Essay Cover Sheet

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Essay contents

1. Introduction

Process approaches to writing are compatible with many theories of composition and writing instruction; their key characteristics are 'awareness' and 'intervention' (Susser, 1994). This paper evaluates what a process approach can contribute to the writing of learners in an English for Academic Purposes (EAP) context in Turkey. Section 2 provides a brief overview of different approaches to writing instruction with a focus on process approaches, including a discussion of some controversies surrounding process approaches and EAP instruction. The teaching/learning context is outlined in section 3, concentrating on writing instruction. The analysis of written samples from learners and their possible writing problems constitutes section 4; section 5 explores how a process approach might be used to address the problems raised in section 4. Section 6 looks at learner perspectives on process approaches which are already in place in the teaching/learning context. Section 7 concludes by considering the applicability of process approaches in the teaching/learning context as well as further research that might be undertaken to clarify remaining issues.

2. Process approaches to second language writing instruction

2.1 Overview of process approaches

It is generally agreed that process approaches to writing emerged as a reaction to earlier approaches, particularly the current-traditional approach, which focused largely on the written product and its desired features thus neglecting important aspects of the communicative context (Hinkel, 2002; Leki & Silva, 2004; Grabe & Kaplan, 1996; Hyland, 2003), although Susser (1994) and Matsuda (2003) point out that this is an oversimplification, since many practices associated with process approaches to writing have existed for a century.

Process approaches emphasize the importance of understanding the writing process, with a consequent focus on the generation of new ideas, personal meaning, and 'considerations of audience and purpose'

(Hinkel, 2002: 47). Although they initially emerged in first language (L1) composition studies, they have since strongly influenced second language (L2) writing research and pedagogy (Leki & Silva, 2004). It is important to realize that process approaches to writing instruction and research lack a coherent 'axiology, procedure … and epistemology' (Susser, 1994: 33) due to the diversity of theoretical bases and practical applications which are included under the umbrella of process writing (Atkinson, 2003). This view is reinforced by the presentation of writing process approaches as falling into different stages (Grabe & Kaplan, 1996). One can identify:

'1. The expressive stage

2. The cognitive stage

3. The social stage

4. The discourse community stage'   (ibid.: 88)

While this may seem a disadvantage theoretically, the fact that there are so many different perspectives of the process of composition means that instructors of writing have a range of insights and practices to draw from (Tobin, 2001). There is, moreover, widespread agreement that adopting a process approach to teaching writing helps L2 writers (Grabe & Kaplan, 1996; Hedge, 2000). It is possible to identify two main aspects of process approaches to writing instruction: 'awareness' and 'intervention' (Susser, 1994). The awareness referred to here is that of the learner, who is helped to realize that composing effective written texts is a process which varies according to text type, audience, and situation (Horowitz, 1986a; Hedge, 2000) and that this process is complex, non-linear and recursive, involving frequent revisions (Hyland, 2003). Intervention in process pedagogy refers to a teacher's or peer's advice to the learner on how they might best express what they want to say in the particular context of what they are writing (Susser, 1994). Hedge emphasizes the importance when using a process approach of encouraging students to 'engage in the composing process itself' (2000: 301) in the classroom to enable these two key aspects of process pedagogy in the context of a 'dynamic teaching/learning relationship' (Zamel, 1983: 165, cited in Hedge, 2000: 302).

2.2 Process writing and EAP

In the EAP context, process approaches to teaching writing have received some criticism for their perceived failure to prepare students for the kinds of writing that they will have to do in the academy (Hinkel, 2002; Horowitz, 1986a; Leki & Carson, 1997). These criticisms focus on implementations of process approaches in which they were institutionalized into

'a set of rules and stages … [which] not only violates what we know about the recursive nature

of writing [but] … distorts a responsive pedagogy into a didactic one.' (Susser, 1994: 33) The criticisms also focus on manifestations of process approaches to writing that encourage student writers find their own 'voice' through 'topics … based on the writer's personal views' (Hinkel, 2002: 48) which are not seen as appropriate in an academic context, where students are expected to respond to specific prompts (Horowitz, 1986a,b; Johns, 1986).

However, such criticisms tend to treat approaches to teaching writing as a process as if they were all the same, rather than the many different manifestations that do in fact exist. Moreover, they fail to acknowledge that process approaches are not incompatible with writing practices promoted in the field of EAP writing (Johns, 1986) including genre-based writing (Swales, 1990). In fact, adopting a 'process genre approach' (Badger & White, 2000) can also help overcome one of the perceived weaknesses of process approaches, that, in focusing on the process of composition they overlook explicit linguistic features of texts, which are expected to be absorbed by learners (ibid.; Hinkel, 2002). Therefore, it seems best to take a critical view of process approaches to writing instruction, utilizing those practices which seem most relevant to the teaching/learning context and which can help to 'educate' rather than merely 'train' learners (Johns, 2008: 239).

