

**T. C.
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SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**COORDINATING CONJUNCTION PREFERENCES OF
TURKISH FIRST YEAR UNIVERSITY STUDENTS**

(YÜKSEK LİSANS TEZİ)

SERKAN GÜRKAN

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**Danışman
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TC.
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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Serkan Gürkan' a ait "Coordinating Conjunction Preferences Of Turkish First Year University Students" adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalında Yüksek Lisans tezi olarak kabul edilmiştir.

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ABSTRACT

The present descriptive study aimed to concentrate particularly on the coordinating conjunction preferences of Turkish first year university students in their writings. The subjects were 125 university students in E.L.T. Department at Uludağ University. The students were asked to write compositions on five various topics and were grouped into three according to their level of success considering their grades in the final examination of writing skills course. At the end of the grouping session, the group “High” consisted of 30 students, the group “Mid” consisted of 75 students and the group “Low” consisted of 20 students. The compositions of the students were computerized. Then, the frequencies and percentages of their preferences were calculated.

The findings revealed that among the seven coordinating conjunctions “and” was the most frequently used. “Or” ranked the second, “but” ranked the third and “so” was the fourth. Study revealed a surprising result that the coordinative conjunctions “for”, “nor” and “yet” were not used by the students in their compositions. There was not any significant difference found between the groups in preferences of the coordinating conjunctions except from the significant difference which was found between the groups “High” and the other groups in preference of “Or”. The reasons for preferences of the students might be overgeneralisation, coursebook effect and L1 interference.

ÖZET

Bu çalışmanın amacı üniversite birinci sınıf Türk öğrencilerin İngilizce yazımlarında eşgüdüm bağlaçları (coordinating conjunctions) kullanımına göz atmaktır. Bu amaçla Uludağ Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği bölümü birinci sınıf öğrencilerinden 125 tanesi çalışmaya katılmışlardır. Öğrencilerden 2002-2003 akademik yılı bahar yarıyılı yazma becerileri-2 dersi finalinde beş farklı konudan istedikleri birinde kompozisyon yazmaları istenmiştir. Sınav sonuçları açıklandıktan sonra rastgele seçilen 125 öğrenciye ait sınav kâğıdı başarı durumlarına göre alt (low), orta (mid) ve üst (high) olarak üç gruba ayrılmıştır. Gruplandırma sonucunda alt grup 20, orta grup 75 ve üst grup ise 30 kişiden oluşmuştur. Daha sonra bağlaç kullanımları frekans ve yüzde olarak hesaplanmıştır.

Sonuçlara göre yedi tip eşgüdüm bağlacından (coordinating conjunctions) en çok tercih edileni “and” dir. İkinci sırayı “or” alırken “but” üçüncü sırayı alır. “So” ise dördüncü sırada yer almıştır. Çalışma şaşırtıcı bir sonuç da çıkarmıştır ki “yet”, “for” ve “nor” bağlaçları öğrencilerce yazımlarında hiç kullanılmamıştır. Ayrıca üst grubun diğer gruplara karşı “or” kullanımının fazla olmasından başka gruplar arasında bağlaç kullanımlarında belirgin bir fark gözlemlenmemiştir. Elde edilen sonuçlara göre öğrencilerin bağlaç kullanım tercihlerinin sebepleri arasında genelleme, ders kitabı etkisi ve birinci dil etkisinden söz edilebilir.

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CHAPTER I

INTRODUCTION

It is a general idea that foreign language learning has four basic skills and writing is the most difficult acquired one. But, what is writing? Widdowson (1978:62) defines writing as “the production of sentences as instance of usage”. Another definition is made by Arapoff (1978:200) "writing is much more than an orthographic symbolization of speech; it is most importantly, a purposeful selection and organization of experience.”

Despite the definitions made by the linguists, the significance of writing in foreign language teaching/learning has been ignored for many years. A traditional belief is, “the skills to be improved in foreign language learners have been ordered as listening speaking, reading and writing.” Dvorak (1986:148) supports this general belief with his comments on the natural order of language acquisition (comprehension before production, oral before written). This ordering has negative effects on foreign language learners as they do not acquire the language, they learn it. Although writing is learned behaviour, during the learning of procedure, a foreign language learner has to face more difficulties than a first language learner does. As he does not have the advantage of speaking in the target language and he does not have the background, he does not internalize the grammatical structure of the new language and the vocabulary which will meet his urgent needs. Thus, in such situation, as the learner thinks in the first language, he tries to translate word by word rather than translate ideas.

The above is not the only problem that a foreign language learner encounters during the writing process in the target language. One of the major problems in writing in a foreign language is the organization of the ideas. Sentences within a paragraph should be arranged and linked so that the readers know exactly what each sentence means; they must also see how each sentence is related to the one that precedes it and how it leads into the one following. To make sense of a text, the reader needs to

understand the connections between its parts. One way writers help the reader to do this is to use transitional devices. Without transitional devices to indicate such relationships, even a well-unified paragraph can be difficult to follow. Another way writers help the reader to do this is to make explicit signals of the type of relations between parts. One type of signal is conjunctions. Conjunctions are like bridges between parts of your paper. They show readers how words and thoughts are connected (Kacel, 2000).

The organization within a sentence or a paragraph can be established by three types of conjunctions; subordinating, correlative and coordinating conjunctions. Among all of the conjunctions, coordinating conjunctions are the most frequently used ones, as they often used to link equivalent units (Leech & Svartvik, 1994: 264, Greenbaum & Quirk, 1993: 263).

As mentioned above, since Turkish first year students are foreign language learners, they face such major problems in writing in the target language as using conjunctions, particularly coordinating as well. For this reason, the present study aims to concentrate particularly on the coordinating conjunction preferences of Turkish first year students in their writings.

The present study was carried out to answer the following research questions:

- What are the coordinating conjunction preferences of the Turkish first year university students in their writings?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in using coordinating conjunctions?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “AND”?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “BUT”?

- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “OR”?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “SO”?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “YET”?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “NOR”?
- Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “FOR”?

This study consists of five chapters. After the present introductory chapter, literature review follows in Chapter II. This chapter consists of five sections. The chapter begins with the definition of writing. In the first section purposes for writing are presented. In the following section attitudes towards writing in foreign language are mentioned. Section three includes relationship of writing with other skills. Section three has two sub-sections. In the first sub-section relationship between writing and speaking is presented. The focus of the second sub-section is the relationship between writing and reading and between writing and listening. Section four is about conjunctions and includes three sub-sections. The first sub-section is about the correlative conjunctions, the second one is about the subordinating conjunctions and the last one is about the coordinating conjunctions. This last sub-section focuses on the uses of the coordinating conjunctions, parallel structure in coordinating conjunctions and types of coordinating conjunctions in the given order. In the last section, the rationale of the study is presented

and the chapter ends with the presentation of the research questions guiding the present study, assumptions and limitations of the study.

Chapter three describes the design of the study, the selection of the participants, materials, data collection procedure and analysis of the data.

The fourth chapter of the study indicates and discusses the results of the data collection process. Frequencies and percentages are calculated to find out whether there are differences between the coordinating conjunction preferences of students according to their level of success considering their grades they got from the final examinations of the writing skill course. In the light of the findings, each research question is discussed separately.

A brief summary and the conclusions of the study are presented in the last chapter. Then, some suggestions for further research are made considering the limitations and assumptions the study. Implications for language learning / teaching are suggested at the end.

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of five sections. The chapter begins with the definition of writing. In the first section purposes for writing are presented. In the section attitudes towards writing in foreign language are mentioned. Section three includes relationship of writing with other is mentioned. Section three has two sub-sections. In the first section relationship between writing and speaking is presented. The focus of the second sub-section is the relationship between writing, reading and writing, listening. Section four is about conjunctions and this section includes three sub-sections. First sub-section is about correlative conjunctions, the second one is about subordinating conjunctions and the last one is about coordinating conjunctions. This last sub-section focuses the uses of coordinating conjunctions, parallel structure in coordinating conjunctions and types of coordinating conjunctions in the given order. In the last section of the chapter the rationale of the study is presented and the chapter ends with the presentation of the research questions guiding the present study, assumptions and limitations of the study.

2.0. What is Writing?

Writing is “far more than a way of recording language by means of visible marks.”(Hirsch,1977:97). However, Walters (1991:17) combines the term "composition" and the term "writing". According to Walters, composition is "the system or aggregate of grammatical rules, lexical items and rhetorical patterns which are needed by an individual to produce a finished text. Writing is the application of these rules to create a text.

As it can be concluded from the diversity of definitions, writing has always been one of the problematic language skills to teach and evaluate both in ESL and EFL classrooms for many years.

2.1. Purposes for Writing in EFL Classrooms:

On the contrary to the traditional belief mentioned in introduction, Raimes (1987:36-40) claims that "writing should not be seen as simply one of the four skills- that are reading, speaking, listening, writing- and the one usually considered last and emphasized least. Writing is required if it is used just for testing and practice". Raimes present six purposes for teaching writing in foreign or second language classrooms (1987: 36-40):

- *Writing for Reinforcement:* Students may be asked to write in order to reinforce what is learnt just before or a grammatical concept that they have just been introduced to. This can be through copying some sentences or paragraphs, to drill the grammatical forms by doing some sentence exercises.
- *Writing for Training:* The teacher may use writing in order to train students in the manipulation of linguistic and rhetorical forms that might be new to them. These new forms can be practiced through sentence combining, transformation exercises, forming a paragraph from the given sentences, and controlled composition exercises.
- *Writing for imitation:* When a teacher wants to teach students some new rhetorical and syntactic forms, he can choose models of content to stimulate the writing process.
- *Writing for Communication:* As the aim of language is to communicate ideas, no one can deny that writing is a form of communication. If the student has a purpose to communicate, writing might help him to achieve this task. Thus, what a language teacher should do is to provide students with purposes for writing.
- *Writing for Fluency:* Writing might develop fluency in language. If students are exposed to writing journals, free writing, listing, brainstorming, drafts, revisions, etc., they will be encouraged to invent ideas fluently without being concerned about grammatical accuracy and spelling. They focus on content rather than form, so their writing will be accurate.

- *Writing for Learning*: This final category includes the first five purposes, too. Writing can be employed to teach students all other language skills- listening, speaking, reading.

All these purposes which Raimes has stated in general terms imply that writing should be employed in language teaching and taught to foreign language student. He adds that purposeful writing produces successful products.(1987,36-40)

2.2. Attitudes towards Writing in Foreign Language

Although we have seen the tremendous emphasis on the spoken word, it is clearly obvious that in today's world the written word act as an important factor as spoken word in the conduction of education, business and cultural affairs. Today the importance of written word is increasing rapidly in business world, for both finding a job and being successful in it. For most educators businessmen and administrators, the ability to write concisely, clearly and accurately is the most needed qualification for success in education or business.

Traditional approaches have considered writing as a less useful skill than the other three skills; most of the language learners usually find themselves in a context where listening, speaking or reading might be necessary and the writing might not. Another reason is that "The attitude of most language teachers towards writing has also been important in ordering the skills. They have felt that to develop writing skills is not the goal of foreign language learners because "most of the learners are still struggling to acquire this kind of skill in their native language "(Trojanovich, 1974). Especially, the later statement clearly states that teaching writing skills to native English speakers and to learners of English as a foreign language can not be separated from each other.

According to (Kaplan; 1972) writing and speech were not fundamentally different. A long held belief, if a foreign language learner manages to communicate in spoken form, there is no reason for him to be unsuccessful in written form of the

language. This led the methodologists to the conclusion that there was no need for the language teachers to include a separate writing course in their basic foreign language curriculum.

Moreover, in many textbooks writing was included as controlled or guided writing parallel with traditional order of skills and this only enable students to practice what they have learned but not let them use the language to express their own ideas.

According to Saporta, the arguments about the primacy of speech over writing in the traditional approaches to language teaching can be divided in three;

1) It reflects the way children learn their native language.

2) Writing is only an imperfect representation of speech; the speech includes all the relevant distinctions, such as stress and intonation in English, whereas these are only unsystematically represented in writing.

3) The transfer in learning from the spoken to the written form is greater than the reverse (1978:268).

Saporta says, the first argument is irrelevant. Because, the order of acquisition for a native may not be true for a non-native. So, a native acquires his first language but a non-native who loses his innate abilities as he matures just learns a foreign language. This objection can be supported by Krashen's explanation about the distinction between "acquisition" and "learning".¹

Moreover, he refuses the second argument too. He claims that writing systems are not always less explicit in giving the relevant information. Conversely, they include when it is absent in acoustic signal, e.g. the apostrophe in teachers, teacher's and

¹ "Krashen (1982) explains the distinction between "acquisition" and "learning" as follows: "Language acquisition' is a subconscious process. Language acquirers are not consciously aware or the fact that they are using the language for communication. They are not consciously aware of the rules of the language, But they have a "feel" for correctness or errors of grammatical sentences. On the other hand, "language learning" is a conscious process. Learning a language is knowing the rules, being aware of them, and being able to talk about them." Quoted from Krashen (1982)

teachers'. He says all forms of speech may not be signal the apostrophe accurately by using intonation and stress. Finally, he insists on the idea that if writing makes a big distinction, it is more efficient to start with the improvement of this skill.

So, it is quite recently that researchers, like Saporta, have distinguished between written and spoken forms of language. This has, naturally, influenced the notion.; about the place of writing in foreign language teaching. Besides teaching listening, speaking or reading, writing has also gained an important role in teaching English and the methodologists have started to design writing course syllabus which have preceded the publishing of special textbooks improving only writing skills.

