Faculty of Architecture Students' and Teachers' Perceptions Related to Students' Academic Writing Performance

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ABSTRACT

This study is a detailed examination of the Faculty of Architecture students' academic writing skills performed in Communication in English I (ENGL 191) and Communication in English II (ENGL192) courses. It aimed at investigating students' perceptions and disciplinary teachers' views related to students' academic writing performance. This study attempted to answer the following research questions:

1. How do the Faculty of Architecture students perceive their academic writing performance?

2. How do the Faculty of Architecture students perform in academic writing?

3. How do the disciplinary teachers perceive academic writing skills performed by the Faculty of Architecture students?

4. What do disciplinary teachers suggest for the improvement of Faculty of Architecture students' academic writing skills?

This study adopted case study as a research methodology. The participants of the study were 48 Faculty of Architecture students who had taken ENGL 191 and took ENGL 192 and seven disciplinary teachers who were currently teaching in the Faculty of Architecture, at the Eastern Mediterranean University, North Cyprus.

For the in depth examination of the issue, multiple data were collected through students' questionnaires, students' documents and teachers' interviews. The objectivity, credibility, and reliability of the findings were ensured through inquiry auditing and triangulation methods.

The results of the study revealed that most of the students studying at the Faculty of Architecture perceive their academic writing performance 'satisfactory' and the results related to students' document analysis also revealed that the students' academic writing performance is 'satisfactory'. However, the disciplinary teachers' viewed students' use of academic writing skills below the expected level.

According to the data triangulated, most of the students studying at the Faculty of Architecture have problems in 'quoting' and 'referencing' sub-skills. The triangulated data revealed that the students' problems in academic writing are caused by students' lack of lexical and grammatical knowledge, writing sub-skills and their background experiences.

The findings also revealed certain suggestions for the improvement of students' academic writing skills. The investigation of the Faculty of Architecture students' perceptions and disciplinary teachers' views related to students' academic writing skills may provide a sound basis for curriculum renewal processes at the Foreign Languages and English Preparatory School (FLEPS) in the future. The findings of this study may contribute to the modification and development of the current curriculum and course content and the design of department specific, needs-based courses for the Faculty of Architecture and other departments as well.

ÖZ

Bu çalışma, Doğu Akdeniz Üniversitesi Mimarlık Fakültesi öğrencilerinin İngilizce İletişim I (ENGL 191) ve İngilizce İletişim II (ENGL 192) derslerinde işlenen süreç odaklı yazmadaki akademik yazı yazma becerilerinin kapsamlı bir incelemesidir. Bu çalışma öğrencilerin ve alan öğretmenlerinin öğrencilerin akademik yazı yazma becerilerine dair görüşlerini incelemeyi amaçlamaktadır. Çalışmada aşağıdaki sorular araştırılmıştır:

1. Mimarlık Fakültesi öğrencileri akademik yazı yazma becerilerini nasıl algılamaktadırlar?

2. Mimarlık Fakültesi öğrencileri akademik yazma becerilerini nasıl kullanmaktadırlar?

3. Alan öğretmenleri Mimarlık Fakültesi öğrencilerinin akademik yazı yazma becerilerini nasıl algılamaktadırlar?

4. Alan öğretmenleri Mimarlık Fakültesi öğrencilerinin akademik yazı yazma becerilerini geliştirmek için neler önermektedirler?

Bu araştırma durum çalışması yöntemiyle gerçekleştirilmiştir. Araştırmanın katılımcıları Kuzey Kıbrıs Türk Cumhutiyeti, Doğu Akdeniz Üniversitesi, Mimarlık Fakültesi'nde eğitim gören ENGL 191 ve ENGL 192 derslerini almış 48 öğrenci ve Mimarlık Fakültesi'nde eğitim veren 7 alan öğretmeninden oluşmaktadır. Konunun derinlemesine incelenebilmesi için öğrenci anketi, öğrenci dökümanları ve öğretmenlerle yapılan görüşmelerden çoklu veri elde edilmiştir. Bulguların

çeşitlenmesi, çarpraz sorgulama ve sorgulama denetimi çalışmanın nesnelliğini ve güvenirliğni sağlamıştır.

Araştırma sonuçları Mimarlık Fakültesi öğrencilerinin kendi akademik yazı yazma becerilerini 'yeterli' gördüklerini ortaya çıkarmıştır. Öğrencilerin yazı çalışmalarının incelenmesinden elde edilen sonuçlar da öğrencilerin akademik yazma becerilerinin 'yeterli' olduğunu ortaya koymuştur. Fakat, alan öğretmenlerinin görüşlerine göre, öğrencilerin akademik yazma becerileri beklenen düzeyin altındadır.

Çeşitlenen veri sonuçları Mimarlık Fakültesi öğrencilerinin çoğunun 'alıntı yapma' ve 'referans yazma' ile ilgili alt becerilerinde problemlerin olduğunu ortaya çıkarmıştır. Çeşitlenen veriler, ayrıca, öğrencilerin akademik yazı yazmadaki problemlerinin 'kelime', 'dil yapısı', akademik yazmaya ilişkin 'bilgi ve beceri eksikliği', ve 'geçmiş yaşantılarından' kaynaklandığını göstermiştir.

Bu araştırmada ortaya çıkan bulgular öğrencilerin akademik yazı yazma becerilerinin geliştirilmesi için bazı öneriler ortaya çıkarmıştır. Mimarlık Fakültesi öğrencilerinin ve öğretmenlerinin akademik yazı yazmaya dair görüşlerinin incelenmesi gelecekteki müfredat yenileme çalışmaları açısından sağlam bir zemin oluşturabilir. Bu çalışma, ayrıca, Mimarlık Fakültesi ve diğer bölümlerin varolan müfredat ve ders içeriklerinin incelenip geliştirilmesine ve alan spesifik, ihtiyaç temelli derslerin düzenlenmesine katkı sağlayabilir.

Anahtar Kelimeler: İngilizce müfredat planlama yaklaşımları, akademik yazma, süreç odaklı yazma, akademik amaçlı İngilizce, akademik yazma becerileri.

To my beloved husband and children...

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LIST OF ABBREVIATIONS

EMU   : Eastern Mediterranean University

FLEPS   : Foreign Languages and English Preparatory School

MLD   : Modern Languages Division

FA   : Faculty of Architecture

FCMS   : Faculty of Communication and Media Studies

TRNC   : Turkish Republic of Northern Cyprus

ESL   : English as a Second Language

EFL   : English as a Foreign Language

EAP   : English for Academic Purposes

ELT   : English Language Teaching

ESP   : English for Specific Purposes

ENGL 191 : Communication in English I Course

ENGL 192 : Communication in English II Course

ECTS   : European Credit Transfer System

CEFR   : Common European Framework of Reference

UNICEF : United Nations International Children Emergency Fund

UNESCO : United Nations Educational Scientific and Cultural Organization

Chapter 1

INTRODUCTION

This chapter first introduces the theoretical background for this study to raise awareness on the issue to be investigated and contextual background on the problem as far as the current situation at the Eastern Mediterranean University is concerned. Next, it explains the purpose and importance of this study and elucidates why this study is important and to whom it will make contributions. Lastly, the chapter ends with the definition of the terms used in this study.

1.1 Background to the Study

One of the major linguistic competences critical for the students at tertiary level is writing because the grading they receive from their courses is closely related to the achievement they attain in written tasks, exams and assignments (Leki & Carson, 1994; Zhu, 2004 as cited in Evans & Green, 2007, p. 11). Research done in the last ten years pointed that, for undergraduate students, academic writing is the fundamental cause for experiencing difficulties in their studies (Evans & Green, 2007).

According to Pirsl, Pirsl and Kesic (2011), academic writing becomes a challenging task for most of the students who enter university in western countries. Upon entering to university, students realize that different kinds and more complex forms of writing, than they used to perform, are demanded from them. Different fields of scientific studies are interested in producing discourse

for academic and scientific communities, which are mostly written like a book, an article, statistical data and so on (Bazerman, 1988).

Kruse, Jakobs, and Ruhmann (1999) considered that using English language to produce written academic texts is the main challenge that tertiary students experience throughout their university studies. They also stated that a large number of students experience problems in getting used to the new linguistic policies of university study because they are different than the linguistic policies that they were used to in their pre-university studies. The fact is that some departments require academic writing assignments in the first year of their departmental studies to prepare ground for further and more complicated tasks and assignments. Research done on academic writing, which investigated writing in particular disciplinary courses, pointed that, based on the aims of writing and supposed roles of the students, academic readers have different expectations according to their disciplinary profession, when approaching student writing (Zhu, 2004).

Undoubtedly, the preparation process requires professional work but deciding what and which writing tasks should be taught to different department students relies on guesswork and generalizations of professors or instructors involved in curriculum design (Cooper & Bikowski, 2007). The development of writing skill in university setting is very important. The writing curriculum at university level helps students improve their grades and complete their studies successfully. Freshmen students emerging undergraduate degree in any university around the

globe today immediately start dealing with academic writing tasks in their first years as part of the English language curriculum.

Carr (1998) pointed that the main aim of curriculum is to equip learners with the necessary information and competences to make them ready for the business world. This case is the same with language and writing courses as they are thought to be a fundamental part of the curriculum. Students at tertiary level are expected to be equipped with writing skills as early as in their first year in the department. Therefore, from a futuristic viewpoint it can be claimed that today's students will probably need good writing skills in order to write résumés and application letters in order to find jobs. Moreover, they will need good writing skills at work to create a difference among their competitive colleagues to produce reports, projects, critiques, and so forth.

1.2 Current Situation at the Eastern Mediterranean University

Eastern Mediterranean University (EMU) adopted English as the medium of instruction in almost all of the programs and gives utmost importance to language education. Students entering EMU have to pass an English proficiency exam in order to start their departmental studies conducted in English language. EMU follows the European language standards as part of its language policy and aims to equip students with the language skills at international standards. As part of its language policy, EMU puts particular emphasis on academic writing as it is very important in the world of higher education, science and research.

In EMU, the programmes of many departments include English language courses in their curricula only for the first two semesters to develop their students' writing and communication skills. Communication in English I (ENGL

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191) and Communication in English II (ENGL 192) are first year English language courses that are compulsory for students studying in English medium departments in the EMU. The main emphasis of these courses is on developing students' academic writing skills through a variety of writing practices, mainly process writing.

 Though special emphasis is placed on the development of students' writing skills, the length of the English language courses is considered insufficient for a large part of students to practice and digest the skills they learn throughout the program. As highlighted by Evans and Green (2007), the examination of the short term courses that covers a number of language skills is very problematic. Students beginning university studies need to be efficient in academic writing in order to be successful in their undergraduate studies as their departments can require them to be involved in academic writing studies.

As a language teacher, with 15 years of experience, considering the years of my informal observations, I can say that students who attend classes regularly can show noticeable improvement throughout the writing process and even the weakest student can display satisfactory performance in writing. This seems to motivate students and helps them improve their self-confidence in using English in both their studies and social environment. As language teachers, we sometimes face with the students' questioning the usefulness and necessity of academic writing tasks they are involved. In this respect, they seem to be demotivated and lack enthusiasm to proceed in writing.

Faculty of Architecture (FA) students, whom I have been teaching for the last decade, generally seem to be motivated at the beginning of the semester. However, they fail to attend ENGL classes regularly after the mid-semester when intensive writing input and practice takes place. This results with an increase in the number of FA students who fail to complete the course satisfactorily. Moreover, when the case of FA students is considered, the findings of a preliminary study, conducted to examine the achievement levels of students studying in different faculties, revealed that these students' achievement level in ENGL courses is the second lowest after the Faculty of Communication students. Another previous research - which was held with the English language teachers, who were teaching freshmen students at different departments in 2010-2011, spring semester, in the Modern Languages Division (MLD), Foreign Languages and English Preparatory School (FLEPS) - indicated that the most problematic skills of freshmen students are speaking and writing. The result of this study has proven a commonly discussed hypothesis among MLD teachers to be true.

Considering the significance of writing skills at tertiary level, a comprehensive examination of FA students' writing skills (more specifically, academic writing skills) could provide in-depth data with regard to the aspects students perform well and need further development in writing. When teaching academic writing to English as a Second Language (ESL) students, success in general is believed to be the extent to which the students have satisfactorily attained the course objectives but there is a need to concentrate on students' individual understandings and movement towards understanding how students evaluate

their achievement (Basturkmen & Lewis, 2002). To this end, the main theme of this study focuses on the current situation concerning FA students' academic writing skills and centers around the academic writing part of the curriculum that needs reconsideration.

1.3 Purpose of the Study

The main aim of this study is to scrutinize particularly the FA students' competence in using academic writing skills. For the thorough examination of the issue, it is also significant to examine the issue from the students and teachers viewpoints. Another purpose of this study is to explore disciplinary teachers' suggestions on the improvement of students' academic writing skills. This study aimed to respond the following research questions:

1. How do Faculty of Architecture students perceive their performances in academic writing?

2. How do Faculty of Architecture students perform in academic writing?

3. How do the disciplinary teachers perceive academic writing skills performed by the Faculty of Architecture students?

4. What do disciplinary teachers suggest for the improvement of the Faculty of Architecture students' academic writing skills?

1.4 Significance of the Study

In order to help university students studying in the FA cope with the language demands of university studies, this study is of valuable importance as it analyses not only students' performances in writing and their perceptions on their own performance but also disciplinary teachers' perceptions concerning students' performances in disciplinary courses and their views on students' writing and their suggestions for the improvement of the writing skill area of the curriculum.

Therefore, this study might serve as a mirror reflecting the current situation that could lead to further modification, improvement and development of the curriculum.

Littlewood and Liu (1997) stated that a large amount of students live problems in coping with the requirements of English language in their university studies so they suggest that the revision of existing language requirements should urgently be considered for the enrichment and improvement of the curriculum. This study would also lead to the enhancement of language requirements as well as the collaboration of disciplinary course and ENGL course teachers in synchronizing the written requirements of their courses which would be of utmost benefit of the students. In this regard, it can serve as a bridge in creating more parallel work in writing tasks and assignments of department and language courses. As stated by Zhu (2004), researching academic discourse communities and students' genres or tasks besides the prospect of their readers has added worthwhile information and augmented questions related to writing instruction. At this stage what matters is how the language instructors and discipline teachers are supposed to aid their students improve their academic literacy.

This study might also serve an awareness raising purpose by helping both language teachers and disciplinary teachers in the FA gain insights about the course contents, assignments and writing tasks assigned in the programs of MLD and FA. Although the disciplinary and language teachers' expectations and assessment of students differ from each other, there are some common points when academic writing is considered. With this study, the common points could

be explored and the course content and curriculum of both disciplines could be enriched to improve the quality of students' written work and guide students towards perfection in their work by allowing them to receive evaluation and feedback on similar work from different perspectives.

To sum up, this study would contribute to the improvement of the ENGL course curriculum in the MLD. It may also lead to the revision and development of the written tasks and assignments of department courses. This would improve the quality of student writing in both language and disciplinary areas and contribute to the attainment of the desired level of proficiency of academic writing.

1.5 Definition of Terms

Academic writing: Writing that requires scientific features (Gillett, 1996).

Disciplinary courses: Courses taught in specific disciplinary departments.

Academic writing skills: Quoting, referencing, summarizing, paraphrasing, formatting (Jordan, 1997).

Academic writing performance: The extent that academic writing skills are used.

Disciplinary teachers: Professors in departments

Outline: Plan of an essay to be written.

First Draft: The first written form of an essay.

Final Draft: The revised and finalized version of a written essay.

Assessment criteria: Guidelines for the assessment of a piece of work.

English medium department: The department that provides instruction in English.

(Note: Academic writing skills and academic writing performance will be used interchangeably to mean the use of academic writing skills throughout the thesis.)

Chapter 2

REVIEW OF LITERATURE

The literature review commences with the importance of English in written communication and continues with the establishment of common quality standards in English language education, the four basic approaches to curriculum design, and the most widespread English language curriculum designs. Further discussions on the branches of English language teaching (ELT), particularly English for Specific Purposes (ESP) and English for Academic Purposes (EAP), will be presented in order to set up a framework and provide a more apparent understanding of EAP. The review concludes with the theoretical grounds on academic writing, specifically process writing, and a review of previous studies on the topic examined.

2. 1 Importance of English in Written Communication

After the Second World War the international and political relations caused developments in the world economy. Foundation of the United Nations and some other international establishments like United Nations International Children Emergency Fund (UNICEF), United Nations Educational Scientific and Cultural Organization (UNESCO) and the World Bank built up the demand for a lingua franca to provide communication with these bodies. Moreover, the developments in technology, transportation and communication, media, telephone, television, computer and the internet, the developments in industry, agriculture and business as well as science, education and medicine have directed people and countries to use a

language for international communication in the world (Kırkgöz, 2009; Pirsl et al., 2011).

People who had different cultural backgrounds and who have specific professions needed to establish a mutual, comprehensible, spoken and written communication among each other. Therefore, English became the leading language of international communication and writing became the vital skill to be learned for many reasons, most importantly for the economic, political and military purposes. As a result, people having different professions - business people, politicians, doctors, lawyers, engineers, technicians, teachers, and pilots - needed English language skills, especially writing skill, to perform their professions, follow the latest developments, participate in studies and cooperate with the others in their fields. In other words, the enormous and unexpected expansion in science, education, technology and commerce created learners who were aware of why they needed to write in English (Berkenkotter, Huckin, & Ackerman, 1991; Kaygan, 2005).

Today, particularly the written form of English is the international language of politics, science, technology, education, travel, media, communication and so forth. This situation raised the need for writing in English and put an impact on its inclusion in the educational system of countries and language policies. That is, the widespread of written English in today's globalizing world requires countries to re-adapt their language policies and, concerning the present educational system, put more emphasis on writing. Hence, due to globalization, English as the world-wide lingua franca cultivated the demand for English language education, especially for academic writing, which has forced some countries to adopt bilingual education

programs that give more weight to the instruction of writing in English (Atik, 2010).

In our present day, writing in English, is not any longer taught to students as a foreign language skill due to the fact that many countries, whose mother tongue are not English, started to offer education on various subjects in English as the language of instruction which caused academic writing to gain more importance (Chitez & Kruse, 2012).

2.2 Establishment of Common Standards in English Language Education

"The past decade have brought more change to higher education in Europe than the whole preceding century" (Chitez & Kruse, p. 152). This situation has caused devastating changes in the culture of education and fostered multicultural education and English medium universities with more diverse student populations.

Universities today are under stress of updating their curricular practices in order to respond to the needs of today's students and societies. Since the beginning of this millennium, there has been an attempt by the politicians and educators to modernize the curricula of the universities in Europe in order to respond to the needs of today's students and societies (Prisl et al., 2011). The changing educational culture in Europe has led to the Bologna process, which introduced the creation of a common European higher education area and initiated a unified degree system, a common European Credit Transfer System (ECTS), which is a grading system to assure quality standards and a unified framework. This system fosters student employability and international mobility since all the participants are ought to complete the aims of the Bologna Declaration where common quality standards assured (Chitez & Kruse, 2012).

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The Council of Europe (2011) defined the aim of the CEFR as to form a shared ground for the clear explanation of goals, subjects and techniques in foreign language education. Language teaching and learning practices have also changed as a part of this modernization and unifying processes and, as a result, the Common European Framework of Reference came into existence by the Council of Europe as part of the European language portfolio.

The CEFR has adopted an action-oriented approach that described learning outcomes related to language use. In its principal dimensions, there are activities related to language, the areas they take place and the skills employed when engaging in them. Activities related to language is divided into categories as receptive (listening and reading), productive (speaking and writing), interactive (speaking and writing), and meditative skills (translating and interpreting). The CEFR provided six common reference levels (A1, A2, B1, B2, C1 and C2) related to the users' proficiency level. It also categorized the areas - general, public, personal, educational and professional - that language is used. The common reference levels constitute ground for the comparison of foreign language curricula, courses, textbooks and exams and are also used in the design of curricula, teaching programs, input materials, and assessment instruments (The Council of Europe, 2011).

2.3 Approaches to Curriculum Design

Before focusing attention on the language curriculum, particularly for developing writing, it is crucial to examine the roots of most curriculum designs as stated by Vygotsky's socio-cultural and Piaget's cognitive constructivist theories (Moore, 2004). The constructivist approach involves providing learners with opportunities to experience what they are learning by actually trying to do it. Moore (2004) believed

that learning takes place via interactions with and within the environment that the interaction happens. This also refers to Vygotsky's 'Zone of Proximal Development' (1978), which points to the gap that symbolizes the existing degree of a student's knowledge on the subject and the degree that the student is aimed at reaching with the guidance of an adult or more skilful peers. Through interaction with more skilled peers and knowledgeable teachers, the incompetent students can develop themselves towards the level of proficiency aimed. While Piaget believed that learners build up knowledge through activities with their environment and they become able to make discoveries and draw conclusions using their minds. He puts more focus on the cognitive processes of the learner and on the teacher, as the provider of situations in that the student is able to modify and link to his/her past and present knowledge (Moore, 2004). Here both theories seem to complement each other since the role of social world and the role of mental activity cannot be separated and underestimated during the construction of knowledge.

In light of the Aristotelian tripartite classification of knowledge (the theoretical, the productive and the practical), Smith (1996) mentioned four models of approaching curriculum theory and practice as;

1.   Curriculum as a body of knowledge to be transmitted

2.   Curriculum as product

3.   Curriculum as process

4.   Curriculum as praxis

Smith (1996) matches the first model of curriculum with Aristotle's 'theoretical' knowledge, the second with the 'productive' and the process and praxis model with the practical knowledge. Curriculum theory and practice, as a body of knowledge to be transmitted, focuses on the contents of a syllabus. Thus, education is considered as the process of transmitting the body of knowledge to the students employing effective methods (Blenkin, 1992; Kelly, 1985).

The product model of curriculum is described as a drawn up plan, whose objectives are set and then applied and whose outcomes (product) are measured. The main goal of the product curriculum is to cause changes in the behaviours of students. Therefore, it gives particular importance to the statements of objectives, as they are the statements of changes that reflect the changes in students' behaviour, which should be observed and measured in order to assure whether the objectives are attained or not. Once the behavioural objectives are set and the outcomes are clearly laid out, then the content can be organized, methods can be selected and the results can be evaluated. This kind of behaviourist approach to curriculum has turned the teaching and learning processes into a systematic, overly organized and mechanical process that leads to a purposeful learning (Tyler, 1949).

