ^{spelling → o'clock} at 1.00 to 5.00 o'clock. I ^{tense → clean} watches TV, ^{tense → study} listen to
music ^{preposition → from} I sometimes ~~go~~ ^{unecessary} to the ~~cinema~~ ^{cinema} ^{tense → watch} ^{tense → listen}

SECOND DRAFT

Q:310097

I sometimes get up at 10.00 and I have breakfast at 12.00 o'clock. I clean my room. I always study and do my homework from 1.00 to 5.00 o'clock. I watch TV, listen to music. I sometimes go to the cinema.

Since this student (student B in Table 2) is another who completed the experiment her set was chosen as a sample. In fact, her second draft is typical of the second drafts of the two Control Group students. Like this student, almost all of them rewrote their second drafts only correcting their mistakes. They did not add even a single word to their compositions, although they saw that their compositions were not long and sometimes not even the length of a normal paragraph, like this particular student's paper.

SAMPLE COMPOSITION SET 3
FROM EXPERIMENTAL GROUP 1
FIRST DRAFT

My Typical Day;

I get up at 10:00 o'clock in the summer.
Usually, every morning I run. ^{Very interesting} After I go to
swimming. I like swim ^{I like swimming, too}. Then I have breakfast.
And I listen to music, and I sleep.

At three o'clock, I go to beach. I lie down,
and I swim.

Do you like sunbathing?

SECOND DRAFT

My Typical Day;

I get up at 10:00 o'clock in the summer.
Usually, every morning I run. After I go to
swimming. I like swimming. Then I have breakfast.
And I listen to music, and I sleep.

At three o'clock, I go to beach. I like
sunbathing very much. So, every summer I go to
Side. Because Side is very wonderful and very
hot. Side's sea is blue and hot. Excellent!

Every afternoon I lie down on the beach and
I swim in the sea.

Every night, I go to disco. I like dancing
very much and listen light music. And I like
summer and Side. I like Side, too. I'm from Antalya.

THIRD DRAFT

MY TYPICAL DAY ;

A,
E-

I get up at 10:00 o'clock in the summer . Usually , every morning I run . After I go to swimming , I like swimming . Then I have breakfast . And I listen to music , and I sleep .

At three o'clock , I go to beach . I like sunbathing very much . So every summer I go to Side . Because Side is very wonderful and very hot . I have got a house in Side . It's very big . Side's sea is blue and hot .

Every afternoon I lie down on the beach and I swim in the sea .

Every night , I go to disco . I like dancing very much and listen high music . And I like summer and Side . My friend İbbel is from Antalya too .

With this third set of compositions, the aim is to show the improvement in the three drafts of an experimental group student both in quality and quantity. This student's paper (student L in table 3) was chosen especially since she made a great improvement with her second draft. Although the first draft of this student was short in length, probably with the help the positive comments, she wrote better compositions in both quality and quantity in her second and third drafts. Here it is not hard to identify the difference between the drafts of a control group student and experimental group student. Like this particular student, most of the experimental group students tried to answer the questions

written on their previous papers. For example; the researcher wrote the question "Do you have a house in Side?" on the second draft, and this student answered this question on her third draft with an additional sentence providing the answer to this question: "I have got a house in Side. It is very big." The experimental group students also added several sentences and completed their compositions if they could not finish what they wanted to write. As a result, their compositions improved in quantity and in quality.

SAMPLE COMPOSITION SET 4
FROM EXPERIMENTAL GROUP 2
 FIRST DRAFT

I usually get up at 7⁰⁰ clock. I wash~~my~~ face and have a breakfast. than I wear the clothes. than My uncle come to our home and I and my uncle with get in the car. ^{Everyday your uncle takes you to the bus stop. It is very interesting.} My uncle break me bus stop. I wait a few minutes when the bus came the bus stop. I get in the bus. If I arrive the university I go to class than The teacher come at 8⁴⁰ and she starts the lesson She teaches English us. at 10⁴⁰ the lesson finish. we always go to Restaurant we eat the food we come back to school at 12⁴⁰ the second lesson starting then? How do you spend your evenings?

