FORMATIVE EVALUATION OF A PROCESS-GENRE WRITING CURRICULUM AT ANADOLU UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

Meltem MUŞLU

MA THESIS

English Language Teaching Program

Advisor: Assist. Prof. Dr. Belgin AYDIN

Eskişehir

Anadolu University

Institute of Educational Sciences

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JÜRİ VE ENSTİTÜ ONAYI

Meltem MUŞLU'nun, "FORMATIVE EVALUTION OF A PROCESS-GENRE WRITING CURRICULUM AT ANADOLU UNIVERSITY SCHOOL OF FOREIGN LANGUAGES" başlıklı tezi 09.03.2007 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

	Adı-Soyadı	İmza
Üye (Tez Danışmanı)	: Yard.Doç.Dr.Belgin AYDIN	
Üye	: Doç.Dr.Handan YAVUZ	
Üye	: Prof.Dr.Zülal BALPINAR	
Üye	: Yard.Doç.Dr.Aysel BAHÇE	
Üye	: Yard.Doç.Dr.Mine DİKDERE	

Prof.Dr.İlknur KEÇİK
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürü

INTRODUCTION

1.1. Introduction

The field of language teaching has undergone fundamental changes in the last years. Successful language programs depend upon the use of approaches drawn from other domains of educational planning (Brown, 1995: ix). This often involves the adoption of the systematic development of language curriculum. Curriculum development approach views language teaching and language program development as a dynamic system of interrelated elements. According to Brown (1995), curriculum that is viewed as a process can change and adapt to the new conditions, which can be the changes in the language theory, the new political formations within the institution, or the new types of students. This process is known as systematic curriculum development (1995:24) and the hearth of the systematic approach to language curriculum design is evaluation. Evaluation is the part of the model that includes, connects, and gives meaning to all other elements, which are needs analysis, objectives, testing, materials, and teaching.

As Brown (1995) states, curriculum development is an ongoing process and this process needs to be evaluated to understand whether the plans for the teaching process are effective or not. Sanders (1992) states that evaluation is a powerful tool in documenting school needs, identifying the strengths and weaknesses of the school programs, and discovering how to improve almost every aspect of school life. Evaluation has a very important place in the curriculum development process and Nunan (1998:116) points out its importance by saying that ‘no curriculum model would be complete without an evaluation component’.

1.2. Definitions of Evaluation

Since evaluation has a very important place in the curriculum development, it is defined by many researchers; therefore, different definitions of evaluation can be found in literature.

Richards *et al* (1985) define evaluation as 'the systematic gathering of information for purposes of making decisions'. Worthan and Sanders (1973, cited in Johnson:1989) provide a broader perspective and define evaluation as 'the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or object, or the potential utility of alternative approaches designed to attain specific objectives.' Similarly, Brown (1989) defines it as the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and to assess its effectiveness and efficiency, as well as participants' attitudes within the context of the particular institutions involved. Since Brown (1989) provides a broader perspective to the curriculum evaluation, his view of evaluation is adopted in this thesis.

1.3. The Purpose of Evaluation

Although the main purpose of evaluation is to improve a program, it can also be used for different purposes. Alderson (1992) states the purposes of evaluation as:

- to show whether a particular theory of language learning is correct or not,
- to identify the effects of a particular approach to second language education and to inform decisions on its future nature,
- to establish whether the needs of a given set of students are met or not by a particular innovation .

Evaluation is necessarily site-specific in the sense that it must focus on a particular curriculum, and will be affected and bound to the institutions which are linked to the program, whether they are parent-teacher associations, university administration, national or local governments (Brown, 1989). Curriculum development is an on-going process that never ceases once a curriculum framework and a package of prescribed teaching and learning materials are produced and introduced in an

educational system. The process of on-going curriculum development should be centrally supported and co-coordinated (El-Okda, 2005).

1.4. Curriculum Evaluation Models

Since curriculum evaluation is important in the education process, there have been various approaches proposed to accomplish program evaluation over the years. These approaches generally fall into four categories, which are product oriented approaches, static characteristic approaches, process oriented approaches, and decision facilitation approaches (Brown, 1989).

Product Oriented Approaches was first proposed by Ralph Tyler (Fitzpatrick, Sanders and Worthen (2004:85). It focuses on the goals and instructional objectives of a program. The purpose is to determine whether the goals and objectives have been achieved or not (Brown, 1989).

Worthen and Sanders (1973, cited in Brown, 1989) call Static Characteristic Approaches as 'professional judgment' evaluations. This type of evaluation is conducted by outside experts in order to determine the effectiveness of a particular program.

Process-oriented Approach began with the realization that meeting program goals and objectives was indeed important, but that evaluation procedures could also be utilized to facilitate curriculum change and improvement (Brown, 1989).

In Decision Facilitation Approach, it is said that program evaluation should serve the purposes of decision makers, who are usually the administrators. Evaluators are still more wary of making judgments of their own. In this approach, evaluation should provide information useful to decision makers, and it is a continuing process (Brown, 1989).

The characteristics of these approaches will be explained in detail in the literature review of this thesis.

1.5. Purpose of the Study

Program evaluation is very important in determining the weak and strong points of a program, in making it more effective, in adjusting it, or canceling it if it does not provide the intended outcomes. As Kiely (1998) states, in the recent decades, awareness of evaluation as a dimension of the ESL/EFL curriculum has increased substantially. One of the institutions which has undergone a curriculum renewal process is Anadolu University School of Foreign Languages (AUSFL). AUSFL has started a curriculum renewal Project in July, 2003. A needs analysis was done as the first step. As the result of the needs analysis, some of the weaknesses, for instance not stating the goals and objectives clearly, not being aware of the students' needs, were determined and these were discussed among the teachers and the administrators with the leadership of an expert on curriculum development. After discussing the issues related to teaching, such as number of hours of instruction, levels, assessment and deciding on the course books, various evaluative research for starting an ongoing curriculum process was decided to be implemented (Gerede, 2005). One of these studies conducted to evaluate the renewal process was done by Sezgin (2004). In her study she aimed at finding out the students' perceptions about the courses taught at AUSFL. She found that the students who attended preparatory program improved their English proficiency level and had learned a lot through the education provided at Prep. School. Another study conducted to evaluate the language program was done by Gerede (2005). In her study, she compared the old and the new curricula AUSFL followed before and after 2003 in terms of their efficiency, and identified the students' language needs in their faculties. She found that the curriculum followed after the renewal process was more effective, but it should be evaluated continuously and necessary adjustments should be made to improve it.

Since curriculum renewal and program evaluation are ongoing processes, and AUSFL is still under curriculum renewal, the courses taught have been adjusted to meet students' needs. One of the courses which has undergone a big change is the writing course. To meet the students' needs better and to make the course more effective, the course taught in the 2004-2005 Fall Term was changed in 2005-2006 Fall Term. The changes done can be summarized as:

- The approach used was changed to meet students' needs better in their faculties and the process-genre approach started to be implemented instead of process approach.
- In the 2005-2006 term, a course pack prepared according to process-genre approach by the teachers working at AUSFL was followed in each level instead of a book available in the market.
- The application of journal entries has also changed. In 2004-2005 term, the same journal topic were given to each class, and the journals were written at home, but in 2005-2006 academic year, journal topics were decided by the class teacher and each class wrote about a different topic. It was also decided that the journal entries would be written in the class in 20 minutes.
- Assessment was also changed; students took one midterm exam and prepared one portfolio which was graded as the second midterm. In 2004-5 Term, students had prepared two portfolios and had two midterm exams per term.

This study focuses on evaluating the writing curriculum in 2005-2006 Fall Term. Program evaluation is important in improving the programs and making them more effective. Since program evaluation is an ongoing process, the courses taught should be evaluated at the end of the term to make them more effective. One of the approaches followed to evaluate courses is process approach, and one of the dimensions of the evaluation process is formative evaluation both of which aim at improving the program. This study is process oriented and formative that as Brown (1989) states, process evaluation focuses more on what is going on in a program (process) that helps to arrive at those goals (product). It if formative because formative evaluations more often look at process since the purpose is to determine if the goals have been met and to study and improve those processes which were involved. Since writing course at AUSFL has undergone a big change, and since one of the steps of the curriculum renewal process is evaluation, the writing course is chosen to be evaluated to see the weak and the strong points of the new application. This study focused on identifying the writing teachers' thoughts about the writing curriculum since they were the ones who were actively engaged in the teaching process and their thoughts were believed to be the best sources in revealing the weak and strong points of the course. As Pang (1999) states, teachers are one of the major participants in the curriculum development process and if they are

not involved in the decision-making process, curriculum will be ineffective and mismatches will exist between the intended and implemented curriculum. Akşit (1999) points out the importance of teachers involvement in the curriculum by saying that teachers have a key role in the classroom in delivering curricular content and attaining educational goals because their degree of involvement in or understanding of the planning and development stages is a crucial step in the attainment of these goals.

1.6. Statement of the Research Question

1) What are the teachers' views on the writing curriculum in 2005-2006 Fall Term at AUSFL?

2) What are the views of the writing teachers teaching at different levels?

The teachers' views of the writing curriculum were investigated to answer the aforesaid research questions. By answering these questions, the curriculum in 2005-2006 Fall Term will be evaluated and the results will be used in order to improve the writing curriculum.

CHAPTER II

2. LITERATURE REVIEW

2.1. Curriculum Evaluation Models

Curriculum evaluation is important in the education process; therefore, there have been various approaches proposed for ways to accomplish program evaluation over the years (Brown, 1989). The approaches generally fall into four categories: Product oriented approaches, static characteristic approaches, process oriented approaches, and decision facilitation approaches.

2.1.1. Product Oriented Approaches

Product oriented approaches focus on the goals and instructional objectives of a program. The purpose is to determine whether the goals and objectives have been achieved or not. Chief proponents of this model are Tyler, Hammond, and Metfessel and Michael.

Tyler (1942; cited in Brown, 1989) states that programs should be based on clearly defined goals and measurable behavioral subjects. The focus of the program evaluation is to find out whether these objectives have been learned or not. The objectives should be measured at the end of the program with one of two conclusions: If the objectives are not learned, failure to attain the goals of the program is indicated. If the objectives are learned, success in meeting the goals is shown. According to Tyler, the development of goals and objectives involved not only the instructional materials but also the students, the subject matter, societal considerations, philosophy of education and learning philosophy.

Hammond described a more detailed product-oriented approach in the sixties. He advocated five steps to be taken in evaluation:

1) Identifying precisely what is to be evaluated

2) Defining the descriptive variables

3) Stating objectives in behavioral terms

4) Assessing the behavior described in the objectives

5) Analyzing the results and determining the effectiveness of the program

(1973; cited in Brown, 1989)

Metfessel and Michael also proposed a product-oriented approach, but they advocated the steps involved in evaluation in more depth. They advocated following eight steps in evaluation process:

1) Direct and indirect involvement of the total school community,

2) Formation of a cohesive model of broad goals and specific objectives,

3) Translation of specific objectives into communicable form,

4) Instrumentation necessary for furnishing measures allowing inferences about program effectiveness,

5) Periodic observation of behaviors,

6) Analysis of data given by status and change measures,

7) Interpretation of the data relative to specific objectives and broad goals,

8) Recommendations culminating in further implementation, modifications and revisions of broad goals and specific objectives (Brown, 1989)

2.1.2. Static Characteristic Approaches

Worthen and Sanders (1973, cited in Brown, 1989) call static characteristic approaches as 'professional judgment' evaluations. This type of evaluation is conducted by outside experts in order to determine the effectiveness of a particular program. The necessity for this type of evaluation is closely linked to institutional accreditation. An association of institutions sets up criteria, makes site visits, and formulates evaluation reports that judge the value of the institution as to whether it should be accredited as a member institution in good standing (Brown, 1989).

2.1.3. Process-oriented Approaches

This approach began with the realization that meeting program goals and objectives was indeed important, but that evaluation procedures could also be utilized to

facilitate curriculum change and improvement. Chief proponents of this model are Scriven and Stake.

Scriven is best known for the *Goal-free Evaluation* and in his model he states that the evaluators should not only limit themselves to studying the expected goals of the program but also consider the possibility that there were unexpected outcomes which should be recognized and studied. He originated the distinction between formative and summative evaluation, and emphasized the importance of evaluating not only if the goals had been met but also if the goals themselves were worthy. In this model, the evaluators' task is to examine all of the outcomes of a program, not just its formal outcomes as identified in its objectives. The evaluator observes and measures actual processes and interviews program consumers (Deepwell,2002; Duignan, (?); Brandon, (?)).

Stake's *Countenance Model Evaluation* is the second process-oriented approach. The title of this model refers to two faces of evaluation; which are description and judgments made within a particular context. In this model, the basic elements begin with a rationale, then focus on descriptive operations (intents and observations), and end with judgmental operations (standards and judgments) at three different levels: antecedents (prior conditions), transactions (interactions between participants) and outcomes (as in traditional goals but also broader in the sense of transfer of learning to real life) (Brown, 1989; http://www.theorywatch.com/ist501/evalact.html).

2.1.4. Decision Facilitation Approaches

In this approach, it is said that program evaluation should serve the purposes of decision makers, who are usually the administrators. Evaluators are still more wary of making judgments of their own. In this approach, evaluation should provide information useful to decision makers, and it is a continuing process. CIPP, CSE and Discrepancy models are the examples of this model.

CIPP is originated by Stufflebeam and it is the acronym for Context, Input, Process and Product. Context is the rationale for objectives, input is the best utilization of resources for achieving objectives, process is the periodic feedback to decision makers, and product is the measurement and interpretation of attainments during and at

the end of a program. CIPP Model emphasizes that evaluation's most important purpose is not to prove, but to improve and it places priority on guiding the planning and implementation of development of efforts (Stufflebeam, 2003).

The CSE model is the acronym for Center for the Study of Evaluation at the University of California Los Angeles. It is also designed to facilitate decision making. According to this model, evaluations should provide information in five different categories of decisions, which are system assessment, program planning, program implementation, program improvement, and program certification (Brown, 1989).

The Discrepancy model is designed by Provus (1971; cited in Brown, 1989) and he defined evaluation as the process of defining program standards, determining whether a discrepancy exists between some aspects of program performance and the standards governing that aspect of the program, and using discrepancy information either to change performance or to change program standards.

2.2. Dimensions of Program Evaluation

Among the evaluation approaches, there are certain patterns that can help to understand the similarities and differences between these approaches and formulating an approach tailored to a particular program. According to Brown (1995), these patterns center on three dimensions which are formative vs. summative, process vs. product, and quantitative vs. qualitative.

2.2.1. Formative vs. Summative

Formative and summative evaluations focus on information gathering and on the types of decisions that will ultimately evolve from each purpose.

Formative evaluation takes place during the development of a program and its curriculum. The purpose is to gather information that will be used to improve the program. The types of decisions after using this evaluation will be relatively small scale and numerous, and will result in modifications and fine tuning of the existing program design (Brown, 1995; Aldrich. (?)).

Summative evaluation takes place at the end when a program has been completed. The purpose of this evaluation is to determine whether the program is successful and effective or not. The results from this evaluation are fairly large scale and may result in sweeping changes (Brown, 1995; Aldrich (?)).

2.2.2. Product vs. Process

The distinction between product and process is based on differences in what information might be considered.

Product evaluation focuses on whether the goals (product) of the program are achieved or not. Product and summative evaluations both tend to focus on product because the purpose is to make decisions about whether or not the goals of the program have been achieved.

Process evaluation focuses more on what is going on in a program (process) that helps to arrive at those goals (product). Formative evaluations more often look at process since the purpose is to determine if the goals have been met and to study and improve those processes which were involved (Brown, 1995).

2.2.3. Quantitative vs. Qualitative

The distinction between quantitative and qualitative is based on the types of data that any evaluation study can rely on.

Quantitative data are gathered using the measures that can be turned into numbers and statistics, such as test scores, student ranking within their class, number of males and females.

Qualitative data are generally observations that cannot be turned into numbers and statistics, such as classroom observations, or even recollections of conversations over coffee. Although this kind of data do not seem scientific, it may turn out that they are more important to the actual decisions made in a program than would at first be apparent (Brown, 1995)

2.3. Studies Related to Formative Evaluation in Literature

Since evaluation has an important part in education, a great deal of formative evaluation studies, aiming at improving the quality in education programs, has been conducted. The studies evaluating the programs differ in terms of their purposes, emphasis and methodologies. Some of the studies look for whether the institutions met their goals and objectives at the end of the program, some of them evaluate their programs formatively to find out whether the programs are effective or not, or to find out what the teachers, students, and the principals think about the program followed.

Tarnopolsky (2000) conducted a study to evaluate the language program in Ukraine formatively. In the study, Tarnopolsky evaluated the writing course and considered the past and present situations in teaching writing. The results of the needs analysis indicated the necessity of introducing writing into EFL courses and using the process-genre approach in the course. The first version of the course based on this approach was evaluated and it was found that there were some problems with the course. The course was communicative, but activities that are more fun needed to be added. Activities that are more fun added to the course and the second version of the course was found more successful.

Henry and Roseberry (1999) also evaluated the writing course at the University of Brunei Darussalam. The aim of their study was to evaluate the teaching method and materials prepared according to the process-genre approach by testing whether the participants would improve their ability to texture their writing after genre-based language instruction, and whether the participants would produce texts that conform more closely to the allowable move structure after genre-based instruction. The participants in their study were thirteen first-year students. The results indicated that practical analysis of the genre both in the target language and in the other tongue can be beneficial for learners' output in terms of organizing information and how this information is combined.

Another study conducted by Lee (2002) aimed at developing, implementing, and evaluating the effectiveness of a music-based curriculum in a classroom setting using Chinese and English songs to simultaneously acquire musical skills, language skills and cultural awareness. The participants of the study were 10 adopted pre-school Chinese

children and their American parents. To assess the effectiveness of the program, formative and summative evaluations were done. Journal entries, reviews of videotaped records of class activity, parent interviews, and written and verbal parent-teacher correspondences were used. The results of the study showed that the children showed significant progress in emotional, intellectual, social, physical aspects as well as a more advanced level of musical skill and understanding.

Brine, Johnson, Franken & Campbell (2002) conducted a study to evaluate an undergraduate second language writing course that incorporated web conferencing. The web conference permitted students to interact and post group texts. Students wrote each other and gave feedback in the forums, and they also wrote diaries, which were seen only by the teacher and the students who wrote it, to the teachers and course improvement guided formally by the students' feedback. The data used to evaluate the course were the diary entries of the students. The results showed that collaborative writing and peer feedback activities were beneficial for the students with a low-risk context, they also increased audience-awareness and responsiveness.

Formative evaluation is used in education widely. It is used not only to evaluate the writing courses, but also other courses, such as reading and distance education. Distance education is one of the fields in education that is evaluated more.

Brashe (1991) conducted a study to design a second language reading program, to evaluate it formatively to demonstrate that the design he prepared met the criteria, and then, to discuss the implications. He created a computer-mediated reading tool for the enhancement of second language reading comprehension through the provision of online courses. The results of the formative evaluation showed that prototype tool met the basic criteria and the tool can be used in education. The results also suggested that tool users were more willing and able to generate the recall meaning of words encountered in the texts.

In her study, Orsini-Jones (2003) evaluated the Module 143 LAN where students thought about the way they learn and transfer newly acquired skills to the other subjects that they were learning. Students practiced both language specific skills, such as grammar, vocabulary, essay writing, listening, and more generic skills, such as note taking and time management. Both the students and the teachers were involved in the study. Teachers came together and discussed the forum and WebCT on a weekly basis,

and semi-structured interviews were done with the students about the WebCT. Students found the module very communicative, but some suggestions, such as preparing a more user-friendly WebCT, were made to make the course/module more effective.

Sawatpanit, Suthers and Fleming (2003) evaluated the design of a courseware authoring tool, BRIX, which was built specifically for the second language acquisition domain. They believed that the current commercial software systems for distance education were not adequate for most SLA applications. BRIX was developed to fulfill language educators' requirements focusing on reading, writing, and listening activities. BRIX was evaluated formatively, and design and formative evaluations were accomplished with interviews through expert usability reviews, and evaluation and testing by instructors and students. It was found in the study that BRIX supports reading, writing and some listening activities, but future development is needed to support speaking activities and to fully integrate audio and video functions.

Mutanyatta (1989) evaluated a distance education program at the University of Botswana formatively. His study focused on two aspects of the program: the administration of the distance education and the course content. During the course, students worked with written texts and attended compulsory study weekends every month. He gathered the data through feedback from monthly study weekends, group discussions, and from self-administered questionnaires. The students' perceptions of the content, value, and quality of the course and the effectiveness of weekend teaching methods were gathered. A number of recommendations, such as adapting individual counseling to the trainees' learning needs, and revising difficult learning units were made at the end of the study.

Culp, Pasnik, Wexler and Meade (2005) conducted a study to present the findings from a formative evaluation of Intel Teach to the future workshops on teaching thinking with technology. Workshops were designed to prepare teachers to use web-based software in their classrooms. The formative evaluation was done to find out how and to what extend the training shaped participants' understanding and use of the tools and associated sources, and how participants who went through the training, and their students, made use of the workshop resources. The formative evaluation found evidence that the workshops were well received by the majority of the participants although there were some challenges, such as foreign language, mathematics, and elementary school

teachers' raised concerns about the relevance of the tools to their work with students, and participants did not use the tools to support activities that contribute to the systematic development of higher-order thinking skills.

Betty's (2005) action research project was a formative evaluation of The Managament Development Program in Saskatoon. The program was implemented to enhance leadership competencies among the managers and ensure leadership community for key positions. Data were collected through survey questionnaires, focus group and one-on-one interviews. The analysis of qualitative and quantitative data indicated that the program was meeting its intended objectives. Recommendations, such as introducing activities that facilitate knowledge transfer and maximizing organizational learning were included.

Long (2005) conducted a formative evaluation to evaluate the Secondary Instructional Improvement Program for Mesa Public Schools, Arizona and with qualitative and quantitative data, she tried to gather the teachers' perceptions of the services offered and to what extend teachers apply the information and skills obtained from the program. She found that the teachers participated in the study found the in-service workshops useful and the program provided valuable onsite instructional assistance at their schools.

Wang (1996) conducted a study to evaluate the English language program in Fong Shin Senior School in Taiwan formatively. The purpose of the study was to investigate the extend to which the nationally mandated goals of the senior high school English language program have been achieved in this school. It was found that mostly the grammar translation activities were used in the reading classes and there were small amount of writing activities. In addition, Chinese was the main instructional medium. These were in conflict with the nationally mandated senior high school EFL curriculum standards that expected students to be trained in listening, speaking, reading, and writing equally.

Research has shown that formative evaluation is an important part of curriculum development, and teachers and students views are important sources of evaluation to make the courses more effective. With a similar aim, to make the writing course at AUSFL more effective, in the present study, the views' of the writing teachers working

at AUSFL found out to make the necessary adjustments for a more effective writing course.

CHAPTER III

METHODOLOGY

The purpose of this study is to find the teachers' views on the writing curriculum at Anadolu University School of Foreign Languages. Methodological procedures to achieve this purpose are presented in this chapter. First, the participants and the instruments of the study are described. Then, the components of the writing course are explained in detail. Finally, the analysis of the data is explained.

3.1 Participants

The participants of this study were 51 writing course instructors working at AUSFL. 3 instructors participated in the pilot study, and 48 instructors participated in the actual study. Two of the instructors participated in the pilot study were teaching at the lower-intermediate level and one of them was teaching at the beginner level. In the actual study, there were 16 teachers teaching at the beginner level, 12 teaching in the elementary level, 10 teachers teaching at the lower-intermediate level, 7 teachers teaching at the intermediate level, and 3 teachers teaching at the upper-intermediate level. The class hour for writing course is 6 per week for each level. The number of the teachers participated in the study is shown in the table below.