The process approach to curriculum sees curriculum theory and practice as the interaction of teachers, students and knowledge. The process curriculum is an active process giving emphasis on the things that happen in the classroom, what the students do, prepare and evaluate (Smith, 2000). The curriculum as process suggests that teachers enter particular schooling and situations first with an ability to think critically and then with an understanding of their role, and the expectations others

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have from them. Lastly, it suggests having a proposal for action, which sets out essential principles and features of the educational confront. Teachers encourage conversations, thinking and action with and between people involved in the situation. They constantly evaluate the process and results they can see of (Smith, 1996). The process curriculum that Stenhouse proposed in 1975 was thought to provide basis for planning a course, empirically studying it and considering the grounds of it for justification. The process curriculum is not a pack of materials to be covered or a syllabus to be transferred but rather "it is a way of translating any educational idea into a hypothesis testable in practice" (Stenhouse, 1975, p.142 as cited in Smith, 2000). In this model of curriculum theory and practice, the content and outcomes develop as the students and teachers work together. The attention is on interactions and the practices focus on learning rather than teaching. This model puts the individual at the center where s/he is helped to develop his/her skills; the individual has more autonomy and responsibility over his/her learning. The process approach is open ended as it emphasizes continuous development in which the outcomes are perceived in terms of the development of particular processes and potentialities (Sheehan, 1986).

The praxis model of curriculum is a development of the process model. This model of curriculum does not make clear statements about the purposes it serves. The praxis model puts human well-being and existence in the center of the process and creates a precise commitment to liberation. It does not make explicit statements about the interests it serves. Thus, action is not simply informed. It is also committed and it is praxis.

There are no set objectives and curriculum develops through the active relation of action and reflection. The curriculum is not a planned program to be put into practice. However, it is made up through a dynamic process. Planning, acting and evaluating are mutually connected and inserted into the process (Grundy, 1987).

2.4 English Language Curriculum Design

There have been various approaches to curriculum theory and practice for disciplines and particularly for second language teaching and learning. Traditional approaches, in which the priority is given on the language forms rather than learners' needs while deciding on the content of the courses, have been in many cases replaced with newer approaches, in which learners and their particular needs are seen at the center of the teaching and learning process (Jordan, 1997; Todd, 2003). In light of these, Berwick (1989) listed six most widely accepted designs in the area of educational planning and language teaching.

A. Designs based on an organized body of knowledge: This design concentrates on the connection between an academic discipline and content and procedures employed while teaching. The emphasis is on the intellectual development of the students and the main aim is to transfer a systematic body of knowledge and to illustrate the communicative aspects of language or grammar features. Literature and linguistics can be the major academic grounds for such designs in language programming. Much of the literature accepts this design as Content Based Language Teaching (CBLT) and literature describes it as the benefits to be gained by integrating content with language teaching aims. This design rejects the formal separation between 'content' and 'language' as a pedagogic necessity for language learning (Creese, 2005).

B. Designs based on specific competencies: This design stresses on the learning of skills for specific purposes. 'Skills' may mean any degree of particularity, like the four skills, reading, writing, listening and speaking or using the target language for ordering a drink in a café. In this kind of design, it is very important to specify objectives, particularly in teaching language for specific purposes programs. A good example to this is EAP, a branch of ESP, in which the teaching content is matched to the requirements of the learners. Like ESP, it is goal directed and the students are learning the English language because they need to use English in higher education in order to succeed in their academic careers (Gillett, 1996).

C. Designs based on social activities and problems: This design has been one of the most effective approaches in second language teaching. The target language is accepted as a tool for communicating and managing social and economic requirements of everyday life. This approach is particularly preferred for teaching language to immigrants, students or people who are new to a culture; therefore, major weight is given to language as a survival tool. As Lier (2004) explained, ''affordances are detected, picked up, and acted upon as part of a person's resonating with, or being in tune with, her or his environment (p. 91).

D. Designs based on cognitive or learning processes: This design emphasizes the ways students think. Its aim is to empower students' ability to analyze and solve problems individually. One of the best examples of this approach in language teaching can be the composition courses and materials organization. A critical potential is fostered through multiple readings of texts (e.g. informational, experiential, critical analytic, oppositional) realized and contextualized by question

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prompts. Such awareness is enhanced as well by creating opportunities for students to construct their own critical insights that give relevance and coherence to the transformative roles they might wish to adopt (Morgan, 2009).

E. Designs based on feelings and attitudes: This design illustrates the humanistic and affective side of instructional planning. This design views language as a tool, not an object, employs humanistic values in language planning, and stresses on the improvement of an individual via language. People who believe that learning should make people come together, be open to others and improve people's capacity to learn have appreciated this design. Examples of this design can be seen in some international schools in different parts of the world. These schools provide a type of dual track programmes, which enable children of the host country to learn about the language and cultures of other countries, while speakers of other languages, who are temporarily resident, can learn the language of the host country (de Mej´ıa, 2002).

F. Designs based on the needs and interests of the learner: This design centers on the systematic assessment of students' language needs. It functions through the consultation to the students during the design and instruction process. This is the widely applied approach to curriculum design as it bases the planning on the needs of students which cannot be underestimated in curriculum design. The needs-based approach has been the most popular trend of curriculum design in the last two decades and it is widely preferred specially by public education systems. Benesch (2001) described this approach as 'needs and rights' and described the 'needs' in response to specific institutional and academic requirements, and 'rights' through

pedagogies that examine the socio-politics of these requirements and the possible spaces and opportunities by which they might be changed.

These six approaches to language curriculum planning do not serve as the final decision making criteria; however, they illustrate the main streams that influence curriculum planning and have found ground for themselves in language teaching. Smith (1996) stated that there is no social vision or program to guide curriculum construction. A single model or approach to curriculum may not be complete, it is the professionals, educators, and students who will decide on which approach to use, which model to apply as well as considering the 'what', 'why' and 'how'.

2.4.1 English for Academic Purposes Course Design

From the educational perspective, teaching English to students who live in a non-English speaking country, whose mother tongue is different than English, brings up two different goals to institutions, whose the medium of instruction is English.

First, teaching English language to equip university students with the necessary linguistic knowledge is usually referred to English as a Foreign Language (EFL) in the literature. The status of EFL has risen and now it is being accepted as an essential part of almost all English medium educational institutions. The second goal of educational institutions in terms of English language education is to develop students' academic English language skills through English for Academic Purposes (EAP) courses. The demand for EAP has risen within the last two decades especially in higher education institutions. Thus, English is no longer sufficient for students because they are expected to undertake certain academic tasks using academic skills in English (Jordan, 1997; Kennedy, 2001).

In order to understand EAP, first it is vital to understand ESP as it is the origin of EAP. EAP is a sub-branch of English for Specific Purposes (ESP) (see Figure 2.1). As the "Tree of ELT" (Hutchinson and Waters, 1996, p.17) shows, ESP has a very wide scope which also holds EAP within its scope. However, EAP has a narrower scope as it responds to the academic English needs of students who are pursuing an academic degree.
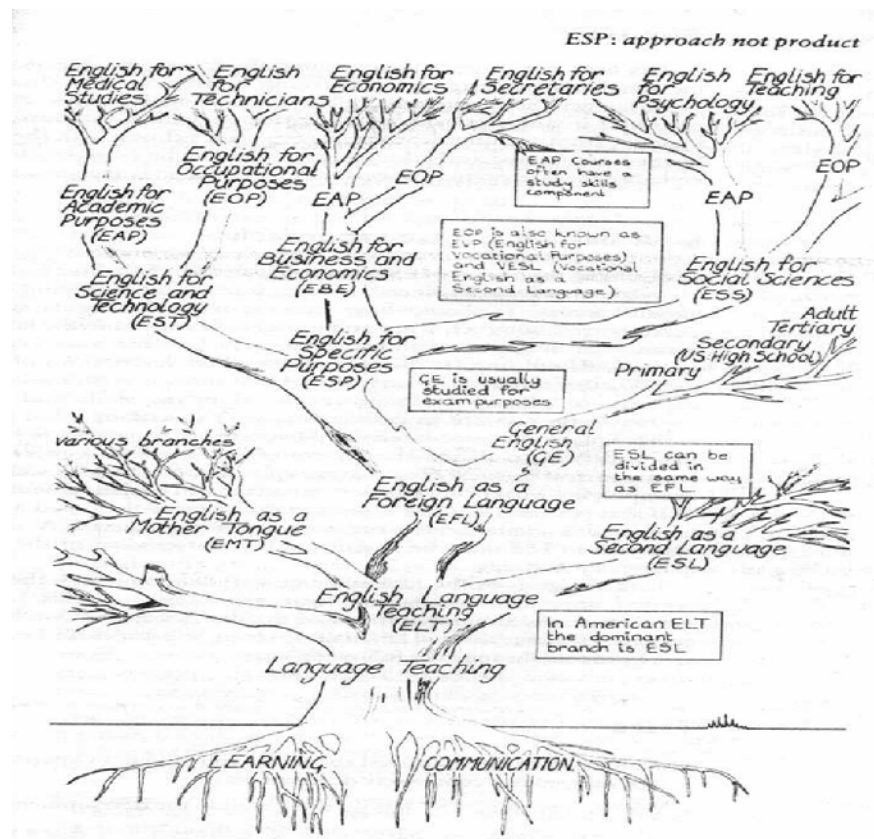
Figure 3: The tree of ELT

Figure 2.1. The tree of ELT

Jordan (2011) provided a general working definition of EAP as 'EAP is concerned with those communication skills in English which are required for study purposes in formal education systems. Gillett (1996), in his study, tried to answer a few essential questions concerning the EAP- ESP discussions worldwide and concluded with a definition that EAP is one of the branches of ESP, the teaching content of which

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complements with the requirements of the students. EAP is usually thought of as specifying the scope of ESP courses. Gillett (1996) further stated that EAP students are usually higher education students so they need to learn English in order to succeed in their academic careers. An important aspect of EAP course designs is the extra attention paid to students' needs and aims. Therefore, no matter EAP or ESP, both should first discover the students' aims, why they are learning English, and what language skills they are in need. Next, institutional and learning processes should be organized to cater for the students' needs and attain the goals set.

In EAP teaching and learning, it is vital that learners form written and spoken pieces of texts related to their fields of study (Dudley-Evans & St. John, 1998). That is to say, as Hyland and Hamp-Lyons (2002) proposed, EAP is related to instruction that concentrates on the practices and tasks which the learners need for communication in university environment and in their specific fields of study.

2.5   Writing Skills in English for Academic Purposes

Writing is a useful skill required in a wide variety of contexts throughout life but academic writing has its own set of rules and practices. Contrary to personal pieces of writing, academic writing differs as it deals with theories and reasons covering the practices and processes of daily life as well as deciphering different explanations for these events (Manager, 2012).

For many students, writing is probably the most important skill to be gained as it is the way in which most of their work is assessed. The aim of an academic writing programme is to prepare students for academic writing tasks. These tasks vary very much from writing short answers in exams to writing dissertations and theses.

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Undoubtedly, accurate grammar, punctuation and language use forms an important component of an EAP writing class, along with specific teaching of the formal language required which involves teaching of different text types, linking words, signposting expressions, introductions and conclusions (Gillett, 1996). In academic writing courses, students need to develop the ability to think logically and independently, to be reflective and critical, to analyze, to synthesize, and to be creative. They also need to develop the ability to use information technologies, to prepare well-presented arguments, to solve problems, and to type academic essays.

Gillett (1996) listed the academic writing skills and sub-skills that most academic writing course curriculum includes. The first mentioned skill for academic writing is thought to be researching and using the library for finding relevant information, using catalogues, books, periodicals, bibliographies and indexes. Then, using sources for making notes and writing up notes, paraphrasing, summarizing, quoting, and referring to sources and writing a bibliography are within the most important sub-skills. Moreover, using different genres of writing and organization, presentation and layout, spelling and punctuation, including graphs, charts and tables, style, revising the essay, proof-reading, error correction are among the important academic writing sub-skills.

Students taking academic writing courses at tertiary level are expected to be good at writing descriptions of places, objects, and so forth. They are also required to be good at classifying and categorizing, comparing and contrasting, reporting and narrating. Besides being able to describe processes and developments, they are also expected to be able to express purpose, means and methods, degrees of certainty,

reasons and explanations, causes and effects and describe developments, changes, the sequence of events, and time relations. Writing instructions, developing and presenting arguments, ideas and opinions, expressing certainty and doubt, illustrating and exemplifying ideas for supporting or refusing arguments, ideas and opinions, and drawing conclusions are also important academic writing competencies that higher education students need to be equipped with (Kennedy & Bolitho, 1984; Mackay & Mountford, 1978; Robinson, 1991).

What makes academic writing different than other types of writing is that it has to have a kind of structure and requires citation and referencing of published authors. It focuses on abstract ideas and the relationships between them. Academic writing has a dictating tone, a selection of words and phrasing, it has an audience who respects formality. Lastly academic writing always follows the rules of punctuation and grammar to maintain clarity in expression (Jones, 2010).

Academic writing at tertiary level is very important for the students as it is seen as a determiner of success and requires a number of skills such as the knowledge of research skills, skills for comprehending complex texts and disciplinary concepts, synthesizing, analyzing and critically responding to information. Writing is always a kind of evaluation that one needs to show, a kind of knowledge and proficiency in thinking, interpreting and presenting skills (Irvin, 2010). When students at the university improve academic writing skills, their communication skills might dramatically increase.

2.5.1 Process Writing

Donald M. Murray was one of the writing teachers who stressed on the importance of process writing in 1972. For him, when a teacher looks at the writing course as a teaching process, then it is possible to design a working curriculum. He divided writing process into three parts as shown in Figure 2 below.
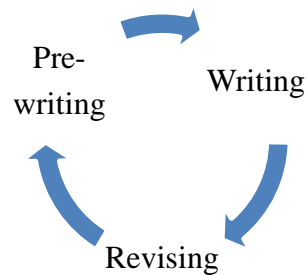
Figure 2.2. Donald Murray's process writing diagram

The 'pre-writing' step consists of activities like brainstorming, researching, analysing, outlining and so on that the writer performs before actually drafting a paper and a writer devotes 85% of his/her time to pre-writing. Writing is the second stage where the writer produces a first draft and is supposed to be the shortest step. As regards the revising stage, it involves activities like researching, redesigning, rethinking, rewriting, and editing. It takes much more time than the writer spends for the first draft as it is the finalizing stage. In the whole 'writing' process, the writer moves back and forth between the pre- and post-writing steps as, when writing, one may need to search for a new idea or may revise a written statement, change wording or correct grammar. The third step is revisiting of one's writing and doing some changes in the meaning, ideas, expressions, wording and grammar (Murray, 1978).

For Flower and Hayes (1981), this model is repetitive and not linear. They argued that the writer cycles through these steps constantly and believed that writing is a set of thinking processes with a distinctive nature, which the writers organize while they engage in the act of composing. However, Krashen (1984) proposed that good writers accept writing as a process and they are aware of their audience and concentrate on the content more than accuracy since problems related to grammar should be considered at the last stage of the composing process - editing.

Pirsl, et. al. (2011) also highlighted the importance of feedback and reported that teachers should see writing as a learning process in which students can receive one to one feedback from their teachers. This plays an important role in establishing learning atmosphere which can develop students' skills. Another point related to process writing is that process writing allows students to go through trial and error and this can help them meet the challenges of complex writing skills at university.

Hyland and Hyland (2006) stressed on the importance of process-based, learner-centered classrooms in the development of learners as they push students through multiple drafts and towards the ability of self-expression. They claimed that feedback is very important in providing scaffolding for the learners as it helps them to build confidence to participate target communities. However, Dvorak (1986) argued that intensive correction of student writing has a negative impact on writing and motivation. Gaudiani (1981), with a rather social approach, talked about the importance of teachers' writing with their students and the group editing process of prose, style, comprehension, organization, synthesis and accuracy, which has more positive effects on the learners' development of writing skills and motivation.

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Greenia (1992) also highlighted that using peer review and co-editing in process writing reveals clear goals for developing writing skills.

The process approach to writing curriculum stresses importance on the context that the skills are mastered and highlights that the assessment of these skills should also be taken as a continuous activity (McKenzie, 1985). This approach also supports the use of projects for student development. Sheehan (1986), considered the suitability of writing projects in the development of writing skills. For him, the project is a student activity in which the students are given freedom to complete in their own way with a little guidance and teacher acts as a facilitator or an advisor. As a project has a few steps and an end product, students are required to plan and organize the work before it is finalized. Assessment can be done by the teacher, peers or by oneself, therefore it provides good opportunities for students to reflect and review. In this way, students develop their writing skills as part of the process, practice language via communicating with their teachers and peers, and develop self-confidence. Therefore, each step of the process writing enriches students' writing, language and communication skills.

2.6 Recent Research

Numerous research studies have been held to investigate various dimensions and aspects of EAP in international and regional contexts so far.

Hoel (1990), in a qualitative study, discussed issues related to the changes in writing curriculum. Her aim was to find out how the changing curriculum can be adjusted with new research and pedagogical approaches. She believed that it is important to understand the theories behind process writing and concluded that process oriented

pedagogy caused many changes in the roles of teacher and students as well as her points of view towards teaching methodologies, discipline and language.

Leki and Carson (1994) examined students' perceptions of EAP writing instruction and writing needs across the disciplines in a longitudinal qualitative study. Their study aimed to investigate if EAP course helps students in accomplishing their goals. The findings revealed that the majority of students' training in EAP course helped them accomplish their goals in writing assignments in their classes across the curriculum; however, the findings revealed some concerns related to their EAP writing courses in specific areas. Besides, Basturkmen and Lewis (2002) qualitatively studied learner perspectives of success in an EAP writing course in order to find out how the students perceive success in EAP courses. The findings revealed that the students did not perceive success as grades or teacher feedback but rather as the quality of ideas and information they had in related to particular course objectives.

Zhu (2004), in a quantitative research, studied the views of faculty members in the faculties of Business and Engineering to examine the importance of writing and faculty roles in teaching and responding to writing in the disciplines. She found that although the participants of both faculties stressed on the importance of writing as a tool for communication with the real world, the participants in each faculty gave different importance and place reflecting on the curricular differences of each disciplinary culture. Cooper and Bikowski (2007), also adapting a quantitative study, investigated writing tasks across the curriculum in a university to identify the types and frequencies of writing tasks assigned to graduate students. The study

concluded that research papers and project reports are the most common types of tasks assigned to graduate students.

In Turkey, there are some studies conducted to examine the needs of students enrolled at different departments of universities. Derintuna (1996), using a qualitative method, investigated disciplinary teachers' perceptions as regards the EAP skills students need in an English medium university in Turkey. The results revealed that majority of the disciplinary teachers approve the importance of English in academic studies. Reading and writing were reported to be the mostly required skills. The study Eroğlu (2005) conducted was in the form of a needs analysis with the teachers and students at different departments. The aim was to determine the needs of the first year students in terms of academic reading skills. The conclusion was that the existing curriculum employed failed to meet the expectations. Similarly, Taşçı (2007) investigated English language needs of medical students in a university in Turkey and highlighted that there is the need for both academic reading and speaking in the context.

The needs analysis Keşmer (2007) conducted with Engineering students at tertiary level in a university in Turkey resulted that a course based on ESP would meet the needs of the students better than the one focusing on ELT. In a needs analysis Yürekli (2012) administered to freshman students and teachers, the findings revealed that there is a need for an integrated approach to EAP teaching which mainly focuses around the achievements of certain tasks required by department teachers. The findings also highlighted the need for a content-based approach to teaching which is specific to students' areas of study.

In Cyprus, Kuter (1998) studied academic English needs of students studying in EFL classrooms. Similarly, Alibaba (2000) explored law students' academic English language needs in the Faculty of Law and Ertay (2004) scrutinized basic academic English language needs of freshman students studying in the Eastern Mediterranean University. These studies all centered around identifying students' academic needs concerning their English language use at various periods and departments.

There are a few studies held to examine perceptions. Görsen (2003) investigated freshmen students' perceptions related to specific feedback methods in a writing course. The study raised the importance of feedback in developing students' writing. A more recent study was held by Bashtavaya (2013), which explored the students' and teachers' perceptions related to academic lectures in EFL contexts and underlined the importance of reflective teaching and learning.

In light of the studies conducted in various disciplines in foreign and local contexts, it is important to note that there is a need for investigating students' perceptions related to their own writing ability, performance and language skills in terms of EAP. It is also critical to take disciplinary teachers' perceptions into account. The review of literature showed that the studies conducted on needs analysis were mainly quantitative studies. There are very few qualitative studies carried out. It is critical to highlight that only one study was found integrating students' works into research design and only one integrating disciplinary teachers' views related to EAP. The review of literature showed that there is a need to examine both the teachers' and students' perceptions related to the teaching-learning practices. This aspect distinguishes this study from the previous ones and broadens the scope of this study

and contributes to the research gap concerning both the teachers' and students' views on academic writing performance and releases the suggestions of disciplinary teachers concerning their students' writing and language needs through a qualitative-quantitative research design.

Chapter 3

METHODOLOGY

This chapter provides a detailed account on the methodological grounds of the research. First, the research design, context and participants will be focused. Next, instrumentation process – data collection and analysis – will be reported. The final section focuses on the validity and reliability of the study.

3.1 Research Design

This study is a case study that aims to investigate Faculty of Architecture students' perceptions related to their ability and usage of academic writing skills in their studies. According to Thompson (2004), the case study research is a reliable research method which is gaining respect in the field of research methods (as cited in McGloin, 2008).

Yin (1994) defined the case study as "An empirical enquiry that investigates a contemporary phenomenon in its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used" (p. 6). As stated by Vallis and Tierney (2000) and Hewitt-Taylor (2002), the case study gives the opportunity to study a phenomenon deeply and intensively which concentrates on a single real life situation by using various data collection tools and methods.

This approach supports the design of this study as it focuses on a real life situation where students' use of academic writing skills are examined in a single case - Faculty of Architecture students at MLD - through multiple data collection instruments to provide an in-depth enquiry on the topic examined. Yin (2003) also supports the single approach for a case study and stresses that the single-case approach generates in-depth descriptive and exploratory knowledge.

The case study method is widely associated with the qualitative paradigm (Yin 1994); however, it also allows for a flexible approach that a variety of methods can be used, enabling the researcher to generate quantitative data (Bryar 2000; Pegram 2000; Vallis & Tierney 2000). Like Yin (2003), Pegram (2000) also supports that using multiple data-collection tools or methods for the case study approach provides a rich picture of the single units of analysis.

