

**ADAPTING AN APPRENTICESHIP MODEL TO THE NEEDS OF ENGLISH-  
MEDIUM EDUCATION AT THE TERTIARY LEVEL IN TURKEY**

**RANA YILDIRIM**

**Doctor of Philosophy**

**THE ASTON UNIVERSITY IN BIRMINGHAM**

**March 2001**

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The purpose of the study reported here is to respond to this last question. We test the proposition that it is possible to take this process further by investigating the efficient management of transition from Turkish-medium to English-medium at the tertiary level of education in Turkey. Beyond what is achieved by only the language orientation of the EAP approach, and moving conceptually deeper than what has been achieved by the team-teaching approach, the research undertaken for the purpose of this study focuses on the idea of the discourse community that people want to belong to. It then pursues an adaptation of the essentially psycho-social approach of apprenticeship, as people become aspirants and apprentices to that discourse community.

In this thesis, the researcher recognises that she cannot follow all the way through to the full implementation of her ideas in a fully-taught course. She is not in a position to change the education system. What she does here is to introduce a concept and sample its effects in terms of motivation, and thereby of integration and of success, for individuals and groups of learners. Evaluation is provided by acquiring both qualitative and quantitative data concerning mature members' perceptions of apprenticed-neophytes functioning as members in the new community, apprenticed-neophytes' perceptions of their own membership and of the preparation process undertaken, and the comparison of these neophytes' performance with that of other neophytes in the community.

The data obtained provide strong evidence in support of the potential usefulness of this apprenticeship model towards the declared purpose of improving the English-medium tertiary education of Turkish students in their chosen fields of study.

KEYWORDS

English-medium education, Discourse Community, Apprenticeship model, Membership, Tertiary level

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## CHAPTER 1

### SETTING AND OVERVIEW

This research initially arose out of a concern with the following three interrelated questions:

To what extent does training at a tertiary level through the medium of a foreign language militate against the development of a mother tongue and national culture and/or national identity?

To what extent does relying on the mother tongue for tertiary education starve the learner of what is richest and what is recent?

To what extent can a developing country afford the development of its scientific minds to be stunted by overdependence on a foreign language taught by strangers to the world they wish to inhabit?

In the case of Turkey, nobody seems to know the answers. And subsequently these broad issues led themselves into more specific questions which are thought to be related to the transition from mother tongue to foreign language medium and the most efficient ways of ensuring the transition without the risks implied by these questions. But before we move on to the specific focus of the research into questions of how this transition is to be achieved, we first need to set that research into the context created by the general questions above, and the significance of these questions cannot be appreciated other than in the context of the mother tongue heritage of Turkey. While the positions of the people who make these statements may seem extreme or may not seem well-founded one has got to realise that sociologically, socially, educationally, and in power terms the fact that important people do hold these positions has got to be taken into account.

Throughout history, Turkey has become a crossroads for different foreign languages. The main official purpose of foreign-medium education, beginning with French-medium in the 1800s, and then English after the foundation of the Turkish Republic in 1923 has been to enable the country to "catch up with the West." The issue of language policy changes in the language medium for education is not new but recurs over and over again in the history of educational development of the country (Akunal, 1993). To show this, we now propose to look at the foreign language education in Turkey from a historical perspective.

### **1.1 Foreign Language Education in Turkey: Historical Perspective**

In the Ottoman period, the educational system was totally conceived in relation to religious criteria. There were two religion-based institutions: Sibyan Okullar (primary schools where students were learning the Koran through the medium of Arabic) and the Enderuns (the Palace schools where students were trained for leadership positions in the political and administrative offices of the Empire in the Arabic medium) (Demircan, 1988). In the latter, Turkish was taught as a foreign language to non-moslem students. In the secondary and university level educational institutions, called Medreses at that time, a more advanced religious instruction was given to improve students' Arabic because it was believed that they need the Arabic language to do the scientific research. On the other hand, it was believed by others that training students through this language was one of the most important factors hindering the development in science (ibid, 27) because the use of this language for the purpose of scientific study had already stopped in the 12th century, and as a result it was not considered as the appropriate medium for accessing the recent developments in science.

The movement of Westernization in the Ottoman Empire started in the 18th century. Contacts with the West influenced educational institutions and foreign language teaching policies profoundly (Akunal, 1993). In this period, French, as the first Western language, entered the curriculum of Turkish educational institutions which were responsible for training students for the Ottoman army (Ministry of Education, 1973). Later on, the



growing need for a foreign language in the field of medicine led to the establishment of Tiphane-i Amire ve Cerrahhane-i Mancure (Imperial Medical School and Surgery School) in 1827 where the medium of instruction was French. With the establishment of another medical school (Mekteb-i Tibbiye-i Adliye-i Sahane) in 1839 (the starting point of the Tanzimat reforms) in the French medium, the education process through a foreign language medium commenced for the first time at tertiary level (Koçer, 1987).

Another school which was opened under the influence of the French- medium tradition in 1868 was Mekteb-i Sultani (the Imperial Lycee at Galatasaray). It was the first state secondary school where the instructional medium was a foreign language (Demirel, 1990: 8). All the teachers in this school were brought from France, and it was compulsory for students to learn Turkish, Arabic, Persian and French. There were also optional courses in the Greek, Armenian, Bulgarian, English, German and Italian languages, but science was taught through the medium of French (Demircan, 1988: 85).

Throughout the last periods of the Ottoman Empire, Western countries laid the foundations of some educational institutions for ethnic minorities. One of the most remarkable example of these was the Robert College, a Protestant missionary school, set up in 1863 in Istanbul (ibid, 1988). This college started to function as a university in 1912 (the University of Boğaziçi since 1971). At first, the courses in this institution were taught through the language of minorities and through English, but the medium of instruction has been entirely in English since 1912 (ibid, 1988).

After the proclamation of the Turkish Republic in 1923, a number of realistic changes in the whole education system appeared through Atatürk's and his followers' leadership. These changes naturally influenced the foreign language policy in the country. Atatürk was convinced that the most important ingredient for creating a new nation is national education. He was further convinced that the nation's past experiences in education through the "foreign" views borrowed from the West did not produce any positive effects,

and was in fact one of the factors which led the nation to regression. He therefore relegated foreign language teaching to a secondary place and gave priority to teaching Turkish which was now considered to be the most fundamental element of national identity. Then, he dealt with the problem of low literacy rate, 6% at that time, by providing basic education to all people in Turkish (Demircan, 1988: 91). Technology transfer from the West was, of course, important, so it was done by translators. (ibid, 91).

His changes continued with the introduction of the Tevhid-i Tedrisat Law in 1924 when the first step in centralizing the whole educational system under the supervision and control of the state was taken. This resulted in the closing of the Medreses, and all educational institutions in the country came under the control of the Ministry of Education. The teaching of Arabic (except in Imam Hatip schools) and Persian was abolished. During this period, foreign language teaching in the country came to mean including one of the western languages, usually English, French or German as a compulsory course in the curriculum, and in some schools the teaching of other foreign languages on an elective basis (ibid: 92). The opening conditions, courses of study and regulation of private and minority schools were also taken under the control of the Ministry of Education.

Continuing his reforms, in 1928, the Arabic script was abolished, and the new Turkish Alphabet based on Latin letters was created. This reform stemming from Atatürk's idea of linguistic nationalism resulted in the adoption of Turkish as the medium of instruction. Foreign languages were allowed to be taught only as subjects in secondary and higher education (Demircan, 1988: 96).

The aim of all these reforms was to cultivate a new linguistic and cultural Turkish identity. However, the years following the proclamation of the Turkish Republic witnessed rapid developments in technology, a considerable increase in the number of means of communication, and man's expedition into space. This led nations to become much closer and at the same time to improve much tighter relations (Demirel, 1990).

Thus, by the early 1950s it became evident for Turkey, as a developing country, that it could not avoid including foreign languages either as a subject or even as the medium of instruction in the curriculum of educational institutions. The need for foreign languages became greater than ever in order to quicken the process of becoming a developed country as Demirel (1990: 11) states:

Turkey's effort of catching up with rapid developments, of having close relations with other nations, and of speeding her modernization process up has resulted in attaching necessary importance to educating young people with the opportunity of learning a foreign language. The idea of taking parents' continuously growing desire for their children to learn a foreign language into consideration has caused an increase in the number of the schools where the medium of instruction is a foreign language.

After Atatürk's death we see two conflicting views: on one side, Atatürk's desire to preserve national identity through the Turkish language, on the other, parents' power to provide their children with the chance of learning a foreign language because of the career opportunities this opens up.

As a result, while Galatasaray was the only high school with a foreign language medium by 1956, in the following years new schools under the name of colleges (called Anatolian High Schools later) started to function in the medium of English and German after 1984 (Demirel 1990:11). Until the 1950s, French was the dominant foreign language. Later, however, the balance for foreign languages changed in favor of English and German (Demircan, 1988) as shown in Table 1 below:

**Table 1. Priority List of Foreign Languages in Turkey**

Before 1773	1773-1923	1923-1950	1950-1980	After 1980
1. Arabic	Arabic	French	English	English
2. Persian	Persian	English	French	German
3. Turkish	French	German	German	French
4.	English	Arabic	Arabic	Arabic
5.	German		Persian	Persian

Due to the increase in the demand for English in the 1980s, there has been a sharp rise in the number of English-medium secondary schools as indicated in Table 2 below:

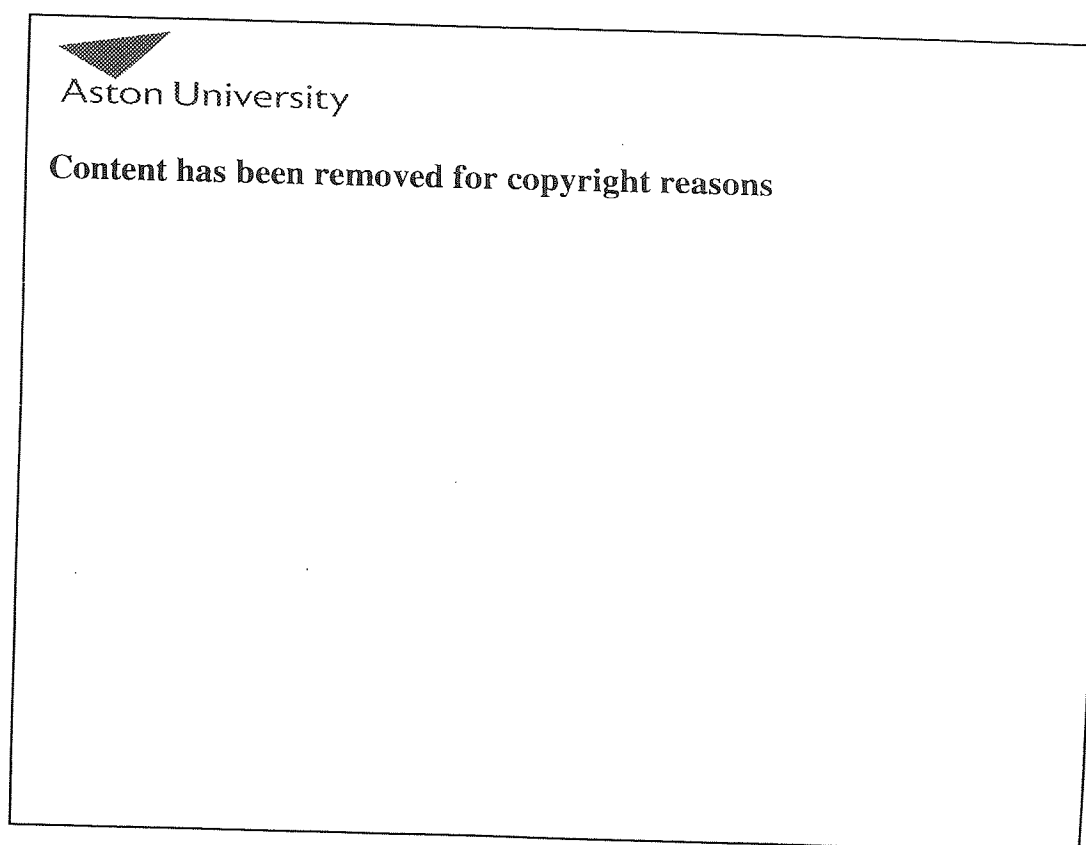
**Table 2. Number of Foreign Language-Medium Secondary Schools in Turkey.**

Years	English			French		German		Italian	Total
	S	P	T	S	P	S	P	P	
1955-56	5	8	13	1	7	-	3	2	26
1960-61	6	8	14	1	7	1	3	2	28
1965-66	6	8	14	1	7	1	3	2	28
1970-71	9	9	17	1	7	1	3	2	31
1970-76	10	8	18	1	7	1	3	2	32
1980-81	19	10	29	1	9	2	3	2	46
1981-82	22	14	36	2	9	3	5	2	57
1982-83	22	19	41	2	9	3	5	2	62
1983-84	30	25	55	2	9	4	5	2	77
1984-85	52	35	87	2	9	6	6	2	112
1985-86	70	48	118	2	9	7	6	2	144
1986-87	74	75	149	2	9	7	6	2	175
1987-88	90	103	193	2	9	7	8	2	221

S: State P: Private T: Total (Demircan, 1988: 119)

With the establishment of the Middle East Technical University in 1954, higher education in the foreign language medium was institutionalised (Demircan, 1988). Since then, the number of universities using foreign language medium has increased as well. Table 3 below indicates the striking rise (since 1985) in the number of faculties in various universities which decided to adopt a foreign language, particularly English, as a medium of instruction for either all or one-third of their subject courses:

**Table 3. The Number of Foreign Language-Medium Universities\***



Aston University

**Content has been removed for copyright reasons**

\*Bogaziçi University, the Middle East Technical University and Private Universities are excluded (The Inter-university Committee Report, 1993).

The reasons for students' preference for foreign-medium education at tertiary level are documented in the Inter-university Committee Report as follows:

- a) There are a number of good and useful sources published in a foreign language. It is possible for students to follow up-to-date information through these regular quality publications.
- b) There exist sets of domain-specific concepts and their related terminology which originated in a language other than Turkish. Lecturers, therefore, do not have to translate these into Turkish during the course of teaching.
- c) It is more effective to learn a foreign language through foreign language medium education.
- d) The graduates of foreign-medium universities can find better jobs much more easily compared to other graduates.
- e) It is easier for students in foreign-medium universities to establish scientific relations in the international arena (The Inter-university Committee Report, 1993).

It appears that a number of universities, e.g. Istanbul Technical University, are on the waiting list, eager to replace Turkish with English for instructional purposes for most of its subjects to provide its graduates with a more prestigious position in life than regular universities can offer.

The historical overview reported in this section has shown that foreign-medium education is not something new in the country, and it seems that its existence will continue for the purpose of producing the desired effect, that is, catching up with the West. Then one must consider the crucial aspects of such education posed by the three questions mentioned earlier (see page 1). Thus we shall, in the following sections, turn the discussion to those aspects through presenting the ongoing debate over the language-medium for instructional purposes.

## 1.2 Arguments against the Legitimacy of Foreign-medium Education\*

There have always been arguments against foreign medium education since the foreign language (in this case, English) was adopted for instructional purposes at the tertiary level. These arguments generally focus on the assumption underpinning the first question: that training individuals in a foreign medium would constitute a threat to the maintenance of the mother tongue, Turkish. This kind of threat would result in impairing and even in losing national culture and identity because the mother tongue is a prerequisite for preserving national culture and identity. In other words, a direct case has been made blaming foreign medium for conscious and unconscious "lingocide" (Kachru, 1986).

To Ercilasun (1995: 1074), not using the Turkish language for education purposes means giving up one's Turkish identity. He mentions further the dangers of foreign language influence contaminating the Turkish language and the Turkish identity as follows:

...an effectively-learned foreign language undoubtedly replaces the mother tongue.... Parents prefer their children to be trained in a foreign medium; politicians continue to spread foreign language medium education. When there is an increase in the number of individuals who know a foreign language better than their mother tongue, televisions, radios and newspapers also start to use the foreign language. Writers produce their work in the foreign language. Then, we may face the danger that our grandchildren will not be able to continue their existence as Turks.

Şahin (1993: 517) quoting Castellan said "if Turks use a language other than Turkish they will violate their dignity". One might even add that "a language can continue its existence as long as it is used and that every country keeps its cultural, economic, and political survival through its own language policy" (Alan, 1993: 309).

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\* Generally translations from the Turkish especially in Section 1.2, 1.3, and 1.4 in this chapter are the researcher's own.

According to Ünver (1991: 79), "education through foreign language medium destroys our language awareness and makes the Turkish language an open market for foreign words and expressions". This would gradually lead Turkish to weaken (Ercilasun, 1995).

The other views in connection with the ones already mentioned centre on the assumption that this sort of language policy, which is considered to be the product of a colonial mentality (Sinanoğlu in Bilgin, 1996), would pave the way to cultural imperialism:

Learning a second language, despite its importance in today's world, brings the danger of "cultural imperialism"...Students are unconsciously influenced by the culture exhibited in textbooks. When the possibility of students' admiration for this culture and of an inferiority complex about their own cultural values are considered, we can say that the country, whose language is learned, kill two birds with one stone. In this way, by imposing their culture, especially countries such as England and the United States get the chance not only to better their economy but also to maintain their domination (Şenel and Albant, 1993: 23).

It is the possibility that this reasoning may have some foundation which gave rise to this research and the questions formulated (see page 1). There is an obvious appeal in the argument that mastery of mother tongue is highly conducive to the creation and strengthening of national unity and to some extent, national identity (Kelman, 1971) because the mother tongue is "the language one identifies with....The language passes on the cultural tradition of the group and thereby gives the individual an identity which ties her to the in-group, and at the same time sets her apart from other possible groups of reference (the language acting as a preserver of boundaries)" (Skutnabb-Kangas. 1981: 15).

On the other hand, in a developing country like Turkey, mastery of the mother tongue may not be sufficient for individuals, particularly at tertiary level, to reach what is recent and what is richest. This brings us to the second question posed earlier; to what extent does relying on the mother tongue for tertiary education starve the learner of what is richest and



what is recent? We shall, in the following section, present the views supporting the use of foreign medium for instructional purposes in order to seek an answer to this question.

### 1.3 Arguments for the Legitimacy of Foreign-Medium Education

To some authorities in the field of education in Turkey, such calls for linguistic independence from dual medium education may be reasonable if the mother tongue has the potential to be a vehicle for information access, information dissemination, and technological and scientific development. However the evidence to date, according to these authorities, suggests the opposite. Alakuş (1989: 4), answering the question why English has priority among the other foreign languages, states that

It is a reality that the English Language is the mostly preferred language for publication purposes in the field of science, technology, art, and culture. Whether we like it or not, English keeps its status as an international language. Many European countries even opt for English for publishing or writing abstracts for their scientific work.

The importance of English as the language of science and technology has been discussed since the mid 1970s (Grabe, 1988). Swales (in Grabe, 1988: 64) summarises Baldauf and Jernudd's findings about the percentage of English publications for five major abstracting and bibliographic services for the years 1965 and 1981 in the following table:

**Table 4. English Publications for the Years 1965-1981**

	1965	1981	Gain (%)
Chemistry	50	67	17
Biology	75	86	11
Physics	73	85	12
Medicine	51	73	22
Maths	55	69	14

Similar data are presented in Michel (in Grabe, 1988):

**Table 5. English Publications in Abstracting Services for 1977**

	%
Chemistry	47
Biology	79
Physics	87
Medicine	76
Maths	65

Garfield (1987) reports that more recently 88% of all articles in the Science Citation Index are in English. He also examined the situation where French, Japanese and Russian scientists had to choose whether to publish in English or in their own language. For French scientists, he referred to Swinburne (1983) who found that they cited their own English language publications four times as often as their French language publications, suggesting that they, themselves, valued the English language publication more highly. Garfield (1987), in his own citation research, found that Japanese scientists cite their own English language publications three times as often as their Japanese publications (from 1978 to 1982). He also found a large rise in the use of English as a publishing medium in Russian science publications.

Drawing on this empirical evidence, "it must be recognised that any country wishing to modernize, industrialize, or in some way become technologically competitive, must develop the capacity to access and use information written in the English language" (Grabe, 1988: 65). Thus, Turkey "must find a balance between the cultivation of indigenous culture-rich language and the need for a world language...Any other course is tantamount to restricting [its] capability for modernization" (Kaplan, 1983: 26).

Alptekin (1989a), who views the issue from the utilitarian perspective, criticises the polemical association of education in foreign language with concepts of "national identity" and "national dignity". He claims further that the problem of foreign language medium education needs to be diverted from the mentality of "xenophobia" and examined in a more scientific way. There cannot be a scientific basis for the claim that individuals

learning a second language in Turkey may forget their mother tongue because this sort of consequence is only possible when those individuals are exposed to the environment where the second language functions as the native tongue. This is not the situation in Turkey where individuals have the opportunity and the need to use Turkish all the time both in school and outside. In contrast, foreign language teaching, provided that it is effective, contributes to mental development, to cognitive flexibility, and also to the ability to use the mother tongue (ibid, 1989a).

Doltaş (1989) also articulates her objection to the arguments against the use of English for instructional purposes in the following manner:

...the claim that learning a foreign language will cause cultural and political imperialism is the product of an entirely conservative and prejudiced view...If we are to accept this sort of claim we must not open ourselves to any foreign culture, not benefit from any publications or technology which are foreign products, not even participate in the conferences organised by foreigners. This kind of attitude does not enable us to preserve and strengthen our national culture, but leads us to become bigoted, ignorant, and dead to the world as individuals.

Based on these arguments, in the case of Turkey then, it seems reasonable to think of Turkish as the nourishing and perfectly adequate milk, but which needs to be supplemented with additional diet from outside in order to provide learners with what is recent. In other words, the viability of English is to be determined through considering what this language can do for individuals (Kachru, 1986). English has a vehicular function in Turkey (Sebüktekin, 1981: 5). It can be labelled as “a window on the world”, “a link”, and “a complementary” (Kachru, 1986) language to Turkish for educational purposes. Thus, as Alptekin (1989b) notes, if we consider the fact that Turkish, which is the vital ingredient for preserving national identity and unity, has never been neglected in the current educational policy, it will not be difficult for us to see the strengthening function of dual medium education for overall national independence.

The intention in this study is not so much to contribute to the discussion for or against the adoption of English as an instructional medium, but rather to deal with the question how can one “best” deal with the reality? If one considers the reality that English-medium education at tertiary level has existed in the country for about more than fifty years, then there exists a further factor to be considered, the provision for transition from Turkish into English. How effectively is the transition from Turkish into English managed at present? What would constitute ‘best’ management? In other words, the fundamental question is not so much which policy represents the lesser of two evils, but how one can have the benefits of the one without the disadvantages of the other. This leads to a consideration of the extent to which the present educational mechanisms for foreign language training are adequate for such conversion. The rest of this chapter will serve the purpose of presenting the discussion on the adequacy and appropriacy of the current language training provision for preparing students for the smooth transformation into the academic worlds they aspire to inhabit.

#### **1.4 Present Situation of the Provision for Foreign-Medium Education**

The main educational mechanism for preparing students for language demands of English-medium universities is preparatory schools. The purpose of these schools is “to enable students to gain the ability of comprehending what they read and listen, to translate English texts into Turkish, and to express themselves in oral and written communication accommodated in the target academic communities” (Official Gazette, 1996: no 22780).

Before starting the subject courses, students are required to take a test which assesses their current language proficiency. If they succeed in this test, in other words, if they can reach the exit level determined by the preparation programme within the university they are considered eligible to embark on the freshmen courses in their faculty. Otherwise, they are to attend the English language programme undertaken by preparatory schools.

The content of the courses delivered by the language teaching centers was specified by the Higher Education Council in 1983. However, the syllabi in these institutions have generally been based on a collection of textbooks available in the market for foreign language teaching. The reason for this, according to Demircan (1988: 137), is the lack of qualified people available for designing new instructional programmes or producing language teaching materials specific to the needs of different English-medium academic communities.

The efficiency and effectiveness of foreign-medium education at tertiary level depends, to a great extent, on the provision given to implementing rigorous and appropriate language training programmes to the needs of learners aiming to join various academic communities. According to the views of a number of authorities in Turkey, however, the tertiary education system has been suffering from the inadequacy and inefficiency of foreign language training which, as a result, may impede the smooth operation of the training system in foreign language-medium environments. Göktürk (1983: 379), for example, states that

In spite of the fact that the necessity and importance of foreign language teaching seems to be very well understood by the institutions in tertiary education, in most universities, it has always been considered as simply an extra subject course.

Özer (1985: 83) adds to this by saying

Since the Tanzimat era, it has been quite difficult to say for the institutions in charge of teaching the foreign language present in their curriculum that they have done their job, because foreign language education has been a continuous problem although its importance for our country has been increasing day by day.

While some (Sezer, 1987; Bear, 1989; Turan, 1986) put the blame on teachers for not being proficient enough in the language they are expected to teach, for the others

(Göktürk, 1983; Kocaman, 1989; Turan, 1986; Şahin, 1993) the problem actually lies in the inadequacy and the inappropriacy of the language teaching programmes in meeting the needs of learners.

The question is, then, are the problems appropriately conceived or have they been simplified or trivialised? Some of the problems faced by a variety of English-medium academic environments at tertiary level are considered below.

Karataş (1994) identified the factors influencing students' success in five English-medium universities. She illuminated the fact that most students, who were exposed to the language instruction in language teaching centers before embarking on academic study in the faculties, could not achieve what was expected of them due to their lack of linguistic proficiency in the instructional medium. According to both subject tutors and students, this sort of failure shows itself when it comes to “understanding the textbooks used in subject courses” and “expressing oneself clearly in writing examination answers” (ibid: 291). Both the tutors and students' responses obtained through questionnaires revealed the following facts about the nature of provision provided for language teaching in the preparatory schools in those universities:

a) There is no provision for designing language teaching programmes appropriate for the needs of students coming from different subject fields. Instead, all students are exposed to a learning environment where English is taught for general purposes.

b) There is no provision for co-operation between the preparatory school teachers and subject tutors in the universities. The majority of respondents stated that the course materials should be prepared with the collaboration of subject tutors, and continuous feedback from subject tutors about students' performance in subject courses is needed.

c) The students' success is not considered satisfactory by the majority of language teachers. Moreover, students' motivation and participation in the language courses is low.

The reason for this, for most respondents, is that the classes are dull and meaningless because they do not serve the purpose of preparing students for their target environment.

d) Provision for forming classes on the basis of students' subject fields is needed.

A study (Aküna, 1993), in a recognised English-medium environment, namely Middle East Technical University, aiming at examining and discussing evidence for and against the effectiveness of content-based second language instruction at university level in Turkey presents similar data. Students' and teachers' comments and the overall results of the teachers' questionnaire stress the fact that "students are not adequately prepared for English-medium education....in order to be able to follow their courses in English students have to develop their second language skills through an intensive English programme" (ibid: 199-200). Under the light of data findings, she raises the question of inefficacy of the preparatory year offered by the university. She concludes that the preparatory year is far from meeting its objective, namely, enabling students to pursue their specialized courses in English because an overwhelming majority of students lack the ability to engage in any meaningful activities in English.

A study (Yildirim, 1993) on the language needs of the graduate students in the Faculty of Economics at the University of Çukurova, where one third of the courses is in English-medium, documented the varied and demanding writing skills needed by students in the faculty. In addition it particularly highlighted the students' perceptions about the mismatch between what is practised across the curriculum in the language teaching center and what is required of these students in their academic discipline. This kind of mismatch, according to students, prevented them from functioning efficiently and effectively in their academic life. Although the research included the graduate students, according to staff, the picture was even worse for the undergraduate ones.

A look at the education system suggests the possibility that the current provision for preparing "neophytes" (Swales, 1990) for membership in their target academic worlds is

less than adequate, appropriate, and efficient. Membership in a new community implies the acquisition and adaptation of "the rules of the game" of the new community. The present scenario, however, suggests that there is no adequate provision for a harmonious marriage between the bodies responsible for language training and the target discourse communities and that language teaching programmes for academic preparation are either designed through the intuitions and the expertise of the language teaching personnel stranger to the target community (the issue raised by the third question presented earlier in this chapter), or run through pre-packaged language materials (the issue raised by Demircan 1988: 137 above). Thus it appears that there is little in the way of making rules explicit in order for neophytes to acquire and adapt as Roe (1993: 1) suggests that

...when catering for the absorption of neophytes responsibility is ...'hived off' to some outside body (such as a language service centre), whose members, themselves ignorant of the language games their learners are expected to engage in, fall back on the expedient of 'teaching' the set of 'pieces' associated with the set of all 'language games', or, at best, the rules of 'games' all people play. The perceived irrelevance of such 'ghost games' drives both 'teachers' and learners to seek a greater relevance and reality, resulting in 'pseudo games' being modelled, at least partially, on their perceptions of the 'games' of some real-world ecology.

As a result, the best that new members can hope for is that they serve as spectators to the game played by members of the target academic discourse community rather than participants in the game. Membership can only be achieved through active participation in the communities. If the linguistic criteria of the target communities are not met the risk is non-absorption as members. Therefore the anticipated dangers under the present dispensation are at least four-fold:

1. Due to irrelevant and inappropriate language training, new members may perform ineffectively in the tasks delegated to them in the new community. This means loss of one, possibly, two years of the potential



scientists, economists, and so on outside of their target community, with nothing meaningful and relevant at the end.

2. As a result of 1 above, they may fail to negotiate their membership critical to their success in the new community.

3. The conceptual and scientific development of new members may be impaired due to their ineffective performance in English used as the instructional medium.

4. The possible ineffective performance of new members may threaten the efforts for meeting the manpower requirements crucial for the economic, scientific, and social development of the country.

Thus, the crucial issue we have come to is how we can do a better job than we have so far in helping students extend their abilities and their language repertoire in English so that they can effectively deal with the subjects that they are expected to in the medium of English. In the following section, we propose to look at both global and local efforts made on this front.

#### **1.4.1 Global and Local Efforts on Provision for Preparing Neophytes**

A survey of extensive literature on teaching English for specific purposes (ESP) and English for academic purposes (EAP) shows that there have been global efforts made in an attempt to prepare learners for the diverse and complex demands of academic, professional and occupational communities. These efforts have mainly been directed to the areas of needs analysis/assessment, and based on such analyses, course design and materials development to cater for learner needs in those communities.

Referring to the work done by Munby (1978), Johns and Dudley-Evans (1991) state that in the early years of ESP profession needs assessments were fairly simple, precourse

procedures. However as materials developers have become aware of the problematic nature of their task, more recent needs assessments have grown increasingly sophisticated. Drawing on the first explicit call made by Swales (1985) for an ethnographic approach to obtain "thick" descriptions of communication practice in particular occupations, more substantial work in the area has been done through the exploitation of ethnographic principles. Ramani, Chacko, Singh, and Glendinning (1988), for example, describe the use of ethnographic tools for designing English programmes for advanced students of science and technology. Holliday, (1995) explores the role of ethnography in carrying out an analysis of English language needs for an oil company. With special consideration given to the ethnographic aspect of needs analysis, Flowerdew (1995) reports, by means of a case-study, how a principled ESP approach has been applied to computer-assisted language learning courseware design for both undergraduate and postgraduate students of science and technology. A number of other ESP practitioners (e.g., Boswood, 1992; Crocker 1984; Courtney, 1988; Johns, 1988) have also recognised the importance of ethnographic dimension to needs analysis.

A comparable body of literature on needs analysis concerns the studies done with a view to identifying the academic writing needs of non-native speakers of English in university settings. These studies have so far relied on several approaches: surveys or interviews of students and professors (e.g., Bridgeman and Carlson, 1983, 1984; Casanave and Hubbard, 1992; Eblen, 1983; Johns, 1981; Kroll, 1979; Leki and Carson, 1994a, 1994b; Ostler, 1980), textual analysis of classroom writing prompts (e.g., Braine, 1989, 1995; Horowitz, 1986a, 1986b; Prior, 1995) textual analysis of professional and school genres (e.g., Dudley-Evans, 1986; Dudley-Evans, 1994; Dudley-Evans and Henderson, 1990; Hopkins and Dudley-Evans, 1988; Howe, 1990; Lackstrom, 1981; Oster, 1981; Swales, 1990a, 1990b; Swales and Najjar, 1987; Tarone, Dwyer, Gillette and Icke, 1981) and faculty reactions to students' writing (e.g., Herrington, 1985; Jenkins, Jordan, and Weiland, 1993; McCarthy, 1987; Santos, 1988; Vann and Meyer, 1984; Van. Meyer. and Lorenz, 1984).

The insights gained from these ethnographically-oriented approaches seem to underlie most of the work on designing courses for advanced /adult learners in both L1 and L2 environments. Snow and Brinton (1988), for example, describe the adjunct model of language instruction (in the Freshman Summer Program at the University of California, Los Angeles) in which English/ESL courses are linked with content courses to integrate better the reading, writing, and study skills required for academic success in the university setting. In her detailed review of five content-based approaches to writing instruction in the university context for both native and non-native speakers, Shih (1986) reports an adjunct course in which students are enrolled concurrently in two linked courses- a language course (e.g., intermediate ESL) and a content course (e.g., Introductory Psychology). Further examples of adjunct courses are those designed for L2 students at San Diego State University (Johns, 1995), and for L1 students enrolled concurrently in a freshman writing course and the university's main elementary biology course (Wilkinson, 1985).

Beside the linked or adjunct models of language instruction presented above, several other programmes have been instituted to introduce both graduate and undergraduate ESL students to the methods of inquiry in various disciplines. Team-teaching experiments (de Escorcia, 1984; Dudley-Evans, 1984; Dudley-Evans and Johns, 1981; Gee, Huxley, and Johnson, 1984; Jacoby, Leech, and Holten, 1995; Johns and Dudley-Evans, 1980) where the language instructor collaborates with the content instructor are notable examples of such programs.

Turning back to the situation in Turkey, after the 1990s there were local efforts being made at the tertiary level to identify the English language needs of students in various academic disciplines (e.g., Akgül, 1991; Alagözlü, 1994; Boran, 1994; Elkılıç, 1994; Pişiren, 1996; Üstünoğlu, 1994; Yildirim, 1993), to design syllabi or courses of ESP and EAP orientation (e.g., Ercan, 1991; Kabadayı, 1996; Subaşı, 1990; Toplu, 1996; Uluşan, 1995; Warchol, 1991), to develop curricular materials (e.g., Atay, 1991; Gürbüz, 1991) and to evaluate the existing courses (e.g., Demirbulak, 1992; Hergüner, 1990; Karataş,

1994). Yet, given the problems encountered by neophytes in various academic communities (as presented in Section 1.4 above) there still seems to be more to do.

### **1.5 Purpose and Scope of the Study**

The purpose of this research is, therefore, to investigate the efficient management of transition from Turkish to English-medium education, without in any way stunting the students' development as Turks, inasmuch as we do not make them dependent "on a foreign language taught by strangers to the worlds which they wish to inhabit," but facilitate their natural development into a world of work and study, inhabited by Turks as by others, and using the forms of communication appropriate to that work and study.

The research will specifically focus on the preparation of new members for smooth absorption into their target academic communities through helping them extend their language repertoire and abilities in English.

The scope of the study and the style of its contribution is meant to be both conceptual and practical in the sense of making available specific proposals for directions in which this level of education can move. In the final chapter of this thesis, we will return to review what the contribution has been both in conceptual and practical terms.

### **1.6 Overview of the Thesis**

A conceptual background for a more detailed discussion and illustration of the problems mentioned above is given in Chapter 2. Building on the concepts envisaged in Chapter 2, Chapter 3 presents the conceptual and professional basis of the investigation carried out and of the proposals for the improvement of the current language training provision. Methodological considerations in and procedure for the implementation of the two phases of the research are described in Chapter 4. The first phase together with data findings pertaining to this phase is presented in Chapter 5. The second phase of the implementation is described in Chapter 6. Chapter 7 serves to present data findings which

would provide empirical evidence for the evaluation of the research implemented. Chapter 8 discusses conclusions drawn from these findings as well as recommendations for future research areas relevant to the study.

## CHAPTER 2

### A CONCEPTUAL BACKGROUND

#### **2.0 Introduction**

The current situation of English-medium tertiary education was highlighted in the previous chapter. It was particularly stated that given the problems existing in various English-medium academic contexts (as discussed in Section 1.4, Chapter 1) the present provision for foreign language training seems to be less than a hundred percent efficient in enabling the students to become effective members of their target academic discourse communities, and that despite the local efforts being undertaken to deal with those problems (as presented in Section 1.4.1, Chapter 1), there still seems to be a need for improvement. We now propose to give a notional framework illustrating the potential problems previously stated in the current situation. The main purpose of viewing various components of the framework is to draw attention to the factors which confront new members entering a new community. The other purpose of this examination is to argue that any provision for effective transformation of new members from one community to the other needs to take those factors into account. The discussion will begin with the notion of community because as Bell and Newby (1974: xlviii) suggest "...community level is the correct level of analysis for the particular sociological problem."

#### **2.1 Crucial Notion of Community**

The concept of community has been the concern of sociologists for nearly 200 years, but considerable confusion continues to surround attempts to produce a satisfactory definition (Newby, 1980). However "unlike all other terms of social organization it seems never to be used unfavourably, and never to be given any positive opposing or distinguishing term" (Williams, 1983: 76) and "all of the definitions deal with people" (Hillery, 1955: 117).

A community in a geographic sense is described with regard to "territorial variable" and it is "...a human settlement located within a particular local territory" (Newby, 1980: 13).

This definition of community as a fixed and bounded locality seem to be static because apart from the observation that they are all living together in a particular place, there is no consideration of the inhabitants at all, nor of how or, whether they interact with one another. Thus this cannot be considered as a real sociological usage of the notion. It may be necessary to note here that the research is not interested in the physical aspect of community. It views it as a sociological entity rather than as a place or local activity.

There are two approaches to describe the community as a sociological entity (Hillery, 1955). First, the community has been viewed as a social group or, more recently as a social system. Second, it has been analysed as a network of interaction.

A community referred to as a local social system means a set of social relationships which take place wholly, or mostly, within locality (Newby, 1980).

The value of this definition lies in its recognition of the social life of the area. Therefore it may be considered as a more sociological usage of the concept.

Another representation of community including the quality of human relationship is that

A community is an experience, not a place....involves a limited number of people in a somewhat restricted social space and network held together by shared understanding and a sense of obligation (Bender, 1978: 6-7).

This conceptualisation includes elements of experience, shared understanding, and sense of obligation as crucial to the notion of community. These are seen as fundamental in the present context. How do new members have shared understanding? More importantly, how do neophytes acquire the shared understanding without having the opportunity for

prior experience of the new target community? Shared understandings are developed or negotiated between participants over a period of time in the course of an ongoing conversation (Garfinkel, 1967). This suggests that in order for a new member to be able to develop shared understandings in a new community, participation or prior experience is needed. However, the reality seems to be far from providing new members in tertiary education in Turkey with such an essential opportunity.

Hillery's contention of the community as a social group suggests that

All communities have a body of members ... and demand certain things of those persons who want to enjoy full membership. Likewise, each community assigns various roles to its members and has a set of norms to which these members are expected to conform (1955: 114).

This study considers among other things the question of these hallmarks of membership. More specifically, the question is how does an individual know s/he is a member and what role has been assigned to her/him? How does s/he become aware of her/his roles, norms, and rules of the new community s/he aspires to join? These have to be taken into consideration for effective management of transition from one community to another.

Hiller (1941: 191) proposes the following four properties belonging to the community considered as a social group:

- a) all social groups have body of members;
  - b) all social groups have certain tests of admission for membership;
  - c) the members of any social group either adopt or are assigned one or more social roles;
- and
- d) all social groups develop norms that help to regulate the relationships among the members of the group.



The ideas of roles and norms, are encompassed in the description of community from the psychological and cultural perspective. From the psychological perspective, a community is seen as:

a basic unit with which people identify and from which they gain sense of security (MacIver and Page, 1949: 24).

However, advocates of the cultural perspective maintain that this identification exists because community members share common values, norms, and goals. Both of these ideas are embraced in the concept of "community sentiment" that is "an awareness of sharing a way of life as well as the common earth" (op cit: 10). Thus, community sentiment, as a psychological variable, includes the element of 'we-feeling', i.e. "the feeling that leads men to identify themselves with others" (MacIver and Page, 1961: 293). On the other hand the concept, as a cultural variable, covers the element of "role-feeling" which is described as follows:

Each person feels he has a role to play his own function to fulfil the reciprocal exchanges of the social scene. This feeling, involving subordination to the whole on the part of the individual, is fostered by training and habituation in the daily discipline of life. In the individual, thus socialized, it expresses the mode in which he normally realizes his membership in the whole community (op cit: 293).

The question is, then, how can a new member realize his membership in a new community without being given the chance of involvement or participation in the community? More importantly, how can a new member acquire an awareness of sharing a way of life in a community without knowing and subscribing the values, norms to which he supposedly conforms? How does a newcomer know which roles he is expected to play if he has absolutely no prior experience of the new community?

The notion of community is also viewed as a network of interaction. A community in this sense may be said to exist when a network of inter-relationships is established between

those people living in the same locality (Newby, 1980). One major advantage in viewing the community as a network of interaction, according to Hillery (1955), is that it serves to increase our understanding of community structure and process. One of the basic social processes in the community is "conflict". Based on the idea of conflict, a community is considered "as an ecology of interdependent regions of different discourses" (Shotter, 1993: 96), and social life in a community is

an ecology of self-maintaining orderly centres of activity, interactively embedded within a more disorderly flow of surrounding activity (Shotter, 1993: 161).

Thus, in a community

one must live within a number of conflicting and competing "forms of life" with their "associated language games" (op cit: 163).\*

The examination of the notion of community, particularly from the sociological point of view, shows that various factors have to be taken into account when entering a new community. These include the roles and identities the neophyte ascribes to, the norms s/he is expected to conform in the course of functioning in the reciprocal exchanges of the social scene or in the independent regions of different discourses and the rules to the associated language games in order for her/him to achieve the transition from one community to another smoothly, in other words, to overcome the difficulties stemming from the possible conflict between the different communities effectively. There is another concept which is necessary to examine so as to look at the experience of new members who are moving from one community to another; i.e. culture.

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\* The researcher has at various points throughout the following discussion used the phraseology of "games" or "tricks" as these terms are frequently found in the literature. She means in no way by this usage to trivialise the consideration of those points.

## 2.2 The Cultures of Communities

Chinoy (1961: 20-21) defines culture as

...the totality of what is learned by individuals as members of society; it is a way of life, modes of thinking, acting, and feeling....it is both *learned* and *shared*. Men, ...do not inherit their habits and beliefs, their skills and knowledge; they acquire them during the course of their lives.

A similar definition of culture from the viewpoint of sociology has been offered by Goodenough (1964: 36):

....a society's culture consists of whatever it is one has to know or believe in order to operate in a manner acceptable to its members....Culture, being what people have to learn as distinct from their biological heritage, must consist of the end product of learning: knowledge, in a most general...sense of the term.

From an anthropologist's point of view, it is

the learned, socially acquired traditions and life-styles of the members of a society, including their patterned, repetitive ways of thinking, feeling, and acting (Harris, 1983: 5).

These views on culture illustrate the fact that culture is something which is not biologically inherited, but rather learned and acquired socially. However, what happens if the mechanisms are not appropriate and adequate to enable a new member to learn the traditions and life-styles, modes of thinking, acting, and feeling, in other words to operate in the manner acceptable to its members? Is it possible for a neophyte to acquire or learn the patterned, repetitive ways of thinking, feeling, and acting of the mature members if s/he is deprived of the opportunity to participate in the life-styles of a new culture?

Landis (1986: 75) regards culture as a

...complex set of learned and shared beliefs, customs, skills, habits, traditions, and knowledge common to the members of a society.