3. The teaching/learning context

The learners whose writing samples are analysed in section 5 attend an English-medium university in Turkey; they are following a university preparation programme aiming to prepare for studying in faculty. The age range is 17 to 20 and the class is of mixed proficiency, in the elementary to pre-intermediate range. All of the students whose work is sampled in this paper have studied English before for up to 5 years. However, some of them report not having written anything in English before (see Appendix 5); this can be accounted for by the fact that English assessment in the Turkish education system relies heavily on multiple-choice tests. Others have written discursive pieces largely based on their own opinion and background knowledge.

For the first two years of their university life after leaving the preparatory programme, students at the university follow core compulsory courses in both social science and science subjects. Research carried out on faculty writing assignments in these subjects and largely replicating the work of Horowitz (1986b) has established that the students will be required to write texts of varying lengths from short answers of two or three sentences to essays of several pages (Vincent, 2008). Writing assignments set

on the program attempt to reflect the range of text lengths and types by including short answers and longer, essay-type writing, requiring students to be content responsible (Leki & Carson, 1997) and, at higher levels, to integrate sources. A process approach to writing is already in place in the sense that students are encouraged to re-draft for certain unassessed assignments on which they are provided with feedback on language, task fulfillment and organization; they also have the opportunity to participate in teacher-student conferences. However, this approach is what might be termed a 'didactic' process (Susser, 1994: 33) in that it does allow for flexibility in terms of process style (Reid, 1984) but expects all students writing a particular assignment to follow the steps in a specific order.

4. Analysis of writing samples in terms of difficulties

The samples analysed in this section were chosen to reflect the different types of writing that the students have completed as well as the range of difficulties that they appear to have in writing these texts. The analyses are not intended to be comprehensive. Brief descriptions of the conditions under which each text was written are provided in Appendix 2. The orthographic sentences in the samples have been numbered for ease of reference.

Sample 1

<div style="border:1px solid black; padding:10px;">

Turkish weddings
[1]Turkish weddings are very important thing for Turkish people. [2]This shows our culture. First, if the couple like theirselfs, they waste long time together. [3] They get to know each other. [4] After this boy's parent go to girl's house and they talk about this topic. [5] If the girl's parent accept this event, they <u>are promised to</u> each other. [6] Couple put on rings each other. [7] Then they define a date for wedding. [8] If boy's side go to girl's home second time, boy's side <u>ask for her hand in marriage</u>. [9] They will have a wedding in the day, which is defined.

Writing sample 1

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This sample reflects some instructor input; the underlined items were provided in class in response to questions about how to express these ideas in English. At the surface level there are some linguistic problems, as might be expected from the level of the students. These include inconsistent use of articles and number, which are always problematic for Turkish students, as well as collocation problems such as *they waste long time together* instead of *spend a lot of time together* and *they define a date for the wedding* where *set a date for the wedding* seems more natural.

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Examining the text from the perspective of the intended audience, it is also possible to identify some problems. Firstly, and most obviously, the text claims to describe Turkish weddings, but it finishes before the wedding ceremony itself is described. A further possible audience related issue is that we are not provided with information about how the couple meet in the first place, how exactly they get to know each other, or after what period of time it might be normal for the boy's parents to go to the girl's house.

In terms of text structure, one could say that this text has some strengths in that it is logically ordered, that is, the writers have chosen to list the events in chronological order, and this order is signaled by means of items such as *First, After this, second time* and *Then*. At the same time, there are two attempts at 'encapsulation' (Sinclair, 2004) which do not quite work: *this topic* has no obvious referent in the text up to that point, although the overall theme of the text makes it possible to retrieve and *this event* does not reflect that what is referred to was a spoken exchange and that *proposal* would be perhaps a more suitable word in this context.

Sample 2

Prompt: <u>Compare two aspects of Children's Day in Turkey and one other country. [Word limit: 70 words]</u>

THE DAY OF HAPPINESS

   [1] "Children's Day" is a day about to celebrate childhood. [2] In Turkey we celebrate this day on 23th April. [3] But in Canada, they celebrate this day on November 20th . [4] Some countries to announce this day get holiday. [5] In Turkey, children go to TBMM on this day and –one of them– sit prime minister's chair; but in Canada, they haven't got this understanding so children don't go to the parliament and don't sit.

   [6] Canada passed to parlimantery system in 1993. [7] Unfortunately, Turkey passed republican system in 1923.