3.2 Setting and Participants

The Eastern Mediterranean University (EMU) is located in Famagusta, Turkish Republic of Northern Cyprus (TRNC). It is the only state university in Famagusta region. There are several reasons for choosing this university for the study. First, it is the university the researcher works at for the last thirteen years. Second, there is a significant number of FA students enrolled in the ENGL 192 course offered by MLD, FLEPS; therefore, this provides a suitable environment for the investigation of students' academic writing skills. Lastly, a preliminary study conducted in this context revealed the importance and necessity of a comprehensive examination of students' academic writing skills at MLD.

In EMU, there are eleven faculties and five schools, one of which is FLEPS. Within these faculties there are eighty two graduate and sixty four postgraduate and doctorate programs. In FA there are three undergraduate and postgraduate programs serving for students in three different fields. All of the undergraduate programs in the FA are four year degree programs. The medium of education in the FA is English and the curriculum is appropriate to the international standards. The faculty aims to equip students with the necessary skills and knowledge to be able to complete their four-year university degree successfully and to work or continue their education on international grounds. The English language curriculum is designed according to the requirements of the Common European Framework of Reference (CEFR). Language level of FA students is accepted as B1 (see Appendix A) according to the definition of CEFR. The English language classes (ENGL 191 and ENGL 192) aim to move students from B1 to B2 level (See Appendix A). In order to bring students to B2 level, the ENGL 191 and ENGL 192 classes are scheduled two hours twice a week in the curriculum and provide students with practice in all four skills (reading, writing, listening, speaking) but mainly focus on developing students' academic writing skills.

The student participants of this study were 48 FA students who had taken ENGL 191 and took ENGL 192 in 2011-2012, fall semester. They were aged between 18 and 30 years and were mainly freshmen and sophomore. A small number of them were junior and senior year students. Almost all of the students have passed the proficiency exam held by FLEPS in EMU and had taken ENGL 191 (a pre-requisite for ENGL 192) a semester before. Therefore, all participating students were familiar with the tasks and assignments practiced in ENGL 192. The teacher participants

were disciplinary teachers - 2 professors and 5 assistant professors - teaching in the FA at EMU in 2011-2012, fall semester. Most of the teacher participants were teaching both theoretical courses based on discourse and design courses based on practice. The teaching experience of the participant teachers extended from 3 to 20 years.

The goal of this study is to explore how the FA students, taking ENGL 192, use academic writing skills. Therefore, due to the nature of this study, the findings of this study can be generalized only to the specific context in which the study was carried out.

3.3 Data Collection Instruments

Several data collection instruments were used to find out the FA students' perceptions and disciplinary teachers' views on how well the students can use academic writing skills.

3.3.1 Students' Questionnaire

A questionnaire (see Appendix C) was prepared to explore FA students' perceptions related to their performance in employing academic skills. This instrument was created by the researcher herself in light of similar studies (Basturkmen & Lewis, 2002; Derintuna, 2006; Leki & Carson, 1994). The researcher distributed the instrument to seven professional colleagues for piloting. Four colleagues provided feedback on the structure of the questions and the researcher did the necessary modifications in light of the feedback received. The instrument was prepared in English and then Turkish translations of items were written. Using back translation method, a colleague responsible for translations in MLD, checked the translations of the questions from English to Turkish and then from Turkish to English. The

instrument was piloted with students at various departments by three colleagues, who were teaching ENGL 192. Necessary revisions were done just after the feedback was received and the instrument was finalized.

The instrument consisted of four sections. The first section contained seven items which aimed to gather personal information about the students like - age, sex, nationality, department, number of semesters in the department - and some background information concerning students' acquaintance with academic English. It contained options where students could tick the box that best described their situation from the options provided. The items were both written in Turkish and in English.

The second section of the instrument contained twenty-three items focusing on students' ability in using academic writing skills. This was a structured five point Likert-type scale from 'Excellent' (5) to 'Not Well at All' (1) and again the items were both written in Turkish and in English. The items were to explore students' perceptions on how well they can use academic writing skills in three categories namely outlining, first draft writing and final draft writing. Four items - 9, 19, 22 and 24 - aimed to gather students' perceptions related to their performance in preparation and organization of ideas for outline writing. Twelve items - from item 10 to 18 and items 20, 21, 27 - elicited students' perceptions related to their performance in first draft writing. Lastly, six items - 25, 26, 28, 29, 30 and 31 - were to investigate students' perceptions related to their performance in final draft writing.

The third section of the instrument consisted of two items. Item 32 aimed to identify the writing tasks that were performed in disciplinary courses and the students were asked to tick the tasks they were required to do in their disciplinary courses. Item 33 aimed at identifying the length of writing that the students were required to perform in disciplinary courses and again students were asked to tick the boxes which contained the most appropriate options.

The last section of the instrument, section four, was designed to examine the academic writing skills students performed in disciplinary courses. This section contained fifteen items with a structured five point Likert-type scale measuring frequency from 'Often' (5) to 'Never' (1). Items in this section were categorized in three parts that are performed skills, tasks and feedback. Items 34 to 40 were aimed to find out how often the students performed academic writing skills and tasks in their disciplinary courses while items 41 and 42 asked about the frequency of error correction and revision of written work the students were required to do in their disciplinary courses. Items 43 and 44 aimed at finding how often the students were required to write using their own words. The feedback sub-part consisted of two items. Item 45 was designed to investigate how often the students received feedback to their writing from the disciplinary teachers. The last item - 46 - asked how often the ENGL course helped the participant students to better cope with their disciplinary courses.

3.3.2 Students' Documents

Students' documents produced in essay writing classes generated invaluable data as regards students' performance in academic writing skills. FA students' documents

produced throughout the essay writing process were organized and analyzed as shown in Figure 3.1.
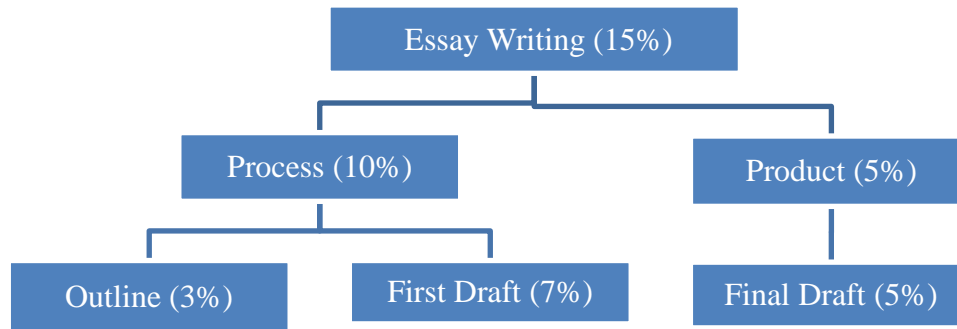
Figure 3.1. Evaluation of process essay writing

The aim of process essay writing is to provide students with the practice and training of academic writing and to help them develop their academic writing skills. The process of essay writing took place after the mid-term exams and was divided in two parts as the process and the product.

The process part included writing an outline and a first draft. The final draft is the revised version of the first draft. In this process, first each student picked a topic from a list given by the instructor. Next, the students were given a week time to do some research on the topic, plan and organize their ideas. Then they wrote and finalized their outlines in the following week.

The outlines were checked by the teacher using the Assessment Criteria for Outline (see Appendix B). The Assessment Criteria for Outline is part of the 'ENGL 192 Process Essay Writing Assessment Criteria', which was prepared by the MLD Curriculum Development Committee (CDC), according to the language standards

set by the Common European Framework of Reference (CEFR) and is being modified at the end of every semester to be used to assess students' achievement in process essay writing. After evaluating each student's work, individual feedback was given to each student related to the organization of their ideas. Again a week time was given to the students to do the corrections and find at least two relevant quotations from different sources to be used in their essays. Then the suitability of the quotations was also checked by the teacher and feedback was given to the students and time was allowed for changes and preparations for the first draft. The students were given 100-120 minutes to write their first drafts in class and produce a full draft with quotations and references. Students completed writing their essays in one month.

The first drafts were checked by the teacher in a week in light of the Assessment Criteria for the First Draft (see Appendix B) and again individual feedback was given to each student's work. Another week or ten days were given to the students for revision, error correction and finalizing their drafts. Next, the students did the suggested changes, corrected their errors and typed their final drafts according to the format given by the teacher. Finally, students submitted all the work (outline, first draft, final draft) including a cover and references page in one folder before the final exams week. Lastly, the final drafts were checked and assessed by the teacher using the Assessment Criteria for Final Draft and Assessment Criteria for Quoting, Referencing and Formatting (see Appendix B).

Although the number of the students in the three different groups of three different instructors was fifty two, only thirty students' outlines, first drafts and final drafts

were taken for analysis. The reason for this was that, twelve of the students did not follow and complete all the three stages and either their outlines or first drafts were missing. Besides, another ten students did not participate in any stage of the process writing. Therefore, only the fully completed student documents were taken into consideration, which could allow a healthier examination of the development of students' academic writing skills.

3.3.3 Disciplinary Teachers' Interviews

Structured interviews in English and Turkish (see Appendix D) were prepared and administered with seven disciplinary teachers from the FA in order to collect in depth data regarding FA students' performances in using academic writing skills in disciplinary courses.

The questions of the interview were formed after reviewing relevant studies (Cooper & Bikowski, 2007; Evans & Green, 2007; Grabe & Stoller, 1997; Thonus, 2002) and shared with five colleagues for piloting and feedback. Suggested changes were made accordingly in order to improve the quality of interview questions before the actual interviews took place.

The interview contained eighteen questions that covered disciplinary teacher' perceptions related to academic writing performed by FA students. The interview questions were related to the teachers' experiences in the FA, the academic writing skills and tasks they employed in their courses, the students' performance in writing, teachers' expectations, the problems they faced, the solutions they brought, and the suggestions they had for improving students' academic writing skills.

3.4 Data Collection Procedure

In spring 2009-2010 a preliminary survey was done with the language teachers teaching in MLD at EMU in order to determine the most problematic skills of the students studying at tertiary level. The results of this preliminary research revealed dramatic results as almost all of the teachers rated students' writing as the 'most problematic skill'. Further to this, the end of semester statistics, which were prepared by the MLD in FLEPS, that shows ENGL courses achievement scores of university students according to departments, displayed that students who received the lowest scores were from the Faculty of Communication and Media Studies (FCMS) and Faculty of Architecture (FA). These results urged the researcher to have an in depth research concerning the academic writing skills of the students studying in FA.

The quantitative data were collected via the students' instrument during final exams week. The instrument was distributed only to the FA students who took ENGL 192. The reason was that they were the ones who had gone through the ENGL 191 course and completed ENGL 192 course. During the exam, each student was given an instrument to fill in after handing in their exam papers. Therefore, apart from a few students who did not sit for the final exam, all of the target student population completed the instrument.

The collection of students' written documents was done after the deadline set for the submission of students' process essays together with their outlines and first drafts. After students submitted their final drafts to their instructors, the researcher/instructor collected all the submitted documents from the two ENGL

instructors and selected the fully completed essays, which could provide a clear vision of the development of students' academic writing skills. Thirty full essays (having an outline, a first draft and final draft) from all three groups of three different instructors were taken into consideration for the examination of the research purpose. The researcher/instructor analysed students' process essays using the ENGL 192 Process Essay Writing Assessment Criteria (see Appendix B). Then the students' process essays were submitted to two other ENGL 192 teachers for cross-evaluation. After each of the teachers finished grading the students' essays, a meeting was held to compare the evaluations of each teacher, to cross check, and to discuss the reasons of the differences in grading.

The final data collection instrument was structured disciplinary teachers interviews conducted on a voluntary basis. Out of twelve disciplinary teachers, seven were interviewed. All teachers could not be interviewed because it was the semester end and some of the teachers had taken their leaves early due to personal reasons. A week after the final exams, appointments were arranged at various days and times with the disciplinary teachers and interviews were held. The interviews lasted between 45-75 minutes and were completed in one week. The interviews were tape recorded upon the permission of the participants.

3.5 Data Analysis Procedure

This research produced quantitative and qualitative data collected from the multiple data collection instruments - the students' questionnaire, students' documents and disciplinary teachers' interviews. The data collected from each data collection instrument were analysed separately and then triangulated to see where data show convergence and divergence. The quantitative data were analyzed in terms of

percentages and means by using Statistical Package for Social Sciences (SPSS) Version 18.0. After data were analyzed on SPSS, all of the descriptive findings were divided into categories and put into tables as shown in Figure 3.2.

```
                    Students' Perceptions on Their Performance
                            in Process Essay Wrting

   Students'          Students'          Students'          Students'
   Perceptions on     Perceptions on     Perceptions on     Perceptions on
   Outline            First Draft        Final Draft        Quoting
   Writing            Writing            Writing            Referencing
                                                            Formatting
```
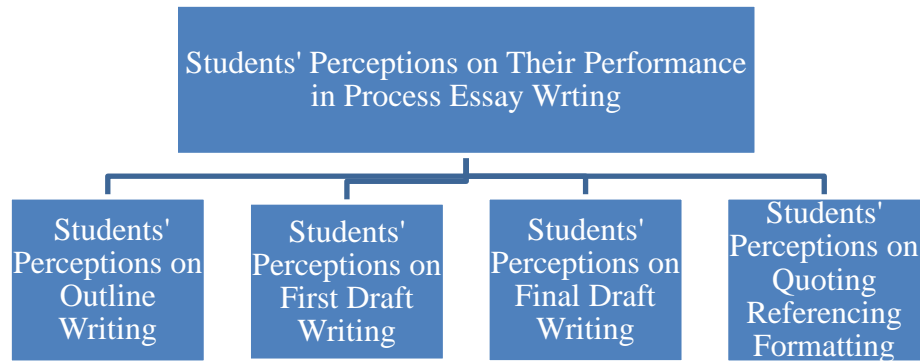
Figure 3.2. Thematic categories of students' perceptions on process essay writing

The qualitative data gathered from students' documents were analyzed using the ENGL 192 Process Essay Writing Assessment Criteria (see Appendix B) and results were processed using SPSS in order to express the results in percentages and means. Students' documents, which were produced throughout a process, were analyzed and tabularized into four thematic categories as shown in Figure 3.3.

```
                    Students' Performance in Process Essay
                                    Writing

   Students'          Students'          Students'          Students'
   Performance        Performance        Performance        Performance
   in Outline         in First Draft     in Final Draft     in Quoting
   Writing            Writing            Writing            Referencing
                                                            Formatting
```
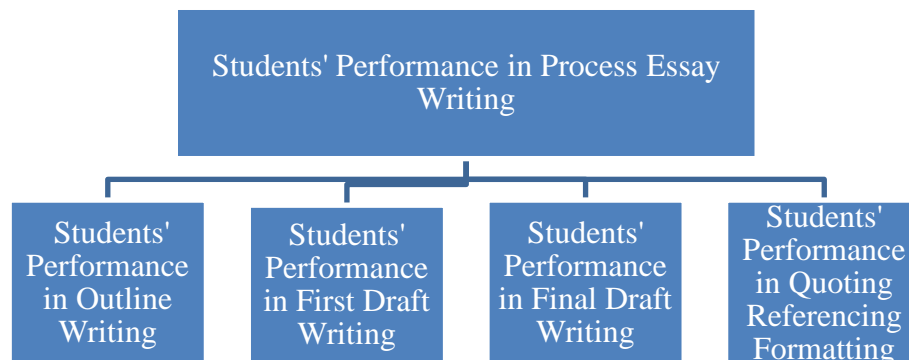
Figure 3.3. Thematic categories of students' performance in process essay writing

The aim of collecting students' documents was to find out how well the students in the FA use academic writing skills in their process essay writing. The students' documents were analyzed using the ENGL 192 Process Essay Writing Assessment Criteria (see Appendix B) and then two other instructors analyzed and graded the same students' works in order to improve the reliability of the results. The reason behind using this criterion was also to ensure the credibility of data. The students' written documents provided qualitative data on how well the students use academic writing skills to write an 'outline', 'first draft' and 'final draft' as well as 'quoting', 'referencing' and 'formatting'. During the analysis of students' documents, the narrative data were converted into quantitative measures – frequencies, percentages and means – to draw conclusions related to the afore-mentioned aspects of process essay writing.

The qualitative data gathered from disciplinary teachers' interviews were transcribed by the researcher and documented in English using matrices (see Appendix E). The findings were analyzed in relation to the research questions. Then the recordings and matrices were given to a colleague from the department to control and check the tabulation of data and categories in all matrices. The analysis of the interviews yielded three thematic categories related to the disciplinary teachers' perceptions on academic writing performed by FA students as shown in Figure 3.4.
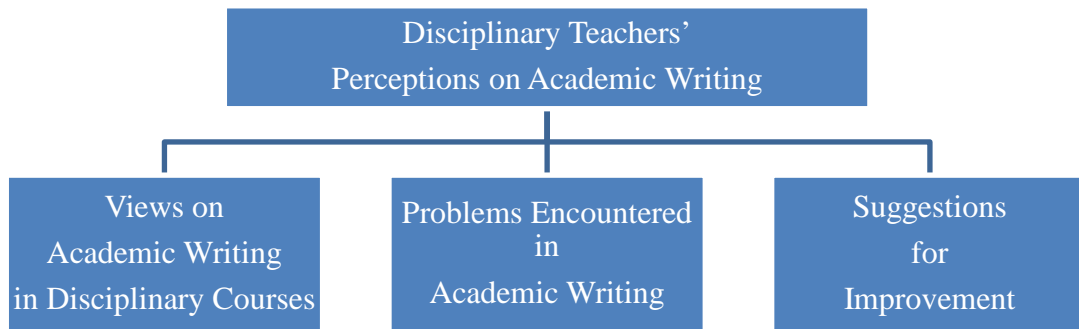
Figure 3.4. Disciplinary teachers' perceptions on academic writing

The first set of thematic category related to disciplinary teachers' views on academic writing further yielded three thematic sub-categories as, 'academic writing tasks performed in disciplinary courses', 'academic writing skills employed in disciplinary courses', and 'academic writing performance in disciplinary courses'.

The second set of thematic category 'problems encountered in academic writing', generated another set of three thematic sub-categories as 'students' lack of lexical and structural knowledge', 'students' lack of academic writing skills' and 'students' background characteristic'.

The last category, 'disciplinary teachers' suggestions for improvement' yielded three other thematic sub-categories as, 'revision of EAP course', 'design of ESP course' and 'teacher feedback on writing'.

3.6 Trustworthiness

The trustworthiness and authenticity of this study was enhanced according to the criteria developed by Guba (1981), which has gained paramount importance and credibility in defining trustworthiness of case studies. The criteria highlight four aspects that play determining roles in defining trustworthiness of a study. These are

credibility (truth value), transferability (generalizability / applicability), dependability (reliability / consistency) and confirmability (objectivity / neutrality) (McGloin, 2008; Shenton, 2003).

The truth value of this study, which is the main aspect of providing trustworthiness, was provided as the data was collected in real life situations and reflected real life experience of the participant students and teachers. As described by Mitchell (1983), the truth value of the results of a case study is simply accomplished when the research is carried out in a real-life situation, thereby naturally enhancing the researcher's credibility.

Another important factor that improves the truth value of this case study is that the researcher is the instructor of the student participants and a colleague of the teacher participants; therefore, this case study facilitates reflexivity and applicability as there was frequent contact between the researcher and those studied (Burgess 1984; Lipson 1991). Thus, the case study obviously shows the researcher's role in the research process rather than hiding him or her like the many other methodologies (Bryar, 2000). To enhance reliability and objectivity, the strategy of quantifying qualitative data was applied during the analysis of students' process essays (Yıldırım & Şimşek, 2006). Since the findings can only be generalized to FA students studying at EMU, it can be accepted that generalizability that means the transferability of this study is achieved.

Peer review which is a method of assessing the truth value was also employed in order to improve trustworthiness of this study (Palmquist, 2006; Thompson 2004).

Peer review, inquiry auditing includes the review of findings by another researcher or colleague who is familiar with the phenomenon to assess the truthfulness of the data (Krefting, 1991; Thompson 2004). All of the qualitative findings of this study were cross checked by two colleagues of the researcher, who are familiar with the research process and the issue under investigation. Accuracy of the collected data was also cross checked during data collection and data analysis procedures together with a colleague (Krefting 1991; Palmquist 2006; Thompson 2004). This auditing process ensures confirmability and dependability of the data.

Moreover, another method for assessing the truth value of a research study is triangulation (Krefting 1991; Tellis 1997; Thompson 2004). The triangulation method allows the use of various method and data sources, which increase the credibility of the data (Yin 1994). Examples of the data sources can be surveys, interviews and documentation (Tellis, 1997). To enhance the credibility and objectivity of the study, the researcher used the triangulation method, including multiple quantitative and qualitative data collection instruments and multiple data analysis methodologies, to gain deeper insights concerning the issue under investigation. In this regard, the trustworthiness of this case study is increased (Thompson, 2004).

3.7 Ethical Issues

To provide legal ground for this study, an official letter and a research request form was sent to the administration of the FLEPS at the beginning of 2011-2012, spring semester. Approval of the research request (See Appendix G) was received a week later. Then, the instruments were distributed to all of the target student population on the same day and time. In order to arrange interviews with the teachers, the approval

of research request and the interview questions were also sent to the Dean of FA and her permission was also received. Then the Dean of FA sent the researcher a list of teachers' names teaching both theoretical and practical design courses. She also sent the interview request and questions to the teachers in advance. Later the researcher called each participant teacher and arranged appointments in their real work environment (Mitchell, 1983). Confidentiality of data was ensured by coding the names of the participants.

3.8 Researcher's Role

The researcher of this study was also the instructor of a group of students who participated in the study. Since the research setting was the researchers working area, the data were collected as an insider participant observer. Insider participant observation (being a member of a group as well as the researcher) is considered the most important and challenging instrument in qualitative studies (Herrmann, 1989). However, this did not affect the objectivity of the study due to the structured planning and implementation of the whole research process and instrumentation. The teacher/researcher acted as an outsider during the data collection process. During data analysis process, the objectivity of the study was improved through the cross-checking of the research tools during the preparation stage. The data were also cross-checked by two other instructors. The auditing of the findings enhanced the objectivity and reliability of the study and neutralized the subjectivity of the dual role of the teacher/researcher.