In the same line of thought, it, according to Liazos (1989: 105), refers to a

...total way of life shared by people in a society. It is their customs, traditions, beliefs, norms, roles, skills, knowledge of the natural and social world, and above all, their values.

Storer (1973: 43) conceptualises culture as

...the organized set of symbols, together with the emotional weights which are attached to them, that the members of a group share and feel they have a right to expect other members to know and accept.

Therefore

...to be a member of a group, one must know the body of symbols that is shared by the other members-which seems to be largely responsible for the continued existence of groups. It encourages the members to "keep up with things," to "stay in tune" with other members....(op.cit: 45).

Another facet of culture is illustrated by Kluckhohn (1944: 29) as follows:

Just as a map isn't the territory but an abstract representation of a particular area, so also a culture is an abstract description of trends toward uniformity in the words, deeds, and artifacts of a human group. If a map is accurate and you can read it, you won't get lost; if you know a culture you will know your way around in the life of a society.

However, Frake (1977: 6-7) warns us that people are not just "map-readers" but are also "map-makers". He states that culture is

a set of principles for creating dramas, for writing scripts, and of course, for recruiting players and audiences....Culture is not simply a cognitive map that people acquire, in whole or in part, more or less accurately, and then learn to read. People are not just map-readers; they are map-makers. People are cast out into imperfectly charted, continually revised sketch maps. Culture does not provide a cognitive map, but rather a set of principles for map making and navigation designed to cope with different terrains and seas.

Thornton (1988: 27) elaborates the idea of culture concerning the concept of different terrains and seas in the following manner:

one thing that culture does is create boundaries of class, ethnicity, ...race, gender, neighbourhood, generation, and territory within which we all live. Boundaries are created and maintained when people observe, learn and finally internalise the rituals and habits of speech, the disposition and dress of their bodies and modes of thought to the extent that they become entirely automatic and unconscious. These boundaries come to be uniquely real and permanent. Their creation through cultural means is only obvious when we step outside our normal day-to-day interactions.

The last two descriptions of culture emphasise the idea that cultures of communities create territorial boundaries of different types, and new members have to acquire the manners considered acceptable by the mature members of particular communities in order to take a confident step inside these boundaries. However, to what extent do the present mechanisms for foreign language training help a neophyte pass through the uniquely real and permanent boundaries of another community which s/he desires to join? How can a new member cope with a different terrain without getting lost in it? What kind of mechanisms are required to enable a new member to learn and internalise the rituals and habits of speech so that these would become automatic and unconscious?

The discussion so far has focused on the fact that different communities and cultures have different ways of life, ways of speaking, beliefs, traditions, values, and norms. All these have to be taken into consideration in the provision aiming to prepare new members for

membership into many different communities within the society so that new members can keep up with things and stay in tune with mature members when engaging in associated language games. Here it is necessary to look at another significant dimension; i.e. language because

Just as a culture consists of all ways of behaving that are ... structure, and tending "to be shared by all or specially designated members of a group," so does a language include ways of speaking (a segment of behaving) with precisely the same attributes....Languages, like other aspects of cultures, are diverse, not alike; each society has its own language as it has its own techniques, social and political forms, and patterns of economic and religious behavior (Hoijer, 1953: 260).

This conceptualisation of language suggests that language is an essential part of culture and/or community, and different cultures accommodate different rules or ways of language use which a new member have to learn in order to become a member. In what follows is a more detailed analysis of the notion of language. For the purpose of this study, language will be viewed in relation to culture.

### **2.3 Language - The Essential Element of Culture**

In order to look at language in relation to culture and/or community it is worthwhile to start with Duranti's (1986: 239) observation where he states that

...a code... cannot be contained in someone's mind, or, to paraphrase Michael Holquist (1983), 'no one owns it'. A system of signs or what appears as rule-governed behavior does not belong to the individual but to the community.

In a similar vein, Halliday (1978: 10) argues that

...one could hardly begin to consider language at all without taking account of social man, since language is the means

whereby people interact. How else can one look at language *except* in a social context?

Liazos (1989: 14) describes the relationship between language and culture as in the following:

A culture and its language are inseparable. Language reflects and shapes a people's values, biases, perspectives, concerns.

He further states that some linguists and anthropologists go beyond this claim arguing that each language shapes and determines its user's thought, experience, and perception of the physical and social world.

When establishing the relationship between language and culture Goodenough (1957: 168) states that language is similar to culture in that it

consists of whatever it is one has to know in order to communicate with its speakers as adequately as they do with each other and in a manner which they will accept as corresponding to their own.

Romaine (1994: 221) adds to this by saying

...language has no existence apart from the social reality of its users. Although language is a pre-condition for social life, it does not simply reflect some pre-existing reality.

Saville-Troike (1982: 3) considers language as " a socially situated cultural form." In a similar line of thought, Hymes (1974: 59) noted that

...modes of organization of linguistic features, including the level of a "language" are not simply given, but are to be determined in relation to a community or other social context.

In other words

...one cannot take linguistic form, a given code, or even speech itself, as a limiting frame of reference. One must take as context a community, or network of persons, investigating its communicative activities as a whole, so that any use of...code takes its place as part of the resources upon which the members draw (Hymes, 1974: 4).

In a slightly different vein, Halliday and Hassan (1989: 4) use the term "social-semiotic" when relating language primarily to one particular aspect of human experience, namely that of social structure. The term "semiotic" stands for the perspective in which they want to view language; i.e. language as one among a number of systems of meaning that, taken all together, constitute human culture. The term "social" suggests two things: the social system which they take as synonymous with the culture, as a system of meanings; and the relationship between language and social structure, considering the social structure as one aspect of the social system.

On a different note, Halliday (1978: 12) argues against viewing language as "intra-organism" i.e. investigation of language as knowledge, of "what the speakers know". To him, this conceptualisation of language relatively neglects man's social environment. Thus, he advocates the perspective on language as "inter-organism"; i.e. language as social behaviour, or language in relation to social man. He concludes that

...language and social man is a unified conception, and needs to be understood and investigated as a whole. Neither of these exists without the other: there can be no social man without language and no language without social man. It is by means of language that the 'human being' becomes one of a group of 'people'. But 'people', in turn, consists of 'persons'; by virtue of his participation in a group the individual is no longer simply a biological specimen of humanity- he is a person. Again language is the essential element in this process, since it is largely the linguistic inter-change with the group that determines the status of the individuals and shapes them as persons.



Emphasising the indivisible connection between language and society, Ghosh (1972: 260) says that

Language as a social determinant of our existence is fundamental. The experience of language realised through social determinants of nature, variability, and dependence will contribute to a direct connection between knowledge about the language and knowledge about the society. Neither language nor society should be viewed as a set of beliefs and traditions which are independent of everyday behavior.

The view of language in connection with how it functions to serve different purposes of communities is illustrated by Shotter (1993: 100) when he states that

...language is *not* primarily a device for ‘picturing’, ‘depicting’ or ‘mirroring... an already existing language-independent reality, but is primarily a formative device for *use* by people in coordinating their individual actions.

It is

...a social activity. It has developed as it has, both in the functions it serves, and in the structures which express these functions, in response to the demands made by society and as a reflection of those demands (Kress, 1976: xx).

Hodge and Kress (1988: 1) regards language as a “precondition” for life, stressing its communicative function in a community. For them, language is

one of man’s most remarkable attributes. It is an absolute precondition for nearly all our social life, and it is the medium in which most organised thought and communication proceed.

These suggest that language is an indispensable property of culture or community. It is something different, less complete without the community which gives it expression. The language of a particular community both reflects and constructs the social structure which includes values, concerns, perspectives, biases, in other words, the world view of the

members of that community. Therefore, a new member who wishes to join a particular community needs to have at least an introductory understanding of its culture so that s/he can learn the linguistic structure i.e. the rules or the ways of language use required for effective membership. In order for this to happen under the present dispensation, it is believed that the language training provision must be holistic in the sense of making provision for a link between language community and target academic community using English as the instructional medium.

Turning back to the purposeful use or communicative function of language in a community, we propose that the notion of discourse community be examined in the following section.

## **2.4 Discourse Community**

Speech communities have long been a subject of the ethnography of communication the inquiries in which focus on the organization of communication within them (Saville-Troike, 1982). Linguists or dialectologists who have been involved in the systematic investigation of “the speech community” have identified speech varieties in different communities. When compositional studies began to investigate communities of writers and readers in the early 1980s, the terminology changed into “discourse communities” in order to signal “the focus on the written rather than just the spoken (Freed and Broadhead 1987: 154). While Bizzell (1982), for example, states that lack of familiarity with the academic discourse community is an important cause of students’ writing problems, Reither (1985) and Bruffee (1984) emphasise the significance of enabling students to understand discourse communities’ bodies of knowledge, conventions, and strategies.

Relating discourse community to writing as a social act, Freed and Broadhead (1987) propose we need to know a great deal about discourse communities, about what characterizes them and how they function. They further state that

For both overtly and tacitly, these communities establish paradigms that discourses adhere to ... The paradigms reign like prelates and governments reign: they set an agenda and attempt to guarantee its meeting, often rewarding those who do and discouraging those who don't. They legislate conduct and behavior, establishing the eminently kosher as well as the unseemingly and untoward. The legislation itself takes the form of institutional norms, which ... govern rhetorical decisions designed to make a text adhere to accepted practices within a company, profession, discipline, or the like (Freed and Broadhead, 1987: 156-157).

Many conceptualisations of discourse community are based on "the philosophical position -- the claim that what we know is determined by or is relative to the community in which we live" (Kent, 1991: 426). This view forms the foundation for what is now designated, following Thomas Kuhn's *Structure of Scientific Revolutions*, as "social constructionism."

A social constructionist position in any discipline assumes that entities we normally call reality, knowledge, thought, facts, texts, selves, and so on are constructs generated by communities of like-minded peers. Social construction understands reality, knowledge, thought, facts, texts, selves, and so on as community-generated and community-maintained linguistic entities... (Bruffee, 1986: 774).

Advocators of social constructionism -- rhetoricians like Kenneth Bruffee, Stanley Fish, Greg Myers, John Trimbur, David Bartholomae, just to cite a half dozen of the more prominent names -- state that all we know is a conceptual scheme -- usually called social norms -- shared by a specific discourse community (Kent, 1991). When we change discourse communities, we must master a new conceptual scheme or what Bruffee (1984) calls a different language. It is in this sense as indicated above that the word language is used in this study.

The term conceptual scheme corresponds to Fish's "structure of norms" which is phrased in the following way:

...meanings come already calculated, not because of norms embedded in the language but because language is always perceived, from the very first, within the structure of forms. That structure, however, is not abstract and independent but social; and therefore it is not a single structure with a privileged relationship to the process of communication as it occurs in any situation but a structure that changes when one situation, with its assumed background practices, purposes, and goals, has given way to another (Fish, 1980: 318).

This claim suggests that moving from one discourse community to the other requires adopting a different set of norms. To put differently, a new member needs to know practices, purposes, and goals that give rise to the conceptual scheme or the social norms shared by the members of a particular community, which, in turn, define the community itself.

Harris (1989: 12) raises this point, concerning the notion of community in the study of writing, in the following manner:

We write not as individuals but as members of communities whose beliefs, concerns, and practices both instigate and constrain, at least in part, the sorts of things we can say. Our aims and intentions in writing are thus not merely personal, idiosyncratic, but reflective of the communities to which we belong.

In a similar line of thought, adopting Miller's terms, Doheny-Farina develops the distinction between writing as a *praxis* and writing as a *techne* as follows:

Writing as *techne* is the production of texts; writing as *praxis* is the process of taking in the discourse of a community. Courses on writing as *techne* teach how to write particular kinds of documents. Courses on writing as *praxis* try to *socialize* (italics added) students to a community so that they may engage in the ongoing

conversations of that community....Learning to write as *praxis* means learning the boundaries, customs, and languages of community, learning what counts as knowledge, learning what counts as appropriate forms, appropriate styles, and valid lines of reasoning, and deliberating on the means and goals of community (1992: 222).

When conceptualised as praxis, writing is conceived as a socio-cultural activity in which reality, knowledge, thought (lines of reasoning), boundaries, customs, and languages are community-generated and community-maintained linguistic entities. It is a kind of speech event regulated in accordance with socio-cultural patterns inherent in the forms of life accommodated in a community. This suggests that new members must have a thorough understanding and experience of community-generated nature of writing accommodated in the new community so that their behaviours when participating in this practice can be legitimate and appropriate to the expectations of mature members.

Rafoth (1988) uses the notion discourse community as a better alternative to “audience” in composition theory. Her argument is that audience is a vague and ill-defined notion because it emphasizes “either writers, texts, or readers emerge not from a single underlying framework but stand more or less, independent of, and sometimes in opposition to, each other” (ibid. : 138). In other words, the notion of audience defines the speaker or writer as separate. In contrast, the concept of discourse community “would represent writers, readers and texts as dynamically interactive” (ibid. : 140) inside a single community.

The description of discourse community put forward by Rafoth (1988), though restricted to the community of writers and readers, encompasses the elements of shared conventions and the dynamic nature of negotiated meaning relative to changing norms in different communities (see Fish above):

The notion of discourse community at least holds within its literal level the idea of writers and readers (community) and text

(discourse). The notion of community, from Latin *communitae* (“held in common”), includes the dimension of shared knowledge and norms, which describe what writers and readers bring to a text and carry from it. The notion of discourse, from Late Latin *discursus* (“conversation”) and Latin (“a running back and forth”), refers to the dynamic nature of negotiated meaning (Rafoth, 1988: 142).

Rafoth (1990) attempts to illuminate some of the theoretical and practical constraints of the concept of discourse community by focusing on relationships between descriptive (the concept’s power to accurately describe the discourse phenomena it purports to represent) and explanatory (the concept’s power to explain language’s relationship to power and identity) adequacy.

She questions the adequacy of describing discourse community as a notion entailing conformity and conventions of language use because this sort of conceptualization “not only ignores the diversity but also prevents critical inquiry into reasons why sameness and difference co-exist in communities” (Rafoth, 1990: 145). Therefore, he quotes Herzberg’s description of the notion, which embody other significant elements beside shared language:

A fully-developed theory of discourse communities should help to reveal what is at stake in a community that *isn't* language or only language: the cultural products of the community’s work, the values and standards it supports, the roles and status of its members within the community and society at large (Herzberg, 1987 in Rafoth, 1990: 145).

This implies that a search for the conventions of language use shared by a particular group is not adequate to describe discourse communities. This sort of search has to consider the two essential aspects posed by the questions: “Whose language is being shared, and what function does this sharing serve? Both questions address matters of personal and social identity, ownership and authority, dominance and subordination” (Rafoth, 1990: 145).

Thus, rather than a static, i.e. describing a discourse community by its properties, we need a more dynamic view of the concept, entailing its functions in the way Faigley (1985: 238) phrases:

The key notion is that within a language-community, people acquire specialized kinds of discourse competence that enable them to participate in specialized groups. Members know what is worth communicating, how it can be communicated, what other members of the community are likely to know and believe to be true about certain subjects, how other members can be persuaded, and so on.

Stressing on the dynamic feature of the notion, Porter (1992: 86) has offered a definition of a discourse community “ ... not as an a priori sociological group but as a set of local practices or paradigms defined by discourse”. He states that

A discourse community is a local and temporary constraining system, defined by a body of texts (or more generally, practices) that are unified by a common focus. A discourse community is a textual system with stated and unstated conventions, a vital history, mechanisms for wielding power, institutional hierarchies, vested interests, and so on. .... a network of intersecting systems, institutions, values, practices. ....discourse community is unstable, changing, dynamic-it is a turbulent, chaotic system that nevertheless operates with some kind of regularity. The discourse community here is a “strange attractor”-a force field providing a unity for an entire set of dispersed practices (Porter, 1992: 106-107).

Swales (1990) has suggested an elaborated definition of a discourse community:

Discourse communities are sociorhetorical networks that form in order to work towards sets of common goals (Swales, 1990: 9).

He proposes six defining characteristics which are necessary and sufficient for identifying a group of individuals as a discourse community. He states that “a discourse community has a broadly agreed set of common public goals” (1990: 24) (compare Porter’s “common focus” above). This characteristic is the most significant one because “it is the communicative purpose that derives the *language* activities of the discourse community”

(1990: 10). This useful and powerful concept of common public goals or communicative purpose enables discourse community to gain a dynamic entity, i.e. how language functions to serve the common goals of a particular discourse community. The idea suggests that language would be meaningless in the absence of purpose because each discourse community accommodates its own use of language in accordance with the goals that the members wish to pursue (see Fish, 1980; Rafoth, 1988; Faigley, 1985 above).

Regarding the defining characteristics of a discourse community, Swales proposes further that

A discourse community utilises and hence possesses one or more genres in the communicative furtherance of its aims .... A discourse community has developed and continues to develop discursal expectations. These may involve appropriacy of topics, the form, function and positioning of discursal elements, and the roles texts play in the operation of the discourse community. .... these discursal expectations are created by the *genres* that articulate the operations of the discourse community (Swales, 1990: 26-27).

This means that diverse discourse communities employ different discursal expectations which are reflected in the genres (compare Porter's idea of "a body of texts or practices" above). Thus, one of the main criteria to distinguish between members and non-members in a discourse community is the familiarity with the particular genres that the community possesses.

Miller (1984) has taken primarily an ethnomethodological perspective to define genre:

... a rhetorically sound definition of genre must be centred not on the substance or the form of discourse but on the action it is used to accomplish. .... It is through ... hierarchical combination of form and substance that symbolic structures take on pragmatic force and become interpretable actions; ... the substantive and formal components can acquire meaning in context (Miller, 1984: 151-159).



Central to the explanations of genre proposed by Swales and Miller above is “the sense of genres as actions, and (or) responses to recurring situations or context (with the context generally understood to involve a complex of social, cultural, and ... disciplinary dimensions)” (Freedman, 1993: 225).

The description of “context” suggested by Miller, quoting Toulmin, is that:

Any expression owes its linguistic meaning (Wittgenstein taught) to having been given a standard rule-governed use or uses, in the context of such activities [language-games]. Language-games, in turn, however, must be understood in their own broader contexts; and for those contexts Wittgenstein introduced the phrase “forms of life” (Miller, 1984: 159).

Similarly, Berkenkotter and Huckin (1993: 477) relate genres to context or “conditions of use” by stating that

...genres are inherently dynamic rhetorical structures that can be manipulated according to the conditions of use and that genre knowledge is therefore best conceptualized as a form of situated cognition embedded in disciplinary activities.

They further suggest two significant principles for genre theory. One of these is “situatedness” i.e. genre knowledge is a form of “situated cognition” which continues to develop as we participate in the activities of the culture; and the other is “community ownership” i.e. genre conventions signal a discourse community’s norms, epistemology, ideology, and social ontology (Berkenkotter and Huckin, 1993: 478).

The idea of situatedness for genre theory is also emphasised in Miller’s conceptualization of genre as a social action which embodies pragmatic component and offers valuable implications for education as illustrated below:

... what we learn when we learn a genre is not just a pattern of forms or even a method of achieving our own ends. We learn, more

importantly, what ends we may have .... We learn to understand better the situations in which we find ourselves and the potentials for failure and success in acting together. As a recurrent, significant action, a genre embodies an aspect of cultural rationality ... genres can serve both as an index to cultural patterns and as tools for exploring the achievements of particular speakers and writers; for the student genres serve as keys to understanding how to participate in the actions of a community (Miller, 1984: 165).

These imply in general that genres like language as emphasised earlier cannot have action other than within the context or community. The implication for new members in particular is the impossibility of acquiring genre-related skills outside of contexts in which they have meaning. Therefore, attention needs to be paid to how the mature members of particular discourse communities utilise genres for their own purposes. According to Berkenkotter and Huckin (1993: 476), "this 'intentional dimension' can be fully understood and appreciated only by observing 'insiders'.

The explanations concerning discourse community which have been presented so far indicate that discourse community is a type of speech community in which language is perceived in the structure of form or in the conceptual framework generated and maintained by the community itself (see Bruffee, 1986 and Fish, 1980 above). Discourse of a particular discourse community, a means serving the community to achieve its communicative purpose, is considered to be derived from and, in turn, to reflect the beliefs, concerns, and practices shared by the members of the community (see Harris, 1983 above). Diverse discourse communities have different discourses and dispersed practices (see Shotter, 1993; Hoijer, 1953; Thornton, 1988; and Porter, 1992 above) and accommodate different mechanisms to initiate new members. Each discourse community, beside shared language or discourse and genre which define membership of the community, possesses its own values and standards on the basis of which the roles and status of the members are ascribed to. Thus, a new member needs to acquire the specialized kind of discourse competence in order to participate in the community's

accepted practices in which mature members are engaged (refer Freed and Broadhead, 1987 and Faigley, 1985 above).

However, the fundamental question is how does a new member cope with such complexity? How can Turkish students achieve sharing the language as part of the dynamic conceptualisation of discourse community as illustrated above? What is required in order for new members to develop the form of social behaviour appropriate to the local practices of the target discourse community they wish to join? How can new members learn or acquire the rules of the associated language games or forms of life of a new discourse community? It is obvious from the discussion that an effective membership of a new community requires genre knowledge beside all the other parameters associated with the community itself. How can neophytes acquire genre knowledge if they are not given the chance to participate in the actions of the community, in other words, if they do not have an opportunity to observe the insiders?

## **2.5 Conclusion**

The main motivation for the analyses on various parameters associated with effective membership has been to draw attention to the fact that these have to be adequately incorporated into the current language training scheme implemented in Turkey to provide adequate and appropriate conditions to transform new members to non-newmembers status.

To recapitulate what has been stated in this section, diverse communities have their own common values, goals and norms to which new members are expected to conform in order to have a social role. Besides communities have been conceived as interdependent regions of different discourses in which a new member is confronted with conflicting forms of life with their associated language games. Each community accommodates its own way of language use for the purpose of coordinating the individual actions of its members. The values, goals, norms, and language use in a particular discourse

community are embodied in the genres that the community possesses. And knowledge of genre needs to be made explicit to neophytes so that they can function effectively when engaged in the games of the new community.

Thus it is proposed that the management of efficient transition must seek to preserve the following:

- genuine membership;
- shared understanding of roles, norms, and values;
- awareness of conflicting forms of life with their associated language games, of ways of speaking, of criteria of tests of admission; and
- familiarity with discourse community's genres.

Taking all these into account the language training scheme needed must be highly sophisticated to ensure that the transformation of new members from the language community to their target discourse community is efficient, effective, and smooth. The scheme has to prepare these members to learn the rules of the games so that their manners will be in conformity with the expectations of mature members. Only then can they be conceived as members of the new community.

The kind of learning outlined here can only be achieved under the auspices of the community itself because rules for language use, roles, norms and the like are the properties of the community. That is to say that in order for a neophyte to gain the language competence required for effective membership learning must take place in the situation or in the community which s/he aspires to join, as stated in the conceptualisation of learning by Bower and Hillgard (1981: 11) "learning refers to the change in a subject's behaviour or behaviour potential to a given situation brought about by the subject's experiences in that situation." This suggests that for any language training provision to be effective, learning must be embedded in and done within the new community so that new members could be provided with an opportunity to have a prior experience of the community's forms of life, and hence develop shared understanding of roles, norms and

values, rules of language games embodied in genres and the other elements considered as prerequisites for effective membership.

With these in mind, for the purpose of catering for neophytes' effective and smooth absorption into their target community the study refers to such an approach to language training as the apprenticeship model. As a starting point incorporating these things we propose to introduce and discuss the rationale of the notion. The next chapter will serve this purpose.

## **CHAPTER 3**

### **APPRENTICESHIP MODEL**

#### **3.0 Introduction**

In the previous chapter the factors which must be taken into account in the provision aiming to prepare neophytes for membership in various target communities were presented. The purpose was to show that there is a need for a more careful observation of these factors in the language training scheme currently available. Drawing on these arguments, then it was recommended that an apprenticeship approach to language training be adopted in order for such transition to be efficient. Thus this chapter will serve the purpose of introducing and discussing the rationale and fundamental features of an apprenticeship approach through building on the concepts encompassed in Chapter 2. We will start by introducing the remarkable aspects of traditional apprenticeship as practiced in a West African tailoring shop (Lave, in preparation) in order to set a stage for the understanding of further analysis of the concept in later sections.

#### **3.1 Traditional Apprenticeship**

Apprenticeship had been the most common means of learning and had been used to transmit knowledge needed for expert practice in fields from painting and sculpting to medicine and law before formal schooling emerged as a method of educating the young.

The first observation about traditional apprenticeship is a full sense of context. Student-learners are offered opportunities to think like mature practitioners when engaged in real-world practices. Contextualisation, a prerequisite for all powerful learning, is seldom found in traditional school-learning exercises. Knowledge of full context for any activity, including objects and concepts pertaining to the activity, the purpose of the activity, and the culture surrounding it, is essential for the richest, most usable learning (Clark, 1995).

In addition to contextualisation, apprenticeship offers the advantage of allowing enculturation into the culture of practice. As Graves (1989 in Clark, 1995: 12) states the newcomer to any kind of socialized practice must learn technical skills; but beyond content knowledge and skills, these learners must also acquire the “often subtle values and norms” concomitant with that practice.

Another key observation about apprenticeship is that it concerns the social context in which learning takes place. In the culture of practice apprentices often have access to a variety of models of expertise, i.e., novices have access to more than one master or expert showing different solutions to similar complex problems. Moreover, apprentice learners have the chance to observe their peer-learners with varying degrees of skill. This enables them to see that learning or acquiring social knowledge is an incremental process (Collins, Brown, and Newman, 1989).

The other crucial feature of traditional apprenticeship is that it aims to teach specific methods required for undertaking tasks in a domain. Apprentices learn these methods through the stages of observation, coaching, and practice (Lave, in preparation). In this sequence of activities, observation involves the apprentice’s observation of the master executing the target process, which requires some different but interrelated subskills. Coaching entails guidance and help provided by the master during the apprentice’s attempt to execute the process. The provision of scaffolding ( i.e., support in the form of reminders and help) is essential in order to assist the apprentice in the “successive approximation of mature practice” (Lave, in preparation). Lave’s hypothesis about the stage of observation is that it aids learners in developing a conceptual model of the target task or process prior to attempting to execute it. Provision of a conceptual model is essential for three reasons (Collins, Brown, and Newman, 1989): First, it functions as a sort of an advanced organizer for apprentices’ initial attempts to execute a complex skill. Second, it facilitates the interpretation of the feedback, hints, and corrections from the master during the interactive coaching stage. Third, it constitutes an internalised guide for the period of independent practice by successive approximation.

Traditional apprenticeship still has much to offer modern educators, a reason for the commencement of its namesake pedagogical approach, cognitive apprenticeship. With the rise of the situated cognition paradigm in cognitive science in recent years, cognitive apprenticeship has become increasingly prominent as a model of instruction. This development is also attributable to the severe criticisms that traditional schooling has recently received. These criticisms have mainly focused on the claim that the epistemology which has guided learning in school is inadequate (Brown *et al.*, 1989) because students merely acquire brittle skills and inert knowledge there (Collins *et al.*, 1989; Resnick, 1987; Chee, 1995).

Various views concerning the inadequacy of traditional learning approaches employed in school will be presented in detail in the following section. The purpose here is to set the stage for explaining the features of cognitive apprenticeship.

### **3.2 Learning through Traditional Schooling**

Several cognitive theorists' contention is that "espoused axioms of education are not consistent with the way people actually think and react in real life" (Rojewski and Schell, 1994: 235). Resnick (1987), for example, identifies four dimensions along which school learning differs from non-school learning. These are: (a) individual cognition in school versus shared cognition outside, (b) pure mentation in school versus tool manipulation outside, (c) symbol manipulation in school versus contextualized reasoning outside, and (d) generalized learning in school versus situation-specific competencies outside. As a result, the outcomes of school-based learning are that "schooling" often encourages individual performance, fosters unaided thought, cultivates symbolic thinking and teaches only general skills and knowledge. According to Rojewski and Schell 1994: 235), isolated learning outcomes encouraged by schooling such as those described above:

are more likely to be result of fragmented approaches to learning where various school "subjects" are taught as discrete entities. These distinct, often isolated, approaches do not encourage the use



of knowledge as a comprehensive whole, nor do they accurately reflect the types of activities engaged in by practitioners.

In a similar line of thought, Chee (1995: 134) argues that:

in an effort to teach general, widely usable skills and theoretical principles, situation-specific learning has been avoided....such schooling practice results in students being unable to make use of what they learn *in school outside* of school. Knowledge remains inert, it is not spontaneously accessed, and its relevance to... situations remains unnoticed.

Pea (1992) argues that there exists a set of problems stemming from the foregoing perspective on learning and education which is referred to as a *transmissional* view: (a) an epistemology that treats students as receivers of knowledge-as-facts, (b) a perspective on learning and teaching as a decontextualized classroom activity, (c) a curriculum-centered view of educational materials and the use of decontextualized tasks for learning basic skills, and (d) a view of teaching as telling or 'delivering' curricula.

Brown et al. (1989: 33) criticise the "transmissional" perspective on learning as in the following:

The breach between learning and use, which is captured by the folk categories "know what" and "know how" may well be the product of the structure and practices of our education system. Many methods of didactic education assume a separation between knowing and doing, treating knowledge as an integral, self-sufficient substance, theoretically independent of the situations in which it is learned and used. The primary concern of schools often seems to be the transfer of this substance, which comprises abstract decontextualized formal concepts. The activity and context in which learning takes place are thus regarded as merely ancillary to learning-pedagogically useful, of course, but fundamentally distinct.

While the above criticisms are apparently targeted at school-based learning, they also have important implications for the currently implemented educational practice for language training concerned in this study.

To reiterate what has been argued in Chapter 2 in detail, language cannot be taken out of social context. This raises the relevant question as to what is taught in the language classroom? Certainly the word language is being used in two totally distinct senses and it is argued here that all of interest is in language as defined by the community that Turkish students aspire to join. Evidence acquired from research into the present situation of English-medium education (as presented in Section 1.4, Chapter 1), however, seems to suggest that in the current conceptualisation of provision for language training, knowledge of language is regarded as independent of the target communities in which it is used. The agenda for language training in these programmes is prepared through the intuitions of the teaching personnel who are themselves ignorant of the types of activities and tasks engaged in by mature members of the communities which neophytes aspire to join. Teaching is equated with transmitting the set of pieces associated with the set of language games or the rules of games all people play. This is done through pre-packaged language materials without observing whether what is transmitted is relevant to and meaningful in the target situation. To put it differently, the extent to which what is delivered carries transferable value is ignored. In consequence, smooth absorption of new members into their target communities seems to be hampered because this sort of inadequate and inappropriate epistemology which has guided language training practice in question does not seem to hold the key for neophytes to acquire community-specific language competence required for an efficient and effective membership.

As opposed to advocates of the transmissional approach to learning who assume that knowledge can be abstracted from their context of use, Brown, Collins, and Duguid (1989), drawing on recent research into cognition and learning as they are manifest in everyday activity, argue that knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used. They state that

Recent investigations of learning...challenge [the] separation of what is learned from how it is learned and used. The activity in which knowledge is developed and deployed, it is now argued, is not separable from or ancillary to learning and cognition. Nor is it neutral. Rather it is an integral part of what is learned....Learning and cognition...are fundamentally situated....We suggest that, by ignoring the situated nature of cognition, education defeats its own goal of providing useable, robust knowledge. And conversely, we argue that approaches such as *cognitive apprenticeship*...that embed learning in activity and make deliberate use of the social and physical context are more in line with understanding of learning and cognition that is emerging from research (Brown, Collins, and Duguid, 1989: 32).

It is necessary to note here that all of these people involved in research into needs analysis and pedagogy of team-teaching (as discussed in Section 1.4.1, Chapter 1) have recognised, as suggested by the arguments above, that it is needed to tie in language learning and content. Considering the factors which confront new members entering a new community (as discussed in depth in Chapter 2), however, this study argues that the neophytes' preparation process is much more complex than it has been conceived by the current provision and that the introduction and adaptation of an apprenticeship model for the effective management of transition Turkish-medium to English-medium, with a careful observation of these factors, would create more opportunities for the new members' smooth integration to their target discourse communities.

### **3.3 From Traditional Schooling to Cognitive Apprenticeship**

Cognitive apprenticeship is one of the outgrowths of the constructivist position on learning that emphasises the contextual nature or “situatedness” of learning and cognition. This theoretical framework commonly referred to as “situated cognition” or “situated learning” provides a number of valuable constructs and tools for thinking about the problem of learning in general (Erickson *et al.*, 1994; Brown *et al.*, 1989; Hennesy. 1993; Lave and Wenger, 1991).

Constructivist theories of learning emphasise the inseparability of knowledge and the context in which knowledge is constructed. As Hennesy (1993: 8) states that constructivist view of learning holds that “the forms and content of knowledge are constructed through active interaction with the environment”.

Emphasising the contextual nature of cognition through constructivist perspective, Rogoff (1984: 2) argues that

...to assume that under ideal circumstances people’s underlying capacities or processes can be attributed to their internal functioning without concern for the context of their activity is unrealistic. Thinking is intricately interwoven with the context of the problem to be solved. The context includes the problem’s physical and conceptual structure as well as the purpose of the activity and social milieu in which it is embedded.

This indicates that situated cognition and learning paradigm, upon which cognitive apprenticeship founded, contrasts with old ways of thinking about cognition and learning which assume that thinking and learning are individual activities independent of contextual influences.

Through the above mentioned perspective Rogoff (1984) takes to describe the relationship between cognition and context

cognitive activity is socially defined, interpreted, and supported. People usually in conjunction with each other and always guided by social norms, set goals, negotiate appropriate means to reach the goal, and assist each other in implementing the means and resetting the goals as activities evolve (Rogoff, 1984: 4).

Here there is an emphasis on the notion of learning through participation in collaborative processes (Hennesy, 1993), which is at the root of apprenticeship.

The work of Vygotsky and other activity theorists in his tradition exert a strong influence in shaping the philosophy of cognitive apprenticeship (Chee, 1995). The value of the theory proposed by Vygotsky lies in the emphasis it puts upon *Mind in Society* (Vygotsky, 1978) and the associated examination of cognitive development in sociocultural activity. From the sociocultural point of view, in learning “the basic unit analysis is no longer (the properties of the) individual, but the (processes of the) sociocultural activity, involving active participation of people in socially constituted practices” (Rogoff, 1990: 14).

From a Vygotskian perspective, there are two ways in which cognitive activity may be social, and these two ways are typically combined or co-ordinated in the child’s experience. On the one hand, activity is social in the sense that it is socioculturally defined. On the other hand, the child experience involves social activity in the sense that he or she participates in “localized collectives,” i.e., concrete social interactional settings involving one or more other persons. These two ways in which activity is social are combined in a child’s experience when he or she participates in joint activity with more mature members of the culture, because these more experienced members typically define and regulate the joint activity in accordance with sociocultural patterns (Wertsch *et al.*, 1984).

Regarding children’s cognitive development, he put forward the construct of “zone of proximal development” which is the distance between a child’s “actual development level as determined by independent problem solving” and the higher level of “potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978: 86).

Similarly, Rogoff (1990), concerning children’s development, portrays learning as a process of guided participation in sociocultural activity, which involves building bridges between what children know and new information to be learned, and supporting children’s cognitive development. Her work, as an important addendum to Vygotsky’s,

discusses the fundamental nature of tutorial interactions in infancy and childhood learning. As for children's apprenticeship in thinking, Rogoff (1990) extends the concept of the zone of proximal development by stressing the interrelatedness of the roles of children and their caregivers and other companions and the importance of tacit and distal as well as explicit face-to-face social interaction in guided participation. She proposes that

the rapid development of young children into skilled participants in society is accomplished through children's routine, and often tacit, guided participation in on-going cultural activities as they observe and participate with others in culturally organised practices (Rogoff, 1990: 16).

She adds further that

the notion of guided participation is intended to stress shared activity with communication that includes words as well as actions, and to encompass the routine, tacit activities and arrangements...(ibid. :17).

In spite of the fact that she has focused on development in infancy and childhood in her study she proposes that there be a useful parallel between the roles of young children and the roles of novices, or neophytes, as they are referred to in this study. She describes this parallelism in learning through apprenticeship as follows:

Novices actively attempt to make sense of new situations and may even be primarily responsible for putting themselves in the position to learn. At the same time, their partners who have relatively greater skill and understanding can often more easily find effective ways to achieve shared thinking that stretch the less skilled partner's understanding. Skilled partners may also help novices with difficult problems by structuring subgoals of problem solving to focus the novice on a manageable aspect of the problem. Shared problem solving-with an active learner participating in culturally organized activity with a more skilled partner-is central to the process of learning in apprenticeship (Rogoff, 1990: 39).

This suggests that in order for learning to take place neophytes must participate in the cultural practices accommodated in socially assembled situations within a new community. The socially assembled situations are

cultural contexts for action that are constructed by people in interaction with one another. Cultural practices are learned systems of activity in which knowledge consists of standing rules for behavior appropriate to a particular socially assembled situation, embodied in the cooperation of individual members of a culture (Rogoff, 1990: 33).

The process of learning situated in the cultural practices or the ordinary practices of the community enables neophytes to construct understanding of what is legitimate or illegitimate behavior to a particular situation in that new community. This understanding is fundamental for neophytes because their membership depends on the extent to which they conform to rules for behavior appropriate (as discussed in Chapter 2) to the mature members of the new community.

The idea of learning in sociocultural activity proposed by Vygotsky and Rogoff has been elaborated by Brown, Collins, and Duguid (1989: 33), where they state that “learning and acting are interestingly indistinct, learning being a continuous, life-long process resulting from acting in situations”. Moreover, “activity, concept, and culture are interdependent. No one can be totally understood without the other two” (ibid. : 34).

This suggests that learning is fundamentally situated within a community. With regard to cognitive apprenticeship, Brown, et al. (1989) consider concepts or knowledge as both situated and progressively developed through activity and in some ways similar to a set of tools and they say that

the community and its viewpoint, quite as much as the tool itself, determine how a tool is used.... Because tools and the way they are used reflect the particular accumulated insights of communities, it is

not possible to use a tool appropriately without understanding the community or culture in which it is used (1989: 33).

This endorses that neophytes aspiring to join a new community need to have a prior experience through participation so that they can effectively acquire the rules of the game employed within this community.

Through this perspective they state that:

to learn to use the tools as practitioners use them, a student like an apprentice, must enter the community and its culture. Thus, in a significant way, learning is... a process of enculturation (Brown, *et al.*, 1989:33).

Supporting the consequence of enculturation to learning, they assert that gaining the ability to “use” tools or knowledge, rather than simply “acquire” them “entails both changing the user’s view of the world and adopting the belief system of the culture in which they are used” (ibid. : 33).

Concerning learning as a process of enculturation, they note further that:

Given the chance to observe and practice *in situ* the behaviour of members of a culture, people pick up the relevant jargon, imitate behaviour and gradually start to act in accordance with its norms. These cultural practices are often recondite and extremely complex. Nevertheless, given the opportunity to observe and practice them, people adopt them with great success. Students, for instance, can quickly get an implicit sense of what is suitable diction, what makes relevant questions, what is legitimate or illegitimate behaviour in a particular activity (Brown, *et al.*, 1989: 34).

Among the dangers of less culturally aware pedagogies, these authors report that educators too often ask students to use the tools of a culture without giving them the opportunity to adopt that culture. In other words, many of the activities neophytes undertake



are simply not the activities of practitioners and would not make sense or be endorsed by the cultures to which they attributed. This...activity, furthermore, limits students' access to the important structuring and supporting cues that arise from the context. What students do tends to be ersatz activity (ibid. : 34).

Brown *et al.* are not alone in their beliefs about the discrepancy between the nature of the tasks neophytes perform in school and those of practitioners in the community which these neophytes wish to join. Lave and Wenger (1991: 100), for example, maintain that most school practices tend to be *about* reproducing adult culture, *not* about doing what practitioners in a domain do. To support such discrepancy, they offer the example of a high-school physics class and question the similarity of problem-solving tasks that students in such a class are expected to perform and tasks that practising physicists do.

As opposed to the nature of tasks performed by neophytes in school

the activities of a domain are framed by its culture. Their meaning and purpose are socially constructed through negotiations among present and past members. Activities thus cohere in a way that...accessible to members who move within the social framework. These coherent, meaningful, and purposeful activities are *authentic*....defined as the ordinary practices of the culture (ibid. : 34).

This suggests the need for neophytes to engage in authentic tasks that are endorsed by the community so that they can become effective members in that community via useful and meaningful learning.

Lave's ethnographic studies of learning and everyday activity (1988) clearly exhibit how different schooling is from the activities and culture that give meaning and purpose to what students learn elsewhere. She has focused on the behaviour of JPFs (just plain folks) and records that the ways they learn are quite distinct from what students are asked to do. She suggests that there exist two options for JPFs to learn a particular set of practices. The first of these is that they can enculturate through apprenticeship and the

second is they can enter a school as a student. She further states that people enculturate into distinct communities all the time and that the apprentices' behaviour and the JPFs' behaviour can thus be considered as pretty much the same.

Drawing on Lave's work, Brown, Collins, and Duguid (1989: 35) argue that there is a great similarity between JPFs' and practitioners' activity because:

both have their activities situated in the cultures in which they work, within which they negotiate meanings and construct understanding.

They propose that:

cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop, and use cognitive tools in authentic domain activity (ibid. : 39).

Craft apprenticeship, according to these authors, is similar to cognitive apprenticeship in that it "enables apprentices to acquire and develop tools and skills of their craft through authentic work and membership in their trade. Through this process, apprentices enter the culture of practice" (ibid. : 39). Thus, the term apprenticeship

helps to emphasize the centrality of activity in learning and knowledge and highlights the inherently context-dependent, situated, and enculturating nature of learning (ibid. : 39).

What neophytes "acquire" through apprenticeship, then, is "a product of the ambient culture rather than of explicit teaching" (ibid. : 34).

Cognitive apprenticeship has been successfully applied to a variety of school subjects, supporting a constructivist and transformational view of learning which is particularly based on: (a) an epistemology that views knowledge as socially constructed through action, communication, and reflection involving learners, (b) a framework establishing

connections between teaching-learning processes and increasing student membership among communities of practitioners outside the traditional classroom, (c) a learner-centered view of educational materials, beginning with tasks that enable instructors to start with what the learners know and constructing new understanding based on it while working on authentic tasks, and (d) viewing teaching as modeling expert practice and promoting learning conversations that negotiate meanings to promote change in learner concepts and strategies toward proficient performance (Pea, 1992).