   [8] Children come to Turkey from all around the world and they to show off about their traditional dances. [9] In Canada, they don't realize like this.

   [10] Meaning of this essay is different country rises different cultures.

Writing sample 2

Some of the most obvious problems this student has with writing this text, apart from some glaring linguistic errors, seem to arise from a misunderstanding about the role of the prompt in university

examination writing (Horowitz, 1986b; Hamp-Lyons, 1988; Johns, 1986). He lacks awareness of the conventions surrounding this type of writing, probably because of a lack of experience with the genre and a lack of information about the reasons for such conventions, but also probably because this is an 'occluded genre' (Swales, 1996) which by definition is difficult to know about. This can account for the fact that the student has created his own title, paid no attention to the word limit, and has given four differences rather than the two required in the question. Other features that seem inappropriate here include a 'concluding sentence' which has no part in a short answer (Vincent, 2008). Moreover, the use of the word 'essay' here gives an indication that the student has not understood that this is a different type of writing. A further indication that this student has a limited awareness of the audience for this text is the use of 'TBMM', which is an abbreviation for the Turkish Parliament; it is simply assumed that the reader of this text will know what this is.

One could also point to the lack of 'textness' (Halliday & Hasan, 1976) in that transitions between ideas are not clearly signalled or linked to previous text; this is particularly clear in sentences 6 and 8 which start new subjects abruptly.

Sample 3

<div align="center">

Mine Boy

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Main Characters
Xuma's: Xuma has left his home in the north to find work in the gold mines around Johanesburg. He arrives Malay camp. He is looking for a place to stay.
Leah: Makes money by selling beer
Eliza: A schoolteacher
Maisy: A girl who loves Xuma
Dlada: A tough young man
Ma Plank: an old woman

One day, Xuma has left his home in the nort to find work in the gold mines arround and Xuma to get acquainted with Leah who makes money by selling beer. Leah helped to Xuma for get a job. Xuma stayed Leah's house for one month. In month, Xuma loved Eliza. First times, Eliza said no but after Eliza accepted Xuma. Xuma and Eliza had a good times momentary Eliza left to Johannes. Xuma was very sad when Eliza left. Leah helped Xuma again. At this time, Maisy and Xuma get close each other. Maisy loved Xuma because he is strong and friendly. After one monts, Dlada betrayed to Leah for selling beer and Leah got annoyed Dlada. One day Dlada death and police came Leah's house and take her to jail. Leah came back one day after because Leah was innocent.
Likes: This story very fluent because events are basic and not mix each other.
Dislikes: In this story, black and white people always argument each other. It's not good I think but in the end of the story it's finish.

<div align="right">

Writing sample 3

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The writer of sample 3 seems particularly to struggle with linguistic accuracy in this text; there are numerous language errors including inconsistent use of tense – *has left… makes… helped* – incorrect verb patterns (Hunston & Francis, 2000) – *Leah helped to Xuma for get a job* – and incorrect parts of speech used – *One day Dlada death, *white people always argument each other*. A further linguistic feature of this text that is quite striking and unnatural is the writer's almost complete avoidance of pronouns, preferring instead to refer to all the characters by name throughout, perhaps in an attempt to avoid misunderstanding.

Finally, although this text contains some of the features one would expect from a review, such as a scene setting, summary of the plot and evaluation, there is room for improvement. It is interesting that there is no information given about which country the action takes place in, or the ethnic backgrounds of the characters in the scene setting despite the fact that this seems to be an important aspect of the story. Furthermore, one would expect the evaluation to be developed into a proper text instead of separated under the headings of 'Likes' and 'Dislikes'.

Sample 4

Why do some countries have stricter construction laws? What are some results of this? (70 words)

[1] Some countries have stricter construction because of these contries are on the fault-line. [2] There are many earthquakes can happen in these contries. [3] Turkey, America and Japan are danger zones about earthquake. [4] If these countries engineers' don't use quality materials, plans sth many people can die, many building can fall down. [5] Last but not least, we need to learn how to live with earthquake.

Writing sample 4

This was a challenging question to answer effectively, not least because of the limited space in which to cover two different questions. This may account for the fact that the second part of the prompt has not been attempted, although it may also be that the students have not had sufficient training in prompt analysis and so did not notice that they had not mentioned the 'results'. One can also point to the poor organization of the response; sentence 3 would seem to be more effective as part of sentence 1. This would also have the advantage of making the response more concise without affecting cohesion, since *these countries* occurs in both sentences 2 and 4. Another concision problem that students have at this level is their general lack of awareness of how to write lexically dense sentences. Sentence 4 is a good

example of this; students at lower levels tend to use 'if' sentences to mark cause and effect where university writing does not (Biber, 2006).