Table 1. Number of the Teachers Participated in the Study

Level taught	N
Beginner	16
Elementary	12
Lower-intermediate	10
Intermediate	7
Upper-intermediate	3
Total	48

All the 48 subjects were told to answer the questions in a questionnaire designed to reveal their thoughts about the writing curriculum. In addition, a semi-structured interview was conducted with 40% (18 teachers) of the participants to get their further thoughts. The teachers for the interview were chosen among the instructors who gave very different responses to the questionnaire items, for instance the teachers responding either strongly agree and strongly disagree to a statement. While choosing the subjects for the interview, both the teachers who were involved in the material preparation process and the ones who were not involved in this process were also taken into consideration. As a result, the interviewees consisted of the writing course responsibles; the course coordinator, co-coordinator, 4 level responsibles, and 12 teachers who taught at different levels. Approximately the same number of teachers teaching at different levels was chosen for the interviews. Therefore, 4 teachers from beginner level, 3 teachers from the elementary level, 4 teachers from the lower-intermediate level, 4 teachers from the intermediate level, and 3 teachers from the upper-intermediate level were chosen for the interviews. The number of the teachers interviewed is presented in the table below.

Table 2. Number of the Teachers Interviewed

Level taught	N
Beginner	4
Elementary	3
Lower-intermediate	4
Intermediate	4
Upper-intermediate	3
Total	18

3.2 Instruments

A questionnaire was prepared to find the teachers' views about the writing curriculum. Then, a semi-structured interview was done with 40% of the teachers teaching writing at AUSFL in order to get their further thoughts.

3.2.1. The questionnaire

A questionnaire (Appendix A) was prepared to reveal the writing teachers' thoughts about the writing curriculum in 2005-2006 Fall Term. The steps below were followed to prepare the questionnaire:

- Literature about the study was reviewed to construct the theoretical background related to curriculum evaluation, teaching writing, and approaches for teaching writing. Similar studies were found to prepare the questionnaire items.
- Writing teachers were asked to write their evaluations of the course they taught. They were given an open-ended question "What do you think about the curriculum? What went good and bad?" and were asked to write whatever they wished to indicate. 50% of the teachers returned their evaluations.
- The written evaluations were analyzed through content analysis procedure in which the categories (such as packs, journals, etc.) and the details of each category were determined and turned into an item to be included in the questionnaire.
- Then, the teacher evaluations and literature were put together to prepare the questionnaire.
- Afterwards, the questionnaire was given to the experts for their evaluations regarding both the content and the organization of the questionnaire. There were two expert groups. The first group consisted of 3 researchers who were experts in the scientific procedure of preparing questionnaires, and the second group consisted of 15 teachers who were experts in English language teaching.
- The questionnaire was also given to 3 language instructors working at AUSFL for piloting the content and the organization of the questionnaire and to make

any necessary adjustments in the verbal expressions which might cause problems.

The questionnaire consisted of nine parts. In the first part, four questions regarding the background information of the participants, for instance the number of years they had been teaching and teaching writing, whether they were involved in the course pack preparation process, and in which level they thought, were included. In the other parts of the questionnaire, there were 71 statements about the course packs, process-genre approach and genre types, journal, portfolio, in-class participation, supplementary materials, project work, and writing competition. The questionnaire was a five point Likert-Scale where the participants ranked the statements from 1 to 5, 1 as strongly disagree and 5 as strongly agree. The questionnaire was subjected to the Reliability Analysis and the Cronbach alpha was found to be 0, 8715, which means the reliability of the questionnaire was 87%.

3.2.2 Interview

In addition to the questionnaire, a semi-structured interview was also conducted with 40% (18 teachers) of the writing teachers to get their further thoughts (Appendix B). As stated in the previous section, the participants for the interview were chosen among the instructors who gave very different responses from each other and both the teachers who were involved in the course planning and material development process and the ones who were not involved in this process.

All of the interviews were conducted by the researcher and they were audio taped. In order to relieve the language related anxieties, the native language of the participants was used during the interviews. Each interview lasted about thirty minutes and was conducted individually.

3.3. Writing Course

Each level had 6 hours of writing class per week. The proficiency levels of the students were beginner, elementary, lower intermediate, intermediate, and upper-

intermediate. The proficiency level of the students was determined by a Michigan Placement Exam at the beginning of the 2005-2006 Academic Year.

The evaluation of the writing course consisted of portfolio, two mid-terms, in-class participation, and dialogue journal writing. The process-genre approach was used in the course. Course packs, which were prepared by the writing teachers, were used during the term. The course packs were prepared according to the principles of the process-genre approach and different packs were used in each level because the students' proficiency levels were different in each level. In addition, during the term supplementary materials including different genre samples, structure and transition activities were used when needed to supplement the packs.

3.3.1. Process-genre Approach

Process-genre approach, which was termed by Badger & White (2003), was used in the writing course. The genre types taught were:

Process (recipe and instructional manual)
Description (place and person)
Narrative
Recount/anecdote
Newspaper report
Advertisement
Paraphrase, summary, and restatement
Problem solution (advice column, trouble shooting)
Complaint letter, informal letter
Film review
Editorial

The genres were taught by following these steps. First, sample texts about the genres were analyzed. Then, some vocabulary, structure, transition and punctuation activities related to the genres were done. Finally, the students wrote their own samples. Process genre approach was chosen because as Yan (2005) states, this approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive process of pre-writing, drafting, revision, and editing. As Henry

& Roseberry state (1999), the aims of genre-based approach to language teaching are to raise learners' awareness of the schematic structure of a particular genre, to make clear the range of strategies available to users to accomplish their communicative purpose, to show learners which linguistic features are available to realize these strategies, and to offer sociological and psychological explanations for these choices of structure, strategies, and linguistic features. Genre is defined by Swales (1990:58) as 'a class of communicative events, the members of which share some set of communicative purposes'. Also, according to Hyland (2002:114)

> Genre refers to abstract, socially recognized ways of using language. It is based on the assumption that the features of a similar group of texts depend on the social context of their creation and use, and that those features can be described in a way that relates a text to others like it and to the choices and constraints acting on text producers.

As Hyland (2003:24.a.) states, 'genre knowledge is important to students' understanding of their L2 environments, and crucial to their life changes in those environments'. Therefore, the teaching of key genres is a means of helping learners gain access to professional, academic, and occupational communities. Genre not only presents teachers and students with a different view of writing, but also with a distinct set of teaching practices. It helps us to understand the ways individuals use language to engage in particular communicative situations and to use this knowledge to help students create communicatively effective texts (Hyland, 2004, Hyland, 2003.b). Genre approach is an effective means of increasing writing proficiency, and the basic philosophy of it is consistent with an ESP approach that it focuses on imparting certain genre knowledge in a relatively limited period of time to the level required of them by their departments and supervisors (Dudley-Evans, 1997)

Genre analysis has a very important place in teaching genre, and as Dudley-Evans (1997) state, genre analysis is particularly useful for the students with relatively little experience in writing. Bhatia (1997: 135) defines genre analysis as 'the study of situated linguistic behavior in institutionalized academic or professional settings.' Genre analysis shows a genuine interest in the use of language to achieve communicative goals, and it gives a dynamic explanation of the way expert users of language manipulate generic conventions to achieve a variety of complex goals.

Different cycles or moves are proposed to teach genres. Feez (1998, cited in Hyland, 2004) proposes a teaching-learning cycle which informs the planning of classroom activities by showing the process of learning a genre as a series of linked stages that provide the support needed to move learners toward a critical understanding of texts. The key stages of the cycle are setting the context, modeling, joint construction, independent construction, and comparing. Each of these stages seeks to achieve a different purpose with different types of classroom activities and different teacher-learner roles (Hyland, 2004). Setting the context means revealing genre purposes and the settings in which a genre is commonly used. Modeling is analyzing the genre to reveal its stages and key features. Joint construction is a guided and teacher supported practice of the genres. Independent construction is defined as independent writing monitored by the teacher, and comparing means relating what has been learned to other genres and contexts. Moreover, in the writing classroom, teachers need to replicate the situation as closely as possible, and then they should provide sufficient support for students to identify the purpose, tenor, field, and mode. Tenor refers to the relationship between writer and the reader, mode refers to the channel of communication, and field refers to the topic of the text (Kim & Kim: 2005).

3.3.2. Portfolio

During the term, students prepared a portfolio and it was assessed as their second midterm. A portfolio is ‘a collection of the writer’s own work over a period of time, usually a semester or a school year’ as Hamp-Lyons (2003:179-cited in Kroll) states. Moreover, according to Hyland (2003: 233 b.), ‘portfolios are multiple writing samples written over time, and purposefully selected from various genres to best represent student’s abilities, progress, and most successful texts in a particular context’. The students put their works they prepared throughout the term and their works are graded both qualitatively and quantitatively and as Hamp-Lyons (2003) state it is an excellent form of professional development activity for teachers. Hyland (2003.b) states that portfolios are good alternatives for testing situations which ask students to produce a single piece of timed writing with no choice of topic and no opportunities for revision, so the purpose of portfolios is to obtain a more prolonged and accurate picture of

students writing in more natural and less stressful contexts. Song & August (2002) found that portfolio assessment is very useful for students. Portfolios are good ways of establishing stronger connections between process writing curriculums and assessment methods. The students put their drafts, class works, students chosen works, specimen writings, reflection (justification) and cover writing, and they choose their best work to be graded in the portfolio. This is defined as the 'combination portfolio' in which students add both their works they have collected in their classes and select a best piece with writing a reflection to explain what makes it the best piece (www.nerel.org/sdrs/areas/issues/methods/assessment/as5naep.htm).

During the term, students wrote two homework. In each homework, they wrote three drafts. In the first draft, the teacher gave content and organization feedback, then gave it back to the students for revision. In the second draft, the teacher gave both grammar and mechanics feedback by using a correction code. Then, after correcting their papers, the students wrote their final drafts and their final drafts were graded qualitatively by using ESL Profile (Appendix D) in the portfolio. Students' first and second drafts were graded quantitatively in the portfolio.

In addition to their drafts, students chose five class works to add to their portfolio. Four of them were graded quantitatively, and one of them, which was chosen as the best piece by the students, was graded qualitatively. Students wrote a reflection/justification on why they chose it as the best work and what made it the best work, and the teachers also graded this reflection qualitatively by using ESL Profile.

In addition to their drafts, class works, and reflection, the students wrote a 'cover writing' to evaluate both the writing course and themselves. The teachers graded cover writings qualitatively. By writing cover writing and reflection, students had a chance to observe the changes in their works, discover something about the entries and their own learning. The teachers provided guiding questions to the students and the students wrote their cover writing in the light of theses questions and their ideas.

The guiding questions were:

1) What have you learned during the semester?

2) How well have you done in the course?

3) How happy are you with your performance?

4) What have you done well/badly?

5) What problem areas were encountered? What can you do to improve?

6) Anything else you would like add.

In the first week of the term, the teachers assigned a topic to write a specimen paragraph. At the end of the term, the teachers gave them back to the students to revise and edit the papers by themselves without any content, structure, or mechanics feedback so that the students could observe how much they learned during the term. The topics of the specimen writing were the students' first impressions of Anadolu University or Eskişehir.

Portfolio Assessment was consisted of 3 components; 60% of was given to qualitatively graded items, 30% was given to the quantitatively graded items, and 10 % was given for the presentation of the portfolio (care, attention to details, and neatness).

Quantitatively Graded Items (30%)

1. Specimen writing
2. Re-writtenspecimen writing
3. 1st homework 1st draft
4. 1st homework 2nd draft
5. 2nd homework 1st draft
6. 2nd homework 2nd draft
7. Student chosen work 1
8. Student chosen work 2
9. Student chosen work 3
10. Student chosen work 4

Qualitatively Graded Items (60%)

1. 1st homework final draft
2. 2nd homework final draft
3. Student chosen work 5 (selected by the student.)
4. Justification by the student for their chosen piece of work
5. Cover writing

3.3.3. Course Packs & Supplementary Materials

A course pack, prepared by the writing teachers, was used as the main writing course materials. It was believed that a pack would meet the students' needs, and the course goals and objectives more instead of a course book available in the market. The writing coordinator, co-coordinator, five level responsibles, and twenty writing teachers were involved in the course pack preparation process. Different course packs for each level were prepared and used during the term. The packs were prepared during the 2005 summer workshop in three weeks. The packs were prepared according to the

principles of the process genre approach. There were sample texts and structure, vocabulary, transition, and mechanics activities for each genre in the packs. The sample texts were authentic materials taken from newspapers, magazines, and internet sources. The activities prepared were drills, fill-in activities, and production activities.

Since it was the first attempt to prepare a course pack for the course and it was prepared in a limited time with few people, supplementing the course packs during the term became a necessity. Therefore, teachers teaching at the same level prepared supplementary materials each week for each genre during the term. The teachers teaching at the same level decided on how to supplement the packs, such as who would prepare which genre, whether they would be prepared individually, in pairs, or in a group. The supplementary materials prepared depending on what was missing in a genre type in the pack. For instance, if there were not enough sample texts, the teacher/s found more sample texts, or if there were not enough structure, vocabulary, or mechanics activities, the teachers added more activities to the packs.

3.3.4. Dialogue Journal Writing

Students were also expected to write journals in every other week and the teachers read these journals and handed them in with a response the following week. The teacher only wrote what s/he thought about the contents of the students' journal without correcting any structure, vocabulary, or mechanics mistakes. The students wrote their journals in the class with a time limit. The time limit was determined according to the proficiency levels. That is, while beginner, elementary, and lower intermediate students had 40 minutes to write their entries and intermediate and upper–intermediate students had 20-25 minutes. Either the teachers assigned a topic to write about or the students wrote about any topic they want. Usually the teachers gave two choices, a topic the teacher chose before the class and a free topic which students choose in the class. The topics were mostly about learning the students' ideas about the current events, general topics, such as the best movie they have ever seen and why the particular movie was their favorite, or a topic assigned earlier, such as going to a theatre play or reading a particular book and commenting on it.

The students were expected to keep a separate notebook for the journals and brought it in the day they were expected to write their journals. Teachers announced the day journal writing would be conducted in advance. Journal Writing was intended to be an ongoing conversation in print between a student and a teacher intended to foster meaningful communication about topics of interest. It not only opened a new channel of communication, but also provided a different context for language development, and enabled the student to use English in a non-threatening atmosphere for a genuine purpose. As Lingley (2005) states, the ability to express our feelings and share meaning is important for the overall linguistic repertoire. Besides serving as written conversation, it can also be a practical way of helping students improve spelling and handwriting, understand that writing is a means of communication. It was also of great help to teachers in giving them an opportunity to interact with students on a personal and academic level. Through dialogue journal writing, the teacher could answer questions asked by the students, got to know more about students, used it as a record of student progress.

3.3.5. In-class Participation

During the term, the students' participation in the lessons was assessed as in-class participation and it was considered as 10% of the midterm grades. The in-class participation was assessed by taking the students' participation in the lessons, record of class work, and completed class work into consideration. In-class participation grades were given according to a criterion prepared by the writing team (Appendix C).

3.3.6. Assessment

During the semester, the students' writing skills were assessed with a mid-term examination, a semester-long assessed portfolio, dialogue journal writing, and in-class participation scores. The distribution of these grades was:

For the first mid-term:		For the second mid-term:	
Mid-term (written exam)	75 %	Portfolio	75 %
Journal Writing	15 %	Journal Writing	15%
In-class participation	10 %	In-class participation	10 %

3.3.7. Writing Competition

A writing competition in which students were asked to write a story was organized with the aim of generating students' interests and motivation. It was on a voluntary basis and not assessed. Early in the semester, class teachers announced the nature of the competition. A notice giving full details of the competition was posted around the school buildings. A jury, consisting of five writing course coordinators and level responsibles graded the papers to choose the best entry. The best entry was awarded.

3.3.8. Project Work

The aim of the project work was to foster team work by encouraging students to work in groups or pairs. For the project work, each class prepared their own newspaper at the end of the semester. The students wrote the genres they learned during the term, such as advice column, editorial, recipe; therefore, this project helped students to carry out what they have learned into a real life situation. The students decided on what columns they would prepare, the topics to be written about, whom they would work with, and the name of the newspaper themselves. The projects were prepared during the class time and the teachers helped the students if needed. Then, each class hanged their newspaper on the class wall so that everybody had a chance to read it.

3.4 Analytical Procedures

In order to answer the research question 1 (What are the teachers' views on the writing curriculum in 2005-2006 Fall Term at AUSFL?), the answers for the

questionnaire were analyzed descriptively. The questionnaire was analyzed by calculating the frequencies and percentages of each item.

In order to find the answer of the second research question (What are the writing teachers' views on the writing curriculum at different levels?), cross tabulation of each item was found. Since the numbers of the participants were not enough to analyze the data statistically, they were analyzed descriptively.

A semi-structured interview was conducted with the 40% of the participants. The results of the interviews were used to provide further data, and were not analyzed statistically. The interview results were analyzed by grouping and analyzing the similar responses together. In order to be more objective, the analysis was done separately by the researcher and a colleague, who has 6 years of teaching experience and did her MA in ELT.

CHAPTER IV

RESULTS AND DISCUSSIONS

4. RESULTS

This chapter presents the results and the discussion of the teachers' views of the writing curriculum at AUSFL and the difference between the views of the teachers teaching at different levels. The comparison of the teachers' views teaching at different levels will be given just after the related section.

4. RESULTS AND THE DISCUSSION OF THE TEACHERS' VIEWS ABOUT THE WRITING CURRICULUM AT AUSFL

The teachers' views about the writing curriculum in the 2005-2006 Fall Term at AUSFL are presented following the parts of the questionnaire given to the teachers.

4.1. Course Packs

The first part of the questionnaire focused on finding the teachers' views on the course packs prepared by the writing teachers and used throughout the term. Table 4.1 presents the teachers' views about the course packs. In order to be reader friendly, the results will be presented combining strongly disagree and disagree answers as being 'disagree', strongly agree and agree answers as being 'agree'. The uncombined results are given in Appendix E**.** Similarly, the number of the teachers stating their opinions was given in the parenthesis. 18 teachers were interviewed and the numbers were given as (N: X/18).

Table 4.1. Teachers' Views about the Course Packs

Items about Course Pack	Disagree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
1) They were appropriate for the students' needs.	20	**41,7**	15	**31,3**	13	**27,1**	48	**100**
2) It would be better to use a textbook.	12	**25**	10	**20,8**	26	**54,1**	48	**100**
3) The language level of the texts was appropriate for the students.	23	**47,9**	13	**27,1**	12	**25**	48	**100**
4) The topics of the texts were interesting.	14	**29,2**	20	**41,7**	14	**29,2**	48	**100**
5) The grading criterion (ESL Profile) was appropriate for all the genres.	22	**45,9**	10	**20,8**	16	**33,4**	48	**100**
6) There was variety in the activity types.	14	**29,2**	12	**25,0**	22	**45,9**	48	**100**
7) The students liked using the packs.	29	**60,5**	11	**22,9**	8	**16,7**	48	**100**
8) There was adequate number of structure exercises related to genre types.	31	**64,6**	13	**27,1**	4	**8,3**	48	**100**
9) There was adequate number of transition exercises related to genre types.	34	**70,8**	14	**29,2**	-	**-**	48	**100**
10) There was adequate number of punctuation exercises related to genre types.	35	**72,9**	10	**20,8**	3	**6,3**	48	**100**
11) It was difficult to find typical samples for the genre types.	10	**20,9**	15	**31,3**	23	**48**	48	**100**
12) There was a need to supplement the course packs.	-	**-**	4	**8,3**	44	**91,7**	48	**100**
13) There were problems with the course packs' format.	3	**6,3**	6	**12,5**	39	**81,3**	48	**100**

The first statement in the questionnaire aimed at finding out whether the course packs were appropriate for the students' needs or not. As seen in the table, 41.7% of the teachers thought that the course packs followed during the term were not appropriate for the students' needs. 27.1% of the teachers thought the reverse and 31.3% of the teachers were neutral about this statement. This result might be inferred as the teachers' opinions for further improvement of the course packs should be asked to address students' needs more. Based on this result, when the teachers' suggestions were asked in the interviews, they stated that more structure, transition, and vocabulary activities need to be included in the packs for adjusting it to the students' needs. The responses for the 8, 9, and 10th statements in the questionnaire support this idea that more structure, transition, and punctuation activities should be included in the packs. When the views of the teachers teaching at different levels were compared, following results were found.

Table 4.1.1. Teachers' Views about the Appropriacy of the Packs for the Students' Needs at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
1) They were appropriate for the students' needs.	Beg.	9	**56,3**	4	**25**	3	**18,8**	16	**100**
	Elem.	6	**50**	4	**33,3**	2	**16,7**	12	**100**
	Low-int	4	**40**	3	**30**	3	**30**	10	**100**
	Int.	1	**14,3**	4	**57,1**	2	**28,6**	7	**100**
	Up-int	-	-	-	-	3	**100**	3	**100**

As seen in the table above, 100% of the teachers in the upper-intermediate level found the packs appropriate for the students needs. But, especially the teachers teaching at the lower levels thought just the opposite. 56,3% of the teachers teaching at the beginner level, 50% of the teachers teaching at the elementary level, and 40% of the teachers teaching at the lower intermediate level stated that the packs were not appropriate for the students' needs. More than half of the teachers (57,1%) in the intermediate level were undecided, and 28,6% of them stated that the packs were appropriate for the students' needs. It can be inferred from this result that the needs of the students' in the upper levels were addressed, and since these students were more proficient in the language and even though the number of the activities were not adequate (as found in the following results), they could handle the problems they faced. On the contrary, since the students in the lower levels were not very proficient in the language, they could not handle the problems they faced. The teachers responding 'neutral' to this statement had similar ideas with the teachers who thought that the packs were inappropriate for the students' needs. They said that the packs were prepared regarding the students' needs, especially the genres chosen, but since the number of the activities was not sufficient, the packs sometimes did not address the students' needs. Therefore, they were undecided whether or not the packs addressed the students' needs and they responded neutral. To make the packs address students' needs, more structure, transition, and punctuation activities should be added to the packs in all the levels.

When the teachers' opinions about whether it was better to use a textbook instead of a pack were asked, conflicting results were obtained. While half of the teachers (54.1%) thought that it would be better to use a text book instead of a course

pack, 25% of the teachers thought just the opposite and 20.8% of the teachers could not decide which one was better. Teachers, who found that using a pack prepared by the teachers was better, said that using a pack prepared by the teachers addresses students' needs more since the teachers consider their students' needs and interests while preparing the packs. Teachers, who found that using a textbook available in the market would be better, stated that the packs used in the previous term were prepared in a very short time and they did not address the students' needs and interest; therefore, using a book would be better. But, if the necessary changes are made to address students' needs and to make the packs more interesting, using packs would be more beneficial. The results may seem conflicting since the teachers stated that they both prefer using the packs and a textbook. They stated that there were some problems with the packs. It can be inferred from this result that the teachers like using their own materials, but some changes should be made in the packs. They, for instance, stated that more interesting reading texts should be found and the language level of the texts should be adapted for the students' level. Table 4.1.2. presents the views of the teachers teaching at different levels.

Table 4.1.2. Teachers' Views about Using Textbooks at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
2) It would be better to use a textbook.	Beg.	3	**18,8**	3	**18,8**	10	**62,6**	16	**100**
	Elem.	3	**25**	0	**0**	9	**75**	12	**100**
	Low-int	2	**20**	3	**30**	5	**50**	10	**100**
	Int.	2	**28,6**	3	**42,9**	2	**28,6**	7	**100**
	Up-int	2	**66,7**	1	**33,3**	-	**-**	3	**100**

When the teachers' opinions on using a textbook instead of a pack were compared depending on the level they taught, 62,6% of the teachers teaching at the beginner level, 75% of the teachers teaching at the elementary level, and 50% of the teachers teaching at the lower-intermediate level said that they would prefer using a textbook. 42,9% of the teachers teaching at the intermediate level were undecided and 66,7% of the teachers teaching at the upper-intermediate level stated that they would prefer using the packs. It can be inferred from this result that since there were some problems with the packs used, especially in the lower levels, the teachers stated that it

would be better to use a textbook. This is consistent with the previous finding that especially the teachers teaching at the lower levels stated that the packs were not appropriate for the students needs; therefore necessary adjustments should be made or a textbook should be used instead of a pack.