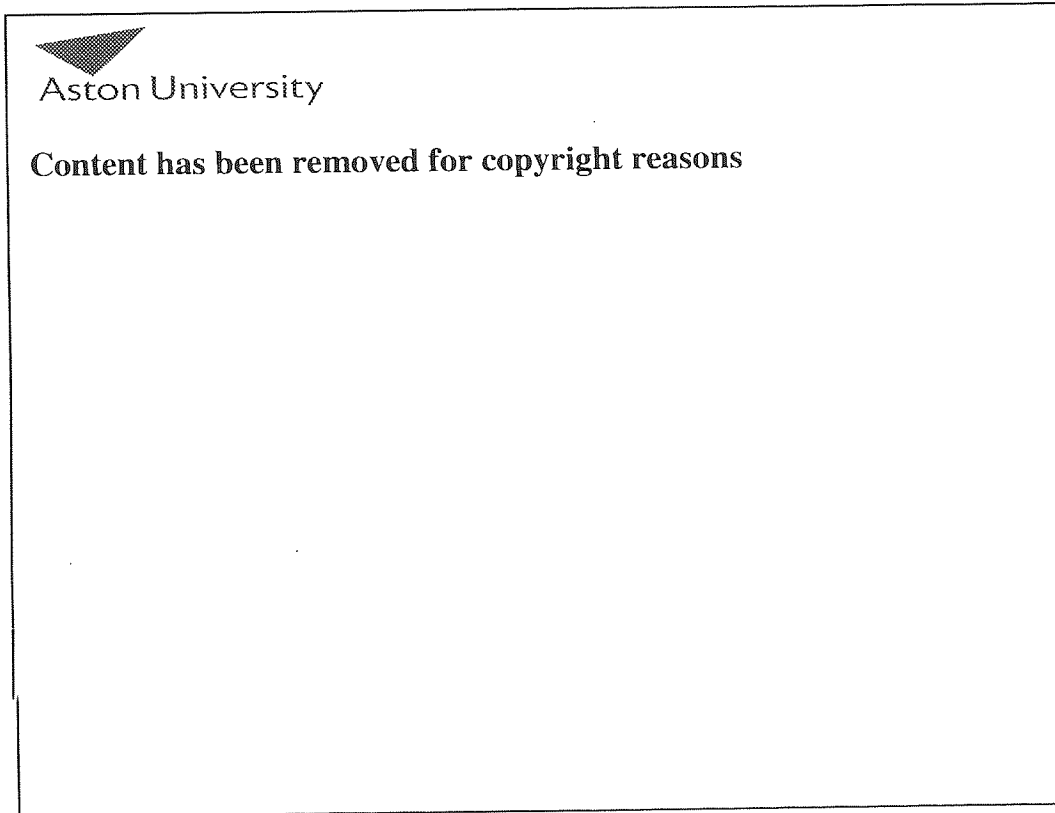
Among the instructional programmes which have embodied the basic notions of cognitive apprenticeship successfully are Palincsar and Brown's (1984) reciprocal teaching of reading comprehension, Schoenfeld's (1985) teaching for mathematical problem-solving, and Scardamalia and Bereiter's (1985) procedural facilitation of writing (Collins et al., 1989). There is also research into the design and implementation of teacher training programmes by embodying the essential components of cognitive apprenticeship. One recent example of these is Hockly's (2000) implementation of a 'cyclic' practical model-based syllabus on a short pre-service teacher training course. These models for teaching the cognitive and metacognitive skills, particularly involved in reading, writing, and mathematics have guided Collins, Brown, and Newman (1989) to develop their own model of cognitive apprenticeship. The model which, according to these authors, introduces numerous theoretical and pedagogical issues that are important to the design of learning environments is presented in the following section.

### **3.3.1 Learning through Cognitive Apprenticeship**

The cognitive apprenticeship model is constructed around four main elements, outlined in Figure 1 below - content, methods, sequence, and sociology.

Collins, Brown, and Newman (1989) base their learning theory on four types of knowledge required for expertise in a practice: domain knowledge, heuristic strategies, control strategies, and learning strategies.

Figure 1. Components of a Cognitive Apprenticeship Model



(Based on Collins *et al.*, 1989 and Rojewski and Schell, 1994)

As these authors conceive it, domain knowledge consists of both conceptual and factual knowledge as well as procedures explicitly identified with a particular subject matter. This kind of knowledge is usually found in textbooks, class lectures and is essential for comprehending any subject area. However, domain knowledge supplied via educational experiences is often separated from contexts of realistic practice, to put it differently, it is

usually taught in isolated and abstract ways. In this case, it remains to provide insufficient clues about how to solve problems and accomplish higher level tasks because

...although at least some concepts can be formally described, many of the crucial subtleties of their meaning are best acquired through applying them in a variety of problem situations. Indeed, it is only through encountering them in real problem solving that most students will learn the boundary conditions and entailments of much of their domain knowledge (Collins *et al.*, 1989: 477).

The authors consider domain knowledge for writing, for example, as vocabulary and syntactic knowledge and in addition knowledge about rhetorical forms and genres specific to a subject field.

Heuristics or “tricks of the trade” (Collins *et al.*, 1989: 478), the second type of knowledge, are generally effective techniques and approaches for accomplishing tasks.

Control strategies, the third kind of knowledge required for expertise, control the process of carrying out a task. They allow students to select appropriate strategies from their “bag of heuristics” (Chee, 1994) produced by initial learning processes. Control strategies include monitoring, diagnostic, and remedial components; “decisions about how to proceed in a task generally depend on an assessment of the current state relative to one’s goal, on an analysis of current difficulties, and on the strategies available for dealing with difficulties” (Collins *et al.*, 1989: 479).

Learning strategies involve procedural knowledge more than content knowledge, and may range from general to local strategies depending on the nature of a complex task. Students seeking to increase their writing knowledge in a particular domain, for instance, need to acquire both strategic knowledge applicable to learning domain-specific writing types and strategies for learning to accomplish specific goals or tasks *within* domain writing tasks (Clark, 1995).

Collins, Brown, and Newman's main argument is that pedagogical approaches designed through cognitive apprenticeship aim at making the strategies and skills underlying expert practice explicit for students. However, even given explicit formulation of strategies, understanding how to use them depends crucially on understanding the way they are embedded in the context of actual problem solving. Therefore, teaching methods through cognitive apprenticeship, these authors believe, should be designed to give students the chance to observe, engage in, and invent or discover expert strategies in context. This is the core of what is meant by "situated learning" which will be pointed out later in discussing the sociology of learning in cognitive apprenticeship.

Drawing on this understanding, there are three main components of teaching/learning methods-observation and guided practice, articulation and reflection, and exploration. Observation and guided practice methods include modeling, coaching, scaffolding, and fading.

*Modeling* encompasses students' context-based observation of an expert carrying out a task. The aim here is to enable students to build a conceptual model of the processes required to accomplish the task. *Coaching* and *scaffolding* refers to teacher's observation of students' carrying out a task and assistance in the form of hints or reminders to provide the support necessary for students' accomplishment of a task. *Fading* of the teacher takes place when students are considered to become competent enough to act on their own.

*Articulation* aims at leading students to formulate and articulate their knowledge of problem solving in a domain. For example, an inquiry teacher aiming to increase students' knowledge about writing a good summary may systematically question students about why one summary of the text is good but another is poor, to have the students formulate an explicit conceptual model of a good summary (Collins *et al.*, 1989). *Reflection* involves students' comparison of their own task achievement processes with those of an expert or their peers. The value of articulation and reflection lies in their focus

on encouraging students to verbalize their knowledge, mental reasoning, or approaches to problem solving (Brown, 1991).

*Exploration*-the natural consequence of fading-involves making students become involved in a form of problem solving on their own. Exploration activities require "not only fading in problem solving but fading in a problem setting as well" (Collins *et al.*, 1989: 483).

*Sequencing* refers to "what should be taught and when?" Collins *et al.*(1989) propose three sequencing principles to guide the sequencing of learning activities: increasing task complexity, increasing contextual diversity, and presenting global before local skills.

Teachers construct a sequence of tasks and task environments in such a way that more skills and concepts are required of students. Efforts to control task complexity and the process of scaffolding are needed to help students to manage increasing complexity (*ibid.*, 1989).

The process of increasing the diversity of tasks enhances students' ability to transfer knowledge. As Collins *et al.*(1989: 485) state "as students learn to apply skills to more diverse problems and problem situations, their strategies become freed from their contextual bindings...and thus are more readily available for use with unfamiliar or novel problems."

Activities in cognitive apprenticeship are sequenced on the basis of presenting global before local skills. In so doing teachers allow students "to build a conceptual map before attending to the details of the overall activity" (*ibid.* : 485).

A final and critical component of learning environments constructed through cognitive apprenticeship is the sociology of learning. This includes four aspects -situated nature of

learning, culture of community of practice, intrinsic motivation, and provision for opportunities for cooperative learning.

*Situated learning* refers to placing students in authentic practices of a community so that knowledge transfer is enhanced and the students can adopt community beliefs and values via ongoing interaction with experts. By locating learning in the community of practice, students are provided with the opportunity to see “models of expertise-in-use” which enables them to become aware of “expectations and learning goals,” and to improve skills valued by the community (Collins *et al.*, 1989: 486).

*Culture of expert practice* indicates the creation of a learning context in which there exist constant interactions among learners and experts for the purpose of facilitating learners’ ability to carry out tasks. The value of having learners in the culture of expert practice in cognitive domains lies in teaching them the cognitive strategies experts utilise while performing domain-specific tasks (ibid., 1989).

Placing learning in situations and creating cultures of expert practice concern the development of intrinsic motivation for learning. Collins *et al.* (1989: 489) has contended that the tasks learners perform must be “intrinsically related to an interesting or at least coherent goal rather than for some extrinsic reason.”

A final aspect of the sociology of learning in cognitive apprenticeship is fostering cooperation among learners. In order to enhance advanced cognitive skills learning through cooperative problem solving which is “a powerful motivator and a powerful mechanism for extending learning resources” (Collins *et al.*, 1989: 489) is needed.

In spite of the fact that the theory of cognitive apprenticeship offers valuable insights to view learning from a situation-based perspective it is not without its limitations, at least as a means of getting a complete understanding how neophytes or apprentice learners learn to function as effective members of their target discourse community. It seems



worthwhile to note here that membership as conceived in this study requires not only cognitive (as emphasised in the cognitive apprenticeship model) but also social development on the part of neophytes. Therefore it is essential to emphasise that cognitive and social development entail one another for effective membership in a community. Accommodation of these two notions in learning through apprenticeship requires to view neophytes' membership from the perspective of socio-cognitive development. This leads us to consider other factors - in addition to the ones encompassed by cognitive apprenticeship - which, as Lave and Wenger (1991) state, are not given adequate emphasis by the cognitive apprenticeship model.

One of these factors concerns the availability of the required scaffolding provided by the mentor. It seems to be assumed that the senior members in the new community, for example, automatically "model" and "coach" (Collins *et al.*, 1989). The question, however, is "to what extent do these roles seem to be intuitive to the mature members (subject tutors) concerned in this study?"

Another important aspect to consider is that the community in which the neophyte seeks membership has received very little attention in cognitive apprenticeship approach. It is necessary to note here, however, that Brown *et al.*'s (1989) contribution to the theory of learning mentioned in Section 3.3 must not be ignored due to their emphasis on learning through neophytes' enculturation into the community of practice. As for the required attention to be paid to community, it has been emphasised in Chapter 2 that norms, values, conventions, roles, the rules of language games and the like are the properties of the community. And the acquisition of these is conceived to be essential for neophytes in order to become effective members in this community. Therefore, in the process of learning to become a member, the community must be viewed at least as influential on the neophyte learner as the mentor is if not more so. This suggests that the mentor should not be conceived as the main source of learning in a new community.

The final aspect which deserves consideration is the conceptualisation of the apprenticed-neophyte. There is a tendency in the cognitive apprenticeship model to view the neophyte more as a passive recipient rather than as someone who joins a new community through an increasingly active participation. According to Lave and Wenger (1991) an apprentice's willingness to identify with, be changed by, and contribute to the evolution of a community may determine his/her membership.

All of the areas outlined above are fundamental components in Lave and Wenger's (1991) refinement of the cognitive apprenticeship model: "legitimate peripheral participation," (hereafter LPP) or more simply, "situated learning," which offers us

a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice. It concerns the process by which newcomers become part of a community of practice. A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a sociocultural practice (Lave and Wenger, 1991: 29).

This conceptualisation of learning through apprenticeship enables the notion to gain a more social entity, as presented in the following section.

### **3.4 Situated Learning-Learning as a Form of Legitimate Peripheral Participation**

The theory of LPP, in which learning is equated with involvement, offers us an analytical perspective that draws attention to aspects of learning that have previously been overlooked. Lave and Wenger (1991) have challenged conventional descriptions of learning as a process by which a learner internalises knowledge, whether "discovered," "transmitted" from others, or "experienced in interaction" with others. This focus, according to these authors, neglects the nature of the learner, of the community, and of

their relations the exploration of which is essential for a comprehensive theory of learning through apprenticeship.

Questioning the adequacy of the learning theory proposed by Vygotsky under the rubric of the zone of proximal development, they argue that in Vygotsky's theory

the social character of learning mostly consists in a small "aura" of socialness that provides input for the process of internalization viewed as individualistic acquisition of the cultural given. There is no account of the place of learning in the broader context of the social world (Lave and Wenger, 1991: 48-49).

Therefore instead of viewing learning by focusing on the mind of the learner, that is a process of absorbing knowledge structures as a matter of transmission and assimilation, the analytical perspective posed by LPP looks at learning through apprenticeship from the "social practice theory" point of view. Through this standpoint learning is conceived as increasing participation in communities of practice where the learner is in interaction with the "lived-in world" (Lave and Wenger, 1991). A theory of social practice emphasises

the relational interdependency of agent and world, activity, meaning, cognition, learning, and knowing. It emphasizes the inherently socially negotiated character of meaning and the interested, concerned character of thought and action of persons-in-activity. This view also claims that learning, thinking, and knowing are relations among people in activity in, with, and arising from the socially and culturally structured world (ibid. : 51).

Describing learning by focusing on the social practice may, at first sight, seem to divert attention away from the learner, yet it poses the opposite effect. Belcher (1994) notes that paying attention to participation in sociocultural communities, and thus considering learning "as activity by specific people in specific circumstances" (Lave and Wenger, 1991: 52), helps us see learners as individuals, and, insofar as we focus on the social relationships through which people define themselves, as "whole persons" (ibid. : 53).

This suggests a new perspective on neophyte as “person-in-the-world”, as “member of a sociocultural community”. Regarding this, they argue that

...learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities - it implies becoming a full participant, a member, ...In this view, learning implies becoming able to be involved in new activities, to perform new tasks and functions, to master new understandings. Activities, tasks, functions, and understandings do not exist in isolation; they are part of broader systems of relations in which they have meaning.... Learning thus implies becoming a different person with respect to possibilities enabled by these systems of relations. To ignore this aspect of learning is to overlook the fact that learning involves construction of identities (Lave and Wenger, 1991: 53).

This suggests that an essential way of constructing identities and a sense of belonging to a new community is to become involved in the social practices of the community. As a result of such involvement a neophyte can experience and master new understandings concerning the legitimate and appropriate modes of behaviour in this community. Moreover, neophytes’ legitimate peripherality involving *participation* as a way of learning - of both absorbing and being absorbed in - the “community of practice” (ibid. : 95) provides them with

opportunities to make the culture of practice theirs ... apprentices gradually assemble a general idea of what constitutes the practice of the community. This ... sketch of enterprise ... might include who is involved; what they do; what everyday life is like; how masters talk, walk, work, and generally conduct their lives; .... what other learners are doing; and what learners need to learn to become full practitioners....In particular, it offers exemplars (which are grounds and motivation for learning activity), including masters, finished products, and more advanced apprentices in the process of becoming full practitioners (ibid. : 95).

The idea of absorption into a community of practice seems to be in line with Brown et al.’s (1989) conceptualisation of learning as a process of enculturation by which

neophytes “observe and practice” in a new community to “adopt cultural practices” inherent within this community. Lave and Wenger (1991) agree with the importance of increased community-focused enculturation in learning practices aiming at preparing newcomers for effective membership in their target community. Arguing against lack of attention paid by “didactic instruction” to the behavioural modes of communities, they point out that learning takes place provided that neophytes are assisted to talk *within* practices rather than talking *about* them from outside. This implies the situated nature of learning and leads us to distinguish between a *learning curriculum* and a *teaching curriculum*. While a teaching curriculum is designed “for the instruction of newcomers ... by an external view of what knowing is about” (ibid. : 97) a learning curriculum

consists of situated opportunities...for the improvisational development of new practice. A learning curriculum is a field of learning resources in everyday practice *viewed from the perspective of learners*...is situated...not something that can be considered in isolation, manipulated in arbitrary didactic terms, or analyzed apart from the social relations that shape legitimate peripheral participation...is thus characteristic of a community (ibid. : 97).

This suggests that learning opportunities in language training must be constructed through a community-driven mentality. Such a mentality remarkably contrasts with “the client mentality” (Clark, 1995: 142) which puts an emphasis on the commodity value of learning. Lave and Wenger (1991) argue that “the client mentality” might be mitigated by placing neophytes into enculturating practices. Instead of focusing only on “exchange value”, they propose further, such enculturation could enhance “use value” for learning outcomes. This “use value” could optimise neophytes’ motivation in learning because they would likely to believe that their learning activities are meaningful ones in their target community.

### 3.5 Conclusion

In the light of the arguments presented, it is believed that with an apprenticeship approach to language training there would be more opportunities for effective, efficient, and smooth transfer of neophytes to various target discourse communities.

As they would have the chance of experience to observe the behaviours of old-timers and interact with them in the lived-in world it is believed that they would have a prior impression of the nature of forms of life and of what is required of a newcomer to survive in these forms of life. This initial stage is considered to be fundamental for neophytes to negotiate their membership into the new community.

Besides neophytes would have the opportunity to be engaged in authentic activity which is framed by the community's culture and is product of everyday practices of the community itself. Through such an engagement in authentic activities (as opposed to the ones artificially constructed by less culturally aware language training bodies), as an apprentice, they would gain new understandings of the expectations of community members together with the roles, norms, values, genres and the other crucial elements discussed at length in Chapter 2.

In brief, an apprenticeship approach would offer neophytes the opportunity to absorb and be absorbed in -- the community through legitimate participation rather than absorb irrelevant knowledge structures of language transmitted by the language training bodies who themselves have an external view of neophytes' target community's practices.

As a result of such opportunities provided by the approach neophytes would be conceived as "whole-persons" who are "in the process of becoming an old-timer, whose knowledge, skill, and discourse are part of a developing identity- ... a member of a community of practice" (Lave and Wenger, 1991: 122). Only then can use value of learning outcomes of language training be increased.

### **3.6 The Way Forward**

With reference to becoming effective participants in a new community it has been shown that a new member would have to contend with a number of factors discussed earlier in Chapter 2. These include awareness of roles, norms and values, ways of life, language games, criteria of membership and the other elements embodied in the everyday practices of the community. These are pre-requisites for the kind of language competence required for effective membership. Any effective provision for language training must therefore meet these constraints. Based on these, it appears inescapable that the way ahead lies in organising new members' participation in the practices of their future community as early a stage as possible. The research project set up for this purpose will be the agenda of the following chapter.

## CHAPTER 4

# METHODOLOGICAL CONSIDERATIONS AND RESEARCH PROCEDURE

### 4.0 Introduction

The purpose of this study is to investigate the efficient management of transition from Turkish to English-medium education. The research implemented for the purpose of this study focuses on the preparation of new members for smooth absorption into their English-medium target academic communities by pursuing the idea of discourse community that people aspire to belong to and an adaptation of the essentially psychosocial approach of apprenticeship, as people become aspirants and apprentices to that discourse community.

Based on this, there are mainly four strands of action in this research:

1. With regard to preparing apprenticed-neophytes for effective membership there is a need for the authority of an appropriate discourse community in order to ensure its cooperation and collaboration.
2. One needs to identify a homogenous group of neophytes in order for the research to proceed by their willing and sufficient initial engagement.
3. With the assistance of cooperation and collaboration from the community members one needs to investigate authentic practices framed by the culture of the new community in order to obtain a comprehensive and accurate description of these practices which neophytes are required to engage in and to specify the criteria used by mature members to determine neophytes' membership in these practices.



4. With reference to providing apprenticed-neophytes with the needed experience in playing the games accommodated in the practices of the community, there is a need to design and implement enculturation language tasks which closely replicate those of the community in which neophytes are expected to perform in order to become effective members or effective players in the games.

The purpose of this chapter is to present these issues in greater depth.

#### **4.1 The Research Project**

Based on the four strands of action mentioned above, the research was carried out in two phases. The first phase was the “reconnaissance” or “fact-finding” (McTaggart, 1981; Elliott, 1991) phase in which an investigation was done in an attempt to discover identifiable elements of the nature of authentic practices framed by the culture of the new community with a view to preparing the ground for enculturating the neophytes who aspire to join this community as transitional insiders.

The data findings obtained in the fact-finding phase were utilised to set the machinery for the second phase which was more dynamic, interventionist and pedagogical in nature. In this phase, provision was made for enabling the apprenticed-neophytes to become involved in enculturation tasks which could help them master an understanding of pragmatic competence (Perelman, 1986), defined by Mehan (1980: 131) as “the knowledge and skills that are necessary for membership in a ... community,” within particular authentic practices employed in their academic community.

Based on the purpose of the study, nature of the research pursued and the setting in which the research takes place, it was considered to be plausible for the researcher to act as a participant observer as discussed below in greater depth.

## 4.2 Researcher's Role in the Project

For the purpose of gaining the needed naturalistic evidence which would give an accurate and detailed description of the new community with special reference to the speech event investigated, it was believed to be appropriate for the researcher to act as a "participant observer" in the course of the research. The term "participant observer" is used in the following sense: the researcher's role would be conceived as an insider (regarding the researcher's familiarity with the community as discussed in detail below) and an outsider (as a researcher).

Participant observation is considered to be one of the main methods for obtaining observational data and refers to

the circumstances of being in or around an on-going social setting for the purpose of making a qualitative analysis of that setting (Lofland, 1971: 93).

Denzin (1978: 183) describes participant observation as a strategy which

simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection.

The main focus of this method is to understand the meaning of human existence as seen from the standpoint of insiders (Znaniecki, 1934; Spradley, 1980). The procedures adopted to collect data in participant observation are designed from the "emic" point of view which "results from studying behavior as from inside the system" (Pike, 1971: 37) and "help any observer report the data from an internal structured standpoint" (ibid: 47).

The researcher's participation may be either "overt" (with the knowledge of insiders) or "covert" (without the knowledge of insiders) (Jorgensen, 1989: 21). Labov (1966)

advocates that in order to gain “natural data” it is necessary for the researcher to opt for covert observations which are more likely to depict what is really happening than overt observations which permit people under observation to become aware that they are being studied. In so doing the researcher is able to avoid the problem which he calls the “observer’s paradox” (Labov, 1972). However, there also exist arguments against covert observations. Shils (in Webb, *et al*, 1966: vi), for example, warns us of the morally inappropriate character of

any observation of private behaviour, however technically feasible, without explicit and fully informed permission of the person to be observed.

As for the researcher’s involvement in the setting under study Gill and Johnson (1991: 76) state that

the ideal is to negotiate and adopt that degree of participation which will yield the most meaningful data given the characteristics of the participants, the nature of questions to be studied, and the socio-political context of the setting.

The researcher did not encounter any problems concerning the issue of access and negotiation for the participation of the members of the target community. This is because of the fact that the researcher used to be a member of staff of the Foreign Languages Center (hereafter, YADIM) which is in charge of conducting English language training course for the students of the Faculty of Economics and Administrative Sciences (hereafter, ECOBA). Moreover, having the experience of teaching those students (who were the respondents to questionnaires and participated in the interviews) the researcher is already familiar with the climate of the courses and the students involved. The researcher is therefore considered as having a “comfortable degree of rapport, even intimacy, with people, situation, and settings of research” (Jorgensen, 1989: 21). Furthermore, it was evidenced in the negotiation process with the mature members of the community (see Section 4.5.1 below) that the researcher’s task was considered to be vital

for the benefit of all the participants concerned. Thus, having the opportunity for smooth access to the participants, the researcher adopted an overt observation for obtaining evidence with regard to the purpose of the research.

### **4.3 The Setting of Research**

It was stated in the preceding arguments that the present provision for foreign language teaching seems to be less than adequate and appropriate for preparing new members for effective membership in the discourse communities they wish to join. It was also stated in Chapter 1 (Section 1.4) that there exists empirical evidence that the dangers stemming from such an underachievement manifest themselves in a particular English-medium segment of tertiary education. This preliminary empirical evidence was gathered through a pilot study done in this particular academic community, namely ECOBA in Çukurova University. The pilot research (refer Yildirim, 1993) revealed the existence of mismatch between the provision for language training provided for the neophytes of this community in the language training center and the expectations of community members. A significant number of new graduate members of the community articulated that the language training process prior to starting their subject courses was not very beneficial and that they encountered difficulties in performing the tasks assigned to them. Similar unfavourable feedback was also obtained from the subject tutors participating in the research. Both the tutors and students communicated that the problems show themselves particularly in the area of writing accommodated in the community. The unfortunate consequence, according to the respondents, is non-effective execution of the tasks by the neophytes. Feelings of unhappiness and dissatisfaction were expressed by some neophytes as in the following:

"I attended the English language teaching programme for a year. I learned some basic grammatical rules which I found very useful. We had a separate writing course there, but I see no parallelism between the sort of writing I was required to do there and that of I am now asked to do during my graduate studies. I remember producing written pieces generally at paragraph level, but here in my department I have to prepare academic papers. In many cases

I have a lot of things in my mind to write about the topic given in both examinations and assignments, but I cannot explain them clearly in English."

"Nobody can expect me to produce excellent written pieces in the language in which I am not proficient enough .... Some of my friends who are more proficient in English than me help me in writing. But when it comes to answering examination questions the situation is worse because I am on my own .... I wish I could have done all these in Turkish. I would certainly have been more successful."

"I think for most students, including myself, to be trained in the English-medium is very frustrating. People must be given chance of being trained in their native language .... Before starting my academic study here I could not have the opportunity to learn the necessary English to be able to cope with what I am expected to do here ... it is unfair for me to be trained through the language in which I am not proficient enough."

Having this preliminary evidence and the opportunity for smooth access to the community members, it was considered to be plausible to have ECOBA as the setting of research (described in greater detail below). On the basis of the concepts embodied in Chapter 2 and 3, the main focus of research is on preparing linguistically, conceptually and experientially naive members (neophytes or apprentices) for effective and efficient absorption into ECOBA, the target academic community of those apprentices. Attention is focused more specifically on one particular target task employed in the authentic practices of the community and most frequently mentioned as problematic in the data obtained from interviews (see Chapter 5), namely answering examination questions in English. There is a possibility that neophytes' ineffective performance may show itself in other areas which require neophyte competence by the target community for effective membership. These, however, are seen as falling outside the immediate scope of this current research. Dealing more specifically with the other possible areas of ineffectiveness, though of the utmost importance, is regarded as a focus of a different research than the one considered in this study.

#### 4.3.1 The Target Community, ECOBA

ECOBA, was established in 1982 as a result of a merger between the Adana Academy of Commercial and Economics Sciences and the Faculty of Economics and Administrative Sciences of Çukurova University (The Catalogue of Çukurova University, 1997). One of the leading objectives of the Faculty is to train students in order to successfully meet local business' demand (Faculty of Economics and Administrative Sciences Curricula, 1994). It is one of the pioneering faculties which has adopted English partially as an instructional medium since the University decided to have at least one-third of the courses in the faculties offered in English by its Senate approval. For this reason, ECOBA had already been offering a preparatory year before the language training center (YADIM) started to function.

Students are required to attend an eight-semester, four year programme which allows them to become specialized in diversified fields of Economics and Administrative Sciences (Faculty of Economics and Administrative Sciences Curricula, 1994). Approximately 50% of subject courses are offered in English (see Table A1 in Appendix 2 and Table A2 in Appendix 2 for Freshman Year Curricula of ECOBA), therefore, as stated earlier, prior to starting freshman year, students have to take an examination which is administered by YADIM to measure their proficiency in English. Those who succeed in this examination are considered eligible to start the freshman year. Those who cannot pass the exemption examination have to attend the language preparation programme in the Center.

The following aims at presenting a brief description of this center which is the main mechanism for English language training provision, the Foreign Languages Center (YADIM).

#### 4.3.2 The Foreign Languages Center, YADIM

The decision taken by the Senate of the University for a partial English-medium education led to the establishment of YADIM whose objectives as specified by the University Senate are:

- a) to bring the students enrolled in programmes, at least thirty percent of which is carried out in English, to a level at which they can both understand the courses in English and follow scientific and technological developments from the publications in English and contribute to international meetings and discussions;
- b) to do research in the field of English Language Teaching and Learning and to apply the results obtained in order to improve the work of the Center (The YADIM Promulgations, 1990).

YADIM, as a service unit, provides English language preparation courses for

- a) three Institutes of Social, Applied, and Public Health Sciences which offer postgraduate courses in 23 departments to about 300 graduate students;
- b) three faculties, Engineering, Science and Letters, and Economics and Administrative Sciences which offer courses in eight departments to approximately 500 undergraduate students.

The time expected to be spent in the Center is different for graduates and undergraduates. As stated in the Promulgations, it is one academic year for the graduates and two for the undergraduates if they are unable to reach the exit standard at the end of the first academic term.

Since proficiency in English is a requirement for entry into the faculties and institutes, in which the courses are partially given through the medium of English, students who opt to pursue their undergraduate or graduate education in one of these faculties or

institutes are given a proficiency test which assesses their English language proficiency. Students who are able to pass this test are considered to become eligible to start their courses in the departments. This group usually involves students who had a large part of their previous education in the English-medium. The other group who cannot perform successfully in the proficiency examination are required to attend the English language teaching programme run by YADIM. These students are generally the ones whose previous education was mainly in the medium of Turkish.

The language training programme in YADIM has been designed on the basis of four levels of eight weeks each. Level 1 refers to the lowest level and Level 4 to the highest in terms of proficiency in English. Students are placed into appropriate levels by means of a placement test, yet regardless of their subject fields. Core language and integrated skills, namely listening-speaking and reading-writing, constitute the two major components of the programme. The proportion of time devoted to the core language component decreases in favour of the skills component at higher levels (levels 2-4). On completing the programme students are required to take a proficiency test which assesses their 'exit proficiency'. Undergraduate students who fail in this test have to repeat the programme for one more academic year whereas the graduate ones in the same situation are dropped out of the postgraduate programme by their institutes (Official Gazette, March 1994: No. 21874).

#### **4.4 Participants in the Research**

Based on the focus of the study, the main participants in this study include the students (referred to as neophytes, apprenticed-neophytes or apprentices) who aim to join ECOBA as undergraduate degree students after completing the English language preparation programme conducted by YADIM. Their participation in the preparation process undertaken in the research started when they were in the language training centre and then extended through their first-year faculty work. The researcher herself was not involved in the selection of participants. They are those who considered themselves to have been



given a golden opportunity (see Section 4.5.3 below) to be placed into a group on the basis of their subject field as a result of the negotiation between the researcher and the administration of YADIM (see Section 4.5.2 below). Out of 16 neophytes provided by the administration, four are the ones who did not take the exemption test of the Centre although they are the product of English-medium secondary education. The reason for this, according to them, is that they believed that the language training provision available would contribute to their existing language competence and thereby prepare them for their target discourse community. They were placed into a Level 3 classroom in accordance with their proficiency in the placement test. In spite of the fact that the group includes graduates of English-medium secondary education and two students who were unable to pass the proficiency test and had to repeat the language training programme they can be considered as equal in terms of their language proficiency due to their performance in the placement test.

With reference to the strands of action in the research (see Section 4.0 above), apart from the apprenticed-neophytes who are aimed to be prepared for effective membership in their target discourse community through the proposed research framework, the other participants involved in the research are the members of those neophytes' target community, namely ECOBA subject tutors and freshman and second year students. Involvement of these participants is considered to be essential because input from them would provide insight into the nature of ordinary practices with special reference to writing employed in ECOBA which, as a result, would help the researcher to set up the absorption process for the apprenticed- neophytes.

As for the student participants, they involve the freshman and 2nd year students who were exposed to the language training programme in YADIM prior to starting their subject courses in ECOBA. Their participation consisted of questionnaires and interviews in the first phase of the research (see Chapter 5). Based on the third strand of action in the research (see Section 4.0 above) input from them would provide insight to a comprehensive

and accurate description of the authentic practices of the target community under study with specific reference to writing.

Regarding the subject tutors' participation in the research, out of 23, 10 responded to the questionnaires. These subject tutors are those who teach subject courses through the medium of English, and three of them are the ones with whom the researcher was in close collaboration throughout the research process.

#### **4.5 Procedure for Gaining Participation**

Prior to the actual commencement of the research, the researcher met with the Dean and subject tutors of ECOBA, the Director of YADIM and the apprenticed-neophytes with a view to gaining their willing and sufficient participation in the research process. The procedures followed to do this were:

1. Negotiating the feasibility of the research plan with the Dean and subject tutors in ECOBA;
2. Getting official approval of the administration in YADIM for the implementation of the research; and
3. Forming a research group (including the apprentices of ECOBA) in YADIM.

The meetings were different with each category of participants as discussed in greater detail below:

##### **4.5.1 Meeting with the Subject Tutors**

The initial negotiation for collaboration of and participation from the members of the target community was done with the Dean of the Faculty. The aims of the research and the need for their cooperation were explained. He was very forthcoming and stated that

he could not envisage any problems concerning the needs of the research. He advised the researcher to consult individual subject tutors to ensure their participation.

Gaining the participation of the subject tutors in the research was facilitated by the fact that the researcher used to be a member of the Language Training Unit for students prior to freshman courses which was accommodated within the same building of the target community, ECOBA. Later in 1990 the Unit transferred to a new building on campus after the establishment of YADIM. Having been informed of the purpose of the research, the subject tutors expressed their willingness to participate in the research. A majority of them stated that such initiative and interest for cooperation between the language center and the faculty was essential for the improvement of the whole training system. As a result of consultations it was negotiated that the subject tutors delivering content courses in the medium of English would participate in the first phase of the research. Apart from this, the researcher informed them of her need for a more close participation of some tutors in the second phase. Three subject tutors (2 from the Department of Economics and 1 from that of Business Administration) giving courses to 1st year students in the English-medium accepted to cooperate.

#### **4.5.2 Meeting with the Director of YADIM**

Based on the researcher's position as a member of staff of the Centre, the question of negotiation of the research with the Director of YADIM was not an issue. The Director met at the beginning of the academic term 1994/1995 was informed of the purpose of the research and of the researcher's need for the provision of a group of neophytes whose target community is ECOBA. Such an initiative was in fact very welcome to the Director. However, the provision for accommodation of the neophytes from the same subject fields was considered to pose an administrative problem due to the previously mentioned fact that the classes in the Centre are formed on the basis of a placement test regardless of different subject fields to which neophytes belong. Thus, the researcher was advised to consult the Student Affairs Unit in order to see whether such an arrangement was possible. Although the researcher asked for a provision for a group including

graduate students of ECOBA in order to continue her previous research (refer Yildirim, 1993) she was informed that doing this was not possible because the number of these students in the Centre was not enough to form a research group. Therefore, as stated earlier, the researcher was provided with a group of undergraduate neophytes aspiring to join ECOBA after completing the language training programme. The total number of the neophytes provided was 16, 13 of the Department of Economics and 3 of the Department of Business Administration.

#### **4.5.3 Meeting with the Apprentices (Neophytes)**

Meeting the apprentices was not an arranged process and was very natural because of the fact that the researcher was assigned to give this group of neophytes the reading/writing component of the existing syllabus in YADIM.

The researcher met the apprentices during the class hour at the beginning of the first academic term. They were informed that the group was formed as homogenous for the purpose of the research and that they would be prepared not only for the tests administered in YADIM but also for effective membership in their target community. Based on the second strand of action in the research (see Section 4.0 above) the apprentices were further assured that their participation would be on a voluntary basis.

They all expressed their willingness to participate. They stated that such an initiative was a golden opportunity given to them and that they were thus more privileged than the other students in the Centre. Furthermore, it was very encouraging for the researcher to see the positive reactions from two of the neophytes who had to repeat the language training programme. They articulated that they were really willing to be involved in such an undertaking because they did not want to face any underachievements after spending two years in YADIM. As a result the researcher sealed the agreement (an unwritten and unspoken contractual relationship of what is established) with the apprentices.

## **4.6 Conclusion**

As stated earlier, the present research was carried out in two phases. While the first phase, reconnaissance, was carried out with a view to obtaining a detailed description of communication practices of the new community with special reference to writing, the second phase was implemented to enable the neophytes to have experience and practice in those practices (see Section 4.0 above). Bearing in mind that the first phase aimed to prepare the ground for the second phase to proceed, it is considered to be appropriate to devote separate chapters for the presentation of the stages that each phase includes. The following chapter serves to report the implementation of the first phase together with data findings acquired.

## CHAPTER 5

### THE FIRST PHASE OF RESEARCH: “RECONNAISSANCE” PHASE

#### **5.0 Introduction**

It was stated earlier that with reference to becoming effective members of a new community

1. One needs to investigate the ordinary practices with their associated language games of that community; and
2. In the light of the investigation mentioned above, it is needed to enable apprenticed-neophytes to become engaged in enculturation community-driven tasks with a view to providing them with the proper experience as effective players in these games.

The purpose of this chapter is to present the procedure followed in the first, fact-finding, phase of the research implemented with particular reference to the third strand of action (mentioned in Section 4.0, Chapter 4 and paraphrased in 1 above) together with data findings which would help to set the conditions for the second phase (see Chapter 6) carried out with the fourth strand of action (mentioned in Section 4.0, Chapter 4 and paraphrased in 2 above) in mind.

#### **5.1 Data Collection Tools Employed in the “Reconnaissance” Phase**

Based on the third strand of action taken in this phase, to observe and analyse the community in its natural ongoing setting with a view to identifying the nature of authentic/ordinary practices or ways of life with their associated language games with special reference to writing accommodated in the community, a combination of qualitative and quantitative ethnographic data collection tools, namely interviews,

questionnaires, genre analysis and grade-aloud protocols were utilised. The data provided by genre analysis and protocols served to add to, cross-check, and refine the data generated by interviews and questionnaires. Using this triangulated approach, the researcher attempted to view the community through “several windows, with the strengths of one method compensating for the limitations of another” (McCarthy, 1987: 236) with a view to providing as “thick” (Geertz, 1973; Swales, 1985) a picture as possible of the target community.

It is necessary to note here that the data obtained particularly from interviews and questionnaires cast light on the adequacy and efficiency of the language training provision available for preparation of neophyte members for their target community i.e. the community of ECOBA (see Section 5.2.2 below) .

This phase also served the purpose of providing the apprentices in the research group with opportunities to take their place as “peripheral participants” within their target community. The first of these was to contact “old-timers” to carry out a small-scale investigation to get information aimed to be obtained by the researcher through questionnaires and interviews. The second opportunity encompassed the provision for their visits to one of the ordinary practices, namely lectures employed in the community.

These issues together with data findings pertaining to this phase will be presented in greater detail in the following sections.

### **5.1.1 Interviews**

This stage included interviews done with the 1st year undergraduate students in ECOBA. The interviews were exploratory in nature for purposes of seeking as much evidence as possible about the nature of neophytes’ training in the new community as well as the potential problems they encounter in the course of writing they are required to do in the community. Another purpose of the interviews was to develop ideas and design research instruments for the subsequent stages of the research.

The selection of the participants for the interviews was possible through the courtesy of three subject tutors who participated in the questionnaires and interviews in the previous research (refer Yildirim, 1993). The students were approached during their lecture period. The research purpose was explained and the students were informed of the need for some volunteer participants to become involved in the interviews. They were also told that the interviews would only include the students who were exposed to the English language training programme in YADIM. 33 students (18 from the Economics Department and 15 from Business Administration) volunteered.

The interviews were conducted in the researcher's office which was considered (by the researcher) to be an appropriate place where the quality of recording of the interviews would not be affected due to interference from the environment. However, scheduling for the interviews was done on the basis of the participants' preference. Moreover, they were given an opportunity as to whether to be interviewed on a one to one basis or if they prefer, to be interviewed in groups. Most participants opted to be interviewed in groups because of time limitations imposed on them by their full lecture time-tables. Therefore, the students of Economics were interviewed in groups of four, each containing four students with the exception of one group including two students. As for the students of Business Administration, they were divided into groups of five, each group including three students. The total number of the interviews conducted was 10.

Questions in the interview aimed at exploring neophytes' experience, attitudes, and opinions of the training employed in the target community, specifically in terms of writing tasks by means of which their success is assessed by mature members, the problems they encounter while executing these tasks, their relationships with the mature members (subject tutors in this case), and their opinions of the English language training programme which they were exposed to prior to starting their freshman courses. Since the interviews were of an exploratory nature questions were open-ended so as to elicit as explicit responses as possible from the respondents.



This investigation was carried out in May 1993/1994, and the evidence obtained from the investigation guided the researcher to set up the subsequent stages of the research.

### 5.1.2 Questionnaires

Based on the evidence obtained in the interviews, it was observed that there was a need to investigate the target community in greater depth. Therefore, questionnaires -one for subject tutors and one for students- were prepared (see Appendix 1 for both Turkish and English versions of the questionnaires). A number of sources about writing demands of various academic disciplines (Leki and Carson, 1994a, b; Weir, 1988; Braine, 1989; Horowitz, 1986; Kroll, 1979; Ostler, 1980; Bridgeman and Carlson, 1983, 1984; Jenkins *et al.*, 1993; Casanave and Hubbard, 1992; Johns, 1981, 1985) facilitated the preparation of the questionnaires.

In the questionnaires, students were asked about their perceptions of writing task requirements, nature of the exams accommodated in the community, the question types asked in written examinations, their satisfaction with their writing required on the faculty courses, the subject tutors' evaluation criteria of students' written work, their views regarding the appropriacy and adequacy of the writing course accommodated in YADIM, and finally their suggestions for improvements in the present writing course in the Center.

As for the tutors' questionnaire, tutors were asked about the writing task requirements of students, the nature of the exams accommodated in their courses, question types that they employ in written examinations, their observations of difficulties encountered by students with various aspects of writing, their assessment criteria of students' written work, and their suggestions concerning the betterment of the writing programme in YADIM.

The questionnaires permitted anonymity. This was to increase the chances of receiving responses that genuinely represented respondents' beliefs and feelings.

The questionnaires were prepared in English. After consulting members of the Department of Educational Programmes at the University of Çukurova, the necessary modifications were made and the questionnaires were translated into Turkish by the researcher of this study. However, additional care had to be taken in translating so as to remove ambiguity and to achieve the degree of precision necessary to ensure that participants understood exactly what was asked. Therefore, further revisions on the translation were done by the contribution of the teaching staff in YADIM for the accuracy and appropriateness of the questions. Before the actual administration, the students' questionnaires were piloted with 20 students and that of the tutors with 8 lecturers in ECOBA for purposes of ensuring reliability of the questionnaires by obtaining information about the appropriacy and clarity of questions that would help the researcher gain valid data and for checking if the respondents would need any choices other than the ones included in the questionnaire so that the questions could be revised, if necessary. However, the piloting process showed that there was no need for such a revision.

The questionnaires were administered to subject tutors in the middle of the first academic term, November, 1994. The number of the subject tutors responded to the questionnaire was 10, including the ones who are teaching the courses in ECOBA in the medium of English.

The student respondents were given the questionnaires through the end of the first academic term, December, 1994. This was done to ensure that the 1st year students were sufficiently familiar with ways of living in their community. In this way, the researcher avoided collecting biased data. The questionnaire was administered to the 1st and 2nd year students. The population surveyed numbers 209 students, 95 from ECON and 114 from BA, as illustrated in Table 6 below:

**Table 6. Distribution of Students by Department**

ECONOMICS		BUSINESS ADMINISTRATION		TOTAL	
F	%	F	%	F	%
95	40.7	114	59.3	209	100

Out of 200, 175 student respondents were those who were exposed to the English language training provision available in YADIM (see Table A3 in Appendix 2). This was evidenced through the question included in the questionnaire for exploring the student respondents' education stages, studying English. Apart from the explicit purpose i.e. to determine the amount of students' experience in studying English, the implicit aim of asking this question was to specify the number of students who were exposed to English language training provision available in YADIM so that the researcher could obtain reliable data concerning the adequacy and efficiency of this provision in terms of preparing neophytes to cope with the requirements of their target community (see Table 14 in Section 5.2.2 for the analysis of related data).

### **5.1.3 Provision for Apprentices' "Legitimate Peripheral Participation" in ECOBA**

Based on the conceptual and professional basis of the investigation presented in Chapter 3, this stage served the purpose of providing the apprentices with opportunities to enter the new culture of practice. In other words, it was aimed at giving apprentices a chance to become legitimate peripheral participants in their target community. The first part of such provision aimed at enabling the apprentices to assemble a general idea of what constitutes the practice of community with specific reference to writing.