The final sentence in this response is a further example of the inappropriate use of a concluding sentence (see sample 2). The use of 'we' in this sentence and 'sth', which is student shorthand for 'something', in sentence 4 also clash with the impersonal style of the rest of the response, suggesting that the students who wrote it have yet to fully appreciate the conventions of academic writing (Johns, 1997).

Sample 5

Spreading of English

[1] English is being global language. [2] It affects many countries, especially Turkey. [3] There are many people who speak English in their business, advertising, education daily life etc. [4] So, spreading of English is very fast in Turkey.

[5] It affects our mother tongue. [6] Shops's names are changing to show English spelling such as Kebapchi.

[7] <u>One possible response would be</u> if the government make some laws about writing Turkish-English mix shop names. [8] Thus, any owner of a shop can not write his/her shop's name like Kebapchi. [9] The other possible response is tax-discount. [10] If any owner of a shop changes his/her shop's name Turkish instead of mix name The government can decrease his/her shop's taxes.

[11] The government does all of these maybe we can save our mother tongue. [12] However, we can give clear language to our future.

Writing sample 5

One area where the writer of sample 5 seems to have difficulty is in terms of the quality of the ideas used; it is not immediately obvious how using English spelling for Turkish sounds can seriously damage the Turkish language, so at least some exploration of the repercussions is required. Moreover, the evaluation does not seem to take a particularly critical approach as it is taken for granted that the responses provided will be effective. In relation to the evaluation, part of the expectations set up by the problem-solution organizational format is that each response is evaluated in turn (Hoey, 1983, 1986); the approach taken in this text seems to be to group the responses together and offer a blanket evaluation in the final paragraph.

There are also some problems in terms of the signalling of clause relations (Hoey, 1983; 1986; 1994; Winter, 1977). Some of these problems are obvious, such as the fact that the 'problem' part of this text, starting with sentence 5 is not indicated clearly, for example by the use of the word *however*. Another example is the incorrect use of *however* in line 12; possibly *moreover* or *in this way* might be better here. Less obvious are links between adjacent sentences such as sentences 5 and 6 which call for quite a high conceptual leap on the part of the reader to achieve coherence. Part of the signalling burden will also be carried by linguistic forms that indicate clause relations (Hoey, 1983); an important clause relation for the problem-solution pattern is that of cause – consequence (Hoey, 1983). In this case, the student seems to lack the linguistic resources to effectively express this relation; the repetition of *it affects* is one indication of this problem, in that the second *it affects* is inadequate to express the problem.

One could also point to the somewhat inappropriate use of 'our mother tongue'; this is an example of a lack of awareness of academic conventions which tend to favour impersonal constructions even when talking about one's own country. This choice of wording, in fact, only makes sense if the text is intended for a Turkish audience who would be unlikely to want to read the text in English.

5. Using a process approach to deal with writing problems

For the purpose of considering the benefits of a purpose approach, this paper interprets this to mean an instructional approach that views writing as a process (Grabe & Kaplan, 1996) making use of the various insights this may bring (see section 2). Writing processes research, theories and applications are not adopted wholesale, but in as far as they seem to be relevant to the teaching/learning context outlined in section 3 and to the problems identified in section 4. For each practices suggested, there is an explanation of how it relates to the 'awareness' or 'intervention' aspects of process pedagogy (Susser, 1994).

In terms of dealing with common linguistic errors that students may be able to identify and correct for themselves – in Ferris's words 'treatable' errors (2003: 51) – and to improve their editing skills, one method suggested by Ferris (2002) is to focus on frequently occurring errors and teach students to make 'focused passes' (ibid.: 88) through their own text or that of a peer. In this case, students could be encouraged to look for some of the problems identified in writing samples 1 and 3 (see section 4), such

as inconsistent tense usage, problems with number and consequent subject-verb agreement mistakes, although, as Ferris (ibid.) points out, one cannot assume that learners will be aware of the grammatical rules involved. It is then hoped that the editing skills developed can transfer to other situations, for example writing examinations where students may have some time to edit their texts, thus helping them deal with the process of composing.

Collocations and idiomatic usage fall more into the category of 'untreatable' (Ferris, 2003: 51) errors since explicit rules generally do not exist to help the students. However, there are ways of developing students' procedural knowledge in dealing with such problems which can bring benefits to their writing. One such approach suggested by Yoon (2008) is to use online corpus tools to check for common usages of words. This has been adapted in the lesson worksheet which can be found in Appendix 2; the intention here is not to merely correct the 'mistakes' found, but to raise student awareness of strategies that they can use to help them find more natural ways of expressing themselves (Leki & Silva, 2004). This could help students overcome problems with collocations and grammar patterns (Hunston & Francis, 2000) such as those identified in writing samples 1 and 3 (see section 4).