When the appropriacy of the language level of the packs was asked, it was found that while almost half of the teachers (47.9%) thought that the language level of the texts was not appropriate for the students' level, 25% of the teachers found the level appropriate. On the other hand, 27.1% of the teachers thought that some texts were appropriate for the students and some were not. The teachers stating neutral ideas said in the interviews that in some chapters the texts' language level were appropriate, but in some chapters, they were above the students' level. As seen in the results, almost half of the teachers stated that the language level of the texts were not appropriate for the students' level. Therefore, the level of the packs should be adapted according to the students' levels. To adapt the texts, whether the language level of the packs was higher or lower than the students' level was asked in the interviews. All the teachers regardless off the level they were teaching stated that the language level of the texts in the packs was higher than the students' proficiency level. Table 4.1.3. presents the views of the teachers teaching at different levels.

Table 4.1.3. Teachers' Views about the Appropriacy of the Language Level of the Course Packs at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
3) The lang. level of the texts was app. for the Ss	Beg.	7	**43,8**	5	**31,3**	4	**25,1**	16	**100**
	Elem.	6	**50**	3	**25**	3	**25**	12	**100**
	Low-int	7	**70**	3	**30**	-	**-**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

66,7% of the teachers in the upper-intermediate level stated that the texts were appropriate for the students' levels. But, it was found that there were problems with the language level of the texts in the lower levels. 43,8% of the teachers teaching at the beginner level, 50% of the teachers teaching at the elementary level, and 70% of the

teachers teaching at the lower-intermediate level stated that the level of the texts were not appropriate for the students' level. In the interview the teachers stated that:

- Especially the level of the sample texts presented to the students as a model was very difficult for the students to understand (N:18/18).
- 14 teachers believed that the language level of the activities was not problematic, but the vocabulary in the texts and the activities was very difficult for the students to understand. Therefore, the students sometimes did not want to read the sample texts and do the activities since there were many unknown words.
- Most of the teachers (N:14/18) said that especially the vocabulary in the recipe was difficult. The teachers teaching in the lower levels said that it would be better to teach only the basic words for the lower levels since it was the first genre the students learned.
- One of the teachers from the lower-intermediate level; however, believed that although the language level was above the students' level, the texts should not be adapted according to the students' level because the materials they are going to read in the future will be authentic and the students should learn how to cope with the difficulties of reading an authentic text.
- 4 teachers in the intermediate level believed that if the level of the texts is a bit higher than the students' level, the students learn and enjoy more. This idea supports the Krashen's Comprehensible Input Hypothesis.

When whether or not the text topics were interesting asked, it was found that the teachers did not have very clear opinions about the topics of the texts. While 41.7% of the teachers stated neutral ideas about this statement, 29.2% of them found the texts interesting and the other 29,2% thought just the opposite. To clarify the teachers' views, questions about the text topics, such as what the most and the least interesting topics were, or what kind of topics should be included in the packs were asked in the interviews. Although the teachers in each level said that especially editorial and recipe texts were not interesting for the students, the views' of the teachers change depending on the proficiency level they taught. Table 4.1.4 presents the views' of the teachers teaching at different levels.

4.1.4. Teachers' Views about the Topics of the Texts at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
4) The topics of the texts were interesting.	Beg.	3	**18,8**	8	**50**	5	**31,3**	16	**100**
	Elem.	4	**33,3**	6	**50**	2	**16,7**	12	**100**
	Low-int	4	**40**	3	**30**	3	**30**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	-	**-**	2	**66,7**	1	**33,3**	3	**100**

Half of the teachers teaching in the beginner and elementary levels, and 66,7% of the teachers teaching in the upper-intermediate were neutral, whereas 40% of the teachers teaching in the lower-intermediate and 42,9% of the teachers in the intermediate level stated the topics were not interesting. The teachers' opinions about the topics were asked in the interviews and the results were:

- The teachers suggested choosing topics which students are more familiar with. For instance, instead of reading texts about how to cook Taco or Sushi, a Turkish recipe could be chosen. Choosing the topics students are more familiar with is important especially for the lower levels because the students in these levels struggle with difficulties in grammar, vocabulary, and the features of the genres taught (N:9/18).
- For teaching process, they suggested using a manual or process of doing something which students face everyday in their lives, such as how to use ATM, or how to apply for the university entrance exam (N:6/18).
- Similarly when teaching editorial, a current event in Turkey or when teaching biography, someone very important or famous in Turkey could be chosen so that the students would be more involved since they would be more familiar with the people they were reading about (N:5/18).
- One of the teachers from the elementary level suggested using a text explaining the steps of moving out or taking a vacation. She believed the students are more familiar with these because most of them just left their homes, or they went on a vacation at least once in their lives.

Whether or not the ESL Profile used when grading the students' papers was appropriate for all the genres was also questioned. While 45.9% of the teachers found

the profile inappropriate for all the genres included in the course, 33.4% of the teachers disagreed with them. In the interview, further thoughts of the teachers about the profile were gathered.

- 13 teachers out of 18 believed that the ESL Profile was not appropriate for short texts, such as advice column or advertisement, or the genre types which students cannot use a wide range of sentence variety and discourse markers, such as formal letter.
- 17 teachers out of 18 believed that it was unfair to grade the papers with a criterion including the elements which were not taught to the students, such as the use of topic sentences or thesis statement.

During the interviews, the teachers suggested making some modifications on the criterion depending on the genres. For instance, they stated that while grading the advertisement, 'creativity' component could be added instead of the discourse markers and sentence variety. Table 4.1.5 presents the views' of the teachers teaching at different levels.

Table 4.1.5. Teachers Views about the ESL Profile's Appropriacy for the Genres at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
5) The grading criterion was appr. for all the genres	Beg.	6	**37,5**	3	**18,8**	7	**43,8**	16	**100**
	Elem.	8	**66,7**	1	**8,3**	3	**25**	12	**100**
	Low-int	5	**50**	2	**20**	3	**30**	10	**100**
	Int.	2	**28,6**	3	**42,9**	2	**28,6**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

One of the items included in the questionnaire was about the variety and the types of the activities. As it is seen in the table, almost half of the teachers (45, 9%) thought that there was variety in the activities included in the packs. On the other hand, 29,2% of the teachers thought that the variety in the activity types was not adequate and the other 25% of the teachers were neutral about the statement. Table 4.1.6 presents the views of the teachers regarding the variety of the activities in the packs.

Table 4.1.6. Teachers' Views about the Variety of the Activities at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
6) There was variety in the activity types.	Beg.	3	**18,8**	5	**31,3**	8	**50**	16	**100**
	Elem.	4	**33,4**	4	**33,3**	4	**33,3**	12	**100**
	Low-int	3	**30**	2	**20**	5	**50**	10	**100**
	Int.	4	**57,1**	-	**-**	3	**42,9**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

50% of the teachers in the beginner, 50% of the teachers in the lower-intermediate, and 66,7% of the teachers in the upper-intermediate level stated that the variety in the activity types was adequate. It was found that intermediate and elementary levels had more problems with the activity types in the packs. The teachers' opinions about what kind of activities could be included in the packs and which activity types students liked more were asked during the interviews. All the teachers interviewed (18) said that including more group work and productive activities are necessary because the students can share their ideas, become more creative, and enjoy more these types of activities.

The results of the statement asking the teachers' opinions about the students' ideas of the packs indicate that more than half of the teachers (60, 5%) thought that the students did not like using the packs whereas 16, 7% of the teachers disagreed with them and stated that the students enjoyed using them. The views of the teachers teaching at different levels were also analyzed and the following results were obtained.

Table 4.1.7. Teachers' Views about the Students' Ideas of the Packs at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
7) The students liked using the packs.	Beg.	12	**75**	3	**18,8**	1	**6,3**	16	**100**
	Elem.	8	**66,6**	3	**25**	1	**8,3**	12	**100**
	Low-int	7	**70**	1	**10**	2	**20**	10	**100**
	Int.	2	**28,6**	3	**42,9**	2	**28,6**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

Only the upper-intermediate level teachers (66,7%) believed that their students liked using the packs. Most of the teachers in the beginner (75%), elementary (66,6%), and lower-intermediate (70%) level said that their students did not like using the packs. Therefore, in the interviews, the teachers' opinions about the reason why the students did not like the packs and what kind of changes can be done to make the packs more appealing for the students were asked.

- The teachers explained students liking the packs with the financial reasons. They believed that the students liked the packs because they were cheaper than the books and were prepared especially for them, and these gave a sense of being important for the students (N:4/18).
- However, all of the teachers said that although most of the students liked the idea of having materials prepared especially for them, they did not like the photocopying because the pictures were not very clear, and there were some problems with the format of the packs.
- 13 teachers believed that the language level of the texts was difficult for the student. According to these teachers' beliefs, this difficulty sometimes made students unwilling to read the texts and participate in the lesson.
- 14 teachers state that some texts were not interesting and the layout of the chapters was the same, which sometimes seemed very monotonous for the students. Therefore, more visual and productive activities should be included in the packs.

Three of the questions in the questionnaire were about the number of the activities included in the packs. The first one was about the number of the structure activities in the packs. According to the results, more than half of the teachers (64, 6%) thought that the number of the structure activities was not enough. Only 8, 3% of the teachers found the number of the structure activities adequate. The views of the teachers teaching at different levels were also compared and the results are presented in the table below.

Table 4.1.8. Teachers' Views about the Adequacy of the Structure Activities at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
8)The number of the structure activities was adequate.	Beg.	10	**62,6**	5	**31,3**	1	**6,3**	16	**100**
	Elem.	9	**75**	3	**25**	-	**-**	12	**100**
	Low-int	7	**70**	2	**20**	1	**10**	10	**100**
	Int.	3	**42,9**	2	**28,6**	2	**28,6**	7	**100**
	Up-int	2	**66,7**	1	**33,3**	-	**-**	3	**100**

Most of the teachers in all the levels stated that the number of the structure activities was not adequate. That is, 62,6% of the teachers in the beginner, 75% of the teachers in the elementary, 70% of the teachers in the lower-intermediate, 42,9% of the teachers in the intermediate, and 66,7% of the teachers in the upper-intermediate level found the number of the structure activities inadequate. In the interviews, the teachers, especially teaching in the lower levels, stated that since the students' language level was low, they needed to practice the genre specific structures more. Also, when the emphasis on structure is considered as one of the features of the process-genre approach, it can be concluded that more activities focusing on the structure should be added to the packs.

Whether the number of the transition exercises was adequate or not was also questioned. As it is seen in the table, none of the teachers thought that the number of the transition activities was adequate. 70,8% of the teachers thought that the number was not adequate and 29,2% of the teachers were neutral about this statement. The views of the teachers teaching at different levels were also compared and the results can be seen in the table below.

Table 4.1.9. Teachers' Views about the Adequacy of the Transition Activities at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
9) There was adequate number of transition exercises related to genres.	Beg.	11	**68,8**	5	**31,3**	-	-	16	**100**
	Elem.	9	**75**	3	**25**		-	12	**100**
	Low-int	8	**80**	2	**20**	-	-	10	**100**
	Int.	6	**85,7**	1	**14,3**	-	-	7	**100**
	Up-int	-	-	3	**100**	-	-	3	**100**

68,8% of the teachers in the beginner level, 75% of the teachers in the elementary level, 80% of the teachers in the lower-intermediate level, and 85,7% of the teachers in the intermediate level stated that the number of the transition activities was not adequate. 100% of the teachers in the upper-intermediate level were undecided

- 6 teachers teaching in the upper levels said in the interviews that the number of the activities was adequate to teach the transitions specific for each genre, but since the language level of the students was higher, the students used more complex sentences and they made mistakes in cohesion while using them. Therefore, there should be more emphasis on the coherence words and their punctuation.
- 9 teachers teaching in the lower levels said that the number was not adequate and more transition activities should be included in the packs. Because the students in these levels do not have a wide range of transition words, they usually use either the same words all the time or make mistakes.

The adequacy of the punctuation activities was also investigated and similar results were obtained with the transition and structure activities. That is, while most of the teachers (72,9%) thought that the number of the punctuation activities was not adequate, only 6,3% of the teachers believed that it was adequate and 20,8% of the teachers were undecided about this statement. The differences between the views of the teachers teaching at different levels are presented below:

Table 4.1.10. Teachers' Views about the Adequacy of the Punctuation Activities at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
10) There was adequate # of punc. ex. related to genres.	Beg.	13	**81,3**	2	**12,5**	1	**6,3**	16	**100**
	Elem.	9	**75**	1	**8,3**	2	**16,7**	12	**100**
	Low-int	8	**80**	2	**20**	-	**-**	10	**100**
	Int.	4	**57,2**	3	**42,9**	-	**-**	7	**100**
	Up-int	1	**33,3**	2	**66,7**	-	**-**	3	**100**

81,3 % of the teachers in the beginner level, 75% of the teachers in the elementary level, 80% of the teachers in the lower-intermediate level, 57,2% of the teachers in the intermediate level stated that the number of the punctuation activities was not adequate. 66,7% of the teachers in the upper-intermediate level were undecided and 33,3% of them stated that the number was not adequate. In the interviews, the teachers teaching in the upper-intermediate level stated that the number of the activities was adequate, but students usually make mistakes in the transition words; therefore, punctuation should be taught while teaching these words.

Whether it was difficult to find typical samples for the genre types or not was also asked to the teachers. It was found that while 48% of the teachers agreed with this statement, 20,9% of the teachers disagreed and thought that it was not difficult to find sample texts. 31.3% of the teachers were neutral about this difficulty. The views of teachers' teaching at different levels about this statement were compared and the results were:

Table 4.1.11. The Teachers' Views about the Difficulty of Finding Genre Samples at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
11) It was difficult to find typical samples for the genre types.	Beg.	1	**6,3**	5	**31,3**	10	**62,6**	16	**100**
	Elem.	2	**16,6**	4	**33,3**	6	**50**	12	**100**
	Low-int	3	**30**	3	**30**	4	**40**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	1	**33,3**	2	**66,7**	-	**-**	3	**100**

Mostly the teachers teaching in the lower levels stated that finding typical samples for the genres was difficult. That is, 62,6% of the teachers in the beginner level, 50% of the teachers in the elementary level, 40% of the teachers in the lower-intermediate level, and 42,9% of the teachers in the intermediate level stated that it was difficult to find typical samples for the genres. On the other hand, 66,7% of the teachers teaching in the upper-intermediate level were neutral and 33,3% of the them stated that it was not difficult to find typical genre samples. As the teachers stated, when the students' proficiency level increases, finding typical samples becomes easier. In the interviews, the teachers stated that:

- Since most of the samples found were authentic texts, it was difficult to use them in the lower levels. The teachers said that it was difficult to find samples for the lower levels; therefore, while teaching, they had to translate some parts into the students' native language or paraphrase the sentences although the texts were already adapted (N:10/18).
- Since the language level of the students in the intermediate and upper-intermediate levels was sufficient enough to understand the authentic texts, it was not a big problem to find and use the authentic genre specific texts (N:6/18).

The next statement in the questionnaire was about the necessity of supplementing the course packs. A big majority of the teachers (91,7%) thought that it was necessary to supplement the course packs and none of the teachers disagreed with them. Only 8, 3% was undecided about supplementing the packs. When the results of the parts of the questionnaire were combined, it can be concluded that supplementing the packs was a necessity because there were problems with the number and the type of the structure, punctuation, and transition activities. The views of teachers' teaching at different levels about this statement were also investigated and the results were:

Table 4.1.12. Teachers' Views about Supplementing the Course Packs at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
12) There was a need to supplement the CPs.	Beg.	-	**-**	-	**-**	16	**100**	16	**100**
	Elem.	-	**-**	2	**16,7**	10	**83,3**	12	**100**
	Low-int	-	**-**	1	**10**	9	**90**	10	**100**
	Int.	-	**-**	1	**14,3**	6	**85,7**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

As seen in the table above, all of the teachers in the beginner and upper-intermediate, 83,3% of the teachers teaching at the elementary, 90% of the teachers teaching at the lower-intermediate, and 85,7% of the teachers teaching at the intermediate level stated there was a need to supplement the course packs. They stated that more structure, transition, and punctuation activities should be added and the variety of the activities should be considered while preparing the packs.

The last statement was about the format of the packs and 81,3% of the teachers thought that there were problems with the packs' format. The views of the teachers teaching at different levels were compared to find out the problems in each level.

Table 4.1.13. Teachers' Views about the Packs' Format at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
13) There were some problems with the packs' format.	Beg.	2	**12,5**	2	**12,5**	12	**75,1**	16	**100**
	Elem.	-	**-**	2	**16,7**	10	**83,4**	12	**100**
	Low-int	-	**-**	1	**10**	9	**90**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,5**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

It was found that there were problems with the course packs format in each level. 75,1% of the teachers in the beginner level, 83,4% of the teachers in the elementary level, 90% of the teachers in the lower-intermediate level, 71,5% of the teachers in the intermediate level, and 100% of the teachers in the upper-intermediate level stated that

the format of the packs was problematic. In the interviews, all the teachers teaching at different levels (18) stated that:

- The pictures in the packs were not very clear
- Some page numbers were confusing.
- The packs should include more visuals and the picture quality should be considered.

4.2. Process-genre Approach and Genre Types

The teachers' views about the process-genre approach used during 2005-2006 Fall Term and the genre types taught were asked in the questionnaire and the results are presented in Table 4.2. below.

Table 4.2. Teachers' Views about the Process-genre Approach and Genre Types

Items about Process-genre Approach & Genre Types	Disagree		Neutral		Agree		Total	
	N	**%**	N	**%**	N	**%**	N	**%**
1) Process-genre approach was appropriate for the students' future needs.	6	**12,.5**	11	**22,9**	31	**64,6**	48	**100**
2) Students' future needs were addressed with the chosen genres.	13	**27,1**	16	**33,3**	19	**39,6**	48	**100**
3) Variety of the genres taught was enough to teach.	16	**33,4**	11	**22,9**	21	**43,7**	48	**100**
4) The genres taught were related to the students' majors.	18	**37,5**	21	**43,8**	9	**18,8**	48	**100**
5) Not focusing on any terminology encouraged students' participation in writing.	18	**37,6**	6	**12,5**	24	**50**	48	**100**
6) Students enjoyed producing different genre types.	6	**12,5**	12	**25,0**	30	**62,5**	48	**100**
7) It was appropriate for the objectives of the course.	5	**10,4**	18	**37,5**	25	**52,1**	48	**100**
8) Time allotted for each genre was appropriate.	16	**33,4**	9	**18,8**	23	**47,9**	48	**100**
9) Different interests of the students were addressed with the different genres.	6	**12,5**	9	**18,8**	33	**68,8**	48	**100**
10) I was familiar with the process-genre approach and the genre types.	14	**29,2**	10	**20,8**	24	**50**	48	**100**
11) This approach was applicable to all proficiency levels.	15	**31,3**	14	**29,2**	19	**39,6**	48	**100**
12) Teaching structures typical for each genre was difficult.	16	**33,4**	12	**25,0**	20	**41,7**	48	**100**
13) It would be better to teach similar genres together (e.g. narration and anecdote).	5	**10,4**	8	**16,7**	35	**73**	48	**100**

The first statement was about the appropriacy of the process-genre approach for the students' future needs. As seen in the table, 64,6% of the teachers thought that the approach was appropriate for the students' future needs. On the other hand, 22,9% of the teachers were not very clear whether the approach was appropriate for the students' future needs or not, and 12,5% of them thought that it was not appropriate. The views of the teachers teaching at different levels can be seen in the table below.

Table 4.2.1. Teachers' Views about the Appropriacy of the Approach for the Students' Future Needs at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
1) Process-genre appr. was appropriate for the Ss' future needs.	Beg.	2	**12,5**	4	**25**	10	**62,5**	16	**100**
	Elem.	2	**16,7**	2	**16,7**	8	**66,6**	12	**100**
	Low-int	3	**30**	3	**30**	4	**40**	10	**100**
	Int.	-	**-**	2	**28,6**	5	**71,4**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

As seen in the table above, 62,5% beginner level, 66,6% of the teachers teaching at the elementary level, 40% of the of the teachers teaching at the lower-intermediate level, 71,4% of the teachers teaching at the intermediate level, and 100% of the teachers teaching at the upper-intermediate level stated that the process-genre approach was appropriate for the students' future needs. In the interviews the teachers stated that although they do not exactly know what the students' future needs are (as seen in the following results), they guess that the students' future needs were addressed because the students learned and produced very different genres which they can either write or read in the future.

When whether the genres chosen addressed the students' future needs or not asked, it was found that 39,6% of the teachers thought that the genre types chosen addressed the students' future needs. On the other hand, 27,1% thought that the genre types did not address the future needs, and 33,3% of the teachers were undecided. The views of the teachers teaching at different levels are presented in the table below.

Table 4.2.2. Teachers' Views about the Genres Taught at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
2)Students' future needs were addressed with the chosen genres.	Beg.	3	**18,8**	9	**56,3**	3	**25,1**	16	**100**
	Elem.	4	**33,3**	4	**33,3**	4	**33,3**	12	**100**
	Low-int	4	**40**	2	**20**	4	**40**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,1**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

As seen in the results, 56,3% of the teachers teaching at the beginner level and 33,3% of the teachers teaching at the elementary level were neutral about this statement. As said previously, the teachers stated that they do not exactly know the students' future needs; therefore, they preferred stating neutral ideas. The teachers in the other levels agreed that the students' future needs were addressed with the chosen genres. They believed that the students' future needs were addressed because various genre types were chosen and taught. Further thoughts of the teachers about this statement, for instance why they thought that they did not address the future needs, or what kind of genres should be included in the syllabus, were asked in the interviews.

- 10 teachers said that more academic writing (essays) should be included in the syllabus.
- 8 teachers wanted to include poems and CV writing in their classes.
- One of the teachers stated that comic strips and scenario writing should be included for the students in the art department since these students are the ones who are usually reluctant to write.

When the teachers' opinions about the variety of the genres were asked, it was found that while 43,7% of them found the variety sufficient, 33,4% of the teachers disagreed with them, and 22,9% was neutral. The views of the teachers teaching at different levels are presented in the following table:

Table 4.2.3. Teachers' Views about the Adequacy of the Variety of the Genres at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
3) Variety of the genres taught was adequate.	Beg.	2	**12,5**	5	**31,3**	9	**56,3**	16	**100**
	Elem.	8	**66,6**	1	**8,3**	3	**25**	12	**100**
	Low-int	5	**50**	2	**20**	3	**30**	10	**100**
	Int.	1	**14,3**	2	**28,6**	4	**57,1**	7	**100**
	Up-int	-	-	1	**33,3**	2	**66,7**	3	**100**

56,3% of the teachers in the beginner level, 57,1% of the teachers in the intermediate level, and 66,7% of the teachers in the upper-intermediate level stated that the variety of the genres was adequate; on the contrary, 66,6% of the teachers in the elementary level and 50% of the teachers in the lower-intermediate level stated just the opposite.

- In the interviews, the teachers in the beginner level said that since there were similar genres, such as anecdote and narration, and they were cycling, the students in the beginner level had a chance to repeat what they learned, and could become aware of their own improvement. This was motivating for them (N:4/18).
- The teachers in the upper levels stated that since the language level of the students was higher, they spent most of their time to be more creative and enjoyed writing different genres (N:5/18).

When the genres and their relationship with the students' majors were asked, it was found that 43,8% of the teachers were undecided about this statement. While 37,5% of the teachers thought that they were not related to the students' majors, 18,8% thought just the opposite. The views of the teachers teaching at different levels were compared in the following table:

Table 4.2.4. Teachers' Views about the Relatedness of the Genres to Students' Majors at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
4) The genres taught were related to the Ss' majors.	Beg.	7	**43,8**	7	**43,8**	2	**12,5**	16	**100**
	Elem.	3	**25**	7	**58,3**	2	**16,7**	12	**100**
	Low-int	5	**50**	4	**40**	1	**10**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	-	**-**	2	**66,7**	1	**33,3**	3	**100**

43,8% of the teachers teaching at the beginner level, 58,3% of the teachers teaching at the elementary level, 40% of the teachers teaching at the lower-intermediate level, and 66,7% of the teachers teaching at the upper-intermediate level were neutral. The same number of teachers teaching at the intermediate level (42,9%) agreed and disagreed with this statement. Since there were controversies about this statement, in the interviews whether the teachers know what students write in their majors and what kind of genres could be included to help students benefit more from the course were asked.