The apprentices were informed of the objective of their "participatory research in which they can collaborate with insiders to investigate the nature of communication" (Ramani *et al.*, 1988). They were then assigned to interview at least five 1st year students to specify the writing requirements expected of them by mature members. i.e. their subject tutors. The questions for such a small-scale investigation were drawn from the questionnaires and purposed to elicit responses concerning the writing tasks 1st year students are

assigned, the nature of examinations, subject tutors' assessment criteria of writing, problems they encounter in writing, and their opinion of the English language training programme run in YADIM (if applicable).

The apprentices were asked to do this investigation over two weeks and report their findings in the classroom (November, 1994). Only one of the apprentices submitted his report in English while the rest preferred to hand their reports in Turkish. The total number of students interviewed was 32.

The second part of the provision was more intensive than the first part in terms of time and amount of contact with "insiders". This included the apprentices' visits to lectures given to the 1st year students in the community. The main objective was to allow the apprentices to understand what lectures, as one of the crucial everyday practices of the community, mainly involve. Given the chance to observe in situ the behaviours of members of the target culture, the apprentices are believed to construct understanding of what is legitimate and illegitimate behavior or rules for behavior appropriate to the lectures and/or to the community in general.

With this purpose in mind, the apprentices started visiting the lectures after the researcher had obtained the official permission of YADIM and of the lecturers (the three tutors mentioned earlier) to ensure that apprentices' initial peripheral participation in their target community would be "legitimate" (February, 1994). The visits lasted for three months (till the end of the second academic term). However, the frequency of visits varied in accordance with availability of the tutors and the researcher. Thus, the apprentices paid about 16 visits to the lectures given in three courses (Introduction to Economics I, Introduction to Business and Introduction to Economics II).

In the course of these "exploratory" visits, the apprentices acted as "participant-observers" and were asked to keep a "journal" (Johns, 1990) in which they were expected to record information about the roles the students and lecturers play in the

classroom, the major topics with which the class deals with and their relation to each other within the organization and structure of the course. Each observation was followed by a discussion held in the classroom in YADIM, in which all apprentices were quoted authentically in order to reflect their understanding of “forms of life” accommodated in the lectures together with the roles and behaviors they would be expected to adopt after joining their target community.

Making provision for the apprentices to interact with old-timers in the lived-in world in order for them to have a prior impression of the nature of forms of life accommodated in their target community was also considered to be the beginning of enabling the apprentices to become involved in a learning curriculum (in the sense emphasised in Chapter 3) beside the curriculum they were pursuing in YADIM. The opportunities for the apprentices’ enculturation provided by the learning curriculum in this stage were limited to their exposure to the target community of practice by means of their investigation and lecture visits. The researcher was not able to go beyond that due to the fact that she had to teach reading/writing component of the existing curriculum and was not allowed to cater for any tasks other than the ones present in the syllabus. Moreover, in order for the apprentices to become involved in enculturation tasks replicating those of the target community the researcher had to complete the fact-finding phase of the research so that the tasks could be designed on the basis of evidence obtained from the investigation in this phase.

#### **5.1.4 Analysis of Written Genres**

The data findings obtained from questionnaires and interviews revealed (see Section 5.2.1 and 5.2.2 below) that it is necessary to do a more detailed analysis of the essay examinations employed in the target community. Thus this stage covered the analysis of representative samples of essay examination scripts that neophytes are required to produce. Based on the conceptual background presented in Chapter 2 and findings of questionnaire and interview data, the following questions guided the analysis:

1. What sort of everyday practices are the essay examinations employed in the new community?
2. What criteria must apprentices meet to satisfy the craftsmen (i.e. subject tutors) or to play the language games associated with these essay examinations successfully?

The first analysis was done to specify the nature of question types asked in the essay examinations in terms of

1. instructional verbs they contain;
2. categories and subcategories of the tasks that neophytes are required to perform through these question prompts; and
3. cognitive skills required of neophytes to be able to perform these tasks effectively.

In spite of the fact that the potential value of subject examination papers as a source of information for ESP course design in situations where non-native speakers of English are required to sit English-medium examinations should be taken into consideration today there are a few easily-accessible studies, the major part of the work done being only available in draft form or as teaching handouts (Swales, 1982). Because of this, the researcher benefited from three major works in this field, Swales' work on analysis of examination papers of a group of overseas Chemistry Laboratory technicians undergoing training at the University of Aston in Birmingham to determine the instructional verbs (see point 1 above) from Horowitz's (1986) work on two hundred eighty-four essay examination prompts from 15 academic departments at Western Illinois University to specify the categories and subcategories of the tasks (see point 2 above), and from Bloom's (1956) *Taxonomy of Educational Objectives: Cognitive Domain* to identify cognitive skills associated with these tasks (see point 3 above).

The analysis was done on the examination scripts of the 1st year students (18 scripts including 139 questions asked in mid-term and final examinations) collected from the three tutors who previously volunteered for a closer collaboration with the researcher (see Section 4.5.1 in Chapter 4).

The second analysis served the purpose of determining the criteria used by mature members in the evaluation of neophytes' essay examinations. To do this, "grade-aloud" protocols were held with the same three tutors in which they evaluated the sample examinations aloud in the presence of the researcher (December, 1994). The examination papers consisted of the mid-term examinations administered to the 1st year neophytes in three courses: Introduction to Economics I, Introduction to Business, and Macroeconomics (also called Introduction to Economics II). The number of examination scripts to be graded was left to the tutors' individual preferences. Therefore, the total number of papers evaluated was 32 (14 papers from Macroeconomics, 9 from Introduction to Economics I, and 9 from Introduction to Business). All the protocols were recorded with the permission of the tutors for the purpose of data analysis.

## **5.2 Presentation and Discussion of Data Findings Acquired in the "Reconnaissance" Phase**

To recapitulate what has been mentioned earlier, this phase of the research served a dual purpose; fact-finding, that is to get a detailed and accurate description of the target community with a view to setting the conditions to provide apprenticed-neophytes with proper preparation in order to enable them to become effective players in the games of this community, and enculturation, that is to set the machinery for giving those neophytes the chance to observe *in situ* the behaviour of members of their target community, acting as peripheral participants in the course of their participatory research and visits to lectures (see Section 5.2.3 above). As the main focus in the preparation process is on one particular speech event employed in the ordinary practices of the community, namely on writing, the investigation undertaken in this phase was guided by the consideration of the following research questions:

1. What is the nature of ordinary writing practices in which neophytes are expected to be engaged in ECOBA?

2. When engaged in those practices, do neophytes encounter any potential problems which may impair their effective functioning as members of the community? and
3. What criteria are used by mature members to determine whether neophytes are effective in playing the games with special reference to writing?

To collect data for acquiring evidence which would provide insight into the research questions above, the researcher combined four main research tools, interviews, questionnaires, genre analysis and protocols with the mature members. Findings from the neophytes' small-scale participatory research in ECOBA (see Section 5.2.3 above) are also presented to substantiate data acquired in the investigation.

The following sections present the research findings based on the evidence obtained from the above mentioned triangulated approach to data collection. The findings pertaining to this phase are reported in terms of the research questions already posed. With reference to speech event investigated, the evidence displayed covers both spoken and written data obtained from the responses acquired in the interviews, questionnaires, genre analysis, and protocols. In the presentation of findings, spoken data will be marked as follows, for example, (3/11/I/1) in which 3/11 means 3 participants out of the total number of participants of 11 and I/1 means the interview done by the researcher. The code for interviews done by the apprenticed-neophytes is I/2. The responses of the written data acquired from questionnaires are distinguished by either a (Q/1) for questionnaires set given to neophytes or a (Q/2) for those administered to subject tutors in ECOBA.

### **5.2.1 Evidence of Nature of Ordinary Writing Practices**

Data obtained from the questionnaires (see Table 7 below) revealed that "writing examination answers" is perceived by all the subject tutors and 90% of students to be the most frequently employed writing task in ECOBA. Space was also provided in the



questionnaires for both neophytes and tutors to describe other writing tasks if the categories provided did not reflect their practices. However, none of the respondents chose to do so.

**Table 7. Writing Task Requirements**

	SUBJECT TUTORS				STUDENTS			
	YES		NO		YES		NO	
	F	%	F	%	F	%	F	%
1	10	100	0	0	188	90	21	10
2	0	0	10	100	79	37.6	130	62.2
3	2	20	8	80	81	38.8	128	61.2
4	6	60	4	40	149	71.3	60	28.7
5	4	40	6	60	82	39.2	127	60.8

N(students)= 209

N(subject tutors)= 10

1. Writing examination answers
2. Writing a summary
3. Writing a project
4. Note-taking from reading sources
5. Note-taking from lectures

Findings from the interviews also exhibited similar data. All the neophytes participated in the interviews done by the researcher and apprenticed neophytes stated that “writing examination answers” is a crucial speech event which determines their passing grade in subject courses. Beside “written examinations”, “note-taking from reading sources” is also considered as one of the writing requirements by about 71% of neophytes and 60% of subject tutors (in Q/1 and Q/2; see Table 7 above), about 72% (in I/2) and 81% (in I/1). It was found out that the neophytes are expected to take notes from reading sources when assigned preparing assignments (see Table 7 above for the analysis of item 3 i.e. writing a project) which require to synthesise information from articles on the topics covered in the lectures. This was revealed by the following responses:

“Some lecturers require us to prepare projects or summaries. To do this, we have to collect information from various sources and summarise what we have read” (I/2)

“We prepare assignments by adding our own opinion to what we have read in several articles” (I/2)

“In some courses we prepare assignments in the form of a summary or question-answer” (I/1)

“We are required to take notes from the articles published in various journals to prepare projects or summary. This is to emphasise what we have learned in the lectures and some tutors make us do these assignments once every two weeks” (I/1).

Data was also obtained about the nature of written examinations employed in the community. The responses acquired from the questionnaires (see Table A4 in Appendix 2) revealed that a majority of tutors (90 %) regard “essay examinations” as *always* or *often* accommodated in their courses. Another 60 % claim that neophytes are also given “test examinations”. However an overwhelming majority of neophytes consider both essay (97%) and test (98 %) examinations as *often* employed in their courses (see Table A5 in Appendix 2). A plausible explanation for the difference between the views of the two groups ( $p = .0005 < .05$ ; see Table A6 in Appendix 2) comes from the subject tutors (personal communication, 1994) that frequency of accommodation of different written examination types depends, to some extent, on nature of courses, personal preference of individual tutors, and number of neophytes attending a particular course. It was also stated by the tutors that they *sometimes* employ test items beside essay questions within the same examination in their assessment of neophytes’ success (this was observed by the researcher in the qualitative analysis of examination scripts) since a majority of neophytes cannot express themselves in English effectively.

The findings presented above were supported by the neophytes’ responses obtained in the interviews where about 72% of the neophytes (in I/2) claimed to be given both test and essay examinations, yet a vast majority (76% in I/1) stated that essay type of questions had a greater proportion than test items within the same examination.

Data presented so far has revealed that ‘writing essay examination answers’ is the most frequently employed everyday writing practice which neophytes in ECOBA are expected to be engaged in. It was also considered to be critical for neophytes because their performance as effective members of the target community is assessed through this

particular game. Thus, the question is ‘to what extent are neophytes effective and efficient players in essay examinations?’ To put it differently, with reference to the second question posed earlier, when engaged in writing accommodated in the new community, do they face any problems which may hamper their effective and smooth absorption as members of the community? The following section presents the related data acquired from the interviews and questionnaires.

### 5.2.2 Evidence of Neophytes’ Problems

Data obtained for neophytes’ responses on problems they encounter in executing the tasks in writing revealed that preparing assignments did not constitute a major problem for them because what they usually did was to read the articles and to take extracts from them to put onto the paper. When it comes to answering examination questions, however, a respectable proportion share the following sentiments:

“ .... very difficult for me to understand what the question asks” (I/1)

“....his (refers to one of the subject tutors) way of asking questions is quite different and difficult” (I/1)

“....especially Professor Fisunoğlu’s questions.... you need to be an expert in English to understand .... if he did not explain questions in Turkish most students would fail” (I/1)

“ ....spend most of my time to comprehend what a particular question asks....” (I/1)

“.... once I had a little time to write the answers because it took me quite a long to understand questions” (I/1)

“....thanks to explanations given by the subject tutor I can understand what the questions ask. Otherwise, no matter I know the answer I cannot write anything unless I understand the questions” (I/2)

“....not being able to understand the questions results in failure in the examinations” (I/2)

“....I face difficulties in the written examinations, especially in understanding the questions” (I/2)

“....my problem is with incomprehensible and long questions in the examinations” (I/2)

A few claimed that their problems mostly stemmed from their lack of knowledge of the target community:

“... I was worried in the first months because I did not know his (his tutor’s) style of asking questions” (I/1)

“ ... asked my friends in their second year about the sort of questions otherwise I would have failed in “Introduction to Economics” (I/1)

“ ... took me a long time to adapt myself to Mr. Erk’s way of asking questions” (I/1)

“ ... I was very successful in the courses in YADIM. I do not know why my success has decreased here” (I/1).

Most of them asserted that the problems they face were due to the fact that they are not proficient enough particularly either to express themselves clearly, use correct and appropriate vocabulary or use accurate structures in English. For example

“... I follow the lectures and study regularly, but my English is not enough to write satisfactory answers in the examinations” (I/1)

“... answers are ready in my mind but putting them onto paper is a big problem” (I/1)

“ ...my problem is with technical vocabulary. I sometimes write Turkish equivalents of words in the examination” (I/1)

“...I have problems in writing in English....I face difficulties in forming sentences of my own” (I/2)

“...in writing in English, I usually cannot convey what I want to....I have problems in using technical vocabulary” (I/2)

“... I am not good at forming accurate structures in English.... my vocabulary capacity is limited and I cannot memorise technical vocabulary” (I/2)

“ ...very difficult for me to put what I have read onto paper” (I/1)

“...unknown vocabulary....finding suitable vocabulary is my problem in writing” (I/2)

“...I encounter difficulties in expressing myself especially in ‘evaluation’ type of questions in the examinations” (I/1)

“...it is very difficult for me to put what I want to say onto paper” (I/1)

While two neophytes even admitted that they would rather take test type examinations than essay type because they stated

“...my English must be good enough to write answers in the examinations, but my situation is quite the opposite” (I/2)

“...in essay examinations I must not only know the subject matter but also express it in English. I generally use very simple language” (I/2)

some said that they “would be more successful if the written examinations were given in Turkish” (I/2/13/32) and about 50 % stated “the fact that the medium of instruction in some courses is English decreases the success rate in these courses because students’ performance is low” (I/1/16/33).

Similar evidence pertaining to the neophytes’ problems was gained from the questionnaires by means of the responses about the neophytes’ perceptions of their own satisfaction in and those of the mature members’ about the degree of neophytes’ difficulty with various aspects of writing. Concerning their problems, findings acquired from the questionnaires supported and added to the findings obtained from the interviews where an overwhelming majority of the neophytes claimed not to feel their performance *completely satisfactory* in any aspects of writing included in the questionnaires (see Table A7 in Appendix 2). Similarly, they are also considered by a majority of the subject tutors to have varying degrees of difficulty with all aspects of writing provided in the questionnaire (see Table A8 in Appendix 2).

Supporting the related data acquired from the interviews, for example, only 24.9% of the neophytes claimed to feel *completely satisfied* with their performance in ‘expressing themselves clearly’ in English (see item 8 in Table A7 in Appendix 2). The rest admitted

to find themselves either *partly satisfactory* or *not at all satisfactory* in this particular aspect of writing which was also mentioned in the interviews as a problematic aspect for neophytes. They were also considered by 80% of the subject tutors to have *some difficulty* with ‘expressing themselves clearly’ in writing (see Table A8 in Appendix 2).

Resulting from the fact that the neophytes’ face problems in understanding the questions due to lack of their experience to the mature members’ way of asking questions, it was found out in the questionnaire data that about 51% of the neophytes perceived themselves not capable of writing answers which would satisfy their subject tutors because they claimed to consider themselves *partly satisfactory* in ‘addressing topic adequately and directly’ in the essay examinations (see Table A7 in Appendix 2). And all the mature members participated in the questionnaires considered the neophytes as having *some difficulty* in the same aspect of writing (see Table A8 in Appendix 2).

With reference to neophytes’ problems related to language use and vocabulary presented earlier in this section, the questionnaire data contributed to the findings obtained in the interviews that more than 65% of neophytes regarded their performance as *partly satisfactory* in ‘maintaining grammatical accuracy’, 52.2% in ‘employing variety of vocabulary’ and about 61% in ‘using correct and appropriate vocabulary’ (see Table A7 in Appendix 2). Likewise, while 60% of tutors claimed that neophytes have *a lot of difficulty* in ‘maintaining grammatical accuracy’ and ‘employing variety of vocabulary’, another 60% stated that they have *some difficulty* in ‘using correct and appropriate vocabulary’ (see Table A8 in Appendix 2).

Lack of knowledge of the mature members’ evaluation criteria and unavailability of the required “scaffolding” by or guidance from them were also perceived by several neophytes as adding to their problems. This was evidenced by the following responses:

“ ..... I generally believe that my answers to examination questions are good, but cannot understand why the lecturer marks me down” (L1)

“.... I do not know why I got a poor grade in the final examination because I wrote everything. Perhaps he marked me down because of my bad English” (I/1)

“....Professor Fisunoğlu must devote sometime in the classes to giving answers of examination questions. I usually receive lower marks than I have expected” (I/1)

“ .... we are only informed of the grades we receive” (I/1)

“ .... we never get feedback on our examination papers” (I/1)

“ .... they are too busy to deal with us apart from lecture times” (I/1)

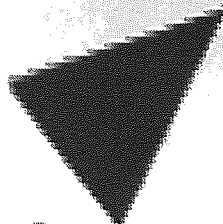
“.... impossible to ask the reason for a poor grade. Most of the time they are busy in their office” (I/1)

“.... no chance to see our examination papers because they are busy and have a huge number of students in their classes” (I/1).

It could be summarised here that the neophytes are not aware of the ways of living and rules of the game in the new community. Moreover, they do not have an opportunity for guidance from the mature members. This suggests that it is crucial that there be adequate provision in order for neophytes to have appropriate experience of their target community. Otherwise, it appears that they would remain on the periphery of participation in the new community and the process of becoming full participants and/or members for them would take a much longer time.

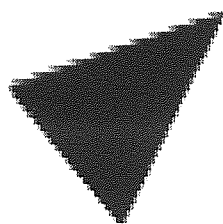
In addition to the evidence presented above, a few others appeared to have a strong perception of different assessment criteria attached to their written work by individual subject tutors. For instance,





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These neophytes seem to be aware that participation in the lectures is one of the roles assigned to them and that it is also a norm to which they are expected to conform in order to be considered successful players by the mature members. However, they do not consider themselves as effective players in this particular game due to their problems in spoken mode of communication in English. It then follows that they may not realise their



membership in the new community because they lack the role-feeling and adequacy of complying with the norms of the community.

Some also voiced their perception of conflict between the culture they have been experiencing in their target community and the one they experienced in YADIM. For instance, they stated that

“...the atmosphere in YADIM was like that of a “college” (it refers to high schools where the medium of instruction is English) .... one can understand this by looking at teachers’ style of clothing and their relationship with students” (I/1)

“...sometimes miss the atmosphere in the Centre. We were very close to the teachers there but the lecturers here are too strict to be reached” (I/1)

“...here is the university, YADIM is a “college” (the word “college” is used here in the sense of high school) (I/1)

“...the department is so different from YADIM. The assessment systems are quite distinct. I have had difficulties here. The environment here is also different.” (I/2).

When the neophytes were asked about their perception of the language training programme that they were exposed to prior to their experience of the target community, only three of them gave positive evaluation of the programme, for example

“ ....in terms of learning “grammar” it was okay” (I/1)

“ ....YADIM was the first place for me to learn English intensively. It was useful for me” (I/1)

“ ....I believe I learned English there” (I/1).

However, these neophytes’ responses do not make it clear that their experience in the language centre was useful because they learned ‘what they need to be able function effectively in their new community’. And an overwhelming majority appeared to have quite strong negative perceptions of the language training provision. This was evidenced by the neophytes’ responses acquired from the interviews and those given to an open-

ended question included in the questionnaires. For example, most of the neophytes articulated their feeling of mismatch between what they learned in the course of language training in the center and what they are expected to do in their target community. The following is their feelings:

“Why did they teach me “daily” English? We do not use it here.” (Q/1)

“...what I learned there is no good in here” (I/1)

“I do not see the point in writing essays about “colon cancer.” How would it be useful for me?” (Q/1)

“In the preparation programme I learned how to write in various rhetorical forms on general topics. However, when I came here I came across the kind of vocabulary and sentence structures I had never seen before. I wish I had been exposed to department-specific writing.” (Q/1)

“We learned “only” English in YADIM. But since there was no provision for exposing us to subjects on Economics we completed the freshman year with quite a lot of difficulty.” (Q/1)

“We were supposed to be prepared for our departments but no one gave us information about our target departments.” (Q/1)

“I could have been more successful if I had been taught something relevant to my major. But we were exposed to “traditional” speaking and writing courses and had a lot of problems in our first days in the department.” (Q/1)

“I see no relationship between the English taught in YADIM and the one in our department. When I started freshman year I felt as if I had begun to learn English for the first time. I really struggled in the first two months.” (Q/1)

“...no connection between the language center and my department. We learned the sort of English which will never be useful in our academic life. If we had acquired the knowledge of language relevant to our courses here we would not have had many difficulties in adapting ourselves to the courses, we would have had no struggling period” (I/2)

“...I have problems in written examinations...I would have been more successful if I had been given better language training” (L/2)

“...language knowledge given in the Center is not applicable in the department” (I/1)

“...I had to repeat the programme for nothing relevant to my department because I still have problems in English so I might also repeat some courses here” (I/1)

“...We want *proper* language training. The one we took in the language Center is not appropriate to our needs.” (I/2).

Additional data obtained for neophytes' responses on their opinions and feelings about the language training provision available for their efficient and smooth absorption into the new community are summed up in the grading they gave in the questionnaires where they were asked to judge the extent, on a scale of 1 (not well at all) to 5 (very well), to which they considered the programme had prepared them to cope with expectations of their target community with specific reference to writing. The findings are presented in Table 8 below:

**Table 8. Neophytes' Views on Language Preparation Provision**

	1		2		3		4		5		x
	F	%	F	%	F	%	F	%	F	%	
ECON	15	19.74	16	21.05	27	35.53	16	21.05	2	2.63	2.66
BA	19	19.19	17	17.17	29	29.29	32	32.32	2	2.02	2.81
TOTAL	34	19.43	33	18.86	56	32.00	48	27.43	4	2.29	2.80

N=76 (ECON)  
N=99 (BA)  
N=175 (Total)

1. Not well at all
2. Not very well
3. Partly
4. Well
5. Very well

While 27.43% claimed that the programme in YADIM had prepared them *well* only 2.29% felt *very well prepared*. But a sizable 32% reckoned that they were *partly* prepared. A further 19.43% even reported they were prepared *not well at all* and 18.86% *not very well*.

These responses, in addition to constituting a plausible explanation to mature members', as well as the neophytes' own, feelings of dissatisfaction with neophytes' performance in most aspects of writing, seem to give sufficient evidence to question the effectiveness and efficiency of the language training provision available. It seems that the language training provision available for transformation of new members into their target discourse community, to a great extent, failed to meet their expectations. Nor was it perceived to be appropriate to the demands of the mature members. The evidence indicating the neophytes' thirst for having experience of everyday communication practices employed in the new community, which they considered as different from their previous experience in the language training center, suggests that the benefits derived by neophytes from the training provision available fall somewhat short of good returns on investments.

Based on the articulated inadequacies and mismatches between the language training provision available and the actual requirements of the new community, the neophytes gave some suggestions of their own as to what needs to be done in order to cater for their smooth absorption into the target community with a special reference to writing. These were obtained from their responses to the open-ended question in the questionnaires and to the last question in the interviews. A lot of these suggestions focus on the need for provision for forming classrooms on the basis of students' target departments and for target community-specific language training. Some of the responses illustrating these suggestions are documented below:

"Students' classrooms must be homogenous in which they must be involved in discussion and writing tasks about their subject fields. My subject field is Economics, yet I had to write essays on topics like "colon cancer". What is the use of it? I still do not know the rationale behind such a programme." (Q/1)

"In the preparation programme, students must frequently be involved in writing activities designed in accordance with their own subject fields. This is very important in order to facilitate students' understanding of subjects in their departments." (Q 1)

"They should make provision for teaching subject-specific English because I had quite serious problems when I came to my department." (Q/1)

"I believe that if students are exposed to an English training programme specific to their own subject fields their success will increase." (I/2)

"We used very simple writing textbooks irrelevant to our subject-fields. The topics in the books were never meaningful and interesting for me. For this reason, most of my friends' and my concentration on this course was always low." (Q/1)

"In my opinion, students must be in homogenous classrooms and specific hours in the time-table must be devoted to students' involvement in writing activities specific to their fields." (Q/1)

"I believe that provision for exposing students to subject-specific topics in a specially designed course would increase their success in their departments." (I/1)

There are also suggestions indicating their strong awareness of the need for a harmonious marriage between the language training community and the target community, which was claimed earlier to be crucial for the efficient and effective preparation of new members for membership in their target communities. Some of these suggestions are as follows:

"The administration in YADIM first must consult the opinions of department members and then it must design the language teaching programme through these opinions." (Q/1)

"Our subject tutors must occasionally visit YADIM and give us information about subject courses." (Q/1)

"I wish I had had a chance to get information about my department courses when I was in YADIM." (Q/1)

Data presented in this section revealed the problems encountered by neophytes when engaged in community-specific tasks with specific reference to writing. The evidence related to this suggests that the neophytes do not consider themselves and are not perceived by mature members as effective players in the games accommodated in their new community. More importantly, it was evidenced that most of the neophytes admitted having difficulties when participating in the essay examinations which was claimed to be most frequently employed critical (in the sense that it constitutes the major part of the evaluation of neophytes' success as members) speech event in the target community. It is

believed that the extent to which the neophytes participate in this particular speech event successfully depends, to a great extent, on their awareness of the criteria or values attached by mature members to the assessment of neophytes' performance. The evidence, however, showed that most neophytes were not fully aware of these values.

Based on these, as mentioned earlier (see Section 5.1.4 above) it was considered that there was a need to do a detailed analysis of essay examinations. The analysis would shed light into the nature of essay examination questions and of the criteria used by mature members to assess the neophytes' performance in these practices. The following sections present the relevant data findings acquired from the questionnaires and genre analysis.

### **5.2.3 Evidence of the Nature of Essay Examination Questions**

As stated earlier (see Section 5.1.4 above), the first part of providing evidence of the nature of essay examinations employed in the community covered the qualitative and quantitative analysis of question types accommodated. For triangulation purposes, data for this were acquired both from the questionnaires and from the analysis of genres. This section presents the relevant data findings obtained from the analysis of examination scripts.

For the eighteen papers in the data, nine categories of question-type have emerged from the analysis done with regard to the instructional verbs. These are listed in the table below with their number of occurrences:

Table 9. Categories of Question-Type

TYPE	NO. of OCCURRENCES	%
A. EXPLAIN	38	27.34
B. DEFINE	25	17.99
C. DESCRIBE	13	9.35
D. DISCUSS-COMPARE-CONTRAST	22	15.83
E. CALCULATE	12	8.63
F. DRAW	10	7.19
G. LIST	17	12.23
H. CLASSIFY	1	0.72
I. CRITICISE	1	0.72
TOTAL	139	100

It can be observed in Table 9 that about 20% of the questions can be answered at the word or phrase level and therefore impose little extra burden on neophytes (*List, Draw*). Another 17.99% are *definitions*. 36.69% of them fall into the *explain* and *describe* categories and possibly require a capacity to form short but adequate descriptive and expository paragraphs. 15.83% of the questions fall into the *Discuss-Compare-Contrast* category which may involve the neophytes in argumentation and evaluation at a high cognitive level.

Additional data similar to those already presented above were obtained through the questionnaires where both the neophytes and mature members were asked to indicate the frequency of question types accommodated in essay examinations. All question types included in the questionnaire were rated by both groups as being accommodated in essay examinations, yet they were perceived to differ in terms of their frequency. *Explanation* and *definition* were rated by both groups as the most often asked question (see Table A9 in Appendix 2 and Table A10 in Appendix 2 for the means of responses). *Problem solution, calculation, comment on graphs, diagrams, and/ or tables, and comparison and contrast* were also stated to be often assigned question types. What both the neophytes and mature members regarded as sometimes asked question types were *description, discussion, list, and classification*.

In order to find out the categories and subcategories of the tasks a question prompt can require neophytes to perform, the concept of instructional verb was expanded to include all organizational markers, following Horowitz's (1986) work on analysing question prompts. Prompts were placed in the same group if their organizational markers were judged to have performed equivalent or nearly equivalent functions within the context of the complete prompt. The specific content material was then removed, leaving "prompt frames" (ibid: 109) such as the following, all from the category of "dictionary definition":

Example 1: Define ...

Example 2: How is (the term) defined?

Example 3: What is ...?

This type of approach to question analysis, as suggested by Horowitz, then resulted in a typology of essay prompts which consists of a relatively small number of organization categories and a relatively large number of frames that are the linguistic realizations of those categories. These frames differ along a continuum, from those that utilise members of a relatively closed system of instructional verbs (as in Example 1) to those that exploit more general lexical resources (as in Example 2 and 3).

Table 10 below summarises the data findings pertaining to categories of five tasks with the number of question prompts belonging to these tasks neophytes are expected to perform in essay examinations (a more detailed description of the task categories and subcategories with the number of occurrences of each type of question is given in Appendix 5. This description was also used as one of the Learning Materials, Learning Material I, in the second phase of the research):



Table 10. Typology of Categories of Tasks a Question Prompt Can Require Neophytes to Perform

Task Categories	No. of Question Prompts	%
Display Familiarity with a Concept	51	36.69
Display Familiarity with the Relationship between/among Concepts	55	39.57
Display Familiarity with a Process	7	5.04
Display Familiarity with Argumentation	14	10.07
Display Familiarity with Performing Calculation	12	8.63
TOTAL	139	100

The evidence acquired from this kind of analysis seems to corroborate the evidence obtained from the previous analysis of question prompts in terms of instructional verbs they contain. As seen in Table 10, about 40% of the prompts correspond to the task category of *displaying familiarity with the relationship between/among concepts* which require neophytes to organise their answers in two major rhetorical forms; comparison and contrast, and cause and effect, each calling for the use of appropriate sentence- and discourse-level structures. Moreover, it was found out that most question prompts in the subcategory of *cause and effect* require neophytes to include appropriate graphs in their answers (see the subcategory *result* in Appendix 5). Another 36.69% of the question prompts fall into the category of *displaying familiarity with a concept*. This category contains prompts ranging from the ones that require a single short, rhetorically specified answer (*definition*) to those that simply name a concept and ask the neophyte to provide detailed information, usually an extended description of its characteristics (see the subcategories *significance*, *function/purpose*, *advantages and disadvantages*, and of *graphical description* in Appendix 5). *Displaying familiarity with a process* (5.04%) which may elicit an expository response does not seem to be as demanded a task as the others. And finally while about 10% of the question prompts analysed fall into the category of *displaying familiarity with argumentation*, about another 8% into the category of *displaying familiarity with performing calculation*. The question prompts in the latter

category require neophytes to solve content-specific problems through using mathematical formulas and hence do not seem to pose much difficulty on the part of the neophytes. The question prompts in the former category, however, seem to be more demanding and most likely the ones which were claimed by the neophytes (in the interviews) to be difficult to understand and answer. In this category, neophytes are expected to write an argumentative response (rather than an expository one) in which, as suggested by Horowitz (1986), they are called upon to choose supporting detail and arrange it to promote subject tutor's understanding of a topic, not its assent to a thesis.

As mentioned earlier, in order to identify the cognitive skills which neophytes are expected to engage in to be able to perform the tasks that the examination questions require, a further analysis of the prompts was carried out through following six levels of *Bloom's Taxonomy* of educational objectives at cognitive level. The six levels are *knowledge, comprehension, application, analysis, synthesis, and evaluation*, and questions at each level require the person responding to use a different kind of thought process.

The first level of the *Taxonomy, knowledge*, requires students to recognise or recall information as it was learned. To be able to answer a question on the knowledge level, students must simply remember facts, observations and definitions that have been learned previously without manipulating the information to be given (Sadker and Sadker, 1977). Working from this definition, it can be stated that the question prompts requiring neophytes to write *dictionary-style definition* as a response are at the knowledge level:

“Define (the term(s))”

“What is/are (the term(s))?”

“How is (the term) defined?”

“List and define the three components of ...”

Questions at the *comprehension* level require the students to demonstrate that they have sufficient understanding to organize and arrange material mentally. The students must select those facts that are pertinent to answering the question. In order to answer a comprehension level question, the student must go beyond recall of information. S/he must show a personal grasp of the material by being able to rephrase it, to give a description in her/his own words, and to use it in making comparisons (ibid). The following prompts can be considered to fall in the level of comprehension:

- “Explain why ... is very important.”
- “Explain the purpose of ...”
- “Explain with a graph the case of ...”
- “Explain the advantages and disadvantages of ...”
- “Compare ... with ... by providing examples.”
- “Are ... equally important? Why?”
- “Describe the four forms of ...”
- “Discuss factors affecting ...”
- “Explain in words how and why ... affect ...”
- “State the relationship between ... and ...”
- “How can ... ? Explain by giving examples.”

The third level of the *Taxonomy, application*, require the student to apply a rule or process to a problem and thereby determine the single right answer to that problem (ibid). The questions calling for *performing calculations* fall into this category because application of previously learned mathematical formulas are needed to be able to solve the problems asked.

Questions at the *analysis* level are a higher order of questions that require students to think critically and in depth. Analysis questions ask students to engage in three kinds of cognitive processes:

1. To identify the motives, reasons, and/or causes for a specific occurrence;

2. To consider and analyze available information in order to reach a conclusion, an inference, or a generalization based on this information;
3. To analyze a conclusion, inference, or generalization to find evidence to support or to refute it (ibid: 166).

The question prompts which require neophytes to analyse an economic phenomenon in order to identify the causes, to reach conclusions, or to find supporting evidence can be considered to fall in this category. Most of these questions also call for the inclusion of relevant graphs:

“If there is disequilibrium in ... discuss, drawing a graph, the adjustment process.”

“If ... increases, analyze the economic consequences. Draw graph.”

“Analyze the economic consequences of ... including effects on ...”

“Explain why it makes sense ... when ...”

“Why do we not use ... ? Explain.”

The questions at the fifth level of the *Taxonomy*, *synthesis*, are also higher order questions that ask students to perform original and creative thinking. To be able to answer these kinds of questions, the students must engage in three kinds of cognitive processes:

1. To produce original communications;
2. To make predictions;
3. To solve problems (ibid: 170).

It should be noted that synthesis questions do not require a single correct answer. Instead, they allow a variety of creative answers.

*Evaluation*, the last level of the *Taxonomy*, is another higher order mental process. The questions in this category do not require a single correct answer. They ask the students either to make judgments about the merit of an idea or to offer an opinion on an issue (ibid). The question prompts which ask neophytes to *display familiarity with*

argumentation require them to engage either at the *synthesis* or at the *evaluation* level of cognitive process:

“Suppose ... What is the required policy mix? Use ... diagram to show your policy proposal.” (Synthesis calling for original communication)

“Suppose ... In your opinion, ... Why?” (Evaluation calling for offering an opinion)

“What would you expect ...?” (Synthesis calling for a prediction)

“If ... Do you agree or disagree with this claim? Explain.” (Evaluation calling for a judgment and/or offering an opinion)

“(Two claims) Discuss these statements and identify any that you think might be wrong.” (Evaluation calling for offering an opinion)

“Explain what should ... do in the following case? Why?” (Synthesis calling for a prediction)

“For each of the situations below, decide whether ... should be ...” (Synthesis calling for a prediction)

The data findings obtained from this level of analysis are summarised in Table 11:

**Table 11. Classification of Question Prompts on the Cognitive Levels of Bloom's Taxonomy**

Cognitive Levels of Categories	No. of Question Prompts	%
Knowledge	44	31.65
Comprehension	61	43.89
Application	12	8.63
Analysis	13	9.35
Synthesis	4	2.88
Evaluation	5	3.60
TOTAL	139	100

The evidence displayed above shows that the majority of essay examination questions employed in ECOBA requires neophytes to engage in the cognitive process either at the *comprehension* (43.89%) or *knowledge* (31.65%) level. To answer the questions in the latter category, it is sufficient for neophytes to cite the information they have memorised from their textbooks and lecture notes. Responding to the questions in the former,

however, requires much more than this. Not only must they recall information but also they need to rephrase this information in their own words in various rhetorical forms in accordance with the different question prompts, which calls for mastery of language (English) they are expected to use as the medium of such written communication. About 9% are *application* questions where the rules of mathematical calculations must be applied to solve a given problem. As these kinds of questions call for the use of figures rather than words or sentences they do not impose on neophytes as much burden as the other question types in terms of their mastery of the use of language in writing. However, more than 9% of the question prompts require neophytes to engage in a higher order thinking and writing process at the *analysis* level where they are expected to go beyond direct reliance on instructional materials to analyse a problem or situation with a view to searching for the reasons, to reach conclusions, or to find supporting evidence and to shape their answers accordingly. And about 7% of the question prompts require the neophytes to become involved in the cognitive process either at *synthesis* or *evaluation* level, both, as in the case of analysis questions, calling for a higher order thought and writing process. There is a possibility that these kinds of questions are the ones which were claimed by some neophytes (in the interviews) to be difficult to comprehend and answer because these questions often contain an argumentative element, namely "Convince the reader that ..." (Horowitz, 1986) which requires the neophytes display their critical, creative, and evaluative thinking and writing ability.

In the light of the data findings discussed in this section, it could be summarised here that the essay examination, as one of the critical ordinary practices employed in ECOBA, mostly includes questions ranging from the ones asking primarily for a restatement of terms explained in the text and lectures (recall-oriented tasks requiring neophytes to construct responses at word, phrase and/or sentence level when engaged in the cognitive process at the *knowledge* level) to others requiring neophytes to go "beyond mere memorization to understanding-selecting and reconnecting material, digesting it, and translating it into one's own meaning and words" (Herrington, 1981: 382) (comprehension-oriented tasks asking neophytes to write responses in the form of

descriptive or expository paragraphs when engaged in the cognitive process at the *comprehension* level). There also exist question prompts, though not as many as those mentioned above, which require neophytes to perform more complex and analytic tasks when engaged in the cognitive process at the *analysis, synthesis* or *evaluation* level. In such questions, neophytes are called upon to analyse, synthesise or evaluate a specified problematic situation in their field, using the basic principles given in the text and lectures, and are required to write argumentative paragraphs where they are expected to decide on the appropriate economic measures to solve the given problematic situation and develop a convincing rationale for their choice (ibid, 1981).

This section has served the purpose of presenting the data findings concerning the nature of essay examinations in terms of the question prompts which are accommodated in ECOBA. It was mentioned earlier in this chapter that a further analysis of examination scripts was done to identify the values or criteria attached by mature members to the evaluation of neophytes' performance in the essay examinations. The following section aims to present the related data findings acquired from the questionnaires, grade-aloud protocols and interviews held with the tutors.

#### **5.2.4 Evidence of Mature Members' Evaluation Criteria**

Data acquired from the interviews reported earlier in this section revealed that most neophytes do not seem to have a strong perception of the nature of the assessment criteria used by mature members in the evaluation of their written work, particularly of essay examinations. A few others who claimed to be aware of this seemed not to know how to cope with the complex situation stemming from different criteria used by individual subject tutors. Thus, data, from the questionnaires and grade-aloud protocols, were collected in order to obtain evidence pertaining to the aspects of writing which are considered important by the mature members.

In the questionnaires, both neophytes' and tutors' perceptions of the importance of various evaluation criteria were elicited. This was done by asking the respondents to judge how important, on a scale of 1 (not important) to 3 (very important), they consider certain features of writing to be for the neophytes' success in writing. The list of features are the same as the features included in the previous question in which responses concerning neophytes' difficulty were elicited. This was done to have a clear picture of areas considered to be important by tutors and the extent to which the neophytes are perceived to have problems in these areas. The findings acquired from the questionnaires (see Table A11 in Appendix 2) indicated that "adequate and direct address to topic" is considered by 90% of neophytes as the most important criterion of all the criteria sought information on ( $x=2.89$ ). "Clarity of expression" is regarded by an overwhelming majority (76.1%) as the second most important criterion of assessment ( $x=2.74$ ). What follows these, as the third most important criterion, is "presentation of ideas in a logical manner" ( $x=2.58$ ). A vast majority of neophytes think that "supporting ideas with examples from related literature" ( $x=2.55$ ), and "critical and evaluative ability" ( $x=2.55$ ) are regarded as *important* or *very important* by their tutors, and overall these are perceived to be the fourth most important criteria. Other aspects of writing are also thought to be significant as assessment criteria. When group means are taken into consideration, it can be observed that the subject tutors are much more concerned with "discourse-level aspects of writing" (Casanave and Hubbard, 1992: 38) (see features 4, 5, 6, 7, 8, 9, 10 in Table A11) than "word- and sentence-level aspects" (ibid: 38) (see 1, 2, 11, 12 in Table A11) in the evaluation of neophytes' written work.

A clear majority of tutors, likewise, rated "clarity of expression" (70%), "adequate and direct address to topic" (70%) and "critical and evaluative ability" (60%) as *very important*, and overall these discourse-level features of writing are claimed to be the most important criteria in their evaluation of neophytes' written work. Other aspects of writing are also regarded as being *important* by a vast majority of tutors, although three word- and sentence-level aspects, namely "grammatical accuracy", "variety of grammatical structures employed", and "correctness of punctuation" are regarded as being *not*



*important* by only a few tutors (10%, 20%, and 10%, respectively). It is notably significant to see that no aspects of writing included in the questionnaire are perceived to be *not important* by subject tutors in the assessment of neophytes' writing. And more importantly, the aspects which are conceived by the tutors to be important are mostly the ones in which neophytes are reported to have varying degrees of difficulty (see Section 5.2.2 above).

The subject tutors' responses regarding their perceptions of the most essential points which need to be taken into consideration in the language training programme in order to cater for neophytes' efficient and effective preparation for their target community seem to be in line with their perceptions of the neophytes' problems and their assessment criteria in writing. These responses were elicited through an open-ended question asked in the questionnaires. They suggested that

"neophytes should be required to do written assignments very frequently;"

"neophytes' skills in expressing themselves accurately and clearly should be improved;"

"neophytes' critical ability must be fostered;"

"neophytes should learn how to synthesize information from various written texts related to their subject-fields and to put what they have read onto paper in their own words;"

"writing course should be one of the most essential parts of the curriculum" and

"writing tasks in which neophytes are engaged should be related to what is expected of them on subject courses."

In addition to the questionnaires, holding grade-aloud protocols with mature members was the other data collection tool by which as rich a portrait as possible of the values that the mature members attach to the evaluation of neophytes' writing (in this case, to the evaluation of essay examinations) was obtained. McCarthy's (1987) work on one college student's writing experiences in different academic territories guided the analysis of the transcripts acquired from the protocols. In her study, she has conceptualised the student as "a stranger trying to learn the language in these classroom communities" and his

teachers as “the native-speaker guides who are training them” (McCarthy, 1987: 241). She drew upon the model of conversation proposed by Grice (1975) in order to examine the conventions of discourse in each territory and get further insight into the interaction between the student and his professors because she states that

...students and teachers in their written interactions share a common aim and are engaged in a cooperative endeavor. Their relationship is like that of people conversing together, the newcomer making trial efforts to communicate appropriately and the native speaker responding to them (McCarthy, 1987: 241).