An approach that stems from a social perspective of the writing process is to focus on the potential audience for a text (Grabe & Kaplan, 1996). In the case of writing sample 1 (see section 4), where the instructor is a non-Turk this presents a ready-made audience; it would be quite natural to raise questions regarding how the couple meet and how long they may be together before getting engaged as part of a writing conference (Hedge, 2000). The idea of this approach would be to raise student awareness of the importance of considering one's audience when writing and encourage them to be more critical readers and reviewers of their own texts. It should also be pointed out that setting up a clear idea of the audience and their expectations in terms of text organization, level of formality and argumentation may be a more efficient way of approaching the kind of audience and style difficulties seen in samples 3 and 5 (see section 4).

In the academic context, where most writing is a response to a prompt (Horowitz 1986a; Leki & Carson, 1997), a vital part of the pre-writing stage is prompt analysis (Johns, 2008). While it seems doubtful that students writing in examination conditions can be counted as a discourse community according to the features identified by Swales (1990: 24-27), considering the short answer as a genre with conventions imposed by the expectations of prompt writers and assessors can be a helpful way of conceptualizing and then explaining how students can answer them and may add depth to such prompt

analyses (Horowitz, 1986b). This would also help in the case of sample 4 (see section 4), where the question was not completely answered. Combining the prompt analyses with post draft peer feedback can give students further opportunities to improve their writing, especially when incorporated into an approach that already allows for multiple drafting.

One way of raising student social-cognitive awareness of textness and how it can be created is by adapting Hoey's concept of 'projection into dialogue' (1986: 191), which itself comes from Winter's (1977) concept of clause relations. This entails taking adjacent sentences and imagining what questions the reader might ask to establish the relationship between them; if this relationship is not clear, then it needs to be signalled in some way according to the meaning intended. This kind of approach could help with problems such as those identified in samples 2 and 5 (see section 4) where new subjects were introduced abruptly, as well as providing students with a process-oriented heuristic that can be employed whenever they are writing.

The need for concision in short answers as well as the ability to express relationships such as cause-effect, both pointed out as problems in sample 4 (see section 4), are addressed in the procedure set out in Appendix 3, which includes the sentences that the class was able to produce based on the examples given. This is partly inspired by Halliday's concept of the 'favourite clause type' of scientific writing (1998; 207); this type of clause consists of two complex noun phrases, generally with nominalized heads, which are linked by a 'relator' (ibid.), or what Hunston and Francis (2000) would term a 'link verb'. It is also inspired by Willis's (2004) idea of using a pedagogical corpus to explore grammatical forms found in texts they have already studied. Explicitly taking students through such a procedure is also intended partly to help them realize how the expression of ideas through writing in the academy frequently involves the reification of abstract concepts involved in relational processes rather than the more familiar construal of concrete entities involved in material processes (Halliday, 1998). It was then demonstrated to students how an awareness of this type of clause can be integrated into writing by modelling the composition process (Grabe & Kaplan) while writing a short answer in collaboration with the class and encouraging the use of more lexically dense clauses, the result of which can be seen in Appendix 4.

A final intervention in the writing process that could help with linguistic problems such as those identified in sample 3 (see section 4) is reformulation (Hedge, 2000). In this procedure, the instructor makes one piece of student work more natural and accurate, and then encourages the whole class to

compare the original and the new version in terms of language before looking at their own original texts to try and improve them. In fact, reformulation could be an effective way of approaching any of the more difficult problems raised in section 4, such as the problems with encapsulation mentioned in sample 1, the ineffective signalling in samples 2 and 5, and concision issues in sample 4.

6. Student perspectives on writing as process interventions

One recent development in this teaching/learning context has been the implementation of an approach to teaching short answers which allows for re-drafting based on instructor feedback. While anecdotal evidence suggests that this innovation has improved student writing proficiency in this type of writing, this is not conclusive. In an attempt to gather more data, interviews were carried out with students during the writing of this assignment (see Appendix 5). The students interviewed unanimously appreciated both the feedback given and the opportunity to re-draft based on the feedback. They also felt they had learned from the process, mainly in terms of the conventions of short answers and making the links between ideas more explicit. However, some felt that, while they appreciated the chance to see and correct their linguistic errors, this was one of the areas that did not greatly help them in an examination situation. Moreover, it was clear that several of the students were either not aware of the need for content responsibility or forgot this in the stress of an examination situation. Most students expressed a desire for more practice, feeling that this would result in better grades. One student was able to take a longer view of the process of learning and see a relatively poor examination result as a learning experience. It was also clear that previous writing experiences in high school had had an effect on the students and should be taken into account in the future.