Naturally, objections like Saporta's have distinguished between written and spoken forms of language. This has influenced the notions about the importance and the place of writing in foreign language teaching.

Raimes states that, writing should be a part of foreign language syllabus not only because of the fact that people have to communicate with each other in writing but also writing helps students learn. According to him:

- "Writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students.
- 2. Students find new ways of expressing themselves. Because the need of transferring thought into writing forces them to find out the right word, the right structure.
- When the students write, they become very involved with the new language; the effect to express the ideas and the constant use of eye, hand and brain is a unique way to reinforce learning (1983: 3).

2.3. The Relationship of Writing with Other Skills

In foreign language teaching, none of the skills can be taught or learned apart from the others. It is not advisable to teach one skill in isolation from others. All the language skills are complementary and interrelated. Therefore, the general belief and the ordering of the skills and the ignorance of the writing in second language learning is not held anymore.

2.3.1. Writing and Speaking

Although there are many similarities between writing and speaking, writing has some differences from speaking :

Wilkinson (1986:1) explains the difference between writing and speaking in the following quotation as:

“To speak is to write on water. Our words make no mark on the colorless surface, and are swept away immediately. If we wish to consider the words we have spoken we must make black marks on a white page... Writing can help us more to consider our thoughts, to analyze our feelings, because it gives us time to do so.”

As it gives us time, accuracy is needed in writing. Both foreign language learners and native speakers often make “mistakes” when they are speaking. Sometimes they hesitate and repeat the same thing in different words and often they make half-finished sentences. In other words they change the subject of what they are saying in mid-sentence.

But a piece of writing with half-finished sentences would be unaccepted by native speakers as it is expected that writing should be correct. In terms of language teaching there is often for greater pressure for written accuracy than there is for accuracy in speaking. Harmer (1984)

Hugh(1983:4) puts forward written statements must be constructed more carefully, concisely and coherently to make sure that our meaning is clear. It is necessary for the writers to organize their ideas into a coherent piece of discourse.

However, spoken communication can often be sketchy and leave things to be clarified later in reply to questions.

“It is frequently said that writing is a thinking process and it is based on thought. No one can deny the relationship of thinking to writing. “Writing enables us to try our concepts and consider their relations in a way which is impossible in speech”.
Quoted from Wilkinson (1986:8)

Emig (1977:122-123) summarizes the real differences between writing and speaking as follows:

- Writing is learned behaviour; speaking is natural even irresponsible behaviour.
- Writing then is an artificial process; speaking is not.
- Writing is a technological device not the level, but early enough to qualify as primary technology; speaking is organic.
- Most writing is slower than most speaking.
- Writing is stark, even naked as a medium; speaking is rich, luxuriant, and inherently redundant.
- Speech leans on the environment; writing must provide its own context.
- With writing, the audience is usually absent; with speaking, the listener is usually present.
- Writing is usually results in a visible graphic product; speaking usually does not.
- Perhaps because there is a product involved, writing tends to be more responsible and committed act than speaking.

- Because writing is often our representation of the world made visible, embodying both process and product, writing is more readily a form and source of learning than speaking.

These significant differences between speaking and writing play an important role in learning writing in a foreign language. The differences above might affect learners to write more effective, fluent, cohesive and coherent products. Apart from the differences between writing and speaking, writing has a close relationship with other skills in many ways. The following section tries to inform about the relationship of writing with other skills such as reading and listening.

2.3.2. Writing & Reading and Listening

A close relationship between reading and writing can not be denied in foreign language learning. Reading before any writing activity may be the procedure to stimulate learners for a successful process. By choosing reading texts, the teacher can motivate students to involve themselves in work in a particular topic area. When the students read various texts, their command of English grows. Their confidence grows as well. Using reading texts in writing courses allows students to become knowledgeable about the topic. As their knowledge grows, vocabulary and linguistic forms grow with it.

However, at the beginning levels, the students can write fairly short and complicated compositions, but later the students may use the ideas gained from their earlier reading about the given topic and the style and the explanation of the topic become more clear and exciting.

Some studies and surveys prove the relationship between reading and writing. One of the surveys carried out by Stotsky (1983:627) to investigate first language correlational studies and found the followings:

1. There is correlation between reading achievement and writing ability; better writers tend to be better readers.

2. There is correlation between writing quality and reading experience; better writers read more than poorer writers.

3. There seem to be correlation between reading ability and measures of syntactic complexity in writing; better readers tend to produce more syntactically mature writing than poorer readers.

Learning writing differ from learning reading and listening in a foreign language, too. When a student tries to comprehend what he is reading or listening to, he finds the language in its natural form. Even if his knowledge of grammar and vocabulary is not enough, the context helps him to a great extent. He can comprehend the gist of the text at least. Apart from that he has to think and consider the relations of the items in the text.

However, writing requires a selection and organization of experience according to a certain purpose (Arapoff, 1978). While in reading and listening the selection and the organization of the ideas are ready for the students. He just tries to comprehend what he reads or listens. Therefore, there is no need in selection or organization of the ideas. But writing is different. It does not require any comprehension. The learner himself needs to select and organize ideas and then express them in the target language. If his knowledge is limited, this prevents the learner from putting his ideas and linking their sentences on the paper clearly and fluently. Therefore, writing is “productive” while reading and listening are “receptive”. (Widdowson, 1978)

Some studies, as reported by Krashen (1984), tested the significance of reading in improving writing skills. While some studies report increase in writing ability after relatively short periods of reading (Clark,1935; Heys, 1962; De Vries, 1970) others suggest that good writing is a long- term pay off" of reading (Ryan, 1977; Kimberling et al., 1978). Krashen under his "Input Hypothesis", which claims comprehensible input in

teaching language enables the learner to acquire the target language, emphasizes the assistance of reading in improving writing skills.

After discussing the similarities and differences between writing and the other skills, in the following section you can find information about conjunctions which have tremendous effects on organization between the ideas, sentences or words.

2.4. Conjunctions

Many unanswered questions face the teacher of English who tries to discover how students learn to write. Students do not learn to write better by drilling in grammar exercises or learning prescriptive rules about formal grammar. They do not know how to write, what to write and even how to link their ideas. When writing, every paragraph should be clear and concise. Ideas should be sequenced and arranged both meaningfully and structurally. A writing paper should include not only the coherent features but also the cohesive ones.

The study of conjunctions has received considerable attention in linguistics. They have been studied under various labels such as linkers, coordinators, discourse markers, pragmatic markers, discourse connectors, and many others. Indeed, conjunctions play an important role in discourse as they are used as coordination to conjoin “different grammatical units: clauses, clause elements, words (Leech & Svartvik, 1994: 264)” (see also Greenbaum & Quirk, 1993:265; Carston, 1994: 692).

They are cues that help the reader to interpret ideas in the way that the writer wants them to understand. Conjunctions help you carry over a thought from one sentence to another, from one idea to another, or from one paragraph to another with words or phrases. And finally, conjunctions link your sentences together smoothly so that there are no abrupt jumps or breaks between ideas.

The terms *conjunction* and *conjunctive devices* derive from Halliday and Hasan’s (1976) description of text-internal cohesion in English. They believe that

conjunctions reflect the writer's positioning of one point in relation to another in creating a text. Generally speaking, conjunctions are the most common way of coordination and the most frequently used and central conjunctions are *and*, *or* and *but* (Leech & Svartvik, 1994: 264, Greenbaum & Quirk, 1993: 263). These conjunctions are often used to link equivalent units.

Conjunctions have been studied under numerous labels and have drawn much attention in the field of linguistics. They are treated as *discourse markers* by Schiffrin (1987) and a pragmatic class of lexical expressions by Fraser (1998, 1999) using the pragmatic framework (also see Warner, 1985). Other researchers (Rouchota, 1998; Blakemore, 1987) who work within the Relevance Theory Framework treat them as pragmatic markers. In fact, within Sperber and Wilson's relevance theory, discourse conjunctions shall be interpreted by the 'linguistically encoded meaning' and the contextual assumptions that are brought to the hearer (Rouchota, 1998: 12)', while Halliday and Hasan treat them as "linguistic devices that create cohesion.

Conjunctions, as Caron explains (1994: 706), are used "to express various kinds of relations between utterances". Conjunctions have also been studied in terms of their grammatical features, functional features and discoursal functions (Schiffrin, 1987:61; Ball, 1996; Altenberg, 1996; Leech & Svartvik, 1994; Greenbaum & Quirk, 1993; Quirk *et al.* 1985; Chalker, 1996; Fraser, 1998, 1999).

Greenbaum (1993) states "There are three types of conjunctions, and each one leads your reader to make certain connections or assumptions about the areas you are connecting. Some lead your reader forward and imply the "building" of an idea or thought, while others make your reader compare ideas or draw conclusions from the preceding thoughts."

According to him these types are;

- Correlative Conjunctions
- Subordinating Conjunctions

- Coordinating Conjunctions

2.4.1. Correlative Conjunctions

There are three types of conjunctions: *correlative* conjunctions, *subordinating* conjunctions, and *coordinating* conjunctions. The first type of conjunctions are correlative ones and they connect sentence elements of the same kind. Correlative conjunctions are always used in pairs. Some common correlative conjunctions are: both...and, not only...but also, either...or, neither...nor.

Examples:

- **Both** my sister **and** my father can drive car. (subject + subject)
- Some signs are **either** broken **or** stolen.(verb + verb)
- These accidents can harm **not only** the drivers **but also** many innocent people.(object + object)
- For instance, an unemployed person with no money can afford **neither** accommodation **nor** clothing needs of his family.(object + object)

2.4.2. Subordinating Conjunctions

The second type of conjunctions is the subordinating ones. These conjunctions are adverbs used as conjunctions. They connect subordinate clauses to a main clause. Subordinating conjunctions are a larger class of words; therefore, only a few of the more common ones are listed below:

<i>TIME</i>	<i>CAUSE-EFFECT</i>	<i>OPPOSITION</i>	<i>CONDITION</i>
After	because	although	if
Before	since	though	unless

When	now that	even though	only if
While	as	whereas	whether or not
Since	in order that	while	even if
Until	so (that)		in case (that)

Subordinating conjunctions, (subordinators) are most important in creating subordinating clauses. These adverbs that act like conjunctions are placed at the front of the clause. The adverbial clause can come either before or after the main clause. Subordinators are usually a single word, but there are also a number of multi-word subordinators that function like a single subordinating conjunction. They can be classified according to their use in regard to time, cause and effect, opposition, or condition. There is always a comma at the end of the adverbial phrase when it precedes the main clause.

CONJUNCTION

SAMPLE SENTENCE

After	We are going to London after we finish taking the test.
Since	Since she was ill, she didn't go out yesterday.
While	While she was having her lunch, I finished all the housework.
Although	Although it was raining heavily, they went swimming.
Even if	Even if you have already bought your tickets, you will still need to wait in line.
Because	I love Picasso's paintings because he uses colour brilliantly.

2.4.3. Coordinating Conjunctions

As mentioned in the previous chapter, the focus of this study will be on the coordinating conjunctions. Coordinating conjunctions may join single words, or they may join groups of words, but they must always join similar elements or the equivalent units: e.g. (subject + subject), (verb phrase + verb phrase), (noun phrase + noun phrase), (sentence + sentence). When a coordinating conjunction is used to join elements, the element becomes a compound element. These types of conjunctions are: *for*, *and*, *nor*, *but*, *or*, *yet* and *so*. An easy way to remember these seven conjunctions is to think of the word **FANBOYS**. Each of the letters in this somewhat unlikely word is the first letter of one of the coordinating conjunctions. For-And-Nor-But-Or-Yet-So.

2.4.3.1. The Uses of Coordinating Conjunctions

Coordinating conjunctions have drawn much attention by linguists. Greenbaum and Quirk states in their study (1993: 264) the position of the conjunctions, especially *and*, *but* and *or* is fixed, joining any phrase of the same type. In most cases, clauses using *and* and *but* follow a sequence of time or show tendencies of time sequence. Therefore, these clauses beginning with *and* and *but* are chronologically and sequentially fixed in the initial position of the second clause as the conjunction cannot refer forwards. As seen in the examples below:

- *She went home and had a shower.*
- *She had a shower and went home.*

Logically one will tend to think that the subject went home first and then she had a shower, but not the opposite. The sequence of time here is obvious.

The conjunction *or*, however, does not normally indicate sequence of time as in the examples below:

- *They are living in England, or they are spending a vacation there.*

- *They are spending a vacation there, or they are living in England.*

As can be observed from the examples, no sequence of time can be seen in the conjunction *or*.

These types of conjunctions are often used to link equivalent units. Observe the grammatical features and examples by Leech and Svartvik (1994: 24) on conjunctions, including orthographic conventions:

➤ To link parts of clauses (clause elements):

i. Noun phrases:

- Her mother needed *a chat* and *some moral support*.

ii. Verb phrases:

- Many of the laws *need to be studied* and *will have to be revised*.

iii. Complements:

- The laws are *rather outmoded* or *totally inadequate* and *often ambiguous*.

iv. Adverbial:

- You can wash this sweater *by hand* or *in the washing machine*.

v. Subject and verb phrases :

- *The papers say, and most people believe,* that the opposition party will win the next election.

vi. Subject and complement :

- *Dr Gates's eyes behind his spectacles were friendly, and his smile kind.*

➤ To link words such as nouns or adjectives:

- *Tomorrow will be foggy and closed.*

Except for the above grammatical features, the syntactic and orthographic features of the three major conjunctions (and, or , but) should also be paid attention to as they are the central conjunctions;

- These three major conjunctions can be merely used with a preceding comma or without a punctuation mark but never a full stop or a semicolon (Greenbaum, 1993: 122).
- They should be inserted between the last two units once only if more than three units are linked by coordinators (Greenbaum & Quirk, 1993: 262).
- They should be of clause-initial position of the second clause and this is sequentially fixed (263);
- They do not allow another conjunction to precede them (264).