As stated by Ünlüer (2012), it is highly important for social researchers to make their researchers' roles clear, particularly for those employing qualitative methodology in order to construct credibility in their research. The researchers who

carry out qualitative studies pursue various roles when they are in the research setting. The researcher's roles vary from complete membership of the group under study (an insider) to complete stranger (an outsider) (Adler & Adler, 1994). The insider-researchers are generally the ones who study a group which they belong, while outsider-researchers do not belong to the group under study (Breen, 2007). Therefore, according to the definitions above, as the researcher/instructor of this study, I was not an insider-researcher since I did not belong to the two groups (FA students and disciplinary teachers) being studied. I acted as a complete outsider-researcher who analyzed the data gathered from the participants.

According to Bonner and Tolhurst (2002), there are three main advantages of being an insider-researcher. I had the advantages of having a greater understanding of the culture being studied, not altering the flow of social interaction unnaturally, and having an established intimacy which promoted both the telling and the judging of truth. Furthermore, I had the advantage, as an insider-researcher, of knowing the politics of the institution and the ways to best approach people. Another advantage was that I gained a wide range of knowledge which it can take an outsider a long time to acquire (Smyth & Holian, 2008). However, being an insider-researcher did not inhibit the credibility of the data collection and analysis processes since multiple means were employed for ensuring the credibility of the instrumentation.

3.9 Limitations of the Study

The study is limited to only the FA students taking ENGL 192 in 2011-12, fall semester. It incorporated all students taking this course and seven disciplinary teachers teaching these students. Therefore, the findings can be generalized to this group of participants in the FA.

Because of the nature of the study, the researcher acted both as a researcher and an instructor. In this respect, in order to improve the objectivity of the study, the results of data analysis were cross-checked with two language instructors. Particularly, the analysis of the documents was cross-checked with two other language instructors. This contributed to the improvement of the objectivity of the analysis of students' essays.

Chapter 4

RESULTS

This chapter provides a full presentation of the results gathered from the three different data collection instruments – students' questionnaire, students' documents and disciplinary teachers' interviews – prepared to examine FA students' perceptions related to their performance in academic writing.

The research questions of the study were used as parameters in the analysis of data. This chapter first focuses on the quantitative and qualitative findings emerged and then concludes with the triangulation of the findings gathered from all three sources.

4.1 How the Students at the Faculty of Architecture Perceive Their Academic Writing Performance

In order to find the best and most reliable response to the question above, data were collected from the students' questionnaires. For this research question, the data gathered from this instrument are presented.

4.1.1 Students' Perceptions on Outline Writing

The category of 'planning and organization of ideas' contained four items related to the degree of how well the students perceive their use of academic writing skills in planning and organization of their ideas in essay writing as shown in Table 4.1.

Table 4.1. Students' Perceptions on 'Planning and Organization of Ideas'

Items	1	2	3	4	5	M
9. I can organize my ideas in an essay coherently.	0.0%	12.2%	40.8%	30.6%	16.3%	3.5
19. I can write the outline of an essay.	2.0%	10.4%	34.7%	30.6%	12.2%	3.1
22. I can do research related to my topic.	4.1%	4.1%	32.7%	40.8%	18.4%	3.6
24. I can select quotations that support my ideas about a topic.	2.0%	10.4%	34.3%	14.9%	10.4%	3.2

(Note: 5: Excellent, 4: Very Well, 3: Well, 2: Not Very Well, 1: Not Well at All)

As can be seen in Table 4.1, the mean scores range from 3.1 to 3.6 which shows that majority of the students perceived themselves 'Well' in 'writing an outline' and 'selecting quotations' and 'Very Well' in 'organizing ideas coherently' and 'doing research related to their topic'.

4.1.2 Students' Perceptions on First Draft Writing

The category related to 'First draft writing' contained twelve items that show the degree of how well the students perceive their performance in first draft writing which constitutes the main body of process essay writing. Table 4.2 displays the mean scores and percentages of twelve items related to how well the students perceived their performance in first draft writing.

Table 4.2. Students' Perceptions on First Draft Writing

Items	1	2	3	4	5	M
10. I can write the topic sentence of a paragraph.	0.0%	6.1%	38.8%	38.8%	16.3%	3.65
11. I can write supporting ideas related to the topic.	0.0%	14.3%	51.0%	22.4%	12.2%	3.32
12. I can write examples to support my ideas.	2.0%	12.2%	49.0%	26.5%	12.2%	3.38
13. I can use the linkers to introduce a supporting idea.	2.0%	16.3%	46.9%	20.4%	12.2%	3.18
14. I can use the linkers to introduce an additional idea.	4.1%	18.4%	42.9%	24.5%	10.2%	3.18
15. I can use the linkers to introduce a contrasting idea.	0.0%	18.4%	51.0%	20.4%	10.2%	3.22
16. I can use the linkers / phrases to introduce a cause.	2.0%	16.3%	40.8%	30.6%	10.2%	3.28
17. I can use the linkers / phrases to introduce an effect.	2.0%	20.4%	40.8%	22.4%	14.3%	3.24
18. I can use the linkers/ phrases to conclude.	2.0%	14.3%	42.9%	22.4%	18.4%	3.38
20. I can write general information related to a topic.	2.0%	16.3%	32.7%	28.6%	20.4%	3.46
21. I can write the thesis statement according to a genre.	2.0%	16.3%	42.9%	28.6%	10.2%	3.26
27. I can use vocabulary relevant to the topic.	2.0%	8.2%	36.7%	34.7%	16.3%	3.48

(Note: 5: Excellent, 4: Very Well, 3: Well, 2: Not Very Well, 1: Not Well at All)

As can be seen in Table 4.2, a great number of students ranked their performance 'Well' or 'Very Well' in first draft writing with mean scores ranging from 3.18 to 3.65.

Majority of the students perceived their ability 'Well' in 'writing supporting ideas related to the topic of a paragraph' and 'using linkers to introduce a contrasting idea' (51.0%). The second thing they did 'Well' is 'writing examples to support their ideas' (49%), which is followed by item 13, 'the ability to use linkers to introduce a supporting idea (46.9%). Also, 42.9% of the students perceived their ability in 'writing the thesis statement', 'using linkers to introduce an additional idea' and 'using linkers to conclude a paragraph' 'Well', respectively.

Students also perceived their ability in 'using cause and effect linkers' 'Well' (40.8%). One third (30.6%) of the students rated 'using cause linkers and phrases' 'Very Well' and 22.4% of the students rated 'using effect linkers and phrases' 'Very Well'. Item 27, 'Using vocabulary relevant to the topic', is an area which the largest amount of students believed they are 'Well' (36.7%) and 'Very Well' (34.7%).

'Writing general information related to a topic' was also rated as 'Well' by the majority of the students (32.7%) and 28.6% of the students thought that they performed this 'Very Well'. This is also one of the items that received the highest rate, 'Excellent', by the 20.4% of the students followed by item 18, which received the second highest 'Excellent' rate (18.4%). Item 10, 'writing the topic sentence' and item 27, 'using relevant vocabulary' are the third highest items rated as 'Excellent' (16.3%). The percentage of students who perceived their performance 'Not Very Well' and 'Not Well At All' is not very high. Item 20 was the only one receiving the highest 'Not Very Well' rating (20.4%) and items 14 and 15 were the two items that 18.4% of the students rated 'Not Very Well' followed by 16.3% of

the students who considered their performance 'Not Very Well' on items 13, 16, 20 and 21.

4.1.3 Students' Perceptions on Final Draft Writing

The category related to 'Final Draft Writing' contained six items as shown in Table 4.3, which shows the degree of how well the students perceive their performance when finalizing their final drafts.

Table 4.3. Students' Perceptions on Final Draft Writing

Items	1	2	3	4	5	M
25. I can use quotations correctly in my essay.	4.1%	10.2%	44.9%	24.5%	14.3%	3.28
26. I can write the references of the sources in my essay.	2.0%	14.3%	42.9%	20.4%	20.4%	3.40
28. I can write all parts of an essay fully.	2.0%	16.3%	42.9%	20.4%	18.4%	3.34
29. I can identify my errors when I revise my written work.	4.1%	16.3%	34.7%	30.6%	14.3%	3.30
30. I can correct my errors when I identify errors.	6.1%	14.3%	34.7%	38.8%	6.1%	3.18
31. I can do necessary modifications to my work.	2.0%	10.2%	42.9%	32.7%	12.2%	3.40

(Note: 5: Excellent, 4: Very Well, 3: Well, 2: Not Very Well, 1: Not Well at All)

As displayed in Table 4.3, the mean scores vary between 3.18 and 3.40. The largest amount of students qualified their performances 'Well' and 'Very Well' on all items in this category. Besides, 20.4% of the students perceived their performances in 'writing references' 'Excellent' and 18.4% of them believed they are 'Excellent' in

'writing all parts of an essay fully'. In 'using quotations' and 'identifying errors', 14.3% of the students thought that they are 'Excellent', respectively. Only a minority of the students rated their performances 'Not Very Well' and 'Not Well At All'. In 'writing all parts of the essay fully' and 'identifying their errors', 16.3% of the students perceived their performances 'Not Very Well'. Further, 14.3% of the students thought they are 'Not Very Well' in 'writing references' and 'identifying errors' in their essays, respectively. A smaller number of the students, 10.2%, stated that they are 'Not Very Well' in 'writing quotations' and 'doing modifications', respectively. The amount of students who rated themselves 'Not Well At All' in 'correcting errors' is 6.1% and 4.1% of the students reported that they are 'Not Well At All' in 'using quotations' and 'identifying errors', respectively.

4.2 How the Faculty of Architecture Students Perform in Academic Writing

To find the most reliable response to the question above, data were collected from the students' process essay writing documents. The quantitative data revealed valuable findings with regard to students' use of academic writing skills. The results revealed that the students' performance in academic writing is satisfactory. The analysis of students' documents proved this to be true whereas the results of disciplinary teachers' interviews revealed the contrary. For this research question, the data gathered from the students' documents are presented below.

4.2.1 Students' Performance in Outline Writing

Students' first written documents regarding the process were outlines. The analysis of thirty students' outlines revealed that the number of students who showed satisfactory performance were almost equal to the number of students whose works were 'Weak'. Table 4.4 below, displays that out of 30 students, 10 (33.4%) of the

students' outlines were 'Weak', 11 (36.6%) of the students' outlines were 'Satisfactory' and 9 (30%) of the students' outlines were 'Good' with a mean of 1.85.

Table 4.4. Evaluation Results of Students' Outlines

Level	N=30	100%
Good	9	30%
Satisfactory	11	36.6%
Weak	10	33.4%
Mean	1.85	

4.2.2 Students' Performance in First Draft Writing

The second written document of the process was students' first drafts. Evaluation of the first draft was done over 7 points using a criterion according to the Assessment Criteria for First Draft as displayed in Appendix B.

Table 4.5. Evaluation Results of Students' First Drafts

Points	Assessment Results of First Draft Writing	N=30	100%
7	Excellent work	3	10%
5	Good work	12	40%
3.5	Satisfactory work.	11	36.7%
2	Weak work.	3	10%
1	Very poor work.	1	3.3%
0	No task was written / Work entirely plagiarized	0	0%

As can be seen in Table 4.5 above, while one of the students' works was 'Very Poor' (3.3%), three of the students' works were 'Weak' (10%). The number of students that presented a 'Satisfactory' first draft was eleven (36.7%). While twelve students' first drafts (40%) were 'Good', three students' first drafts (10%) were 'Excellent' (see Appendix F).

4.2.3 Students' Performance in Final Draft Writing

The last written document concerning academic essay writing was students' final drafts which were analyzed according to the Assessment Criteria for Final Draft displayed in Appendix B. Samples student first drafts, which were evaluated according to the criteria displayed in Appendix B, can be seen in Appendix F.

Table 4.6. Evaluation Results of Students' Final Drafts

Points	Evaluation Results of Final Drafts	N=30	100%
5	Excellent work	5	16.7
3.5	Good work	13	43.3
2.5	Satisfactory work.	5	16.7
1	Weak work.	6	20.0
0.5	Very poor work.	1	3.3
0	No task was written / Work entirely plagiarized	0	0

The evaluation results of final drafts displayed on Table 4.6 illustrates that, out of 30 students, only 5 (16.3%) performed 'Excellent Work' when writing their final drafts. Majority of the students, 13 of them (43.3%), showed 'Good' performance and 5 (16.7%) of the students recorded 'Satisfactory' performance. While 6 (20%)

of students' works were found 'Weak', 1 of them (3.3%) was evaluated as 'Very Poor' (see Appendix F).

4.2.4 Students' Performance in Quoting, Referencing and Formatting

Table 4.7 below displays the evaluation results of quoting, referencing and formatting skills that the students used in academic essay writing. Data displayed below was drawn out from the Assesment Criteria for Quoting, Referencing and Formatting (see Appendix B) used for evaluating students' skills in quoting, referencing and formatting in their final drafts.

Table 4.7. Evaluation Results of Students' Quoting, Referencing and Formatting Skills

	Excellent Work (5%)	Good Work (3.5%)	Satisfactory Work (2.5%)	Weak Work (1%)	Very Poor Work (0.5%)	No Work (0%)
Quoting **Referencing**	6.7% N=2	16.7% N=5	20.0% N=6	13.3% N=4	26.7% N=8	16.7% N=5
Formatting	0.0% N=0	16.7% N=5	33.3% N=10	26.7% N=8	16.7% N=5	6.7% N=2

Concerning the results above, the mean score 2.13 showed that more than half of the students were not well-equipped with 'quoting' and 'referencing' skills. Majority of the students produced 'Very Poor Work' (26.7%), 'No Work' (16.7%) and 'Weak Work' (13.3%). The 'formatting' skill proved to be another weakest area of the students since no student could produce 'Excellent Work'. Only 5 of the students'

works were (16.7%) considered 'Good Work'. The number of the students who wrote 'Satisfactory Work' was ten (33.3%); however, eight of the students' works (26.7%) were considered to be 'Weak' and five of them (16.7%) 'Very Poor'. In two students' works (6.7%) there were no signs of proper formatting (see Appendix F).

4.3 How the Disciplinary Teachers Perceive Academic Writing Performed by the Faculty of Architecture Students

This section provides a detailed explanation of the results obtained from teachers' interviews under two thematic categories. The first thematic category is 'Teachers' Views on the Use of Academic Writing in Disciplinary Courses' and the second category is 'Teachers' Views Related to the Problems in Academic Writing'.

4.3.1 Disciplinary Teachers' Views on the Use of Academic Writing in Disciplinary Courses

The analysis of the disciplinary teachers' interviews revealed three sub-categories on academic writing as displayed in Figure 4.1.

Figure 4.1. Thematic categories of teachers' views on academic writing

Academic Writing Tasks Performed in Disciplinary Courses: The findings demonstrated that all of the teachers do writing tasks in their courses but the frequency and length of the writing tasks differ from course to course. Firstly, almost all of the teachers reported that the students perform writing in the exams when answering exam questions and the length varies from a few sentences to a few paragraphs. Apart from exams, majority of the teachers (T1, T2, T3, T4 and T6) reported that students are assigned written tasks, mainly paragraph writing, like opinion paragraph, descriptive paragraph, explanatory paragraph, interpretation paragraph and critical thinking and analysis paragraphs throughout the semester. Two of the teachers (T5 and T7) mentioned that students do process essay writing in their courses throughout the semester.

Academic Writing Skills Employed in Disciplinary Courses: Considering writing skills students performed in department courses, four teachers (T1, T2, T5 and T6) stressed that 'referencing', 'quoting', 'paraphrasing' and 'summarizing' are the main skills students are required to use. Apart from these, 'reporting' and 'note taking' are also within the writing skills students need to know. Three of the teachers (T1, T2 and T3) indicated that these skills are mainly used in the first three years in both theory and design courses, while two of the teachers (T1 and T2) noted that they are used in the third and fourth years of study. Concerning the importance of academic writing, only one teacher (T2) thought that academic writing is highly important and necessary for the students in undergraduate so that they can understand and express themselves fully. Two teachers (T1 and T4) thought that academic writing is important as the university graduates should be equipped with the academic writing skills to be able to express themselves. However, they also claimed that it is not

necessary for an architecture student to graduate from a university and it is a waste of time for architecture teachers as they do not have the time to teach writing. Two teachers (T3 and T5) believed that academic writing is neither important nor necessary in undergraduate but more important in postgraduate degree. They also stated that academic writing is not more important than design, research, and reading and speaking classes as it has no effects on the students' overall academic performance. Teacher 6 reported that academic writing is important, but in this system it loses its importance. She also believed that academic writing is really necessary for an architect. However, she underlined that there are more vital disciplinary information gaps of students to be filled before academic writing and noted that writing is more important only in the first year but drawing becomes more important in further years. Teacher 7 believed that academic writing is only important in theory courses but not in the other courses. She also stated that academic writing affects the students' overall academic performance. Teacher 2 explained that "Students should learn these skills in their first year but they are not a must until the end of second year and these skills are mostly used in the third year and in graduate studies."

Students' Academic Writing Performance in Disciplinary Courses: Concerning architecture students' performance in academic writing, almost all of the disciplinary teachers reported that the students' performance in writing is below the expected level. Teachers 4 and 6 stated that the students are weak in expressing their thoughts and Teacher 6 said, "Over 55 students, 5 are really good and half is always bad. On a scale out of 5, two are very weak, two are weak and one is really good." Teachers 5 and 7 reported that they do process writing and the students show better

performance as they work through their drafts. They thought that the students are not efficient in writing and they are not satisfied with the students' performance, but they observe better performance when they do process writing.

4.3.2. Disciplinary Teachers' Views on the Problems in Academic Writing

Data gathered from the interviews with disciplinary teachers indicated that students have problems related to their academic writing skills as displayed in Figure 4.2.
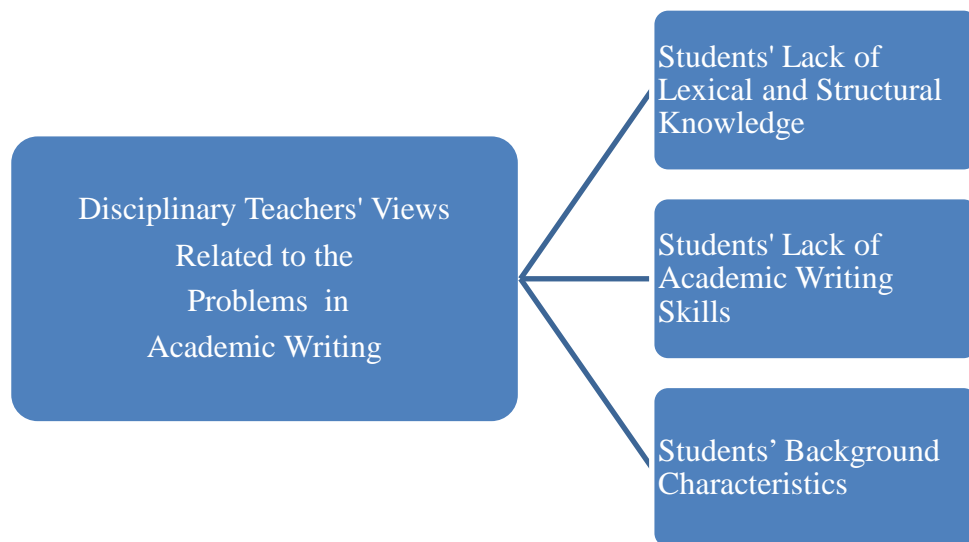

Figure 4.2. Disciplinary teachers' views on the problems in academic writing

Students' Lack of Lexical and Structural Knowledge: With respect to the problems faced in writing, majority of the teachers reported that the students lack lexical and grammatical knowledge. Teachers stated that the students have problems in 'expressing their thoughts' and they thought that this is due to students' lack of vocabulary and grammar knowledge. All of the teachers stated that they face problems in grammar and vocabulary very often.

Two teachers (T1 and T7) reported that, because the students do not have sufficient vocabulary and grammar knowledge, they use 'Google Translate' when doing their

writing assignments. Therefore, they submit works with full of incredible errors in grammar and expressions. Two teachers (T5 and T6) shared the same belief and stated that students are not aware of their learning or they forget what they learn. They claimed that the students do not use their knowledge, and sometimes even if they know, they pretend that they do not know. Two teachers (T3 and T5) thought that the problem is that students cannot transfer their learning from one course to another course. They noted that the students may learn many useful and helpful things in one course, yet they have problems in applying whatever they have learnt because they do not know about the content and the purpose of their courses.

Students' Lack of Academic Writing Skills: Some of the teachers reported that they face with some problems concerning the skills of the students. When talking about the most problematic skills, teachers rated writing as number one, followed by reading. All of the teachers highlighted 'written tasks' as being the most problematic. Teacher 4 said that "the students write as they speak" and Teacher 6 supported this by saying, "they have no structure in their written work, no introduction and no conclusion". Teacher 7 also agreed by saying "they write whatever comes to their mind". Additionally, Teacher 1 stated that 'paraphrasing' is one of the most problematic sub-skills in writing as the students use only quotations in their writing and they do not paraphrase because they are not good at writing. Students' lack of vocabulary and grammar knowledge was also reported as the origin of this problem. Two teachers (T2 and T5) mentioned that the students have difficulties in reading comprehension. They also think students cannot write because they cannot comprehend the questions when they read.

Students' Background Characteristics: The findings showed that students' national background might have impact on their use of academic writing skills. The Turkish students, especially the ones coming from the east of Turkey, and the Iranian students were reported to be the ones who frequently experience problems in writing by all teachers. All of the teachers also stressed that, when looked at their backgrounds, these students had very limited opportunities to practice and develop their language knowledge and writing ability in their secondary education. Many of them received no language education before starting university. All teachers, however, reported that majority of Nigerian and Cypriot students are doing well and presenting written work without many problems due to their early exposure to English language in their previous education stages.