SECOND DRAFT

I usually get up at 7⁰⁰ clock. I wash my face and I have a breakfast. then I wear the clothes. When the my uncle comes. ~~Then I~~ my uncle takes me in the car. I think you are very comfortable ~~my get in his car~~. he puts on the bus stop me. I wait a few minutes. When the bus comes I get in the bus. If I arrive the university I usually go to class. After The teacher come at 8⁴⁰ and she starts the lesson. She teaches English us. When the time to go the lesson finish. I and my friend always go to restaurant we eat the food. When the food finishes we come back to class. the second lesson starts at 12⁴⁰. when the second lesson finishes I usually go home. I sleep an hour. Very good! when I get up I listen to the cassette. I study lesson about an hour. I and my family eat dinner at 8⁰⁰ clock. I read newspapers and books. ~~if I tried~~ I go to the bed. Do you read novels? What kind?

THIRD DRAFT

I usually get up at 7⁰⁰ clock. I wash my face and I have a breakfast every day. I wear the clothes. If my uncle comes, my uncle takes me in the car. He puts on the bus stop me. but Sometimes my uncle doesn't come. I go to bus stop by bus. I arrive the bus stop I wait a few minutes. When the bus comes, I get in the bus. If I arrive the university, I usually go to class. After the teacher come at 8⁰⁰ and she starts the lesson, she teaches English us every lesson.

When the time 10⁰⁰ the lesson finish. I and my friend always go to restaurant, we eat the food. When the food finishes we come back to class.

The second lesson finishes. I usually go home, I sleep an hour every day. When I get up I listen to the Metal cassette. I study lesson about an hour. I and my family eat dinner at 8⁰⁰ clock. I read Milliyet newspapers, and I read novels kind of thrillers books and science fiction. If I tired, I go to the bed.

As one of the six students who completed the experiment in the Experimental Group 2, this student's set was chosen as a sample. The student (student D in table 4) made a great improvement both in quantity and quality in writing the second draft and also the third draft. In his first draft, there were 103 words and 15 complete sentences. In his second draft, there were 160 words and 20 sentences. Finally, in the third draft, there were 177 words and 25 complete sentences. Similar improvement in quality is also worth mentioning. In his first draft the student wrote a sentence: "My uncle come to our home and I and my uncle with get in the car my uncle break me bus stop." Since this sentence (in fact, two sentences) was grammatically wrong, above that sentence the researcher wrote this comment: "Everyday your uncle takes you to the bus-stop. It is very interesting." It is notable and interesting that the student changed this sentence using the researcher's sentence as a base adding some: "My uncle takes me in the car. He puts on the bus-stop me." He also answered the questions written on his previous draft while writing the new ones. Since he wrote more than one sentence in order to answer a single question, his number of words and sentences increased gradually.

After the drafts were completed with all the four groups

a post-test was applied as a last step. The topic and the time limitation were the same, and everything was under the control of the regular teachers as in the pre-test. Compositions on the topic of "What will you do next week?" were collected from the four groups and the experiment was completed.

The last procedure for the researcher to follow was to count every single word and complete sentence in the papers of the students including both the pre-test and the post-test. In order to measure the improvement objectively and quantitatively, this simple method was chosen. The number of the words and complete sentences are presented on the four tables separately. Tables 1+2 show the total number of words and complete sentences for the control groups, whereas Tables 3+4 show the experimental groups' totals.

Table 1

Number of the Words/Complete Sentences Counted in the
Compositions of the Control Group 1 Students

Students	Pre-test	Draft 1	Draft 2	Post-test
A	92/16	106/13	105/18	112/15
B	116/14	69/11	97/16	98/13
C	124/14	104/15	105/15	126/15
D	232/30	40/7	74/11	81/8
E	192/21	113/13	112/11	159/21
F	76/16	108/23	110/23	114/14
G	137/19	108/10	105/11	141/12
H	115/15	81/12	81/12	-/-
I	-/-	84/9	-/-	-/-
J	-/-	115/17	110/16	-/-
K	-/-	146/18	140/21	111/15
L	-/-	112/20	127/25	77/10
M	-/-	108/16	-/-	109/14
N	-/-	112/18	115/20	214/30
O	-/-	101/15	107/13	-/-

- A dash (-) in the tables indicates that student was absent.
- There were fifteen students in this group.
- Seven students went through all stages of the experiment.