- The findings revealed that most of the teachers in the interviews (N:12/18) do not exactly know what the students write in their majors. Not having enough information about students' majors might be the reason of the teachers' being undecided.
- 8 teachers however stated that since very different genres were taught, the students' possible needs in their majors could be addressed. For instance, the students prepared ads and newspaper report which are written in the communication department. Similarly, the students in the Turkish literature department can write anecdotes and narration they learned in the prep. class.

In the writing course, teachers did not teach any terminology, such as topic sentence and supporting paragraphs. The teachers' opinions about whether not focusing on any terminology encouraged students' participation in the course was also questioned. While half of the teachers (50%) thought that this encouraged student participation, 37,6% of the teachers thought just the opposite and 12,5% was undecided about this statement. The views of the teachers teaching at different levels were compared in the table below:

Table 4.2.5. Teachers' Views about Not Teaching Any Terminology at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
5) Not focusing on any terminology encouraged Ss' participation	Beg.	5	**31,3**	3	**18,8**	8	**50,1**	16	**100**
	Elem.	8	**66,7**	-	**-**	4	**33,3**	12	**100**
	Low-int	4	**40**	2	**20**	4	**40**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,5**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

As seen in the table above, 50,1% of the teachers teaching at the beginner level, 71,5% of the teachers teaching at the intermediate level, and 100% of the teachers teaching at the upper-intermediate level stated that not focusing on any terminology encouraged students participation, whereas 66,7% of the teachers teaching at the elementary level and 40% of the teachers teaching at the lower-intermediate levels stated just the opposite. The teachers views were asked in the interviews and the responses were:

- 6 teachers teaching at lower levels stated that it did not encourage student participation since the terminology was not taught in the first term, they had to teach all of them in the second term and this would be tiring for the students.

Whether the students enjoyed producing different genres or not was also asked. As seen in Table 4.2, 62,5% of the teachers thought that the students enjoyed producing different genre types. 12,5% of the teachers disagreed with this opinion and 25% was undecided. The views of the teachers teaching at different levels were compared in the table below:

Table 4.2.6. Teachers' Views about Students' Enjoying to Produce Different Genres at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
6) Students enjoyed producing different genre types	Beg.	-	**-**	6	**37,5**	10	**62,6**	16	**100**
	Elem.	1	**8,3**	3	**25**	8	**66,7**	12	**100**
	Low-int	3	**30**	3	**30**	3	**30**	10	**100**
	Int.	3	**28,6**	-	**-**	5	**71,5**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

It was found that 62,6% of the teachers teaching at the beginner level, 66,7% of the teachers teaching at the elementary level, 71,5% of the teachers teaching at the intermediate level, and 100% of the teachers teaching at the upper-intermediate level stated that the students enjoyed producing different genres. The teachers stated in the interviews that:

- Some certain genre types addressed only the students in the certain departments. For instance, advertisement and newspaper report addressed only the students in the communication department, not the ones in the other departments so that the students did not enjoy producing these genres (N:4/18).
- The students in the lower levels sometimes did not like producing some genres, such as newspaper article because of the language barrier. If their language level was higher, they would enjoy more (N:5/18).

The next item was whether the process-genre approach was appropriate for the objectives of the course and half of the participants (52,1%) thought that it was appropriate. On the other hand, 10,4% thought just the opposite and 37,5% of the participants could not come up with either a positive or a negative decision. The views of the teachers teaching at different levels were compared in the following table:

Table 4.2.7. Teachers' Views about the Approach's Appropriacy for the Objectives of the Course at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
7) It was appropriate for the objectives of the course	Beg.	-	**-**	8	**50**	8	**50**	16	**100**
	Elem.	1	**8,3**	5	**41,7**	6	**50**	12	**100**
	Low-int	2	**20**	4	**40**	4	**40**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,1**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

As seen in the results, 50% of the teachers teaching at the beginner and elementary level, 57,1% of the teachers teaching at the intermediate level, and 100% of the teachers teaching at the upper-intermediate level stated that the approach was appropriate for the objectives of the course. 50% of the teachers teaching at the beginner level ad 41,7% of the teachers teaching at the elementary level were undecided. The

teachers teaching at the lower levels stated that it was not appropriate for the objectives of the course. It can be inferred from the results that the language level of the students was the reason behind this idea that it was difficult for the students to focus on both the genres and the structures at the same time. When the teachers' thoughts about which feature of the approach was not applicable to the objectives of the course was asked in the interviews,

- One of the teachers stated that the approach was appropriate for the objectives, but not for some students' profile in the AUSFL. Some students did not want to find out the rules by examining a sample because in their previous education, the rules were explicitly given and the students were unfamiliar with such an approach, which caused them to be unsuccessful.

Whether the time allotted for each genre was appropriate or not was also asked to the teachers. While almost half of the participants (47,9%) found the allotted time appropriate, 18,8% of the participants were undecided and 33,4% did not find it appropriate. To find out the problems teachers had while teaching specific genre types, the teachers' opinions were gathered in detail during the interviews. As seen in Table 4.2.2, it was found that the results change depending on the proficiency level of the students.

Table 4.2.8. Teachers' Views about the Appropriacy of the Time Allotted for Genres at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
8) Time allotted for each genre was appropriate	Beg.	5	**31,3**	3	**18,8**	8	**50**	16	**100**
	Elem.	4	**33,3**	3	**25**	5	**41,7**	12	**100**
	Low-int	5	**50**	1	**10**	4	**40**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

It was found that half of the teachers in the beginner level, 41,7% of the teachers in the elementary level, 42,9% of the teachers in the intermediate level, and 100% of the teachers in the upper-intermediate level stated that time allotted for each genre was adequate; on the other hand, only the teachers in the lower-intermediate level (50%)

stated just the opposite. Although most of the teachers stated that there was not a big problem in terms of timing, what kind of changes could be done to make the course more effective was asked. The teachers suggested that:

- The teachers teaching in the lower levels stated that more time should have been allotted for the genres which require more complex structures, such as narration, anecdote, editorial, formal letter, and newspaper report. For instance, to write an editorial or newspaper report students had to use passive voice, indirect speech, but the students' language level was not enough to understand and use these structures (N:8/18).
- The teachers stated that too much time was spent for the genres, such as advice column and informal letter, since the students did not have to be more creative while writing these genres, and the structures were not very difficult to teach and use (N:9/18).
- The teachers in the upper levels stated it was easier for them to teach genre specific structure since the language level of the students was higher, and when they finished the subject earlier, they were free and more flexible; Therefore, the teachers had a chance to spend more time on the students' weak points and spend more time with other enjoyable activities, such as games and tasks (N:7/18).
- The teachers also suggested preparing the writing and the grammar syllabi coordinatively. For instance, to write an editorial or newspaper report students had to use passive voice, indirect speech, but the students' language level was not enough to understand and use that structures; therefore, writing syllabus should be prepared by taking the grammar syllabus into consideration (N:8/18).

The questionnaire also investigated whether different interests of the students were addressed with the different genres or not. While 68,8% of the teachers thought that different interests of the students were addressed with the different genres thought, 12,5% of the teachers thought just the reverse and 18,8% was neutral. Many different genres, such as film review, editorial, advertisement, and letter writing were taught and every genre has different features that might be interesting and enjoyable for different

students. The views of the teachers teaching at different levels are presented in the following table.

Table 4.2.9. Teachers' Views about Whether Different Interests of the Students' were Addressed at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
9)Different interests of the Ss were addressed with the different genres.	Beg.	1	**6,3**	2	**12,5**	13	**81,3**	16	**100**
	Elem.	2	**16,7**	2	**16,7**	8	**66,6**	12	**100**
	Low-int	2	**20**	3	**30**	5	**50**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,5**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

When the teachers' familiarity with the process-genre approach and the genre types were asked, it was found that half of the teachers (50%) were familiar with the approach and the genre types. 29,2% of them indicated that they were not familiar with them and 20,8% of the teachers could not make decision about this item. The views of the teachers teaching at different levels were compared in the table below and the teachers' suggestions on how to help them learn or understand the approach better follows it.

Table 4.2.10. Teachers' Views about Their Familiarity with the Process-genre Approach at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
10) I was familiar with the process-genre app. and the genres.	Beg.	5	**31,3**	3	**18,8**	8	**50,1**	16	**100**
	Elem.	3	**25**	4	**33,3**	5	**41,7**	12	**100**
	Low-int	4	**40**	2	**20**	4	**40**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,2**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

- In the interviews, all of the teachers stated that a workshop with a sample lesson plan would help them learn and understand the approach better, and they said that either the course coordinator or the level responsibles should arrange this workshop. One of the teachers said that, every teacher could prepare a lesson

plan and in small groups they could present it and get feedback from other teachers to see the weak and strong points of their teaching.

- Most of the teachers (14/18) stated that they read the articles provided at the beginning of the packs and found them helpful. Four teachers stated that they found extra books and articles about the approach to learn it in depth.
- 4 teachers stated that even though they read articles and books, they sometimes had difficulty in applying what they had read before. Therefore, a workshop with sample lesson plans should be done in the beginning of the term.
- 5 teachers who did not graduate from the ELT department stated that it was difficult for them to understand the articles and apply what was written in them, so a workshop can help them to understand the approach more.
- 2 of the teachers who did graduate from an ELT department stated that they prefer someone arranging a workshop and telling them what to do instead of reading materials because they do not like reading ELT books.

One of the statements in the questionnaire was about the applicability of the approach to all proficiency levels. While 39,6% of the teachers responded that it was applicable to all proficiency levels, 31,3% thought the opposite and 29,2% of the teachers were undecided. The teachers' views change depending on the level they taught; therefore, their views were compared and the results can be seen in the table below.

Table 4.2.11. Teachers' Views about the Applicability of the Approach to All Proficiency Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
11) This app.was applicable to all proficiency levels.	Beg.	5	**31,3**	5	**31,3**	6	**37,4**	16	**100**
	Elem.	4	**33,3**	2	**16,7**	6	**50**	12	**100**
	Low-int	4	**40**	3	**30**	3	**30**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	-	**-**	2	**66,7**	1	**33,3**	3	**100**

37,4% of the teachers teaching in the beginner level, 50% of the teachers in the elementary level, and 42,9% of the teachers in the intermediate level stated that it was applicable to all proficiency levels. On the other hand, 40% of the teachers teaching in

the lower-intermediate level stated just the opposite. 66,7% of the teachers in the upper-intermediate level were undecided and 33,3% of them stated that the approach was applicable to all proficiency levels. In the interviews, the teachers' opinions about this statement were asked and the results were:

- The teachers in the lower-intermediate level stated that some structures, such as reported speech, or passive voice were very difficult for the students to understand and learn. Also teaching both the structures, transitions, and the genres at the same time was difficult; therefore, applying the approach in the lower levels was problematic (N:4/18).
- The teachers in the upper-intermediate level said that they never taught in the lower levels and did not know the problems lower level students face; therefore, it was difficult for them to decide whether it was applicable to all levels or not (N:3/18).

Contradictory to what our teachers expressed, Dudley-Evans (1997) states that process-genre approach is suitable for every level and it works well especially in the lower levels because special attention is given to the structure teaching in this approach. As the teachers stated, there were some problems with the materials. Therefore, if more attention is given to the materials and the syllabus, the approach can be applied in every level in the following years. For instance, the priority of some genres should be changed. Writing summary or paraphrasing can be taught in the second term since the lower level students' structure and vocabulary knowledge are not enough to write these genres. Instead of teaching these genres in the first term, CV writing can be taught in the first term since it is easier for lower level students to handle as well as more motivating for them.

Teaching structures typical for each genre is one of the features of the process-genre approach and the questionnaire asked if teaching the structures typical for each genre was difficult or not. The results revealed that 41,7% of the teachers found teaching the genre specific structures difficult. On the other hand, 33,4% of the teachers disagreed with them and the other 25% of the teachers were undecided. Since it is important to teach typical structures in the process-genre approach, the reasons of this difficulty and the suggestions of the teachers were asked in the interviews. The results

change depending on the level. Therefore, the views of the teachers teaching at different levels were compared and the results can be seen in the table below.

Table 4.2.12. Teachers' Views about Teaching Structures Typical for Each Genre at Different Levels

	Levels	Disagree		Neutral		Agree		T Otal	
		N	%	N	%	N	%	N	%
12)Teaching structures typical for each genre was difficult.	Beg.	6	**37,5**	5	**31,3**	5	**31,3**	16	**100**
	Elem.	2	**16,7**	3	**25**	7	**58,3**	12	**100**
	Low-int	3	**30**	2	**20**	5	**50**	10	**100**
	Int.	4	**57,2**	1	**14,3**	2	**28,6**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

37,5% of the teachers teaching in the beginner level and 57,2% of the teachers teaching in the intermediate level stated that teaching structures typical for each genre was not difficult, whereas 58,3% of the teachers teaching in the elementary level and 50% of the teachers teaching in the lower-intermediate level stated just the opposite. While 33,3% of the teachers teaching in the upper-intermediate level stated teaching structures typical for each genre was difficult, 33,3% disagreed with them. In the interviews, the teachers' views about why it was difficult to teach the structures and what could be done to make it easier were gathered.

- The teachers expressed that teaching structures itself was not difficult. The difficulty caused by trying to teach both the structure and the characteristics of the genre at the same time especially in the lower levels. Therefore, writing teachers had to spend time to teach both the structures (for the first time) and how to write a specific genre, which made their work harder (N:7/18).

The last item about the approach and the genre types was whether it would be better to teach similar genres together, such as anecdote and narration, or informal and formal letter. In general, 73% of the teachers supported this idea. The views of the teachers teaching at different levels can be seen in Table 4.2.13 below. In the interview, most of the teachers said that when the students learned the similar genres together, they could see the difference between them easily (13/18). Also, the teachers stated that when the similar genres are taught in different weeks, especially with the same language focus, the students feel that they are not learning new things and not improving.

Table 4.2.13. Teachers' Views about Teaching Similar Genres Together at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
13) It would be better to teach similar genres together.	Beg.	1	**6,3**	1	**6,3**	14	**87,6**	16	**100**
	Elem.	2	**16,7**	1	**8,3**	9	**75**	12	**100**
	Low-int	2	**20**	2	**20**	6	**60**	10	**100**
	Int.	-	**-**	4	**57,1**	3	**42,9**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

4.3. Journals

The third part in the questionnaire was about dialogue journal writing and the teachers' views about this are presented in Table 4.3.

Table 4. 3. Teachers' Views about the Journals

Items about Journals	Disagree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
1)It was a good communication opportunity between the students and the teacher.	9	**18,8**	9	**18,8**	29	**62,5**	48	**100**
2)It helped teachers learn more about their students.	2	**4,2**	8	**16,7**	38	**79,2**	48	**100**
3)The frequency of writing journals was adequate.	5	**10,4**	6	**12,5**	37	**77,1**	48	**100**
4) Having students to write journals inside the class was a good idea.	7	**14,6**	10	**20,8**	31	**64,6**	48	**100**
5)Keeping a separate notebook taught students to be well-organized.	16	**33,3**	15	**31,3**	17	**35,4**	48	**100**
6) Letting teachers decide on the topics was a good idea.	9	**18,8**	8	**16,7**	31	**64,6**	48	**100**
7)Writing without paying attention to grammar and mechanics improved students' writing.	5	**10,4**	12	**25,0**	31	**64,6**	48	**100**
8) Keeping a separate notebook was practical to collect and carry for the teachers.	33	**68,8**	6	**12,5**	9	**18,7**	48	**100**
9)Considering journals as 15% of the midterms was appropriate.	9	**18,7**	11	**22,9**	28	**58,3**	48	**100**
10) Limiting time to write was problematic.	15	**31,2**	9	**18,8**	24	**50**	48	**100**

The first question in this part asked whether dialogue journal writing created a good communication opportunity between the students and the teachers. While 62,5% of the teachers thought that it was a good communication opportunity between the students and the teacher, 18,8% of the teachers did not think so and the other 18,8%

were undecided. The opinions of the teachers who had negative views about this statement were asked in the interviews and they said that they could not give detailed feedback to the students because of the time constraints, and the workload impeded them to communicate with their students more (7/18). Therefore, they suggested that more time should be given to the teachers to read and respond to the journals. The views of the teachers teaching at different levels can be seen in table below.

Table 4.3.1. Teachers' Views of the Journals Being a Good Communication Opportunity at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
1)It was a good communication opportunity btwn the Ss and the T.	Beg.	3	**18,8**	2	**12,5**	11	**68,8**	16	**100**
	Elem.	3	**25**	1	**8,3**	8	**66,7**	12	**100**
	Low-int	1	**10**	4	**40**	5	**50**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,2**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

As seen in the table above, although more than half of the teachers in each level, besides the lower-intermediate level, stated that journal writing was a good communication opportunity between the teachers and the students, 40% of the teachers teaching at the lower-intermediate level and 33,3% of the teachers teaching at the upper-intermediate level were undecided. It can be inferred from the interviews and the results that the language barrier in the lower levels and the time limit were the reason of teachers being undecided or stating negative opinions towards this statement.

The majority of the teachers (79,2%) stated that journals helped them learn more about their students. On the other hand, 16,7% of the teachers were undecided and only 4,2% found them not very helpful. They stated that if the students wrote about their personal lives, for instance their interests, their favorite book or movie or the funniest or the most embarrassing moment in their lives, and so on, students could reveal themselves more and the teachers could have had better ideas about the students. When the views of the teachers teaching at different levels were compared, it was found that most of the teachers in each level found it helpful. The views of the teachers teaching at different levels can be seen in table below.

Table 4.3.2. Teachers' Views on the Journals Helping Them Learn More about Their Students at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
2) It helped teachers learn more about their students.	Beg.	-	-	2	**12,5**	14	**87,5**	16	**100**
	Elem.	-	-	3	**25**	9	**75**	12	**100**
	Low-int	1	**10**	1	**10**	8	**80**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,5**	7	**100**
	Up-int	-	-	1	**33,3**	2	**66,7**	3	**100**

The next item was related to the frequency of writing journals. While 77,1% of the teachers thought that the frequency of writing journals was adequate, 10,4% of them thought the opposite and 12,5% of the teachers were undecided. The views of the teachers teaching at different levels were also revealed.The views of the teachers teaching at different levels can be seen in Table 4.3.3. below.

Table 4.3.3. Teachers' Views on the Frequency of Writing Journals at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
3) The frequency of writing journals was adequate	Beg.	2	**12,5**	1	**6,3**	13	**81,3**	16	**100**
	Elem.	-	-	3	**25**	9	**75**	12	**100**
	Low-int	-	-	1	**10**	9	**90**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	-	-	-	-	3	**100**	3	**100**

As seen in the results, most of the teachers in each level, besides intermediate, agreed that the frequency of writing journals was adequate. In the interviews, some teachers, especially the ones teaching in the elementary and intermediate level, said that there could be two journals before each midterm because the journals were written in the class and they sometimes could not find enough time for the journal writing (9/18). The teachers also had problems in finding enough time to read and respond to the journals; therefore, they suggested decreasing the frequency of the journals.

Teachers were also required to indicate their opinions about whether having students write journals inside the class was a good idea or not. While 64,6% of the teachers thought it was a good idea, 20,8% of them were undecided and 14,6% of the teachers thought that the journals should not be written in the class. The reasons why the teachers thought it was/not a good idea to write journals inside class and whether writing them in the class was appropriate for the aims of journal writing were asked in the interviews. The teachers' opinions about this statement and the comparison of the views of the teachers teaching at different levels were:

Table 4.3.4. Teachers' Views on Writing Journals inside the Class at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
4) Having students to write journals inside the class was a good idea.	Beg.	3	**18,8**	2	**12,5**	11	**68,8**	16	**100**
	Elem.	2	**16,6**	3	**25**	7	**58,4**	12	**100**
	Low-int	2	**20**	2	**20**	6	**60**	10	**100**
	Int.	-	**-**	1	**14,3**	2	**85,7**	7	**100**
	Up-int	-	**-**	2	**66,7**	1	**33,3**	3	**100**

- 4 teachers teaching at the upper-intermediate and lower-intermediate said that writing journals inside the class is against the aims of it, but when the students wrote them outside, they sometimes cheat and this is unfair for the students who take it seriously.
- 11 teachers out of 18 believed that the students get used to writing under time pressure and this helps them learn how to manage their time and prepares them to the final exam.

Students kept a separate notebook for the journals during the term and the teachers' opinions whether this made students well-organized were gathered. 35,4% of the teachers thought that it made students well-organized; on the other hand, 31,3% of the teachers were undecided and 33,3% of the teachers thought that it did not make students well-organized. When the views of the teachers teaching at different levels were compared, similar results were obtained that there was not a clear view on this statement. Therefore, the reason why the teachers thought keeping a separate notebook

made/did not make the students well-organized was asked in the interviews. The teachers' opinions and the comparison of the levels are presented below:

Table 4.3.5. Teachers' Views on Keeping a Separate Notebook for the Journals at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
5) Keeping a separate notebook taught students to be well-organized.	Beg.	6	**37,5**	3	**18,8**	7	**43,8**	16	**100**
	Elem.	3	**25**	5	**41,7**	4	**33,3**	12	**100**
	Low-int	4	**40**	3	**30**	3	**30**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	1	**33,3**	2	**66,7**	-	**-**	3	**100**

- 16 teachers believed that for most of the students, the main reason for bringing the notebooks was not to loose grades, not to be well-organized. The students did not use notebooks when they needed to take notes. That is why it did not help students to be well-organized.
- Only one teacher out of 18 said that since the students had to take their responsibility to bring their notebooks, it helped them to be well-organized.

Whether letting teachers decide on the topics was a good idea or not was also included in the questionnaire and 64,6% of the teachers thought that it was a good idea. On the other hand, 18,8% of the teachers thought just the opposite and 16,7% of the teachers were undecided. When the views of the teachers teaching at different levels were compared, it was found that most of the teachers in each level, besides the lower-intermediate, stated that it was a good idea to let them choose the topics because they had a chance to give topics depending on their students' interests and their class's profile. In the interviews, 4 teachers out of 18 stated that it was sometimes difficult for them to find a topic; therefore, they stated negative or neutral ideas. The following table presents the views of the teachers teaching at different levels on that statement.

Table 4.3.6. Teachers' Views on Letting Teachers Decide on the Journal Topics at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
6) Letting teachers decide on the topics was a good idea	Beg.	2	**12,5**	2	**12,5**	12	**75,1**	16	**100**
	Elem.	2	**16,6**	1	**8,3**	9	**75**	12	**100**
	Low-int	5	**50**	1	**10**	4	**40**	10	**100**
	Int.	-	**-**	3	**42,9**	4	**57,2**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

While writing journals, students did not pay attention to grammar and mechanics and according to 64,6% of the writing teachers, writing without paying attention to grammar and mechanics improved students writing. On the other hand, 25% was undecided and 10,4% of the teachers thought that it did not improve students' writing. The following table presents the views of the teachers teaching at different levels on that statement.

Table 4.3.7. Teachers' Views on the Students' Improvement without Paying Attention to Grammar and Mechanics at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
7) Writing w/o paying attention to gr. and mechanics improved Ss' writing.	Beg.	3	**18,8**	2	**12,5**	11	**68,8**	16	**100**
	Elem.	1	**8,3**	4	**33,3**	7	**58,4**	12	**100**
	Low-int	-	**-**	4	**40**	6	**60**	10	**100**
	Int.	1	**14,3**	-	**-**	6	**85,8**	7	**100**
	Up-int	-	**-**	2	**66,7**	1	**33,3**	3	**100**

As seen in the table above, most of the teachers in each level, besides the upper-intermediate level, stated that writing without paying attention to grammar and mechanics improved students writing.