4.4 What Disciplinary Teachers Suggest for the Improvement of Students' Academic Writing Skills

The findings revealed several suggestions for the improvement of students' academic writing skills as illustrated in Figure 4.3. The suggestions primarily concerned the curriculum of the English language program.
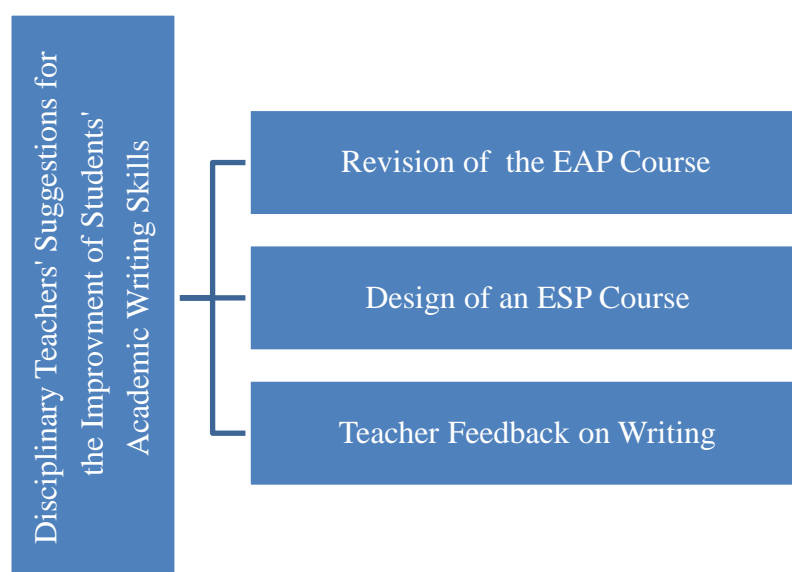

Figure 4.3. Disciplinary teachers' suggestions for the improvement of students' academic writing skills

4.4.1 Revision of the English for Academic Purposes (EAP) Course

With respect to the two-semester ENGL courses, which are designed to equip students with the academic language skills and knowledge they need, majority of the teachers (T1, T2, T5, T6 and T7) agreed that these courses are not enough for the development of students' writing skills. These teachers thought that the students need further professional help as far as the ENGL courses are concerned. However, it is interesting that almost none of the teachers had an idea about the exact content of the ENGL courses and none of them exactly knew what the students learn in those courses, yet they believed that these courses add to their students' overall success.

Teacher 1 stressed that "Absolutely I noticed that the students whose ENGL course grade is high receive better grades from the theory courses and the ones who get lower from theory courses are students who receive lower grades from the ENGL courses". All teachers agreed that there should be more ENGL courses to improve the quality of education given. Teacher 1 said that "At the beginning of the 3rd semester an ENGL course would be good to help weaker students improve themselves. Two teachers (T2 and T3) shared that the students should have a better level of language.

Three teachers (T2, T3 and T6) stressed on the importance of better reading, listening and speaking skills before writing as the students need to ask and answer questions, join discussions and give presentations in their department courses. Teacher 6 said that the ENGL courses helped the students who showed extra effort and who were interested. Majority of the disciplinary teachers thought that the

ENGL courses should add to students' existing language knowledge and develop for the betterment of all four main skills (reading, writing, listening and speaking). Two of the teachers (T1 and T4) thought that the ENGL courses should teach students how to write sentences without making grammatical errors, by using a range of vocabulary and expressions as well as paraphrasing accurately.

Teacher 5 suggested that the ENGL courses should equip students with more effective presentation skills as well as writing and research skills. Teacher 2 also thought that a critical essay writing course would be suitable as the students should be provided with more opportunity to practice and learn. Besides, Teacher 4 stated that a more writing focused and a more advanced ENGL course, that would go parallel with the department courses, would be very helpful. Finally, Teacher 5 said, "I realized that there is parallelism between my course and ENGL courses. If there were more ENGL courses parallel with the department courses in the 1st, 2nd and 3rd years, it would be more helpful to the students".

4.4.2 Design of an English for Specific Purposes (ESP) Course

Almost all of the disciplinary teachers highlighted the need of a language course for department specific language and tasks. Teacher 3 stated that "More department specific language should be taught to the students" while Teacher 2 believed that department specific reading and writing courses can help students in understanding basic concepts and subjects related to their fields.

They (T2 and T3) also highlighted that there should be an elective course that teach students departmental and subject matter terminology. Teacher 3 underlined that a language course that can provide more department specific terminology, which can go parallel with the ENGL course especially in the first year when the students do a

lot of writing, would be very suitable and beneficial. Teacher 6 agreed that there should be more department specific language courses and more parallelism in the first four semesters. She said, "Students need to read things related to architecture and learn words related to architecture to develop themselves more. If the courses were organized from more writing based one to a more reading and then speaking oriented ones, it would be very helpful".

Teacher 7 is not sure if more courses would be possible considering the loaded requirements of their curriculum. However, she thought that creating parallelism between architecture and ENGL courses would be possible. She thought that creating parallel tasks can be possible. She said "Relevant reading and speaking topics can be practiced and relevant texts can be used to help students improve their skills".

4.4.3 Teacher Feedback on Writing

The findings exhibited that more feedback should be provided to the students in writing. Three teachers (T5, T6 and T7) reported that the students could show better performance if they were given detailed feedback to their writing tasks. Teachers 5, 6 and 7 said that they checked their students' work and gave them feedback, showed their errors and supervised until they corrected their errors and this helped them to produce better written tasks. However, they added that they cannot devote enough time for revision and check, and suggested that there should be a mechanism that the language teachers or assistants could help the students by giving feedback and revising their written work. Two teachers (T2 and T6) said that they translated the points that their students had difficulties with and explained them in either Turkish or Persian, which was another method for providing feedback, but they added that

this was not practical as it was not possible to find teachers who could translate into students' mother tongues.

Teacher 3 reported that she helped the students in her office or directed them to the course assistants in the department and suggested that providing feedback could be a part of the course assistant's duty. While Teacher 1 said that she asked the students to get help from their friends and do peer correction, Teacher 4 highlighted that he did not help students when they had writing errors because that was not his duty as he is responsible for teaching the content not doing error correction.

However, all department teachers thought that more help should be provided to the department students. Teacher 1 remarked that the course assistants could help students deal with writing errors and added that the students should take professional help because disciplinary teachers could not help them handle such errors as the content and focus of their courses are different and they are primarily responsible to teach disciplinary subjects.

4.5 Data Triangulated from Students' Questionnaire, Students' Documents and Disciplinary Teachers' Interviews

Data collected from the students' questionnaires, students' documents and teachers' interviews were triangulated in order to have an objective view on the issue under investigation. The data triangulated from these multiple sources revealed four thematic categories as shown in Figure 4.4.
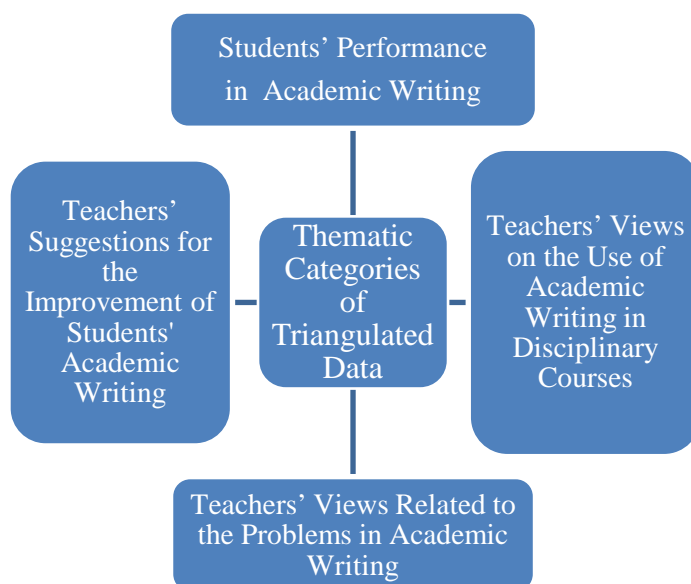
Figure 4.4. Thematic categories of triangulated data

4.5.1 Students' Performance in Academic Writing

With regard to 'Architecture Students' Performance in Academic Writing', the triangulated data from the students' questionnaire, students' documents and disciplinary teachers' interviews showed that the students studying in the FA can use academic writing skills at 'satisfactory' level while doing process writing. Their use of academic writing skills were displayed in three categories as reported below.

Students' Performance in Outline Writing: The results of the students' instrument displayed that majority of the students perceived their performance 'Well' in 'organizing ideas', 'writing an outline', 'doing research' and 'selecting relevant quotations'. The analysis of students' documents revealed students' perceptions to be true as the majority of the students showed 'Satisfactory' performance in outline writing. However, the number of the students whose performance was 'Weak' is very close to the number of students who showed 'Satisfactory' performance. This shows that the results of the disciplinary teachers' interviews partly correspond with

these outcomes in that the teachers view students' performance below the expected level.

Students' Performance in First Draft Writing: The students' instrument illustrated that the largest number of students viewed their performance related to first draft writing 'Satisfactory'. Majority of the students perceived their ability in writing 'thesis statement', 'general information', 'topic sentences', 'supporting sentences' and 'examples' 'Well'. Most of the students thought that they can use the 'linkers' and 'vocabulary' of various genres 'Well'. The analysis of students' documents also displayed similar results that more than seventy five percent of the students showed 'Good' and 'Satisfactory' performance in writing the first draft of their essays, respectively. However, the data gathered from disciplinary teachers interviews seem to be the contrary as the majority of the teachers stated that most of the students' writing performances are low and majority of the students have problems in academic writing. The teachers thought that the students have difficulties in expressing their thoughts and putting their ideas into words due to the lack of lexical knowledge.

Students' Performance in Final Draft Writing: Results related to the students' final draft writing displayed similar characteristics to the previous steps of process writing. Majority of the students thought that they can 'write a full essay', ' use quotations', 'write references', 'identify and correct errors' and 'do modifications' 'Well' and 'Very well', respectively, to produce a final draft in process essay writing. The results of students' work evaluation yielded parallel findings that almost half of the students submitted their works above 'Satisfactory' level, that

means the majority had produced 'Good Work' at the end of process essay writing. However, the detailed examination of students' 'quoting, referencing and formatting' skills exhibited that a large amount of the students' works was 'Very Poor'. The results of the students' documents analysis are compatible with the teachers' views related to students' ability in 'quoting', 'referencing' and 'formatting'. The three teachers (T5, T6 and T7) who employed process writing in their courses reported that the students can improve the quality of their work after receiving feedback and can correct their errors and do necessary modifications if shown by their teachers. Therefore, the conclusion to be drawn from this triangulation is that the students can show better performance and improve the quality of their work in process writing if feedback is given.

4.5.2 Disciplinary Teachers' Views on the Use of Academic Writing in Disciplinary Courses

Triangulation of multiple sources revealed invaluable findings related to disciplinary courses.

Academic Writing Tasks Performed in Disciplinary Courses: The triangulated data related to academic writing tasks performed in disciplinary courses revealed that the students perform some similar tasks in both the disciplinary courses and ENGL courses like writing opinion paragraphs, explanatory paragraphs and process writing. The findings showed that some of the writing tasks students perform in disciplinary courses involve writing explanations, interpretations, critical thinking and analysis which are not directly but indirectly practiced in the ENGL courses as well. Only two teachers reported that they do process writing in their courses where the students complete the stages in a month time under their teacher's supervision.

Academic Writing Skills Employed in Disciplinary Courses: Triangulation of the three data sources highlighted that the students need to employ 'referencing', 'quoting', 'paraphrasing', and 'summarizing', 'reporting' and 'researching' in most of the disciplinary courses. However, only 'quoting' and 'referencing' skills are mainly practiced in the ENGL courses. The results triangulated unveiled the fact that the ENGL courses are not sufficient in providing students with most of the skills they need to use in their disciplinary courses. Most of the students do not learn and use these skills properly in academic writing courses. Rather, the students try to cope with these skills partially on their own or with the help of disciplinary teachers in order to meet the requirements of the disciplinary course tasks. According to the analysis of students' documents, 'quoting' and 'referencing' sub-skills proved to be the weakest skills of FA students. Moreover, academic writing as a skill was considered 'not more important than reading and speaking skills' for architecture students by the disciplinary teachers. Another important point that the triangulated data underlined is that the disciplinary teachers are aware of the students' language deficiencies. However, they cannot devote much time to develop students' language and specifically writing needs first due to time constraints and second due to their discipline, as they are responsible for teaching disciplinary issues. They thought that language or writing instruction is not a part of their profession but of the language teachers.

Therefore, it can be concluded that the students might not receive sufficient instruction and practice regarding the mostly employed academic writing skills like 'quoting' and 'referencing'. Further, they might not receive proper instruction

regarding 'paraphrasing', 'summarizing' and 'reporting' sub-skills from language teachers in neither language nor writing courses.

Students' Academic Writing Performance in Disciplinary Courses: Data obtained from the analysis of the students' instruments and students' documents complement each other in that the students expressed satisfactory performance in academic writing; however, the teachers' interviews yielded the contrary result that the students' academic writing performance is weak and does not sufficiently satisfy the disciplinary teachers' expectations. The disciplinary teachers believed that the students' performance in academic writing is low and their expectations are not satisfied with the students' performance level. The reason of this discrepancy may be related to the higher level of expectations of disciplinary teachers from their students. It could also be related with the ENGL teachers' level of satisfaction performed while marking students' papers. It may also be thought that the assessment criteria used for evaluating students' work is not demanding or the employed writing assessment criteria may not be interpreted as it is expected to be interpreted. The data triangulated showed that academic writing was important and a university graduate should be well equipped with academic writing skills. It was also considered important in that it has an impact on the students' overall academic performance as most of the course evaluation is based on written outcomes. However, when the scope is directed towards the FA teachers, specifically, they believed that it was not more important than design and some other disciplinary courses.

Only the two teachers who did process writing in their courses could observe satisfactory results with respect to the students' academic writing. This may mean that the disciplinary teachers are not raising the students' awareness towards the language errors or towards the lack of some skills. They accept the students' papers as they are and assess them as they are. That is to say, the triangulated data pointed to the fact that employing writing as a process, in which the students' are given feedback on their writing and are allowed time for revision, might result in the improved performance of the students' academic writing.

4.5.3 Problems Related to Academic Writing in Disciplinary Courses

The data triangulated revealed that the students have certain problems in certain areas as far as academic writing is concerned.

Students' Lack of Lexical and Grammatical Knowledge: The main problem that came to light is related to students' use of grammar and vocabulary. When compared with the students' instrument, it can be seen that around 20% of the students reported that they are 'Not Well' and 'Not Well at All' in 'using vocabulary relevant to the topic' they write about and in 'identifying and correcting errors', respectively. The disciplinary teachers mentioned that the students have a lot of grammar errors and serious problems in writing caused by students' lack of vocabulary knowledge. When compared with the two other data sources, it is seen that a number of students cannot show good performance in writing tasks but perform better when they are given the time to think, research and revise.

Another problem area is 'error correction'. Although the students' instruments showed that 80% of the students are 'Well' in 'correcting errors', this situation

seems to be valid only when they do process writing and are shown their errors. The teachers' interviews revealed that, due to lack of language and vocabulary knowledge, the students may not recognize their errors. Therefore, they cannot make corrections. More so, even if they realized their errors, they cannot make corrections due to their lack of language and grammar knowledge. The disciplinary teachers also reported that they show the students their errors and ask them to correct their errors. Then they check if the students have corrected their errors and realize that the errors have been corrected up to an acceptable extent. Therefore, if feedback is given, errors are corrected. Thus, the academic writing skills of FA students would be better in the eyes of the disciplinary teachers. That is to say, feedback and revision has a major impact on the improvement of students' error correction skills besides their grammar and vocabulary knowledge.

Students' Lack of Academic Writing Skills: With respect to the students' problems in academic writing, the triangulated data pointed out that the students also have skill based problems. The students' questionnaire displayed that approximately 15% of the students have problems in 'quoting' and 'referencing' skills, which was not supported by the findings from the students' documents. The students' documents pointed that more than 50% of the students experience problems in 'quoting' and 'referencing' as more than half of the students' work submitted was evaluated as 'Weak' in 'quoting' and 'Very Poor' in 'referencing'.

 The disciplinary teachers' interviews also supported the fact that the students cannot show references to their research tasks since they copy and paste either from internet sources or their peers. Almost all of the teachers complained that the students cannot

do 'referencing'. Instead, they plagiarize others' work. This finding was also supported by the students' documents and teachers' interviews.

Students' Background Characteristics: The data triangulated indicated that one of the reasons lying behind students' language problems can be caused by their background characteristics. Almost all of the disciplinary teachers expressed that since those students were not exposed to English language education in their pre-university studies or in secondary school education, they experienced difficulties in coping with the language demands of disciplinary studies.

4.5.4 Suggestions for the Improvement of Students' Academic Writing

The data triangulated revealed certain suggestions for the improvement of students' academic writing skills. The suggestions centered on curricular aspects and teacher scaffolding.

Revision of the English for Academic Purposes (EAP) Course: The findings of the triangulated data stressed the need for revising the existing EAP course as there are important points that the EAP course should cover in order to better serve for the students' needs in managing disciplinary course requirements. The disciplinary teachers highlighted the need for developing the students' four language skills (reading, writing, listening and speaking). All three data sources pointed to the need for more input and practice on the academic writing sub-skills like 'quoting' and 'referencing'. What is more, the disciplinary teachers mentioned about the need for more academic writing sub-skills like 'paraphrasing', 'summarizing', 'reporting' and 'note taking' which are not taught in the existing ENGL course but are used in disciplinary courses. The

disciplinary teachers also touched upon the students' grammatical and lexical language needs besides research and critical thinking skills and the need of students' effective use of academic writing skills.

Design of an English for Specific Purposes (ESP) Course: The disciplinary teachers believed that the students' academic writing could be improved if they were targeted to a more department specific language course because they thought that a department specific reading and writing course may improve students' understanding of basic terms, subjects, and concepts related to their discipline. On the contrary, one of the teachers directed the attention towards the density of the departmental curriculum and stated her concern about the low possibility of inserting an additional compulsory language course to the curriculum; however, she suggested that a department specific language course might be offered as an elective that the students in need could select. Inserting parallel tasks in the curriculum was also suggested so that students could practice relevant reading and writing topics.

Teacher Feedback on Writing: The data triangulated revealed that the students' performance in academic writing increases if they receive detailed individual feedback to their writing from their teachers. All three data sources confirm that the students' academic writing performance is expanded when supplemented with feedback on their work. All of the disciplinary teachers agreed on the point that the students should be provided with more help; however, the teachers reported their difficulties in providing that opportunity due to the topics that they should cover within a limited time. The disciplinary teachers suggested that the

course assistants working in the department could help the students cope with their language difficulties and could give feedback to their writing and check for corrections.

Chapter 5

CONCLUSION

In this chapter, the findings obtained from multiple sources will be discussed in relationship with the existing literature on academic writing skills. Recommendations for further research and further practice will be made after the discussion of the results.

5.1 Discussion of the Results

The findings of the triangulated data from multiple sources are discussed in four thematic categories – 'Students' Performance in Academic Writing', 'Teachers' Views on Academic Writing', 'Students' Problems in Academic Writing' and 'Teachers' Suggestions for the Improvement of Academic Writing' - in relation to the four research questions.

5.1.1 Students' Performance in Academic Writing

The findings triangulated revealed students' performance in the following areas of writing.

Students' Performance in Outline Writing: The results of multiple data revealed that the students studying in the FA show 'Satisfactory' performance in 'outline writing' which involves 'planning and organizing ideas', 'doing research' and 'selecting quotations' during the pre-writing stage. Data obtained from the students' questionnaires and documents support that only one third of the students' performance is 'Weak' and the rest performs 'Well'.

Students' Performance in First Draft Writing: The data obtained from the students' questionnaires and documents support that the students show 'Satisfactory' performance in first draft writing. First draft writing involves 'supporting ideas for or against' and requires 'the use of certain linkers depending on the genre' and 'the use of vocabulary' as well as 'forming a thesis' and 'giving general information'.

Students' Performance in Final Draft Writing: Results of multiple data mainly show convergence in that the students showed 'Satisfactory' performance in final draft writing. This refers to the 'use of quotations', 'writing references', 'identifying errors'. The teachers' interviews diverge with the students' perceptions in that the students viewed their performances in 'quoting', 'referencing' and 'formatting' 'Satisfactory'. However, the results of the document analysis revealed that the students' performance was 'Very Poor' which is compatible with the teachers' views.

5.1.2 Disciplinary Teachers' Views on Academic Writing Performed in Disciplinary Courses

Triangulation of multiple data revealed the below-mentioned findings.

Academic Writing Tasks Performed in Disciplinary Courses: The data triangulated revealed that various types of writing tasks - from paragraph writing to essay, from interpretation to analysis and report writing - are performed in disciplinary courses. However, not all of these tasks are practiced in the ENGL courses. There are some particular task types like descriptive, interpretation, analysis and report writing, which the students are assigned only in their disciplinary courses. As claimed by Cooper and Bikowski (2007), research papers and project reports are the most commonly assigned tasks in disciplinary courses. Moreover, reviews, plans,

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proposals and summaries are also assigned in different frequencies. Thus, it could be concluded that although both disciplinary and ENGL courses have a few common writing task types, there is not much parallelism in the majority of task types. The students are first exposed to the academic writing task types in disciplinary courses not in language or writing courses.

Academic Writing Skills Employed in Disciplinary Courses: The results of the data triangulated demonstrated that majority of the students experienced difficulties in employing 'researching', 'quoting', 'paraphrasing', 'summarizing' and 'referencing' sub-skills. The analysis of all three data sources concur that the students have some problems in 'quoting', 'referencing', and 'paraphrasing' sub-skills. Therefore, the results demonstrate convergence in that the students lack the skills that are important in academic writing as stated by Jones (2010), Irvin (2010), Prisl et al. (2011), and Yürekli (2012). Another important point that the data results exhibited is that the students practice mainly 'quoting' and 'referencing' sub-skills in the ENGL courses but they do not receive any instruction concerning 'paraphrasing', 'summarising' and 'research skills'.

Academic Writing Performance in Disciplinary Courses: The results of all data sources show convergence related to the students' academic writing performance. Although two of the data sources support that the students show 'Satisfactory' performance in academic writing assignments, the data from the teachers interviews claim the opposite that the students' performance in academic writing performed in disciplinary courses is below the expected level. Another fact that the multiple data sources highlighted is the approach to academic writing – process writing. Two

disciplinary teachers (T5 and T7), who assigned process writing in their courses, reported that they observed students' development in their academic writing at the end of the writing process. This improvement may be attributed to the effectiveness of process oriented writing in which the students had the chance to revise their writing. Students' practices focus on learning when they are exposed to academic writing in a process oriented approach, as stated and advocated by Stenhouse (1975). Moreover, if they are given the opportunity to interact with their teachers and peers during the learning process, their learning is improved. As learning is a continuous process, students become able to have more autonomy on their learning and developing academic writing skills as the process continues (Murray, 1978).