The situation is almost the same in the present research context except for the fact that the responses provided by the subject tutors to neophytes’ writing are only in the form of informing the neophytes of the grades they have received (evidenced in the interviews). Thus most neophytes are not aware of what “communicating appropriately” in their written interactions with the mature members actually entails. The analysis of the protocol data through Grice’s conversation model would, therefore, give further insight into what enhances or denies neophytes’ success in communicating competently, to put it differently, what the tutors’ conceptualisation of “cooperativeness” or playing the game effectively in that setting, an issue which has remained unarticulated for most neophytes in ECOBA.

Grice (1975: 45) claims that conversants assume that they have “a common purpose or sets of purposes” and hence make “conversational contribution such as is required ... by the accepted purpose or direction of the talk exchange in which they are engaged.” This is what he terms as the “Cooperative Principle.” From this principle Grice formulates four categories or conditions under one or another of which will fall certain more specific maxims and submaxims which participants are expected to fulfil if they are to converse successfully, namely, *Quantity*, *Quality*, *Relation*, and *Manner*. If conversation breaks down it is because one or more of these conditions for successful conversation have been violated.

The condition of *Quantity*, according to Grice, refers to “the quantity of information to be provided” accommodating the maxim “make your contribution as informative as is required (for the current purposes of the exchange)” (ibid: 45). Under the condition of *Quality* falls a supermaxim, “Try to make your contribution one that is true” with two more specific maxims, “Do not say what you believe to be false” and “Do not say that for which you lack adequate evidence” (ibid: 46). The category of *Relation* contains a single maxim, namely, “Be relevant” to the aims of the conversation. And finally the category of *Manner* conceptualised by Grice as “relating not ... to what is said but, rather, to HOW what is said is to be said” (ibid: 46) employs the supermaxim- “Be perspicuous”- and various maxims such as “Avoid obscurity of expression, Avoid ambiguity, Be brief, and Be orderly.”

In the analysis of the examination scripts, neophytes’ answers to the questions and their tutors’ responses obtained from the protocols were considered as conversational turns in which the neophytes were doing what they believed would keep the Cooperative Principle in force or would satisfy their subject tutor. Based on this, the tutors’ responses to neophytes’ answers were classified according to Grice’s four conditions. Given the fact that the grade-aloud protocols were held with three tutors teaching different courses (see Section 5.1.4 above) and that “... different academic disciplines, even different courses within a discipline, may make quite different ... demands on writers” (Odell, 1992: 89), the classification of the tutors’ responses was done separately, considering what counts as cooperation or what it means to play the game successfully in these three different courses. Of particular interest in the analysis of the protocol transcripts was what the tutors pointed out as violations of the conditions of cooperation, errors that jeopardized the Cooperative Principle in that setting.

Data analysis of the protocols was first done on the transcript obtained from Prof. Fisunođlu who was perceived (in the interviews) by most neophytes as one of the most demanding tutors in the community. He graded aloud the mid-term examination of

Macroeconomics, the course given by him to freshman neophytes in the second half of the academic term (see Appendix 4 for the examination script). Fourteen examination scripts were graded, and at the end of the protocol session, of the fourteen papers while only 2 were considered as “good” (assigned seventy-seven and eighty-seven), another 2 as “above average” (assigned sixty-six and sixty-three), 2 as “average” (both assigned fifty-six), 3 as “poor” (assigned forty-seven, forty-one and thirty-eight) and 5 as “very poor” (two assigned twenty-eight and the others assigned fourteen, nine, and five) by the tutor.

Of the tutor’s 55 responses to “average”, “poor”, and “very poor” papers, 20 referred to the violations of the condition *Quality*, to give wrong information, provide inadequate evidence, and exhibit inappropriate ways of thinking to the new community. The following is some responses illustrating this, together with the grades that the tutor assigned to the answers given by neophytes to individual questions:

“There is a wrong prediction about the rate of inflation in this paper .... Since he has not done any calculations he gets a question mark for his answer” (0 out of 35 pts).

“According to this student, the rate of inflation cannot be predicted by looking at the table. He is not right. The data given in the table is enough to make such a prediction” (5 out of 35 pts).

“.... this is not the right multiplier and neither is the right graph ... confused all of them” (0 out of 15 pts).

“.... his explanation is not bad, but this curve should have been much closer to this side” (8 out of 15 pts).

“.... the graph is wrong, so it does not mean anything” (2 out of 15 pts).

“.... neither his knowledge nor his explanation is correct. I am again putting a big question mark” (0 out of 15 pts).

“.... he says only *high* for the rate of inflation without giving a figure” (0 out of 35 pts).

“....he should have compared ... with ... after doing the calculation. His calculation is also wrong. He has done only one calculation. Instead he should have done two separate ones.

It is impossible to find out the rate of inflation in this way. I am giving eleven points since he has given the right formulas” (11 out of 35 pts).

“...his explanation is correct ... the graphs are not correct and meaningful. If you do not see the graphs the half of the answer is right” (7 out of 15 pts).

“...she has a mistake in the first part of Question 1. She has seen no change in price, but there is. She gets only 3 points” (3 out of 5 pts).

“...this student came this morning and told that her answer to this question was wrong. Her graph should have been like this. Although the graph is wrong, the explanation is satisfactory” (8 out of 15 pts).

“...Although his explanation is not as good as the one in the previous paper checked, he has provided the formula which is essential, but inadequate explanation” (10 out of 15 pts).

The other 20 responses given by Prof. Fisunoğlu to those papers were found to relate to the violations of the condition *Quantity*, giving the appropriate amount of information, neither too much nor too little, in accordance with the aim (s) of a particular question asked. However, almost in all cases, the tutor’s responses pertaining to the violations of this condition referred to “too little” amount of information provided. In other words, for him, maintaining this condition depends, to a great extent, on providing as much information as possible, as he remarked when grading the examination script regarded as “good”, that “at first glance, this paper seems to be full. This student says that he knows the job.” This was also evidenced in the following responses:

“...his answer to Question ... is not ...nor informative” (5 out of 15 pts).

“...he knows this, but not enough information” (3 out of 15 pts).

“...not very informative” (5 out of 20 pts).

“...very poor. The expression is clear, but I expect much more explanation” (3 out of 15 pts).

“...he seems to know this basic rule. but the information he has provided is not enough” (3 out of 15 pts).

“...he has written only the names, not their functions...not sufficient” (3 out of 15 pts).  
“...trying to explain with one or two examples, which is not sufficient” (5 out of 15 pts).  
“... he has tried to write something, but it is not more than 6 points. This question asks more than this. He has not mentioned ...” (6 out of 20 pts).  
“...explanations are not bad, but he has not mentioned ... , not sufficient” (8 out of 15 pts).  
“...his answer to Question ... is very poor, just bits and pieces” (3 out of 15 pts).  
“...this explanation is not enough when I consider her level of knowledge. She can get only 7 points for the graph” (7 out of 15 pts).  
“...his answer to Question ... is not bad. The formula ... is correct, but the explanation is too short....left out many stages” (10 out of 15 pts).  
“...The answer is not complete....a lot of important consequences which he has not described” (15 out of 20 pts).  
“...not complete. He should have discussed ... with examples beside the ... definition” (10 out of 15 pts).

7 responses produced by the tutor indicated violations of the condition *Relation*, providing information relevant to the aim (s) of a particular question, put differently, “staying on topic” (McCarthy: 1987: 251). It was found out by Prof. Fisunoğlu’s responses pertaining the violations of this condition that the violation occurs either when neophytes’ answer is not related to what is actually asked in a particular question or when there is no connection between the graphs and explanations of those graphs required by that question:

“...he is completely lost here, not answering what is asked” (0 out of 15 pts).  
“...the graph which should be included in this question is given in the next question. This students knows something, but does not know what it is” (0 out of 15 pts).  
“...has given its definition whereas I want calculation” (0 out of 35 pts).  
“...what he has written here has nothing to do with ...” (0 out of 15 pts).  
“...unfortunately he is lost here” (3 out of 15 pts).  
“...this answer is not what I expect .... he has started and then got lost” (5 out of 35 pts).

“...explanation is correct, but no relationship between the explanation and the graph” (7 out of 15 pts).

The responses concerning the violations of the condition *Manner* (8 responses) indicated that these were apparently not as serious enough to jeopardize the aims of the written conversation. This was evidenced in the following remarks:

“...I am not sure if he is repeat student or not, but he has difficulties in the use of the language....due to this he suffered a lot last year....he had better write ... in capital letters....his command of English is not good, but he has given the key words such as ... words essential in this question. If you want I can check this paper once more” (10 out of 15 pts).

“...he had better put a comma here however it is not very important because I can understand what he means. It is certain that he knows the subject but cannot express himself because of his problems in the language. If you had given this paper to a native speaker he would not have agreed with my way of grading ... a satisfactory explanation” (12 out of 15 pts).

“...his grammar is better than it was last year ....”affects” must be “affect”, but what he has written here is correct and the graph ... is a very standard one” (10 out of 15 pts).

“...he has provided the formula, but his explanation is not clear” (7 out of 15 pts).

The violation of this condition was, in only one case, considered by the tutor as the only reason for marking neophytes down, for example

“...what he has written is not comprehensible” (0 out of 20 pts)

in the others, however, there were other violations, beside those of the condition *Manner*, accounting for neophytes' failure in keeping the Cooperative Principle in force:

“...the first part is wrong (*violation of the condition Quality*). What he is saying in the second part is not clear” (*violation of the condition Manner*) (5 out of 35 pts).

“...unfortunately he is lost here (*violation of the condition Relation*). His expression is not clear” (*violation of the condition Manner*) (3 out of 15 pts).

“...he has tried to write something, but it is not more than 6 points, just bits and pieces (*violation of the condition Quantity*), not clear and meaningful” (*violation of the condition Manner*) (6 out of 20 pts).

The tutor's responses concerning the violations of condition *Manner* indicate that the fulfilment of this condition depends on making oneself clear, using appropriate and correct forms of expression. However these also show that the tutor tends to be more tolerant of these violations than he is of the others, given the grades assigned. A plausible explanation for this came from the tutor when he said, while grading the script produced by the student who was claimed to have problems in the use of English, that “if we, subject tutors, consider the use of English in evaluating, most students cannot get a passing grade.” Despite the fact that Prof. Fisunođlu was not much concerned with the violation of the condition *Manner*, the evidence acquired from his remarks given to the scripts which were regarded as “good” indicated that paying special attention to this condition, particularly by maintaining coherence and correct use of the language, resulted in satisfaction on the part of the tutor, and hence enabled the neophytes to be deemed cooperative. These remarks are the following:

“...very coherent. He has started with formula and continued step by step....enjoyable to check such a paper....what is nice about this paper is his way of organising what he is to present” (15 out of 15 pts).

“...he has answered the question satisfactorily....seen the consequences well....no serious problems in grammar” (15 out of 15 pts).

“...his command of English is good. He has been able to express himself clearly. However....For this reason he loses 5 points” (10 out of 15 pts).

“...he has done this question very well, starting with the required formula and carrying on with its explanation” (15 out of 15 pts).



The protocol for “Introduction to Economics I”, the course given to freshman neophytes in the first academic semester, was done on the essay-question component of the midterm examination including multiple-choice and true-false items as well (see Appendix 4 for the essay component of the examination). As stated earlier, the number of the examination scripts graded aloud by the tutor was 9.

Similarly, analysis of Prof. Erk’s responses to neophytes’ examination papers showed that an overwhelming majority pointed out errors in truthfulness and amount of information provided in neophytes’ answers, unintentional violations of the Gricean condition of *Quality* and *Quantity*. While 10 of his 23 responses referred to the violations of the condition *Quantity* as illustrated in the following:

“...he has not stated what causes this change. Let’s give 4 points” (4 out of 12 pts).

“...he has not written anything about ... so, we are giving 7 points” (7 out of 12 pts).

“...this statement is correct, but what happens as a result has not been mentioned” (9 out of 12 pts).

“...but he has not mentioned the basic rule here. So let’s give 4 points since .... but he should have added ... (4 out of 12 pts).

another 11 pertained to the violations of the condition *Quality*. For example

“...he has found “shortage” here. It should be “surplus”. Because he has put the functions wrong he has made a mistake here” (7 out of 12 pts).

“...the calculations are wrong. I am giving 4 points since he has written ... formula” (4 out of 12 pts).

“...this does not happen when .... he has confused ... with ... the first part is wrong, so let’s give 7 points” (7 out of 12 pts).

“...no, if there is ... the ... does not change. He does not seem to have understood this concept. We cannot give any points here” (0 out of 12 pts).

“...no, what affects ... is only ... he has written just the opposite....” (0 out of 12 pts).

“...as a result of calculations he has found ... why has he done such an error? It should be ... Let’s give 7 points for the correct calculations he has performed” (7 out of 12 pts).

“...he has written just the opposite. It might be due to his inadequacy in expressing himself in English. We cannot give any points” (0 out of 12 pts).

There were only 2 responses indicating the violations of the condition *Relation*. This may be due to the fact that almost all questions included a single instructional verb and were formed in such a clear and precise way that they were unlikely to be burdensome for neophytes to comprehend what a particular question requires them to write as an answer provided that they know the correct answer. And in these two responses, Prof. Erk questioned the relation between what the questions actually demanded and what neophytes provided as responses to those questions:

“...this answer is completely wrong. He should have talked about ... here, but instead he talked about ...”

“...no, this is not the answer to our question. He should have written if .... this student was not able to understand this topic.

In the course of the protocol held with Prof. Erk, the researcher observed that the tutor, in most cases, had difficulties comprehending or even reading what is on the papers due to neophytes’ errors in the use of English, violations of the *Manner* condition. Thus, while reading neophytes’ answers aloud, he sometimes skipped some parts in the answers or made additions to the neophytes’ sentences to compensate for their inaccuracy. Some of his remarks including those additions (shown in italics) are the following:

“... firms should equal *equalize* marginal revenue to marginal cost....”

“...the price of complement is increase ... *increases*....”

“...if this firm is going to be *in* debt day by day .... its revenues will not be increase *will not increase*”

“...if price decrease *decreases* demand curve increase *increases*”

“...profit is not maximized it is loss *there is a loss*”

“...consumers want to buy over specified time *at a specific time ....*”

“...if ... greater than ... we have loss *there will be a loss*”

However those errors were not conceived serious enough by Prof. Erk to jeopardize the Cooperation in this setting, and hence they did not cause neophytes to be marked down.

As for the protocol for “Introduction to Business”, the course given in the first academic term of the freshman year, it was done on the essay-question component of the midterm examination which also included multiple-question component. In the former, neophytes were required to answer four short-answer type of questions out of eight, each question being twelve points (see Appendix 4 for the essay component of the examination paper). And the protocol data in this setting revealed that of the tutor’s 22 responses indicating neophytes’ unintentional violations, 7 referred to the violations of condition *Quality*, another 7 to those of *Relation*, 5 to those of *Quantity*, and only 3 to those of *Manner*.

As in the case of the other two tutors, regarding the violations of *Quality* condition, Prof. Ay questioned the correctness of information included in the answers to particular questions. For example,

“...no, it is wrong information ....what he has written at the beginning is correct, but the rest is wrong. He only gets 2 points” (2 out of 12 pts).

“...this student is very far from the right answer, so he gets 6 points” (6 out of 12 pts).

“...this must be “by grouping people into larger units”. He gets 11 points due to this incorrect explanation” (11 out of 12 pts).

“...wrong information. He might have either misunderstood the question or written something different, hoping that it could be the answer” (0 out of 12 pts).

The violations of the condition *Quantity* has to do with “too little” amount of information. Some remarks illustrating this are in the following:

....not complete, thus I am giving 10 pts” (10 out of 12 pts).

....this is not enough, only 3 points” (3 out of 12 pts).

“....in this answer, there must be ... as well. This is not enough” (10 out of 12 pts).

Like in the other two courses, violations of the condition *Relation* in this setting occur when the information provided as response to a particular question is irrelevant to what this question actually calls for. Some of Prof. Ay’s responses showing this are that

“....he is not on the right track. He is as if he were answering a different question. Let’s give 5 points since he has introduced the topic” (5 out of 12 pts).

“....this part has nothing to do with what the question is asking .... this part is not bad. Let’s give 10 points here” (10 out of 12 pts).

“....what the student has written here has nothing to do with the answer in my answer-key” (0 out of 12 pts).

And the tutor’s responses pertaining to violations of the condition *Manner* all referred to neophytes’ difficulty in expressing themselves clearly in English, for example,

“....it is an impossible answer to this question. His expression is not clear. He seems to know the subject, but cannot put it onto paper” (0 out of 12 pts).

Data findings acquired from the analysis of grade-aloud protocols suggest, at first glance, that values attached by the three tutors to evaluate neophytes’ writing are similar. All three are concerned not so much with the form of neophytes’ writing as with its content in their evaluation of neophytes’ performance in the essay examinations. This is understandable in light of the three tutors’ numerous references to neophytes’ unintentional violations of the condition of *Quality* and *Quantity*. This apparent attention paid by the tutors to fulfilling these two conditions suggests that essay examination is conceived as “basically ... knowledge display” (Hounsel, 1984; Horowitz, 1986b, 1986c) in which neophytes are expected to convince their tutors that they have acquired accurate

knowledge specific to their field and that they can transfer this knowledge by using the right amount of information. Cooperation or playing the game successfully in these three courses thus seems to depend upon primarily fulfilling the conditions of *Quality* and *Quantity*. Yet, the tutors' concern, though to a lesser extent, with the violations of the conditions of *Relation* and *Manner* suggests that paying attention to these conditions also helps neophytes' cooperativeness.

The findings obtained from the questionnaires corroborate the protocol findings in this respect. To illustrate, "adequate and direct address to topic" which is considered to associate with maintaining the conditions of *Quality*, *Quantity*, and *Relation* was perceived by both the tutors and neophytes as the most important criterion in the assessment of neophytes' performance. Likewise, "supporting ideas with examples from related literature" which has to do with paying attention to the condition *Quality* in the sense of "providing evidence" is claimed to be important. In addition, "clarity of expression" related to fulfilling the condition *Manner* was thought by both groups to be a "very important" aspect of neophytes' writing.

However, when the protocol findings were combined with what the tutors said in the retrospective interviews, it was revealed that what counts as cooperation in these three courses is different in some ways, an issue indicating conflicting forms of life within the same discourse community which could not be made explicit by the questionnaire data. The differences were found to be attributable to the nature of the course, the tutor's own idiosyncratic purpose of having neophytes write in his course, and more specifically write in the essay examinations, and the nature of questions formulated by the tutor to serve this purpose.

In Macroeconomics, for example, the purpose of writing is for neophytes not only to display specific information but also for them to become competent in using the thinking and language of their discipline. Concerning this, Prof. Fisunoğlu stated that "students are occasionally assigned to prepare "projects" in which they write reviews of journal

articles on a specific topic related to Economics. This is for making them expand their knowledge and see how authorities in their field think and write. It is the same in the examinations. I want them to benefit from what they have learned from this experience and to use it in the examinations.” And essay questions are constructed in accordance with this purpose. Most of them require neophytes to display familiarity with argumentation when engaged in the cognitive process at analysis, synthesis and/or evaluation levels. Prof. Fisunoğlu explained this by saying: “This course is the continuation of introductory course to Economics, so students are considered to have already learned the basic concepts in the field....They cannot cope with the examination questions by just putting what they memorise onto paper. Most questions...are reasoning and analysis type of questions which require students to identify...relationships in any given situation. For example what happens when....Dealing with such questions calls for a great deal of serious thinking, as we all do in our field.”

Prof. Erk stated that his course is an introductory course to Economics, so the purpose of writing for neophytes is to show their competence in acquiring content-specific concepts. He directly stated this in the interview: “In the examinations I want to see whether students can apply what they have learned through my lectures and textbook .... I assess this by including both essay and multiple choice questions in the examinations. Essay questions are mostly require short answers and not difficult for students who study and attend my lectures regularly.”

In Introduction to Business, by contrast, the purpose of students’ writing is not so much to display *reasoning*, but rather to show their tutor the extent to which they are able to *memorise* and put relevant material from their textbook onto paper. This was evidenced by the following remarks of the tutor when grading the examination papers, for example,

“...he has completely written from the textbook. He deserves the full point.”

“...this student seems to memorise very well. I will not check the rest. He gets fifty points without difficulty”

as well as by what he said in the interview and also by the observation of the nature of his examination questions. He said that neophytes “are asked to study these questions from their textbooks for the purpose of preparing themselves for examinations. The questions asked in the examination were selected from the revision parts at the end of each chapter included in the textbook,,” and almost all the questions contain a single instructional verb requiring neophytes to display familiarity with basic content-specific concepts when engaged in the cognitive process at knowledge level.

This application of Grice’s rubric for spoken conversation to neophyte-subject tutor written interaction gave further insight into the differences among the evaluation criteria used by mature members in the same discourse community. It is evident that successfully maintaining the Cooperative Principle effectively is for neophytes a more complicated business in Macroeconomics (or Introduction to Economics II) than in Introduction to Economics I or Introduction to Business. In Introduction to Business, neophytes are unlikely to violate the conditions of *Quality* and *Quantity*, even of *Relation* and *Manner*, providing they, as Prof. Ay phrased it, “prepare” themselves for writing in the examinations because what is expected of them is just to *cite* the relevant material from their textbook.

In Introduction to Economics I, they are unlikely to violate the condition *Manner* considering the fact that Prof. Erk is concerned not so much with the form of neophytes’ writing as with its content as evidenced by the apparent absence of attention paid by him to fulfilling this condition, and that the questions asked in the examinations do not require neophytes to produce lengthy paragraphs (evidenced by what the tutor stated in the interview and by the observation of the examination script itself) where it is more likely for them to have errors in correct and appropriate use of language. Playing the game effectively in this setting thus depends upon maintaining the conditions of *Quality*, *Quantity*, and *Relation*.

In Macroeconomics, by contrast, the situation seems to be much more complex. To recapitulate what Prof. Fisunoğlu stated in the interview, neophytes are called upon to acquire new knowledge not only through instructional support (in the form of lectures) but also through outside subject-specific reading (in the form of reading journals). And his numerous comments regarding neophytes' violations of the condition *Quality* and those of the condition *Quantity* indicate that neophytes are expected to integrate this new knowledge into their writing *accurately* including *the right amount of information*, the latter as evidenced by the tutor's satisfaction with "full paper" referring to *include a sizeable length of information*. Drawing on the evidence of Prof. Fisunoğlu's extensive focus on the content of neophytes writing, it can be stated that neophytes' fulfilling the condition of *Manner* is not the main concern for the tutor. However, given the nature of the questions asked in the examinations and the tutor's demand for "a sizeable length of information", it seems quite likely for neophytes to violate the condition *Manner*, to use proper, accurate, and clear forms of expression. It was found out in the protocol data that such violations were not taken seriously enough to jeopardise the written exchange in this setting, yet the evidence contradictory to this showed that attention to the condition *Manner* contributed to neophytes' success in keeping the Cooperative Principle in force. As for fulfilling the condition *Relation* in this setting, it has to do not only with the relevance of information provided by neophytes' answer to a particular question, as in the case of the other two settings, but also with that of this information to accompanying graphs. In the light of all these, it can be said that cooperativeness or playing the game effectively in this setting requires maintaining all the conditions of Cooperative Principle, and hence neophytes' task is more demanding than it is in the other two settings.

### **5.3 Conclusion**

Based on the conceptual background presented in Chapter 2, it has been recommended earlier that an apprenticeship model be adopted in order to cater for effective and smooth absorption of neophytes into a new discourse community. It has also been stated that for an apprenticeship model to be effective, it is needed to obtain an accurate and "thick"



description of this community to which the neophytes are to be apprenticed, and that such description must give insight into the nature of authentic practices in which the neophytes are expected to participate. As those authentic practices encompass the community's own conflicting forms of life and ways of speaking with their associated language games, roles ascribed to members, norms, values and criteria attached to the tests of admission, and genres, a thorough understanding of all these by apprenticed-neophytes is needed in order for them to realise participation in those practices successfully which would lead them to negotiate their membership of the new community effectively.

Bearing all these in mind, the reconnaissance phase of the research was implemented with a view to investigating the nature of authentic practices involved in writing employed in the discourse community, ECOBA which the apprenticed-neophytes in the present study are aspiring to join. It was evidenced by the interview and questionnaire data that essay examination was the most frequently accommodated practice, and the evidence also suggest that successful participation of neophytes in this practice is needed because it was regarded as one of the tests determining admission of them to the new community. Acting on this, it was aimed to investigate this particular practice in the subsequent stages of the fact-finding phase of the research. And evidence acquired from the factual findings of the investigation have been reported in this chapter.

Those findings provided several implications for setting the conditions for the second phase of research. This phase was more dynamic and pedagogical in nature and aimed, with the consideration of the essential elements of apprenticeship model presented in Chapter 3, to provide apprenticed-neophytes with proper experience of their target community with particular reference to essay examinations. The following chapter aims to present the procedure followed to reach this purpose together with the data findings acquired in the phase.

## CHAPTER 6

# THE SECOND PHASE OF RESEARCH: THROUGH A MORE DYNAMIC INTERVENTION

### 6.0 Introduction

To recapitulate what has been mentioned earlier, the purpose of this study is to investigate the efficient transition from Turkish to English-medium education. Along the lines of this research the specific contribution has meant to be in the preparation of new members for effective and smooth membership in their target academic discourse community through applying the relevant concepts of the proposed model, namely an apprenticeship model.

In view of the frequently stated view that effective membership entails successful participation in the games or authentic practices of the new community and that in order for participation to be successful new members have to contend with an inventory of factors discussed at length in Chapter 2, it is believed that in order for any provision to effectively cater for this, these factors must be taken into consideration. That is to say the provision must give new members the opportunity to have awareness and experience of norms and values, roles, ways of life, rules of language use employed in these practices, genre, criteria of membership and the like accommodated in their target community so that they can successfully provide for these when participating in the games.

Based on this, the first strand of action taken in this research was to specify the nature of one particular authentic practice, namely essay examination accommodated in the neophytes' target community under discussion. This was done in the fact-finding phase of the research. Evidence acquired from the data findings (presented in Chapter 5) pertaining to this phase would serve as a guideline for designing the second phase of the research in which a dynamic interventionist action was taken with a view to providing neophytes concerned in this study with proper experience of their target community, more

specifically of one particular game; essay examination. In other words, in this phase provision was made for the neophytes' exposure to a more intensive enculturation process (as compared to the one already started in the fact-finding phase of the research) with a view to enhancing their effectiveness as participants in the targeted game. The purpose of this chapter is to discuss these issues in detail. As a starting point, we propose, in the following section, to present the nature of the course of action determined on the basis of evidence obtained from the reconnaissance phase.

### **6.1 Acting on the Evidence Acquired in the "Reconnaissance" Phase**

As stated earlier (see Chapter 5) the purpose of the reconnaissance phase was two-fold: information-finding about the target community with particular reference to essay examination; and taking the first step to cater for apprenticed-neophytes' enculturation process in which they were given opportunities to enter the culture of practice as peripheral participants in order to assemble an initial general idea of what constitutes the practice of their target community (see Section 5.1.3, Chapter 5). While the former course of action is conceived in this study as setting the direction towards the development of the second phase of the research, the latter as embarking on a learning curriculum (as discussed in Section 3.4, Chapter 3) where learning opportunities for neophytes are viewed as providing for their participation in and interaction with the lived-in world i.e. their target community. This initial exposure of neophytes to the target world was, however, limited to "observation", put differently, offering them "exemplars including masters (subject tutors or mature members) and more advanced apprentices in the process of becoming full practitioners" (see Section 5.1.3, Chapter 5). Therefore, in the second phase provision was made for their involvement in a more intensive and dynamic learning curriculum where there exist situated opportunities for their improvisational development of legitimate and appropriate behaviour needed to be able to use the target community's tools effectively; to play the game successfully.

Based on the input gained from the fact-finding phase, the conceptual background provided for the study, and the rationale and essential features of apprenticeship approach, the following principles were established for the development of the enculturation process carried out in the second phase of the project:

#### 1. Provision for Awareness of the Nature of the Game

Data findings presented in Section 5.2.2, Chapter 5 have shown that neophytes face problems in adopting the target culture or the ways of doing things. Findings have also shown that these problems of adaptation in the new community are mostly attributable to their lack of knowledge of the target community, and concerning the authentic practice under question, to their lack of awareness of the community-generated nature of that practice, more specifically the nature of essay examination questions and of the values or criteria attached by mature members to the assessment of their performance in essay examinations. The problems of adaptation appear to be aggravated further when findings suggesting that neophytes face conflicting forms of life within the same community are considered. From the evidence gathered, they seemed not to know how to deal with the complexity stemming from the differences they perceived in mature members' way of asking questions, their evaluation criteria of writing, and depending on these, roles they are expected to play and norms they are supposed to conform in order to be conceived as successful communicators when engaged in the ongoing conversations specific to essay examination employed in their target community. Therefore any provision aiming to cater for effective absorption of new members into their target community must take the adaptation difficulties into account.

Bearing this in mind, provision will be made in order for apprenticed-neophytes to have an opportunity situated in the culture of their target community with a view to enabling them to have a shared understanding or awareness of the nature of essay examinations in terms of question types asked and criteria to meet in order to communicate appropriately. The major source of input for preparing learning materials to be utilised in the awareness-raising process will be derived from the evidence acquired from the first phase of the

project, more specifically from the analysis of essay examination questions and transcripts of tutors' grade-aloud protocols. As such kind of input was provided by the mature members of the target community which apprenticed-neophytes aspire to join as members, it can be considered as representing "authentic communicative needs" rather than arbitrary textbook prescriptions about what goes into playing the game effectively.

## 2. Provision for Experience and Practice in Playing the Game

The second situated learning opportunity given to apprenticed-neophytes will focus on enabling them to have adequate and appropriate experience and practice in playing the game. To do this, provision will be made to expose them to various units of learning materials each requiring them to become engaged in enculturation writing and evaluating tasks "intrinsically related to an interesting or at least coherent goal rather than for some extrinsic reason." While the goal of writing tasks will be to give neophytes a chance to practice community-generated writing i.e. producing written pieces in response to the questions prepared on the basis of task categories obtained from the analysis of essay examination questions employed in the target community, evaluating tasks will be in order for them to have enough practice using mature members' criteria of evaluation (specified in the course of the grade-aloud protocols held with tutors and through the questionnaires) on the written work of others so that they will eventually be able to use them on their own.

It is believed that placing apprenticed-neophytes into such enculturalising practices will contribute to their pragmatic and communicative competence in the game, essay examination. According to Canale and Swain model of communicative competence (1980: 27), there are three components that contribute to effective communication: a linguistic component, a sociolinguistic component, and a strategic component. Since the linguistic component or language is conceived in relation to the community in this study, much attention will be given to sociolinguistic component rather than grammatical accuracy i.e. consciousness of task type and cognitive skill associated with that particular task and mature members' expectations regarding roles, norms and values, valid lines of

speaking and thinking, and criteria determining behaviours legitimate and appropriate to the game- and to the strategic component, which for the purposes of this study is defined as the ability to provide for those target community-generated components of the game.

### 3. Provision for Creating a “Community of Expert Practice”

Findings acquired in the fact-finding phase have shown that neophytes encounter some problems in negotiating their membership in the new community. When entering the new community, these new members have brought their own shared values, shared ways of speaking and shared understanding of norms and roles, those that they had acquired in the language training community. These are however in clear contrast to those of the target community’s rules and manners, where relationships with mature members were stated to be more limited (see Section 5.2.2, Chapter 5). Added to this problem is the lack of provision for guidance from mature members, particularly concerning feedback on the essay examinations which would help to elucidate the nature of the rules and manner acceptable to that specific speech event. These contrasting associations between the two different communities, the lack of guidance from and restricted relationships with mature members, according to these new members, result in conflicting behaviour of them in the target community. They feel that their previously acquired manners are regarded as inappropriate and illegitimate in the new community. “...I usually receive lower marks than I have expected”; “I do not know why I got a poor grade in the ...examination because I wrote everything”; “I was very successful in the courses in YADIM. I do not know why my success has decreased here” are some of the neophytes’ feelings indicating this.

Therefore, with reference to eliminating neophytes’ difficulties of adaptation or those they face in negotiating their membership, it appears that another situated opportunity in addition and complementary to the first two mentioned above is needed. This will encompass provision for an appropriate mechanism for the creation of a learning context in which there exist constant interactions among apprentices and experts for the purpose of facilitating apprentices’ ability to carry out tasks. This is, as mentioned earlier, what

Collins *et al.* (1989) coined as a “community/culture of expert practice” in their conceptualisation of apprenticeship model. With regard to becoming an effective member in a new community, the importance of having opportunities to establish relationships, bonds, or interactions with mature members has been emphasised in the conceptual background provided for the study. However, findings revealed that such opportunity for neophytes is quite limited because apart from the lectures, there is not sufficient communication between the two parties due to tutors’ lack of time (refer the findings concerning unavailability of the required “scaffolding” by the mature members mentioned in Section 5.2.2, Chapter 5).

Thus, in the context of the present study, “constant interactions” among apprenticed-neophytes and mature members will be established via the researcher herself and mainly aim at compensating for the lack of feedback and guidance from the mature members. More specifically, since apprenticed-neophytes were found to have minimum or no opportunities for being directly informed of their performance in the game by their tutors, the researcher will hold grade-aloud protocols with the concerned tutors after the administration of each essay examination and transmit neophytes the remarks produced by their tutors in response to their papers. Provision for catering for this sort of “learning context” where apprentices have continuous communication with their tutors, though indirectly and in the form of their exposure to the tutor’s feedback on their performance in the game, is considered to be to their advantage at least in three ways:

1. They would have the chance to see the extent to which they conform to the rules for appropriate and legitimate behaviour, or they provide for target community-generated components of the game they have previously acquired through the situated learning opportunities mentioned in 2 and 3 above.
2. With the assistance of above mentioned opportunity, which other neophytes do not have, they would try to compensate for possible manners illegitimate and inappropriate to

the expectations of the tutor, to rules of the game, which is likely to lead them to a better performance and create a better impression on their tutor.

3. Since “success breeds success,” apprentices would feel more motivated toward subsequent games, i.e. subsequent essay examinations, to use apprenticeship terms, their intrinsic motivation would be enhanced and the motivational factor itself would facilitate their ability to play the game effectively in accordance with its rules.

It is believed that successful application of these principles depends, to a great extent, upon the continuance of the apprentices’ willing and sufficient engagement in the project. This suggests that there is a need to renew the contract which was signed with them prior to starting the first phase of the project. The following aims at reporting how this was done.

## **6.2 Renewal of the Contract with the Apprentices**

It has been mentioned earlier that the researcher started the research project with 16 apprenticed-neophytes. However, she faced the subject loss threat during and at the end of the first phase of the research. Two neophytes had to leave the language preparation programme at the end of the first academic term of 1994-1995 due to financial problems. Therefore, the first cycle of the enculturation process was completed with 14 neophytes. Then, at the end of the first phase of the project, after they had taken the proficiency test and all had passed, another five out of those 14 had to leave the research group. Three apprentices transferred to another university for family reasons and another two deferred starting the freshman class for a year because they said that they had to work. Thus, the second phase of the project had to proceed with nine apprentices.

Prior to the administration of the proficiency test by YADIM, the promulgations concerning the English language preparation programme at the University were changed. As stated earlier (see Section 4.3, Chapter 4), according to the promulgations put into



force in 1994, if undergraduate students taking language training preparation programme are unable to succeed in the proficiency test (after the “repeat” year), they are dropped from the undergraduate programme by their faculties (The Official Gazette, 1994, No. 21874). According to the new promulgations put into force in 1995, however, in case of failure in the proficiency test, those students are not dropped from their undergraduate programme, but instead they are given an option to carry on their undergraduate programme in the faculties in the medium of Turkish (The Official Gazette, 1995, No. 22241).

Many students attending the language preparation programme were affected by the new decision. First the attendance rate to the courses and second the number of students to take the proficiency test decreased remarkably. The researcher feared that the neophytes concerned in this study might be influenced and opt for Turkish as the instructional medium as the others would, most probably, do. If this happened she would again encounter the subject loss threat for some different reason. Due to this anxiety, it was thought to be reasonable to ask neophytes whether the new decision would affect their situation, put differently, whether their willing and sufficient initial engagement in the project would continue when they start their freshman courses in ECOBA. All of the neophytes stated that they would opt for the medium of English to carry on their undergraduate studies. When the neophytes were asked to state the reasons for their choice they said that

- they believe that if they graduate in the medium of English there will be more job opportunities for them in the future;
- they do not think they will face many adaptation difficulties in ECOBA because they have already had information about their department especially during their visits to lectures; and
- they feel that they will be more advantaged than the other students because of continuing to become a member of the research group.

These feelings suggested that they were eager to renew the contract. The performance that they showed in the proficiency test was another indication of their willingness. The grades which enabled them to be conceived as eligible to enter their target community of practice are shown in the list provided by the administration of YADIM in Appendix 4 (the passing grade is 60 and the neophytes concerned in this study are shown with asterisk in the list). Thus, the way ahead lies in putting the principles mentioned above into practice. The following section aims at presenting this, put differently, the procedure followed to implement the second phase of the research project.

### **6.3 Implementation of the First Stage of Learning Curriculum**

The learning curriculum in the second phase of the project was implemented in two stages. These stages included provision for situated opportunities given to the apprenticed-neophytes in the first and second academic term of 1995-1996 when they entered their target community as legitimate peripheral freshman students. The procedure followed for the implementation of this phase will be discussed in detail in the following sections.

As a preliminary step to the first stage of the second phase of the research, the researcher arranged meetings with the apprenticed-neophytes and subject tutors. Those meetings mainly served to negotiate collaborative roles and responsibilities that each group of participants and also the researcher will have in order for the enculturation process to be effective and smooth. Following is the account of these meetings.

#### **6.3.1 Meeting with the Apprentices**

The researcher met the apprenticed-neophytes at the end of their first week in the target community. At the meeting:

- the apprentices gave their first impressions of the target community, (of the lectures, the tutors, their class-mates and the general atmosphere of the classroom).

•the researcher obtained information about the apprentices' preference for the tutors from whom they were to take the freshman courses. According to their selection, it was found out that all of them opted for either Prof. Fisunoğlu or Prof. Erk to take the course "Introduction to Economics I" and except two, all chose Prof. Ay to take the course "Introduction to Business." The other two were late for course registration, so they had to take this course from another tutor in ECOBA.

•the apprentices were provided with information about the learning curriculum to be followed in the first stage i.e. in the first academic term of the freshman year.

•the researcher was provided with the weekly course schedule that the apprentices were to follow so that she could negotiate with them appropriate meeting times in order for the learning curriculum to be implemented. Considering the differences in the course schedules stemming from different course lecturers, additional care was taken to ensure that days and times for meeting were suitable for each neophyte. As a result, it was agreed that

•the apprenticed-neophytes, on a completely voluntary basis and in addition to their full course-loads in their departments, will attend seven two-hour sessions in which attention will be given to provide them with the situated opportunity to raise awareness of the nature of essay examinations before the administration of the midterm examinations.

•after the administration of the midterm and final examinations, beside group-sessions there will be individual sessions in which each apprentice will have the chance to reflect on and receive tutor's feedback on his/her own performance in playing the game. Arrangement for these sessions will depend on the availability of the subject tutors for grade-aloud protocols so that the researcher can have their feedback about the neophytes' performance.

•if requested by the apprentices, some sessions in the week prior to the administration of the midterm examinations may be cancelled so that they can have enough time to prepare themselves for the examinations.

### 6.3.2 Meeting with the Mature Members

The researcher met the three subject tutors with whom she was in close collaboration in the first phase of the research project. The tutors were those who were in charge of teaching the freshman courses concerned in this study, namely “Introduction to Economics” and “Introduction to Business” (those courses are the ones about which the researcher collected information in the reconnaissance phase) to the apprenticed-neophytes. The meetings were arranged as face-to-face meeting with each tutor at the beginning of the first academic term of 1995-1996. At the meetings:

- verification of the data findings acquired in the “fact-finding” phase was done.
- the extent of collaboration between the researcher and the concerned tutors was discussed. As for the first stage of the second phase of the project, it was decided that the tutors will grade aloud the neophytes’ examination papers after the midterm and final examinations and will be available for informal consultations either face-to-face or through the phone when needed.
- each subject tutor provided details on the requirements of their courses which included the topics covered, textbooks used, subject-specific journals assigned for outside reading and the course schedule.
- the nature of the learning curriculum was introduced briefly, and the researcher obtained permission from each tutor to use “authentic” documents, for example, past examination scripts/questions, and transcripts of grade-aloud protocols etc., for the purpose of implementing the curriculum.

The researcher also met the other subject tutor from whom two of the apprentices were to take the course “Introduction to Business” with a view to negotiating his collaboration with the researcher, particularly for grade-aloud protocols and informal consultations when needed, but he did not accept to collaborate due to his work load. For this reason, feedback concerning these apprentices’ performance in the midterm and final examinations in this course could not be obtained.

### 6.3.3 Sessions for Raising Awareness of the Game

As mentioned earlier, the second phase of the project aims at exposing the apprenticed-neophytes to a learning curriculum in order for them to acquire ways of doing things with particular reference to essay examination employed in the new community. With this purpose in mind, the emphasis in the first part of this process will be on making them conscious of the nature of the game i.e. community-generated components of the essay examinations employed in the target community.

The process carried out to serve this purpose started with the arrangement of group-sessions. Emphasis in those sessions was on giving apprentices the opportunity to master a new conceptual scheme or language concerning the nature of their domain knowledge (in the sense discussed in Section 3.3.1, Chapter 3) as well as heuristics or tricks of the trade, and control and learning strategies identified with the game, essay examination accommodated in ECOBA. For the purpose of this study, this type of knowledge is defined as knowledge of genre specific to essay examination, and acting on the situated nature of learning put forward by the theory of apprenticeship, as consciousness of the physical and conceptual structure of the game i.e.

- the types of questions together with cognitive skills and strategies, and categories of tasks associated with particular examination questions; and of “social milieu in which it is embedded” i.e.

- rules for behaviour legitimate and appropriate to the expectations of the mature members, as well as roles, norms and values, valid lines of speaking and the like, all determined by the mature members’ conceptualisation of what it means to play the game successfully, in other words, by the criteria attached by them to the evaluation of neophytes’ performance in the game.

#### Session 1, 2 & 3: Awareness-Raising Sessions: Presentation of Research Findings

With the ideas mentioned above in mind, it was thought to be plausible to start the process by providing apprentices with knowledge about their authentic communicative

needs, which would give them an opportunity to learn what essay examination, as one of the crucial socio-cultural practices, employed in the target community actually entails. Thus, the first three sessions were designed as awareness-raising sessions in which data findings obtained in the fact-finding phase of the project were presented. In those sessions, the apprentices were offered models of types of examination questions in terms of instructional verbs they contain, task types that particular question prompts can require neophytes to perform, and cognitive processes in which neophytes are required to become engaged in to be able to respond to those prompts successfully. In addition, they were also informed of the nature of problems which were found in the interviews and questionnaires preventing “old-timers” (the neophytes in the 1st and 2nd year in ECOBA) from functioning as effective members in the new community.

As for the presentation of problems, they were first categorised as general problems of adaptation to the new community and those specific to the essay examination, and then sample quotations illustrating the old-timers’ problems in different categories were selected and reported to the class. As mentioned earlier (see Section 5.1.3, Chapter 5), the apprenticed-neophytes have already had a general idea about those problems by means of their small-scale participatory research in the new community. However, by providing them with more detailed evidence, it was believed that their awareness of those problems would increase more, which would, as a result, help them adjust their behaviours in the community accordingly.