2.4.3.2. Parallel Structure in Coordinating Conjunctions

Parallel structure means using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or

clause level. The usual and the most frequently used way to join parallel structures is with the use of coordinating conjunctions such as “and” or “or”.

- With the -ing form of words:

Parallel: Tom likes running, swimming, and riding.

- With infinitive phrases

Parallel: Tom likes to run, to swim , and to ride horse.

Or

Tom likes to run, swim , and ride a horse.

(Note: You can use “to” before all the verbs in a sentence or only before the first one.)

- Do not mix forms.

In the light of the information and features, examples given below explain the significance of the parallel structure.

Example 1

Not Parallel: Tom likes running , swimming , and to ride a horse.

Parallel: Tom likes running , swimming , and riding a horse.

Example 2

Not Parallel: The sales manager was asked to write his report quickly , accurately , and in a detailed manner.

Parallel: The sales manager was asked to write his report quickly and accurately.

Example 3

Not Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.

Parallel: The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.

- Be sure to keep all the elements in a list in the same form.

Example 1

Not Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and looking up irregular verbs.

Parallel: The dictionary can be used for these purposes: to find word meanings, pronunciations, correct spellings, and irregular verbs.

2.4.3.3. Types of Coordinating Conjunctions

As we have mentioned above in section 2.4.3. coordinating conjunctions consist of seven little words that link equivalent units in a sentence. In sub-sections all types of coordinating conjunctions are presented.

2.4.3.3.1 And

Among the *FANBOYS* **and** is the most common and general conjunction. It can be used to simply add one statement to another or more, provided that there is some connection of meaning between the clauses as it is shown in the examples;

- *The car was muddy and the windscreen needed sweeping.*

- *She caught Mark's arm and pulled him to his feet.*

The discourse features of *and* can be summarized as follows:

- It is to show: Sequence / contrast / concession / condition / addition / comment / explanation (Quirk *et al.* 1985: 930); Some examples are given below;
 - Tom sent in his applications and waited by the phone for a response. (sequence)
 - Sam is brilliant and Sally has a pleasant personality. (frequently replaced by *but* in this usage)- (contrast)
 - Use your credit cards frequently and you'll soon find yourself deep in debt. (usually the first clause is an imperative)- (condition)
 - Charlie became addicted to gambling and that surprised no one who knew him. (comment)
- It can be used with endorsing sentences (Greenbaum & Quirk 1993:269) to form correlatives (*both...and*);
 - Both Mary and Sam like ice-cream.
- In spoken discourse, according to Collins Cobuild English Dictionary (1995: 57), *and* is used by the media or spokesman and the like “to change a topic or to start talking about a topic they have just mentioned”.
- The conjunction *and* may also contain a “reciprocal relationship” (Leech & Svartvik,1994:265). Observe the following example (265):

- *Last night our dog and the neighbour's were having a fight.*
- (Our dog and the neighbour's were having a fight with *each other.*)

2.4.3.3.2. Or

The conjunction *or* is frequently used in discourse to give alternations. This conjunction is sometimes categorised as inclusive but in most cases exclusive (Leech & Svartvik, 1994: 267). With its exclusive use, the possibility of both clauses being true or to be fulfilled is excluded (267). That is, only one action in either clause can be performed or only one alternative is true in either clause. Never will two actions or two alternatives in both clauses within a sentence be performed or true. Observe the following example

You can sleep on the couch in the lounge or (else) you can go to a hotel.

General discourse features of the conjunction *or* are as follows:

- It suggests an alternative; there is also the more emphatic expression *or else*;
 - We can eat chicken tonight, or we can just eat salad.
- It can link more than two sentences;
- To show correction or restatement
 - There are no rattlesnakes in this canyon, or so our guide tells us.

- To indicate negative condition (268), which typically follows a negative imperative clause;
- It can also be used together with *either* or *whether* to form correlatives such as *either...or*, *whether...or*.

2.4.3.3.3. But

“*But* is the favourite link word of contrast (Ball, 1996: 28)”. This statement best explains the major function of *but*, which is to introduce a contrast, something surprising. As explained earlier in this section, this conjunction is more restricted than *and* and *or*, therefore it is not used as frequently as the other two conjunctions. Its other discourse features include:

- It is used very commonly in spoken discourse to denote contrast (Altenberg, 1996: 27; Ball, 1996: 28);
- It cannot normally join categories other than clauses or subordinate clauses except in combination with a negative (Leech & Svartvik, 1994: 265) or phrases with meanings which somehow contradict each other are coordinated:
 - *The weather was warm but cloudy.* (2 adjectives)
(*The weather was warm but sunny.*)
 - *I have been to Istanbul, but not to the Bosphorus.* (2 prepositional phrases)
 - *He studied but failed.* (2 verb phrases)
- It can sometimes be used as an interactional move or point-making device (Schiffrin, 1987:61) or for emphasis (Ball, 1996: 30);

- The content of the first clause will be the opposite but still compatible of the second clause beginning with *but* to show contrast:

- *He was young but old.*

- It can also be used as correlatives: *not only...but also.*

2.4.3.3.4. So

The first and main feature of the conjunction *so*, is to show that the second idea is the result of the first.

- They won the final match, **so** they won the cup.

Sometimes *so* can connect two independent clauses along with a comma, but sometimes it can't. For instance, in this sentence,

- Süreyya is not the only Olympic athlete in his family, **so** are his brother, sister, and his Aunt Nergis.

Where the word *so* means "as well" or "in addition," most careful writers would use a semicolon between the two independent clauses. In the following sentence, where *so* is acting like a minor-league "therefore," the conjunction and the comma are adequate to the task:

- The weather is rainy, **so** we won't go to picnic tomorrow.

Sometimes, at the beginning of a sentence, *so* will act as a kind of summing up device or transition, and when it does, it is often set off from the rest of the sentence with a comma:

- **So**, the sheriff removed the child from the custody of his parents.

2.4.3.3.5. Nor

The conjunction *nor* is not used nearly as often as the other conjunctions, so it might seem a bit odd when *nor* does come up in conversation or writing. Its primary and the most common use is with its little brother in the correlative pair, *neither-nor*.

- **Neither** she **nor** her husband wants a bigger house.

It is possible to use *nor* without a preceding negative element, but it is unusual:

- Jims's handshake is as good as any written contract, **nor** has he ever proven untrustworthy.

2.4.3.3.6. For :

The primary use of the word *for* is as a preposition, but it can be used as a coordinating conjunction on rare occasions. Thus, it has limited uses as a coordinating conjunction. "For" has serious sequential implications and in its use the order of thoughts is more important than it is, say, with *because* or *since*. To introduce the reason for the preceding clause is its main function.

- Gregory thought he had a good chance to get the job, **for** his uncle was on the company's board of trustees.
- Most of the visitors were happy just sitting around on the coast, **for** it had been a long, wavy voyage on the yacht.

2.4.3.3.7. Yet

Its main function as a coordinating conjunction meaning something like "nevertheless" or "but." The word *yet* seems to carry an element of distinctiveness that *but* can seldom register.

- Tony plays basketball well, **yet** his favorite sport is tennis.
- The spectators complained loudly about the rain, **yet** they continued to watch the match.

In sentences such as the second one, above, the pronoun subject of the second clause ("they," in this case) is often left out. When that happens, the comma preceding the conjunction might also disappear:

- The spectators complained loudly about the rain yet continued to watch the match.

Yet is sometimes combined with other conjunctions, *but* or *and*. It would not be unusual to see *and yet* in sentences like the ones above. This usage is acceptable.

2.5. The Rationale of the Study:

Although many language teachers devoted a large amount of curriculum time to the written English, they still complain that the standard of writing among students is really low.

Writing is the most difficult of the four skills for EFL students. Therefore learners often have anxious feelings in writing courses. With lack of content and self-confidence, no student can write a good composition. They can feel the fear of the writing session. Generally, they may have difficulty in what to write and how to begin. Another difficulty they have may be the organization of the ideas, and the harmony

between the words, between the sentences and paragraphs. How to make their language appropriate to the context is much harder for the students. Teachers often find the texts of the students not well organized. Moreover, the quality of the text is below the standards in terms of cohesion and coherence.

Another problem that the students mostly face is their limited use of conjunctions in order to arrange their ideas in an effective way. They usually have short phrases and sentences in their writings and do not know how to link their sentences with the others. That does not mean coherence at all. But, using cohesive devices may be a way to increase the level of coherence in a text. The use of conjunctions is an important way writers in English signal the links between ideas. But before considering whether to use them and which ones to use, writers need first to consider how their ideas are related and whether they are sequenced to reflect the nature of the relationship. Student writers have problems with this.

Throughout the past decades many studies have been carried out on writing strategies and conjunctions. Some of them are given below:

The first study was carried out by Izzo, John in 2002 on sentence structure aberrations in English writings of Japanese university students. The data collected in the study revealed that the most common sentence aberration for the study group involved the use of the subordinating conjunctions *and* and *but* to start simple sentences rather than to join independent clauses. Besides, the use or omission of these words in other cases resulted in run-on or fused sentences. The second type of sentence aberration was sentence fragments associated with the specific *because* clauses and *for example* lists. Based upon the results of the writing review, it is concluded that Japanese university level EFL writers in general need more instruction and writing assignments that involve the use of conjunctions, especially coordinating and subordinating ones.

The two study belongs to Mark Wolfersberger (2003) examines the composing process and writing strategies of three lower proficiency Japanese subjects in their L1 and L2. The study found that while some L1 strategies may transfer to the L2 writing processes, lower proficiency writers struggle in utilizing all strategies that could help

their writing process in the L2. The results suggest several compensating strategies for dealing with L2 language issues and facilitating L1 composing process transfer.

Considering many studies in the area, a study on all coordinating conjunction preferences of Turkish first year university students in their L2 writings have not been encountered. This study is designed to achieve this task.

2.5.1. Research Questions:

The general purpose of this study is to indicate coordinating conjunction preferences of Turkish first year university students in L2 writing according to their level of success. Their level of success has been determined from the grades they got from the writing skills course final examination at Uludağ University.

To achieve this purpose the following questions will be answered:

1. What are the coordinating conjunction preferences of the Turkish first year university students in their writings?
2. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in using coordinating conjunctions?
3. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “AND”?
4. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “BUT”?
5. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “OR”?

6. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “SO”?
7. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “YET”?
8. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “NOR”?
9. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “FOR”?

2.5.2. Assumptions of the Study:

- The research method has been proven to be given enough data for descriptive studies and the data has been reliable enough to drive some conclusions.
- The earliest research and other written materials like articles as the source have been accepted as reliable and valid.
- A careful descriptive analysis of students' writings will supply enough information about the writing process of study subjects and enable the researcher to deepen the discussions.

2.5.3. Limitations of the Study:

- This study is limited to the 125 first year students of the Education Faculty E.L.T. department of Uludağ University.
- It is limited to the evaluation of only coordinating conjunctions; other types of conjunctions are not taken into consideration.

CHAPTER III

THE METHOD

3.0. Method

The method chapter of this descriptive study consists of four sections. In section 3.1 information about the participants, in 3.2 information about the materials used in the study, in 3.3, description of the procedure and data collection finally in 3.4 explanation about the data analysis used have been given.

3.1. Selection of Participants:

The study was carried out with 125 students in English Language Department of Education Faculty, Uludağ University. The students ranged in age from 19 to 22 years. The mother tongue of the students was Turkish, and they study English as a foreign language. They represented similar educational backgrounds. They were successful at a general Admissions Test (ÖSS) in Turkey. As a result of their success they became students in ELT Department. After taking a proficiency exam, the ones who got at least 70 directly went to the faculty and program that they had already chosen. The others who got lower than 70 had to go the School of Foreign Languages to improve their foreign language intensively. Every year the School of Foreign Languages prepare a new proficiency exam for the new students.

The students who were selected for this study were in their first year of education and have attended the writing skills course 28 weeks, 3 hours per week.

3.2. Materials

The final examination papers of the students in writing skills course are the materials that are used in this study.

3.3. Procedure:

In the final examination of the writing skills course in the second semester of 2002-2003 academic year, all Turkish first year students at Uludağ University were

given five various topics about “Main causes of traffic accidents in Turkey, the effects of unemployment on people, the effects of migration on big cities, such as on Bursa, main causes of marine pollution in the seas of Turkey, such as in the sea of Marmara, the effects of the insufficient social security system on the people of Turkey, especially on the elderly. The students were given 60 minutes for the examination.

After their instructor had analyzed the papers and had graded them, 125 papers were chosen randomly. The papers were taken with the permission of the writing skills course instructor for an analysis of coordinating conjunctions. The students who were in their first year of education took the writing skills course. They had two examinations. One of them was visa and the other was final examination. Therefore, the final examination of the course was as vital as visa examination for their success at the end of the semester.