The data triangulated displayed that academic writing is important and has an impact on the students' overall academic performance. However, the teachers' interviews highlighted the fact that the students do not have to show satisfactory performance in academic writing in order to graduate from their discipline. Hence, it can be concluded that academic writing is important in disciplinary courses up to a certain extent that does not intersect the completion of disciplinary studies.

Moreover, when doing process writing, teachers have better opportunities to observe the development of certain potentialities related to the outcomes and evaluate learning as a developmental process. Students are better able to develop their academic writing skills through interactions with the course content, peers and teachers which is supported by Vygotskian socio-cultural and Piagetian cognitive constructivist theories mentioned by Moore (2004).

5.1.3 Students' Problems in Academic Writing

The findings triangulated revealed certain problems in academic writing.

Students' Lack of Lexical and Structural Knowledge: The research results related to the problems gather around the idea that the reason lying behind the problems in academic writing is mainly due to the lack of students' lexical and structural knowledge. The consent among all disciplinary teachers is that the students lack vocabulary and grammar knowledge; therefore, they have difficulties in all four language skills - reading, listening, speaking and writing. All of the disciplinary teachers share the same opinion that, due to insufficient lexical and grammatical knowledge, the students experience problems particularly in academic writing, and consequently, their overall academic performance is negatively influenced.

Students' Lack of Academic Writing Skills: The results of the triangulated data show divergence related to the students' use of academic writing skills. The results of document analysis and teachers' interviews displayed that majority of the students experience problems in 'quoting' and 'referencing' sub skills; however, the students view their performance 'Satisfactory'.

*Students' Background Characteristics***:** The results of the multiple data pointed that the students' difficulties in academic writing and their problems in language use are most probably caused by their background characteristics. This might be due to the fact that a number of students did not receive sufficient language and writing education in their pre-university studies.

5.1.4 Suggestions for the Improvement of Students' Academic Writing

The findings displayed the below-mentioned suggestions related to the curriculum.

Revision of the English for Academic Purposes (EAP) Course: The first suggestion is related to the EAP course content. The disciplinary teachers suggested that the ENGL course curriculum should put more opportunity on practicing all four main language skills (reading, speaking, listening and writing) rather than focusing on solely writing skill. Besides, the teachers suggested that the EAP course should be revised to allow space and time for more language input in order to minimize the structural errors in students' writing. They suggested that the students need to develop their lexical knowledge in order to present their ideas and express themselves more efficiently in writing. The disciplinary teachers also suggested that creating more parallel tasks both in the content and ENGL courses would be very helpful for the students to better understand and engage in the tasks. This refers to the '*Design based on specific competencies*' mentioned by Berwick (Johnson, 1989), which stresses on the development of skills for particular purposes.

Design of an English for Specific Purposes (ESP) Course: The second suggestion for the improvement of students' academic writing was based on the conceptualization of ESP course design. All of the disciplinary teachers suggested that there is a need for subject specific language course which, in the literature, corresponds with ESP. The disciplinary teachers believed that an ESP course based on students' needs would be very helpful for their students to better comprehend department specific terminology as well as department specific

reading, writing and speaking task practices. The '*Design based on the needs and interests of the learners*' was proposed by Berwick (Johnson, 1989).

Moreover, all of the disciplinary teachers approved that the existing curriculum does not allow enough time to equip students with the necessary academic writing skills fully. As supported by Kramer (2003) and Prisl et al. (2011), the recent reforms have limited the length of programs in university study; therefore, teachers cannot devote enough time for a good quality practice, teaching, and learning of a subject, like writing. The disciplinary teachers were also concerned about the density of the department curriculum since it does not allow space for an additional language course; however, it may allow for an elective course particularly for architecture students, which can move students beyond the elementary skills (Russell, Lea, Parker, Street & Donahue, 2009).

Teacher Feedback on Writing: The findings also suggested the necessity and importance of 'feedback'. The teachers recommended that the students' performance in academic writing increases when and if they are given feedback and time for revision, error correction, reorganization, formatting and editing. As stated by Zhu (2004), "formative feedback can help students internalize the revision and editing processes so that students can initiate the revision and editing processes when necessary in the content classrooms (p.43). These findings show convergence with the results of the previous works and ideas of Brynes, (2005), Prisl et al. (2010), Hyland and Hyland, (2006) and Gaudiani, (1981).

All of the disciplinary teachers agreed that providing instructional feedback to students enhance their academic writing skills. All of the teachers suggest that the students should receive instructional feedback from course assistants in the department to improve their academic writing skills.

5.2 Implications for Practice

In light of the findings, the following implications were drawn for the development of students' academic writing skills.

1.   To promote students' academic writing skills, the sub skills - researching, paraphrasing, summarizing, quoting and referencing - could be given more consideration for the integration into the disciplinary courses, writing practices and tasks assigned.

2.   Disciplinary teachers and language teachers could work collaboratively during the design of writing tasks and assignments to promote consistency in academic writing practices and requirements and in the assessment of students' written works.

3.   In order to develop the competencies of the students' weaker skills in writing, more instructional time could be devoted on the practice of sub-skills, paraphrasing, quoting and referencing.

4.   In light of this study, the existing curriculum could be reconceptualized and modified with a more process-oriented curriculum which could promote student centered instructional processes.

5.	Both disciplinary and language teachers could be trained as regards the importance and effectiveness of the teacher feedback for the improvement of students' academic writing skills.

5.3 Implications for Further Research

1. This study was conducted with FA students and teachers. A further study could be carried out with all freshmen students studying in different faculties to further examine students' use of academic writing skills and gain more in-depth insight into the issue of academic writing.

2. A further study could also be carried out with all disciplinary teachers from different disciplines at EMU to find out the differences in their perceptions, expectations and suggestions concerning students' academic writing performance.

3. A further research can be carried out with the FA students in order to find out their perceptions related to their performances in all four skills critical to be used in departmental courses.

4. A longitudinal study can also be carried out to examine the same students' performances related to academic writing in their second, third and fourth years at the FA.

5. An action research could be held in order to investigate the improvement of students' academic writing skills throughout the process essay writing period.

6. A comparative study could be also conducted to examine students' performance in the use of academic writing skills in process writing and product writing assignments.

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APPENDICES

Appendix A: Common European Framework of Reference (CEFR) Written Assessment Criteria Grid

	Overall	Range	Coherence	Accuracy	Description	Argument
C2	Can write clear, highly accurate and smoothly flowing complex texts in an appropriate and effective personal style conveying finer shades of meaning. Can use a logical structure which helps the reader to find significant points.	Shows great flexibility in formulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Can create coherent and cohesive texts making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.	Maintains consistent and highly accurate grammatical control of even the most complex language forms, Errors are rare and concern rarely used forms.	Can write clear, smoothly flowing and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.	Can produce dear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured and mostly accurate texts of complex subjects. Can underline the relevant issues, support points of view with sub points, reasons and relevant examples, and round off with an appropriate conclusion.	Has a good command, a range of language allowing him/her to select formulation to express him/herself clearly in an appropriate style on general, academic, and leisure topics without having to restrict what he/she wants to say. The flexibility in style and tone is somewhat limited.	Can produce clear, smoothly flowing, well-structured text, showing controlled use of organizational patterns, connectors and cohesive devices.	Consistently maintains a high degree of grammatical accuracy; occasional errors in grammar, collocations and idioms.	Can write dear, detailed, well-structured and developed descriptions and imaginative texts in an assured personal, natural style appropriate to the reader in mind.	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support point of view with subsidiary points, reasons and relevant examples.

B2	Can write clear, detailed official and semi-official texts on a variety of subjects related to his field of interest synthesising and evaluating information and arguments from a number of sources.Can make a distinction between formal and informal language with occasional less appropriate expressions.	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, using some complex sentence forms to do so. Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypic.	Can use a limited number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some 'jumpiness' in a longer text.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in dear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.

B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading.	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more common situations. Occasionally makes errors that the reader usually can interpret correctly on the basis of the context.	Can write accounts of experiences, describing feelings and reactions in simple connected text.Can write a description of an event, a recent trip – real or imagined.Can narrate a story.Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalized format, which pass on routine factual informationand state reasons for actions.
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. Longer texts may contain expressions and show coherence problems which make the text hard to understand.	Uses basic sentence patterns with memorized phrases/groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Can link groups of words with simple connectors like 'and', 'but’ and 'because'.	Uses simple structures correctly, but still systematically makes basic mistakes. Errors may sometimes cause misunderstandings.	Can write short simple imaginary biographies and simple poems about people. Can write very short. Basic descriptions of events, past activities and personal experiences.	

A1	Can write simple isolated phrases and sentences. Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand.	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Can link words or groups of words with very basic linear connectors like 'and' and 'then'.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. Errors may cause misunderstandings.	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	

Appendix B: ENGL 192 Process Essay Writing Assessment Criteria

Assessment Criteria for Outline

Outline 3%	Good	Satisfactory	Weak
• General Information			
• Thesis statement **(0.5pt.)**			
• 3 Topic sentences **(1pt.)** (3x0.33)			
• Supporting details (at least 2 for each paragraph) **(1.5pts.)** 6 supporting details (6x0.25)			
• Restating thesis statement * • Final thoughts/suggestions /recommendation *			
• Overall feedback			

*an overall feedback will be given, and then this will be evaluated in the first draft.

Assessment Criteria for First Draft and Final Essay

Assessment Criteria for Process Writing	Draft		Final paper
Excellent work. The message can be followed with ease throughout and there are only minor problems in terms of language, organization and content. ☐ Rich in ideas / research / argumentation. ☐ Well organized and structured in terms of paragraphing, topic and support. ☐ Language appropriate to the task and genre. ☐ Ideas expressed in the writer's own words. . ☐ Linkers used correctly and appropriately. ☐ Wide range of structures and lexis used. ☐ Almost no mistakes in grammar, lexis, spelling and punctuation.	7%	All the suggested changes have been made. The writing has developed very satisfactorily with the student clearly using his / her own language. ☐ Conventions of documentation correctly used.	5%
Good work. The message can be followed with ease. There may be some problems in terms of language, organization and content but they only cause strain for the reader on isolated occasions. ☐ Sufficient ideas / research / argumentation. ☐ Mostly well organized and structured in terms of paragraphing, topic and support. ☐ Language used mostly appropriate to the task and genre. ☐ Ideas mostly expressed in the writer's own words. . ☐ Linkers used correctly and appropriately most of the time. ☐ A reasonable range of structures and lexis used. ☐A few mistakes in grammar, lexis, spelling and punctuation.	5%	Most of the suggested changes have been made and the writing has shown clear signs of development. The student is making every effort to use his / her own language, though there may be occasions when the reader feels that there is over-use of the wording in the source texts. ☐ Conventions of documentation correctly used most of the time.	3.5%

Satisfactory work. The message can mostly be followed, though not always with ease. There may be a number of problems in terms of language, organization and content, which may cause strain for the reader on a number of occasions. ☐ Ideas / research / argumentation included but basic. ☐ There is a clear pattern to the work, but further organization and structuring clearly needed in terms of paragraphing, topic and support. ☐ Language used appropriate to the task and genre some of the time, but there are some noticeable inappropriacies. ☐ Ideas expressed in the writer's own words some of the time, but there is too much reliance on other sources. ☐ Linkers used correctly and appropriately some of the time, but there are noticeable inappropriacies. ☐ An adequate range of structures and lexis used. ☐ A number of mistakes in grammar, lexis, spelling and punctuation.	3.5%	Some of the suggested changes have been made, but the work could have been further developed if more attention had been paid to the process. The student uses his / her own language much of the time, but the reader may feel that there is some over-use of the wording in the source texts. ☐ Conventions of documentation correctly used some of the time, but some problems in this area.	2.5%
Weak work. The message is difficult to follow. There are a number of problems in terms of language, organization and content, which cause frequent strain for the reader. ☐ Some ideas / research and argumentation but insufficient. ☐ Poorly organized and structured in paragraphing, topic and support. ☐ Language used often inappropriate to the task and genre. ☐ Ideas often not expressed in the writer's own words. ☐ Linkers used inappropriately much of the time. ☐ A limited range of structures and lexis used. ☐ Many mistakes in grammar, lexis, spelling and punctuation.	2%	The majority of the suggested changes have not been made, and the work has shown only minor signs of development. Although there is evidence that the student has used his / her own language, the reader may feel that the majority of the wording comes from the source text. ☐ Conventions of documentation often not observed.	1%

Very poor work. The message can barely be followed. There are so many problems in language, organization and content that the task is almost impossible to comprehend. ☐ Minimal or irrelevant ideas / research / argumentation. ☐ Essay almost impossible to comprehend as there are few signs of academic organization. ☐ Language used is inappropriate to the task and genre. ☐ Most of the ideas are not expressed in the writer's own words. ☐ Linkers either not used or inappropriately used ☐ A highly restricted range of structures and lexis used ☐ Full of grammar, vocabulary, punctuation, and spelling mistakes.	**1%**	Almost no suggested changes made. Almost no signs of development. Only occasionally does the writer appear to use his/her own words. Conventions of documentation not observed.	**0.5%**
• **No task was written / Work entirely plagiarized**	**0%**	No signs of development or evidence of suggested changes to work. No task was written / Work entirely plagiarized	**0%**

Assessment Criteria for Quoting, Referencing, Formatting

Excellent Work (5%) Ideas expressed in the writers own words. Good use of relevant references. Accurately cited and listed. Cover page and references page appropriate to the requested format. Spacing, character and font size accurate.
Satisfactory Work (2.5%) Ideas mostly expressed in the writers own words. Mostly good use of relevant references. Works cited and listed mostly accurate. Cover page and references page mostly appropriate to the requested format. Spacing, character and font size mostly accurate.
Good Work (3.5%) Ideas expressed in the writers own words some of the time, but there is a reasonable amount of reliance on other sources. Good use of relevant references some of the time. Works cited and listed sometimes accurate. Cover page and references page appropriate to the requested format some of the time. Spacing, character and font size accurate some of the time.
Weak Work (1%) Ideas often not expressed in the writers own words. Poor use of relevant references. Works cited and listed mostly inaccurate. Cover page and references page are not very appropriate to the requested format. Spacing, character and font size problematic.
Very Poor Work (0.5%) Most of the ideas are not expressed in the writers own words. Almost no relevant references used. Inaccurate citation and referencing. Cover page and references page not appropriate to the requested format. Spacing, character and font size inaccurate.
No Work (0%) Work entirely plagiarized. No references used. Work entirely not appropriate to the specified format.

Appendix C: Students' Instrument

TURKISH REPUBLIC OF NORTHERN CYPRUS

EASTERN MEDITERRANEAN UNIVERSITY

Dear student,

I am researching the academic writing skills of freshman students studying in the Faculty of Architecture at EMU.

The aim of this questionnaire is to help me find out about 'how good you think your English academic writing skills are, and how often you use English academic writing skills at university. Your answers will help me to collect data for my master's thesis research.

Please answer all questions **truthfully** and **thoughtfully**. Your answers will be kept*confidential*.

Thank you

Özgür T. Güler

School of Foreign Languages

Modern Languages Division

SECTION I

Please put an (X) in the appropriate box.

1. **Your sex**(Cinsiyetininz)	❑ Female ❑ Male
2. **Your age** (Yaşınız)	❑18-20 ❑22-24 ❑ 24-26 ❑26 +
3. **Your nationality** (Milliyetiniz)	❑ Cypriot❑Turkish❑Iranian❑ Nigerian ❑ Palestinian❑Jordanian❑ Kurdish ❑ Other (please specifiy)_____
4. **How long have you been learning** **English?**(Ne kadar süredir İngilizce öğreniyorsunuz?)	❑1-2 years❑ 3-5 years❑ 6-9 years ❑10-12 years❑ 13-15 years ❑ 15 + years
5. **Have you studied in the English** **Preparatory School at EMU?** (DAÜ HazırlıkOkulu'nda okudunuz mu?)	❑YES❑NO
6. **Which English courses have you studiedup to now?** (Şimdiye kadar hangi İngilizce derslerini aldınız?)	❑ ENGL 191❑ ENGL 192❑ ENGL 201 ❑ ENGL 301❑ ENGL 401❑Other _____
7. **For how many semesters have you beenstudying in this department?** (Kaçdönemdir bu bölümde okuyorsunuz?)	❑ 2 semesters❑ 3-4semesters ❑ 5-6semesters❑7-8semesters ❑9-10semesters❑10+ semesters

SECTION II

Please *sincerely* mark with an (X) the degree of how well you perform the given Academic English language writing skills from 'Excellent' (5) to 'Not well at all' (1).(Lütfen soruları içtenlikle (X) koyarak, en iyi olduğunuz Akademik İngilizce Yazımıbecerilerini için (5) ve hiç iyi olmadığınız beceriler için (1) işaretleyiniz.

English Academic Writing Skills	Excellent	Very Well	Well	Not Very Well	Not Well at all
WRITING	(5)	(4)	(3)	(2)	(1)
8. I can organize my ideas in an essay coherently. (Kompozisyon yazarken fikirlerimi mantıklı bir şekilde düzenleyebilirim.)	❑	❑	❑	❑	❑
9. I can write the topic sentence of a paragraph. (Bir paragrafın ana fikrini yazabilirim.)	❑	❑	❑	❑	❑
10. I can write supporting ideas related to the topic of a paragraph. (Bir anafikre bağlı olarak destekleyici fikirler yazabilirim.)	❑	❑	❑	❑	❑
11. I can write examples to support my ideas in a paragraph.(Bir paragraftaki fikirlerimi destekleyici örnekler yazabilirim.)	❑	❑	❑	❑	❑
12. I can use the linkers to introduce a supporting idea. (Destekleyici bir fikir belirten bağlaçları kullanabilirim.)	❑	❑	❑	❑	❑
13. I can use the linkers to introduce an additional idea. (Ek bir fikir belirtmek için gerekli bağlaçları kullanabilirim.)	❑	❑	❑	❑	❑
14. I can use the linkers to introduce a contrasting idea.(Zıt bir fikir belirtmek için gerekli bağlaçları kullanabilirim.)	❑	❑	❑	❑	❑
15. I can use the linkers/phrases to introduce a cause (a reason). (Bir sebep belirtmek için gerekli bağlaçları kullanabilirim.)	❑	❑	❑	❑	❑
16. I can use the linkers/phrases to introduce an effect (a result).(Bir sonuç belirtmek için gerekli bağlaçları kullanabilirim.)	❑	❑	❑	❑	❑
17. I can use the linkers/phrases to conclude a paragraph.(Bir paragrafı sonlandırmak için gerekli linkerleri kullanabilirim.)	❑	❑	❑	❑	❑
18. I can write the outline of an essay. (Bir kompozisyonun planını yazabilirim.	❑	❑	❑	❑	❑

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English Academic Writing Skills	Excellent	Very Well	Well	Not Very Well	Not Well at all
WRITING	(5)	(4)	(3)	(2)	(1)
19. I can write general information on a topic in the introduction paragraph.(Giriş paragafında verilen bir konuda genel bilgi yazabilirim.)	❑	❑	❑	❑	❑
20. I can write the thesis statement .(Giriş paragrafında verilen anafikri yazabilirim.)	❑	❑	❑	❑	❑
21. I can do research related to my topic. (Konuma bağlı olarak araştırma yapabilirim.)	❑	❑	❑	❑	❑
22. I can write my opinion about a topic as the writer of an essay.(Bir kompozisyonun yazarı olarak kendi fikrimi yazabilirim.)	❑	❑	❑	❑	❑
23. I can select quotations that support my ideas about a topic.(Bir konuyla ilgili fikrimi destekleyen alıntıları seçebilirim.	❑	❑	❑	❑	❑
24. I can use quotations correctly to support my ideas in an essay.(Bir kompozisyonda kendi fikrimi destekleyici alıntılar kullanabilirim.)	❑	❑	❑	❑	❑
25. I can write the references to list the sources I used in my essay. (Kompozisyonumdaki kaynakları listelemek için referanslar yazabilirim.)	❑	❑	❑	❑	❑
26. I can use vocabulary relevant to the topic of my essay.(Kompozisyon konuma bağlı kelimeleri kullanabilirim.)	❑	❑	❑	❑	❑
27. I can write all parts (introduction, body, and conclusion) of an essay fully.(Bir kompozisyonun tüm kısımlarını tam bir şelikde yazabilirim.)	❑	❑	❑	❑	❑
28. I can identify my errors when I revise my written work. (Yazılı çalışmamı gözden geçirdiğim zaman hatalarımı bulabilirim.)	❑	❑	❑	❑	❑
29. I can correct my errors when I identify errors in my written work. (Yazılı çalışmamda bulduğum hataları düzeltebilirim.)	❑	❑	❑	❑	❑
30. I can do necessary modifications to improve my written work when I revise it.(Yazılı çalışmamı gözden geçirdiğimde daha iyi olması için gerekli değişiklikleri yapabilirim.)	❑	❑	❑	❑	❑

SECTION III

This section lists a number of areas that you are required to do in your departmental courses. (Anketteki bu kısım bölüm derslerinizde sizden istenen çalışmaları içermektedir.)