Regarding the provision for raising awareness of the question prompts employed in the essay examinations, the apprentices were provided with a handout containing the typology of question prompts on the basis of categories and subcategories of tasks they require to be performed and the cognitive levels that those questions fall into. The categories in the list are exemplified by question prompts drawn from “authentic” examination scripts used in the genre analysis done in the “reconnaissance” phase (see “Learning Material I” in Appendix 5). In this session, after the whole-class discussion of the question types through the guidance of the researcher, the apprentices were also

informed of the frequency and amount of accommodation of each type of question in ECOBA. To do this, actual data findings acquired from the analysis of questionnaires and examination scripts were used.

The last of the first three sessions served the purpose of giving apprentices information about the nature of criteria attached by the mature members to the assessment of the game. In order to ensure that the apprentices do not face any problems due to conflicting forms of life claimed by old-timers (in the interviews held in the first phase) to stem from varied expectations of individual subject tutors, concerning, for example, their purpose of having neophytes write in the examinations, the roles expected to be played and norms and values to subscribe to in accordance with that purpose, it was decided to present the relevant evidence acquired from each tutor (in the grade-aloud protocols) separately. To do this, data obtained from questionnaires, grade-aloud protocols and retrospective interviews done with the mature members following those protocols were utilised.

First, the apprentices were informed of what their tutors had stated in the retrospective interviews about the purpose of getting neophytes to write in the essay examinations and the roles they expect them to play associated with that purpose.

Second, they were provided with evidence acquired from the questionnaires which indicate both mature members' and neophytes' perceptions of the criteria used in the assessment of writing.

Third, the concept of Grice's Cooperative Principle with its accompanying conversational maxims was introduced. To do this, a handout illustrating the grade-aloud protocol scheme based on Gricean conditions for conversational cooperation was given to the apprentices (see Learning Material II in Appendix 5). After they had discussed the scheme with the researcher, they were provided with samples of past examination scripts exhibiting features of a "good," "average," and "poor" paper (on the basis of the grades assigned and the tutor's comments on them) as well as the tutor's comments indicating

violations of maxims. Three examination scripts were selected for each course and they were those which were used in the genre analysis process in the fact-finding phase. The apprentices were then required to examine each script with its accompanying remarks produced by the individual tutor with a view to constructing a new shared understanding of what communicating legitimately and appropriately in their written interactions with that mature member actually entails, put differently, what counts as cooperation or what it means to play the game successfully in that course. During this process, when needed, guidance or scaffolding was provided by the researcher. After this, they were presented with three different handouts showing the frequency and percentages of violations of the maxims together with the individual tutor's remarks illustrating those violations (see Learning Material III in Appendix 5). These handouts include data findings acquired from the analysis of the protocol transcripts of all the examination scripts belonging to three different courses. By providing them with that sort of further evidence, it was believed that their understanding of what denies or enhances cooperation in those three different courses under discussion would be increased more, which might, as a result, quicken the process of their adaptation to the conflicting forms of life within the new community.

#### Session 4 & 5: Practice on the Community-Generated Components of the Game

Based on the theory of cognitive apprenticeship and LPP, it has been stated earlier that with reference to enabling apprenticed-neophytes to become aware of "expectations and learning goals" and to develop skills valued by their target community (refer Collins *et al.*, 1989 in Section 3.3.1, Chapter 3), there is a need to provide them with the situated opportunity to see "models of expertise-in-use" through becoming involved in the social practices of that community.

Acting on this idea, this sort of opportunity was given to the apprentices in the first three sessions of the learning curriculum through the methodology of "modeling" which mainly encompasses apprentices' "context-based" observation of target community-generated components of the game. In this way, using the LPP terms, the apprentices were assisted



“to talk *within* practices rather than talking *about* them from outside” through being offered “exemplars” including “masters” (conceived for the purpose of this study as tutors’ comments on examination papers as well as their remarks in the interviews, concerning the criteria of membership, norms, values, and roles expected of apprentices), “finished products” (past examination papers), and “more advanced apprentices in the process of becoming full practitioners” (other apprentices or “old-timers” whose examination papers were in use). Moreover, what apprentices acquire through being exposed to those “exemplars” is believed to be “a product of the ambient culture rather than of explicit teaching” (refer Brown *et al.*, 1989 earlier).

The sessions following the first three served to give the apprentices another situated opportunity with a view to enabling them not only to “observe” but also to “engage in and invent or discover” the community-specific components of the game because, as alluded to earlier in the presentation of apprenticeship approach, knowledge of those components or, as suggested by Brown *et al.* (1989), the “tools” of a new community is both situated and progressively developed through activity. Thus even given explicit formulation of them, understanding how to use the tools depends crucially on understanding the way they are embedded in the context of actual problem context. Based on this, in these sessions the apprentices were exposed to practice exercises with the purpose of reinforcing the conceptual scheme concerning the types of question prompts, and criteria used by mature members in the evaluation of the essay examinations, which were modeled in the previous sessions reported above. The procedure followed to do this is as follows:

These sessions first aimed at giving the apprentices enough practice “inventing” or “discovering” question types accommodated in the examinations. The question prompts prepared to serve this purpose were drawn from the authentic examination scripts belonging to former neophytes and those used for data analysis in the fact-finding phase. The apprentices were provided with three sets of question prompts, each illustrating the types of questions employed in the examinations of three different tutors who are in

charge of teaching the freshman courses, namely Introduction to Economics I, and Introduction to Business (see Learning Material IV in Appendix 5). Then they were asked to work in groups and, using apprenticeship terms, “formulate” and “articulate” their knowledge of the prompts in terms of the tasks they can call for and cognitive processes/skills required to accomplish those tasks. After the “articulation” stage, each group was given a chance in a plenary session to compare their findings firstly with those of their peers and then with those which were verified through liaison between the mature members and the researcher (reflection). This was done to make them see the extent to which they have acquired the conceptual scheme of question types. In order for the apprentices to do the first practice exercise, “scaffolding” by the researcher in the form of assisting them with “hints or reminders” was provided (guided practice). After ensuring that they were competent enough to act on their own, the apprentices worked on their own (exploration) to do the other exercises until the “reflection” stage.

The practice exercises done on the question types were followed by those concerning the norms, values, and the criteria attached by the mature members to the assessment of the neophytes’ performance in the game. To do this, the apprentices were given old-timers’ responses given to particular essay questions set by one of the three tutors (see Learning Material V in Appendix 5). They were first asked to identify the type of a specific question (as they did in the previous exercise) and then to adopt the tutor’s persona to judge the response given to that question. In the “articulation” stage, while “articulating” their judgements, they were also required to state, if applicable, violations of conversational maxims in the response. They were given no guidelines because they were told to benefit from their previously acquired bag of heuristics produced by initial learning process (refer the first three sessions presented above). However, considering that they were not mature enough in terms of subject-specific knowledge, they were provided both with the grades assigned by the tutor to the neophyte’s response and with guidance from the researcher. In doing so, it was believed that they would have an idea as to the extent to which the response was considered “adequate” by the tutor, hence the process of judging the responses would be facilitated. Some of the criteria they came up

with matched their tutor's though personal experience showed that they dwelled on minor problems in the beginning. Therefore they were given a chance in a plenary session to see how their tutor judged the same responses they judged by being exposed to the tutor's comments on the examination scripts after they had gone through the experience themselves (reflection).

Practice exercises concerning mature members' criteria of evaluation of the essay examinations were done on at least three scripts produced for those three different tutors with a view to enabling the apprentices to reinforce their understanding of what sociolinguistic and strategic competence mean in this particular game or what the nature of the criteria to meet in order to satisfy the individual tutors while playing the game.

#### Session 6&7: Analysis and Reflection on Mid-term Examination

These sessions were held after the apprentices had taken the mid-term examination administered in the courses "Introduction to Economics" and "Introduction to Business" in ECOBA. In the sessions, the apprentices went through almost the same process as they did in sessions five and six, but this time on their own examination scripts (see Learning Material VI in Appendix 5).

First they were required to analyse the questions asked by the three tutors, and on the basis of this analysis, they then reflected on and "verbalized" their own experience that they had been through when answering those questions. Of particular interest in their "reflection" was the cognitive processes and those of their task achievement associated with the specific questions that they had answered.

Second they were given an opportunity to be exposed to "exploration" activities with a view to evaluate particular answers on the basis of the criteria used by mature members. Acting on the idea of apprenticeship which emphasises the importance of creating a "collaborative community," the apprentices worked in groups "in conjunction with each other and always guided by social norms, set goals, negotiate appropriate means to reach

the goal and assist each other in implementing the means...as activities evolve.” Each group was given a copy of one of their peer's script (without the name of the author and the grades assigned) submitted in response to the mid-term examination administered by an individual tutor. Individual group members read one particular answer for about five minutes, trying to decide whether it was an “adequate” response to the question set, “inadequate” or “average” by putting themselves in the place of their tutor. They received no prompting as to what things they should be paying attention to, just were told to bear in mind possible violations of maxims that they think their tutor would react to. Then they were required to discuss and reach an agreement about the adequacy of the response together with the possible grade to be assigned. In a plenary session, each group reported their joint decision and the reasons for their judgement. After the whole class discussion had been held, the apprentices were given a copy of the tutor's remarks on the answer as well as its grade to compare their judgement with that of their tutors’.

#### **6.3.4 Individual Sessions for Providing Feedback on the Game**

Acting on the third principle established for the implementation of the learning curriculum (see Section 6.1 above), the sessions held after the administration of the mid-term and final examinations (both in the first and second academic semester) served the purpose of providing apprentices with feedback from the mature members in order for them to see the extent to which their behaviours in the game are conceived by mature members as legitimate and appropriate.

Prior to exposing the apprentices to their tutors' feedback, the researcher held grade-aloud protocols with each concerned tutor. Then she transcribed the recorded protocols for the purpose of analysis (see Appendix 12 for samples of transcriptions) The analysis of the tutors' comments identified with particular answers produced by the apprentices was done through the grade-aloud protocol scheme based on Grice's four conditions for conversational cooperation. Of particular interest in the analysis of the tutor's comments on a particular answer was what the tutor indicated as violations of the conditions of cooperation, errors that jeopardised the Cooperative Principle in that answer, put

differently, modes of apprentices' behaviours considered by the tutor inappropriate and illegitimate to the rules of the game, and the grade associated with those behaviours.

At the end of the analysis done for each examination administered both in the first and second stage of the learning curriculum, a feedback sheet to be given to apprenticed-neophytes was prepared. The feedback sheet included the number of the violations together with quotations (taken from the tutor's comments) illustrating those violations grouped under the appropriate categories of four maxims (see Appendix 6 for a sample feedback sheet).

Before exposing the apprentices to their tutors' comments, they were asked to "reflect" on their performance in the game. The purpose of this was two-fold:

- first, based on the theory of apprenticeship approach to learning, it was considered to be essential to encourage them to "verbalize their knowledge, mental reasoning, or approaches to problem solving, and their task achievement processes" (refer Brown 1991, in Section 3.3.1, Chapter 3), which is not possible to do during the actual administration of the examinations;

- second, information to be acquired from that sort of process was thought to provide valuable input concerning their own perceptions of their performance in the game, the comparison of which with those of their tutors (to be obtained through the grade-aloud protocols) would give insight into the extent to which they are considered as successful players in the game (see Section 7.3.1, Chapter 7).

Thus, in the course of the individual sessions, each apprentice was given her/his answer sheet with no grades on it. S/he was asked to articulate her/his own perceptions of the type of a particular question s/he responded to in terms of the task and cognitive skill it requires, how s/he dealt with the question considering her/his perception of the question

and expectations of the tutor, and finally her/his guess as to how the tutor's would react and what grade he would give to that particular answer. The reflection stage, after it had been recorded, was followed by exposing the apprentice to the tutor's comment on her/his response which s/he had already reflected on through having her/him listen to the relevant part of the protocol transcript from the tape-recorder. After repeating the process for all the responses provided, each apprentice was provided with her/his answer sheet and a feedback sheet prepared by the researcher beforehand in order to give her/him a chance to have detailed and adequate information about her/his performance in the game so that s/he could adjust her/his behaviours in the subsequent games accordingly.

The feedback sessions were held in the researcher's office which was thought to be a suitable place where the quality of recording of the reflections as well as the process of transmitting feedback to the apprentices from the tape-recorder could not be influenced due to interference from the environment. As for the day and time of the sessions, they were held by appointment, when possible, in the same day as the previous group-sessions were held.

### **6.3.5 Evaluation of the First Stage of the Learning Curriculum**

Prior to embarking on implementing the second stage of the learning curriculum with a view to enculturating apprenticed-neophytes into the new community, the apprentices were asked to give their opinion about the effectiveness of the first stage. Getting their opinions for the purpose of evaluating the first half of the curriculum was thought to be crucial, based on the previously stated view that learning curriculum must be "viewed from the perspective of learners" (refer Lave and Wenger 1991, Section 3.4, Chapter 3), which would help the researcher to construct learning opportunities or "learning resources" in the second half of the curriculum accordingly. The apprentices' opinions were acquired through the responses they had given to three open-ended questions when the researcher met them at the end of the first academic term after they had been exposed to their tutors' feedback on the final examination. In the questions, they were asked to state

- what they liked most about what has been done so far in the first term(their positive impressions);
- what they did not like about what has been done so far (their negative impressions);
- what they wanted to be done in the second term in order for them to increase their performance in the essay examinations and finally
- their additional comments (see Appendix 7).

Findings acquired from their responses will not be reported at length here since they will also be discussed in the evaluation of the whole research project. However, it is considered to be plausible to summarise here some of their observations, particularly their negative impressions and the points which they think should be taken into account in the second stage of the curriculum since insights gained from their observations constituted input for possible approaches to design the stage.

The positive reactions of all of the apprentices centred on the usefulness of the process they went through in the first half of the learning curriculum for their adaptation to the new community in general and more specifically to the targeted game, essay examinations. As for their responses indicating negative impressions, while six apprentices, out of a sample of nine, stated not to have any negative impressions, three complained about the cancellation of few sessions due to some of their peers' absence. Concerning their requests for the things to be done in the second half of the curriculum, all of them asked for tasks which will require them to read subject-specific articles and to write commentary type of essays on those articles. Few also requested for more practice on question types and tutors' evaluation criteria of the game. Based on their reactions action was taken to implement the second stage of the curriculum which will be discussed in detail in the following section.

## **6.4 Implementing the Second Stage of the Learning Curriculum**

Acting on the second principle (see Section 6.1 above) and feedback obtained from the apprentices about the first half of the learning curriculum, this stage was implemented in the second academic term with a view to providing the apprentices with proper experience and practice in playing the game. This was done through having them perform enculturation writing and critiquing tasks. This stage also catered for apprentices' reflections on their own performance in essay examinations (in the mid-term and final essay examinations administered in the second academic term) and provision for creating community of expert practice i.e. obtaining and transmitting mature members' feedback to the apprentices. However, since these have been discussed in detail earlier while presenting the procedure followed in the first stage, emphasis in this section will be on discussing the process for designing and implementing writing and critiquing tasks.

### **6.4.1 Designing Process for the Second Stage**

As it was done in the first stage, designing process for the second stage started with meetings with mature members and apprentices. The researcher met both groups in the first week of the second term. Following is an account of those meetings.

#### **6.4.1.1 Meeting with the Apprentices**

At the meeting with the apprentices:

- a review of the first stage of the learning curriculum was done.
- each apprentice was given a chance to do her/his own self-evaluation of her/his performance in the essay examinations s/he had participated in.
- the researcher provided the apprentices with information about the nature of the course of action to be followed in the second term.
- she asked for their new time-table so that she could make the arrangements for sessions to be held in this stage. According to the time-table, it was discovered that the freshman courses "Introduction to Economics I" would continue with the name of



“Introduction to Economics II”, but the apprentices were not required to take the course “Introduction to Business” since it was a one-semester course. This means that the researcher would continue to collaborate with Prof. Fisunoğlu and Prof. Erk because they would be giving those courses again, but not with Prof. Ay since he would not be teaching the apprentices any longer during the research process.

- on the basis of the new time-table, scheduling for the sessions to be held for the implementation of writing and critiquing tasks was done. It was agreed as it was in the first stage that again on a voluntary basis and beside their full course-load, the apprentices would participate in eight two-hour sessions before and after the administration of the mid-term examinations in which attention will be given to provide them with the situated opportunity to have practice and experience in the essay examinations through engaging them in writing and evaluating tasks.

- it was also agreed that apart from those sessions, the researcher would always be available for consultations whenever the apprentices feel the need.

#### **6.4.1.2 Meeting with the Mature Members**

This stage encompassed two different face-to-face meetings with the subject tutors; one with Prof. Ay and the other with Prof. Fisunoğlu and Prof. Erk together. The meeting with the former tutor was arranged for the purpose of thanking him for his willing cooperation and collaboration throughout the research process carried out so far. At the meeting with the other two tutors:

- a review of the curriculum implemented in the first stage was done.

- as they did in the first stage, the subject tutors provided details on the requirements of the course which they consider as a continuation of the previous course “Introduction to Economics I.”

- the researcher briefed about the nature of the situated opportunity to be given to the apprentices in that stage, including information about writing and evaluating tasks.

- based on the given information mentioned above, the extent of cooperation between the researcher and the tutors was discussed. It was decided that according to the

availability of the tutors, the researcher would meet them once every one or two weeks to get their suggestions to design tasks to be implemented. Their suggestions will be for selecting reading materials as well as topics to be used as input for writing tasks and designing the tasks themselves. The researcher also requested that they provide comments and feedback on the written pieces to be produced by the apprentices as response to the set tasks. They unfortunately stated that they could not do this due to their full teaching load and other academic responsibilities, but accepted to participate in the grade-aloud protocols as they had been doing since the beginning of the research project. Therefore, with a view to compensating for the lack of their feedback on the task performance of the apprentices, the tutors suggested that the researcher prepare a feedback sheet to be used in the evaluation of apprentices' writing. As a result of the discussion regarding this, it was agreed that the sheet should be based on the criteria attached by the tutors to the assessment of apprentices' performance in the game.

This meeting was followed by several others. In one of those meetings, the feedback sheet (see Appendix 8) prepared by incorporating aspects of written communication evidenced to be "important" (in the questionnaires administered in the fact-finding phase) into the scheme of Gricean maxims for conversational cooperation was shown to the subject tutors for confirmation. The other meetings, as mentioned earlier, served to get assistance from the tutors during the preparation of writing tasks which will be the topic of discussion in the following section.

#### **6.4.2 Designing Writing and Evaluating Tasks**

With regard to the frequently stated idea that in order for apprentices to be successful players in the games employed in the new community, a prerequisite for effective membership, it is believed that there is a need to give them an opportunity to master a new understanding of what those games actually entail (see awareness- raising sessions above). It is also believed that apprentices would increase their awareness regarding the nature of those games as well as what would be demanded of them by mature members if they have adequate experience and practice in playing the game through

1. engaging in domain-specific writing tasks which are endorsed by and replicate “authentic” or socially constituted practices of the new community, in the sense that they are designed by an internal view rather than “an external view of what knowing is about,” and
2. evaluating the task performance of their peers according to mature members’ expectations with regard to norms, values, valid lines of thinking and speaking and so on.

The procedure followed to do these will be described in the next two sections.

#### **6.4.2.1 Writing Tasks**

As mentioned earlier, it is believed that writing tasks which the apprentices will be engaged in should reflect as much as possible the types of tasks they are expected to perform when engaged in essay examinations so that those tasks can be considered to be intrinsically related to an interesting or at least coherent goal rather than for some extrinsic reason. Given the time limitations of the implementation process, however, it seemed impossible and unrealistic to prepare tasks which would give the apprentices a chance to practice all the task types emerged from the analysis of the questions accommodated in essay examinations. Therefore, as a result of discussion with the mature members, it was decided that writing activities should be designed considering the following factors:

1. the frequency of the task types and cognitive skills associated with those tasks required by the questions accommodated in the practice;
2. beside the frequency criterion, neophytes’ perceptions of the difficulty they face in performing particular tasks; and
3. mature members’ purpose of having neophytes write in the essay examinations and roles expected of neophytes in relation to that purpose.

Regarding the first factor mentioned above, to recapitulate what was found in the analysis of questions done in the reconnaissance phase, the majority of them require neophytes to *display familiarity with a concept and with relationship between/among concepts* when engaged in the cognitive process at *knowledge and comprehension* level. Thus, it was decided that these should be taken into consideration while preparing writing tasks.

Evidence acquired in the fact-finding phase also revealed that the types of questions found to be most frequently employed in essay examinations do not impose on neophytes as much burden as those which include an argumentative element calling for cognitive skills at a much higher level provided that neophytes have accurate and adequate knowledge about the topic posed by the question. Thus regardless of the frequency criterion for those higher level questions, it was decided that writing tasks should also reflect those which were claimed by neophytes in the interviews (made in the fact-finding phase) to be demanding or hard to perform i.e. task categories which employ an argumentative element calling for higher order cognitive skills so that the apprentices could be given an opportunity to have experience and practice in performing tasks identified with such questions.

And finally the tutors' purpose of having neophytes write and roles demanded of them in the essay examinations, the third factor presented above, was also considered to be important in the design of the tasks, and hence constituted the other reason for the decision concerning attention paid to the higher level questions beside the lower level ones (refer the second factor above). To reiterate evidence acquired in the retrospective interviews done with mature members in the fact-finding phase, it was found that there exist conflicting forms of life in the new community stemming from difference in purposes of writing for neophytes and roles expected of them in the essay examinations employed in the three courses (refer Section 5.2.4, Chapter 5). Those different purposes and roles, for example:

- to see neophytes' competence in displaying "information" as well as using the thinking and language of their discipline (Introduction to Economics II/ Macroeconomics);

- to see neophytes' competence in acquiring content-specific concepts and applying those concepts (Introduction to Economics I); and

- to see the extent to which neophytes can "memorise" what is given in lectures and textbook (Introduction to Business)

manifest themselves as tutors' tendency to ask questions different in terms of required task categories and cognitive skills, to illustrate:

- Prof. Fisunoglu's (claimed by most neophytes to be the most demanding tutor in the community) tendency to employ questions which call for tasks requiring "familiarity with argumentation" and cognitive skills at higher levels such as analysis, synthesis and/or evaluation;

- Prof. Erk's tendency to accommodate those calling for tasks requiring "familiarity with a concept, with relationship between/among concepts, and with performing calculation" and cognitive skills generally at comprehension and application level; and

- Prof. Ay's inclination to ask questions calling for tasks requiring "familiarity with a concept" and cognitive skill at knowledge level.

Based on all these factors discussed above, apprentices' feedback concerning their request for the type of writing to be done (see Section 6.3.5 above), and evidence indicating essay examination in ECOBA is considered by mature members as "knowledge-display", and naturally requires neophytes to engage in cognitive process at knowledge and comprehension level in any case (see Section 5.2.4, Chapter 5), it was decided that writing tasks should be designed in such a way that they give the apprentices a chance to have experience and practice in producing written pieces in response to questions calling for not only so called "lower level tasks and cognitive skills" but also, even more

intensively, “higher level ones.” Moreover, additional care was taken to replicate authentic question prompts found in the analysis of essay examinations when formulating instructions in the task prompts.

The description of writing tasks prepared with the consideration of the factors discussed above is given below:

Task 1: Define and describe the subject you are studying, and explain why it is important in today’s world.\*

Task Category: Display familiarity with a concept (significance).

Cognitive Skill(s)/Process(es) Required: Knowledge and Comprehension.

Task 2: Read the attached article concerning the Australian and British economy. Write a short paper in which you discuss the likenesses and differences between the economies of these two countries.

Task Category: Display familiarity with the relationship between/among concepts (differences and similarities).

Cognitive Skill(s)/Process(es) Required: Comprehension.

Task 3: Read the attached article and write a short paper in which you summarise what the author says about the distinction between “managers” and “leaders.” Do you agree with the author’s argument? If not, present your own interpretation of these two concepts.

Task Category: Display familiarity with the relationship between/among concepts (description of differences) and with argumentation (critical thinking).

Cognitive Skill(s)/Process(es) Required: Comprehension; Synthesis (calling for original communication); and Evaluation (calling for a judgment and offering an opinion).

Task 4: Suppose that one professor at the school is outstanding, being the best teacher and a superb administrator. In your opinion, should the Dean of the school ask this individual to teach or to become the administrative vice-dean? Explain.

Task Category: Display familiarity with argumentation (critical thinking).

Cognitive Skill(s)/Process(es) Required: Analysis (calling for an analysis of available information to reach a conclusion); Synthesis (calling for original communication); and Evaluation (calling for a judgment about the merit of an idea and offering an opinion).

Task 5: Read the attached article about “taxation.” Analyse the situation in Turkey and discuss the negative consequences of the drawbacks in the current taxation system. Then suggest your own taxation policy to remedy this problematic situation.

Task Category: Display familiarity with the relationship between/among concepts (result) and with argumentation (critical thinking).

Cognitive Skill(s)/Process(es) Required: Analysis (calling for identifying motives, reasons for and/or consequences of a specific occurrence); Synthesis (calling for original communication and prediction); and Evaluation (calling for offering an opinion).

Task 6: Read the attached text about the Turkish economy in the 1990s. According to the author, what are the main causes of inflation that Turkey has been facing in its economy? Evaluate the policy of the Government to prevent inflation and make your own policy suggestion to reduce the inflation rate in the county.

Task Category: Display familiarity with the relationship between/among concepts (cause or contributing factors) and with argumentation (critical thinking).

Cognitive Skill(s)/Process(es) Required: Comprehension; Synthesis (calling for original communication); and Evaluation (calling for a judgment and offering an opinion).

Task 7: Read the attached text about “unemployment.” Do you agree with the author’s idea that like Western Europe, Turkey should learn something from the policy of Swedish Government to overcome unemployment problem? Explain.

Task Category: Display familiarity with argumentation (critical thinking).

Cognitive Skill(s)/Process(es) Required: Comprehension; Synthesis (calling for original communication); and Evaluation (calling for a judgment about the merit of an idea and offering an opinion).

Task 8: Read the attached text about “poverty in developing countries.” Explain the measures suggested by the World Bank to reduce the rate of poverty. Then discuss the appropriateness of those measures considering the problem in your country.

Task Category: Display familiarity with a concept and with argumentation (critical thinking).

Cognitive Skill(s)/Process(es) Required: Comprehension; Synthesis (calling for original communication); and Evaluation (calling for judgment about the merit of an idea and offering an opinion).

\* For the preparation of this task, credit is due to Dianne Wall who designed an academic writing course given on pre-sessional and in-sessional courses at the University of Lancaster.

As can be noticed in the description of tasks, with the exception of Task 1 (reading material provided for Task 3 was used as input for writing in Task 4), the apprentices were provided with reading materials (see Appendix 9) which they would react to in writing (hereafter referred to as ‘reading input’). This decision was based on

- evidence (obtained in the fact-finding phase) concerning mature members’ expectations of neophytes to expand their subject-specific knowledge through independent reading of texts in journals related to their field; and

- evidence (acquired from the apprentices’ feedback on the first stage of learning curriculum) indicating the apprentices’ request for being exposed to reading texts which would constitute input for writing they would perform in the second stage.

Selection of the types of reading input was done with the subject tutors who suggested that the content of reading input should be based on the main topic areas covered in the apprentices’ on-going “Introduction to Economics II” course. Thus, the topic areas selected were “Economics and the Economy” (Task 1 and 2), “Business Organisation and Behaviour” (Task 3), “Productivity in Management” (Task 4), “Taxes and Public Spending” (Task 5), “Inflation” (Task 6), “Unemployment” (Task 7), and “Problems of Developing Countries in the World Economy” (Task 8). The main sources from which



reading input was drawn were the journals, the Economist and Harvard Business Review as well as a Turkish newspaper. These journals were those available in ECOBA's library and suggested by the tutors to be useful for apprentices in terms of expanding their subject-specific knowledge.

Sequencing of the tasks was done following one of the principles suggested by Collins *et al.* (1989) in their theory of learning through apprenticeship approach i.e. constructing a sequence of tasks in such a way that "more skills and concepts are required of students." Thus, complexity of writing tasks increased in accordance with the developmental process the apprentices went through in terms of both content knowledge and skills required of them when performing those tasks. Concerning the development of apprentices in content knowledge, it was thought to be reasonable to sequence tasks on the basis of order of presentation of topic areas in lectures, i.e. having apprentices to produce written pieces on topics which they had been exposed to through lectures before engaging in the writing process. As for their skill development, as can be seen in Figure 5 above, tasks were sequenced in such a way that much higher order thinking processes associated with particular task categories are required of the apprentices.

As stated earlier, implementation of writing tasks was done in a period of eight weeks, each week including a two-hour session held with the apprentices. In the first session, when the apprentices produced their pieces in response to the first task, one hour was devoted to apprentices' writing and the other to the evaluation of each other's written pieces. However, this experience showed that it was difficult for apprentices to produce written pieces in an hour and embark on another task (evaluating their peer's written work) just after the first one. Moreover, they requested that they do the tasks outside the class in a longer period of time. Therefore, the procedure summarised below was followed for the implementation of all the other tasks:

- writing was done as "out-of-class" activity;

- thus, “in-class” activities included apprentices’ evaluation of their peers’ writing produced outside the class and reading and discussion of the input which the apprentices would react to when undertaking the out-of-class task of the following week. One class hour was devoted to each activity, but this period was sometimes extended in accordance with the length of reading material and written pieces to be evaluated.

- the apprentices were given reading input a week before the sessions so that they could prepare themselves for the discussion session to be done in the following week.

- after having ensured that they comprehended the content of the reading material which they would use as input for their writing, they were required to examine the task prompt and give their own interpretation of what was expected of them by that task. Emphasis in the discussion concerning the task was on drawing their attention to the importance of providing for community-generated sociolinguistic and strategic components of communicative competence while writing, more specifically to the task category and cognitive skill/s identified with that task as well as mature members’ expectations with regard to roles, norms and values, valid lines of thinking and speaking, and criteria to determine behaviour legitimate and appropriate to the task set. To do this, they were told to benefit from their previously acquired bag of heuristics produced by initial learning process (see awareness-raising sessions presented in Section 6.3.3 above).

- written pieces produced by the apprentices in response to the tasks were collected at the end of each week so that they could be prepared for peer evaluation session to be held in the succeeding week.

The procedure followed to have the apprentices read, discuss and evaluate the written work of their peers will be discussed at length in the next section.

#### **6.4.2.2 Evaluating Tasks**

As stated earlier (see Section 6.4.2 above), having the apprentices evaluate their peers’ written work submitted in response to the out-of-class writing assignments was another situated opportunity given in order for them to have adequate experience and practice using mature members’ criteria of evaluation as well as norms and values which they are

expected to subscribed to. Going through such an experience, the apprentices are believed to enhance their sociolinguistic and strategic competence i.e., their ability to anticipate the tutors' expectations and make provision for them.

The apprentices performed the task called "evaluating writing" for each writing task after they had submitted their written work produced in response to the task assigned each week. The procedure, which will be described below, was similar, in some ways, to the one followed in Session 6&7 held in the first stage of the learning curriculum:

1. The researcher selected one or two pieces of writing from all those submitted in response to the out-of-class writing task. As for the selection of written pieces, the rule was that the papers should manifest some problem/s which can be considered to lead to violations of the conditions of successful written communication, errors that may jeopardize the Cooperative Principle. Acting on the idea suggested by Wall (1985), she then prepared the writing for the session for evaluation in the following ways:

- a. by erasing the name of the author, so that the paper can be judged on its own terms.
- b. by typing the paper, to further protect anonymity and to make it more professional in appearance. It was felt that in this way the paper would become more of an object and could therefore be evaluated more dispassionately. Handwriting reminds people that personalities are involved, which can prevent people from stating their true reactions or can cause people to be so polite that the points they are presenting get lost amidst the mitigation.

The researcher then made copies of the paper and distributed them to the class.

2. The researcher asked individual members of the group to pretend that they were one of the tutors, for example Prof. Fisunoğlu (in the succeeding sessions, the apprentices were given a chance to adopt the persona of the other tutor) and to read the piece of writing for about five minutes, trying to judge whether it is an "adequate" response to the task set on

the basis of the tutor's expectations concerning his criteria, norms and values. To do this, they were provided with an evaluation sheet (the same sheet as the feedback sheet prepared earlier as a result of the negotiation with mature members) and required to state how "adequate", on a scale of 1 (good) to 3 (poor), they considered the paper to be from the viewpoint of certain aspects of written communication included in the evaluation sheet. Space was also provided for any possible comments regarding their judgements (see Appendix 10 for sample evaluation sheets used by apprentices).

3. In a plenary session, each apprentice was given an opportunity to publicize his/her judgement as well as the reasons for such a judgement. After all the judgements and reasons had been written on the board in note form, the apprentices were involved in a discussion session in which they were required to explain and defend their reasons. They were encouraged to listen to each other, question, agree or disagree with their colleagues.

4. After all the points on the board had been similarly explained and reacted to, the researcher summarised, for the benefit of all, what the most important points were.

The written products of apprentices were also assessed by the researcher, also according to the criteria of mature members. To do this, she used the same feedback sheet used by apprentices to evaluate their peers' papers. Each time an apprentice handed in a paper produced as response to a writing task assigned s/he received a feedback sheet indicating the strengths and weaknesses of the writing together with detailed comments on specific points (see Appendix 12 for a sample feedback sheet). By providing the apprentice with feedback on her/his task performance, s/he was believed to see what s/he achieved and what exactly s/he still needed to work on to satisfy the individual subject tutors.

## **6.5 Conclusion**

The discussion presented so far in this chapter has aimed at describing in detail the procedure followed to carry out the second phase of the research project. More

specifically, it has dealt with the description of the learning curriculum implemented to provide the new members (apprentices concerned in this study) with the situated opportunities to absorb and be absorbed in their target community of practice. The implementation was done through adapting the essential features of the apprenticeship model to language training (as discussed in Chapter 3) and the study is now in the position to evaluate how effectively the applied model has catered for the absorption of the apprentices into their new community. The following chapter will serve to present the empirical evidence regarding this as well as the data collection devices utilised for the acquisition of the evidence.

# CHAPTER 7

## PRESENTATION AND DISCUSSION OF EMPIRICAL EVIDENCE

### **7.0 Introduction**

The phases of the research project, which focuses on the language training provision made available for efficient and smooth absorption/enculturation of new members (apprentices) into a new academic discourse community in which they aspire to become members, have been described in the previous two chapters. This chapter will deal with the evaluation of the language training model implemented in the project with reference to its adequacy in providing the apprentices concerned in this study with effective enculturation into their target community. As has been mentioned earlier, the focus of apprentices' enculturation process is on one particular practice, namely essay examination. Thus apprentices' absorption into the new community will be evaluated with special reference to their performance in this practice. The following will discuss the main issues which will be taken into consideration in the evaluation. Then, empirical evidence acquired in the course of evaluation will be reported and discussed after the presentation of data collection forms utilised to obtain the empirical evidence.

### **7.1 Main Issues in the Evaluation of the Research Project**

For the purpose of this study it was thought to be plausible to do the evaluation of the research project with the consideration of the conceptualisation of effective membership of a new community described in detail in Chapter 2 and fundamental components of the theory of learning (LPP) from the socio-cultural point of view; learning to function as a member of a new community incorporated into the research model as discussed in Chapter 3.

Based on the framework established in Chapter 2, it is essential to emphasise that the concept of language training for effective membership in a new community here involves successful legitimate peripheral participation in the ordinary practices of the new community. And successful participation entails mastery of the required language competence and/or communicative competence which is conceived in this study as the acquisition of legitimate and appropriate modes of behaviour as defined by the new community that the apprentices aspire to join i.e. having shared understandings of norms and values, roles, valid lines of thinking and speaking, rules of language use, genre employed in those practices (socio-linguistic and/or socio-cognitive competence as discussed in Section 3.4.1, Chapter 3 and Section 6.1, Chapter 6) and ability to accommodate these community-generated elements when participating in the practices (strategic competence). Only then can apprenticed-neophytes be perceived as effective members by mature members of the target community.

All of these parameters were taken into account in the language training model designed for neophytes' smooth transition to the new community. It was stated in the theory of apprenticeship through which the model was prepared that learning (see the theory of LPP in Section 3.5, Chapter 3) gives apprenticed-neophytes opportunities both to absorb and be absorbed in -- the new community of practice; opportunities to make the culture of practice theirs; to construct identities as whole persons, as persons in -- the -- world who are in the process of becoming an old-timer; a full participant; a different person whose willingness to identify with, be changed by the new community determines their membership. This conceptualisation of learning suggests that apprenticed-neophytes' perceptions of their own membership of the new community are as much -- if not more -- important as the mature members'.

Bearing these in mind, the focus of interest in the evaluation of the research project will be on the extent to which the apprenticed-neophytes concerned in this study

1. have absorbed and/or constructed a conceptual scheme or language (refer Kent, 1991 and Bruffee, 1984 in Section 2.4, Chapter 2) concerning the requirements of the new

community (with particular reference to essay examination) i.e. mature members' expectations regarding norms and values, roles, valid lines of thinking and speaking, and rules of language use and so forth, and hence

2. are absorbed in their target community of practice, put differently, they consider themselves and are considered by mature members as having constructed identities as whole persons, persons in - the - world, persons different from others, members of the new community of practice.

Evidence of this will be acquired

a. from the observations made by subject tutors' (since they are regarded as mature members of the new community) on the apprenticed-neophytes' covert or actual performance in the essay examinations employed in the new community and examined with special reference to their perceptions of neophytes' membership in terms of apprentices'

- awareness of the conceptual scheme or language (as defined above) accommodated in the essay examinations of the new community, and

- competence (as described above) in providing for those community-generated components (envisaged in the language as discussed in 1 above) when engaged in these games (essay examinations), conforming to the rules for behaviour legitimate and appropriate to the expectations of the new community (as discussed in Chapter 2); to use the target community's tools effectively; to be deemed as cooperative communicators (as discussed in Section 5.2.4, Chapter 5); to play the game successfully, and

b. from apprenticed-neophytes' perceptions of their own membership of the new community. These perceptions would be revealed by and examined in terms of



- their awareness of the requirements of the new community or ways of doing things to be effective members,
- their willingness or intrinsic motivation to identify with, be changed by, in brief to be members of the new community,
- their confidence in playing the game,
- their self-evaluation of their performance in the social practices, more specifically in the essay examinations, and
- their relationships, bonds or interactions with mature members.

With this evidence the study will then be in the position to discuss the use value (as discussed in Section 3.5 and 3.6, Chapter 3) or adequacy of the language training model implemented in this study in catering for apprenticed-neophytes with proper and smooth transition to their target community as effective members. Additional data to support this will be acquired from apprentices' perceptions of the enculturation process (as mentioned in Section 6.3.5, Chapter 6) envisaged in the training provision (see Section 7.3.3 below for the presentation of relevant evidence) and the comparison of their success in using the target community's tools when participating in the game with that of other neophytes in the community.

The following will discuss how the empirical evidence were acquired from the participants.

## **7.2 The Acquisition of Evidence for the Evaluation of the Project**

To recapitulate what has been stated above, evidence for the evaluation of the project will be obtained

1. from mature members' perceptions of apprenticed-neophytes' functioning in the new community; how they play the game; how they deal with ways of doing things; how they

survive in different terrains and seas or more specifically, neophytes' membership of the new community, and

2. from apprenticed-neophytes' own perceptions of their membership.

Based on this, it was considered to be necessary to adopt both qualitative and quantitative forms of data collection which would yield maximum evidence of those perceptions. The following discusses these forms of acquiring data from the mature members and apprenticed-neophytes.

### **7.2.1 Acquisition of Evidence from Mature Members**

It has been mentioned earlier that the researcher held grade-aloud protocols with the mature members of the new community throughout the research. While the protocols which were held in the fact-finding phase of the research served the purpose of determining the evaluation criteria of tutors i.e. norms and values attached by them to the assessment of neophytes' success in the game (see Section 5.1.4, Chapter 5), those held in the first and second stage of the implementation of learning curriculum aimed at giving neophytes the opportunity to have constant interactions with mature members in the form of providing them with tutors' feedback on their performance in the essay examinations (as discussed in Section 6.1 and 6.3.4, Chapter 6). Those which were used for feedback purposes will also be used to acquire evidence of mature members' perceptions of apprenticed-neophytes' membership of the new community with special reference to their competence in playing this game according to its rules defined by the community itself.

As was done in the first phase of the project (refer Section 5.2.4, Chapter 5), Grice's four conditions for conversational cooperation provided the analysis scheme of the protocols. In the analysis, the apprenticed-neophytes' "trial efforts" (in McCarthy's terms, 1989) or, in this case, the answers that they have provided in response to the questions asked in the essay examinations and mature members' responses or reactions to those efforts were considered as conversational turns in which both parties were doing what they believed to

keep the Cooperative Principle and/or communicative competence in force, to play the game successfully. Based on the purpose of this study, the apprentices' written turns were taken to display the discourse or language they believed was required so they would be deemed successful participants in the game. Then the responses provided by the mature members to the neophytes' efforts were categorised according to the same four conditions. A response was identified as an idea the mature members wanted to convey to neophytes and could be as short as a single mark or as long as several sentences. Of particular interest in the analysis of the responses was the tutors' perceptions of the extent to which the apprenticed-neophytes conformed to the rules for behaviour legitimate and appropriate to the expectations of the new community (as discussed in detail in Chapter 2).

Additional similar data which would give insight into the extent to which the apprenticed-neophytes are perceived by mature members different from others as a result of the "possibilities provided -- through the enculturation process -- for their improvisational development of a skill" (see Lave and Wenger, 1991 in Section 3.4, Chapter 3), for the purpose of this study, for developing legitimate and appropriate modes of behaviour -- a prerequisite for becoming a successful player, an effective member of the community -- were obtained through the comparison of their performance in the games with that of other neophytes in the new community. This was done by comparing the grades that the neophytes concerned in this study got as a result of their performance in the essay examinations -- one midterm and one final examination in each academic term -- with those of others who were not exposed to the sort of interventionistic action reported in this study (see Section 7.3.1.1 for the presentation of relevant evidence). As for the other neophytes, additional care was taken to include in the comparison sample those who were exposed to the language training programme in the Foreign Languages Center.

## 7.2.2 Acquisition of Evidence from Apprenticed-Neophytes

In order to obtain data which would give insight into the apprenticed-neophytes' perceptions of mature members' expectations concerning community-generated parameters, and hence their perceptions of their own membership of the new community, three forms of data collection tools were employed: neophytes' retrospective reflections on their own performance in the game, diaries, and interviews. These will be described in detail in the following sections.

### 7.2.2.1 Neophytes' Retrospective Reflections

Neophytes' retrospective reflections (obtained after the administration of examinations) on their performance in the essay examinations mentioned in Section 6.3.4, Chapter 6 were one of the data collection sources employed for evaluation purposes.

The researcher made audiotapes of what each individual neophyte told about the process s/he had been through when engaged in the game which were later transcribed and analysed. In the analysis the researcher first read the transcripts several times, looking for emerging patterns and themes regarding the apprentices' or "writer's" (McCarthy, 1987: 241) conscious concerns, i.e. anything that the apprentice told that s/he had paid attention to in order to achieve effective "cooperation" in her/his written interaction with the concerned mature member. The remarks concerning the apprentices' conscious concerns were then classified. Bearing in mind the evaluative nature of data, of particular interest in identifying and classifying their conscious concerns were

- first, the neophytes' developmental process of legitimate and appropriate modes of behaviour, or more specifically, the extent to which they have constructed and/or acquired the tricks of the trade or a bag of heuristics concerning the communicative competence required by the new community (as discussed in Section 7.1 above); and

- second, the extent to which apprentices and the concerned mature members agreed upon what constituted cooperation, what communicating legitimately and

appropriately entails, or what it means to play the game successfully, a prerequisite in order for them to be deemed an effective member of the target community.