This analysis was done in two stages. First, the papers of the students were grouped into three according to their level of success. These groups were group “High”, group “Mid” and group “Low”. Their level of success is determined by the grades of the writing skills final examination at the end of second term in the academic year 2002-2003. According to results of the final examination, the students who got a grade between 100 and 84 were placed in the group “High”. The students who got a grade between 81 and 64 were placed in the group “Mid” and the students who got a grade between 60 and 45 were placed in the group “Low”. After the grouping session of the 125 students, the group “High” consists of 30 students, the group “Mid” consists of 75 students and the group “Low” consists of 20 students.

3.4. Data Analysis:

As we mentioned in the previous chapters this study is about coordinating conjunction preferences of the 125 Turkish first year students at Uludağ University. These 125 papers of the students were computerized according to their groups. Then, the uses and sentences including coordinating conjunctions were chosen and were analyzed via the program “Concordance”. However, the program has a handicap that it found all

forms of the keywords such as “for” and “so”. Thus, a deeper analysis was done to identify the words which only functions as coordinating conjunctions.

Results of the analysis and discussions will be given in the following chapter.

CHAPTER IV

RESULTS AND DISCUSSION

4.0. Results and Discussion

The general aim of this study is to find out whether there is a difference in coordinating conjunction preferences among 125 Turkish first year university students according to their level of success. As mentioned in the third chapter, their level of success was determined by the grades of the writing skills final examination and the students were grouped into three as “High”, “Mid” and “Low” considering their grades. The analysis was done on the preferences of these groups. Therefore, this chapter presents and discusses the results of the analysis.

In this chapter, the results of the research questions have been given in order. In section one, the results of the coordinating conjunction preferences of the Turkish first year university students in their writings have been stated. Section two tries to give the answer of the question “Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in using coordinating conjunctions”? Section three discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “AND”. Section four discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “BUT”. Section five discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “OR”. Section six discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “SO”. Section seven discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “YET”. Section eight discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in

particular reference to using the coordinating conjunction “NOR” and finally section nine discusses whether there is a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “FOR”

Research Question 1.

4.1. What are the coordinating conjunction preferences of the Turkish first year university students in their writings?

Table 4.1. Overall Preferences of Coordinating Conjunctions in All Groups:

	For	And	Nor	But	Or	Yet	So	Total
Frequency	0	1328	0	234	344	0	136	2042
Percentage %	0	65.03	0	11.45	16.84	0	6.66	100

(Number of students:125)

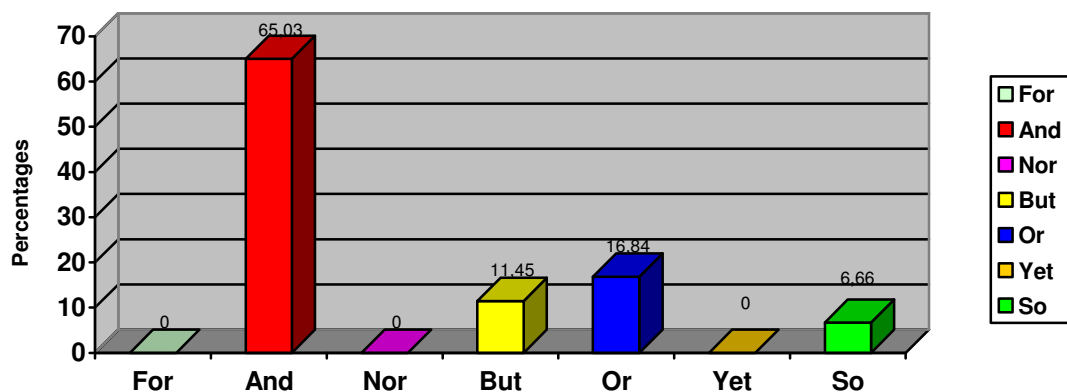


Figure 4.1. Overall Percentages of Coordinating Conjunctions in All Groups

The table 4.1 and the figure 4.1 indicate that 2042 coordinating conjunctions were used by 125 students in their writings. Among seven coordinating conjunctions the most frequently used one is “And” with a frequency of 1328 and a percentage of 65.03. “Or” places the second with a frequency of 344 and a percentage of 16.84. “But” ranks the third with a frequency of 234 and a percentage of 11.45 while “So” is used with a frequency of 136 and a percentage of 6.66. The percentages can be observed also from the figure 4.1. The study shows us a surprising result that the conjunctions “For”, “Nor” and “Yet” are not used in the papers by the students. Therefore, they all have a frequency and a percentage of 0. However, this result can be supported by Leech & Svartvik (1994: 264) and Greenbaum & Quirk (1993: 263) as they mentioned the most frequently used and central conjunctions are *and*, *or* and *but*. The result of the study show that apart from *and*, *or* and *but* “so” is used with an approximate frequency as the conjunction “But”.

The table and the figure 4.1 indicate that coordinating conjunctions used in the study had an ordering of “And”, “Or”, “But” and “So” according to the most frequently used one to the least frequently used one. The findings revealed that only four conjunctions are used. This might be explained by the Turkish education curriculum and the teachers who do not teach all uses of the conjunctions. By observing the frequencies and the percentages, it can be revealed that the students find it easy to use the conjunction *and* as they see it everywhere in their education life such as in their course books, novels etc. The students preferred to use *or* with an average percentage of 16.84. Most of the students preferred it to suggest an alternative in the sentences. As mentioned above *but* ranks the third and the students mostly used it to show a contrast between two ideas. *So* was used to show that the second sentence is the result of the first sentence and it ranks the fourth among the other conjunctions.

By looking at the conjunctions which has a frequency of 0, it is possible to comment that learners do not know whether there is a *yet* as a coordinating conjunction or they know it but they have a tendency in not using it because they have usually used it in perfect tenses.

Nor was not preferred by the students in their writings. They do not usually use the conjunction “nor” to link their ideas. The reason for this might be the fact that it is mostly used in a correlative pair such as “neither....nor”.

As mentioned above the frequency and the percentage of *for* is 0. The reason for this might be the fact that most of the students do not know the use of *for* as a coordinating conjunction. That might be explained by the general belief that *for* is a preposition, not a conjunction.

Research Question 2.

4.2 Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in using coordinating conjunctions?

Table 4.2. Frequencies and Percentages of Coordinating Conjunctions in Group “High”

	For	And	Nor	But	Or	Yet	So	Total
Frequency	0	382	0	63	122	0	33	600
Percentage %	0	63.66	0	10.50	20.33	0	5.50	

(Number of students:30)

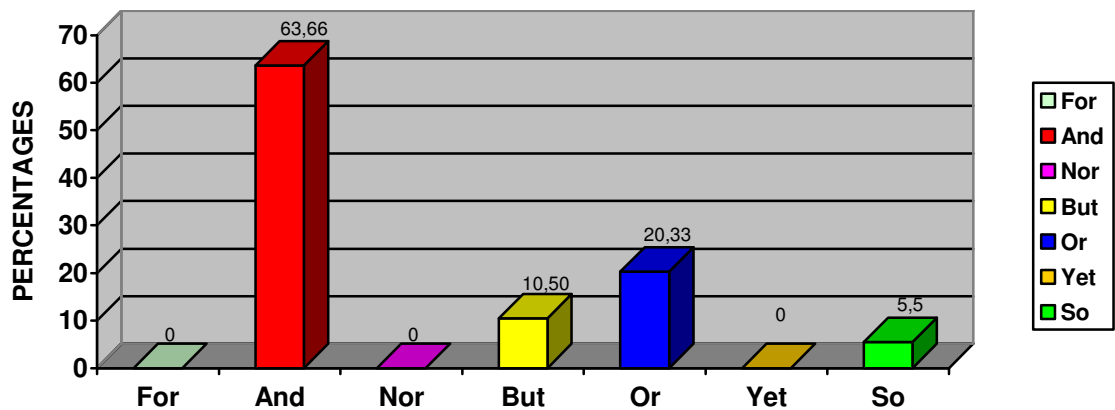


Figure 4.2. Percentages of Coordinating Conjunctions in Group "High"

The table 4.2. and the figure 4.2. indicate that 600 coordinating conjunctions were used by the 30 students in group "High". The conjunction "And" has a frequency of 382 and a percentage of 63.66. "Or" was used with a frequency of 122 and a percentage of 20.33. "But" was used with a frequency of 63 and a percentage of 10.50. "So" was used with a frequency of 33 and a percentage of 5.50. The results can also be observed from the figure 4.2.

By looking at the table it is possible to order the coordinating conjunctions as "And", "Or", "But" and "So" according to the most frequently used one to the least frequently used one.

Table 4.3. Frequencies and Percentages of Coordinating Conjunctions in Group "Mid"

	For	And	Nor	But	Or	Yet	So	Total
Frequency	0	806	0	143	190	0	85	1224
Percentage %	0	65.84	0	11.68	15.52	0	6.94	

(Number of students:75)

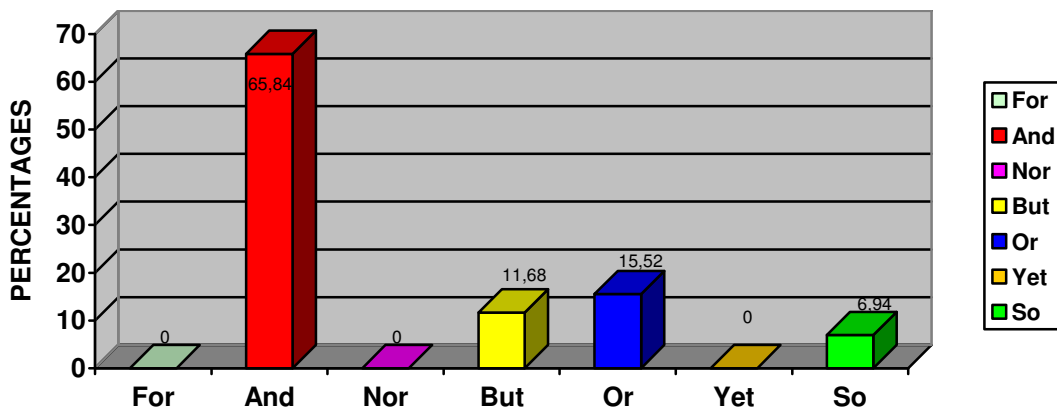


Figure 4.3. Percentages of Coordinating Conjunctions in Group “Mid”

The table 4.3. and the figure 4.3 indicate that 1224 coordinating conjunctions were used by the 75 students in group “Mid”. The conjunction “And” has a frequency of 806 and a percentage of 65.84. “Or” was used with a frequency of 190 and a percentage of 15.52. “But” was used with a frequency of 143 and a percentage of 11.68. “So” was used with a frequency of 85 and a percentage of 6.94. . The results can also be observed from the figure 4.3.

By looking at the table it is possible to order the coordinating conjunctions as “And”, “Or”, “But” and “So” according to the most frequently used one to the least frequently used one.

Table 4.4. Frequencies and Percentages of Coordinating Conjunctions in Group “Low”:

	For	And	Nor	But	Or	Yet	So	Total
Frequency	0	140	0	28	32	0	18	218
Percentage %	0	64.22	0	12.84	14.67	0	8.25	

(Number of students:20)

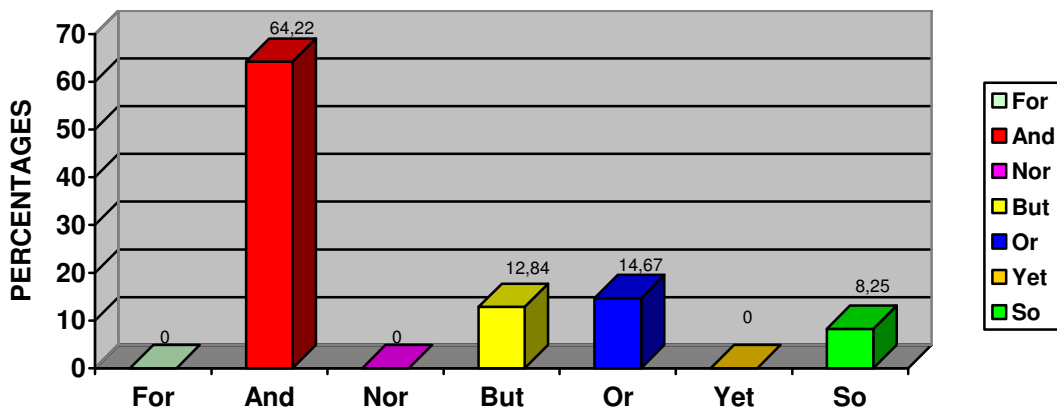


Figure 4.4. Percentages of Coordinating Conjunctions in Group “Low”

The table 4.4. and the figure 4.4. indicate that 218 coordinating conjunctions were used by the 20 students in group “Low”. The conjunction “And” has a frequency of 140 and a percentage of 64.22. “Or” was used with a frequency of 32 and a percentage of 14.67. “But” was used with a frequency of 28 and a percentage of 12.84. “So” was used with a frequency of 18 and a percentage of 8.25. The results can also be observed from the figure 4.4.

By looking at the table it is possible to order the coordinating conjunctions as “And”, “Or”, “But” and “So” according to the most frequently used one to the least frequently used one.

As the conjunctions *for*, *nor* and *yet* were not used by the students in their writing it is impossible find any difference in preferences of the students. Figure 4.5. includes percentages of preferences in all groups. By observing the vertical columns, the conjunction *and* was mostly used in group “Mid” with a percentage of 65.84 and it was used with a percentage of 63.66 in group “High” in which the percentage is the lowest. However, the results revealed that there is a slight difference of % 2.18 in preference of *and* between these groups.