7. Conclusion

This paper has examined approaches that focus on the writing process and how insights derived from these may be applied to problems analysed in texts written by elementary and pre-intermediate students who are attending a course preparing them for university. It is clear that composition in a foreign language is a highly complex process involving many different factors (Leki & Silva, 2004; Hinkel, 2002). Process approaches to writing offer ways for instructors to raise students' awareness not just of this complexity, but also of the fact that one cannot expect to get it right the first time. In this way students can realize that becoming a good writer is partly a process of trial and error. Moreover,

adopting a process approach to writing opens up a range of possibilities to the teacher of writing which can be adapted to the particular situation and needs of the students.

In this teaching/learning situation, some aspects of a process approach are already in place and are appreciated by students. Doubts remain, however, in certain areas. Firstly, the extent to which students are being engaged in the writing process in class as recommended by Hedge (2000) is uncertain. Secondly, it is unclear to what extent students are being made aware that to write successfully, they may need to adapt the processes they use according to the task and the writing conditions (Horowitz, 1986a). Finally, while process approaches are helpful for students who engage in assignment writing, it should be borne in mind that adopting a process approach for the teaching of examination written genres may not completely prepare students for examination situations (Hedge, 2000). Nevertheless, an approach that incorporates insights from process research and theory can provide students with the strategies and skills they need to become more autonomous learners and writers and also to encourage them to see the composition process as more than a series of linear steps which must be followed in sequence.

<u>Appendices</u>

<u>Appendix 1: descriptions of writing conditions for the samples analysed in section 4</u>

Writing sample 1 was written in class time as a follow-up activity after the students had listened to some descriptions of weddings in other cultures as part of a unit in which they were studying about cultures; the descriptions had focused on different stages of wedding ceremonies as well as symbols that were important to those ceremonies. The students were told to describe what happened in a Turkish wedding as if writing for a foreigner who had not attended one. They were allowed to work in pairs or individually; as their instructor, I was available for help with language or other questions.

Writing sample 2 represents the first draft of a short answer. It forms part of the students' preparation in responding to short answer prompts, an important faculty genre in this institution (Vincent, 2008). As part of the pre-writing process, they read two texts, one on Children's Day in Turkey, and the other on celebrations in other countries. While reading the second text, they completed a table with information relevant to the prompt. Then the prompt was introduced; the students were encouraged to focus on key items in the prompt, such as the fact that they were being asked to compare specifically 2 aspects across two different countries and that they had to do this in 70 words. They then had time to start writing in class with the instructor present to answer any questions.

Extensive reading is felt to be beneficial to students; it is encouraged in our program through the use of graded readers, although the shortcomings of this approach, for example the lack of range of vocabulary in graded readers (Cobb, 2007) are acknowledged. Sample 3 represents an example of the kind of writing task that is set to accompany graded readers. While the book review is not an academic genre, it can be seen as a 'homely genre' (Johns, 1997: 38) and exploring its conventions can raise students' awareness of the kinds of factors that need to be taken into account when writing a text for a

specific audience (ibid.). Generally students submit tasks of this type and receive feedback on language and content; they may have the opportunity to resubmit, but few take this opportunity.
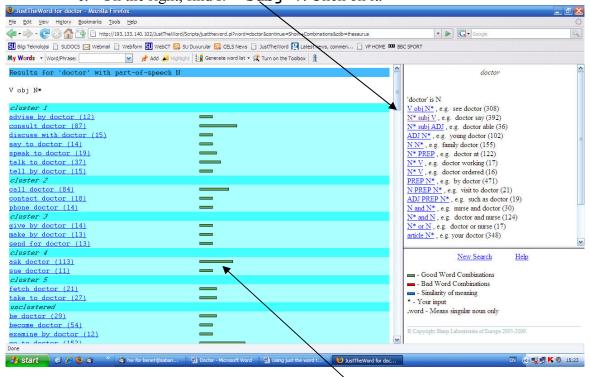
Sample 4 is a further example of the short answer practice that is encouraged on the program with the aim of developing the students' expertise in this genre (Kaplan & Grabe, 1996). It was part of a post-unit in-class review quiz and was intended to check whether the students, who worked on the answers in pairs, could recall the relevant information as well as construct a coherent response. This was a single submission, but the students were given the opportunity to reflect on the strengths and weaknesses of three answers written by their peers later in class.