As previously indicated by their teacher they were usually keen on writing. Although they were disappointed with their papers full of marks and corrections and they complained a little bit about writing it again, they did not give up writing. After the general disappointment during the draft sessions, these students showed great enthusiasm at the post-test as can be seen from the number of words and complete sentences.

Table 2

Number of the Words/Complete Sentences counted in the
Compositions of the Control Group 2 Students

Students	Pre-test	Draft 1	Draft 2	Post-test
A	37/5	141/13	-/-	72/5
B	52/3	39/5	37/5	31/3
C	77/15	-/-	-/-	69/8
D	48/8	52/8	46/7	55/5
E	30/4	-/-	-/-	17/3
F	87/7	-/-	-/-	28/5
G	35/5	54/11	57/11	34/4
H	100/11	88/4	86/13	-/-
I	-/-	78/7	-/-	50/5
J	-/-	52/8	-/-	-/-
K	-/-	-/-	-/-	65/6
L	-/-	-/-	-/-	25/3
M	-/-	-/-	-/-	106/11
N	-/-	-/-	-/-	8/1

- There were fourteen students in this group.
- Only three students completed the experiment.
- Six students did not want to write anything in the pre-test and left the class

Control group 2's reaction to the experiment was not surprising because their teacher had said that this group was highly unmotivated and did not want to do even fun activities in class.

Table 3

Number of the Words/Complete Sentences Counted in the
Compositions of the Experimental Group 1 Students

Students	Pre-test	Draft 1	Draft 2	Draft 3	Post-test
A	95/15	88/9	96/13	131/14	90/10
B	83/9	63/6	94/10	113/10	71/6
C	125/18	61/9	94/12	109/14	76/11
D	90/11	74/7	106/9	-/-	78/7
E	64/11	101/10	106/15	114/16	54/5
F	182/22	103/17	123/21	140/21	155/13
G	118/16	85/13	101/14	137/17	62/7
H	103/12	64/7	79/9	88/10	60/6
I	125/12	103/10	100/10	115/10	120/14
J	183/28	71/7	127/18	-/-	111/10
K	127/15	112/12	129/13	147/14	101/9
L	142/19	46/8	99/14	117/18	92/11
M	-/-	45/5	65/7	104/11	100/9

- There were thirteen students in this group.
- Ten students went through all stages of the experiment.

The students in this group were highly enthusiastic to write compositions. Only student I did not write anything for the second draft since he misunderstood what he should have done. When he could not see any mistake marked in his paper, this particular student thought that everything was perfect and gave the same paper back.

Table 4

Number of the Words/Complete Sentences Counted in the
Compositions of the Experimental Group 2 Students

Students	Pre-test	Draft 1	Draft 2	Draft 3	Post-test
A	39/6	48/11	74/12	94/14	42/4
B	40/6	52/8	-/-	-/-	-/-
C	50/7	35/6	103/14	142/21	44/5
D	80/9	103/15	180/20	177/25	78/10
E	-/-	74/8	83/10	116/11	55/8
F	67/12	82/9	187/16	185/18	67/8
G	49/7	52/7	-/-	-/-	-/-
H	48/8	53/9	84/13	84/13	66/9
I	39/9	60/12	76/12	85/15	52/7
J	-/-	41/8	-/-	-/-	-/-
K	34/7	54/8	-/-	-/-	-/-
L	72/9	48/8	-/-	-/-	-/-
M	34/3	47/2	-/-	-/-	-/-
N	92/14	-/-	-/-	-/-	82/9
O	31/5	-/-	-/-	-/-	-/-
P	103/11	-/-	-/-	-/-	67/7

- There were sixteen students in this last group.
- Only six of them completed the experiment.

They were the largest group at the beginning of the experiment, but then since many of the students were absent in different phases, the experiment started with fourteen students but finished with only nine students.