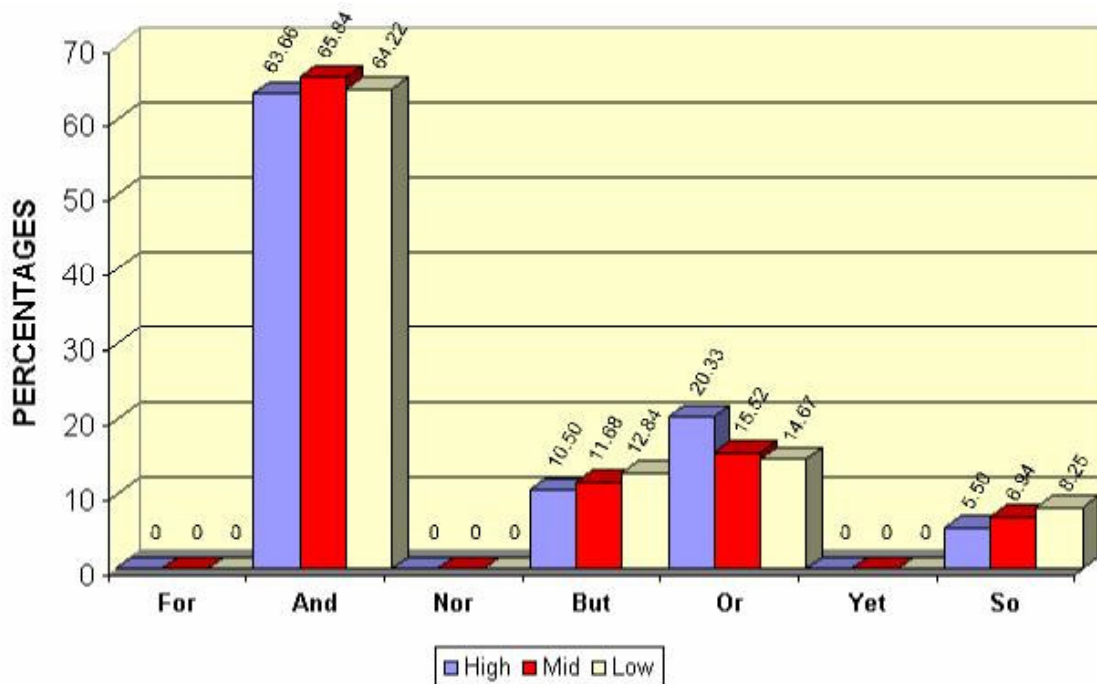


Figure 4. 5. Percentages of Coordinating Conjunctions in All Groups

In preference of the conjunction *but*, the group “Low” preferred it more than the other groups. This findings revealed that the students in group “Low” used *but* more than the students in other groups in a contrastive form. When we calculate the biggest difference of percentage between the groups, there can be slight difference of % 2.34 between the groups “Low” and “High”. It is possible to comment that the students in group “High” used the conjunction *but* less than the other groups. However, the students in group “Mid” preferred a more balanced use of *but*.

The percentages of *or* indicates that there is a difference between the group “High” and the other groups in preferences of the conjunction *or*. The students in group “High” preferred to use *or with* a percentage of 20.33, while other groups have the percentages around 15.52 and 14.67. So, a considerable difference of % 4.81 occurs between the groups “High” and “Mid”. And there is a significant difference of % 5.66 between the groups “High” and “Low”.

As it is observed from the figure 4.5. the conjunction *so* is used mostly by the students in group “Low” with a percentage of 8.25, while group “High” has a

percentage of 5.50 and group “Mid” has a percentage of 6.94. The findings revealed that there is a difference of % 1.31 between the groups “Low” and “Mid”. Another difference of % 2.75 occurs between the groups “Low” and “High”.

Table 4.5. An Ordering of the Coordinating Conjunctions Used in the Study

Order	1.	2.	3.	4.	5.
Conjunctions	And	Or	But	So	For, Nor, Yet
Frequency	1328	344	234	136	0
Percentage	65.03	16.84	11.45	6.66	0

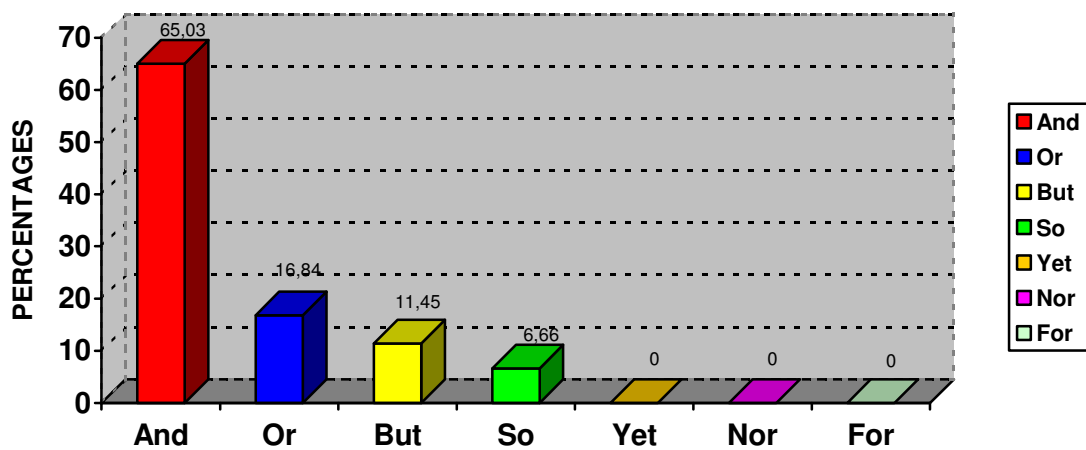


Figure 4. 6. An Ordering of the Coordinating Conjunctions in All Groups

As it can be observed from the results above, the ordering of the coordinating conjunctions considering their frequencies and percentages are the same in all three groups as “And”, “Or”, “But” and “So”. In Table 4.5. and in Figure 4.6. this ordering of the coordinating conjunctions can be observed.

Research Question 3.

4.3. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “AND”?

Table 4.6. Frequencies and Percentages of “And” in All Groups

	High	Mid	Low	Total
	And	And	And	And
Frequency	382	806	140	1328
Percentage %	63.66	65.84	64.22	65.03

(Number of students:125)

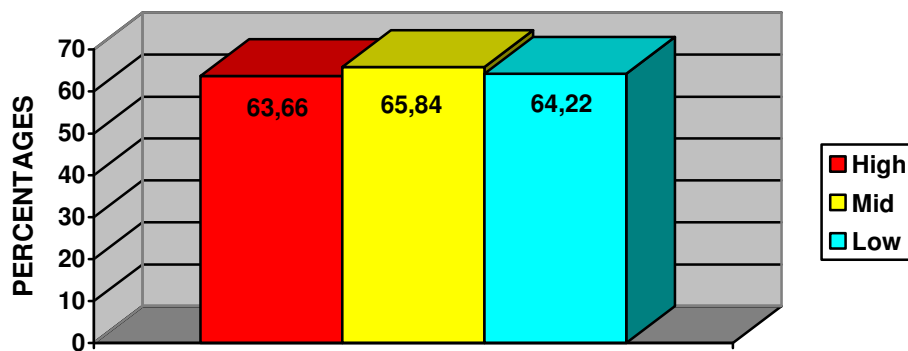


Figure 4.7. The Percentages of And in All Groups

The table 4.6. and the figure 4.7. indicate that the conjunction “and” was used with a frequency of 382 and a percentage of 63.66 in group “High”. It was used with a frequency of 806 and a percentage of 65.84 in group “Mid”. However, the conjunction “and” was used with a frequency of 140 and a percentage of 64.22 in group “Low”. As it is observed from the last column total *and* use in the study was 1328 with an average

percentage of 65.03. The findings revealed that the students in group “High” used *and* less than the other groups. Besides, they used *but*, *or* and *so* more than the other groups in addition to *and*. The students in group “Mid” used the conjunction *and* with a frequency of 65.84. This means they used *and* more than the students in groups “High” and “Low” they used *but*, *or* and *so* less. However, the students in group “Low” selected a more balanced use of the conjunction *and* with a percentage of 64.22. But, even though there are some slight differences between the groups, there has not been found a significant difference between these groups. As mentioned in the earlier sections, these high percentages of the conjunction *and* might result from L1 interference, textbook effect and the easy use of *and*. It is the simplest way of establishing a relationship between ideas and for this reason students feel themselves more secure when using a conjunction they are most familiar with. Another reason might be the fact that they encounter the various uses of this conjunction in their daily life.

Research Question 4.

4.4 Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “BUT”?

Table 4.7. Frequencies and Percentages of “But” in All Groups

	High	Mid	Low	Total
	But	But	But	But
Frequency	63	143	28	234
Percentage %	10,50	11,68	12,84	11,45

(Number of students:125)

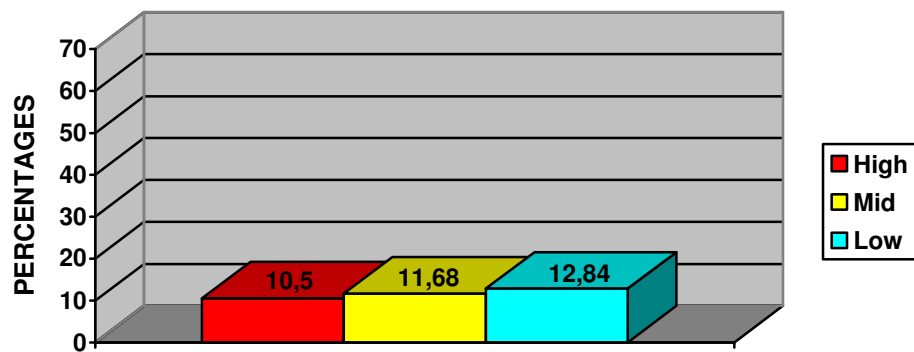


Figure 4.8. The Percentages of But in All Groups

The table 4.7. and the figure 4.8. indicates that the conjunction “But” was used with a frequency of 63 and a percentage of 10.50 in group “High”. It was used with a frequency of 143 and a percentage of 11.68 in group “Mid”. Whereas, the conjunction “But” was used with a frequency of 28 and a percentage of 12.84 in group “Low”. As it is stated in the last column total *but* use in the study was 234 with an average percentage of 11.45. The frequency and percentage results revealed that the use of *but* in group “High” was lower than the use in group “Mid” and the use of *but* in group “Mid” was lower than the use in group “Low”. In other words, the students in group “Low” used *but* more than the students in other groups and they used the other conjunctions less than the groups “High” and “Mid”. The results indicated that there was a slight difference of % 2.34 between the group “Low” and the group “Mid”. Analysis of the sentences revealed that the students have a tendency to use the conjunction *but* whenever they see a contrastive situation between the ideas. As the results indicated that *yet* has not been preferred as a substitution for *but* by the students in their writings. The correlative pair “*not only..... but also*” is a well known one but it, too, was used only once by a student from group “Mid”.

Research Question 5.

4.5. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “OR”?

Table 4.8. Frequencies and Percentages of “Or” in All Groups

	High	Mid	Low	Total
	Or	Or	Or	Or
Frequency	122	190	32	344
Percentage %	20.33	15.52	14.67	16.84

(Number of students:125)

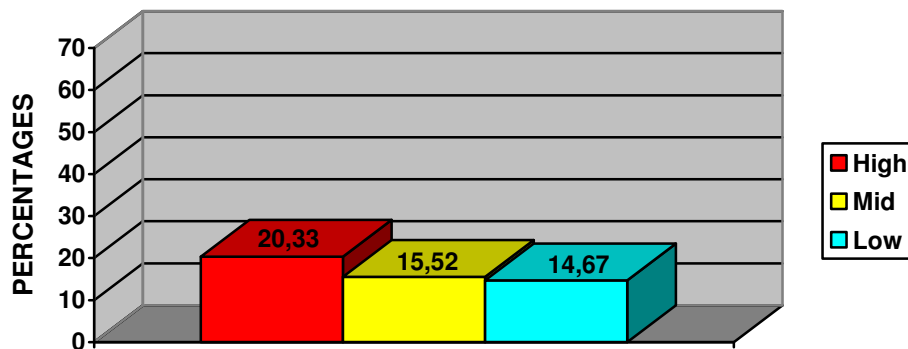


Figure 4.9. The Percentages of Or in All Groups

The table 4.8. and the figure 4.9. indicate that the conjunction “Or” was used with a frequency of 122 and a percentage of 20.33 in group “High”. It was used with a frequency of 190 and a percentage of 15.52 in group “Mid”. However, the conjunction “Or” was used with a frequency of 32 and a percentage of 14.67 in group “Low”. As it is stated in the last column total *or* use in the study was 344 with an average percentage of 16.84. According to the results it is possible to comment that the students in group “High” used *or* more than the students in the other groups. However, the students in

group “Mid” and in group “Low” used *or* with an approximate percentage.(15.52 and 14.67). By looking at the table 4.8. and figure 4.9. it is possible to comment that there is no considerable difference between the groups “Mid” and “Low” in preferences of *or*. A difference of % 4.81 was found between the groups “High” and “Mid” in using preferences of *or*. A slight difference of %5.66 was found between the groups “High” and “Low” in using preferences of *or*. In general the students in all groups mostly use the conjunction *or* to suggest an alternative and they sometimes use it to link two or more sentences. But, the use of *or* to show restatement or correction was not preferred very often. The reason for this might be the fact that in many coursebooks *or* is used as a suggestion for an alternative. Overgeneralization of its primary use can be mentioned. As most of the students preferred *or* with the mentioned uses, the use of it in a correlative pair such as “either or” and “whether or” were not preferred very often by the students in their writings.