Sample 5 is an example of the students' first attempt at writing a problem-solution text, a very common way of organizing texts (Hoey, 1983). The subject matter arose in the context of a textbook unit on English as a global language; students had read about this topic and listened to a short lecture before discussing their reactions to the spread of English in Turkey. They were then introduced to the concept of problem solution texts, their typical organization and the fact that they can be recursive (Hoey, 1986; 2001). They wrote independently or in pairs according to their preference; as instructor, I monitored their progress, answered questions and made suggestions both in terms of language, text organization, 'signalling' (Hoey, 1994) and potential audience. The underlined phrase in writing sample 5 is an example of such signalling which was suggested to the student while they were writing.

<u>Appendix 2: worksheet to raise learner awareness of untreatable errors and how to deal with them.</u>

Below are some 'unnatural' sentences from your writing. Follow the instructions to try to make them more natural.

1. When people get sick, <u>doctors fix them</u>.
   a. go to http://193.133.140.102/JustTheWord/
   b. Type in 'doctor'. Click 'show combinations'
   c. On the right, find **N* subj V**. Click on it.
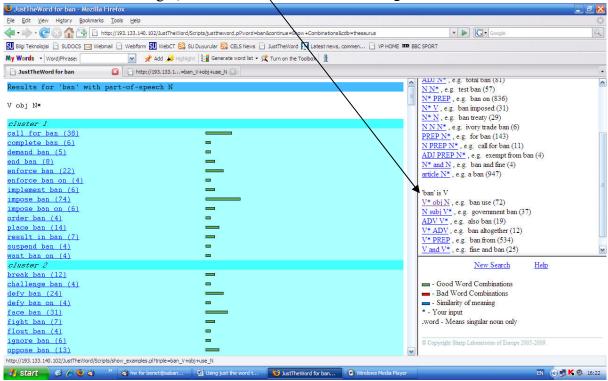

   d. What verbs follow 'doctor'? Which one is best here?
   e. Correct the sentence.

2. **She <u>saw a dream</u>**
   a. go to http://193.133.140.102/JustTheWord/
   b. Type in 'dream'. Click 'show combinations'
   c. Under, **V obj N*** which verb has the longest 'line'? [example of a 'line']
   d. Replace 'saw' with this verb to correct this sentence.

3. Before someone chooses to become a doctor they <u>do hippocratic oath</u>.
   a. go to http://193.133.140.102/JustTheWord/
   b. Type in 'oath'. Click 'show combinations'
   c. Find the verb with the longest 'line'. Click on this verb.
   d. A new window will open. Press 'Ctrl' and 'F' at the same time; a search window will open. Type hippocratic in the window; what do you find?
   e. Now correct the sentence above.

4. It helps people to <u>have contact</u> easily.
    a. go to http://193.133.140.102/JustTheWord/
    b. Type in 'contact'. Click 'show combinations'
    c. Find **have contact**. Click on it. What preposition follows 'have contact'?
    d. Go back to the search page. Look at *cluster 1*.
    e. Which verb could we use to replace 'have' in the sentence above?

5. they <u>can ban to use</u> English words.
    a. go to http://193.133.140.102/JustTheWord/
    b. Type in 'ban'. Click 'show combinations'
    c. On the right, find 'ban is V'. Click on **V* obj N**.

    d. Find **ban use**. Click on it
    e. What's the most common word between 'ban' and 'use'? What comes after 'use'?
    f. Try to correct the sentence above.

6. <u>These are advantages to learn and speak</u> English
    a. go to http://193.133.140.102/JustTheWord/
    b. Type in 'advantage'. Click 'show combinations'
    c. On the right, find **N* prep.** Click on it.
    d. Click on **advantage of**. Look at the example sentences. What word usually goes before 'advantage'? If a verb follows 'of', what form is it?
    e. Now correct the sentence.

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Appendix 3: helping students write more concise sentences according to Halliday's (1998) model of the 'favourite clause type'

Grammar: writing more complex, academic sentences showing causes and effects

We see a lot of academic sentences in the texts we read; here's a chance to write some of your own. This can help you express and understand more complex ideas…

Method: joining two ideas with a cause/effect verb (e.g. cause, result in, lead to, bring about, result from)
i) Take 2 simple sentences.
English has spread across the world. Other languages are losing their influence.
ii) Take the verbs from two sentences ('spread' and 'lose') and turn them into nouns ('spread' and 'loss'):
The spread of English across the world …. the loss of influence of other languages
iii) now we need a verb to link these two ideas (nouns) together. What verbs could go here?
The spread of English across the world <u>causes/leads to/results in</u> the loss of influence of other languages.

Try the same thing with these pairs of simple sentences based on the reading:
The Internet was introduced. Young people are now educated in a different way.
The introduction of the Internet has influenced the education of young people.