- 2 teachers teaching at the upper-intermediate level stated that they were undecided because their students language level were high and they could not decide whether the students being more fluent was about their language level or writing without paying attention to grammar and mechanics.

- 2 teachers teaching at the elementary level said that during the term the students learned a lot; therefore, the teachers might not decide on whether the students' improvement depends on journal writing.
- 7 teachers stated in that it improved students' writing because the students focused on 'what' to write, not 'how' to write and they produced longer texts with more ideas in less time.

During the term students kept a separate notebook for the journals and after writing the journals, teachers collected them to respond. Teachers were asked to indicate their opinions about the practicality of collecting and carrying the notebooks. 68,8% of the teachers found it impractical, while 18,7% thought just the opposite. In the interviews, the teachers stated that students can write their journals on a paper they want and if the teachers want them to keep the journals to see their improvement at the end of the term, the students can put them in a separate file, they can perforate them, or they can send their journals via internet. When the views of the teachers teaching at different levels were compared, similar results were found that most of the teachers in each level thought that keeping a separate notebook was not practical to collect and carry.

Table 4.3.8. Teachers' Views on the Practicality of Keeping a Separate Notebook for Journals at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
8) Keeping a separate notebook was practical to collect and carry for the Ts	Beg.	10	**62.6**	3	**18,8**	3	**18,8**	16	**100**
	Elem.	9	**75**	2	**16,7**	1	**8,3**	12	**100**
	Low-int	6	**60**	1	**10**	3	**30**	10	**100**
	Int.	5	**71,4**	-	**-**	2	**28,6**	7	**100**
	Up-int	3	**100**	-	**-**	-	**-**	3	**100**

One of the statements in the questionnaire was about the distribution of the journals in the midterm. Journals were counted as 15% of the midterm grades and more than half of the teachers (58,3%) thought that 15% was appropriate, whereas 22,9% of the teachers were undecided and 18,7% stated that it was not appropriate. Although the majority of the teachers thought that 15% was appropriate for the journals, 12 teachers out of 18 stated in the interviews that the percentage of the journals can be reduced to

10%, and the in-class participation can be increased to 15% in the next term because it is a reward for the students who got lower grades although they were more active in the class. The views of the teachers teaching at different levels are presented in the following table.

Table 4.3.9. Teachers' Views of the Distribution of the Grades at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
9)Considering Js as 15% of the midterms was appropriate	Beg.	3	**18,8**	3	**18,8**	10	**62,5**	16	**100**
	Elem.	3	**25**	4	**33,3**	5	**41,7**	12	**100**
	Low-int	-	**-**	2	**20**	8	**80**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,2**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

As mentioned before, students wrote their journals in the class in 20-40 minutes depending on their proficiency levels. What the teachers think about limiting time to write was questioned in the questionnaire and interviews. While half of the teachers thought that it was problematic to limit the time, 18,8% was undecided and 31,2% of the teachers thought that it was not problematic. The results change depending on the level the teachers taught.

Table 4.3.10. Teachers' Views about the Time Limit in the Journal Writing at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
10)Limiting time to write was problematic.	Beg.	6	**37,5**	1	**6,3**	9	**56,3**	16	**100**
	Elem.	4	**33,3**	2	**16,7**	6	**50**	12	**100**
	Low-int	2	**20**	2	**20**	6	**60**	10	**100**
	Int.	2	**28,6**	3	**42,9**	2	**28,6**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

56,3% of the teachers in the beginner level, 50% of the teachers in the elementary level, and 60% of the teachers in the lower-intermediate level stated that limiting time to write journals was problematic. On the other hand, the teachers in the

intermediate (42,9%) and upper-intermediate (33,3%) levels were undecided. The teachers' opinions about this statement were gathered in the interviews.

- The teachers in the upper levels stated that it would be better if the time limit was more than 20 minutes since sometimes the students liked the topics very much and wanted to continue writing, but the teachers had to collect the journals because of the time limit which was demotivating for the students. Also, they stated that sometimes they wanted to choose a topic with the students, but because of the time limit, the teachers had to choose a topic in advance and want students to write, or when they wanted to brainstorm ideas depending on the topics they gave, they could not do that (N:6/18).
- The teachers teaching in the lower levels stated that they liked the idea of having students write inside class because the students got used to writing under time pressure. But they also stated that since the language level and vocabulary knowledge of the students were insufficient, time limit for journal writing should be increased and the teachers should decide on how to use the time depending on the topics given (N:10/18).
- All of the teachers said that having a time limit helped students learn how to manage their time.

4.4. Portfolio

As mentioned in the previous chapter, students prepared a portfolio during the term and they put their homework, class works, student chosen works, and reflections to be graded qualitatively and quantitatively as a part of their second midterm. The writing teachers' views about portfolio and portfolio assessment were also gathered in the questionnaire and the results are presented in Table 4.4.

Table 4.4. Teachers' Views about the Portfolio

Items about Portfolio	Disagree		Neutral		Agree		Total	
	N	**%**	N	**%**	N	**%**	N	**%**
1)Students enjoyed preparing the portfolio.	14	**29,2**	22	**45,8**	12	**25**	48	**100**
2) It was practical to implement	11	**22,9**	13	**27,1**	24	**50,1**	48	**100**
3) It taught students to be well-organized.	3	**6,3**	9	**18,8**	36	**75**	48	**100**
4) It was a good alternative for the written exam (second midterm).	6	**12,5**	7	**14,6**	35	**72,9**	48	**100**
5) It helped students see their progress.	4	**8,3**	5	**10,4**	39	**81,3**	48	**100**
6)The distribution of the grades (qualitative/quantitative) was appropriate.	3	**6,3**	12	**25,0**	33	**68,8**	48	**100**
7) It helped teachers see their students' progress.	1	**2,1**	5	**10,4**	42	**87,5**	48	**100**
8) It encouraged writing multiple drafts.	6	**12,5**	8	**16,7**	34	**70,8**	48	**100**
9) With the help of portfolio, the students took class work more seriously.	7	**14,6**	4	**8,3**	37	**77,1**	48	**100**
10)Reflection (cover writing & justification) fostered students' self-evaluation and critical thinking skills.	14	**29,2**	13	**27,1**	21	**43,7**	48	**100**
11) It helped teachers focus on the writing process more.	4	**8,4**	13	**27,1**	31	**64,6**	48	**100**
12) The grading criterion (ESL Profile) for the homework was appropriate for all the levels.	20	**41,6**	5	**10,4**	23	**47,9**	48	**100**
13) It fostered student autonomy.	2	**4,2**	7	**14,6**	39	**81,3**	48	**100**

The results of the statement asking teachers' opinions on the students' ideas about the portfolio indicate that according to 25% of the teachers, the students enjoyed preparing the portfolio, whereas 29,2% thought just the opposite. 45,8% of the teachers were undecided. When the views of the teachers teaching at different levels were compared, similar results were found. The results can be seen in the table below.

Table 4.4.1. Teachers' Views on Students' Enjoying Preparing the Portfolio at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
1)Students enjoyed preparing the portfolio.	Beg.	6	**37,6**	7	**43,8**	3	**18,8**	16	**100**
	Elem.	2	**16,7**	6	**50**	4	**33,3**	12	**100**
	Low-int	3	**30**	5	**50**	2	**20**	10	**100**
	Int.	2	**28,6**	4	**57,1**	1	**14,3**	7	**100**
	Up-int	1	**33,3**	-	**-**	2	**66,7**	3	**100**

As seen in the table, most of the teachers in each level were undecided. In the interviews, the reason why the teachers were undecided or why it was not enjoyable, and how portfolios can be made more enjoyable for the students were asked.

- All the teachers stated that it made them well-organized, fostered student autonomy, and the students had a chance to see their progress.
- On the other hand, 6 teachers believed that students had to keep all their works during the term and at the end, they had to give them to their teachers to be graded and this process seemed difficult for the students and although they liked seeing their progress, they did not enjoy preparing the portfolios.

The practicality of implementing the portfolios was also questioned. While half of the teachers (50,1%) thought that it was practical to implement, 22,9% thought the opposite and 27,1% of the participant were undecided.

Table 4.4.2. Teachers' Views on the Practicality of Implementing Portfolios at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
2) It was practical to implement	Beg.	3	**18,8**	7	**43,8**	6	**37,6**	16	**100**
	Elem.	4	**33,3**	1	**8,3**	7	**58,3**	12	**100**
	Low-int	2	**20**	4	**40**	4	**40**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,2**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

When the views of the teachers teaching at different levels were compared, it was found that 100% of the teachers teaching at the upper-intermediate level, 57,2% of the teachers teaching at the intermediate level, and 58,3% of the teachers teaching at the elementary level agreed with the statement, whereas most of the teachers teaching in the other levels were undecided.

- Especially the teachers teaching at the lower levels stated in the interviews that because of the language level of the students, it was difficult to read and grade the portfolios (N: 5/18).
- 8 teachers stated that it was not practical because it took a lot of time to read and grade all the papers. Although reading and grading all the papers were not practical, most of the teachers stated in the following statements that it was

practical to collect, taught students to be well-organized, was a good alternative for the written exam (second midterm), helped students see their progress, and the students took the class work more seriously with the help of portfolio; therefore, in the following years it can be recommended as a part of the writing course. Literature supports the teachers beliefs that portfolio is a good way of assessing students' performance (Tribble, 1996; Hyland, 2003 b.)

When the teachers' views about whether preparing portfolios made students well-organized were analyzed, it was found that while most of the teachers (75%) stated that it taught students to be well-organized, 18,8% was undecided and only 6,3% of the teachers thought that it did not help students be well-organized. The comparison of the teachers' views can be seen in the table below.

Table 4.4.3. Teachers' Views on Portfolios' Making Students Well-organized at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
3) It taught students to be well-organized.	Beg.	1	**6,3**	-	**-**	15	**83,8**	16	**100**
	Elem.	1	**8,3**	2	**16,7**	9	**75**	12	**100**
	Low-int	1	**10**	5	**50**	4	**40**	10	**100**
	Int.	-	**-**	1	**14,3**	6	**85,7**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

As seen in the results, most of the teachers teaching in each level, besides lower-intermediate, agreed that preparing portfolio helped students to be well-organized. The teachers stated in the interviews that:

- The obligation to keep all the works students wrote during the term in a file and to write them neat to get a good grade forced them to be well-organized (N:13/18).
- 3 teachers out of 18 stated that they were undecided since they were not sure whether the students would keep their works in a file if it was not an obligation. They stated that if the students are not told to keep them in a file, they may not to do next time.

Portfolio was a part of the students' second midterm and instead of an exam, the students were assessed with the portfolios they prepared. Whether portfolio was a good

alternative for the exam was asked in the questionnaire. It was found that the majority of the teachers (72,9%) thought that it was a good alternative, whereas 14,6% was undecided and 12,5% thought that it was not a good alternative for the exam. When the views of the teachers teaching at different levels were compared, the results were similar that most of the teachers teaching in each level agreed with this statement. In the interviews, only two teachers out of 18 stated that it was not good alternative for the midterm exam because at the end of the term and in the final exam, students were assessed with a timed writing exam and the student should have been made familiar with this constraint. The teachers suggested that some time during the term, topics to write under time pressure should be given, and this could be assessed if most of the teachers agreed on. The comparison of the views of the teachers teaching at different levels can be seen in Table 4.4.4. below.

Table 4.4.4. Teachers' Views on Portfolios' Making Students Well-organized at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
4) It was a good alternative for the written exam (2. midterm)	Beg.	3	**18,8**	1	**6,3**	12	**75,1**	16	**100**
	Elem.	2	**16,6**	2	**16,7**	8	**66,7**	12	**100**
	Low-int	-	**-**	3	**30**	6	**60**	10	**100**
	Int.	1	**14,3**	-	**-**	6	**85,7**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

It was found in the results that while most 81,3% of the teachers stated that portfolio helped students see their progress, 10,4% of the teachers were undecided and 8,3% think that it did not help students see their progress. The comparison of the views of the teachers teaching at different levels can be seen in the table below.

Table 4.4.5. Teachers' Views on Portfolios' Helping Students See Their Progress at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
5) It helped students see their progress.	Beg.	1	**6,3**	1	**6,3**	14	**87,6**	16	**100**
	Elem.	1	**8,3**	-	**-**	11	**91,6**	12	**100**
	Low-int	1	**10**	2	**20**	7	**70**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,4**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

As seen in the table, most of the teachers teaching in each level believed that portfolio helped students see their progress. The teachers stated in the interviews that:

- Students kept all their works they wrote during the term and before handing in their portfolios, they evaluated their writing process and their own progress. This gave them a chance to see how much they have improved N: 15/18).
- 3 teachers out of 18 said in the interviews that some students prepared the portfolios just for getting grade and they were not very conscious; therefore, they could not see its benefit and did not observe their progress.

There were three assessment parts in the portfolio: qualitative grades (60%), quantitative grades (30%), and portfolio presentation (10%). When the appropriacy of this distribution was asked, 68,8% of the teachers responded positively. On the other hand, 25% of the teachers were undecided and 6,3% thought that it was not appropriate. The views of the teachers teaching at different levels were also found and the following table presents their views.

Table 4.4.6. Teachers' Views on the Appropriacy of the Grade Distribution of the Portfolio at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
6)The distribution of the grades was appropriate	Beg.	-	**-**	3	**18,8**	13	**81,3**	16	**100**
	Elem.	-	**-**	4	**33,3**	8	**66,6**	12	**100**
	Low-int	-	**-**	3	**30**	7	**70**	10	**100**
	Int.	2	**28,6**	1	**14,3**	4	**57,2**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

As seen in the table above although most of the teachers thought that the distribution was good, to make the portfolio assessment more effective, what kind of changes can be made was asked to the teachers during the interviews. The results were:

- Most of the teachers (15/18) preferred changing the assessment of the reflections. They stated that instead of grading the justification and the cover writing with the ESL Composition Profile, a separate and a more basic criterion, for instance a criterion with three parts; good, average, and bad could be created or adapted.

As found, while 87,5% of the teachers believed that portfolio helped them see their students' progress, only one teacher (2,1%) stated just the opposite. The students kept all the works they wrote during the term and put them in their portfolios and while grading the portfolios, the teachers had a chance to observe their students' progress. Therefore, it can be said that portfolios helped teachers see their students' progress. The views of the teachers teaching at different levels are presented in the following table.

Table 4.4.7. Teachers' Views on Portfolios' Helping Teachers See Their Students' Progress at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
7) It helped teachers see their students' progress.	Beg.	-	**-**	1	**6,3**	15	**93,8**	16	**100**
	Elem.	-	**-**	1	**8,3**	11	**91,7**	12	**100**
	Low-int	-	**-**	2	**20**	8	**80**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,5**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

70,8% of the teachers thought that portfolio encouraged writing multiple drafts; on the other hand, 12,5% of the teachers thought the opposite and 16,7% of the teachers were undecided. Since students knew that they would be assessed with the drafts they wrote, and since one of the features of the portfolio was writing multiple drafts and keeping them for further use, it can be said that preparing portfolios encouraged students go through this process. The table below presents the views of the teachers teaching at different levels.

Table 4.4.8. Teachers' Views on Portfolios' Encouraging Writing Multiple Drafts at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
8) It encouraged writing multiple drafts	Beg.	1	**6,3**	2	**12,5**	13	**81,3**	16	**100**
	Elem.	1	**8,3**	1	**8,3**	10	**83,4**	12	**100**
	Low-int	2	**20**	4	**40**	4	**40**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,5**	7	**100**
	Up-int	1	**33,3**	-	**-**	2	**66,7**	3	**100**

The results showed that 77,1% of the teachers stated that students took class work more seriously when they prepared portfolio. On the other hand, 14,6% of the teachers thought the reverse and 8,3% of the teachers were undecided. It can be inferred that students took the class work more seriously because they put the drafts they wrote during the term in the portfolio and they were assessed either qualitatively or quantitatively. When the views of the teachers teaching at different levels were compared, similar results were obtained that most of the teachers in each level thought that with help of the portfolio the students took class work more seriously. The results can be seen in Table 4.4.9.

Table 4.4.9. Teachers' Views on Students' Taking Class Work More Seriously at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
9) With the portfolio the students took class work more seriously.	Beg.	2	**12,5**	-	**-**	14	**87,5**	16	**100**
	Elem.	1	**8,3**	1	**8,3**	10	**83,3**	12	**100**
	Low-int	2	**20**	1	**10**	7	**70**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

Students wrote cover writing and justification to evaluate themselves as writers and the writing course. These reflections were intended to foster students' self-evaluation and critical thinking skills and they were a part of the portfolio assessment. The teachers' views about whether writing reflections fostered the students' self-evaluation and critical thinking skills were gathered. While 43,7% of the teachers

thought that it fostered the self-evaluation and critical thinking skills of the students, 29,2% of the teachers thought just the opposite and 27,1% of the teachers were undecided. The views of the teachers teaching at different levels are presented in the table below.

Table 4.4.10. Teachers' Views on Writing Reflections at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
10)Reflecti on fostered Ss' self-evaluation and critical thinking skills.	Beg.	4	**25,1**	5	**31,3**	7	**43,8**	16	**100**
	Elem.	4	**33,4**	2	**16,7**	6	**50**	12	**100**
	Low-int	5	**50**	2	**20**	3	**30**	10	**100**
	Int.	1	**14,3**	4	**57,1**	2	**28,6**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

Since there was not an agreement on that statement, the opinions of the teachers about this statement were gathered in the interviews. What can be done to make students more critical about their writings and make them more self-evaluative was asked in the interviews.

- 6 teachers out of 18 suggested that instead of wanting students to write reflections at the end of the term, the students can be asked to write the reflections through out the term whenever they observe a change in their writing or whenever they faced a problem, and find a solution for it, which may help students remember what they have learned about themselves and the writing process.

One of the aims of the portfolio is to help students see their weaknesses and strengths while writing and be more aware of these. Having students write reflections is a way of helping students realize these; therefore, writing reflections should be a part of the portfolio writing and the way of implementing it should be adapted depending on the teachers' and the students' opinions.

The teachers were asked to state if they think portfolios helped them focus on the writing process more. 64,6% of the teachers thought that portfolio helped them focus on this process more, whereas 27,1% of the teachers were neutral and 8,4% of the teachers

thought that it did not help them much. The comparison of the views of the teachers teaching at different levels can be seen in the table below.

Table 4.4.11. Teachers' Views on Portfolios' Helping Teachers Focus on the Writing Process at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
11) It helped teachers focus on the writing process more.	Beg.	1	**6,3**	3	**18,8**	12	**75,1**	16	**100**
	Elem.	-	**-**	3	**25**	9	**75**	12	**100**
	Low-int	2	**20**	5	**50**	3	**30**	10	**100**
	Int.	1	**14,3**	1	**143**	5	**71,5**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

As seen in the results, besides the teachers teaching in the lower-intermediate level, most of the teachers agreed with the statement that portfolio helped them focus on the writing process more.

- 8 teachers stated in the interviews that the students had to write multiple drafts as a part of the portfolio and they knew that they would be assessed; therefore, they wrote their drafts and these helped teachers to focus on the writing process more.
- 2 teachers (out of 18) teaching in the lower-intermediate level disagreed with this statement that the students wrote their drafts just for getting good grades, not to learn and benefit from the writing process.

Students' final drafts and reflections were graded by using ESL Composition Profile and the appropriacy of this profile to all proficiency levels was also questioned. 47,9% of the teachers stated that it was appropriate, whereas 41,6% of the teachers stated just the opposite. In the interview, further thoughts of the teachers about the profile were gathered. What the problematic parts were and how they could be changed were asked to the teachers. The teachers' opinions change depending on the level they teach. The results can be seen in the table below.

Table 4.4.12. Teachers' Views about the Appropriacy of the ESL Profile at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
12) ESL Profile was appr. for all the levels.	Beg.	7	**43,8**	2	**12,5**	7	**43,8**	16	**100**
	Elem.	5	**41,6**	1	**8,3**	6	**50**	12	**100**
	Low-int	3	**30**	1	**10**	6	**60**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	2	**66,7**	-	**-**	1	**33,3**	3	**100**

43,8% of the teachers in the beginner level, 50% of the teachers in the elementary level, and 60% of the teachers in the lower-intermediate level stated that the ESL Composition Profile was appropriate for all the levels. While 42,9% of the teachers in the intermediate level had the same idea, the same number of teachers disagreed with them. Only the teachers in the lower-intermediate level stated that it was appropriate for all the levels. 66,7% of the teachers in the upper-intermediate level stated that the profile was not appropriate for all the levels. In the interviews, when the teachers were asked to state their opinions about which part of the profile was not appropriate for which level and what could be done to make it more appropriate, they said that:

- There were some problems with the sentence variety part in the lower levels because it was difficult to expect sentence variety from the beginner and elementary students (N: 10/18).
- Also, there were problems with the discourse markers part in the lower levels because it was difficult for the lower level students to use a wide range of discourse markers (N:10/18).
- The teachers suggested combining the sentence variety part with the language use part (N:10/18).
- Similarly, they suggested that the discourse markers' distribution should be decreased and it should be combined with the 'content' or counted as a separate part. For example 'creativity' can be a part of the grading criterion in some genre types(N:10/18).
- The profile should be adapted for the beginner and elementary level teachers at least for the first term because in the final exam the students would be graded

with the ESL Profile and they should see their actual performance graded with the criterion used in the final exam(N:9/18).

- A teacher teaching in the upper-intermediate level stated that it was very difficult for her to grade 'language use' since the distribution of the grades in the language use part was very close. She stated that when a student made very few mistakes, she gave him/her '10' from that part, but when a student made several different types of mistakes for several times, she gave him/her '8' because the type of mistakes were the same in each time, but only a 2 point difference is unfair for the students.

As the teachers stated, there were some problems with the discourse markers and the sentence variety in the criterion and some changes should be made.

The last item aimed at finding the teachers' views about whether preparing portfolio fostered student autonomy. While most of the teachers (81,3%) thought that it fostered student autonomy, only 4,2% of the teachers thought the opposite. The views of the teachers teaching at different levels can be seen in the table below.

Table 4.4.13. Teachers' Views on the Portfolios' Fostering Students' Autonomy at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
13) It fostered student autonomy	Beg.	-	-	3	**18,8**	13	**81,3**	16	**100**
	Elem.	-	-	1	**8,3**	11	**91,6**	12	**100**
	Low-int	1	**10**	2	**20**	7	**70**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,4**	7	**100**
	Up-int	-	-	-	-	3	**100**	3	**100**

In the interviews, what the teachers understand from the term 'student autonomy' and how portfolio preparation process helped students to be more autonomous were asked. The teachers stated that 'autonomy is someone's taking his/her responsibility to learn something'. A teacher defined it as 'individuals' being the decision maker in the learning process.' It can be inferred from these that the students who stated that they know about autonomy are familiar with the term. The findings of Durmuş (2006) support this inference that 65,7% of the teachers who stated that they read about learner autonomy was familiar with the term 'autonomy' and know what

autonomy is. The teachers said that it fostered student autonomy because the students chose which works would be included in the students chosen work part, they decided which one to be graded, and the students themselves decided on when to write the drafts, and in this process the students were the ones who were taking the decisions, which all fostered student autonomy. On the other hand, 2 teachers out of 18 stated just reverse. They believed that although the students chose what to include in the portfolio, they were not free to write whatever they want, but they had to choose some genres which were determined by the teachers and the students had to write and give them to their teachers in a planned date, not when they want.

4.5. In-class Participation

One part of the midterm assessment was in-class participation and it was 10% of the midterm grade. In-class participation was graded for the first time; therefore, the teachers' views about the in-class participation were asked in the questionnaire. The results are presented in Table 4.5 below.