Research Question 6.

4.6 Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “SO”?

Table 4.9. Frequencies and Percentages of “So” in All Groups

	High	Mid	Low	Total
	So	So	So	So
Frequency	33	85	18	136
Percentage %	5.50	6.94	8.25	6.66

(Number of students:125)

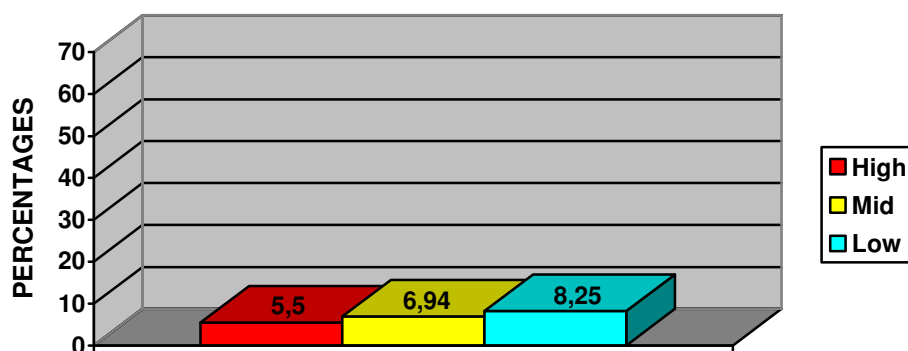


Figure 4.10. The Percentages of So in All Groups

The table 4.9. and the figure 4.10. indicate that the conjunction *so* was used with a frequency of 33 and a percentage of 5.50 in group “High”. It was used with a frequency of 85 and a percentage of 6.94 in group “Mid”. However, the conjunction *so* was used with a frequency of 18 and a percentage of 8.25 in group “Low”. As it is stated in the last column total use of *so* in the study was 136 with an average percentage of 6.66. As it can be observed from the results in Table 4.9. it is possible to comment that the use of *so* in group “Low” was higher than the use of *so* in groups “High” and “Mid” with a percentage of 8.25. However, the use of *so* in group “High” was calculated %5.50 and the use of *so* in group “Mid” was calculated as % 6.94.

Thus, a difference of % 1.31 was found between the groups “Mid” and “Low”. And a difference of % 1.44 was found between the groups “Mid” and “High”.

The uses of *so* revealed that most of the students preferred it as a conjunction to show that the second idea is the result of the first. Some of the students used *so* as a kind of summing up device or transition. But, this use of *so* was not preferred as much as its primary use. A reason for this might be the fact that most teachers teach *so* only with its primary use. Therefore, most of the students might transform their ideas in order to use *so* in a form that was taught to them.

Research Question 7.

4.7. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “YET”?

As mentioned in section 4.1. the coordinating conjunction “Yet” was not used by the students in their writings. Thus, it is difficult to comment on using preferences of the conjunction “Yet” as it had a frequency and percentage of 0.

Students in all groups did not prefer “Yet” as a coordinating conjunction as in the example below.

- Tony plays basketball well, **yet** his favorite sport is tennis.

They rather preferred *yet* to use as in the example from their writings below:

- As everyone knows, we haven’t reached the standard of European in Turkey **yet**.
- There lies many reasons behind this unavoidable bad going and no government has managed to find a permanent solution **yet**.
- I want to express that in spite of all these causes and realities also, we are not aware of some things **yet** such as life, happiness.

The reason for them not to use *yet* as a coordinating conjunction might be the coursebook effect. As *yet* is generally taught in perfect tenses. Another reason might be the teaching of the first and may be the second uses of the conjunctions such as *yet*. The other uses are neglected. In fact, including writing courses, the use of *yet* as a conjunction indicating contrast has not been emphasized in compositions. Therefore, when the students need to use a conjunction in order to show a contrast between ideas, they tend to use *but*, as it can be a substitute for the conjunction *yet* to show contrast.

Research Question 8.

4.8 Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “FOR”?

As mentioned in section 4.1. the coordinating conjunction “For” was not used by the students in their writings. Therefore, commenting on preferences of using the conjunction “For” might be difficult as it has a frequency and percentage of 0.

The students in all groups did not prefer to use *for* as a coordinating conjunction.

- Gregory thought he had a good chance to get the job, **for** his uncle was on the company's board of trustees. (**for** as a coordinating conjunction)

Rather they mostly preferred *for* as in the examples from their writings.

- They don't have any good hopes **for** future.
- According to some research, there are so many reasons **for** these accidents.
- **For** example, in Baghdad Street (in Istanbul) we give some many deaths every year, in both motorcycle and car accidents.
- Another reason **for** the accidents is being busy while driving.
- Besides these, the insufficient knowledge of the drivers is a reason **for** these accidents.
- So without knowing these, while they are driving on the streets they can be danger **for** both themselves and **for** innocent people.
- They don't believe even the least amount of alcohol can be very dangerous **for** their health while driving.
- The most important cause of the accidents is ill-qualified courses, which give people driving licenses just **for** money.

As it can be observed from the examples above, students did not pay much attention to the use of *for* as a coordinating conjunction. The reason for this might be its primary use as a preposition and it can be used as a coordinating conjunction on rare occasions. As it can be revealed from the uses of the students, introducing the reason for the preceding clause is its main function. It is possible to comment that *for* as a coordinating conjunction is not preferred very often. Thus, “overgeneralization” of its primary use might be another reason.

Research Question 9.

4.9. Is there a difference between the preferences of the groups “High”, “Mid” and “Low” in particular reference to using the coordinating conjunction “NOR”?

As mentioned in section 4.1. the coordinating conjunction “Nor” was not used by the students in their writings. Like yet and for, the conjunction “Nor” has a frequency and percentage of 0.

No students preferred to use *nor* as a coordinating conjunction, especially only one student in group “Mid” rather preferred to use it with its brother *neither* as a correlative conjunction (*neither...nor*). An example is given below.

- For instance, an unemployed person with no money can afford *neither* accommodation nor clothing needs of his family.

Nor was not been encountered very often in their writings. As it is unusual to use *nor* without a preceding element. Thus, preceding explanation in section 2.4.3.3.5 might be a reason for the students not to select “nor” as a coordinating conjunction.

In the light of findings, it is possible to comment that the students generally tend to organize their ideas and link their sentences by using three central conjunctions “and”, “or”, “but” and the fourth coordinating conjunction “so”. In the light of the results finding a difference in preferences of “yet”, “for” and “nor” between all the groups can not be mentioned.

CHAPTER V

CONCLUSION

5.1. Summary and Conclusions

The present study aimed to concentrate particularly on the coordinating conjunction preferences of Turkish first year university students in their writings. Related to this issue, 125 university students were asked to write compositions on five various topics in the examination of writing skills course and they were grouped into three according to their level of success considering the grades they had got from the final examination. These groups were mentioned as the group “High”, the group “Mid” and the group “Low”. The distribution of the students to the groups occurred as the group “High” - 30 students, the group “Mid” - 75 students and the group “Low” - 20 students. After the grouping process, the papers were computerized and the analysis was done through the program *Concordance*.

The results obtained from the analysis indicated that among seven coordinating conjunctions, “and” ranks the first as it was used with a frequency of 1328 and a percentage of 65.03. “Or” ranks the second as it was used with a frequency of 344 and a percentage of 16.84. “But” ranks the third as the students preferred to use it with a frequency of 234 and a percentage of 11.45. Finally, “so” ranks the fourth as it was used with a frequency of 136 and a percentage of 6.66. The findings revealed a surprising result that students paid no attention to use the conjunctions “nor”, “yet” and “for” in their writings. According to the findings, no difference was found between the groups in particular reference to using the coordinating conjunctions “nor”, “yet” and “for”. The results indicated that the central coordinating conjunctions *and*, *or* and *but* were mostly used by the students. As Leech & Svartvik (1994: 264) and Greenbaum & Quirk (1993: 263) mentioned the most frequently used and central conjunctions are *and*, *or* and *but*.

The result of the study show that apart from *and*, *or* and *but* “so” is used with an approximate frequency as the conjunction “But”.

In preference of the coordinating conjunction *and*, a slight difference of % 2.18 was found between the groups “Mid” and “High”. The students in group “Mid” used *and* more than their friends in other groups.

In preference of the coordinating conjunction *or*, the students in group “High” used *or* more than the students in other groups. A significant difference of % 5.66 was found between the group “High” and the rest of the groups.

In preference of the coordinating conjunction *but*, the students in group “Low” preferred it more than the students in the other groups. A slight difference of 2.34 was found between the groups “Low” and “High”, while the group “Mid” a more balanced use of the conjunction *but*.

Finally, in preference of the coordinating conjunction *so*, it can be observed that a slight difference of % 1.31 between the groups “Low” and “Mid” was found. Another slight difference of % 2.75 was found between the groups “Low” and “High”.

When we focus on the overall results, it can be concluded that even there was a significant difference between the groups “High” and the other groups in preference of *or*, there was not found any other significant differences between the groups in preferences of the coordinating conjunctions. It can be concluded that most of the students in the groups used the conjunctions with approximate percentages.

5.2. Suggestions for Further Research

The present study aimed to concentrate particularly on the coordinating conjunction preferences of Turkish first year university students in their writings. For this reason, the findings of the study only includes the preferences of the Turkish first year students. A larger group of students can be included to observe the preferences, especially 2nd, 3rd, and may be the 4th year of students can be included in the study as they experienced the language more than the first year ones.

Second suggestion is that this study is a descriptive one. Therefore, an experimental study can be conducted in order to observe the preference differences of the students. A control and an experimental group can be designed. The uses of the conjunctions can be taught to the experimental group and the differences can be observed in detail.

This study was designed only for coordinating conjunctions. This can be enlarged through the subordinating and the correlative ones.

Another study can be aimed to concentrate on the misuse of the conjunctions, and finally, a follow-up study can be conducted to find out why the students in all groups in this study did not use the conjunctions “for”, “yet” and “nor”.

5.3. Implications for Teaching

As it is explained and discussed in the previous chapters, the results of the preferences revealed that among the seven coordinating conjunctions, *and* is the most preferred one. Related with this result, the reasons were thought to be the coursebook effect as the students use what is familiar to them and the easy use of *and* to link their ideas. The general reason of the results might be the fact that the students overgeneralise some of the conjunctions and they do not pay attention to the other types of conjunctions such as *for*, *nor* and *yet* when they write. As they face the conjunction *and* very often in their daily life, they find it easy to use. While teaching the coordinative conjunctions in the classrooms the other conjunctions in addition to *and* should be emphasized more and a more balanced use of the all conjunctions should be encouraged. The importance of relationship between ideas can be explained and the students should be encouraged to write more coherent and cohesive compositions. The uses of the conjunctions *for*, *nor* and *yet* can be taught in detail and the students can be explained that *yet* can be a substitute for the conjunction *but* to show contrast. They can also be taught that *for* is not always used as a preposition, sometimes the students can use it to link their ideas.

Separate writing skills courses can be increased in the foreign language teaching curriculum or students can be given more time and chance to express their ideas via written word. By this way, the use of various coordinative conjunctions would be increased and altered.

Apart from our students, our teachers should improve themselves. Before they teach, they should know all the uses of the conjunctions, especially the least frequently used ones and they should monitor their students when they write. They should make comments on the drafts of the students for better final products.

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APPENDICES

APPENDIX I

SAMPLE EXAMINATION PAPERS OF THE

GROUP “HIGH”

HIGH
1 - page 1

100 (Yüz)

~~Öz~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Sezen BALABAN NUMBER: £0210501 CLASS: 1-Z SIGN: A. Balaban

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

My
topic
↓
order
of
climax

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~Öz~~

WHAT CAUSES TRAFFIC ACCIDENTS IN TURKEY?

The number of traffic accidents in our country is increasing year by year. This fact has, of course, some reasons and leads to some results. Passion of speed (exceeding the speed limit), taking alcohol, careless drivers and violation of the traffic rules result in this huge number of traffic accidents.

To begin with, as long as there are drivers who love speed, it can be guaranteed that the traffic accidents will never end. These drivers are so dangerous that they even drive very fast in the city centres and lead to accidents. This is because they always ignore everybody in the traffic and only think their passion. As a result the driver causes the loss of people or at least damage in their car or their environment.

Aside from this, alcoholic drivers can be regarded as one of the most dangerous causes of the traffic accidents. After taking alcohol they don't take the side effects of alcohol into consideration without knowing that they shouldn't be able to drive. But alcohol, whatever kind it is, makes them lose their control too much to prevent an accident. So the result is the same; the driver causes some people to die or even dies himself but whatever damage it is, loss is a result of the accident caused by an alcoholic driver.

Nonetheless, we can utter violation of the traffic rules, which is one of the most explicit features of our nation, as another cause of the traffic accidents in Turkey. The drivers' ignoring the traffic light, not wearing seat belts or exceeding the speed limit where they aren't able to, all lead to serious traffic accidents. Now that they don't take care of these rules, they'll again face with a needless result of a traffic accident.

Lastly some of the traffic accidents in Turkey are on account of the careless drivers who never take care of their environment. They usually drive without looking around the traffic or ignoring the pedestrians and their carelessness will, as the result is always the same, again look for the ways of compensation of the loss which is caused owing to the accident. P.T.O.