Tables 5-6 show the percentage of improvement in the number of the words and complete sentences of the control group students between pre- and post-tests. Tables 7+8 show the percentages of improvement for the two experimental groups.

Table 5

Percentage of Change in Words/Complete Sentences between Pre-test and Post-test

CONTROL GROUP 1

Students	Pre-test	Post-test	% Change
A	92/16	112/15	21.73/-8.25
B	116/14	98/13	-15.51/-7.14
C	124/14	126/15	1.61/7.14
D	232/30	81/8	-65.08/-7.33
E	192/21	159/21	-17.18/0
F	76/16	114/14	50.00/-12.50
G	137/19	141/12	2.91/-36.84
H	115/15	-/-	-/-
I	-/-	-/-	-/-
J	-/-	-/-	-/-
K	-/-	111/15	-/-
L	-/-	77/10	-/-
M	-/-	109/14	-/-
N	-/-	214/30	-/-
O	-/-	-/-	-/-

Table 6

Percentage of Change in Words/Complete Sentences between
Pre-test and Post-test

CONTROL GROUP 2

Students	Pre-test	Post-test	% Change
A	37/5	72/5	94.59/0
B	52/3	31/3	-40.38/0
C	77/15	69/8	-10.38/-46.66
D	48/8	55/5	14.58/-37.50
E	30/4	17/3	-43.33/-25.00
F	87/7	28/5	-67.81/-28.57
G	35/5	34/4	-2.85/-20.00
H	100/11	-/-	-/-
I	-/-	50/5	-/-
J	-/-	-/-	-/-
K	-/-	65/8	-/-
L	-/-	25/3	-/-
M	-/-	106/11	-/-
N	-/-	8/1	-/-

Table 7

Percentage of Change in Words/Complete Sentences between
Pre-test and Post-test

EXPERIMENTAL GROUP 1

Students	Pre-test	Post-test	% Change
A	95/15	90/10	-5.28/-33.33
B	83/9	71/6	-14.45/-33.33
C	125/18	76/11	-39.20/-38.88
D	90/11	78/7	-13.33/-36.36
E	64/11	54/5	-15.62/-54.54
F	182/22	155/13	-14.83/-40.90
G	118/16	62/7	-47.45/-56.25
H	103/12	60/6	-41.74/-50.00
I	125/12	120/14	-4.00/18.66
J	183/28	111/10	-39.34/-64.28
K	127/15	101/9	-20.47/-40.00
L	142/19	92/11	-35.21/-42.10
M	-/-	100/9	-/-

Table 8

Percentage of Change in Words/Complete Sentences between
Pre-test and Post-test

EXPERIMENTAL GROUP 2

Students	Pre-test	Post-test	% Change
A	39/8	42/4	7.69/-33.33
B	40/8	-/-	-/-
C	50/7	44/5	-12.00/-28.57
D	60/9	78/10	30.00/11.11
E	-/-	55/6	-/-
F	67/12	67/8	0/-33.33
G	49/7	-/-	-/-
H	48/8	66/9	37.50/12.50
I	39/9	52/7	33.33/-22.22
J	-/-	-/-	-/-
K	34/7	-/-	-/-
L	72/9	-/-	-/-
M	34/3	-/-	-/-
N	92/14	82/9	-32.60/-35.71
O	31/5	-/-	-/-
P	103/11	87/7	-34.95/-38.36

4.2. ANALYSIS OF DATA

Like all experiments, this one was done in order to test some expectations. Of the four groups studied, the ones that

the improvement was expected in were the experimental groups. In these groups, a new and modern method was used, the Process Approach. Because of the technique and the procedure that was carried out, the students were expected to be motivated and make an improvement from the pre-test to the post-test. The experiment was completed successfully in spite of various time problems. The time to do the experiment was limited to a two--month period and at most half an hour of normal class time would be used for each group during the implementation of each phase in the experiment.

At the end of the experiment some expectations were realized whereas some were not. An analysis of the data shows that there is not a major improvement between the pre-test and post-test compositions of the experimental group students if it is taken from the point of quantity as indicated by Tables 7 and 8. Experimental group students were motivated and made an improvement in writing their compositions both in quality and quantity only during the draft sessions (but not between the pre- and post-tests.)