As for the two above, data will be drawn from the tutors' remarks on apprentices' performance obtained by the grade-aloud protocols (as described in Section 7.2.1 above).

The games on which the apprentices provided their reflections were the final examination of the first academic term and the midterm and final examinations of the second term. It was decided not to have the apprentices reflect on the midterm examination administered in the first academic term because it was thought that they were still at the very beginning of their exposition to the learning practices provided for their enculturation (as discussed in Chapter 6) and, hence not familiar enough with ways of life in the new community.

#### **7.2.2.2 Diaries**

Diaries is another data collection tool employed to obtain evidence of apprenticed-neophytes' perceptions of their own membership of the new community.

Bailey (1990: 215) defines a diary study as

a first person written account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events.

A more elaborated definition of a diary study in second language learning, acquisition, or teaching is

an account of a second language experience as recorded in a first-person journal. The diarist may be a language teacher or a language learner-but the central characteristic of the diary studies is that they are introspective: the diarist studies his own teaching or learning (Bailey and Ochsner, 1983: 189).

Bailey (1990) points out that diary studies in second language research and pedagogy have generally taken one of three broad focuses. They have been used to document language learning experiences, student teachers' reactions to academic courses, and language teaching experiences.

In second language acquisition work, while some researchers have analysed their own diary data reflecting their own thoughts, feelings, and experiences while in language learning context, for example Schmidt and Frota (1985), Campbell (1996), and Cummins (1996), others did the analysis of diaries kept by second language learners to better understand variables that are thought to contribute to language learning, for example Bailey (1983), Peck (1996), and Hilleson (1996). These include affective factors, language learning strategies, learners' reactions to pedagogical techniques, cognitive styles, motivational factors, sources of anxiety, and the learners' own perceptions of the language learning process.

In a similar line of thought, the researcher in this study had the apprentices keep diaries with a view to exploring their thoughts, feelings, and experiences while in the absorption process into the new community. The exploratory data acquired from the diaries are thought to supplement the data provided in mature members' protocols, neophytes' retrospective reflections and interviews employed to evaluate the adequacy of the language training model catered for the apprentices' smooth absorption. Based on the supplementary and evaluative nature of the data, the focus of interest in the analysis of the diary excerpts was on identifying emerging patterns and themes related to neophytes' feelings, thoughts, and experiences in the gradual developmental process of acquiring new understandings of ways of doing things with special reference to appropriate and legitimate modes of behaviour expected by the mature members in essay examinations. Thus the diaries are considered to function more as memos to the researcher in reaction to the absorption process than as, in Peck's terms (1996: 238), "self-analyses for the original writers."

As a result of negotiation with the apprentices, seven out of nine in the actual cohort agreed to keep a diary, although, in the end, only four diaries were submitted. Those volunteers were asked to write as often as they could about anything related to their experiences and events which they felt important to them in the enculturation process. All diary excerpts have been translated by the researcher into English from the original in Turkish for data analysis purposes.

Diary keeping was carried out in the second phase of the research project when the apprentices actually started to “talk *within* the practices” of the new community. Following the theory of LPP or situated learning (refer Section 3.5, Chapter 3) this was done to closely observe the gradual developmental process by which the apprentices have become part of the new community of practice as well as the way they see themselves in the process they had been through -- from “periphery” to “full participation.”

### 7.2.2.3 Interviews

Concerning the function of interviews as research tools, Oppenheim (1992: 66) points out that

the purpose of all research interviews is to obtain information of certain kinds. This information may be in the form of factual replies to factual questions, or responses to attitude scale items, or ideas and feelings, or percepts and expectations, attitudes and the like.

In a similar line of thought, Wolcott (1988: 194) describes interviews as

anything that the fieldworker does that intrudes upon the natural setting and is done with the conscious intent of obtaining particular information directly from one’s subjects.

While Denzin (1978: 123) regards an interview as the

face-to-face verbal exchange in which one person, the interviewer attempts to elicit information or expressions or opinions or beliefs from another person or persons.

Burgess (1984: 102) conceptualises interviews as “conversations with a purpose.” Similar to this conceptualisation, writing on phenomenological research Manen (1990) labels the term as “conversational interview” which he describes as one of the data collection tools to obtain “experiential descriptions from others” i.e. “other people’s experiences and their reflections on their experiences” (p.62). He states further

...depending on the nature of the project and the stage of the inquiry process, the conversational interview method serves to *gather* lived-experience material (stories, anecdotes, recollections of experiences, etc.) (Menan, 1990: 63)

that

may serve as a resource for developing a richer and deeper understanding of a human phenomenon (ibid: 66).

Interviews conducted with the apprenticed-neophytes in this study are designed to serve two levels of inquiry:

1. At the overt level on the one hand, to explore their perceptions of the absorption process that they had gone through,
2. At the covert level on the other hand, to investigate their perceptions of their own membership as discussed in Section 7.1 above.

Bearing in mind these two levels of inquiry at this stage of the project, the conversational interview is selected as the main format of conducting the interviews. It is believed that the maximum information needed for the overt level of inquiry would better be obtained by having the apprentices reflect on their lived-experience while in the absorption process. More importantly, the experiential and reflective nature of the conversational



interview would allow for the acquisition of the most natural and reliable data possible for the covert level of inquiry. The naturalness and reliability of the data concerning neophytes' perceptions of their own membership, put differently, the way they see their own development as members of the new community would probably be distorted if they were involved in a formal question and answer exchange where there is often the danger of intrusion into the respondents' beliefs and opinions and minimum freedom of expression for them.

The researcher's approach in conducting the conversational interviews was to use structured but open-ended questions, providing some uniformity across interviews but still allowing apprentices to volunteer information and pursue interesting lines of discussion. Prompts and probes -- for more in-depth information needed especially for the covert level of inquiry and for supplementing certain points that had been noted in the diary data and retrospective reflections of neophytes -- were geared toward enculturation-related phenomena, but the apprentices had free rein to reflect on and discuss any aspect of their experiences which they deemed important.

The interviews were conducted following the termination of the second academic term, 1996. The researcher informed the apprentices of the explicit purpose of the interviews (as mentioned in 1 above) and asked them whether they would be interested in taking part in a conversation with the researcher and talking about and reflecting on the experiences they had been through while in the absorption process. All of them agreed to collaborate, though two out of nine apprentices did not turn up at the time of the interview because they had to return their hometown as soon as the term ended.

The average length of each interview was approximately sixty minutes, although some lasted close to two hours during which the apprenticed-neophytes were invited to talk about their lived-experiences in the first (while they were in the language training programme in the Centre) and second (when they were in ECOBA) stage of the absorption process. All interviews were recorded for data analysis purposes.

### 7.3 Presentation of Empirical Evidence

The purpose of the rest of this chapter is to present findings acquired through the data collection tools described above. It aims to display empirical evidence concerning the apprenticed-neophytes' competence in dealing with ways of life in the new community with special reference to their performance in one particular game, namely, essay examination. The evidence is believed to provide insights into the adequacy of the research project under question in catering for apprenticed-neophytes' absorption into their target community as effective members.

The bulk of evidence related to apprentices' membership of the new community is based on qualitative data concerning the mature members' perceptions of apprentices' performance in- how they play - the game and apprentices' perceptions of their own development as members with special reference to the aspects of membership distinguished above (see **a** and **b** in Section 7.1). The discussion that follows will deal with the evidence of apprentices' performance in the essay examinations (Section 7.3.1 below). As mentioned earlier, those perceptions of performance were acquired from grade-aloud protocols held with the mature members and apprentices' retrospective reflections on their performance in the games. However, when needed this will be supported by the evidence of diary and interview data. "I" indicates that the data were collected in interviews and "D" signifies diary data.

Section 7.3.1.1 will present the other part of evidence (supplementary to the evidence presented in Section 7.3.1) concerning the apprentices' membership in terms of their performance in the essay examinations, more specifically, whether and/or the extent to which they are conceived by the mature members as different from others in using the new community's tools effectively or playing the game successfully. The data for this, more quantitative in nature, were obtained from the comparison of apprentices'

performance in the essay examinations with that of other neophytes in the target community.

Section 7.3.2 will deal with empirical findings based on the data concerning apprentices' perceptions of the absorption process acquired in the interviews. Evidence of this will be used as supplementary evidence to contribute to the discussion as to the extent to which the outcomes produced by the language training model implemented to cater for neophytes' enculturation into the new community carries "use-value" (as discussed in Section 3.5, Chapter 3).

### **7.3.1 Evidence of Performance**

As mentioned earlier, the presentation of evidence concerning the apprentices' performance in the games will be done with the consideration of the gradual developmental process they had gone through when acquiring norms, values, roles, rules of language use and the like, put differently, when learning to become a member of the new community.

Bearing in mind such developmental process which will be described game by game (midterm and final examinations administered in the courses, Introduction to Economics I - the course given in the first academic term and Introduction to Economics II - also called Macroeconomics, the course given in the second academic semester), each apprentice will be taken as an individual case and evidence will be presented accordingly.

Evidence displayed will mainly concern the performance of four apprenticed-neophytes who provided reflections on their performance in the essay examinations, kept diaries and participated in the interviews. The other five are those who did not provide diary and/or interview data. It was thought that this kind of lack or incompleteness in the data might cause insufficient presentation of evidence. However, the data obtained from those apprentices' retrospective reflections on their performance in the games will be presented in the form of tables (see Appendix 2).

In the presentation of data, the following marks are used to indicate apprentices' violations of the conditions for Cooperative Principle, for example, Q1 refers to the violations of the condition, Quality, Qn to the violations of the condition, Quantity, R to the violations of the condition, Relation, and M to those of the condition, Manner. The tutor's remarks illustrating any of these violations and apprenticed-neophytes' awareness (if applicable) of their "unintentional" violations are underlined. The apprentices' remarks indicating their conscious concerns for maintaining the Cooperative Principle or playing the game successfully and the tutor's remarks showing their approval of those concerns are marked in bold type.

#### Apprentice 1 (Hakan Tahhuşoğlu)

Hakan is one of the apprentices in the cohort who had to repeat the English language programme in the Centre. The reason for this as he articulated in the interview is that he did not learn English during his high school education, instead he learned German. He did not take the placement test in the Centre, so he started the language learning programme from level 1. Later in his repeat year, however, he started from level 3, as he stated in the following comment:

(I): ....there were many repeat students but I was the only one who started from level 3 in my second year. The reason for this is the fact that I put all my concentration on learning English that summer because I did not want to lose one more year for nothing useful in the end.

In the very first weeks of the freshman year, he was anxious about dealing with forms of life in the new community due to his limited proficiency in English, as evidenced by the following comments:

(D): The fact that the courses are given in the medium of English, that I have no idea about how I should study is making me feel anxious. This may seem to be a pessimistic approach (10.10.1995-week 1 in the new community).

(I): In the beginning I was afraid of the courses in the faculty. Most students told us that they were too hard to pass, especially Micro and Macroeconomics.

(I): I was already worried about becoming successful in the department courses. When I discovered that most freshman students had the same worry I felt much more panic. Well, I remember making an interview with the students in the department...I found out that most students have difficulty in writing in English and do not know what satisfies the tutor in the examinations.

but still willing to “learn” and become the part of the new community as evidenced by the following diary entry:

(D): Our friends in the department told us that we can pass the courses in the way they do, but this is not what we want. Considering that we are young people and have an idealist character and willingness to look for perfectionism in everything, the important thing for us is to learn (10.10.1995).

His willingness to become a member of or “be identified with” the new community was also observed by the researcher in his regular attendance to the sessions held on a voluntary basis during the implementation of the learning curriculum.

A week later, he again commented on his worry concerning his inadequacy in English, but his entry also provides evidence that he had already started to learn or acquire the rules of the game, in this case the cognitive skills required to play the games employed in the course (namely, Introduction to Economics) successfully in spite of the fact that he was just on the “periphery” of his participation in the new community:

(D): ...I sometimes feel that my English is not adequate, considering that this course requires interpretive skills, establishing relationships between concepts and reaching conclusions. You also need to see connections between the concepts taught recently and those taught in the previous lectures (17.10. 1995).

Nearly a month later, he recorded in his diary that he found the solution: to benefit from Turkish supplementary books. This brought him a sense of relief, which as a result made him increase his self-confidence and motivation towards the lectures, as stated in the following entry:

(D): I do not have problems in understanding the course, Economics. Prof. Fisunoğlu is lecturing in English, but by simplifying the language....I have gradually started to understand the course. I have found a solution: to get supplementary books published in Turkish. I am revising all the topics from the beginning, trying to find connections. This facilitates my understanding of the coursebook. As I understand the topics I feel more motivated to listen to the tutor's lectures. I do not have any problems now, and I believe I will learn and pass the course (13.11.1995 - Before his participation in the first game).

He was taking the course, Introduction to Economics, from Prof. Fisunoğlu, the tutor who was considered by most neophytes the most demanding tutor in the community (evidenced in the fact-finding phase of the research). When he participated in the essay examination for the first time, however, he was disappointed by the grade that he got in response to his performance which he considered satisfactory. The following comment exhibits this feeling of disappointment:

(D): I worked hard for this course from the very beginning. I believed I understood the topics well with the help of supplementary books. I even helped my friend study. I did not have problems with technical vocabulary. While I was expecting at least 65-70 I got 42 in the exam. The highest grade in the classroom is 60. I feel that I now understand the course better. My grade is not bad when compared to the average of the classroom. I would have gotten a much higher mark if it were not the first examination because I was very excited....Which is better? To pass the course without learning or to learn no matter if you fail. To me, the latter, of course (12.12.1995-After he had taken the midterm examination in Introduction to Economics).

However, as his comment above shows that he does not seem to be so much worried as he was at the beginning because it was his first experience in playing the games and the important thing for him is to "learn." His conceptualisation of "learning" here is most probably concerns acquisition of "domain knowledge" identified with his subject field, Economics, yet his following comment indicates that he has also started to learn the rules of the game and/or "tricks of the trade" needed to satisfy the tutor; to be deemed a successful player:

(I): My first grade in Economics was 42....I have no worries about this course now because I know what to do to get a high grade and my English is better. I know what the tutor wants to see in the examination paper.

Further evidence to support this was acquired from his own reflections and his tutor's remarks on his performance in the second game, namely the final examination administered in the first term. Table 12 below presents the related evidence:

**Table 12. Hakan's performance in Game 2: The 1st term final examination**  
Grade: 77 out of 100 pts

Question Number and Grade	Apprentice's Remarks	Tutor's Remarks
Q12 Assignment question (20 out of 20 pts)	...my tutor is pleased very much with my assignment and has given me a very good grade. I am expecting the same in this question because I have written a <b>sizeable amount of information</b> , which he wants to see in our answers.	.... <b>right</b> , it is <b>good</b> . He can get 20 points here.
Q3 (10 out of 15 pts) (Qn)	...before the examination I had guessed that this question would be asked...I do not think he will mark me down.	....these are <b>correct</b> ...this is <b>correct, right</b> , the graph has correctly been drawn.... <u>Except a few minor points missing, it is good.</u>
Q8 (10 out of 10pts)	...problem solving. I used one of the methods and found that....	There are two methods to solve this problem. The important thing for me is to see if the student knows these methods....okay, he has found...This is <b>right</b> . He has applied the second method to do it.
Q10 (6 out of 8 pts) (M)	...two concepts to be defined. I believe I defined them well by <b>giving examples</b> .	....the definitions are <b>good</b> in spite of <u>grammatical mistakes</u> .
Q9 (10 out of 15 pts)	This question is from the book, one of those I was expecting to encounter in the examination.	.... <b>Right</b> , the graph he has drawn is <b>very good</b> ....I think he wants to say....he deserves 10 out of 15 points.
Q6 (10 out of 10 pts)	This is a standard question. My tutor's favorite. I have drawn its <b>graph</b> and given a <b>very detailed explanation</b> of the concept.	...definition is <b>good</b> ....this is <b>correct, well-done</b> .
Q2 (5 out of 10 pts) (QI)	This question is about my assignment topic, so I tried to show my knowledge in a <b>detailed way</b> .	.... <u>He cannot find all this information in</u> ...as he is saying. However what he has written is <b>not bad in terms of the amount of information</b> .
Q7 (6 out of 10 pts) (Qn)	...the concept of... <b>one cannot graduate unless s/he learns this concept correctly</b> . This is what my tutor thinks. I know this very well but unfortunately time was not enough, so I started but could not complete. I left a message, saying that I knew the topic well but I had no time.	I ask this question in every examination. I have not found a satisfactory answer yet. When I see that eighty percent of the students can answer this question I will give up asking it again.... <b>he has started well</b> but has not carried on.... <u>not complete</u> , yes, this is what most students complain about "time is not enough."

In his participation in the final examination administered in the first academic term, Hakan was attempting to keep the Cooperative Principle in force or to play the game successfully by paying special attention to two conditions, Quantity and Quality. That is, first he was attempting to include a **sizeable amount of information** or a **very detailed explanation** (as evidenced by his remarks in Question 12, 6, and 2), and, second, he was attempting say what was true and support this with adequate evidence, in this case, by means of giving examples (see his remarks concerning Question 8, 10, and 7). Attention to these two maxims were also found to be the tutor's (Prof. Fisunoğlu's) chief concerns when evaluating neophytes' performance (as mentioned in Section 5.2.4, Chapter 5). Despite Hakan's unintentional violations of the Quality (in Question 2), Manner (in Question 10), and Quantity (in Question 3 and 7), the expressions such as **good, correct, well-done** that Prof. Fisunoğlu used in his remarks and the grade he gave in response to Hakan's "trial efforts" suggest that Hakan was, to a great extent, deemed by the tutor to play the game in accordance with its rules.

At the start of the second academic term, after he had got the tutor's feedback on his performance in the final examination, he wrote the following in his diary:

(D): We encountered firsts in the midterm examination. However we prepared ourselves for this very well by obtaining a lot of information from friends and Mrs. Yildirim. In spite of this, we had mistakes. We started to understand the seriousness of the university and our responsibility as we were approaching the final examination. I personally worked hard. I passed the course. It was an important course....I can now understand everything in the coursebook. I started to get more familiar with the concepts (of course, this only applies to a few students who work hard) (12.03.1996-After his participation in the final examination).

As indicated in his comment, he felt more confident in "acquiring"- he *started to get more familiar with and understand the concepts* - and "using" - he *passed the course* - the "tools in the authentic domain activity" of the new community. One of the reasons for his success, according to him, was the fact that he *worked hard*. He perceived this as one of the prerequisites in order for a newcomer to negotiate his membership into the new



community and kept on *working hard* to effectively participate in or play the subsequent games.

The other reason for being deemed to be more successful by his tutor (as compared to the previous game) was one particular situated opportunity provided for his smooth absorption into the target community, namely provision for apprentices' exposure to their tutors' feedback on their performance in the essay examinations. This was evidenced in the following comments:

(I): ...I paid attention to the weaknesses that I had in my first midterm examination, so I was better in the next examination. When you see that your success increases you study more.

(I): ....I got 42 in the first exam in Economics. However after I had learned what the tutor expects of me my self-confidence increased, and it made me increase my grade as well.

These comments suggest that such an opportunity contributed to his success in three ways as asserted earlier (see Section 6.1, Chapter 6). To recapitulate, it enabled him to see and compensate for his manners illegitimate and inappropriate to the expectations of the tutor, to rules of the game, which led him to a better performance in the subsequent game. This increased his *self-confidence* and intrinsic motivation for learning and playing the game more successfully, and hence becoming a "whole-person;" an effective member of the new community.

Data concerning Hakan's performance in playing the subsequent games employed in the second academic term show that he enhanced his understanding of the community-generated essay examinations as discussed at length in Chapter 2. This is understandable in the light of the length and content of his remarks illustrated in the Table 13 and 15 below.

**Table 13. Hakan's performance in Game 3: The 2nd term midterm examination**  
Grade: 70 out of 100 pts

Question Number and Grade	Apprentice's Remarks	Tutor's Remarks
Q2 (12 out of 15 pts) (Qn)	....he wanted me to explain it shortly, but I explained it in detail...in order to get the full point. I made a detailed summary...I am expecting a full mark here....it is completely correct....a knowledge type of question but you also need to know the relationship between....and explain it step by step, which I did successfully.	Yes, he has started well....has answered this question very well....12 out of 15 points due to a few points missing in the graph.
Q4 (8 out of 15 pts) (QI)	....a calculation type of question. There is no need to any explanation. However I made a definition of..., considering the maxim of quantity. The result I found is correct. I am expecting 15 points.	....The answer is correct. However he has written the required values into the wrong column. Eight out of 15 points.
Q5 (12 out of 15 pts) (M)	....a knowledge type of question....I have drawn the diagram correctly because I have studied it from the book....I have explained it not only through what I learned from the book. I have also tried to expand the information by adding my own interpretation in order to make it a detailed explanation. I do not think he will mark me down in this question.	....The diagram is correct. He has problems in grammar and they affect the meaning. But he knows the topic very well, so he gets 12 out of 15 points.
Q7 (10 out of 15 pts) (QI)	....The seventh question seems to be difficult at first sight. Students are afraid of the concept of....Most does not understand the topic even when they study it from the book....I have taken the topic from the perspective of ..., the author of the Turkish book. That is what my tutor told me to do....I tried to explain it by means of the graphs I drew....I believe I have explained it correctly and in a detailed way. These graphs do not exist in our text-book. I have drawn them on my own, without the help of the book.	....at last I was able to find correct graphs. However he has shifted the...which is wrong....He knows the graphs but has confused what is going to shift....He gets 10 out of 15 points.
Q1 (20 out of 25 pts) (Qn and QI)	....definitions....The definitions are simple...I added the formulas where necessary. I am expecting at least 15 out of 25 points.	....In spite of grammatical mistakes what he is saying is correct....Good....This is correct. The other definition....he has only drawn the graph, there is no explanation....No, this is not the definition of...another correct definition.
Q3 (8 out of 15 pts) (Qn)	Lastly I have answered an argumentative type of question. The question says that....Do you agree or not? In fact this question should be considered from two perspectives. I mean I should have discussed the situation considering both when....and....I should have explained how....but I was in a hurry because I ran out of time in the exam....I have answered half of the question because I have not mentioned....What I have done is only to argue the case by using the...theory. I supported my argument with this theory. I am expecting six or seven points here. And I think I will get 70 on this exam.	....Yes, his approach is good but he should have explained it in a more detailed way...eight out of 15 points.

Table 13 above summarises Hakan's performance in the midterm examination administered in the second term. In his participation in this examination, Hakan's chief concerns were again focused on fulfilling the conditions, Quantity and Quality. Concerning Quantity, his remarks on the answers that he wrote in response to Question 2, 4, 5, 7, and 3 show that he was attempting to meet the tutor's expectations by paying special attention to giving detailed amount of information, and when needed (for example in Question 5), to expanding information by adding his own interpretation. In Question 7, 1, and 3 he was also concerned with fulfilling the maxim of Quality. His remarks concerning this suggest that fulfilling this condition, in this case, had to do with supporting the required information or argument with adequate evidence. He believed that he had done this by drawing *graphs*, including *formulas*, and *using* the relevant *theory*.

Analysis of Prof. Fisunoğlu's responses to Hakan's performance in the game indicate that Hakan's "trial efforts" to keep the communicative competence in force were appropriate and legitimate. As seen in Table 13, almost all the remarks that Prof. Fisunoğlu made referred to violations of the same conditions Hakan had been concerned with fulfilling, Quantity and Quality. As a result, Hakan's grade was 70. As illustrated in his remarks concerning his answer to Question 3, Hakan knew that he would get the grade that he hoped for. This suggests that he was perfectly aware of the extent to which he had exhibited "modes of behaviour legitimate and appropriate" to the expectations of the new community.

In the following diary entry, he cited the enculturation process (which he terms as "our group-work) as the main reason for his having an awareness of and gaining experience in the tutor's way of asking questions, norms, values, and valid lines of language use, in short, "tricks of the trade" needed to be considered an effective player and/or a member:

(D): I started to prepare myself for the midterm exam ten days before the exam. I was very careful not to make the same mistakes as I had made last term. For example, my

midterm exam grade last term was 42, but I increased it to 70 in the second term. The reason for this is that I have indeed started to get to know my tutor and his way of asking questions in the exam thanks to our group-work....I know the tutor's psychology and the topics he gives importance to, and hence I can guess in advance what type of questions he would ask in the examinations. Moreover, while writing answers to the questions I use the tutor's language. In my opinion, this is a very clever and effective way of impressing the tutor. Everyone in my department keeps asking how I can manage to get high marks from the examinations given by Prof. Fisunoğlu....we learned his style, the sorts of questions he would ask and what is important to him, what he wants to see in our answers (08.05.1996- After his participation in the third game”).

Data concerning Hakan's remarks presented in Table 13 above exhibit further indication of his awareness of the “conceptual map” related to the types of questions and cognitive skills associated with them. This can be seen in his remarks in almost all the questions that he answered.

Table 14 below illustrates evidence of Hakan's performance in the final examination administered in the second term.

**Table 14. Hakan's performance in Game 4: The 2nd term final examination**

Grade: 84 out of 100 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
(Assignment question) (18 out of 20 pts) (M and Qn)	Our term paper which will be considered as our second midterm examination. We were expecting it as an examination question because it is Prof. Fisunoglu's style. He always tests in the examinations what we have done in the term paper. It is a “comment on” type of question. My subject was....(a detailed explanation of the topic) First I have given the definition of it, a good definition of it. Then how...affects it. I have shown it in the graph. I have explained it well. I am expecting a high grade here, no missing points I believe. To be honest I could not “limit” myself because, otherwise he does not give the full grade. It does matter how long your answer is. He does not mark you for only one paragraph. <u>He wants a summary of the topic with introduction, development, and conclusion.</u> He wants strong statements. <u>He wants a sizeable amount of explanation</u>	He has explained...ihhm, not bad. He means that.... <u>He could have written in a more organised way and there are some points missing.</u> He can get 18 out of 20 points.
Q5 (20 out of 20 pts)	...the fifth question, the topic which I studied hard...It is not a “comment on” type of question. It is a knowledge type question. How many ways do you know to explain...This question would have been answered very shortly, in one or two sentences, but I	....very good. 20 points.

	have again written more than this. I said... (a detailed explanation of the answer) I have written two of the ways to find this out. There is the third way, of course. This is called... <b>In fact these two ways I have written are the important ones but I have written the third one considering his way of marking. If I did not he might mark me down. I am expecting 20 points here.</b>	
Q4 (10 out of 10 pts)	Question four, he asked it in the midterm examination too. I knew as I know my name that he would ask this question again. A knowledge question. But it also requires a little bit interpretation, not enough to show knowledge only. I have explained the diagram...you need to know the topic very well. One who is in his second term in the Department of Economics must know this very well. And he must explain it very well. Again my answer is very informative and I am expecting full points here.	the diagram is correctly drawn.... Very good and informative.
Q6 (4 out of 20 pts) (M)	I answered this question through the end of the examination. I was not able to write more information <u>and my presentation is not neat enough.</u>	He has <u>written badly in terms of organisation.</u> But there are correct sides in his answer although what he has written is <u>not coherent enough.</u>
Q9 (15 out of 20 pts) (QI)	...it is the question I like best. Why? It is asking if... economy is...and if...what happens? What happens to ...and...? Now if...(a detailed explanation)I mean if...(showing it in the graph) we would... However.... That is what we call... I explained it very well. <b>One cannot answer this question by memorising. It is absolutely a synthesis or analysis type of question.</b> I believe I have explained it very well because I studied it very much. I knew it very well. I said before the examination "I wish there would be a question like this." I am expecting seventeen or eighteen points here	.yes, however, <u>he should have drawn a graph like this in which....</u> He has lost five points here.
Q10 (8 out of 10 pts)	<b>It requires analysis....It says which one, which way is better for...He is asking your own analysis and interpretation of this situation. In fact these are difficult questions, believe me not many students could answer this question.</b> I did these questions in order to impress Prof. Fisunoglu. I know that....there is a graph to explain it....This is correct. I have said here "do not change" it should be "does not change" but it is because I was in a hurry to finish. See I forgot to put a verb in the last sentence.	They were supposed to put their argument here. <b>To tell the truth, it is a bit difficult question and unfair to ask it to students as far as their level of knowledge is concerned.... Well done...</b> Lets give 8 points here.
Q1 (9 out of 12 pts) (Qn and/or R)	<u>....due to the fact that I ran out of time, I was not able to define one of the concepts.</u>	<u>....He has not defined the last term</u> he says because time is over.

Evidence acquired from Hakan's remarks displayed in Table 14 above clearly show that the same preoccupations controlled his performance in the last game. In order to meet

Prof. Fisunoğlu's expectations, he paid special attention to fulfilling the conditions, Quantity and Quality. A clear indication of this can be seen in the lengthy explanations of the concepts he had included in his answers (see his remarks especially in Question 0, 5, and 9). Those explanations also seem to provide evidence not only of his maturity in his content knowledge and also of his experience in the "heuristics" or "tricks of the trade" of the game that he benefited from when answering the questions. That he had such an experience was also proved by his attempt to answer "difficult" questions (see his remark concerning this in Question 10). This suggests that Hakan had perfectly figured out that answering "difficult" questions was a behaviour legitimate and appropriate to Prof. Fisunoğlu's expectations and in so doing he believed that he would "impress" him. And he was right: Prof. Fisunoğlu's reply (see his remark on Question 10) "well-done" clearly indicates that he was pleased with Hakan's performance in this question.

Evidence displayed in Table 14 also suggests that Hakan developed (as he had done in the previous game) an awareness of cognitive skills he was expected to engage in as well as roles he was required to play when answering the questions. His remarks on Question 9 and 10, for example, show that he knew that he was called upon to take an analytical and/or interpretive position in order to meet the tutor's expectations, and hence to be deemed by him a successful player.

Prof. Fisunoğlu's responses to Hakan's "trial efforts" presented in Table 14 show that his concerns when answering the questions generally did match his tutor's. In spite of his unintentional violations (only 4 as shown in Table 14) of Manner, Quantity, and Quality conditions, he was deemed by the tutor successful in playing the game in accordance with its rules; Hakan's grade on the game was 84. He commented on such an increase in his grade (as compared to those he got in the previous games) as in the following:

(I): In the first examination I got a poor mark, but later I increased my mark. I gained my self-confidence which is very important to me. I think I have become a bit perfectionist in terms of grades.

(I): I always compared my tutor's comment with my examination paper. I tried not making the same mistakes again. For example, my first exam paper, it was terrible....When I look at the paper now I cannot help laughing. The change is so quick that I laugh at something which I wrote in English two weeks ago.

Hakan's perception of "change" in himself suggests that the provision enabled him to become a "different" person who had already made his way from "periphery" to "full participation."

#### Apprentice 2 (Can Iplik)

Can was one of the apprentices who showed his willing and sufficient engagement in the absorption process from the very beginning. For this reason, perhaps, he did not seem to feel anxious when he took his first step inside the boundaries of the new community. This is understandable in the light of his comments that he made at the start of his freshman year (all the diary entries are given here as originally written, without corrections):

(D): ....The other two lectures was "Introduction to Economics." I understood even the every word that Mr. Fisunoğlu said. *I have already known the necessity of taking lecture notes, which I learned during our visits to the lectures when we were in the language center, so I took notes properly and tried to attend the lesson especially by knowing the unknown words* (09. 10.1995-week 1).

(D): ....My favorite courses are Introduction to Economics and Introduction to Business. *I am attending these courses regularly, listening to the lectures carefully and taking notes in the lectures.* I have no problems in understanding the courses and *my participation in the lectures is quite good* (22-29.10.1995-week 3 and 4).

These comments also suggest that Can had mastered new understandings of the roles and identities that he was ascribed to, and of the norms he was expected to conform to (as shown in italics above) in the course of functioning in the 'reciprocal exchanges of the social scene,' in this case, in the lectures although he was just on the "periphery" of his participation into the new community. As for "participation in the lectures" mentioned in his second comment above, he was perfectly aware that, like "listening to the lectures and

taking proper notes,” it was another “form of social behavior” legitimate and appropriate to the “local practices” of the new community. Thus, in the process of learning to become an effective member of the new community, Can was attempting to show that rather than “a passive recipient” he was “someone who joins in a new community through an increasingly active participation.” This was evidenced in the following comments:

(I): ...It was a similar case with Prof. Fisunoğlu. He lectures by drawing graphs on the board and *after a certain period of time he wants students to contribute to, to participate in the lesson.* For example, the causes of inflation, what happens when prices increase. It is like a chain when the prices increase consumption and aggregate demand increase. *He wants us to know this and make these sorts of comments. I have always showed my contribution to his lessons by answering his questions and making comments on the situations given by him.*

(I): ...I observed the same thing during our lecture visits last year and the situation is the same this year. The students who are not proficient in English cannot follow the lectures here. After the first ten minutes they lose concentration....I noticed that most were passive listeners in the lectures. *The tutor is asking questions and one has to share the responsibility of the tutor. S/he needs to contribute to the lesson, to answer the questions and to ask questions of her/his own.* For instance, in Mr...’s lectures in the first semester, he asked us to study a diagram and explain it. Most students did not spend sufficient time on this assignment. *I immediately studied it as well as I could. I tried to interpret the diagram in my own words....The tutor liked my assignment...I gave two presentations in the classroom....He liked my presentations, too and then he started to call me with my name.* My average score was also good in his course.

(D): At the first two lectures of this week I was not sleepy. **I listened to Mr... from the very beginning of the lesson and we even had eye-contacts with each other. He gave that lecture as if he was telling everything just to me.** At Mr...’s lecture we talked about ...and ...Since they are the most repeated words, I know something remarkable about this topic. *I understand the topic very well and I gave answers to the questions that Mr...asked to the whole class. I think I achieved to have his attention in that lecture; so this was a wonderful day for me* (16.10.1995- week 2).

The last two comments also provide evidence indicating how he established “bonds” and “relationships” with the mature members as a result of his contribution to the practices of the new community (as marked in bold type).



Prior to his participation in the first game, the midterm examination administered in the first term, he felt worried although he believed that he did his best to prepare for the examination. For example

(D): Tomorrow I will be taking the first examination of my university life. I am so excited and I think I am afraid a bit. In fact I do not feel like writing my diary now but I am trying, hoping that I would calm down. I have Economics examination tomorrow. Is it possible for me to be calm? I attended the lectures regularly from the beginning of the term. I have understood the topics plus I started working hard two weeks ago but I feel now that I have nothing in my mind. I am afraid to confuse the topics....In a little while I will revise some formulas and all the graphs and diagrams in the coursebook of Economics (26.11.1995- a day before the midterm exam).

After he had taken the examination he felt “unhappy” and “nervous.” The reason for this was the disappointing grade he got on the examination, as evidenced by his following comments:

(D): ...The grade I got from the midterm exam disappointed me, because it was the course I studied hard. After I had got 56 I started to think I will fail (21.12.1995).

(D): I feel unhappy. The reason for this is the Economics examination. I got 56. The highest grade is 60. I cannot say that my grade is good because it is not. However it was the course I studied hard....I had not studied for the university exam as hard as I did for this exam. I was very sure of myself when I was taking the exam. Although I believe that I can make it I am still nervous because I studied so hard (12.12.1995).

Prof. Fisunoğlu’s responses to Can’s performance in this examination all referred to the violations of the conditions, Quality and Quantity. As it was the first game Can participated in his unintentional violations may be attributable to his immaturity in the “domain knowledge.”

Later in the second game he increased his grade by paying special attention to the conditions his tutor was concerned with so much. Table 15 below presents the data concerning Can’s performance in the final examination given in the first term:

**Table 15. Can's performance in Game 2: The 1st term final examination**

Grade: 75 out of 100 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q1 (no pts) (R)	I should have drawn the diagram which....Instead I drew two graphs and did the explanations very well, but I think I cannot get any points since they have no relevance to the question.	....Everything he has written is correct, but <u>not relevant to this question. We should change the question to accept this as the correct answer.</u>
Q3 (12 out of 15 pts) (Qn)	I drew a very good graph here. It was one of the questions that I did very well in the exam.	....This is correct. <b>The graph...correct.</b> his grammar is very good....His English is perfect.... <u>There is only one point missing</u> , the concept of...He is losing three points.
Q6 (10 out of 10 pts)	This question was also asked in the previous exam....After the first midterm exam I saw what I did inadequately through the feedback session with you. I did not explain...So I did this question very well this time and I am expecting a high mark. The sessions in this respect are very useful.	....Has defined...well...his graph is correct.... <b>This is an excellent answer...not necessary to read the rest.</b>
Q9 (15 out of 15 pts)	...one of the questions that I had studied hard. It was directly taken from our textbook. The topic is explained by means of a graph and while studying I did not miss any graphs in the book.	....has answered this very well too, well-done....enough, this has been answered perfectly.
Q8 (10 out of 10 pts)	...this subject was also included in the midterm exam. I did the required calculations to find out...I know that there is...at the point where....Through this information I found... <b>It was just a calculation question, requiring no explanation...I also drew its graph.</b>	<b>He has done this, using the two methods. For this reason I will not look at the result....He gets the full point.</b>
Q10 (8 out of 8 pts)	...the definitions. <b>I explained them well with graphs.</b>	.... <b>Right, four points....Yes, right, four points.</b>
Q11 (5 out of 10 pts) (Qn)	I first did the questions with high marks, so I did not have enough time for others....for example, was also asked in the previous exam and I answered it very well. But this time I <u>could not give sufficient information due to shortness of time although I knew it.</u>	.... <u>He should have given more information.</u>
Question 12 (Assignment question) (15 out of 20 pts) (Q) and/or R)	...he asks the most striking or significant points in the assignments....This was the most significant part in my assignment, so I wrote this. <u>I think I will be marked down since I did not draw any graphs due to time limitation.</u>	....His answer is very good, but <u>would have been better if he had drawn a graph.</u>

As seen in the table, Can was trying to keep the communicative competence in force or to “match the tutor’s values” (as discussed in Chapter 2) by paying special attention to the condition, Quality; that is, he was attempting to say what was true and supporting what he was saying with adequate evidence, in this case, with “good graphs,” as evidenced by his remarks on Question 3, 9, 8, 10, and 12. The following comment acquired from the interview data supports this evidence:

(I): I benefited so much from revising what he (the tutor) talked about from the book. He was, for example, drawing a graph from the book but explaining it in his own words. I was studying the same graph from the book, adding my own interpretation. It was very useful for preparing myself for his examinations.

Evidence acquired from Prof. Fisunoğlu’s responses to Can’s efforts shows that his concerns for the condition, Quality was appropriate. In Question 6 and 7, for example, Prof. Fisunoğlu was so pleased with Can’s contribution to the game that he remarked he did not need to read the whole answer. Added to this, the expressions such as “very good,” an excellent answer,” and “well-done” used by the tutor in his remarks and the grade Can got suggest that Can was considered by his tutor to be much more successful in game 2 (compared to the previous one) in matching the values of the mature members of the new community. The following entry he made just before his participation in this game also seems to indicate how he felt confident about his competence in matching the tutor’s norms and values:

(D): ....I moved to Hakan’s place....We are working so hard....The course, Introduction to Economics I has priority....We have understood the topics well. We have even started to think that noone can pass the course if we cannot (22-29.01.1996).

In the subsequent game, the midterm examination administered in the first academic term, Can’s attention was again occupied by the condition, Quality, the fulfillment of which, according to him, depended upon paying special attention to providing accurate or, in his terms, “correct” information in the form of lengthy explanations accompanied by

“appropriate graphs,” as evidenced by his remarks on Question 6, 8,7, and 5 (see Table 16).

**Table 16. Can’s performance in Game 3: The 2nd term midterm examination**

Grade: 70 out of 100 pts

Question Number	Apprentice’s Remarks	Tutor’s Remarks
Q5 (10 out of 15 pts) (Qn)	....He wants to see if we have understood the information in the book, a comprehension type of question...one of the questions Hakan and me were expecting to be asked. We know that our tutor gives importance to such questions, especially the ones with a graph. We kept this in mind while preparing for the exam. I think my answer...is satisfactory....both the graph and explanation are correct.	... <u>some information concerning the elements that should exist in the graph missing....</u> This is a very good explanation...no need to read the rest...This is a standard question of a comprehension type. They must know this (concept) if they aim to become economists.
Q7 (10 out of 15 pts) (Q1 and Qn)	....This question does not require interpretation...knowledge type of question. There are two cases, when....and....You should explain both cases....The graph is correct...I have drawn the one in the book. Explanation is correct but <u>my tutor may find incomplete because I explained considering only one case.</u>	...There are two graphs required for this concept. He has the second one here. <u>It would have been better if he had drawn both....</u> The answer to this question can be considered from two perspectives....He has considered it from the perspective when you....hard to understand why he has opted for the way of....10 points out of 15 for the correct information he has provided... <u>his answer should have been more complete.</u>
Q8(15 out of 15 pts)	...it requires evaluation. There is a given situation to be evaluated....“suppose”question....The graph is correct....As for Quality, the information I have given is correct. Quantity...I do not think there are any points missing in my answer.	...hard question to answer....Yes, this is a very good answer, well-done. He is quite clever and hardworking. He has formulated his expressions on his own, without depending on the text-book. This answer is better than I have expected. I wish the other students’ answer could be as good as his.
Q6(10 out of 15 pts) (Qn)	This is also a knowledge question....Apart from “suppose” questions, these questions are related to specific topics which we are supposed to learn from the book....The explanation is correct, so is the graph. In fact the important thing is to be able to draw the appropriate graph, then the correct explanation comes. I have shown that...no problems in my answer...it is satisfactory. The quantity of information is right and it is relevant.	He has answered another difficult question. I think he likes answering hard questions that most students do not go for....although... <u>a few points missing in the graph his explanation is quite good.</u>

Q1(20 out of 25 pts) (R)	...purely definitions...I did not define... <u>because it is a pity that I did not see it in the exam, I missed it.</u> I know my tutor's opinion about this matter. He always says if we do not know the definition of...we cannot graduate...this does not apply to me because I know it... <u>I wrote the other definitions in my own words, with examples....I can get a high mark here.</u>	....Good....It would have been better if he had given more examples....correct....Yes, good....very good. <u>However, he has not given the definition of...</u>
Q4 (5 out of 15 pts) (Q1)	...a calculation question...is correct. I expect 65 on this exam.	...has solved the problem correctly...has found the correct result but <u>his way of finding it is wrong.</u> In fact the result is hidden in the question itself. As he is clever he has been able to find the result without following the required method....This is a good paper.

“Manners” Can exhibited to successfully “match” the tutor’s “norms and values” in the game were, to a large extent, considered by Prof. Fisunoğlu legitimate and appropriate. In only two cases (see Question 7 and 4), Prof. Fisunoğlu disagreed with the “lines of reasoning” that Can followed, violations of the Quality condition. In the others, in contrast, he was pleased with the accuracy of information provided as well as “valid lines of thinking” displayed by Can. This is evidenced by his extensive use of expressions such as “good answer,” “good explanation,” “quite good,” “correct,” “clever” in his remarks (see Question 5, 8, 6, and 1).

There is also evidence indicating that Can was conceived by Prof. Fisunoğlu “different” from the other neophytes in the community, given his competence in fulfilling the expectations required of him in the game. This is understandable in the light of Prof. Fisunoğlu’s response to Can’s “efforts” in Question 8 and 6. For example he remarked on Can’s answer in Question 8: “This answer is better than I have expected. I wish the other students’ answer could be as good as his,” and on that in Question 6: “He has answered another difficult question. I think he likes answering hard questions that most students do not go for.”