In conclusion ~~X~~ the increasing rate of traffic accidents in our country will merely ~~be~~ reduced by hardening the way of taking driving licence, punishing the speed lovers strictly, clarifying the traffic from the alcoholic drivers and enforcement of the traffic rules properly. Otherwise it won't be sth. equitable to have accidents in traffic, even if you drive as carefully as you can!

High-1
Page-2

HIGH - 2
PAGE - 1

95 (Doksanbes)

~~Öz~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30

FULL NAME: Birgül ÖZTÜRK NUMBER: E0210025 CLASS: 11B SIGN: ~~Öz~~

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey. +
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~Öz~~

- CAUSES OF TRAFFIC ACCIDENTS -

Whenever we turn on television, we watch a traffic accident. It's not surprising to see people crying or suffering from accidents. Unfortunately, they leave an unforgettable effect on us, so causes of them are worth searching.

Drivers overtaking carelessly may cause traffic accidents. In our country, most drivers don't give any signal while overtaking a car. They behave as if they were the only driver on the road. What's more, they don't have the ability to check if the road is safe to do so. As a result of this, accidents are inevitable.

Ignoring the traffic lights can be an important cause of traffic accidents. Drivers or pedestrians can cause this kind of accidents. Because, drivers don't care for these traffic signs and never stop (at) the red light, so thousands of people die in accidents every year. Even we lost a famous journalist a few weeks ago. In addition, pedestrians sometimes cross the road without looking at lights. According to statistics, more than five hundred people die due to ignorance of lights 67

Drivers turning carelessly can lead to traffic accidents. In our country, especially in crowded streets such as near parks, schools, drivers think that they are not main roads, so they don't give any signal while turning or don't lower the speed. When a small child runs in front of the car suddenly, they can't stop the car immediately.

Drunk drivers produce accidents and it seems the most important cause of accidents. According to statistics, the rate of accidents caused by drunk drivers is 90%. Even if they drink alcohol, they claim that they don't and try to drive. It has been proved that ^{by scientists} when people drink alcohol, they have confidence and begin to behave differently. For example they do things that they have never done, so when drivers drink alcohol, they tend to drive fast and carelessly. Their sight becomes weaker and reactions get slower and the brutal end is accidents.

Consequently, these are the main causes of accidents in our country. Considering all of them, some precautions must be taken. For example, not only drivers but also pedestrians should be educated, traffic lights should be multiplied, drunk drivers shouldn't be allowed to drive and so on. Maybe that's why, we can get rid of the painful scenes on television, maybe that's why, we can stop losing people untimely, can we?

HIGH 3
PAGE 1

95 (Adaksanbes)

~~ÖZ~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: İsmail DİMİT NUMBER: 0210563 CLASS: L-V SIGN: İsmail DİMİT

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Ok. Caner AYŞAR ~~ÖZ~~

Topic: The effects of unemployment on people

MONEY, MONEY, MONEY

In today's Turkey, the most important problem of the society is unemployment. Unemployment is increasing day by day and affecting our society in a negative way. The purpose of this essay is to explain the three main effects of unemployment.

The major effect is the depression in people's psychological situation. When you don't have a regular job, first you try to understand the situation you are in and you think that you share the same feeling with the 90% of the people in your country. After some time has passed, you realize that you don't have a job and you won't have a job for a long time. This idea eats you inside and can make you feel sick. Your brain is always full of this and your psychology is getting worse step by step. At the end you come an unhealthy individual.

The second main effect is the financial problems. You can afford your demands when you have a job and

HIGH 3 PAGE 2

if you want, you can sometimes make expenses above your budget. But when you are an unemployed person you can't do these because of lack of money. You don't earn money and as a result of this you can't buy whatever you want. If you are mother of father, you can't afford your child's wishes so you can feel guilty for this. Not having enough money and not affording your demands are all because of your unemployed situation.

The most significant problem is fractiousness in family life. To have a happy family life, you have to have a job and earn money to look after your family. Even if it is said; money doesn't bring happiness, this is a big lie. Because in our modern society money means happiness and happiness means money, they are equal. When you don't earn enough money (especially men) you start to make arguments with your husband or wife. At first time, your wife also tries to help you but later she also blames you because she needs money to look after her children. She can also have wishes for herself. But you can't afford these so you become enemies living in the same house. Because of all these; your happy family life finishes and you become a trouble family.

I've tried to tell you the problems that people have to deal with when they are unemployed. You may think that I exaggerated a lot. But don't forget this is the reality of your own country. I also want to say that don't worry because if you have to deal with this kind of a problem one day in your life you can get help from a specialist and make things better. Every problem has a solution!

HIGH - 4
page - 1

90 (Doksan)
~~Öiç~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30

FULL NAME: Sezen TOPÇU NUMBER: E0210032 CLASS: 1-B SIGN: ~~Öiç~~

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- ④ Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~Öiç~~

-THE REASONS WHY TURKEY HAS POLLUTED SEAS-
Seas are one of the most important natural resources

of a country. A country can benefit from them in many ways once they keep them clean, because the pollution affects both the marine life inside the sea and the nature around it; the shores. Turkey is one of the luckiest countries in the world as a peninsula which has many beautiful beaches and two both strategically and touristically important locations: The Bosphorus and the Dardanelles. But the marine pollution in its seas prevents Turkey from gaining much profit from them.

There are a number of reasons for the pollution in the seas of Turkey. The most important of them all is the insufficiency of refining establishments of the ports and industrial firms. The ships that visit the harbors pour out their damp water. Moreover the factories do the same and they are rarely punished or aren't punished at all because of the legal issues. The reason why our seas; especially the Sea of Marmara, in which the industry plays a great role in the economy of region; are so polluted is the ships and the factories which ignore the importance of keeping the environment clean while they are doing their business.

Another cause for the marine pollution in Turkey is the failure of the municipalities in constructing the substructure. Just because some of the authorities are

High-4
Page-2

so ignorant about the pollution, the damp water and sewer are released to the seas. Therefore the seas become dirtier and dirtier day by day.

Apart from those, individuals are responsible, too. Although one can't pollute the whole sea by just throwing his rubbish, it makes a big difference and makes the shores and gulfs dirty when everyone does the same thing. People should be informed about how important the marine life is, or else human will be at least as dangerous as other causes of sea pollution.

The least important and the most rare reason is the nature itself. It is known that even though people do their best for a clean sea, sometimes the sea gets dirty because the bay is very small and it doesn't have a connection which causes a flow to a bigger sea and lets the water recycle. Thus the water becomes dirty. This might be a reason for the pollution in small bays.

More or less all of those elements have a role in marine pollution in Turkey. They can all be fixed though. Clean seas can be an important opportunity. That's why the cleanliness of the seas should be taken into consideration seriously.

Not
a good
conclusion!

H16H-5
PAGE - 1

90 (Boksan)
~~ÖNE~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Meltem DINCER NUMBER: E0210528 CLASS: 1-Y SIGN: *Meltem*

- A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.
- 1- Main causes of traffic accidents in Turkey.
 - 2- The effects of unemployment on people.
 - 3- The effects of migration on big cities, such as on Bursa.
 - 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
 - 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~ÖNE~~

~ IMPORTANCE OF A PERSON'S LIFE ~

In Turkey, there are many traffic accidents which the Government Institution of Statistics reports every year. They cost very highly and the traffic accidents have some common causes.

The major cause, and the most common one, is alcohol. If people drive when they're under the influence of alcohol, then the accidents certainly occur. As a result of the alcohol, people become less aware of themselves and the things around them, of course. It also produces dizziness on people who are under the influence of alcohol. Now that the drivers are less aware of around and feel dizzy, it means that they drive to die. If the case is like that, we shouldn't worry a lot, let those people kill themselves. But they not only kill themselves, but also produce risks to kill the others!

The second cause of the accidents would be sleeping drivers! The drivers who sleep while they're driving produces a big risk to the non-sleeping ones. Since the driver sleeps at the moment of travel, he naturally can't see the road and the cars coming into him. In order to prevent these risks; people shouldn't be in traffic, if they're sleepless. People who has insomnia problems also mustn't drive or drive in certain hours of day, in which they don't suffer from insomnia.

HIGH-5
PAGE-2

The third causes of the traffic accidents, especially in Turkey, may be the drivers reversing negligently and the carelessness of the drivers. The first one, reversing negligently mostly produces great damages on the cars, besides injuring the people. The second one, carelessness is a bit different from the first one. Carelessness generally contain the all causes I mentioned so far. Because in every cause, there's at least a little carelessness of the drivers. It results in very bad accidents.

The fourth and the less striking one nowadays, is the pedestrians crossing the street without looking the road carefully. Since primary school, even kindergarten, our teachers taught us how to cross the road. So we all know that: first left, then right and left again. But sometimes people don't be aware of the importance of it and cross the streets carelessly. I mean, people should become aware of its significance of this fact. It's very important to be a good pedestrian among all the accidents around us.

The traffic accidents produces very big problems in the world, especially in our country. As we see, the causes varies one to another, but they're same in the results. They all produce unnecessary, costly accidents and give rise to the deaths. If we want nice traffic jams, fluent roads...etc., we must pay attention and be aware of the importance of a person's life!

APPENDIX II

SAMPLE EXAMINATION PAPERS OF THE


GROUP “MID”

MID 1

80 (Saksen)


PAGE 1



ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: AYFER DEKİRBES NUMBER: ~~104~~ 60210331 CLASS: 1- SIGN: 

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR 

BEING UNEMPLOYED IN TURKEY

Being unemployed is a big problem in Turkey. Economic situation makes people find any jobs which are not related to their interest or they even can not find any job. This causes many problems.

First and the most important problem caused by unemployment is economical. In Turkey, people have many difficulties to take money to their home and some of them can not earn enough money to bring up their children well. These parents can not afford their children's needs.

Second difficulty is the divorce of parents because they begin to quarrel about money and about their children's needs. Mother may become angry with her husband owing to the little money he earns. Spouses are not easy to get on with any more. For instance, many women turn back to their parents' houses and decide to divorce because of her jobless husband. She complains about feeding her baby or unemployed husband who sits at home.

MID 1

PAGE 2

Third one is about children's health. Their unemployed father can not afford their needs of food or care. A man who doesn't earn any money can not pay his children's insurance payments and he can not take his children to doctor regularly. It may lead to serious health problems and these poor children may even die.

Fourth problem owing to unemployment is untidy and bad-designed cities. People need more money to afford good houses. Therefore, they build their own houses without acquiring land rights. When the government's poor control is added to the people's lack of money cities become much worse than ever especially in Turkey.

Another big trouble jobless people have is they are so free and it is probable that they can have mental problems because of their laziness. They have nothing to do and no money to earn so they begin to go to bars, billiards saloons or cafes and they feel themselves as nothing. Therefore, they may have depression.

All these bad results are caused by unemployment. If unemployment is not prevented by government many other serious problems can follow these. It is not easy to stop unemployment but some civilian social organizations and important people who have career can help these people by some ways. Otherwise, economic problems may turn into social ones.

MID 2

80 (Seksen)

PAGE 1

~~ÖMR~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Nilsifer Uysal NUMBER: 0210906 CLASS: 1-7 SIGN: ~~ÖMR~~

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~ÖMR~~

EFFECTS OF MIGRATION ON BIG CITIES

In our age migration from rural towns to big cities increased. People want to migrate to big cities because of many personal reasons. Nonetheless, migration has effects on population, location, type of living and culture in the city.

Primarily, migration to big cities is responsible for the densely population. Migrated from the rural towns in order to live in luxury and work in better conditions, people increased the number of people in that city. Because of the increasing number of people in a city result from the migration, the number of students who have to be educated will increase. As a result of the dense population, every standard of living condition will decrease.

Secondly, the migration affect the location. People who come from rural towns will build house in illegal ways.

Separated location will begin to take place in city. People will begin to build house wherever they found. Owing to this location there will be a very bad image on the city. →

You will see both ~~huts~~ and villas in the same place, because of the people ~~X~~ migrated. After some time government will not ~~fight against~~ the scattered location.

MID 2 PAGE 2

The main and most important consequence of migration is change in the type of ~~living~~. Unemployment ~~will~~ take place, so the people who come from the ~~rural towns~~ with an expect of living better, will be disappointed. Due to unemployment they will have to ~~commit~~ crimes. Schools will be not ~~X~~ enough for students ~~to~~ be educated. Students will have to take lesson ~~in~~ very crowded classes. People who migrated will not ~~X~~ may use of the health service. Traffic will be affected ~~in~~ a bad way. Unconsciences ~~X~~ people will take place in ~~traffic~~, therefore ~~traffic~~ accidents will increase naturally, the wounded ~~X~~ people caused by traffic accidents will need qualified ~~X~~ health service. The city life will be complexed ~~X~~ because of the problems ~~resulted~~ from the migration.

Finally, culture ~~in~~ the city will be mixed. Very different places ~~very~~ ~~different~~ cultured people will come and have to live ~~together~~. Their culture ~~will~~ affect to each other's. Thus, many customs ~~will~~ be degenerated and forgotten. People will begin ~~not~~ to recognize, each other and respect each other's rights.

As a result, migration has many effects on big cities. If government ~~follow~~ the same strategies about the problems of migration, big cities ~~will~~ have many problems. The conditions of living should be improved and supported ~~by~~ the government, in this way people will not migrate from their rural towns.

MID 3
PAGE 1

75 (Yehmisbes)
~~Öz~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30

FULL NAME: Cansev CURA NUMBER: ED010076 CLASS: 1-D SIGN: Cansev

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- ② The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Cansev AYŞAR ~~Öz~~

A STRIKING PROBLEM: UNEMPLOYMENT

A result of migration from rural regions to big cities, unemployment is a big problem in Turkey. Thousands of people are in need of ~~find~~ job and look after his family. But there isn't sufficient work for everybody in most cities. So this unemployment rate has many negative effects on people.