TYPE OF WRITING IN DEPARTMENTAL COURSES	
31. What kind of writing do you perform in your departmental courses? (You can choose more than one option.) (Bölüm derslerinde ne tür yazı yazıyorsunuz?)(Birden fazla seçenek işaretleyebilirsiniz.)	❑ Paragraph writing/ paragraf yazımı ❑ Essay writing/ kompozisyon yazımı ❑Research paper writing/ araştırma yazımı ❑Report writing/ rapor yazımı ❑Article writing/ makale yazımı ❑Review writing/görüş yazımı ❑Opinion essay/ fikir yazımı ❑All❑None ❑Other (please specify)_____
32. How much do you write for each of your courses?You can tick more than one option. (Derslerinizde ne kadaryazıyorsunuz?)(Birden fazla seçenek işaretleyebilirsiniz.)	❑ A paragraph / Bir paragraph ❑ A page / Bir sayfa ❑2-3 pages/ 2-3 sayfa ❑4-5 pages/ 4-5 sayfa ❑6-9 pages/ 6-9 sayfa ❑10 pages and more/ 10 sayfa ve üzeri ❑ Other (please specify) _____

SECTION IV

FREQUENCY OF REQUIRED WRITTEN WORK IN DEPARTMENTAL COURSES	Often	Usually	Sometimes	Rarely	Never
33. How often are you required to perform paragraph writing in your departmental courses? (Bölüm derslerinde ne sıklıkla paragraf yazmanız gerekiyor?)	❏	❏	❏	❏	❏
34. How often are you required to perform outline writing in your departmental courses? (Bölüm derslerinde ne sıklıkla plan yazmanız gerekiyor?)	❏	❏	❏	❏	❏
35. How often are you required to perform draft writing in your departmental courses?(Bölüm derslerinde ne sıklıkla taslak yazmanız gerekiyor?)	❏	❏	❏	❏	❏
36. How often are you required to perform essay writing in your departmental courses?(Bölüm derslerinde ne sıklıkla kompozisyon yazmanız gerekiyor?)	❏	❏	❏	❏	❏
37. How often are you required to write research findings in your departmental courses?(Bölüm derslerinde ne sıklıkla araştırma sonuçları yazmanız gerekiyor?)	❏	❏	❏	❏	❏
38. How often are you required to write quotations in your writing for your departmental courses?(Bölüm derslerinde ne sıklıkla alıntı yapmanız gerekiyor?)	❏	❏	❏	❏	❏
39. How often are you required to write a list of references in your departmental courses?(Bölüm derslerinde ne sıklıkla referans listesi yazmanız gerekiyor?)	❏	❏	❏	❏	❏
40. How often are you required to follow a certain type of writing genre in your departmental courses?(Bölüm derslerinde ne sıklıkla belirli bir yazı türüne bağlı yazmanız gerekiyor?)	❏	❏	❏	❏	❏
41. How often are you required to revise your written work in your departmental courses?(Bölüm derslerinde ne sıklıkla yazınızı tekrar gözden geçirmeniz gerekiyor?)	❏	❏	❏	❏	❏
42. How often are you required to do error correction of your writing in your departmental courses?(Bölüm derslerinde ne sıklıkla yazınızdaki hataları düzeltmeniz gerekiyor?)	❏	❏	❏	❏	❏

FREQUENCY OF REQUIRED WRITTEN WORK IN DEPARTMENTAL COURSES	Often	Usually	Sometimes	Rarely	Never
43. How often are you required to do error corrections in your departmental courses?(Bölüm derslerinde ne sıklıkla paragraph yazımı yapmanız gerekiyor?)	❏	❏	❏	❏	❏
44. How often are you required to write your opinion using your own words in your departmental courses?(Bölüm derslerinde ne sıklıkla kendi fikrinizi yazmanız gerekiyor?)	❏	❏	❏	❏	❏
45. How often do you refer to your ENGL course learning when doing a task in your departmental courses?(Bölüm derslerinde bir çalışma yapmak için ne sıklıkla ENGL dersindeki öğreniminize başvuruyorsunuz?)	❏	❏	❏	❏	❏
46. How often are you required to answer the exam questions of your departmental courses in your own words?(Bölüm derslerinin sınav sorularını cevaplarken ne sıklıkla kendi kelimelerinizi kullanmanız gerekiyor?)	❏	❏	❏	❏	❏
47. How often do you receive feedback about your writing from your departmental course teachers?(Bölüm hocalarından ne sıklıkla yazınızla ilgili dönüt alıyorsunuz?)	❏	❏	❏	❏	❏

Appendix D: Teachers' Interview Questions

Dear professor,

I am researching the academic writing skills of freshman students studying in the Faculty of Architecture at EMU.

The aim of this interview is to help me find out about 'how well your students perform academic writing skills taught in the ENGL courses and how often you require your students to use academic writing skills in your courses and in the department. Your answers will help me to collect data for my master's thesis research.

Please respond truthfully and **thoughtfully**. Your answers will will be recorded and will only be used in this research. Your responses will be strictly kept*confidential*.

Thank you for accepting to participate my research.

Özgür T. Güler

School of Foreign Languages

Modern Languages Division

Interview Questions

1. **How long have you been teaching?** *Ne kadar zamandir ders veriyorsunuz?*

2. **How long have you been teaching in the Faculty of Architecture at EMU?**
   Ne kadar zamandır Mimarlık Fakültesinde ders veriyorsunuz?

3. **Which course(s) do you teach?** *Hangi dersleri veriyorsunuz?*

4. **What are the departments of your students?** *Öğrencilerinizin bölümleri nelerdir?*

5. **Do your students perform any kind of writing in your course? Yes/ No**
   Derslerinizde öğrencileriniz hiç yazı yazıyor mu? Evet/ Hayır

If yes move to5(a) if no, Why? *Cevabınız Evet ise 5(a)'ya geçiniz, cevabınız Hayır ise, Neden?*

5. (a) **What kind of writing do your students perform in your courses?**
   (a) Derslerinizde öğrenciler ne tür yazı yazıyorlar?
(Prompts: Paragraph writing/ Essay writing/Research paper writing/ Report writing/ Article writing/ Review writing/ Opinion essay / Structured essay according to a genre)

(b) How often do your students perform these tasks?
(b)*Öğrencileriniz bu tür çalışmaları ne sıklıkla yapıyorlar?*

VIEWS ON THE QUALITY OF PERFORMED WRITTEN WORK IN DEPARTMENTAL COURSES
BÖLÜM DERSLERİNDE YAPILAN YAZILI ÇALIŞMANIN KALİTESİ ÜZERİNE GÖRÜŞLER

6. **How important is academic writing for an Architecture student?**
   Sizce bir Mimarlık öğrencisi için akademik yazma ne kadar önemlidir?

6.(a) **Do you think academic writing is necessary? Why?**
   (a) *Akademik yazı yazmanın gerekli olduğunu düşünüyormusunuz? Neden?*

7.**How important is academic writing for your course? Why?**
   Dersiniz için akademik yazı yazma ne kadar önemlidir? Neden?

8.**To what extent do you think academic writing affects your students` overall academic performance?**
Sizce akademik yazma öğrencilerinizin toplam akademik performansını ne derece etkiler?

9.**Which academic writing skills do you expect your students to have? (note taking, summarising, paraphrasing, quoting...)**
Öğrencilerinizin hangi akademik yazma becerilerine sahip olmalarını bekliyorsunuz? (not alma, özet çıkarma, kendi ifadesiyle yazma, alıntı yapma…)

9. (a) **In which year do you expect your students to perform these skills?**
   (a) *Öğrencilerinizin bu becerileri kaçıncı sınıfta kullanmalarını bekliyorsunuz?*

9. (b) **In which courses do you expect your students to perform these skills?**
   (b) *Hangi derslerde öğrencilerinizin bu becerileri kullanmasını bekliyorsunuz?*

10. (a) **Do you think your students` academic writing performances meet your expectations?**
   (a) *Öğrencilerinizin akademik yazma performensları beklentilerinizi karşılıyor mu?*

10.(b)To what extent do your students' academic writing performances meet your expectations?
   (b) *Öğrencilerinizin akademik yazmadaki performansları beklentinizi ne derece karşılıyor?*

11. Do you face any problems with your students` writing?
   Öğrencilerinizin yazı yazmasıyla ilgili problemlerle karşılaşıyormusunuz?

If NO continue with 11(a), if YES, move to 11(b) Cevabınız HAYIR ise 11(a) dan devam ediniz, eğer EVET ise, 11 b'ye geçiniz

11.(a) Do you think your students are efficient in writing?
   (a) *Öğrencilerinizin yazı yazmada yeterli olduklarını düşünüyormusunuz?*

11.(b)What kind of problems do you face? (b) *Ne tür problemlerle karşılaşıyorsunuz?*

12. Which writing skill(s) do you consider problematic?
   Hangi yazma becerilerini problemli buluyorsunuz?

13. Which writing tasks are the most problematic? *Hangi yazı çalışmalarını problemli buluyorsunuz?*

14. Which students` writing are the most problematic? (Turkish, Iranian, Nigerian..)
   Hangi öğrencilerin yazıları en problemlidir?(Türk, İranlı, Nijeryalı…)

15.(a) How do you help your students? *Öğrencilerinize nasıl yardımcı oluyorsunuz?*

 15.(b)What kind of help do you think they need to achieve the tasks?
   (b) *Sizce verilenödevleri başarmak için ne tür/ nasıl/ ne şekilde biryardıma ihtiyaçları vardır?*

16. What do you know about the content of the ENGL courses?
   ENGL derslerinin içeriği hakkında ne biliyorsunuz?

16.(a) What do you think the ENGL courses add to your students' academic performances?
   (a) *ENGL derslerinin öğrencilerinizin akademik performansına ne kattığını düşünüyorsunuz?*

16.(b) What do you think the ENGL courses should add to your students?
   (b) *ENGL derslerinin öğrencilerinizin akademik performansına ne katması gerektiğini düşünüyorsunuz?*

17.Do you think there is any kind of parallelism between the writing skills taught in ENGL courses and the writing requirements of your departmental courses? *Sizce ENGL derslerinde öğretilen yazma becerileri ile bölüm derslerinizde istenen yazılı ödevler arasında herhangi bir paralellik varmıdır?*

18. Do you think more ENGL course(s) would help your students to better cope with the written requirements and assignements of the departmental courses in students' sophomore, junior and senior years? *Sizce ileri bir ENGL dersi öğrencilerinizin ikinci, üçüncü ve dördüncü sınıftaki bölüm derslerinin yazılı ödevleriyle başa çıkmalarında yardımcı olur mu?*

Thank you.

Appendix E: Teachers' Interview Matrices

	T1	T2	T3	T4	T5	T6	T7
Writing Do your students perform any kind of writing in your course?	YES	YES	NOT MUCH	YES	YES	YES	YES
Writing performed What kind of writing do your students perform in your courses? Prompts: Paragraph writing Essay writing Research paper Report writing Article writing Review writing Opinion essay Structured essay acc. to a genre	• Opinion paragraph Repo-ting research article (grad.) explanation of concepts.	Written assignmt. answering written exam questions • paragraph writing.	description of a building. express critical thinking descriptive analysis argomentation.	4 pages assignmt. description critical opinion newsletter interpretation.	40-50 pages • research report 1500-2000 word essay. introduction conclusion body-research references findings	• short descriptive prgs. end of sem. rep. short explanations short answer exam questions notetaking summarize no interpretations	Essay, report explanation. article process writing analysing a building critical thinking interpretation
Frequency How often do your students perform these tasks?	In every three weeks 2 semester projects twice in a semester.	In exams	In exams 3-4 pages interpretation	twice in a semester.	1 month process writing. Semester research report.	Once in a month twice before MT's twice before finals	throughout the semester.
Academic Writing Importance How important is academic writing for an Architecture student?	It is imp. they should be equipped with all skills. but it is not a must for an Arch st. to graduate.	It is a must 4 understanding & answering correctly.	Not really necessary in undergrad. but very much in grad.	It is imp. in order to express oneself fully.	Not more imp. than design, research, reading &speaking	In fact it is VERY but not highlighted. It is not very imp. in this system.	Considering the theory courses it is very imp.
Necessity Do you think academic writing is necessary? Why?	It is not a must. It is imp. for their success to express and communicate their thoughts&ideas	Very imp. very necessary. ss need to und. & express themselves	Not much.	Not really but reading comp.is more imp.	It is not necessary	It is really necessary 4 an architect but there are more imp. gaps to be filled.	Yes. Very imp.
Degree of importance How important is academic writing for your course? Why?	Not really imp. although we expect ss cannot use the skills. We can not receive any results when we ask for it.	In order to comprehend it is a must.	Not much.	Not much. It is waste of time for us.	It is very imp. but ss cannot.	Very imp. Ss have to explain thgs. if they can't they lose points.	In theory courses it is very but not in design courses.
Effect on success. To what extent do you think academic writing affects your students' overall academic performance?	It is very imp. as Arch sts. need to find original thoughts & develop & express them This affects their success very much.	It is directly related to their grades & pass-fail from the course	Not much.	Ss with a better level of Eng. are more successful	up to a reasonable extent.	In the 1st year. but not in further years bec. drawing becomes more imp.	It affects.

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RQ:4   Plagiari.
Incompetency in --- form.

PROBLEMS							
Problems faced Do you face any problems with your students' writing? What kind of problems do you face?	Yes. Grammar. Plagirisim Copying. They use 'Google' translate & copy paste without checking accuracy.	Yes very often. Comprehension. They doht und. topics or questions they can't write They have probs in all 4 skills.	Yes. They don't und. copy & paste	Weak in expressing their thoughts. They have so much grammar errors	Yes. They can't express their thoughts. Expression probs. grammar & vocabulary	Yes. Thinking in Turkish. No word memory. Understanding. Plagirism. Vocabulary	Plagirism copying. Using google translate incredible errors in grammar wrong expressions
Problematic skills Which writing skill(s) do you consider problematic?	paraphrasing. They only use quotations & not paraphrasing because they're not good at that thing.	No grammar! Reading Writing.	Writing reading speaking	Grammar & expression they write as they speak. All.	Expressing their ideas	Expressing ideas Grammar Vocab.	Expressing own ideas grammar Vocab.
Problematic tasks Which writing tasks are the most problematic?	In research tasks they can not comprehend and do critical questioning	Bec. they can't und. they can't write.	Writing	All.	Research is ok but writing is a disaster.	No structure in written work. No beginning no concluding.	They just write whatever comes to their mind.
Problematic students Which students' writing are the most problematic? (Turkish, Iranian, Nigerian..)	Mostly Turkish and some Iranians.	Almost all but Nigerians are best then Iranians then Turkish	Iraninan & Turkish	All.	3rd world country students. Turkish coming from the east.	Ss from the east of Turkey. Iranians 50/50 Nigerians ok.	Mainly Cypriot & Turkish.
HELP							
Help provided How do you help your students?	I ask them to get help from their peers & do peer correction. Due to time constraints I can not correct everything.	I explain them in Turkish.	I invite them to my office for further explanation Assistants also help	I don't help them.	They do process writing under my supervision. I help them in Turkish & Persian	I give fb. & show their errors after quizzes, exams,	I check their works and give fb. & they correct their errors.
Help needed What kind of help do you think they need to achieve the tasks?	Assistants can help with the writing errors of problematic sts. They really should take professional help. because we can not help with their errors as the content of our course is different	They should have a better level of Eng. Dept. specific ENG courses can help in understanding basic concepts & subjects related to their field.	More dept. spec. lang. should be taught to them.	They should improve themselves.	They should be aware of their learning. Although they know they pretend they don't.	They forget what they learn. They don't use their knowledge.	The prep school should be more forcing & practice oriented.

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RQ1   SS ————————

TJ ————————→

SKILLS	1	2	3	4	5	6	7
Skills expected Which academic writing skills do you expect your students to have? (note taking, summarising, paraphrasing, quoting...)	referencing quoting paraphrasing a bit of summarising presentation.	They should know all the skills but it is not the priority.	Note taking	Note taking.	Summarize skimming paraphrasing quoting reporting	Referencing quoting Summarising	expressing oneself taking notes Join discussions
Year of need In which year do you expect your students to perform these skills?	at least in the 3rd if not learned in the first year	At least in the 3rd year & grad studies They should learn it in their 1st year	In grad. courses Not in ungrad.	2nd 3rd 4th years	1st, 2nd, 3rd.	1st, 2nd, 3rd	1, 2, 3 years
Course they need In which courses do you expect your students to perform these skills?	In theory courses they have to explain concepts. In all courses but intensively in theory.	They should know all but it is not a must up to their 2nd year.	In design courses	In design courses	In theory courses	In theory courses	In theory
EXPECTATIONS							
Meeting of T`s expectations Do you think your students' academic writing performances meet your expectations?	No. Below my expectation.	No. Not at all.	No	No. Not at all	Not exactly but partly.	No. Not exactly	Below my expectation. In our sc have always been bad in understanding so they opened this dept in Turkish.
Satisfaction of expectations To what extent your students' academic writing performances meet your expectations?	30 % max.	Doesn't meet my expectations at all.	Doesn't meet	Doesn't meet as they're not successful to put their thoughts into writing.	Not fully but partly. Not exactly.	Over 55 half is always bad 5 really good. 1/5 really good 2/5 weak 2/5 very weak.	Below the expected.
Efficiency Do you think your students are efficient in writing	No.	No. No comprehension at all.	Doesn't meet. No.	No.	weak in expressing their thoughts. No.	Not much but they're ok.	No.

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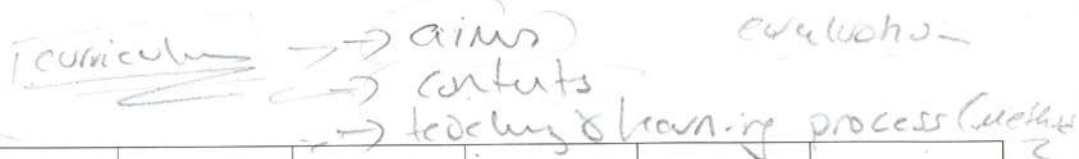
KNOWLEDGE AND SUGGESTIONS							
Knowledge on ENGL What do you know about the content of the ENGL courses	I don't know much.	Nothing. I have no idea.	Nothing.	Not much.	I don't know much.	I don't know much obviously	Now I don't know much but in the past I used to.
Thoughts on the gains of ENGL What do you think the ENGL courses add to your students' academic performances?	Absolutely I notice that ss whose ENGL course grade is high, they recieve better grades from the theorethical courses. Low ENGL grade, Low theory course grade.	I have no idea. Better comprehension. Should answer q's with their own words correctly.	I don't believe ss use their learning in one cource in other courses. Better listening skills. They cannot transfer their learnings & knowledge. They're not aware of the purpose.	Reading comprehension	Many things but the ss don't use what they've learned.	For ss who show extra effort it helps but for the disinterested it doesn't add much.	
Suggestions on ENGL What do you think the ENGL courses should add to your students?	Should teach ss how to write sentences without many grammar errors & a range of vocab. as well as paraphrasing.		Better Skills.	Effective writing skills. Using written expressions accurately.	More presentation skills. as well as writing & research.	Reading comp that ss can interpret & discuss their answers also speaking-pres. skill are the main thgs.	
Parallelism Do you think there is any kind of parallelism between the writing skills taught in ENGL courses and the writing requirements of your departmental courses?	I do not know as I am not aware of your course content	No. No idea.	I don't know.	There is a comm. gap b/w depts. so I do not know.	Now I und. that there is a lot of parallelism b/w my course & ENGL	I don't have much idea. But there should be if this go hand 2 hand w. Arch. topics ss can show more intst and develop more.	I have no idea as we have lost comm. we had before I lost track of what is done in your courses.
Further Suggestions. Do you think more ENGL course(s) would help your students to better cope with the written requirements and assignements of the departmental courses in students' sophomore, junior and senior years?	At the begining of their 3rd semester an ENGL course would be good to help the weaker ss. to improve themselves.	There should be an elective course that teach ss. departmental terms. A critical essay writing course. They should be provided more opportunity to practice & learn.	A lang. course that can provide more dept. spec. terminology esp. in their 1st year when they do a lot of writing there would be a parallel ENG. course.	A more writing focused & more advanced ENGL Cowes that would go parallel with dept courses would be helpful	If there would be a parallelism in the 1st, 2nd & 3rd year courses with ENGL it would be more helpful	There should be for the 1st 4 semesters. Read thgs. rel. to Arch. learn words rel. to Arch they can develop more. if the courses are aligned from more writing based to a more reading to speaking it would be very helpful.	I'm not sure an ENGL course would be possible & creating a parallelism is possible but creating parallel tasks can be Relevant reading & speaking topics can be practiced. Related texts can help ss to improve their skills.

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Appendix F: Students' Process Essay Writing Samples

Mustafa Tolet TOKTAS
091086
- Fashion

ENGL182/ 192 PROCESS WRITING
TASK 1: PREPARING AN OUTLINE

Assessment: 1.25/3

I. INTRODUCTION

General information about the topic: (keywords only)

Fashion: A general term for a currently popular style or practice, especially in clothing, foot wear, or accessories.

Thesis Statement: Purpose of the essay + (main supporting ideas - 3 causes and 3 effects)

Cause: Youth wants to wear in fashion. Fashion always change. The accessories fashion isn't cheap.

Effect: Lost money, always confusing, steel after be thief.? — for fashion?
irrelevant!

II. BODY PARAGRAPH 1

Topic Sentence:

Youth wants to wear in fashion

Supporting Ideas: (in note form)

Youth wants to wear in fashion because they always want to look smart and attractive.

III. BODY PARAGRAPH 2

Topic Sentence:

Fashion always change

Supporting Ideas:

Fashion always change like seasons. Every season you should change your clothes because of the weather. So?

this does not require following fashion!

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IV. BODY PARAGRAPH 3

Topic Sentence:

The accessories of fashion isn't cheap.

Supporting Ideas:

The Women like accessories because i think when they to wear accessories they look very smart.

V. BODY PARAGRAPH 4

Topic Sentence:

Lost money

Supporting Ideas:

If you are a fashion monster you always want to different clothes so you always buy clothes. After you lost a lot of money.

VI. BODY PARAGRAPH 5

Topic Sentence:

Always confusing

Supporting Ideas:

Your mind can be confuse because you can't wear suitably always.

VII. SUPPORT PARAGRAPH 6

Topic Sentence:

Be thief

Supporting Ideas:

If you are young and you don't have money you can be a thief because all youth want to wear new fashionable clothes.

How can this be the effect of fashion? This is quite irrelevant!

V. CONCLUSION

Summary of the Main Ideas: (in note form)

Sum up fashion is important for us, because we have to wear something.

Final Thought(s):

People always wear to clothes since born, if you are manage fashion you can be an emperor. ? How?

GOOD LUCK

☺

Wearing something is not following fashion! Everyone wears something but following fashion is more than that.

Shopaholic

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Please take a few seconds to fill in the table below:

Name	Mustafa Talat TOKTAS
Student number	091086
Group	71
Date Submitted	

Instructions

✓ Write your first draft in the space provided on the following page.

✓ Please do not write in the space on the right provided for your teacher's comments.

✓ Please write carefully and clearly.

✓ Write on each line provided. When you need more space to write, ask your teacher for a continuation sheet. Remember to complete the details at the top of each continuation sheet.

✓ Indent the first line of each paragraph.

✓ Your teacher will give you feedback using the space on the right. A key to error correction symbols is at the bottom of the page.

✓ Your teacher will give general comments at the end.