The students in both experimental groups seemed to enjoy the procedure they went through. Although they had to rewrite the same compositions during the drafts, they did not complain much because of the positive comments that

encouraged them to write more. Not many students were bored with writing the same compositions for the third time. Only four or five students said that it was boring for them to write the same things again and again. The students in each experimental group easily understood the purpose of why they were writing multiple drafts. One student from experimental group 1 even asked whether this method would improve their writing ability or not.

However, there was some initial confusion about the drafts. Some students could not understand what they would do when they got their papers back with positive remarks. They were shocked when they were asked to rewrite that "perfect paper". It must have been for that reason that a student from Experimental Group 1 did not rewrite his second draft since he saw there were no mistakes marked. On the other hand, although the mistakes were not marked and corrected, most of the students in both experimental groups tried to find mistakes on their papers and to write them correctly. The students also added new sentences while rewriting the drafts either because they wanted to or it was required by the question written down on their paper (see the sample composition sets).

For the control group students writing only two drafts,

correcting the mistakes was not a different procedure from their normal writing lessons. For that reason, it can not be said that they enjoyed rewriting their compositions after getting it with full of marks. Even the hard-working class, Control group 1, did not like this procedure. When they complained too much, their teacher felt the necessity of making an explanation to the researcher. She said that the students did not like the idea of being checked by an outsider. Although they wrote quite well and long, for example in the pre- and post-tests, the number of words and complete sentences remained the same in their second drafts because, like most students they did not enjoy seeing their papers with mistakes underlined.

Tables 1-4 present the overall performance of the students in the four groups throughout the experiment. Tables 5-8 show whether or not the expectation of improvement in the experimental groups between pre- and post-tests was realized. The tables for control groups are also presented to compare and contrast the improvement between control and experimental groups. The improvements identified both from the sample composition sets and from the eight tables can be divided into two categories.

4.2.1. Quantitative Changes

As can be pointed out from the sample compositions presented above, there is generally an improvement in the papers of the experimental group students both in quality and quantity.

An improvement in quantity during the draft sessions is not hard to see. A student (C in the experimental group 2) who wrote only 35 words in the first draft wrote a composition of 103 words in the second, and 142 in the last draft. This is most likely due to the words and sentences of approval and praise that were written on their papers. There is a great increase in the number of the words and sentences between their first and second drafts.

However, an improvement in quantity for the experimental groups is not so apparent in the post-test as indicated by the Tables 7 and 8. As an example, although the same student (C in the experimental group 2) went through an identifiable improvement during the drafts, the number of the words she wrote in the pre-test was 50 and in the post-test 44. But, it is easy to point out that during the drafts the performance of the students in the experimental groups was much better than the students in the control groups. Since control group students were not aware that

their ideas were given importance, they did not include anything new into their papers but corrected their mistakes. On the other hand, there is a notable change on the papers of the control group students between pre-test and post-test. As seen on the Tables 5 and 6, the number of the words on the papers of some students (students A, E and G in the control group 1 and student D in the control group 2) increased whereas the number of the sentences decreased. This quantitative measure seems to show that these students made an improvement by writing longer sentences. Control group 1 students, although they wrote well from the beginning to the end, did not make an improvement during the drafts as the experimental group students did. As seen on table 1, their pre-test was very good, however, they did not improve in quality nor quantity during the drafts. When the number of the words and sentences counted on their papers are compared and contrasted with the other groups, it seems as if they made an improvement. However, if they are compared and contrasted with themselves, considering that they are successful students according to their teacher, the same improvement can not be indicated.

4.2.2. Qualitative changes

In order to identify whether or not there was an

improvement in quality on the papers of the students, the content of their papers was examined. Three questions were asked to determine the quality of their writing: How interesting are the ideas of the students? Are their thoughts well--organized? and How well--written are their papers?