Table 4.5. Teachers' Views about In-class Participation

Items about In-class Participation	Disagree		Neutral		Agree		Total	
	N	**%**	N	**%**	N	**%**	N	**%**
1) In-class participation was necessary to evaluate the students.	4	**8,4**	1	**2,1**	43	**89,6**	48	**100**
2) It encouraged students to be more active participants in the class.	5	**10,4**	9	**18,8**	34	**70,8**	48	**100**
3) The items in the grading criteria were appropriate to evaluate the students.	10	**20,9**	4	**8,3**	34	**70,8**	48	**100**
4) Giving 10% for class participation was satisfactory to evaluate the students.	13	**27,1**	17	**35,4**	18	**37,6**	48	**100**
5) Grading the students was difficult with the present criteria.	27	**56,2**	6	**12,5**	15	**31,2**	48	**100**

The first item aimed at finding whether there was a need to evaluate the students' in-class participation. While 89,6% of the teachers thought that it was necessary to evaluate the students' in-class participation, 8,4% of the teachers thought just the opposite and one teacher (2,1%) was undecided. In the interviews, 14 teachers stated that in-class participation motivated especially the students who got low grades although they were active in the class and doing the tasks regularly. It also forced the

average students to be more active in the class. 3 teachers believed that since it was only 10%, it did not motivate students; therefore, it was not necessary. When the views of the teachers teaching at different levels were compared, most of the teachers in each level were in favor of evaluating the in-class participation. Therefore, in-class participation should be a part of the midterm grade in the following years.

Table 4.5.1. Teachers' Views on the Necessity of Evaluating In-class Participation at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
1) In-class participation was necessary to evaluate the students.	Beg.	1	**6,3**	-	**-**	15	**93,8**	16	**100**
	Elem.	1	**8,3**	1	**8,3**	10	**83,4**	12	**100**
	Low-int	1	**10**	-	**-**	9	**90**	10	**100**
	Int.	1	**14,3**	-	**-**	6	**85,7**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

Whether in-class participation encouraged students to be more active participants in the class was also asked to the teachers. While 70,8% of the teachers thought that it encouraged students to be active participants in the class, 10,4% of the teachers thought the opposite and 18,8% of the teachers were undecided. The views of the teachers teaching at different levels were:

Table 4.5.2. Teachers' Views on In-class Participation's Encouraging Students to Be Active in the Class at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
2) It encouraged Ss to be more active participants in the class.	Beg.	1	**6,3**	2	**12,5**	13	**81,3**	16	**100**
	Elem.	1	**8,3**	1	**8,3**	10	**83,4**	12	**100**
	Low-int	2	**20**	5	**50**	3	**30**	10	**100**
	Int.	1	**14,3**	-	**-**	6	**85,7**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

When the views of the teachers teaching at different levels were compared, it was found that 81,3% of the teachers teaching at the beginner level, 83,4% of the teachers teaching at the elementary level, 85,7% of the teachers teaching at the intermediate level, and 66,7% of the teachers teaching at the upper-intermediate level

thought that it encouraged students to be more active in the class. 50% of the teachers teaching at the lower-intermediate level were undecided. When the teachers' opinions about this statement were asked in the interviews, the teachers who had negative views about this statement said that:

- It did not encourage students be more active because it was only 10% of the total grade and some students thought that it did not make a big difference in their grades (3/18).

Since the students were evaluated according to their participation, doing the tasks given, and bringing their materials, students were supposed to be more active participants in the class. As the teachers suggested, to encourage students be more active in the class, the distribution of in-class participation should be increased. This result is supported with the item asking the appropriacy of the distribution of the grades.

One of the items in the questionnaire was about the appropriacy of the grading criterion. While 70,8% of the teachers thought that the items in the criterion were appropriate to evaluate the students, 20,9% of the teachers thought the opposite and 8,3% was undecided. The views of the teachers teaching at different levels were compared, and the results are presented in the following table.

Table 4.5.3. Teachers' Views on the Appropriacy of the Items in the In-class Participation Criterion at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
3) The items in the grading criterion were appropriate to evaluate the Ss.	Beg.	1	**6,3**	2	**12,5**	13	**81,3**	16	**100**
	Elem.	2	**16,7**	1	**8,3**	9	**75**	12	**100**
	Low-int	5	**50**	-	**-**	5	**50**	10	**100**
	Int.	1	**14,3**	1	**14,3**	5	**71,4**	7	**100**
	Up-int	1	**33,3**	-	**-**	2	**66,7**	3	**100**

It was found that 81,3% of the teachers teaching at the beginner level, 75% of the teachers teaching at the elementary level, 50% of the teachers teaching at the intermediate level, 71,4% of the teachers teaching at the lower-intermediate level, and 66,7 % of the teachers teaching at the upper-intermediate level thought that the items in the criterion were appropriate to evaluate the students. Although most of the teachers

thought that there were no problems with the items in the criterion, the teachers' opinions about what kind of changes could be made to make the criterion more objective and more effective were gathered in the interviews. 6 teachers out of 18 stated that the items evaluated what should have been evaluated, but special attention could be given to some items, such as bringing their books regularly and doing the tasks carefully. The quality as well as the quantity of the work should be evaluated when giving the grades.

In-class participation was 10% of the midterm assessment and the teachers' views on whether this was satisfactory to evaluate the students were asked. 37,6% of the teachers found it satisfactory, whereas 35,4% of the teachers were undecided and 27,1% of the teachers thought that it was not satisfactory. In the interviews, 13 teachers out of 18 stated that the distribution of in-class participation should be increased since it motivated students to be more active participants in the class and do their duties. The teachers stated that in-class participation can be graded as 15% and journals' distribution can be decreased to 10%. The views of the teachers teaching at different levels can be seen in the table below.

Table 4.5.4. Teachers' Views on the Distribution of In-class Participation at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
4)Giving 10%for in-class participation was satisfactory to evaluate the Ss.	Beg.	6	**37,6**	6	**37,5**	4	**25**	16	**100**
	Elem.	3	**25**	3	**25**	6	**50**	12	**100**
	Low-int	1	**10**	4	**40**	5	**50**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	-	**-**	3	**100**	-	**-**	3	**100**

The last item was whether grading students with the existing criterion was difficult or not. While 31,2% of the teachers thought that it was difficult to evaluate the students with the existing criterion, 56,2% of the teachers thought just the opposite. Although more than half of the teachers thought that it was not difficult to evaluate the students, further views of the teachers were asked because it was the first time that the criterion was used. During the interviews, 7 teachers stated that giving only 0-25-50-75-100 for evaluation was not very easy to determine the students' participation. They

wanted to give grades between these, but they could not and this made it difficult to be more objective. The teachers suggested a criterion that is more flexible to make the evaluation more objective. The views of the teachers teaching at different level can be seen in the table below.

Table 4.5.5. Teachers' Views on the Difficulty of Evaluating Students with the Present Criterion at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
5) Grading the Ss was difficult with the present criteria.	Beg.	12	**75**	2	**12,5**	2	**12,5**	16	**100**
	Elem.	5	**41,6**	-	**-**	7	**58,4**	12	**100**
	Low-int	5	**50**	1	**10**	4	**40**	10	**100**
	Int.	3	**42,9**	3	**429**	1	**14,3**	7	**100**
	Up-int	2	**66,7**	-	**-**	1	**33,3**	3	**100**

4.6. Supplementary Materials

Since there were some problems with the packs, writing teachers prepared supplementary materials during the term and the teachers' views about these materials were asked. The results are presented in Table 4.6:

Table 4.6. Teachers' Views about Supplementary Materials

Items about Supplementary Materials	Disagree		Neutral		Agree		Total	
	N	**%**	N	**%**	N	**%**	N	**%**
1) There was a need to supplement the course packs.	4	**8,4**	4	**8,3**	40	**83,6**	48	**100**
2) All the teachers teaching at the same level should prepare them together.	6	**12,5**	9	**18,8**	33	**68,8**	48	**100**
3) One teacher per week should prepare them.	20	**41,7**	16	**33,3**	12	**25**	48	**100**
4) They were good enough to supplement the course packs.	15	**31,3**	26	**54,2**	7	**14,6**	48	**100**
5) The materials should be evaluated by all the teachers teaching at the same level.	5	**10,4**	6	**12,5**	37	**77,1**	48	**100**
6) It was time consuming to prepare them.	23	**47,9**	12	**25,0**	13	**27,1**	48	**100**

The first item in the questionnaire was included to find out whether there was a need to supplement the course packs. 83,6% of the teachers stated that this was

necessary, whereas 8,4% of the teachers stated just the opposite and 8,3% of the teachers were undecided. When the views of the teachers teaching at different levels were compared, it was found that 100% of the teachers teaching at the beginner level, 91,7 % of the teachers teaching at the elementary level, 80% of the teachers teaching at the lower-intermediate level, 42,9% of the teachers teaching at the intermediate level, and 66,7% of the teachers teaching at the upper-intermediate level thought that there was a need to supplement the course packs. The teachers' views are presented in Table 4.6.1.

Table 4.6.1. Teachers' Views on the Necessity of Preparing Supplementary Materials at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
1) There was a need to supplement the course packs.	Beg.	-	**-**	-	**-**	16	**100**	16	**100**
	Elem.	-	**-**	1	**8,3**	11	**91,7**	12	**100**
	Low-int	1	**10**	1	**10**	8	**80**	10	**100**
	Int.	3	**42,9**	1	**14,3**	3	**42,9**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

Since most of the teachers thought that supplementing the packs was necessary, materials were prepared during the term in order to supplement the course material. To find out the teachers' opinions on how these materials should be prepared, the following statements were included in the questionnaire.

68,8% of the teachers thought that the teachers teaching at the same level should prepare the supplementary materials together. On the other hand, 18,8% of the teachers were undecided and 12,5% of the teachers stated that the supplementary materials should not be prepared together by the teachers teaching at the same level. The views of the teachers teaching at different levels are presented in the table below.

Table 4.6.2. Teachers' Views on All the Teachers' Preparing the Supplementary Materials Together at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
2) All the Ts teaching at the same level should prepare them together.	Beg.	1	**6,3**	1	**6,3**	14	**87,5**	16	**100**
	Elem.	-	**-**	1	**8,3**	11	**91,7**	12	**100**
	Low-int	2	**20**	3	**30**	5	**50**	10	**100**
	Int.	2	**28,6**	3	**42,9**	2	**28,6**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

As seen in the results, 87,5% of the teachers teaching in the beginner level, 91,7% of the teachers teaching in the elementary level, and half of the teachers teaching in the lower-intermediate level agreed with the statement. On the other hand, 28,5% of the teachers teaching in the lower-intermediate level and 33,3% of the teachers teaching in the upper-intermediate level disagreed with them. The teachers' views about this statement were asked in the interviews and the teachers stated that:

- Some groups were very crowded and when they decided to prepare materials together, it became difficult for people not only to come together but also to come to an agreement. Preparing materials in small groups or in pairs were more productive (N:8/18).

The third statement also questioned how the materials should be prepared. 25% of the teachers stated that one teacher per week should prepare the supplementary materials; on the other hand, 41,7% of the teachers thought the opposite. 33,3% of the teachers were undecided about this statement. The views of the teachers teaching at different levels were also gathered and the results can be seen in Table 4.6.3.

Table 4.6.3. Teachers' Views on one Teachers' Preparing the Supplementary Materials at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
3) One teacher per week should prepare them	Beg.	8	**50**	5	**31,3**	3	**18,8**	16	**100**
	Elem.	4	**33,3**	5	**41,7**	3	**25**	12	**100**
	Low-int	6	**60**	3	**30**	1	**10**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

As seen in the results, there was not consensus on this statement; therefore, the teachers' views on this statement were gathered in the interviews. The teachers stated that:

- When they worked with others, they find many different ideas (N:8/18).
- They also stated that working with other people should be encouraged especially when preparing materials for the genres which require being more creative, such as advertisement and film review (N:4/18).

The efficiency of the supplementary materials was also questioned. It was found that 54,2% of the teachers were undecided about this statement. On the other hand, 14,6% of the teachers thought that they were good enough to supplement the packs and 31,3% of the teachers thought just the opposite. The views of the teachers teaching at different levels were compared. The results are shown in the table below.

Table 4.6.4. Teachers' Views on the Efficiency of the Supplementary Materials at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
4) They were good enough to supplement the course packs	Beg.	6	**37,5**	7	**43,8**	3	**18,8**	16	**100**
	Elem.	5	**41,7**	6	**50**	1	**8,3**	12	**100**
	Low-int	2	**20**	7	**70**	1	**10**	10	**100**
	Int.	2	**28,6**	3	**42,9**	2	**28,6**	7	**100**
	Up-int	-	**-**	3	**100**	-	**-**	3	**100**

When the views of the teachers teaching at different levels were looked at, it was found that 43,8 % of the teachers teaching at the beginner level, 50% of the teachers

teaching at the elementary level, 70% of the teachers teaching at the lower-intermediate level, 42,9% of the teachers teaching at the intermediate level, and 100% of the teachers teaching at the upper-intermediate level were undecided. Therefore, the teachers' opinions were gathered in the interviews. In the interviews,

- The teachers stated that sometimes a lot of materials, which they did not use, were left in the copy room and they had to spend time to copy the materials they did not use (N:9/18).
- They also believed that more structure and vocabulary activities should have been included and more productive activities should have been added (N:15/18).

As the teachers stated, some materials which they did not use were left in the copy room and they had to spend time to copy the materials they did not use. The teachers suggested choosing the materials that can be used. This suggestion is supported with the following statement asking who should decide on the materials to be used.

It was found in the results that 77,1% of the teachers thought that the supplementary materials should be evaluated by the teachers teaching at the same level. On the other hand, 12,5% of the teachers were undecided and 10,4% of the teachers thought that the materials should not be evaluated by the teachers teaching at the same level. When the views of the teachers teaching at the same level were compared, it was found that 93,8% of the teachers teaching at the beginner level, 75% of the teachers teaching at the elementary level, 80% of the teachers teaching at the lower-intermediate level, 42,9% of the teachers teaching at the intermediate level, and 66,7% of the teachers teaching at the upper-intermediate level thought that the materials should be chosen by all the teachers teaching at he same level.

Table 4.6.5. Teachers' Views on who should Choose the Supplementary Materials at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
5) The materials should be evaluated by all the Ts teaching at the same level	Beg.	-	**-**	1	**6,3**	15	**93,8**	16	**100**
	Elem.	2	**16,6**	1	**8,3**	9	**75**	12	**100**
	Low-int	1	**10**	1	**10**	8	**80**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

During the term, the level responsibles decided on the materials to be used, but in the following term, the teachers teaching at the same level may decide on which materials to use since most of the teachers believed that it should be a group decision. The teachers stated that sometimes the classes had different profiles and the teachers should have a chance to decide on what to use depending on their classes' needs. Therefore, in the following term, the teachers in each level may come together and choose the supplementary materials together.

The last item about the supplementary materials was whether it was time consuming to prepare them or not. 47,9% of the teachers did not find preparing these materials time consuming. On the other hand, 27,1% of the teachers thought that it was time consuming to prepare them and 25% of the teachers were undecided. The views of the teachers teaching at different levels were also gathered. As seen in the table below, there was not a consensus in the results; therefore, the teachers' opinions were gathered in the interviews. In the interviews, 6 teachers said that it took a lot of time to prepare the materials and when the materials they prepared were not chosen by the level responsibles, they felt that they were wasting their time. Therefore, if the teachers decide on what to include in the supplementary materials, the teachers may feel that they are not loosing their time.

Table 4.6.6. Teachers' Views on Whether It was Time Consuming to Prepare Supplementary Materials at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
6) It was time consuming to prepare them.	Beg.	10	**62,5**	5	**31,3**	1	**6,3**	16	**100**
	Elem.	5	**41,6**	3	**25**	4	**25**	12	**100**
	Low-int	4	**40**	3	**30**	3	**30**	10	**100**
	Int.	3	**42,9**	-	**-**	4	**57,2**	7	**100**
	Up-int	1	**33,3**	1	**33,3**	1	**33,3**	3	**100**

4.7. Project Work

Students, as a class, prepared a newspaper as a project during the term and the teachers views about this project were asked to make it more effective and enjoyable for the students. The views of the teachers are presented in Table 4.7 below.

Table 4.7. Teachers' Views about the Project Work

Items about the Project Work	Disagree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
1)It forced students to be more imaginative and creative.	4	**8,3**	10	**20,8**	34	**70,8**	48	**100**
2) It fostered team work among students.	1	**2,1**	9	**18,8**	38	**79,2**	48	**100**
3) It increased students' research skills.	8	**16,7**	14	**29,2**	26	**54,2**	48	**100**
4) Assigning it in the last week of the course was appropriate.	20	**41,6**	8	**16,7**	20	**41,6**	48	**100**
5) It should be graded.	6	**12,6**	4	**8,3**	38	**79,2**	48	**100**

The first item aimed at finding the teachers' views about whether the project work forced students to be more imaginative and creative. 70,8% of the teachers thought that it forced students to be more imaginative and creative, whereas 8,3% of the teachers thought the opposite and 20,8% of the teachers were undecided. When the views of the teachers teaching at different levels were compared, it was found that 75% of the teachers teaching at the beginner and elementary levels, 50% of the teachers teaching at the lower-intermediate level, 71,5% of the teachers teaching at the intermediate level, and 100% of the teachers teaching at the upper-intermediate level

thought that the project work forced students more imaginative and creative. It can be inferred that since the students prepared the newspapers either individually, or in pairs/groups, they talked to each other, came up with different and more creative ideas, they became more imaginative and creative

Table 4.7.1. Teachers' Views on Project Work's Forcing Students Being More Imaginative & Creative at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
1)It forced students to be more imaginative and creative.	Beg.	1	**6,3**	3	**18,8**	12	**75**	16	**100**
	Elem.	1	**8,3**	2	**16,7**	9	**75**	12	**100**
	Low-int	2	**20**	3	**30**	5	**50**	10	**100**
	Int.	-	**-**	2	**28,6**	5	**71,5**	7	**100**
	Up-int	-	**-**	-	**-**	3	**100**	3	**100**

As it was found, while 79,2% of the teachers thought that the project work fostered team work among students, only one teacher (2,1%) thought that it did not foster team work among students and 18,8% could not make any decision about the usefulness of the project work in increasing team work among students. Similar results were obtained when the views of the teachers teaching at different levels were compared. The results are presented in Table 4.7.2 below. The teachers who support this statement might have thought that when the students worked with their classmates, they learned how to take their responsibility in a group and shared the works, which, in turn, fostered team work among students. 2 teachers out of 18 stated that some students wanted to work individually; therefore, it did not foster team work among students.

Table 4.7.2. Teachers' Views on Project Work's Fostering Team Work among Students at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
2) It fostered team work among students.	Beg.	-	**-**	3	**18,8**	13	**81,3**	16	**100**
	Elem.	1	**8,3**	1	**8,3**	10	**83,3**	12	**100**
	Low-int	-	**-**	1	**10**	9	**90**	10	**100**
	Int.	-	**-**	3	**42,9**	4	**57,1**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

While preparing the newspapers, the students were supposed to make research and the teachers' views about whether preparing the project work increased students' research skills was asked. 54,2% of the teachers thought that it increased students' research skills, whereas 29,2% of the teachers were undecided and 16,7% of the teachers thought that it did not increase students' research skills. The comparison of the views of the teachers teaching at different levels can be seen in Table 4.7.3. The reason why some teachers thought it did not increase students' research skills may be that students did not have to make research while preparing some parts, such as comic strips and advice column. But, while writing other columns, such as editorial and newspaper report, the students had to make research and learn how to make it.

Table 4.7.3. Teachers' Views on Project Work's Increasing Students' Research Skills at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
3) It increased students' research skills.	Beg.	2	**12,5**	4	**25**	10	**62,5**	16	**100**
	Elem.	4	**33,3**	3	**25**	5	**41,6**	12	**100**
	Low-int	1	**10**	4	**40**	5	**50**	10	**100**
	Int.	1	**14,3**	2	**28,6**	4	**57,2**	7	**100**
	Up-int	-	**-**	1	**33,3**	2	**66,7**	3	**100**

Students prepared the project in the last week of the course and the appropriacy of the timing was asked. 41,6% of the teachers stated that it was appropriate; on the other hand, 41,6% of the teachers thought just the opposite. When the views of the teachers teaching at different levels were compared, similar results were obtained that there was not a consensus on the timing of the project work.

Table 4.7.4. Teachers' Views on the Timing of the Project Work at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
4)Assigning it in the last week of the course was appropriate	Beg.	8	**50**	-	**-**	8	**50**	16	**100**
	Elem.	3	**25**	2	**16,7**	7	**58,3**	2	**100**
	Low-int	4	**40**	3	**30**	3	**30**	10	**100**
	Int.	4	**57,1**	3	**42,9**	-	**-**	7	**100**
	Up-int	1	**33,3**	-	**-**	2	**66,7**	3	**100**

When the teachers' suggestions for making the project work more effective were asked in the interviews, they stated that:

- Some students did not want to write in that week because they knew that they would not loose grade if they did not write (N:6/18).
- The teachers suggested that it should be through the end of the term since the students will have learned how to write most of the genres in a newspaper and they liked producing genres in a more meaningful and communicative way (N:10/18).

Therefore, the project work should be prepared through the end of the term since the students will have learned all the genres and they will also be more willing to do it.

The project work was not graded and the teachers' views about whether it would be better to grade it were asked. It was found that more than half of the teachers (79,2%) thought that it should be graded, whereas 12,6% of the teachers thought the opposite. When the views of the teachers teaching at different levels were compared, similar results were obtained that most of the teachers in each level support the idea of grading the project work. In the interviews, why and how it should be graded was asked. They teachers said that:

- The students spent a lot time and effort to prepare them; therefore, they should be rewarded for their work (N:16/18).
- The teachers suggested grading the project work qualitatively as a separate part in the portfolio (N:15/18).

Table 4.7.5. Teachers' Views on Grading the Project Work at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	%	N	%	N	%	N	%
5) It should be graded.	Beg.	-	-	1	**6,3**	15	**93,8**	16	**100**
	Elem.	2	**16,7**	-	-	10	**83,4**	12	**100**
	Low-int	1	**10**	2	**20**	7	**70**	10	**100**
	Int.	2	**28,6**	-	-	4	**57,2**	7	**100**
	Up-int	-	-	1	**33,3**	2	**66,7**	3	**100**

4.8. Writing Competition

During the term, there was a story writing competition. It was on a voluntary basis and not graded. Although it was not a part of the writing course, the views of the writing teachers were asked in order to make the competition more attractive for the following years' students because not many students attended the competition. The results are presented in Table 4.8 below.

Table 4.8. Teachers' Views about the Writing Competition

Items about Writing Competition	Disagree		Neutral		Agree		Total	
	N	%	N	%	N	%	N	%
1) It created a positive attitude towards the writing course.	19	**39,6**	19	**39,6**	10	**20,9**	48	**100**
2) It fostered the creativity of the students.	20	**41,7**	15	**31,3**	13	**27,1**	48	**100**
3)It should be applied again in the following years.	7	**14,6**	18	**37,5**	23	**47,9**	48	**100**
4)The award increased students' participation.	26	**54,2**	9	**18,8**	13	**27,1**	48	**100**

The first statement about the competition was whether it created a positive attitude towards the writing course. While 39,6% of the teachers stated that it did not create a positive attitude towards the writing course, 39,6%, was undecided and 20,9% of the teachers thought that it had a positive effect on the students towards writing. When the views of the teachers teaching at different levels were compared, similar results were obtained that most of the teachers had negative views about this statement. Since most of the teachers had negative views, why they thought so was asked in the

interviews. 15 teachers out of 18 said that since the students were not interested in the competition and did not attend it, it did not create a positive attitude towards the writing course. If the students would have attended and won it, they could be more positive and motivated towards the course.