1. Information is repeated. Students have problems.
The repetition of information causes problems for students.
2. Students can access information easily. The Internet is so popular.
The easy accessibility of information makes the Internet so popular
The easy accessibility of information has increased the popularity of the Internet
3. Students use the computer too often. Students can suffer from certain illnesses.
Student overuse of the computer results in illness
4. The internet contains lots of information. Students can access all types of information.
The amount of information on the Internet helps students to access all types of information.
The amount of information on the Internet provides students with access to all types of information.

Now compare the sentences you have with those in the text. What differences did you find?

Appendix 4: Sample of text created by modelling the composing process

What is <u>one disadvantage</u> of using the internet for students? (70 words)

The overuse of the Internet by students leads to physical health problems. This is because staying in front of the computer for long periods and concentrating on the computer screen is not good for the body. Some examples of effects are eye strain, putting on weight and wrist pain from typing. To prevent these, students can take regular breaks and exercise.

Appendix 5: student perspectives on process approaches

As part of ongoing teacher-student tutorials, the students were asked their opinions on the teaching of writing in their class. The interviews took place the week after the students' first writing examination, in which they were required to write a short answer on a topic they had studied in class. They had already been through at least two cycles of writing short answers, getting feedback, either whole class or individually, and having the opportunity to re-draft and submit. The interviews were semi-structured; they started by discussing examination results and the reasons for them, before moving on to the writing they had done and how the support they had been given might be improved. Finally, where time allowed, students were asked about their high school experiences of writing. The students have been given numbers for the purposes of anonymity. The comments below have been recreated from notes taken during the interviews. In some cases, the interviews were conducted with more than one student at a time; this accounts for some similarities in responses where students had had the same experiences or agreed about an opinion.

S1
I was surprised about my exam score, especially that it was low in task fulfillment
I understood some of the mistakes – in future we must try to be more careful. The problem is that it was our first exam; we see our mistakes now. I see the exam as 'training' for next time, because it does not have a big effect on the overall grade.
The feedback provided for first drafts is very useful and beneficial.
Differences in terms of sentence structure between English and Turkish create difficulties for us.
My past experience of writing was 300-word discursive essays using a 5 paragraph pattern of introduction, body paragraphs and conclusion. We had a question, quotation or topic and we could use our own opinions. We only had 5 minutes to plan and we only wrote one version.

S2
We must study more, do more writing in class. We must think in English.
When we see our mistakes [in feedback] it is a useful way to learn. I learned to write short and signaling.
My past experience of writing was 300-word discursive essays using a 5 paragraph pattern of introduction, body paragraphs and conclusion. We had a question, quotation or topic and we could use our own opinions. We only had 5 minutes to plan and we only wrote one version.

S3
I can see my wrongs [when I receive feedback]
I learn to write better
I didn't spend much time on drafting/redrafting

S4
The writing exam was bad; we want more writing homework to be able to practise. I was shocked by results of exam. When I was showed my mistakes understood better; I had some unnecessary sentences. I didn't understand that I couldn't make things up. One factor was a lack of practice.
In the exam I tried to use new words but this wasn't a good strategy because I made mistakes

S5
I felt ready for the exam. I studied all paragraphs in the book.

I have learned from my mistakes and changed them. Having a chance to practice and redraft was good examination preparation. I learned that certain features, for example I/we are not favoured + learned to signal better.

S6
I thought exam was good so I was disappointed with the result. I felt ready because I had studied for exam.
The feedback we received on our short answer drafts was helpful.

S7
The writing exam was easy: we did it in lessons and it helped us.
My first draft was 'bad' but I corrected it afterwards; the process helped me. I learned how to write a short answer – first sentence, organizing the text, not to use conclusions.
Writing conclusions: high school writing values conclusions. I only wrote essays before (based on questions), allowed own opinions, and based on historical events.
Feedback is beneficial – correcting own mistakes and putting them in next writing
Perhaps reformulation would be helpful.

S8
I thought I was ready for exam, but I need to work harder.
I use 'to' less than before.
I have reduced the length of the 'introduction'
In draft feedback, I saw my mistakes; even after final draft there were mistakes, but this was still useful. Comments made me more careful with my writing, but they were not so helpful in the exam as I didn't remember to use linking expressions/words. One more draft would be helpful, also doing more writing in general.
In high school: our English teacher didn't come to class or came but just read a book; English was not seen as important, so we didn't do any writing.

S9
My writing needs to improve. Having a chance to re-draft helped me, because I corrected my mistakes; I was able to see my mistakes. It also helped in the exam with language, grammar, and organization.
We should do more writing, more practice in class.
I didn't do any writing in high school.

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