Qualitative improvements between drafts of all four groups were examined thoroughly. At the beginning of this chapter, sample composition sets from each group are presented for the purpose of showing the changes. Experimental group students made a great improvement in quality while writing their drafts. If the sets are examined closely the changes can be identified. Experimental group students added several sentences in order to clarify what they meant whereas the control group students only corrected their mistakes. Due to the written comments, the papers of the experimental group students became more interesting after each rewriting session. Most of the students wrote more than one sentence in order to respond to the researcher's questions and comments on their papers. This kind of a result implies that if the students understand their ideas are given importance and taken into consideration by the teacher, then they will be motivated and encouraged. Thus, the students can write additional sentences supporting

what they have already written. They can even correct their mistakes although they are not told to. In contrast, as in the case of the control group students, if students see that the most important aspect of writing a composition is the proper use of grammar and that their ideas are not given importance, they will not be enthusiastic to write better.

Thus, as a final observation, it can be said that the improvement in students' writing was most apparent during the draft sessions for the experimental groups. Since the aim of the process approach is multiple drafts, the fact that students' made improvements through those three drafts can be considered as a successful use of the process approach. Although an identifiable improvement could not be measured between their pre-test and post-test this is probably due to the time constraints of the experiment. While implementing this experiment a classical experiment design was followed. The experiment started with a pre-test and ended with a post-test. Both pre- and post- test are not the parts of the process approach which was the focus of attention in this experiment. They are only the two basic parts of the classical experimentation procedure so the improvement on the papers of the students both in quality and quantity was looked for between the pre-test and the post-test. Since the pre- and the post- tests emphasize product not

process there occurred a contradiction between the pre- and post-tests and the process approach which emphasizes process. As it can be identified, this weakness of the pre- and post- tests affected the experiment. The post-test was only the last step that had to be applied in the experiment. It is not one of several drafts but a final product. In fact, students' writing is better to be assessed as a progressive work rather than a finished product. Thus, an improvement during a progressive work is more important to be taken into consideration in this experiment. The post-test does not test the students' ability to do another improved draft. For this reason, although there is not an improvement in the post-test it does not mean that the experiment itself did not show improvements. On the contrary, the experiment can be seen successful in terms of the changes through the multiple drafts.

In the next chapter, there is a summary and then the conclusions are drawn and some useful recommendations are given.

5. CONCLUSION

This chapter summarizes the experiment, draws conclusions and gives some recommendations for using a new and modern writing method in order to make the writing lessons more effective and beneficial for the students of Hazirlik level at Turkish universities.

5.1. SUMMARY

The aim of this research was to examine the suggestions that experts in the field of teaching writing have for motivating students to write, teaching writing and systematizing writing assessment. The ways that these suggestions would be used in Turkish EFL Hazirlik classes for elementary level students were also considered.

As a first step, a thorough literature review was conducted. In the survey of professional literature, techniques for motivating students to write, for teaching writing, for assessing writing and finally suggestions for teaching writing in English as a Foreign Language in Turkish universities especially for elementary level students at Hazirlik programs were reviewed.

After reviewing the professional literature, the process

approach to writing was chosen for an experiment. The experiment was conducted in the Bilkent University Hazirlik program with elementary level students. Four groups of elementary level students participated in the experiment. Two of them were control groups and the other two were experimental groups. Traditional method of teaching and assessing writing was used in the control groups, while the process approach was used in the experimental groups.

The aim of the experiment was to see if this new method would improve the writing abilities of the students. If there was an improvement in the writing abilities of the students it would mean that this method worked well with Turkish students. Thus, the experimental groups were expected to show some improvement.

The experiment started with all four groups doing a pre-test. Then, the researcher collected two drafts from the control groups and three drafts from the experimental groups. The two main differences during the draft sessions for the control and experimental groups were the number of the drafts and the assessment procedure that was followed while checking the students' papers. Time limitations for the experimental and control groups during the drafts was the same in total. As a final step in the experiment, a post-test was done in the four groups. From the pre-test to the post-test, the

same topics were used in both experimental and control groups.