Firstly, the most important effect of unemployment is that it makes people feel unimportant and ~~kill~~ himself. It's a reality that we watch every night on news. People without a job couldn't find a solution to this poverty, so they think of death as a permanent solution, and commit suicide perhaps jumping from a bridge or hanging themselves.

Another ^{important} effect of unemployment is thuglary. It's very common in big cities especially in summer. A man who couldn't earn his own money chooses to burgle someone else's house and then maybe by selling them or using them himself, he tries to continue his and his family's life.

A bad family relationship is another result of unemployment. After being a family, it becomes much more hard to resist ~~of~~ poverty. The children need to eat well, go to school, wear. But there are only probable with money. So with the lack of money, partners become violent and ~~lose~~ tolerance. That looks family to break down and lose the spirit of being a family.

Another important effect of unemployment is on people's psychology. A man, seeing others playing with money, living in best houses and with best cars, feels himself an unimportant person and becomes worried for himself and the others like him. If he continues to ignore himself, everybody ignores him and he becomes a really mad, silly man living on his own, isolated from others.

Today, the risks of unemployment is known and estimated by everybody, especially the specialists. They study for decreasing the bad effects of this but it needs a radical solution. So the government must do something to supply job for these people or help them run their own work.


MID 3

PAGE 2

MID 4
PAGE 1


75 (Yetmişbeş)



ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Elif SOYDAN NUMBER: 0210914 CLASS: 12 SIGN: 

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR 

WHY IS THE RATE OF TRAFFIC ACCIDENTS SO HIGH?

The rate of traffic accidents increase day by day. It is estimated that Turkey is the third country in the world in where the rate of traffic accidents is so high. Although many measures have taken to prevent accidents, still hundreds of people die every year! But why? What are the causes of traffic accidents?

It is known that most traffic accidents happen because of the carelessness of drivers. Main causes of traffic accidents are: drinking too much alcohol, weariness and not being an experienced driver. Drivers drink alcohol, with the effect of alcohol they lose their consciousness and they can't be careful in traffic and traffic accidents happen. I think it is the most important reason for traffic accidents.

The reason is only drivers? Are they the only people to lay blame on? of course not! The other reason for traffic accidents is the neglect of government. Turkey is a crowded country so, especially in big cities there is traffic jam everyday. To prevent traffic accidents everything must be in order. But if there are insufficient traffic signs, traffic lights and traffic policemen, it is impossible to prevent traffic accidents.

The other cause of traffic accidents is the easiness to have a driving licence. A person who wants to have a driving licence goes to course and gives money and after three months of training, he can have licence. I think it is not efficient. Some measures must be taken. Maybe the age for having driving licence must be higher than 18. And tests and exams at the end of the course must be prepared more elaborate. Because, the training in course isn't efficient for people who wants to have driving licence. But at the end of course most of them have licence and without appropriate learning they start driving...

Of course there are ^{many} other causes of traffic lessons. But as far as I observed these are the main causes of accidents. If we want the rate of traffic accidents to decrease; drivers should be more careful in traffic and ^{also} government should take regular measures. It must be more budget for regulation and also inform the people about traffic rules.

MID 4

PAGE 2

MID 5
PAGE 1

70 (Yehmiç)
Öz

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: NİLAY İLNER NUMBER: 10210567 CLASS: 1/V SIGN: Nilay İlner

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR Öz

THE SORROWFULL REALITIES

There are ~~X~~ so many traffic accidents in Turkey in a year. Maybe ~~X~~ Turkey is among the countries which have the most traffic accidents. ~~It should be here!~~ No, please!

According to some researches, there are so many reasons for these accidents. The first one is driving too fast. Especially, the youth love driving and driving fast. For example, in Bağdat Street (in Istanbul) we give so many deaths every year, in both motorcycle and car accidents.

The second cause is driving too close to the other vehicles. The front car can do an unexpected motion during the driving, in this situation we may crash and cannot understand what happens, we may find ourselves in hospital. ~~X~~

~~X~~ Another reason for the accidents is being busy while driving. Turkish people love to talk too much and if there are some other people near the driver, they continually talk during the driving. They also eat and drink something especially on long vacations. Additionally, the mobile phones may also affect the caution of the driver. ~~X~~

Besides these, the insufficient knowledge of the drivers is a reason for these accidents. Fathers give their children the car in order to get them to learn, they show so little things only how to drive but they forget the driving rules and signals. So without knowing these, while they are driving on the streets they can be danger for both themselves and for innocent people. ✓

MID 5
PAGE 2

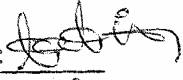
The last and the most important cause is driving with alcohol. People go somewhere to entertain and finish the day with alcohol and ignore how much he or she drank, then drive. They don't believe even the least amount of alcohol can be very dangerous for their health while driving. Now that the accidents become an inevitable disaster.

No
Conclusion!

APPENDIX III


SAMPLE EXAMINATION PAPERS OF THE

GROUP “LOW”

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Fatih Mehmet KOSAR NUMBER: 0110545 CLASS: 112 SIGN: 

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR 

The reasons of traffic accidents in Turkey (Not a good title)
Every year hundreds of people die because of the traffic accidents. These have many reasons. It sometimes occurs because of person centred errors and sometimes car centred but mainly people are the causes of traffic accidents.

First and the most important one is traffic education. In our country traffic education isn't given very well. You can get a driving licence without going to driving course because of this many drivers in Turkey don't know the traffic rules and how to drive well. as a result of this we always hear or watch traffic accidents. Secondly driving car with too much alcohol causes traffic accidents. They are drinking alcohol after that they are driving and he/she crash another car and kill people. Thirdly the truck drivers. Truck drivers are long distance drivers. I think the best drivers are truck drivers. But they are always driving and getting tired sleepless. They are driving day and night. As a reason we can say insufficient highway. In our country we haven't good highways. We only have three better highways. Others are very bad. Lastly carelessness takes a big part at traffic accidents. Many drivers are driving careless it causes traffic accidents.

As a conclusion we know the causes of traffic accidents and how to prevent them. The best way to solve this problem is to give a good traffic education. Lastly we don't want to hear or watch traffic accidents on televisions or anywhere. We can prevent them and we must.

LOW - 2
PAGE - 1

60/Altın
~~ÖZ~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Eğil Sorutuş NUMBER: ED0210574 CLASS: 1-2 SIGN: [Signature]

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

okt. Caner AYŞAR ~~ÖZ~~

THE EFFECTS OF MIGRATION

Lately, people have been migrating to the big cities. Because they suppose that the life in big cities is fascinating. But after a short time they realize that everything is not the same as they wish. Because of migration, big cities turn to unbearable places.

No thesis statement!

Getting crowded, the life standard in big cities declines day by day. Because the places which are depend on government can't afford people's necessities. So it means that the government should pay more attention to these places and give more money from its budget.

Also, the unemployment rate in big cities is a result of migration. Because the more people the big cities have, the less people find suitable jobs. And since the high unemployment rate European Union try to delay our attendance and the quality of job declines.

Unfortunately, the migration to big cities can cause damage to marine sources. Because everyday more people visit the seaside and they throw away garbage which they hold in their hands. And as a result of this the fish and other animals in the sea get poisoned. And this makes our sea dirty.

In closing, when people are thinking about migration to big cities, they should be realistic. Because their wish may not become true. So they should stay in their hometown because it is unnecessary to get the big cities crowded. And everyday the life standard declines in big cities because of migration.

LOW 2

PAGE 2

LOW 3

PAGE 1

55 (Eliber)

~~ÖME~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30
FULL NAME: Gökşen ÖZSOY NUMBER: E0215558 CLASS: 1-V SIGN: ~~Gökşen~~

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~ÖME~~

BASIC CAUSES OF TRAFFIC ACCIDENTS

We always confront with traffic accidents in Turkey. Almost everyday many traffic accidents occur in Turkey. Unfortunately most of them result in death.

There are lots of reasons for traffic accidents. The principle of them is carelessness. While people driving, they pass without looking the lights. Hence, traffic accidents happen inevitably. In addition to this, there are so many reasons for carelessness. For instance, to bump the vehicle which is too close to other vehicle. No support!

Another reason for traffic accidents is excessive speed. Because of this, everyday thousands of people die. Especially young people fond of speed. Maybe they see it as a hobby. No support!

Alcohol can be said as the last reason of the traffic accidents. Alcohol leads to bad results. For the person who is containing alcohol, not to make an accident is impossible. Because, he is in ecstasy and unconscious. He can't think logically. Alcohol is one of the main causes of traffic accidents. No support!

Consequently, traffic accidents are one of the most important death reasons in Turkey. People everyday witness many traffic accidents. In spite of samples, people still care less. People won't realise it until they face with it. To lessen these, precautions must be taken. For instance to fine may be effective. But the thing which is fundamental is the person. The more people are careful, the more accidents decrease.

LOW 3

PAGE 2

LOW 4

PAGE 1

45 (Kirkbes)

~~ÖNE~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30

FULL NAME: Emre ÇİÇEK NUMBER: 0210570 CLASS: 1-V SIGN: ~~ÖNE~~

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~ÖNE~~

In Turkey everyday lots of traffic accidents happen. And in this accidents many people die. There are some causes of traffic accidents.

Firstly uneducated drivers cause the accident. Because they don't know the traffic rules completely. They don't know meanings of the traffic signs and even they know mostly their answers are wrong. Traffic signs says "top speed 60kmh" the drivers go more fast and accidents happen. And there are "no parking" sign but drivers don't know that's meaning, parking her car and the other car come cross it again accident.

Second big cause is mistaken overtaking. In Turkey most of the accidents because of the overtaking. Drivers before overtaking must check the road if it's suitable can they do it. But in Turkey every drivers without woman wants to go fast and making at that mistaken overtaking.

Because of that accidents happens. X.

The lost cause is bad roads. In Turkey there are too many bad roads. While driving a car mostly one of your wheel fell down in a hole on the road and you lose your control and may accident.

In the end we can say if you educate your drivers very well and when you make good roads you can stop the accidents in Turkey.

LOW 4

PAGE 2

Emre GÖSER
UNIVERSITY

LOW 5

PAGE 1

55 (Elibes)

~~OW~~

ULUDAG UNIVERSITY - FACULTY OF EDUCATION - ELT DEPARTMENT
2002-2003 ACADEMIC YEAR - SPRING SEMESTER - WRITING SKILLS FINAL
EXAMINATION OF THE FIRST YEAR STUDENTS 13-06-2003 11:00 and 11:30

FULL NAME: Erkin GALIŞKAN NUMBER: E0210546 CLASS: 119 SIGN: E. Güllü

A- Write a Cause Analysis or Effect Analysis essay, using one of the topics below. Use one of the three orders and do not forget to put a title.

- 1- Main causes of traffic accidents in Turkey.
- 2- The effects of unemployment on people.
- 3- The effects of migration on big cities, such as on Bursa.
- 4- Main causes of marine pollution in the seas of Turkey, such as in the Sea of Marmara.
- 5- The effects of the insufficient social security system on the people of Turkey, especially on the elderly.

Okt. Caner AYŞAR ~~OW~~

There are many serious effects of being unemployment on people. The purpose of this essay is that discussing these main effects of unemployment on people. We can say three main and important effect of this problem in society.

The major effect, and also the common one, is that the psychological situation of people fall down and their trust for themselves. So, they don't want to do anything or finding new job for themselves at the first period of unemployment process. They feel that they don't live for any aim. So, they walk on the street as a person who doesn't trust yourself.

The second main effect of unemployment on people is about their economical situation. If they don't work on any work, naturally they can't earn enough money for providing their family's living. It may effect children's future very badly. As a result of this bad economic situation, children may not be able to go to school which has good education or they may not go to the university. And it will effect the number of country's educated people indirectly.

The last main effect of that problem on people is that people may ~~make~~ illegal things for ~~providing~~ their family's living, 'cause they haven't got any choice apart from stealing valuable things for money. In these ~~circumstances~~, people can't think and realize the events well, so, it is possible that he will not be able to find a good solution for his bad situation. Then he possibly will try to apply illegal ways for earning more money.

Consequently, ~~being~~ ~~employment~~ has many effects on people's ~~life~~. Therefore, it is the first problem that the government of ~~country~~ should find a solution for people who ~~doesn't~~ work. And people should go to the psychologist for preparing ~~themselves~~ psychologically until they find a new work.

LOW 5

PAGE 2

ÖZGEÇMİŞ

1980 yılında Kadıköy- İstanbul'da doğdum. İlk öğrenimimi Karamürsel Atatürk İlköğretim Okulunda tamamladım. 1991'de Karamürsel Anadolu Lisesi' ni kazandım. 1998'da Karamürsel Anadolu Lisesi'nden mezun oldum. Aynı yıl Uludağ Üniversitesi, Eğitim Fakültesi, İngilizce Öğretmenliği Bölümünü kazandım. 2002 yılında buradan mezun oldum.

Eylül 2002'de Bursa-Nilüfer Atatürk Teknik Lise ve Endüstri Meslek Lisesi' ne atandım. Halen bu okuldaki görevimi yerine getirmekteyim.

2003-2004 Öğretim Yılında Yrd.Doç.Dr. Erol Barut danışmanlığında "Coordinating Conjunction Preferences Of Turkish First Year University Students" konulu teze başladım.

Serkan Gürkan