Table 4.8.1. Teachers' Views on Writing Competition's Creating a Positive Attitude towards the Writing Course at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
1) It created a positive attitude towards the writing course.	Beg.	6	**37,5**	6	**37,5**	4	**25**	16	**100**
	Elem.	3	**25**	6	**50**	3	**25**	12	**100**
	Low-int	5	**50**	3	**30**	2	**20**	10	**100**
	Int.	3	**42,9**	3	**42,9**	1	**14,3**	7	**100**
	Up-int	2	**66,7**	1	**33,3**	-	**-**	3	**100**

Whether the writing competition fostered the creativity of the students or not was also questioned. While 41,7% responded that it did not foster creativity of the students, 31.3% of the teachers were undecided and 27,1% of the teachers thought that it fostered the creativity of the teachers. When the views of the teachers teaching at different levels were compared, it was found that there was not a consensus among the teachers in each level besides the upper-intermediate level, who had negative views on this statement. 7 teachers said in the interviews that only the students who were creative attended the competition and since they were already more creative than the other students, the competition did not foster their creativity. If a student who is not very creative attends the competition and forces himself/herself to be creative, the reverse can be said, but unfortunately this was not the case.

Table 4.8.2. Teachers' Views on Writing Competition's Fostering Creativity of the Students at Different Levels

	Levels	Disagree		Neutral		Agree		T Otal	
		N	**%**	N	**%**	N	**%**	N	**%**
2) It fostered the creativity of the students	Beg.	5	**31,3**	5	**31,3**	6	**37,6**	16	**100**
	Elem.	4	**33,3**	4	**33,3**	4	**33,3**	12	**100**
	Low-int	5	**50**	3	**30**	2	**20**	10	**100**
	Int.	3	**42,9**	3	**42,9**	1	**14,3**	7	**100**
	Up-int	3	**100**	-	**-**	-	**-**	3	**100**

Whether the writing competition should be applied in the following years was also asked, 47,9% of the teachers thought that it should be applied in the following years, whereas 14,6% of them thought just the opposite and 37,5% of the teachers were undecided. Similar results were obtained when the views of the teachers teaching at different levels were compared. It may be concluded from this result that the teachers are not actually against the idea of the writing competition, but the application and the topics. What kind of changes should be made to make it more attractive for the students was also asked to the teachers. The teachers suggested that the competition should be made more productive with pair or group works and different topics, such as projects or problem solving tasks.

Table 4.8.3. Teachers' Views on Applying the Writing Competition in the Following Terms at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
3)It should be applied again in the following years.	Beg.	1	**6,3**	6	**37,5**	9	**56,3**	16	**100**
	Elem.	-	**-**	3	**25**	9	**75**	12	**100**
	Low-int	3	**30**	5	**50**	2	**20**	10	**100**
	Int.	2	**28,6**	2	**28,6**	3	**42,9**	7	**100**
	Up-int	1	**33,3**	2	**66,7**	-	**-**	3	**100**

The last item in the questionnaire was about the award of the competition and more than half of the teachers (54,2%) stated that the award did not increase the students' participation. On the other hand, 27,1% of the teachers stated that the award increased students' participation and 18,8% of the teachers were undecided. Similar results were obtained when the views of the teachers teaching at different levels were compared. What kind of awards could be given was asked in the interview and the teachers suggested giving money, lunch tickets for a year, free tickets for social activities, or a vacation.

Table 4.8.4. Teachers' Views on Award of the Writing Competition at Different Levels

	Levels	Disagree		Neutral		Agree		Total	
		N	**%**	N	**%**	N	**%**	N	**%**
4)The award increased students' participation	Beg.	8	**50**	3	**18,8**	5	**31,3**	16	**100**
	Elem.	5	**41,7**	2	**16,7**	5	**41,7**	12	**100**
	Low-int	6	**60**	2	**20**	2	**20**	10	**100**
	Int.	4	**57,2**	2	**28,6**	1	**14,3**	7	**100**
	Up-int	3	**100**	-	**-**	-	**-**	3	**100**

The results and the discussions are presented in this chapter. The conclusions, implications and the suggestions for further research are presented in the following chapter.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

5.1. Summary

Curriculum development is an ongoing process and this process needs to be evaluated in order to understand whether the plans for the teaching process are effective or not (Brown, 1995). Evaluation is important in determining the weak and strong points of a program to make it more effective. Anadolu University School of Foreign Languages is one of the institutions that has undergone a curriculum renewal process. To meet the students' needs better, the changes were made to improve the writing curriculum. One of the courses that has undergone a big change was the writing course and this study focused on evaluating the writing curriculum in 2005-2006 Fall Term at AUSFL.

Program evaluation is an ongoing process and the courses taught should be evaluated at the end of the term to make them more effective. One of the approaches used to evaluate courses is process approach and one of the dimensions of the evaluation process is formative evaluation both of which aim at improving a program. In this study, a formative evaluation was conducted to evaluate the writing curriculum in 2005-2006 Fall Term at AUSFL.

In this study, the primary aim was to find the teachers views about the writing curriculum. The secondary aim was to find what the views of teachers teaching at different levels were. For these purposes, 48 teachers teaching at AUSFL were chosen as the subjects of this study. A questionnaire; which was prepared considering the literature, previous studies, and views of the writing teachers working at AUSFL, was used to reveal the teachers' views about the writing curriculum. The frequencies and percentages of each item were calculated descriptively. To find the views of the teachers teaching at different levels, the cross tabulation of each item was calculated. A semi-structured interview was also conducted with 40% of the teachers to get their further thoughts about the writing curriculum.

5.2. Conclusions and Implications

As a result of the analysis of the questionnaire and the interviews, it was determined that there were problems with the course packs used during the term. It was found that the packs were inappropriate for the students' needs and there was a need to supplement the packs. The interview results supported this that the number and the variety of transition, structure and punctuation activities was not sufficient; therefore, more activities should be added in the next years' pack. Especially the teachers teaching in the lower levels thought that the number of the vocabulary activities was not sufficient. Because of the insufficiency of these activities, in the interviews, the teachers mostly stated that they had to prepare supplementary materials. The packs were prepared according to the process-genre approach. According to this approach, structure and vocabulary related to specific genres should be taught; therefore, more structure, vocabulary and transition activities should be added to teach these in the next year's packs. Considering the approach, increasing the number of these activities is especially important for lower levels. Another problem with the packs was the sample texts. Most of the teachers stated that the language level of the texts was very difficult for the students to understand; therefore, the texts' language level should be adapted to the students' proficiency level. The teachers stated in the interviews that the text topics were not very interesting and some of them were very difficult to understand the genres. The teachers suggested choosing the texts students were more familiar with to help them understand the genres easily. For instance, in recipe, instead of choosing a text about how to cook Sushi, a Turkish recipe which students were more familiar could have been chosen. Besides these, one of the problems faced during the term was the format of the packs. In the interviews, the teachers stated that there were some problems with the page numbers, answers of the activities, and the picture quality. Therefore, necessary changes should be made in the packs' format. During the term, the students' papers were graded by using the ESL Composition Profile. When the teachers' views about the appropriacy of the ESL Composition Profile was asked, the teachers stated the profile was not suitable especially for short genres and the genres which require more creativity, such as advertisement. The teachers suggested adding a 'creativity' component to the criterion for these genre types. Therefore, a criterion should be

prepared or adapted for the short genres and the genres that require creativity. As a conclusion, especially the teachers teaching in the lower levels stated that using a textbook would be better because of the problems in the packs. However, they also stated that they liked the idea of using the packs they prepared especially for their students, but there were some problems with the packs. The teachers suggested revising and using the packs they prepared in the following terms. Therefore, the packs should be revised considering the language level and the topics of the texts, the number and the variety of the activities, and the format.

When the teachers' views about the process-genre approach were asked, most of them stated that the approach and the genres taught addressed the students' future needs. In the interviews, the teachers stated that during the term, the students learned many different genres which they can either write or read in the future. For instance, a student in the communication department can write a newspaper article, and other students in different departments can read it. Therefore, it can be inferred that students' future needs were addressed. One of the items in the questionnaire questioned whether the teachers were familiar with the process-genre approach or not. The results indicated that half of the teachers were familiar with the approach. The approach used during the term should be taught to the teachers because as Pang (1999) states, finding out the teachers' implicit personal theories and beliefs about ELT is an essential first step in the curriculum renewal process since through a self-evaluation stage, teachers may find out and correct their ineffective teaching methods. Therefore, what can be done to help the teachers understand and learn the approach better was asked in the interviews. Most of the teachers said that a workshop would help them to learn and understand the approach better; therefore, a workshop which train the teachers for the approach used should be arranged. Since half of the teachers were not familiar with the approach, the teachers, especially the ones teaching in the lower levels, stated that it was not applicable to all proficiency levels. Contradictory to what our teachers expressed, Dudley-Evans (1997) states that process-genre approach is suitable for every level and it works well especially in the lower levels because special attention is given to the structure teaching in this approach. The teachers believing that the approach was not appropriate for the lower levels can be the reason of their being unfamiliar with the approach used. One of the problems in applying the approach was the syllabus and the materials used. As the

teachers stated, there were some problems with the materials. Therefore, it can be concluded that, if more attention is given to the materials and the syllabus, the approach can be applied well in every level. The teachers also stated that they would prefer teaching similar genres in the same week. They said that when similar genres were taught in different weeks, the students felt that they were not learning new things and also they were bored. Therefore, similar genres should be taught in the same week. Another suggestion was changing the order of the genres in the syllabus. The same genres were taught in the same week in each level, but the teachers stated that lower level students had difficulty in writing the genres which require using complex sentences, such as editorial and newspaper article. Therefore, in the next term, while preparing the syllabus, the language level of the students should be taken into consideration. Moreover, the teachers suggested preparing the writing syllabus by considering the grammar syllabus, especially in the lower levels. This idea supports the finding that the teachers, especially teaching in the lower levels, stated that teaching structures typical for each genre was difficult because they tried to teach both the structures and the genre for the first time. If they could only focus on the genres, it would be easier to teach them and the time constraints would not be a problem. Allotting enough time for each genre is also important for an effective teaching and learning environment; therefore, the appropriacy of the time allotted for each genre was asked. The teachers, especially teaching in the lower levels, stated that more time should be allotted for the genres which require more complex structures, such as editorial, anecdote, and formal letter. They also suggested allotting less time to informal letter and advice column since the students did not have to be more creative while writing these genres and the structure in these genres were not very difficult. As a conclusion, according to the teachers' views and the literature, process-genre approach addresses the students' future needs; therefore, it should be a part of the writing curriculum in the following terms, but as seen in the results, the teachers were not very familiar with the approach; therefore, an in-service training is necessary for the writing teachers. Moreover the writing syllabus should be prepared by considering the grammar syllabus, the similar genres should be taught in the same week, and more time should be allotted to the genres which require being more creative and including more complex structures in the following term.

When the teachers' opinions about writing journals were asked, the teachers stated that it was a good communication opportunity between the teacher and the students. Considering the questionnaire and the interview results, it can be concluded that journal writing helped teachers learn more about their students and choosing the topics about the students' personal ideas and interests created a good communication opportunity between the teachers and the students. The teachers, sometimes with the class, decided on the journal topics and as the majority of the teachers stated, their deciding on the journal topics was a good idea since they had a chance to choose a topic considering their students' interests. Journals were written every other week and most of the teachers stated that the frequency of writing journals was adequate. The only problem with the journals was the time limit. The journals were written in the class in 20 or 40 minutes depending on their level. As the teachers stated, limiting time to write was problematic. The teachers suggested that the time limit for the journals should be 45 minutes and the teachers should decide on how much time to give to the students for the journal writing depending on the topic they choose or they should be written outside the class. The teachers also suggested changing the title 'journal' because the aim of applying the journals was not consistent with the journal writing in the literature that it should not be written in the class and with a time limit. The teachers suggested the titles 'intensive writing' or 'fluency writing' instead of journal writing. The students kept a separate notebook for the journal writing during the term and when the teachers' opinions about keeping a separate notebook for the journal writing were asked, they stated that it was one of the problems faced during the term. Most of the teachers stated that it did not help students to be well-organized and keeping a separate notebook was not practical to collect and carry for the teachers. Instead of making bringing notebook an obligation, the students should be let free to write either on a paper or notebook. Therefore, in the following terms, the students should be allowed to write their journals on the papers they bring. As a conclusion, journal writing helped teachers learn more about their students and it created a good communication opportunity between the teachers and the students; therefore, according to the teachers' views, journal writing should be a part of the writing curriculum in the following terms, but the title of the 'journal writing' should be changed, more time should be allotted for it, and it should not be written on a separate notebook.

When the teachers' views about the portfolios were asked, the results revealed that portfolios helped both the teachers and the students see the progress of the students, and helped them focus on the writing process more because the students had to write multiple drafts and keep them during the term. During this process, they had a chance to observe their progress. The teachers also believed that it taught students to be well-organized. The students took class work more seriously because they knew that class work would be graded in the portfolio. The teachers also stated that it was a good way of assessing students' performance and it fostered students' autonomy. Writing is a process and this process should be assessed and with the help of the portfolio, the teachers had a chance to assess this process. Moreover, the students choose what to include in the portfolio depending on their performance and they evaluated the process and their progress, which, in turn, enhances autonomy. This is consistent with the literature (Tribble, 1996; Hyland, 2003 b.) that portfolio is a good means of assessing students' performance. The teachers also stated that there were some problems with the portfolio. One of the problems observed with the portfolio was the ESL Composition Profile used. The teachers stated that there were problems with the criterion in the lower levels because of the language level of the students. The teachers stated that it was difficult and unfair to grade the students with his criterion because the students' language level was very low and the structures and the vocabulary they could use were very limited. They suggested adapting this criterion, especially the sentence variety and discourse markers parts. In addition, the teachers stated that it was difficult to grade the 'reflections' with this criterion because the students were not supposed to write topic or thesis statements which the criterion grades. Therefore, they suggested using a more applicable criterion for the portfolio assessment. Moreover, the teachers believed that the reflections did not help students to be more critical about their writing process and progress. To make reflections more effective, the teachers suggested having the students them throughout the term, not at the end of the term. Therefore, the students should have given a chance to reflect on their performance whenever they see progress in their writing. When the students are asked to write it at the end of the term, they sometimes forget the process that they have come through. To conclude, portfolio helps teachers and students see the students' progress, is a good way of assessing students'

performance, fosters students' autonomy, and encourages the writing process; therefore, it should be a part of the writing curriculum in the following terms.

The teachers' views about the in-class participation were also gathered. The results revealed that most of the teachers stated that in-class participation was necessary to evaluate the students because it was motivating for the students. The teachers stated that it encouraged students to be more active in the class. It was motivating especially for the students who got low grades although they were active in the class. The teachers' views on the appropriacy of the grading criterion were asked and the teachers said that the items in the criterion were appropriate to evaluate the students; on the other hand, the grading system used should be made more flexible. In the criterion, only the grades 0,25,50,75,100 were given, which was unfair for the students who do not deserve either 100 or 75, or 50 or 25, etc. The teachers suggested giving grades between 0,25,50,75,100 to the students. Therefore, a more flexible criterion should be found or adapted for the following terms. The teachers also suggested increasing the in-class participation distribution from 10% to 15% since, as they stated, it was a good way to motivate the students. To conclude, in-class participation should be a part of the writing curriculum in the following terms, but the distribution and the grading criterion should be changed.

One of the parts evaluated in the writing course was the supplementary materials. Since there were some problems with the packs, as stated previously, supplementary materials were prepared during the term. The results revealed that there was not any consensus on how they should be prepared and who should prepare them. Some teachers stated that they prefer preparing them individually, and the rest stated that they prefer preparing them either in pairs or in small groups. They suggested that the teachers teaching at the same level should come together and decide how to prepare them since it is difficult to come to an agreement without asking the others' opinions. As seen in the results, although almost half of the teachers stated that it was not time consuming to prepare them, slightly above the half of the teachers were undecided that the materials were good enough to supplement the packs. The teachers explained the reason of this that there were a lot of materials left in the copy room and they had to copy the ones they did not use. They also complained that sometimes the materials they prepared were not chosen by the level responsibles; therefore, they were frustrated. This

finding is consistent with the finding that the teachers prefer the teachers' teaching at the same level come together and decide on the materials to be used. To conclude, in the following term, not the level responsibles but the teachers in each level should evaluate and choose the supplementary materials together and each level should decide on how and who will prepare the materials.

When the teachers' opinions about the project work were asked, most of the teachers stated that project work forced students to be more imaginative and creative, fostered team work among students, and increased students' research skills because the students had to work with their classmates or pairs and had to make research to prepare it. The only problem about the project work was the timing. The projects were prepared at the end of the first term. The teachers stated that it should not be in the very end of the term since some of the students did not take it seriously. They suggested that it should be prepared through the end of the term because the students will have learned all the genres they will write in the newspaper. Therefore, the projects should be prepared through the end of the term, but not in the very end. The teachers also stated that it should be graded since students spent a lot of time and effort to prepare them, they should be awarded. They suggested including projects as a part of the portfolio assessment. As a conclusion, since project work forced students to be more imaginative and creative, fostered team work among students and increased students' research skills, it should be a part of the writing curriculum in the following terms, but the timing of it should be changed and it should be graded.

The last part of the questionnaire aimed at finding the teachers' views about the writing competition and the results indicated that although the teachers supported the idea of having a competition, they had negative views about it. As found, they did not prefer the way it was conducted. The teachers suggested that the award and the topics should be changed with more motivating ones. Instead of an individual work, such as story writing, tasks that force students not only being creative but also working in the groups or pairs should be given. For instance, problem solving tasks or projects might be given as a topic and the students can prepare them in groups or in pairs if they want. The teachers also suggested changing the award. Instead of giving dictionaries or books, they suggested giving free tickets for the social activities or money. To conclude, writing competition should be a part of the writing curriculum in the following terms,

but the topics and the award of the competition should be changed to make it more attractive for the students.

5.3. Suggestions for Further Research

Results of this study indicate a number of areas that need further investigation. First of all, as this study was conducted to improve the writing curriculum at 2005-2006 Fall Term, the necessary adjustments should be made considering the literature and the views' of the teachers. Then, the new curriculum after the adjustment should be evaluated in other studies to find out whether or not the course becomes more effective after the adjustment.

Furthermore, further research should be conducted to determine students' future needs and the genres they write in their majors to prepare the students for the future. As Reid (2001) pointed out, what students actually have to write in different disciplines and what writing sub skills are evident should be determined. That is, the students' future needs should be determined and the genres should be chosen taking the students' future needs into consideration. After finding the students' future needs, the course syllabus should be prepared taking the students' future needs into account.

Moreover, the majority of the teachers thought that journal writing improved students writing skills and further research might be conducted to find out what kind of effect(s) journal writing made on the students writing.

One of the problems faced during the term was about the in-class participation criterion used. Most of the teachers suggested adapting a more flexible criterion. After adapting the new criterion, the teachers' opinions about the new criterion should be asked and the objectivity of the new criterion should be investigated with other studies.

This study aimed at finding the teachers views about the writing curriculum at AUSFL. Further research should be conducted to find not only the teachers but also the students' views about the writing curriculum. As Reid (2001) suggests, interviewing teachers about their reasons for re/designing the tasks, their specific task expectations, and the importance of tasks on students' success and interviewing students about their expectations and what they did to fulfill their expectations will provide valuable information for curriculum modifications.

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APPENDIX A

Writing Course Evaluation Questionnaire

Dear Colleague:
This questionnaire is prepared to find out your opinion about the 2005-2006 Fall Term Writing Course. It aims at facilitating the course evaluation process and making our writing course more effective. Please read and respond each question carefully. Your responses will be kept confidential and be used only for the purposes of this study. Put an (X) for the choice appropriate for you.
Thanks for your contribution and time.

MELTEM MUŞLU
Anadolu University
Institute of Education
English Language Teaching

How long have you been teaching English?.....

How long have you been teaching Writing?.....

Were you involved in the course pack preparation process?.....

Which level did you teach in the 2005-6 fall term?.....

COURSEPACKS	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
1) They were appropriate for the students' needs.					
2) It would be better to use a text book.					
3) The language level of the texts was appropriate for the students.					
4) The topics of the texts were interesting.					
5) The grading criterion (ESL Profile) was appropriate for all the genres.					
6) There was variety in the activity types.					
7) The students liked using the packs.					
8) There was adequate number of structure exercises related to genre types.					
9) There was adequate number of transition exercises related to genre types.					
10) There was adequate number of punctuation exercises related to genre types.					
11) It was difficult to find typical samples for the genre types.					
12) There was a need to supplement the course packs.					
13) There were some problems with the packs' format.					
14) Other comments related to Course Packs ……....…… ……..					

PROCESS-GENRE APPROACH & GENRE TYPES	Strongly Disagree	Dis-agree	Neutra	Agree	Strongly Agree
1) Process-genre approach was appropriate for the students' future needs.					
2) Students' future needs were addressed with the chosen genres.					
3) Variety of the genres taught was enough to teach.					
4) The genres taught were related to the students' majors.					
5) Not focusing on any terminology (e.g. topic sentence, supporting sentences, etc.) encouraged students' participation in writing.					
6) Students enjoyed producing different genre types.					
7) It was appropriate for the objectives of the course.					
8) Time allotted for each genre was appropriate.					
9) Different interests of the students were addressed with the different genres.					
10) I was familiar with the process-genre app. and the genre types.					
11) This approach was applicable to all proficiency levels.					
12) Teaching structures typical for each genre was difficult.					
14) It would be better to teach similar genres together (e.g. narration and anecdote).					
15) Other comments related to Process-genre Approach & Genre Types ……..…… …….....					

JOURNAL	Strongly Disagree	Dis-agree	Neutra	Agree	Strongly Agree
1) It was a good opportunity for communication between the students and the teacher.					
2) It helped teachers learn more about their students.					
3) The frequency of writing journals was adequate.					
4) Having students to write journals inside the class was a good idea.					
5) Keeping a separate notebook taught students to be well-organized.					
6) Letting teachers decide on the topics was a good idea.					
7) Writing without paying attention to grammar and mechanics improved students' writing.					
8) Keeping a separate notebook was practical to collect and carry for the teachers.					
9) Considering journals as 15% of the midterms was appropriate.					
10) Limiting time to write was problematic.					
11) Other comments related to Journals ……..…… ……					

PORTFOLIO	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
1) Students enjoyed preparing the portfolio.					
2) It was practical to implement.					
3) It taught students to be well-organized.					
4) It was a good alternative for the written exam (second midterm).					
5) It helped students see their progress.					
6) The distribution of the grades (qualitative/quantitative) was appropriate.					
7) It helped teachers see their students' progress.					
8) It encouraged writing multiple drafts.					
9) With the portfolio the students took the class work more seriously.					
10)Reflection (cover writing & justification) fostered students' self-evaluation and critical thinking skills.					
11) It helped teachers focus on the writing process more.					
12) The grading criterion (ESL Profile) for the homework was appropriate for all the levels.					
13) It fostered student autonomy.					
14) Other comments related to Portfolio ……....…… …..……					

IN-CLASS PARTICIPATION	Strongly Disagre	Dis-agree	Neutra	Agree	Strongly Agree
1) In-class participation was necessary to evaluate the students.					
2) It encouraged students to be more active participants in the class.					
3) The items in the grading criteria were appropriate to evaluate the students.					
4) Giving 10% for class participation was satisfactory to evaluate the students.					
5) Grading the students was difficult with the present criteria.					
6) Other comments related to application of In-class Participation ……....…… ……..					

SUPPLEMENTARY MATERIALS	Strongly Disagree	Dis-agree	Neutral	Agree	Strongly Agree
1) There was a need to supplement the course packs.					
2) All the teachers teaching at the same level should prepare them together.					
3) One teacher per week should prepare them.					
4) They were good enough to supplement the course packs.					
5) The materials should be evaluated by all the teachers teaching at the same level.					
6) It was time consuming to prepare them.					
7) Other comments related to Supplementary Materials …….....…… ……..					

PROJECT WORK	Strongly Disagree	Dis-agree	Neutra	Agree	Strongly Agree
1) It forced students to be more imaginative and creative.					
2) It fostered team work among students.					
3) It increased students' research skills.					
4) Assigning it in the last week of the course was appropriate.					
5) It should be graded.					
6) Other comments related to Project Work …….....…… ……					

WRITING COMPETITION	Strongly Disagree	Dis-agree	Neutra	Agree	Strongly Agree
1) It created a positive attitude towards the writing course.					
2) It fostered the creativity of the students.					
3) It should be applied again in the following years.					
4) The award increased students' participation.					
5) Other comments related to Writing Competition. …….....…… ……					

OTHER COMMENTS

If you have any other comments or suggestions you wish to indicate regarding any aspect of the writing course, please write here.