Thank you!

Assessment: 3 /7

Teacher's comments:

Following Fashion

To begin with, fashion is a general term for a currently popular style or practise, especially in clothing, foot wear, or accessories.

Fashion is very important for people's life, for youth, they wants to wear in fashion, but fashion always change, also the accessories of fashion isn't cheap. Because of This cause, people always lose their moneys, they're always confused and they're lose their time.

Youth wants to wear in fashion Because they always want to look smart and attractive. Fashion always change in itself, and if people want to stay still fashionable they have to spend money.

The accessories of fashion isn't cheap. Women like accessories because i think when they to wear accessories they look very smart.

Give examples. What kind of accesories?

If you are a fashion monster you always want to wear different clothes so you always buy clothes. After that you lose a lot of money.

is fashion buying more clothes?

Also, people's mind can confuse because they can't wear suitably always so they feel confused.

Not all but some young people can steal something because of looking fashionable like their fashionable friends or like a TU star.

!

People always wear to clothes since the day they born, if they

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Continue writing your draft in the box below:

~~can~~ manage fashion ~~you~~ *they* can be an emperor because
there's a lot of shopaholic *people*.

To sum up fashion is important for us because
we have to wear something but this *does* not mean
wearing something isn't following fashion Everyone
wears something but following fashion is more
than that.

WF	Word Form	SP	Spelling	T	Tense	?	Don't understand
WW	Wrong Word	·P	Punctuation	VF	Verb Form	∧	Missing Word
WO	Word Order	Prep	Preposition	C	Capitalization	/	Delete word
#	Plural/Singular	IRR	Irrelevant	¶	Paragraphing	R-O	Run-on sentence

General comments:

This is a half essay! Also the causes are not clear enough, which in turn makes the effects weaker. Please do a little research to find more support for your ideas, as this is not a complete essay!

School of Foreign Languages, Modern Languages Division

DOĞU AKDENİZ ÜNİVERSİTESİ
MİMARLIK FAKÜLTESİ
MİMARLIK BÖLÜMÜ
INGL192
ÖĞRETİM GÖREVLİSİ
ÖZGÜR TAŞÇIOĞLU GÜLER

HAZIRLAYAN
MUSTAFA TALAT TOKTAŞ
NO: 091086

MAĞUSA/2011

FOLLOWING FASHION

TO BEGIN WITH, FASHION IS A GENERAL TERM FOR A CURRENTLY POPULAR STYLE OR PRACTICE, ESPECIALLY IN CLOTHING, FOOT WEAR, OR ACCESSORIES.

FASHION IS VERY IMPORTANT FOR PEOPLE'S LIFE, MY CAUSES ARE: FOR YOUTH THEY WANTS TO WEAR IN FASHION BUT FASHION ALWAYS CHANGE, ALSO THE ACCESSORIES OF FASHION ISN'T CHEAP.BECAUSE OF THESE CAUSES PEOPLE ALWAYS LOSE THEIR MONEYS, THEY'RE ALWAYS CONFUSED AND THEY LOSE THEIR TIME.

YOUTH WANT TO WEAR IN FASHION.BECAUSE THEY ALWAYS WANT TO LOOK SMART AND ATTRACTIVE.

FASHION ALWAYS CHANGE IN ITSELF AND IF PEOPLE WANT TO STAY STILL FASHIONABLE THEY HAVE TO SPEND MONEY.

THE ACCESSORIES OF FASHION ISN'T CHEAP.WOMEN LIKE ACCESSORIES BECAUSE WHEN THEY WEAR EARRING RING ACCESSORIES THEY LOOK SMART.

IF YOU ARE A FASHION MONSTER YOU ALWAYS WANT TO WEAR DIFFERENT CLOTHES AND IF YOU DONT KNOW HOW TO MAKE FASHIONABLE CLOTHES YOU ALWAYS BUY.AFTER THAT YOU LOSE A LOT OF MONEY.

ALSO, PEOPLE'S MIND CAN CONFUSE BECAUSE THEY CAN'T WEAR SUITABLY ALWAYS, SO THEY FEEL CONFUSED.

NOT ALL BUT SOME YOUNG PEOPLE CAN STEAL SOMETHING BECAUSE OF LOOKING FASHIONABLE LIKE THEIR FASHIONABLE FRIENDS OR LIKE A TV STAR.

PEOPLE ALWAYS WEAR CLOTHES SINCE THE DAY THEY BORN IF THEY CAN MANAGE FASHION THEY CAN BE AN EMPEROR BECAUSE THERE'S A LOT OF SHOPACHOLIC PEOPLE.

TO SUM UP FASHION IS IMPORTANT FOR US, BECAUSE WE HAVE TO WEAR SOMETHING BUT THIS DOESNT MEAN WEARING SOMETHING IS FOLLOWING FASHION.EVERYONE WEARS SOMETHING BUT FOLLOWING FASHION IS MORE THAN THAT.

1.5

SHIMA NIKANJAM   Assessment: ____/3

I. INTRODUCTION

General information about the topic: (keywords only)

about living abroad for short period of Time. Just for
studing or earning money.

Thesis Statement: Purpose of the essay + (main supporting ideas - 3 causes and 3 effects)

earning money or studing → Causes → They have so many problem
with their society and Environment, They want To experience the life
on thier self. ⇒ Affect, Homesick, Adapting with New Costum

Immigration

II. BODY PARAGRAPH 1   Tradition, Environment.

Topic Sentence:

Bad Condition of Thier Society

Supporting Ideas: (in note form)

They have so many problem with the Society, with General system of
Their Country
⇒ They Found Some where Else To Solve Them

III. BODY PARAGRAPH 2

Topic Sentence:

They want To experience Something on Thier Self-

Supporting Ideas:

They Couldn't Catch Their wishes Therefore They want
To show That This problem Comes from The Environment
or Some habities even.

Causes
Economic
Psychological
Political

Effects
Psychological
Economic
ict.

IV. BODY PARAGRAPH 3

Topic Sentence:

being abroad growing The sence of homesick insite The people

Supporting Ideas:

Homesick → They should leave every Thing That They used to
do Them every day in certain place.

V. BODY PARAGRAPH 4

Topic Sentence:

They should Accept New Environment, Culture.

Supporting Ideas:

in The New situation people should Communicate with
New people From diffrent Culture and Customs
but They should Be able To Adopt Their self with Time.

VI. BODY PARAGRAPH 5

Topic Sentence:

Supporting Ideas:

VII. SUPPORT PARAGRAPH 6

Topic Sentence:

Supporting Ideas:

V. CONCLUSION

Summary of the Main Ideas: (in note form)

Turning in The foreing Country aven for short pariod of Time
Creat Some New habities inside The people That They give alot
of Experience to word orgaunsing The life.

Final Thought(s):

=> we shouldut Forget That all The chonges ore difficult but
They Are necessarry To Built The Character AND HELP

Them To woke The desiciou To Gondut Thier life Toward
The best way.

GOOD LUCK

:)

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ENGL182/ 192
PROCESS WRITING TASK I

Please take a few seconds to fill in the table below:

Name	Shima Nikonjam
Student number	109204
Group	
Date Submitted	

Instructions

✓ Write your first draft in the space provided on the following page.

✓ Please do not write in the space on the right provided for your teacher's comments.

✓ Please write carefully and clearly.

✓ Write on each line provided. When you need more space to write, ask your teacher for a continuation sheet. Remember to complete the details at the top of each continuation sheet.

✓ Indent the first line of each paragraph.

✓ Your teacher will give you feedback using the space on the right. A key to error correction symbols is at the bottom of the page.

✓ Your teacher will give general comments at the end.

Thank you!

Assessment: 3.5 /7

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In the recent year people apply for migration
for different reasons. They want to live in new
environment and solve their problems in this new
situation. massive displacement of the population
And respect of the social, Economical and
political situation cause migration. in some
migration has effect on the Economical
psychological situation of the people. This can
increase the Economy of person and can also
creat some psychological problem.

Firstly, people apply for migration, because of having
Economical problem. people have difficulties to earn
money the cost of life is too much and
it isn't afadable for them. there fore they
were forced to immigrate to an other Country
for improve their economical Conditions.
This movement also has effect on Economical
Conditions of that County which people immigrated
there. According to the Global Commission
on international migration, "migration in a
interconnected world: new Directions from Actions"
october 2005...
This Economical changes have important
role in development of Contemporary states
and societies by increasing their economy.

Teacher's comments (margin):
- or migrate?
- what is migration?
- do not use capital letters !!
- rewrite this sentence not clear
- are there new causes and effects? or your conclusion. no need for this last sentence.
- or migrate?
- where?
- quotation not relevant with economic conditions ment in this paragraph.
- still writing about economic cause. no need for a new paragraph.
- give examples from real life.

Continue writing your draft in the box below:

Teacher's comments:

In Addition, immigration can be as a result of the political problems of the immigrated people. People have so many problem with their policy ~~and~~ This ~~Governal~~ system of this country. Therefore they try to find some where ~~else~~ to be ~~the~~ version of this bad situation and solve their problem.

(margin: ? , example? , quotation? example?)

This type of immigration has some effects on the psychological features of the people. In some case, they were forced to leave their country. That this may creat some psychological problem for them. For example, being abroad growing the sence of the homesick inside the people because they should leave every thing ~~and~~ every body that they used to see them every day in certain place. According to the philip martin's analysis from the east to west Gender's who 29 ? December 1969

To sum up, immigration and living in ~~a~~ ~~foreign~~ country has effect on the economy and policy conditions of people. They want to earn money in a different way and change their economical conditions. They find new lived for coming money and improve ~~their~~ economical condition.

(margin left: idea)

(margin right annotations:)
What kind of psychological problems are caused by immigration? any example

not clear! not relevant!

no need for a new paragraph!

is this a cause or effect!?

★ positive or negative

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and being unsatisfactory of the political condition of the country that this causes some problem with the society AND Government AND be wearing forced to leave the country AND accepting new environment for living with new culture Tradition AND in some case new way of life and they should adapt themself with them.

At the end living in foreign country creates some new (habition ?) inside the people and give them alot of experience that help them Toward organizing the life.

General comments: * quotations used are not relevant! and not documented correctly

* Organization not effective. Write your causes and effects clearly in your Introduction and then explain each separately with examples and relevant quotations

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Shima Nikanjam

Student NO: 109204

Title: Immigration

Department: Architecture

EMU University

1

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Immigration is the voluntary movement of people from one country to another, with the aim of permanent settlement in the adopted country. Immigration technically means moving people to the new place to settle there. According to Hayes(2000),"... Nowadays, many people decide to immigrate to have a better life. Although the causes of immigration are many, employment opportunities, economy, wars, politics, personal right, educational opportunities and freedom that they seem to mostly lead to the immigration"(para.3). However, some people believe that immigration should be encouraged and that it helps the economy as immigrants are willing to do jobs. For example, food service and maintenance jobs that are held by the young and the uneducated could be done by immigrants and this can help to economical condition of adopted country. The most observant effects are improved economical, educational, in some cases psychological and over population .

Firstly, employment opportunities are the most common reason that people decide to emigrate. In other countries, there will be variety kind of jobs and as a result, people will have a lot of opportunities to find a job. According to Frisch, "We asked for workers. We got people instead. "some immigrant don't accept each condition to earn money in other country, the level and salary are important for them and as a consequence they missed the job. Moreover, finding a job in other countries will probably lead to having high salary and modern working environment. For example, many people go to Russia and Korea to work as a construction worker and as a consequence, they earn higher salaries than in their home country. All of these things will possibly lead to immigration.

Another cause of immigration is education opportunities; it will certainly cause directly having better future for children. Device (1990) states," children will have chances to adapt to new style of studying and it might cause children to be a creative, flexible people and they will be able to becoming independence" (para.2). For instance, studying in a Western university, children can change their study styles, especially they have to adapt with active learning which is spend a lot of time to study by themselves.

2

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The first effect of immigration is usually refer to economy and helps to improve economic conditions. In other words, immigrants create some jobs in their new environment and this has effect on the economical conditions of person.

The second effect of immigration is growing up the sense of independence inside the people by using the educational opportunities to improve they educational level. Moreover they have chance to adapt to new style of life and making them self more flexible and this condition give them a lot of experience to face with the problems.

In conclusion, there are different reasons to immigration As a result they can achieve a better life and good effects. Nowadays people migrate because of bad economical, political and educational condition of their country. Overpopulation is the most serious effects of immigration. When a lot of migrants move to other country, it will definitely lead to not having enough space to live and work as well. Improved the economical and educational conditions are the other effect of immigration. In my view, when people immigrated for educational reason they can gain some positive effects on their individual life, this caused independence behavior inside the people and make powerful to face with problems. Also it helps to improve the economical situation of them. Although people tend to immigrate for better life, the rate of immigration rise nowadays.

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Graham, Hugh Davis, (1990), The Civil Rights Era: Origins and Development of National Policy 1960-1972 (New York: Oxford University Press):

3

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ENGL182/ 192
PROCESS WRITING TASK1

Please take a few seconds to fill in the table below:

Name	Aryan HaghParast
Student number	109574
Group	
Date Submitted	

Instructions

✓ Write your first draft in the space provided on the following page.

✓ Please do not write in the space on the right provided for your teacher's comments.

✓ Please write carefully and clearly.

✓ Write on each line provided. When you need more space to write, ask your teacher for a continuation sheet. Remember to complete the details at the top of each continuation sheet.

✓ Indent the first line of each paragraph.

✓ Your teacher will give you feedback using the space on the right. A key to error correction symbols is at the bottom of the page.

✓ Your teacher will give general comments at the end.

Thank you!

Assessment: 6.5 / 7

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Teacher's comments:

Immigration, Roots and causes "

Immigration seems to be making more headlines in recent years. As the world globalizes in terms of nations' economies, trade and investment, ~~boarders~~ borders are opened up more easily for "freer" flow of goods and products. People are supposedly freer to move around the world too. Immigrants leave their home for variety of complex reasons. They leave because of economic, religous and political factors, some leave home to avoid war, corrupt goverment or religous persecution. Still others leave because they couldn't find work in their own country. **Effects??**

Too many causes. Put them under 2 or 3 headings! like economic and non-economic factors.

Firstly, employment opportunities are the most common reason that people decide to emigrate. In other countries, especially in west there will be variety kind of jobs and financial incentives and as a result people will have a lot of opportunities to find a job. Moreover, finding a job in other countries will probably lead to have high salary and modern working environment. As Thalif Deen reported " The EU implicitly argues that most migrants are driven out of

how do you know? Any evidence to support this?

1

Continue writing your draft in the box below:

Teacher's comments:

their home countries primarily for economic reasons. And therefore it is imperative to address the root cause of migration both through facilitating livelihood opportunities and eradicating poverty." (Pros and ~~cons~~ cons of International migration, Para 3) (very good)

Another cause of immigration is undoubtedly non-economic factors. Some people are actually forced to move, due to conflict or to escape persecution and ~~the~~ prejudices, they are usually referred as an ~~an~~ asylum seeker. For instance from as early as 1620 when the Pilgrims arrived at Plymouth Rock, America was seen as the land of freedom and opportunity. In Europe, the Pilgrims were persecuted for their religious beliefs. They went to America to find religious freedom. As I ~~found a statement~~ stated in wikipedia: ~~the~~ "Non-economic push factors include persecution (religious and otherwise), frequent abuse, bullying, oppression, ethnic cleansing and even genocide, and risks to civilians during war. Political motives traditionally motivate refugee flows – to ~~xxx~~ escape dictatorship for instance" (Para 7, December 2011)

2

Immigration, Roots and Causes

benefits for immigrants or host country?

❋ Immigrants ~~are~~ offered various benefits, & they will often do jobs that people in the host country will not or cannot do, moreover migrant workers often work longer hours and for lower salaries, and while that is controversial, sometimes explosive, it benefits the host country. This is strongly accounts for vast majority of illegal immigrant, as McCauley argues " The abundance of illegal workers simply gives employers the opportunity to reduce wages and downgrade working conditions. Therefore, these low paying jobs are the consequence of illegal immigrants, not the cause, and the result is to depress wages "

So? are these benefits, please reconsider.

Another effect which immigrants have on recipient country is ⟹ *next paper*

3

WF	Word Form	SP	Spelling	T	Tense	?	Don't understand
WW	Wrong Word	P	Punctuation	VF	Verb Form	△	Missing Word
WO	Word Order	Prep	Preposition	C	Capitalization	/	Delete word
#	Plural/Singular	IRR	Irrelevant	¶	Paragraphing	R-O	Run-on sentence

General comments: ....
....
....
....
....
....

Start writing your draft in the box below:

free skill. As the limited resource they spend in educating their students amount to very little, if that ~~talent~~ talent is enticed to another country, The Uk for example is often accused of actively hiring medical staff from develoPing countries. As Andres Solimano stated "... receiving countries will benefit from an in-flow of talent that enlarges their qualified human resource base, relieving shortage of high skilled PeoPle " (The international mobility of talent, Para 16). This is often referred as "brain drain" in original country which is absolutely a drawback for them

To sum up, while immigrants can continue to make valuable contributions to the develoPment of the western PeoPle way of life, there is a Price to Pay, in which original country and ~~the~~ immigrant suffer from the drawbacks of immigration.

(Teacher's margin notes, right side:)

Too long and complicated, please simplify.

— causes and effects: you ~~need to~~ rewrite them

4 — Very Good, but you need to clarify certain sentences and ideas as I ^

EASTERN MEDITERRANEAN UNIVERSITY

45

CAUSES AND EFFECTS OF IMMIGIRATION

ARCHITECTURE DEPARTMENT

ARYAN HAGHPARAST
109574

1

Immigration seems to be making more headlines in recent years. As the world globalizes in terms of nations' economies, trade and investment, borders are opened up more easily for "freer" flow of goods and products. People are supposedly freer to move around the world, too. Immigrants leave their homes mainly for two major reasons including non-economic and economic factor. For instance religious and political reasons as well as war, corrupt governments or religious persecution can be categorized as non-economic factors. Still others leave because they couldn't find work in their own country which is an economic reason to immigrate. This will provide an opportunity for the host countries especially rich western countries to get benefit from them by exploiting immigrants by offering low-paying jobs and also high-tech sector in recipient country will benefit from high skilled immigrant for free.

Firstly, employment opportunities are the most common reason that people decide to emigrate. In other countries, especially in rich western countries there will be variety kind of jobs and financial incentives and as a result, people will have a lot of opportunities to find a job. Moreover, finding a job in other countries will probably lead to having high salary and modern working environment. As Deen reported "The EU implicitly argues that most migrants are driven out of their home countries primarily for economic reasons. And therefore it is imperative to address the root causes of migration both through facilitating livelihood opportunities and eradicating poverty."(Pros and Cons of International Migration).

Another cause of immigration is undoubtedly non-economic factors; some people are actually forced to move, due to conflict or to escape persecution and prejudices,

2

they are usually referred as an asylum seeker, For instance from as early as 1620 when the Pilgrims arrived at Plymouth Rock, America was seen as the land of freedom and opportunity. In Europe, the Pilgrims were persecuted for their religious beliefs. They came to America to find religious freedom. As Wikipedia stated "Non-economic push factors include persecution (religious and otherwise), frequent abuse, bullying, oppression, ethnic cleansing and even genocide, and risks to civilians during war. Political motives traditionally motivate refugee flows—to escape dictatorship for instance."

Immigrants offer various benefits to recipient country , Immigrants will often do jobs that people in the host country will not, or cannot do, moreover migrant workers often work longer hours and for lower salaries, and while that is controversial, sometimes exploitive, it definitely benefits the host country even if it not moral. This is strongly accounts for vast majority of illegal immigrant as McCauley argues "The abundance of illegal workers simply gives employers the opportunity to reduce wages and downgrade working conditions. Therefore, these low-paying jobs are the consequence of illegal immigrants, not the cause, and the result is to depress wages"

Another benefit which recipient country will get is using high skilled immigrant in the high-tech sector where industries suffer from skill shortages. The UK for example is often accused of actively hiring medical staff from developing countries. As Solimano stated "receiving countries will benefit from an in-flow of talent that enlarges their qualified human resource base, relieving shortages of high skilled people," (The international mobility of talent: new ways for international

3

development) this is often referred as brain drain in original country which is absolutely a drawback for them.

To put the whole essay in perspective, Immigrants continue to make valuable contributions to the development of the western people way of life in many ways like doing tough jobs or filling labor shortages. On the other hand origin country should consider the root causes of immigration especially economic and non-economic reasons which lead people to move to richer countries.

4

REFRENCES

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development, para 16. Available at
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Appendix G: Approval of Research Request

for Özgür Taşcıoğlu Güler.

	Eastern Mediterranean University **School of Foreign Languages & English Preparatory School**
	Research Request Form

Please fill in the form below and attach the necessary documentation (e.g. cover letter, sample questionnaire). NB. All documentation should be error free.

Name: Özgür Taşcıoğlu Güler

Contact no: 0533 868 1268   **Email:** ozgur.tascioglu@emu.edu.tr

Institution / Dept: EMU/ Faculty of Education   **Supervisor:** Asst. Prof. Dr. Sıtkıye Kuter

Area of Research: Curriculum and Instruction - Academic Writing

Proposed period of research: 6 months

Research to be carried out in:
☐ English Preparatory School   ☒ Modern Language Division   ☐ both
                                  (English taught at Dept. Level)

Research to be carried out with:
☒ teachers ☒ students ☐ both ☐ other *(please specify)* _____

Level of students:
☐ beginners ☐ elementary ☐ pre-intermediate ☒ intermediate ☒ upper-intermediate
☐ other *(please specify)* _____

No. of teachers required: 30   **No. of students required:** ___65_____

Research to be carried out by:
☐ online questionnaire   ☒ paper based questionnaire ☒ interview ☐ classroom observation
☒ other *(please specify)* _analysis of student papers

Aim(s) of Research:
☒ thesis (masters) ☐ thesis (PhD) ☐ conference presentation
☐ other *(please specify)* _____

Any other relevant information:

Upon completion of my research, I agree to submit a copy of my findings to the SFLEPS administration and do a presentation if requested. I understand the administration have the right to intervene at any time during my research period and that any further requests on my behalf may not be accepted if I violate the code of conduct and ethics of research.

Date: 06/01/2012   Signature _____

To be completed by the SFLEPS Administration
☒ Approved   ☐ Disapproved (reason)
Comments:
Date: 16/1/2012   Signature:

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