While assessing the papers, different procedures were used with the experimental and the control groups which reflected the differences between the traditional way of assessing writing and the process approach. This assessment procedure and the multiple draft sessions, two important techniques of the process approach, were the only ones used in the experiment in order to illustrate the difference and success of the process approach in improving the students' writing abilities. It was impossible to apply other techniques of the process approach with the time limitations. If the time period for the experiment had been more than two months, more class time could have been used in each class and various techniques of the particular method could have been used in the experiment. Some of these techniques are correction on the board, checklists, self-evaluation and peer-evaluation, which are all done together with the implementation of multiple drafts. It was originally hoped that all these techniques could be used in the experiment. Thus, we can not claim that the entire process approach with all its various techniques was applied in the experiment.

The mistakes on the papers of the experimental group students were not corrected unless they were serious, whereas

all control group students' mistakes were marked, identified and corrected. Instead of correcting the mistakes on the papers of the experimental group students, the researcher put some positive remarks and a question on their papers. Due to positive comments, the students were encouraged and wrote better revised compositions in both quantity and quality.

After completing each step in the experiment, the words and the sentences on the papers of the students were counted. This was done in order to measure the improvement of the students' writing abilities quantitatively. Counting the words and the sentences on the papers of the students was one way to maintain objectivity in order to measure their improvement.

The data in the form of the compositions collected from the students and the pre- and post- tests were analyzed and some conclusions were drawn. The experimental group students did not show the expected improvement between the pre-test and the post-test. However, during the draft sessions, their improvement was identifiable. In contrast, during the drafts, control group students did not make any quantitative changes. They only showed qualitative changes by correcting the grammar mistakes on their papers.

5.2. RECOMMENDATIONS

The primary part of this research was the experiment which was applied in four elementary Hazirlik classes of the Bilkent University. The results of this experiment would simply indicate whether or not the process approach worked with Turkish EFL students or not.

The experiment did not really show the expected results. The experimental group students did not make an improvement from the pre-test to the post-test as they did during the draft sessions. But, if the time was not limited so much and all those mentioned techniques such as correction on the board, checklists and peer--editing were able to be used, the improvement would be ideal. As its name suggests, since the process approach to writing involves the writing process rather than the product from the beginning to the end including the motivating activities, it is very different from the traditional way of teaching and assessing writing especially in terms of checking the students papers. What is important thing in assessing the students' papers in this method is the content of the students' papers not the correct use of grammar. The students' ideas were appreciated and some remarks of praise were put on their papers so almost all the students involved in the experiment enjoyed this method.

If this method with its various techniques with patience is used in the classes at any level in an ongoing period of time the writing lessons can be very interesting. So the teachers possibly can get the results of improvement in the writing abilities of the students in a short period.

In this experiment it is maintained that concern with the composing processes affected teaching writing. The experiment showed the value of pre-writing activities such as discussion. Brainstorming was the other one identified but since it would take so much time it was not used later.

A decisive conclusion that can be drawn from the experiment findings is that student writing should be viewed as work in progress rather than a finished product. Thus, process writing which involves the writing and revision of several drafts appears as one of the most effective teaching strategies a teacher can adopt. Another important implication of the experiment is for evaluation. Ineffective teacher comments on students' writing have affected the students' enthusiasm in writing. It has been learned from the experiment that teacher comments that are related to language specific errors are not as useful as comments on content. Also, teacher responses that take the form of abstract and vague prescriptions are now considered more harmful than helpful.

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RESUME

I was born in Antalya in 1964. I completed my primary education at Barboros Ilkokulu in 1975 and my secondary education at Hızırreis Ortaokulu in 1978 in Antalya. After I graduated from Antalya Lisesi in 1981, I studied toward my undergraduate education at the American Language and Literature Department of Hacettepe University. On summer vacations, I worked as a receptionist at a Hotel in Antalya during my university education. In 1986, I graduated from Hacettepe University with an award of outstanding achievement for graduating first at the department of American Language and Literature. Having completed my undergraduate program in 1986, I started working at the Foreign Exchange department of a bank. I worked there for a year. I have been an English instructor at the Faculty of Medicine, Service English program in Akdeniz University since 1987. I got the certificate of professional tourist guide from the Ministry of Tourism in 1989. I worked as a tourist guide in Mediterranean region during the last summer season.