1)……..…….....

2)……*Thanks for your participation!* ☺

APPENDIX B

INTERVIEW QUESTIONS

Course packs

1) Did preparing course packs contribute to your teaching? Did you learn something from preparing course pack?

2) Was the language level of the course pack appropriate for the level you taught? Was it higher or lower than the level you taught?

3) Were the text topics interesting? What kind of topics can we choose?

4) Was the ESL Profile appropriate for all the genre types? What kind of criterion can we use/adapt? (Organization, discourse markers)

5) Were the variety and the type of the activities adequate? What kind of activities can we add?

6) Did the students like the packs? Why/not? What do you suggest?

Process-genre Approach & Genre Types

1) Were you familiar with the approach? Did you read the articles provided?

2) Was the approach appropriate for all the proficiency levels? Why/not? How can we adapt it?

3) Were the genres chosen applicable for all the learning styles? What do you understand from the term 'learning styles'?

4) Were the chosen genre types appropriate for the students' future needs? Do you know what the students' future needs are? What kind of genres shall we choose to address their future needs?

5) Were the genres chosen related to the students' majors? Do you know what kind of genres they write in their majors? Is there any genre type appropriate for the students' majors you would like to teach?

6) Do you think that it would be better to teach similar genres together? Why? (Anecdote-narration, in/formal letter)

7) Was it difficult to teach structures typical for each genre? Why/not? How can we teach them?

8) Was the time allotted for each genre appropriate? Was it more or less?

Journals

1) Was the frequency of the journals adequate? More/less? Why?

2) Was the time limit problematic? Why/not? How long should it be?

3) Was it a good idea to make students write them in the class? Why/not? Do you think it is appropriate for the aims of the journal?

4) Does keeping a separate notebook make students well-organized? How & why?

5) Was considering journals as 15% of the midterm appropriate? Shall we make it less/more?

Portfolio

1) Was the ESL Profile appropriate for all the levels? How can we adapt it?

2) Was the distribution of the grades appropriate? How can we change it?

3) Was writing cover letter and justification beneficial for the students? If not, how can we change it?

4) Did preparing portfolio foster students' autonomy? What is 'autonomy'?

5) Did the students enjoy preparing the portfolio? Why/not? What can be done?

In-class Participation

1) Was it necessary to evaluate the students? Why/not?

2) Was the criterion appropriate for evaluating the students? How can we adapt it?

3) Was considering it 10% enough? Shall we make it more/less?

Supplementary Materials

1) How should they be prepared (individual/pair/group, before/during the term)?

2) How should they be evaluated (level responsible/ group decision/ a separate group)?

3) Was it time-consuming to prepare them?

Project Work

1) Should it be graded? Why/not? How can it be graded?

2) When should it be applied? At the end/in the middle of the term?

3) What can we assign as project work besides newspaper/drama?

Writing Competition

1) Did it create a positive attitude towards writing? How?

2) Did it foster creativity of the students? How?

3) Should it be applied again in the following years? How can it be done? What can be given as an award?

APPENDIX C

In-Class Participation Criteria For The Writing Course

Non-participant	Comes to the course mainly to avoid not failing attendance, does not use necessary course materials, does not take assignments seriously, does not work, does not participate, rarely asks for help, interrupts, distracts, or disrupts others, and is difficult to work with. *If this person were more active in the class, class time would be much more productive.*	**0**
Unsatisfactory Contributor	Generally unwilling to use necessary course materials, completes few assignments and homework, interrupts, distracts, or disrupts others, continually talks to others instead of working, slow to start work, needs constant reminders about starting work, does not participate, does not listen to instructions, rarely asks for help, has little knowledge of subject matter, and is difficult to work with. *If this person were more active in class, class time would be more productive***.**	**25**
Adequate Contributor	Does not keep notes and work up to date, notes are not in order, does not complete all assignments and homework, does little to participate, only starts work when reminded, seldom asks for help, quiet, daydreaming, eventually gets to work on assignments, but is easy to work with. *If this person were more active, the quality of class dynamics would be affected noticeably.*	**50**
Good Contributor	Notebook is mostly complete, but needs some organization of pages and content, little extra material is included, homework and assignments are usually completed, cooperative, participates, begins to work when assignments are given, works hard most of the time, works quietly on assignments, and asks questions on a regular basis. *Since this person is a member of the class, the quality of class dynamics is affected positively.*	**75**
Outstanding Contributor	Notebook is organized and complete, all homework and assignments are completed, has included extra material, shows enthusiasm on a regular basis, demonstrates cooperation, volunteers to answer and ask questions, willing to help others, remains on task without reminders, and works quietly and efficiently using the sources available. *Since this person is a member of the class, the quality of class dynamics is affected in a markedly positive way.*	**100**

Adapted from
http://www.courses.psu.edu/art/art122w_jlh18/new_digital/project/partic.htm
http://www.stgeorges.bc.ca/jr/socials/samples/Participation%20Rubric.pdf
http://ali.apple.com/ali_media/Users/1000483/files/others/participation_rubric.xls
http://www2.gsu.edu/~wwwsys/unit/critdisc.htm
http://www.brown.edu/Administration/Sheridan_Center/teachtips/Class_Particip.pdf

APPENDIX D ESL COMPOSITION PROFILE

CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	10-9	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	8-6	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	6-3	FAIR TO POOR: non-fluent •ideas confused or disconnected • lacks logical sequencing and development
	2	VERY POOR: does not communicate • no organization • OR not enough to evaluate
DISCOURSE MARKERS	15-13	EXCELLENT TO VERY GOOD: appropriate use and wide range of cohesive devices
	12-9	GOOD TO AVERAGE: appropriate use and range of cohesive devices
	8-5	FAIR TO POOR: limited use of cohesive devices
	4-2	VERY POOR: little or no linkage between sentences
VOCABULARY	15-13	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	12-9	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	8-5	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	4-2	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
LANGUAGE USE	10-9	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	8-6	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	6-3	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	2	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
SENTENCE VARIETY	10-9	EXCELLENT TO VERY GOOD: variety of single clause and frequent multi-clause sentences with some coordinating and several subordinating clauses
	8-6	GOOD TO AVERAGE: adequate blend of single clause and frequent multi-clause sentences with some coordinating and a few subordinating clauses
	6-3	FAIR TO POOR: blend of single clause and multi-clause sentences with mostly coordinate clauses and occasional subordinate clause
	2	VERY POOR: predominant use of single clause sentences with an occasional coordinating clause
MECHANICS	5	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	4	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	3	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	2	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate

APPENDIX E

THE UNCOMBINED RESULTS OF THE QUESTIONNAIRE

Table 1. Teachers' Views about the Course Packs

Items about Course Pack	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
1) They were appropriate for the students' needs.	2	**4,2**	18	**37,5**	15	**31,3**	11	**22,9**	2	**4,2**	48	**100**
2) It would be better to use a textbook.	4	**8,3**	8	**16,7**	10	**20,3**	22	**45,8**	4	**8,3**	48	**100**
3) The language level of the texts was appropriate for the students.	5	**10,4**	18	**37,5**	13	**27,1**	10	**20,8**	2	**4,2**	48	**100**
4) The topics of the texts were interesting.	2	**4,2**	12	**25,0**	20	**41,7**	13	**27,1**	1,	**2,1**	48	**100**
5) The grading criterion (ESL Profile) was appropriate for all the genres.	7	**14,6**	15	**31,3**	10	**20,8**	15	**31,3**	1	**2,1**	48	**100**
6) There was variety in the activity types.	2	**4,2**	12	**25,0**	12	**25,0**	21	**43,8**	1	**2,1**	48	**100**
7) The students liked using the packs.	9	**18,8**	20	**41,7**	11	**22,9**	6	**12,5**	2	**4,2**	48	**100**
8) There was adequate number of structure exercises related to genre types.	3	**6,3**	28	**58,3**	13	**27,1**	4	**8,3**	-	**-**	48	**100**
9) There was adequate number of transition exercises related to genre types.	7	**14,6**	27	**56,2**	14	**29,2**	-	**-**	-	**-**	48	**100**
10) There was adequate number of punctuation exercises related to genre types.	5	**10,4**	30	**62,5**	10	**20,8**	3	**6,3**	-	**-**	48	**100**
11) It was difficult to find typical samples for the genre types.	2	**4,2**	8	**16,7**	15	**31,3**	20	**41,7**	3	**6,3**	48	**100**
12) There was a need to supplement the course packs.	-	**-**	-	**-**	4	**8,3**	21	**43,8**	23	**47,9**	48	**100**
13) There was a need to supplement the course packs.	-	**-**	3	**6,3**	6	**12,5**	26	**54,2**	13	**27,1**	48	**100**

Table 2. Teachers' Views about the Process-genre Approach & Genre Types

Items about Process-genre Approach & Genre Types	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1) Process-genre approach was appropriate for the students' future needs.	-	**-**	6	**12,5**	11	**22,9**	26	**54,2**	5	**10,4**	48	**100**
2) Students' future needs were addressed with the chosen genres.	3	**6,3**	10	**20,8**	16	**33,3**	18	**37,5**	1	**2,1**	48	**100**
3) Variety of the genres taught was enough to teach.	1	**2,1**	15	**31,3**	11	**22,9**	17	**35,4**	4	**8,3**	48	**100**
4) The genres taught were related to the students' majors.	2	**4,2**	16	**33,3**	21	**43,8**	8	**16,7**	1	**2,1**	48	**100**
5) Not focusing on any terminology encouraged students' participation in writing.	9	**18, 8**	9	**18,8**	6	**12,5**	17	**35,4**	7	**14,6**	48	**100**
6) Students enjoyed producing different genre types.	1	**2,1**	5	**10,4**	12	**25,0**	20	**41,7**	10	**20,8**	48	**100**
7) It was appropriate for the objectives of the course.	-	**-**	5	**10,4**	18	**37,5**	17	**35,4**	8	**16,7**	48	**100**

8) Time allotted for each genre was appropriate.	3	**6,3**	12	**27,1**	9	**18,8**	19	**39,6**	4	**8,3**	48	**100**
9) Different interests of the students were addressed with the different genres.	1	**2,1**	5	**10,4**	9	**18,8**	24	**50,0**	9	**18,8**	48	**100**
10) I was familiar with the process-genre app. and the genre types.	1	**2,1**	13	**27,1**	10	**20,8**	18	**37,5**	6	**12,5**	48	**100**
11) This approach was applicable to all proficiency levels.	3	**6,3**	12	**25,0**	14	**29,2**	14	**29,2**	5	**10,4**	48	**100**
12) Teaching structures typical for each genre was difficult.	2	**4,2**	14	**29,2**	12	**25,0**	15	**31,3**	5	**10,4**	48	**100**
13) It would be better to teach similar genres together (e.g. narration and anecdote).	1	**2,1**	4	**8,3**	8	**16,7**	21	**43,8**	14	**29,2**	48	**100**

Table 3. Teachers' Views about the Journals

Items about Journals	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Frq.	**%**	Frq	**%**	Frq	**%**	Frq	**%**	Frq	**%**	Frq	**%**
1) It was a good opportunity for communication between the students and the teacher.	3	**6,3**	6	**12,5**	9	**18,8**	22	**45,8**	8	**16,7**	48	**100**
2) It helped teachers learn more about their students.	-	**-**	2	**4,2**	8	**16,7**	25	**52,1**	13	**27,1**	48	**100**
3) The frequency of writing journals was adequate.	1	**2,1**	4	**8,3**	6	**12,5**	30	**62,5**	7	**14,6**	48	**100**
4) Having students to write journals inside the class was a good idea.	4	**8,3**	3	**6,3**	10	**20,8**	21	**43,8**	10	**20,8**	48	**100**
5) Keeping a separate notebook taught students to be well-organized.	6	**12,5**	10	**20,8**	15	**31,3**	12	**25,0**	5	**10,4**	48	**100**
6) Letting teachers decide on the topics was a good idea.	3	**6,3**	6	**12,5**	8	**16,7**	20	**41,7**	11	**22,9**	48	**100**
7) Writing without paying attention to grammar and mechanics improved students' writing.	-	**-**	5	**10,4**	12	**25,0**	20	**41,7**	11	**22,9**	48	**100**
8) Keeping a separate notebook was practical to collect and carry for the teachers.	18	**37,5**	15	**31,3**	6	**12,5**	5	**10,4**	4	**8,3**	48	**100**
9) Considering journals as 15% of the midterms was appropriate.	4	**8,3**	5	**10,4**	11	**22,9**	23	**47,9**	5	**10,4**	48	**100**
10) Limiting time to write was problematic.	4	**8,3**	11	**22,9**	9	**18,8**	19	**39,6**	5	**10,4**	48	**100**

Table 4. Teachers' Views about the Portfolio

Items about Portfolio	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**
1) Students enjoyed preparing the portfolio.	3	**6,3**	11	**22,9**	22	**45,8**	11	**22,9**	1	**2,1**	48	**100**
2) It was practical to implement.	-	**-**	11	**22,9**	13	**27,1**	21	**43,8**	3	**6,3**	48	**100**
3) It taught students to be well-organized.	-	**-**	3	**6,3**	9	**18,8**	28	**58,3**	8	**16,7**	48	**100**
4) It was a good alternative for the written exam (second midterm).	2	**4,2**	4	**8,3**	7	**14,6**	22	**45,8**	13	**27,1**	48	**100**
5) It helped students see their progress.	-	**-**	4	**8,3**	5	**10,4**	27	**56,3**	12	**25,0**	48	**100**
6) The distribution of the grades	1	**2,1**	2	**4,2**	12	**25,0**	25	**52,1**	5	**16,7**	48	**100**

(qualitative/quantitative) was appropriate.												
7) It helped teachers see their students' progress.	-	-	1	**2,1**	5	**10,4**	26	**54,2**	12	**33,3**	48	**100**
8) It encouraged writing multiple drafts.	-	-	6	**12,5**	8	**16,7**	23	**47,9**	11	**22,9**	48	**100**
9) With the portfolio the students took the class work more seriously.	1	**2,1**	6	**12,5**	4	**8,3**	23	**47,9**	14	**29,2**	48	**100**
10)Reflection (cover writing & justification) fostered students' self-evaluation and critical thinking skills.	6	**12,5**	8	**16,7**	13	**27,1**	11	**22,9**	10	**20,8**	48	**100**
11) It helped teachers focus on the writing process more.	1	**2,1**	3	**6,3**	13	**27,1**	23	**47,9**	8	**16,7**	48	**100**
12) The grading criterion (ESL Profile) for the homework was appropriate for all the levels.	4	**8,3**	16	**33,3**	5	**10,4**	18	**37,5**	5	**10,4**	48	**100**
13) It fostered student autonomy.	-	-	2	**4,2**	7	**14,6**	31	**64,6**	8	**16,7**	48	**100**

Table 5. Teachers' Views about In-class Participation

Items about In-class Participation	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**
1) In-class participation was necessary to evaluate the students.	1	**2,1**	3	**6,3**	1	**2,1**	25	**52,1**	18	**37,5**	48	**100**
2) It encouraged students to be more active participants in the class.	1	**2,1**	4	**8,3**	9	**18,8**	22	**45,8**	12	**25**	48	**100**
3) The items in the grading criteria were appropriate to evaluate the students.	2	**4,2**	8	**16,7**	4	**8,3**	27	**56,3**	7	**14,6**	48	**100**
4) Giving 10% for class participation was satisfactory to evaluate the students.	3	**6,3**	10	**20,8**	17	**35,4**	15	**31,3**	3	**6,3**	48	**100**
5) Grading the students was difficult with the present criteria.	4	**8,3**	23	**47,9**	6	**12,5**	10	**20,8**	5	**10,4**	48	**100**

Table 6. Teachers' Views about Supplementary Materials

Items about Supplementary Materials	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**	Fr	**%**
1) There was a need to supplement the course packs.	2	**4,2**	2	**4,2**	4	**8,3**	21	**43,8**	19	**39,8**	48	**100**
2) All the teachers teaching at the same level should prepare them together.	1	**2,1**	5	**10,4**	9	**18,8**	18	**37,5**	15	**31,3**	48	**100**
3) One teacher per week should prepare them.	5	**10,4**	15	**31,3**	16	**33,3**	7	**14,6**	5	**10,4**	48	**100**
4) They were good enough to supplement the course packs.	3	**6,3**	12	**25,0**	26	**54,2**	7	**14,6**	-	-	48	**100**
5) The materials should be evaluated by all the teachers teaching at the same level.	1	**2,1**	4	**8,3**	6	**12,5**	22	**45,8**	15	**31,3**	48	**100**
6) It was time consuming to prepare them.	7	**14,6**	16	**33,3**	12	**25,0**	7	**14,6**	6	**12,5**	48	**100**

APPENDIX F

WEEK 7 *AD WE GO!*

Creating the context

- Which are your favourite adverts?
- What interesting features are found in an ad?
- Do adverts project the disadvantages of a product?
- What makes an advert stand out?
- Do adverts reflect society at large?
- Which are the channels used to promote a product?

First stage: TEXT TYPE 1

Awareness of grammatical/ vocabulary features of the text

- What descriptive words would you find?
- Can some words be continuously repeated?
- What choice of tense is usually preferred?
- Can contractions be used?

Building up the picture:

- The personification of the advert falls mainly into 2 categories:

(a) Product ads:
All products aimed at consumers

(b) Non product ads:
- Road safety: drink and drive campaigns
- Donations to natural disaster victims
- Casting votes for political parties

Points of reference:

Magazines, posters, films, radio, sponsored events, T.V., World Wide Web

Language:

Has to be PERSUASIVE for its COMMUNICATIVE PURPOSE

Exercise 1
Model Text (HSBC) Textual Organization

First stage: Read the text.

1. What makes this particular advertisement impressive or uninspiring?
2. How significant is its visual layout?
3. Do the heading/pictures complement the written text? Why/Why not?
4. Do the pictures distract the reader?
5. Is the language used persuasive?
6. Which audience is being targeted?
7. What do you like best about the ad?
8. What do you dislike most?

Exercise 2

The above questions provide you with a framework to write a **Critical Review** of the model text.

Generic awareness of the Model Text 1

The text organization of this particular advert will help you understand that the format of any advert is distinct in its layout.
Furthermore, the text organization should always support the communicative purpose of the world of advertising.

Model Text 2: Why Travel Needs To Smarten Up

Exercise 1:

The above gapped text requires various adjectives to make it more PERSUASIVE. Complete the text, bearing in mind that it is aimed at a sophisticated audience.

Exercise 2

Underline the NOUN PHRASES in the text.

Independent Production

1st Stage: Look for a printed advert of your choice
2nd Stage: Write a critical review of your chosen advert
3rd Stage: 5 minutes presentation in class, supporting your decision by demonstrating your written text to your class

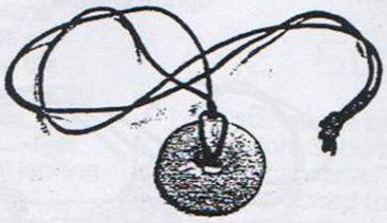
Optional Tasks

The following writing assignments could help you reflect more on what to include in your PORTFOLIO and include some meaningful written work.
If your future department is going to be the COMMUNICATION FACULTY this will give you a chance to be more prepared and stand out in your class!!

(a) Way back in 1977, BARTHES proclaimed that all ads are "restless". Why did the writer refer to this term ?
(b) What is the relationship between the advertising world and sponsored events/T.V. programmes?

UK

Gift to a newborn



CHINA

Gift to a newborn

TURKEY

Gift to a newborn

Never underestimate the importance of local knowledge.

Knowing the traditional gift for a new arrival is something that comes from being a local.

At HSBC, we have banks in more countries than anyone else. And each one is staffed by local people.

We have offices in 79 countries and territories; Europe, Asia-Pacific, the Americas, the Middle East, and Africa. Being local enables them to offer insights into financial opportunities and create service initiatives that would never occur to an outsider.

It means our customers get the kind of local knowledge and personal service that you'd expect of a local bank.

And a level of global knowledge and widely sourced expertise that you wouldn't.

HSBC

The world's local bank

UK

Gift to a newborn

CHINA

Gift to a newborn

TURKEY

Gift to a newborn

Never underestimate the importance of local knowledge.

BACKGROUND

Knowing the traditional gift for a new arrival is something that comes from being a local.

At HSBC, we have banks in more countries than anyone else. And each one is staffed by local people.

METHOD

We have offices in 79 countries and territories; Europe, Asia-Pacific, the Americas, the Middle East, and Africa. Being local enables them to offer insights into financial opportunities and create service initiatives that would never occur to an outsider.

PURPOSE

It means our customers get the kind of local knowledge and personal service that you'd expect of a local bank.

RESULTS

And a level of global knowledge and widely sourced expertise that you wouldn't.

RESULTS

HSBC

The world's local bank

CONCLUSION

GENERIC STRUCTURE

Issued by HSBC Holdings plc.

TEXT TYPE

DESCRIPTION

WHY TRAVEL NEEDS TO SMARTEN UP

Travel today can be a ____business. Roughly four billion people boarded an aeroplane in 2004 and, if personal experience is any measure, they all seemed to board at the same time. _____ has meant reduced leg room, lost luggage, _____ airlines, a devaluation of almost every _____-flyer programme and _____hours spent looking for a decent cup or coffee in strange, _____ airfields as your delayed incoming plane circles in a stacking system designed by MC Escher.

For years, the train industry has promised to offer, when geographically possible, a _____ alternative, and yet much of it continues to let us down. Exciting developments in rolling stock become collections of sparse, _____ bucket seats; where lounges could offer mocha De Sede seating, they instead favour _____ chairs upholstered in horsehair; manpower reduction leads to _____ station lighting and _____ facilities, while timetable deadlines whoosh past with a roar like the audible expression of despair. The time has come for a change. And we aren't harking back to some _____ era of steam here. We're calling for a 21st-century system that can deliver the luxury, speed and romance that only railways offer.

It's by no means an impossible dream. The technology, the materials, the ambition and the expertise are all available. The passengers, clearly, are ready for it. All it requires is imagination and enterprise – and a route where the rules are yet to be written. When Wallpaper* heard about the proposed Beijing to Shanghai _____ rail link, we got together with train wizards Bombardier and worked out the perfect trip.

THE SOLUTION

Let's start at the beginning – getting to the station. Suburban park-and-rides and _____ cab ranks will do little to entice the experienced traveller. Business-class passengers should be _____ driven to and from the Beijing Railway Station by _____ city experts who have the kind of contacts usually found in the cellphone of a Vegas limo driver. With GPS systems _____ connected to the regional signal centre in the CBD, the tiniest delay can be long anticipated, leading to amusing diversions in the _____ Peninsula Palace super mall before the journey or soothing cocktails waiting for you when you step from the late-arriving 6.15pm. The chauffeur can issue tickets, reserve seats and hand you your boarding card in a leather wallet, complete with weather forecasts, headline news and the name of the capitaine du train.

Once at the station, the décor should be _____ enough to avoid the brushed concrete, graffiti and adolescent urine motif that seems de rigueur across the planet. _____ tiling offers _____ style with the kind of sheen that discourages all but the most creative street artist. Semi-burnt wooden benches – or those inhumanly sized luminous PVC butt-cupper seats – clearly have to go. We propose slightly _____ upright beds set into the station wall, sloping back at a _____ 60 degrees, with a light for reading and soft cushions to embrace the weariest of spines.

a) Chauffeur
b) No-frills
c) Schoolroom
d) Bold
e) Comfortable
f) Dubious
g) High-speed
h) Desolate
i) Bygone
j) Revamped
k) Weatherproof
l) Endless
m) Grim
n) Uniformed
o) Tough-wearing
p) Angled
q) Tempting
r) Plastic
s) Cost-cutting
t) Shabby
u) Frequent
v) Smelly
w) Digitally