The following comment reveals that his success in playing the game in accordance with its rules was attributable not only to hard work he had done but also to the situated opportunities created in order for them to gain new understandings regarding the expectations of mature members:

(D): Midterm examinations will start next Monday....The first examination is Introduction to Economics II, Macroeconomics, the course I will work hard....The activities we did in the sessions last week were very useful. In the examinations, if we can provide for the lines of thought in which we were engaged in the sessions there will be no problems and we can become successful (provided that we have enough knowledge concerning the topics). The feedback sheet you gave us after the final examination was also useful in terms of preparing ourselves for the subsequent examinations (10.04.1996).

Those new understandings Can acquired were also related to his awareness of the types of questions asked in this particular game and of cognitive skills and strategies associated with those types of questions. This was clearly indicated (in all of the questions) by the remarks concerning his conscious concerns. Further evidence of this is seen in his following entry in which he has a lengthy comment on the question types and appropriate strategies he followed to meet the tutor's expectations:

(D): ....I took the midterm examination in Macro yesterday. *It was quite good. I liked the questions because most of them were those that I was expecting to encounter. Any student can speculate the questions provided that he follows the lectures regularly and knows about the tutor's style well. Contrary to the previous exams the tutor asked questions requiring definitions in this exam....Two of the questions required interpretive skills, but the others were those of knowledge type taken from the coursebook.* This time I did not have problems with the time. I could even have answered all the questions if there had been no limitation. *I erased one of the answer I provided (though it was good in terms of the amount of information), thinking that my tutor might mark me down. Instead I did a calculation type of question because I knew that my tutor gives the full point if the way of doing the calculation is correct no matter whether the result is correct or not (we learned this from you). I mean it is easier to satisfy the tutor in these types of questions than in those requiring much more complex skills like interpretation or analysis. I deserve the full point for most of the answers I wrote....I guess I will get 65 or 70* (16.04.1996).

Remarks regarding his speculation about which questions the game is likely to accommodate show his familiarity with community-generated components of the game

and thus his experience in ways of living in the new community, in this case, in “tutor’s style.” A further indication of this can be seen in Can’s remark on Question 4: “My tutor’s favorite question” and Prof. Fisunoğlu’s response to it: “Our famous question....” (see Table 17).

He also exhibited his awareness of the conceptual scheme concerning the questions in the subsequent game as shown in Table 17 below.

**Table 17. Can’s performance in Game 4: The 2nd term final examination**  
Grade: 74 out of 90 pts)

Question Number	Apprentice’s Remarks	Tutor’s Remarks
Q0 (Assignment question) (20 out of 20 pts)	I believe I answered this question well. I spent a lot of time doing the assignment. I learned a lot while preparing it...(a detailed explanation of the topic of his assignment) I have written one page on this. I am expecting a good grade here. I have drawn its graph as well. This will impress my tutor because he likes graphs included where necessary. He likes them very much.	This student is quite successful in my course. He worked on...in his assignment...Excellent, it can not be better than this. It is not necessary to read the rest of the answer. His assignment is also excellent. What did he get in his assignment? Eighty. It was prepared quite neatly. It is clear that he understood this topic very well.
Q1 (12 out of 20 pts) (Q1)	These definitions are from previous lecture topics. Fortunately I had a look at the previous chapters and I made the definitions in my own words. But there may be some minor mistakes. I am again expecting a good mark here. <u>Not errors in English, not language errors, may be errors in definitions, I might have confused the definitions of...</u>	<u>It could have been a better definition.</u> Let’s give half the full point.... <u>No, it is not what I want.... No, this definition is wrong....</u> Right, what did we ask here? ....Okay, correct.... that is correct.... That is correct. However, half the full point.... Did he continue? No. He gets 12 points here.
Q5 (20 out of 20 pts)	It is not a knowledge question that you can answer by memorising. One can write these formulas if s/he memorises them but the tutor says “explain” as well. You need to comprehend what these formulas mean in order to be able to write their explanations here. If you understand these you can explain them in your own words. I am expecting a very good mark here because my explanations are very good and informative. I very well showed the two ways to be used to calculate...	Good.... it has been very well answered. He has continued on the other page....He deserves 20 points here.

Q4 (10 out of 10 pts)	My tutor's favorite question...He also asked this question in the first term. It was 20 points at that time, but now it is 10 points. Very easy question. I have drawn its diagram in which there is...It is the same diagram I drew in the previous examination. I explained the diagram very well. The ones who were not able to answer this question in the first term could answer it now if they had a look at their lecture notes. It is not very difficult to get ten points here.	Our famous question...No need to read the rest. Very good paper.
Q8 (12 out of 20 pts) (Qn)	Question eight...I did not study this topic from the book, for this reason I gave my own comment on the relationship between...and...I think my answer is irrelevant to the question. <u>Perhaps my tutor wants here more specific information, but I talked about general points....</u> (a detailed explanation of the answer) <b>This is the logic we have in our minds. I tried to explain this in one page.</b> But this is the answer which I think to be irrelevant because I did not study this topic from the book. I ran out of time very quickly, so I could not answer other questions. If I had had more time I could have answered more to reach a hundred points. The questions I answered make ninety points, not a hundred.	...He has explained this very well. However, <u>there are some important points missing. For example...He should have mentioned this....He has not stressed on this.</u> Let's give 12 out of 20 points. Anyway, his other answers are quite good. He gets 74 out of 90 points which is not very bad.

Can's remarks related to his conscious concerns particularly in Question 5 clearly show that he was perfectly aware that in order to meet his tutor's expectations in this question he needs to "go beyond recall of information." He must "show a personal grasp of the material by being able to rephrase it and give an explanation in his own words" (refer the conceptualisation of *comprehension* level questions in Section 5.2.3, Chapter 5). And the tutor's response to this sort of reasoning: "Good...it has been very well answered...he deserves 20 points here" seems to indicate that Can adopted "valid lines of thinking and writing," and hence exhibited "modes of behaviour" legitimate and appropriate to the new community.

Such awareness (as discussed above) contributed to his fulfillment of the condition. Quality which was again his salient concern as it had been in the previous games. As evidenced by his remarks on Question 0 and 4, Can knew that "true" information to be



provided in these questions needs to be supported adequately by “graphs” or “diagrams” which, as a result, would, to quote him, “impress” his tutor “because he likes graphs included where necessary. He likes them very much.” Despite his unintentional violations pointed out by the tutor in Question 1 (violation of the Quality condition) and 8 (violation of the Quantity condition), which he was perfectly aware of, his concern for the condition, Quality was considered by his tutor appropriate. Prof. Fisunoğlu’s remarks, for example, on Question 1; “This student is quite successful in my course....Excellent,” on Question 4; “Very good paper,” and on Question 8; “...his other answers are quite good” clearly show this.

Evidence concerning Can’s developmental process of acquiring new community-generated components of the essay examination presented here suggest that he figured out that essay examination employed in the new community is “basically...knowledge display” (as discussed earlier in Section 5.2.4, Chapter 5), and thus, in order to be deemed a successful player he needs to pay special attention to the Quality condition. This was also evidenced by his comment presented below:

(I): I know that my tutor’s first concern while grading our examination papers is with “quality.” I do not think he is very much concerned with “manner”, I mean “language.” Knowledge, I mean what you write, has priority rather than how you write it.

#### Apprentice 3 (Esen Bilgen)

Esen is another apprentice in the cohort who had to repeat the language training programme due to her lack of adequate language background and family problems, as she expressed in the following comment:

(I): I attended the programme for two years because I failed in the first year. I learned English during high school, but it was inadequate....I learned very little. In spite of this I opted for an English-medium university, hoping that I would find a good job after graduation. I was very much motivated to learn English at the beginning but then my father died...so I could start the courses in Yadim after one and a half months. Although I

was Level 3 when I took the proficiency test I failed. Then in the second year I again started from Level 3.

Then in the second year, in spite of the fact that she was given a further option to take the subject courses in the medium of Turkish this did not change her decision. She explained the reasons for this as in the following:

(I): We were given an option to take our department courses in Turkish but I did not want to do this. Because I decided to be trained in the medium of English while I was selecting the universities before taking the University Entrance Examination. I mean I wanted this from the very beginning. Moreover I felt myself responsible to you. I knew that you were going to be with us, so I could make it. I knew that you were doing all these for us and it I think this feeling increased my motivation towards my department as well.

Here there seems to be a clear indication of Esen's initial willingness and motivation to engage in the enculturation process which, she believed, contributes to the process of learning to cope with conflicting ways of life, a prerequisite to become an effective member of the new community. However, evidence acquired from the observations of her performance in the first two examinations showed that the feelings of willingness and motivation did not suffice to "make it."

The grade-aloud protocol data concerning Esen's performance in the midterm examination administered in the first academic term revealed that she was not deemed by the tutor successful in conforming to the rules of the game. In most cases, Prof. Fisunoğlu disagreed with the correctness of information Esen provided in response to the questions, violation of the Quality condition. Esen's unintentional violations of the Quality condition jeopardized the Cooperative Principle in that exchange, resulting in grade 22 (out of 70). The reason for such failure was that she lost concentration and could not do adequate preparation for the examination because her mind was busy with her own personal problems and those related to her family. This was evidenced by her diary entry documented below:

(D): I called home last Monday. I talked to my mother. I heard unpleasant news. The situation is getting worse, as I understand from what my mother said....I can guess the tension at home. Added to this I am sick. I have a sore-throat and a bad cough. I feel so

depressed that I do not feel like studying and preparing for the examinations though I know I have to work (22.11.1995-a week before the midterm examination).

The picture was even worse in the final examination given in the first term, as shown in Table 18:

**Table 18. Esen's performance in Game 2: The 1st term final examination**

Grade: 06 out of 30 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q4 (3 out of 20 pts) (Q1)	<u>I could not remember the formulas to do the calculation...not sure if they are the correct ones....I said (information that the tutor regards as correct)</u>	...she is saying that....right, but <u>she can't find this from the calculation she has done....three points since....is correct.</u>
Q5 (3 out of 10 pts) (Q1 and/or R)	<u>The graph I have drawn is most probably wrong, irrelevant.</u>	<u>The graph is not the one the question requires....only three points for the correct information she has given.</u>

As seen in Table19, Esen answered only two questions, and her unintentional violations of the conditions Quality and Relation, of which she was aware (as evidenced by her remarks underlined in the table), again jeopardized the Cooperative Principle and resulted in a poor grade. The explanation for such failure was obtained from what she said about her performance in this game after she had reflected on it:

I have done these questions in order not to give an empty paper to my tutor. I could have done the others, but it would not mean anything because my midterm grade is very poor.... This means that I have to get 75 to be able to pass, which is impossible considering that my previous grade is very poor and that the course tutor is Prof. Fisunoğlu. I could not prepare for the midterm exam, so I could not compensate for such a big gap in this exam. After the exam I looked at the questions and regretted that I had not studied hard because the questions were easier than the ones asked in the midterm exam. I am not the only one whose midterm grade is low. There are other students, too. Most of them did not take this final exam. The ones who took just signed the attendance sheet and left. I stayed for sometime and then left, thinking that no way to pass the course this term.

Her comment indicates that she was deemed by the tutor an unsuccessful player not because she was not familiar with the components of essay examinations and the mature

member's style but as she lost all her confidence and hope to get a passing grade, in her own terms, "to compensate for such a gap."

Later, in the subsequent game; the midterm examination administered in the second academic term, she seemed to regain her confidence and motivation, and hence increased her grade. The data concerning this are displayed in Table 19.

**Table 19. Esen's performance in Game 3: The 2nd term midterm examination**  
Grade: 42 out of 85 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q4 (15 out of 15 pts)	In this question we are required to do a calculation only. I did it correctly.	....Her calculation is correct.
Q6 (no pts) (R)	...it is a question which can be answered using the information in our book...I have drawn the graph, but I am not sure if it is correct. I remember...I could not express what I mean completely, so my explanation is not satisfactory.	....No, it is not a relevant answer to this question. I think she has made up this answer just for the sake of writing something.
Q8 (11 out of 15 pts) (Qn)	...a "suppose" question....requires an interpretation....we are required to analyse the situation in order to...There are questions very similar to this question in the problem sets at the end of each chapter in our book. <u>There may be points missing in my explanation because I could not recall the topic completely in the exam.</u>	...she seems to be close to the correct answer....The is correct. She has given an explanation, but <u>the information provided is not enough.</u>
Q1 (4 out of 25 pts) (Q1 and Qn)	...definitions...knowledge type of question. I wrote the definitions of the concepts that I know. For example...this definition is not correct...I know the topic of... but I do not know its definition.... <u>There are points missing in my answer. As I did not know the definition completely I tried to explain it by means of an example. However what I wrote turned out to be general information about the topic rather than its definition. I think my tutor will mark me down because I have problems in this question in terms of both "quantity" and expression.</u>	....not correct. Not a definition at all....not bad but not adequate. She has given the formula but not explained...This is what I have never been tolerant of. <u>This definition is only one third of the complete definition of...she can be considered to be close to the correct definition although it is not sufficient amount of information.</u>
Q3 (12 out of 15 pts) (M)	...it asks us to discuss why....we need to analyse and comment on this situation....hard question to answer. I know that I was not able to express what I wanted to say...(she has given a detailed explanation of the situation) This is the answer but I do not know how I expressed it in English.	....yes, this is a good argument. This is not a question which can be answered only by recalling information I requires the student to analyse the situation and give an answer through his/her own analysis. <u>However she should have expressed herself more clearly, without any language mistakes.</u>

Esen's remarks indicating her conscious concerns and Prof. Fisunoğlu's responses to her "trial efforts" to be cooperative in this particular exchange show that she started to develop, though in part, "a new understanding" of her tutor's expectations. In three cases, for example, she was able to speculate about his tutor's concerns and why he would mark her down. In Question 3, she knew that she would be marked down due to her inadequate expression, violation of the condition, Manner, and she was right. Prof. Fisunoğlu marked her down because of "unclear expressions" and "mistakes in the use of English" although he was satisfied with the "lines of reasoning" and the way Esen followed to answer this question. The picture was almost the same in Question 8 and 1 where Esen remarked that she violated the condition of Quantity because there were "points missing" in her answers. And Prof. Fisunoğlu's responses indicate that she had problems in maintaining the condition, Quantity because the "amount of information" she included in her explanations was not "sufficient." Esen's awareness of his tutor's concern with the condition, Quantity and her weaknesses in maintaining this condition as well as that of Manner is also evidenced by what she commented in the interview:

(I): I learned from Mr. Fisunoglu's comment that he did not like the amount of information I provided in my answers. According to him I write less information than needed. Of course I have problems with the use of language but he does not seem to be concerned with this as much as he does with especially the content and size of information. It was of course useful for me to see my own paper with my tutor's comment. For example, I learned that I was writing less than necessary but it did not help me to see what I must write more. I think it is very much related with knowledge and hard work which I was not able to do for the examinations. I must write more but what, what should I cover more?

As clearly seen in her comment, she figured out that meeting the tutor's expectations in the games has to do with "hard work" and displaying adequate "size" of content "knowledge," i.e. maintaining the conditions, Quality and Quantity, which, she admitted in her earlier comments, to have problems with. Her problems, according to Esen, mainly stemmed from her inadequate preparation for the examinations. She was not able to work hard because of the problems she had mentioned earlier in her comments presented above.

Then she attempted to find a solution for her problems by benefiting from others' examination scripts, using apprenticeship terms, by "learning" from "more knowledgeable peers." For example,

(I): I benefited from examining the examination scripts of my friends who obtained higher marks than me.... I spent a long time examining Can's examination paper, because he got the highest grade in our group, to further see what Mr. Fisunoglu actually wants, where he marked him down and where he marked him up. It was very useful. **One important thing I learned from this experience is that to be able to get a good grade one has to study by writing, especially the diagrams and graphs one needs to study them by drawing and taking notes. It is no good studying by reading the chapters in the book as you are reading a story book. Another thing, I learned it in the feedback sessions, is that you need to write everything that you know about a concept asked in a particular question. It is very important for Mr. Fisunoglu. So what I did in the last exam was that I tried to give as much information as possible of course by drawing the relevant graphs or diagrams. He wants to see how much you know and have learned from the lectures and books. But you need to be careful about the focus of the question. You must not give irrelevant information.**

Her comment clearly shows that the process of "benefiting from others' papers" and that of receiving her tutor's comment on her performance through the "feedback sessions" enabled her to enhance her understanding of what particular conditions of Cooperative Principle that Prof. Fisunoğlu was concerned with when evaluating her performance in the game (as highlighted in the comment above). It also seems to indicate that this process helped her acquire an awareness of the roles she was required to play when preparing for the essay examinations, for example, "to be able to get a good grade one has to study by writing, especially the diagrams and graphs one needs to study them by drawing and taking notes. It is no good studying by reading the chapters in the book as you are reading a story book" and when engaged in the game, for example, "you need to write everything that you know about a concept asked in a particular question.... give as much information as possible of course by drawing the relevant graphs or diagrams." So, as she stated in her comment, she tried to play the subsequent game by paying special attention to all these. The data regarding Esen's performance in the fourth game is displayed in Table 20.

Table 20. Esen's performance in Game 4: The 2nd term final examination

Grade: 46 out of 70 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q0 (Assignment question) (12 out of 20 pts) (Qn)	First I answered the assignment question. My assignment topic is... He asked its elements in the question. I remember two headings relevant to the topic, I have written these "... " and "... " <u>There are subheadings of these which I have not mentioned here. I mean these are divided into two or three groups. I remembered this grouping but could not remember exactly what they were. I knew its definition very well. Whatever he would ask I was going to write its definition as an explanation, to explain what "... " is. So I gave a definition first then its elements as much as I could remember but I could not remember their subheadings.</u>	Good.... This is not bad. However, <u>she should have explained...more. There is one more point. Here, there is one more important point that she should have emphasised,</u> I am sure she included it in her assignment.
Q4 (10 out of 10 pts)	I memorised this, no no in fact I did not memorise I learned it. I have drawn its graph. In the previous examination I did not give an explanation for the graph because I thought that the graph explained everything,...and...are all there as I showed in the graph. But then I learned in his comment that explanation is necessary. I am expecting full point this time.	The graph is correct.... Right, this is a good answer.
Q6 (15 out of 20 pts)	...it was an evaluation, a comment on question. I did this I think it is correct. I could not explain the situation in detail but I guess it is correct in general. I tried to explain that...I should not have used "is" and "of" here.	....Not bad, she can get 15 out of 20 points.
Q2 (5 out of 10 pts) (R)	...a calculation question, too. It asks the amount of three or four things...The tutor gave these values to be used in the calculation. First I put the value of...into its place then I found..., then...I used the formula... <u>I do not think it is complete because I did not do all the calculations.</u>	....She has done the calculations correctly....that is correct but <u>she has not done any calculations for the other two columns.</u>
Q9 (4 out of 10 pts) (Ql)	Question nine asks what happens in terms of...and...if...It is not a knowledge question. To answer this you need to understand the topic and analyse the situation in the light of your understanding. It is like a "cause-effect" relationship. <u>I am not very much certain about the correctness of this answer</u> because I answered three questions very confidently. The others...I am not sure.	Correct.... <u>No, this is wrong... never increases under this condition.</u> It is not more than 4 points.

Esen's remarks indicating her conscious concerns and the tutor's response to her "efforts" to be cooperative in Question 4 suggest that her concern for including graphs in the explanations was appropriate. However, due to her unintentional violations of the conditions, Quality (in Question 4), Quantity (in Question 0), and Relation (in Question 2), she failed to fulfill the expectations of the tutor completely and got a grade similar to the one she got on the previous game. When she commented on her failure in matching the tutor's "values" in the interview she said that she "was not very successful," not because she could not benefit from the opportunities provided by the absorption process but rather because she was not able to "work hard" and she faced various "personal problems" and those related to her family:

(I): I very much benefited from what we did together. I was not very successful because I could not work hard because of my personal and family problems. In fact I feel a bit guilty due to this. I was not able to concentrate on the courses in the first academic term. Then in the second term I started to discover things about my weaknesses and more about my tutor's way of evaluation but it was too late to pass the course.

#### Apprentice 4. (Perçin Ağır)

Perçin was in his repeat year in the language training centre when he joined the preparation process. He had to repeat the programme because, he said:

(I): I did not give the necessary importance to learn English in the first year. I failed. I worked to prepare myself for the University Entrance Examination for two years. I was tired in the first year in Yadim. In the first achievement test I got a poor grade and tried harder for the next test. But I saw that I could not make it, so I lost my motivation. I learned English as a subject course during my secondary and high school education but what I learned was not adequate. I came to Yadim with a very low level of English proficiency.

He was one of the apprentices in the cohort who warmly welcomed the idea of preparation and considered himself "lucky" to be exposed to the preparation process, as his following comment indicates:



(I): I personally wanted to start the freshman year in my department as soon as possible. On the one hand, I sometimes consider the year in which I failed as a loss of time. But on the other I think I am lucky because if I had passed I would not have met you and prepared for my department beforehand.

When he started the freshman year he seemed to have no difficulties with dealing with ways of doing things in the new community, as evidenced by the following diary entry in which he commented on one particular authentic practise of the community; lectures:

(D): The lecture given by Prof. Erk was quite good today. I was pleased that I could answer the questions he asked....He knows how to motivate students. This also encourages me to participate in the lesson (12.10.1995).

In spite of the fact that he was just at the beginning of his participation in the everyday practices of the new community he started to benefit from the “awareness-raising sessions” (see Section 6.3.3, Chapter 6) and, hence, to develop an understanding of the requirements of the community, in this case, “working hard” and doing revisions of the topics covered in the lectures, as he stated in the following entry:

(D): After the tasks we did last week I understood better the necessity of working hard. Because I noticed that I may not be able to provide satisfactory responses to the questions in the examinations. It was a very beneficial session for me....Recently I have been revising all the topics and reading the article you gave last week (07.11.1995).

He also started to recognise his own weaknesses, which were mainly related to his inability to effectively understand the subject matter. For example,

(D): I have recognised recently that I am not able to analyse the topics well while working, so I face difficulties in answering the questions....The reason I think is that I am not able to comprehend the topics well. I need to sort out this problem as early as possible (13.11.1995).

Such weaknesses affected his performance in the midterm examination given in the first term negatively, which led him to include incorrect information in the answers he gave in response to the questions. This was evidenced by Prof. Erk’s responses given to Perçin’s

“trial efforts” to keep the Cooperative Principle in force. In his remarks, Prof. Erk disagreed with the correctness of information Perçin provided in his answers, violations of the condition, Quality. As a result, Perçin got 29 out of 50 in the essay part of the examination.

However, Perçin’s inadequacy in comprehending the subject content was not the only reason for his exhibiting such a performance in the essay examination. There were some other reasons as indicated in the following comments he wrote in his diary:

(D): I could not devote enough time to prepare for the exam because I had to stay in hospital, accompanying my aunt. That is why I was anxious while entering the exam. I could not remember anything concerning the topics just before the exam....When I finished the multiple-choice part I asked the invigilator the time and I learned that I had only twenty minutes to do the essay part. I left the first question in the essay part incomplete in order to write answers to the other questions. As I had a limited period of time I had to think fast and write. Because of this I could not completely write what I wanted (27-30.11.1995).

A little while later, Perçin recorded in his diary some other reasons for the grade he got:

(D): ....(1) I could not study hard. (2) It was my first experience in taking an examination in my department. If we had not done those tasks with you the situation would have been worse. (3) I devoted most of my time to extra-curricular activities, such as folk-dancing, reading, etc. (4) I had problems of concentration while studying at home because I do not have my own study room and a lot of guests are visiting my family, and this causes noise at home (04.12.1995).

He wrote the following in his diary after he had participated in the feedback session in which he was exposed to Prof. Erk’s comments on his performance in the first game:

(D): We learned the grades we got and errors we did in the examination paper. All these showed that we need to work much more regularly and differently. My grades are not very good. I cannot find an excuse for this. It will not be fair if I say “it is our first year and we are inexperienced.” Because we started the process of preparation for our department last year and we had already got familiar with the department and known what we would face before we started the subject courses. These all happened thanks to the opportunities you have given us. We are still in the process of adaptation and doing activities specific to examinations. In short, we knew what we would encounter. We

would have been more successful if we had worked differently. The grade I got on the midterm exam showed me one important thing that one cannot do more than one thing at once. So, from now on, the courses and examinations will take priority and I will participate in extra-curricular activities in my spare-time (06.01.1996).

This lengthy comment in which Perçin attempted an honest evaluation of his performance in playing the game suggests that given the opportunity of receiving feedback from his tutor, he started to construct new understandings of what he needed to do to be able to function much more effectively in the new community; to “work more regularly and differently” and give “priority” to the “everyday practices” of the community, in this case, courses and examinations.

Table 21 below illustrates his performance in the the final examination administered in the first academic term.

**Table 21. Perçin’s performance in Game 2: The 1st term final examination**

Grade: 31 out of 50 pts

Question Number	Apprentice’s Remarks	Tutor’s Remarks
Q3 (no pts) (R)	I knew that it was necessary to draw a graph to answer this question. First I explained....I tried to explain it as Mr. Erk wants it....I am expecting a full mark here.	....Yes, correct but it is <u>very interesting that what he has written here is relevant to the...question, not to this one.</u>
Q2 (7 out of 10pts) (Q1 and Qn)	I said that.... <u>but I forgot to say that ...should be equal to...It is seen in the graph but it should also be given in the explanation...I think my answer is not complete.</u>	....Yes, this rule is correct. What he is saying is right. <u>The only thing here is that he should also have mentioned...no, here he should have shown that...is equal to...</u>
Q4 (8 out of 10pts) (Q1)	...I explained this with graphs. But <u>I think this is wrong here.</u> I made this mistake because I was running out of time.... <u>I know that...cannot be greater than...but I have written just the opposite. After the exam I was sure that I would be marked down due to this mistake.</u>	<u>What he is saying is correct....This is wrong. It should have been...is bigger than...I think he confused these two concepts.</u>
Q6 Assignment question (8 out of 10 pts) (M)	In the assignment my subject was...I explained....I could not find the English equivalent of the word... so I have written...I am expecting a full grade here.	Actually he has understood the concept....the organisation in his answer is not bad...but <u>he has errors in tense.</u>
Q5 (8 out of 10 pts) (Qn)	There are two graphs to explain this concept. In one of them...should be...but in the other...I tried to explain this situation.	...Correct. He knows the subject, but he should also have mentioned that....my written comment is “...not stated.”

On the second game Perçin got half the full grade in response to his performance as he did in the previous game. However, evidence acquired from his remarks and the tutor's responses to his "trial efforts" suggests that he had started to figure out what he had to do to be deemed a successful player. As seen in Table 24, his remarks on Question 3, 4, and 5 indicate that he was trying to play the game by paying special attention to the condition, Quality, which, according to him, had to do with including relevant graphs in the explanations. Evidence acquired from Prof. Erk's remarks (as marked in bold type) on the answers provided by Perçin in response to those questions suggests that his "trial efforts to maintain the Quality condition was largely deemed appropriate by Prof. Erk. Moreover, as evidenced by his tutor's and his own remarks on Question 2 and Question 4, he knew that Prof. Erk would mark him down because of his unintentional violations of the condition Quantity and Quality. This suggest that Perçin had, to a large extent, developed an awareness of the manners in conformity with the expectations of his tutor. And the provision for his exposition to his tutor's feedback on his performance was perceived by him to develop his awareness further. This was evidenced in the following comment:

(D): ....When I examined my exam paper in Economics I saw that my performance in the essay part was better than it was in the multiple-choice part. I also saw that my tutor marked me down because I could not show my knowledge and put what I had in my mind onto paper properly. He also marked me down due to inadequate and unclear expressions in English. Now I know what I need to do: to be careful about all these in the next examination....the feedback is very useful in this respect (12.03.1996).

Then, in the second academic term, Perçin had to take the course, Introduction to Economics II, which was the continuation of Introduction to Economics I given in the first term, from Prof. Fisunoğlu as he was late to register for Prof. Erk. In spite of such a change, he was not worried, as evidenced in the following comment,

(D): I will be taking Economics II, Macroeconomics from Prof. Fisunoğlu in the second term. I am pleased to learn this because I believe I have enough information about his style, personality and more importantly how he evaluates the exams. I learned this in our

group sessions. I believe that I will become more successful in the second term (15.03.1996).

but rather “pleased” because he perceived himself to have already become familiar with conflicting ways of life thanks to the opportunities given by the provision for absorption. This was also supported by the evidence obtained from interview data. For example:

(I): I took “Introduction to Economics” from Professor Erk in the first semester. And then in the second term I had to change the tutor and took the same course from Professor Fisunoglu because Mr. Erk was not available. I was not worried about this change although I knew that their expectations and attitudes were different in many ways.... Mr. Fisunoglu’s examination questions are different from Mr. Erk’s. He wants more details and wants us to expand our knowledge acquired in lectures with outside reading. You cannot answer his questions by memorising. So I worked differently.

This comment indicates the kind of “information” Perçin claimed (in his previous comment) to have about his new tutor. His reference to “working differently” once more (he referred to this in one of his diary entries presented above) in the interview shows his awareness of the fact that if one changes the tutor s/he is to face a new set of norms, values, and expectations and in order to be successful s/he must adapt herself/himself accordingly and “work differently.”

At the beginning of the second term, he commented in his diary that he “had no problems” though he started to experience a different form of life:

(D): Considering the last three weeks, I can say that I am working more regularly as compared to the previous term....I have no problems with my new tutor. I also like his way of lecturing (19.03.1996).

(D): ....The topics are more difficult to understand this term, but I believe I will make it, benefiting from different sources and our group-work (06. 04.1996).

Before he participated in the midterm examination he wrote the following in his diary:

(D): In my opinion, our sessions have been very useful in terms of seeing our mistakes in the exams and finding ways to satisfy our tutor. To stick to the coursebook is not

sufficient to be successful. We need to do outside reading....In the session in which we checked each other's written work we understood that we need to read and write more frequently because most of us found language mistakes in each other's paper. The reason for this, in my opinion, is that we have not made the needed effort to expand our subject knowledge....However, I believe, this term I will provide more satisfactory answers in response to the exam questions because now we are more experienced and know what we are required to do in order to be successful. To me, the main cause of failure is inadequate content knowledge. Provided that we cope with this problem I believe that we will do what is expected of us (06.04.1996).

Evidence acquired from his comment suggests that he had "constructed new understandings" of what he is required to do to be able to function effectively in the new form of life, which, according to him, would also enhance his success in the games. These understandings were mainly related to the necessity of doing outside reading to "expand" the content knowledge and producing written pieces more frequently which would help him to decrease the number of "language mistakes" in his written exchange in the essay examinations.

In the following comment, reflecting on his own conceptualisation of the "tricks of the trade" or the "strategic competence" needed to meet the tutor's expectations in the game, Perçin admitted that those new understandings occupied his attention. Put differently, for him, what counted as playing the game successfully in Prof. Fisunoğlu's course was paying special attention to the conditions of Quality, "ensuring" the tutor that he had "accurate" knowledge; and Manner, using appropriate and "correct forms of expression."

(I): In Prof. Fisunoğlu's examinations I first read the question carefully to understand it well and then **I consider the possible ways of ensuring him that I know what he asks and that I can write what I know in English. There are two important things here. First you must know the subject content, you must have the needed accurate knowledge. Second you must know how to transfer it to the paper in proper and correct forms of expression.**

Table 22. Perçin's performance in Game 3: The 2nd term midterm examination

Grade: 54 out of 100 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q5 (10 out of 15 pts) (M)	....He wants us to draw the graph and explain it. This question does not require anything other than knowledge. If you know it you can answer. I did it. I think I answered it very well. It was one of the questions I answered well in the examination. <u>But I am a bit doubtful about my expression.</u> I think the same for all the answers that I wrote. The reason for this is that I was not able to work for the exam adequately.	....OK, the graph seems to be correct....He knows the subject, <u>but his expression is not clear...not coherent.</u>
Q7 (7 out of 15 pts) (Qn)	....This is also a knowledge type of question. I answered it accordingly. I am expecting a good mark on this question and the previous one. Perhaps I may have weaknesses in my expression, which is my big fear.	....The graph is correct but <u>not complete...his explanation is not sufficient...</u>
Q4 (15 out of 15 pts)	...is of a calculation type.... <u>I did the calculation correctly.</u>	The problem...Yes, he has solved the problem intelligently.
Q6 (8 out of 15 pts) (M)	another knowledge type of question....But it also requires knowledge, comprehension, analysis, and interpretation....I do not think my answer is adequate in terms of information that I provided, the amount may be too little. <u>In fact I knew more but I could not write...could not express. Why is it happening? Because of English.</u>	....What he is saying is correct, however <u>he has grammatical mistakes...eight out of 15 points.</u>
Q8 (12 out of 15 pts) (M)	This question completely requires analysis and interpretation. I starts with "suppose." The question is similar to the one for which the tutor wanted us to prepare an answer earlier, from the problem section in our book. I do not think I explained the graph adequately...explanation is too short...my tutor will mark me down due to this. <u>You need to do the analysis...of the given situation, which I tried to do.</u>	....The graph is correct... <u>certain that he knows the topic...his grammatical mistakes prevent him from expressing himself clearly and adequately....12 out of 15 points.</u>
Q1 (12 out of 25 pts) (Qn)	...a knowledge type of question. If you know the definitions you can do it. <u>I forgot to write one or two of the definitions....I tried to explain them by means of graphs when necessary....Drawing graphs is, of course, good. It indicates that you know the topic.</u>	....Definition is correct, but ...and...cannot be considered as...OK good to see a graph beside the definition....correct....though not complete...close to the correct definition...12 out of 25 points since <u>he has not written all of the definitions.</u>

Data findings concerning Perçin's performance in the third game revealed that Perçin had correctly figured out what communicating successfully in the "game" entailed for. More specifically, he was aware that his "unintentional" violations of the conditions, Quality

and Manner would jeopardize the Cooperative Principle. The findings illustrating this are displayed in Table 22 above. As seen in the table, Prof. Fisunoğlu's remarks indicating his responses to Perçin's "trial efforts" in Question 5, 6, and 8 referred to the violations of the same condition Perçin said in his comment above to be concerned with fulfilling, Manner. Given the expressions such as "correct," "certain that he knows the topic," "what he is saying is correct" that Prof. Fisunoğlu used in his remarks on the same questions and the other two, on Question 7 and 1, it seems clear that Perçin's concern for maintaining the condition, Quality by giving accurate information and including graphs in the answers when needed (see Perçin's and his tutor's remarks on Question 1) was deemed by his tutor appropriate.

In spite of his "unintentional" violations Perçin achieved to get a passing grade, 54 on this examination though it was his first experience in playing the game with a "different" tutor. This evidence suggests that Perçin, "learned," though in part, how to deal with different forms of life within the same community.

His tutor's feedback on his performance in the game and the feedback given by the researcher of this study in response to his performance in a writing task enabled him to develop further awareness of his weaknesses and what he needs to do to compensate for those weaknesses, as his diary entries below show:

(D): My performance in the midterm exam was not bad. But I have some worries. In some questions I could not express myself clearly....I was not prepared for the questions concerning definitions. I answered them, but if I had been fully prepared I would have done better....What I have learned from this experience is that I need to revise English grammar (16.04.1996).

(D): When I look at the language mistakes I have in the essay I have produced recently I understand better why my tutor marked me down in the midterm exam. Those mistakes make what I want to say incomprehensible. I am now more aware of what I should do (18.04.1996).



Later in the subsequent game, Perçin did what he believed (as evidenced in the above diary comments) he needed to do: to compensate for his weaknesses in the use of English. This is understandable in the light of the apparent absence of the tutor's remarks pointing out the violations of the condition, Manner (see Table 23).

**Table 23. Perçin's performance in Game 4: The 2nd term final examination**  
Grade: 43 out of 100 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q0 (Assignment question) (no pts) (Q1 and R)	My assignment topic is the relationship between...and...I noticed after the examination that <u>I had a mistake in the graph that I drew. I think that what I have written here is not what my tutor exactly wants.</u> I do not think I could cover the significant points about the topic. <u>I am not very happy with my answer because it does not reflect the relationship between...and...as I wrote in my assignment</u>	Percin's situation is good too. I mean his average is 67... <u>The definition is totally wrong...What he has written here is quite far from the topic of his term paper. Moreover, the information he has provided is incorrect.</u>
Q10 (no pts) (Q1 and/or R)	I was not able to write the answer. It is an interpretation question. His questions are all of this type in general. I should have expressed my opinion as to which one is better, ...or...in the given situation. I was not able to explain it adequately because the invigilator said we had only twenty minutes more to finish so I passed on the last question	...No, unfortunately <u>he has confused everything.</u>
Q8 (14 out of 20 pts) (Qn)	This question is about my assignment topic. The effect of...on...and ...I did this question so I am expecting a good mark here. <u>Nevertheless Mr. Fisunoglu might find some points missing</u>	...One important thing that he should have mentioned is that when... <u>There is one more significant point to be mentioned that...Nevertheless, he can get 14 out of 20 points</u>
Q4 (7 out of 10 pts) (Qn)	For example, this question was also asked in the previous examination and my answer is much better this time...	...He can get 7 points since <u>there are points missing in his explanation of the graph.</u>
Q2 (10 out of 10 pts)	...the table to be filled in. <b>My answer must be correct.</b> Because it is a calculation, <b>no other way to calculate these.</b>	...Right, the calculation is <b>correct</b> , where is...? OK, he has shown it, so he can get 10 points here.
Q6 (4 out of 20 pts) (Qn)	...I am sure Mr. Fisunoglu will find what I have written here nonsense. I tried to explain that...I tried to explain this but I	... <u>He has not mentioned anything about...As he knows that...he can get 4 points.</u>

	think I was not able to write clearly because I kept passing from one question to the other. Time was very limited and I could not concentrate on the questions. Certainly I had no concentration. I wish I had not answered this question. I wish he would consider it as an excess question. I answered it to reach a hundred points but when I went out I noticed that the questions I answered make a hundred and ten points. If I had noticed it during the examination I would have erased it.	
Q5 (15 out of 20 pts) (Qn)	I know that I have a mistake in question five. I do not know why but my mind got confused in this question. It is a knowledge type of question. We were required to write the ways to calculate...with formulas. I think the first way I have written is correct but I am not sure of the second one.	... <u>He has forgotten to write the other elements like...</u> He can get 15 out of 20 points...His grade is poor, but I will think about it because I see progress in his paper.

As clearly seen in Table 23, a majority of Prof. Fisunoğlu's responses to Perçin's answers (see the tutor's remarks on Question 5, 6, 7, and 8) referred to the violations of the condition, Quantity. This is understandable in the light of his references to the "points missing" in Perçin's answers. When reflecting on his performance in this particular essay examination, Perçin said that he is not happy with the performance he exhibited. The reason for this was that he was not able to work hard. He went on saying the following:

(1): I even thought of leaving the classroom because I knew that I was going to receive a poor grade. Then I thought that I was responsible to you. If I had not felt responsible to you and to my tutor, believe me, I might have submitted an empty paper.

Though he did not "submit an empty paper" Perçin's unintentional violations of the condition, Quantity and of two others (Quality and Relation) led him to get a grade below 50. After grading his paper, Prof. Fisunoğlu said that it was a "poor" grade, below 50, nevertheless, he said he would think about it. Perçin might pass because he saw progress in his paper (see the tutor's remarks on Question 5). It is not clear in Prof. Fisunoğlu's remarks what sort of "progress" he meant. However, what Perçin said in the interview seems to make the meaning of "progress" here clear; his maturity in his "domain-knowledge," for example:

(I): Professor Fisunoglu asked us what we had learned in his course. I wrote that I could understand the events related to Economics taking place in Turkey and that using my knowledge in Economics I could comment on the causes and effects of many economical situations. I also wrote that my big fear was not to be able to express all I know in English, but that I overcome this fear with the help of you. I also added that I was motivated to learn more and more and the reason for this was the responsibility I felt to him and to you... In spite of this if I cannot pass in the final examination I believe that I will pass in the make-up examination. I will study and I will pass. I learned the content of the course.

The feelings of “motivation” and “responsibility” and his maturity in the “domain knowledge” enabled him to play the subsequent game more successfully i.e. Perçin had to take the make-up examination and passed the course.

#### **7.3.1.1 Comparison of Performance in the Essay Examinations**

This section will present evidence of apprenticed-neophytes’ performance in the essay examinations based on quantitative data collected to support the evidence acquired from qualitative data presented in Section 7.3.1 above.

The data concerned here were obtained from the grades which the apprenticed-neophytes and other neophytes (who did not go through the absorption process reported in this study) got in response to their performance in the examinations they participated both in the first and the second academic term. Statistical analysis of the data produced the following findings presented in the form of tables and figures below.

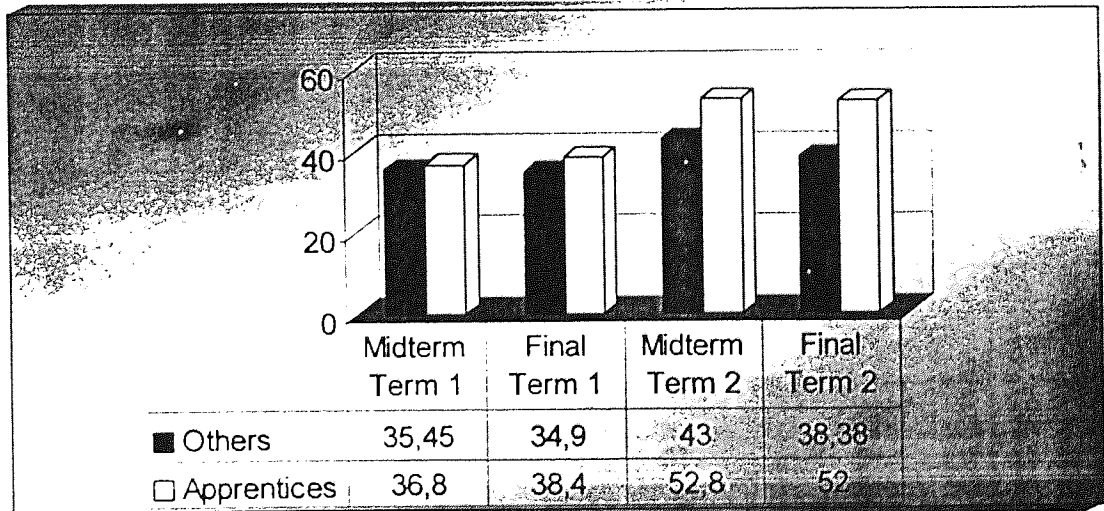
Table 24 and Figure 2 below summarise the data findings regarding the game performance of apprentices and other neophytes in Introduction to Economics I and Introduction to Economics II (MacroEconomics), the courses given by Prof. Fisunoğlu.

Table 24. Comparison of Apprentices' Performance in the Games with the Performance of Other Neophytes

	Groups	Games 1 and 3: Midterm Exams		Games 2 and 4: Final Exams	
		N	Mean	N	Mean
Academic Term 1	Other Neophytes	48	35.45	48	34.90
	Apprentices	5	36.80	5	38.40
Academic Term 2	Other Neophytes	40	43.00	40	38.38
	Apprentices	5	52.80	5	52.00

Tutor 1: Prof. Fisunoğlu

Figure 2. Comparison of Apprentices' Performance in the Games with the Performance of Other Neophytes (Tutor 1)



When the findings presented in Table 24 and Figure 2 are taken into consideration it is observed that the mean of apprenticed-neophytes' final examination grades in the first academic term (38.40) is higher than that of their midterm examination grades (36.80). In contrast, the mean of other neophytes' final examination grades (34.90) is lower than that

of their midterm examination grades (35.45). When the situation in the second academic term is considered it can be seen that the means of apprentices' midterm and final examination grades are almost the same, however the mean of other neophytes' final examination grades are lower than that of their midterm examination grades.

The picture is almost the same for the data findings regarding the essay examination performance of apprentices and other neophytes taking the same courses from Prof. Erk. These findings are presented in Table 25 and Figure 3 below:

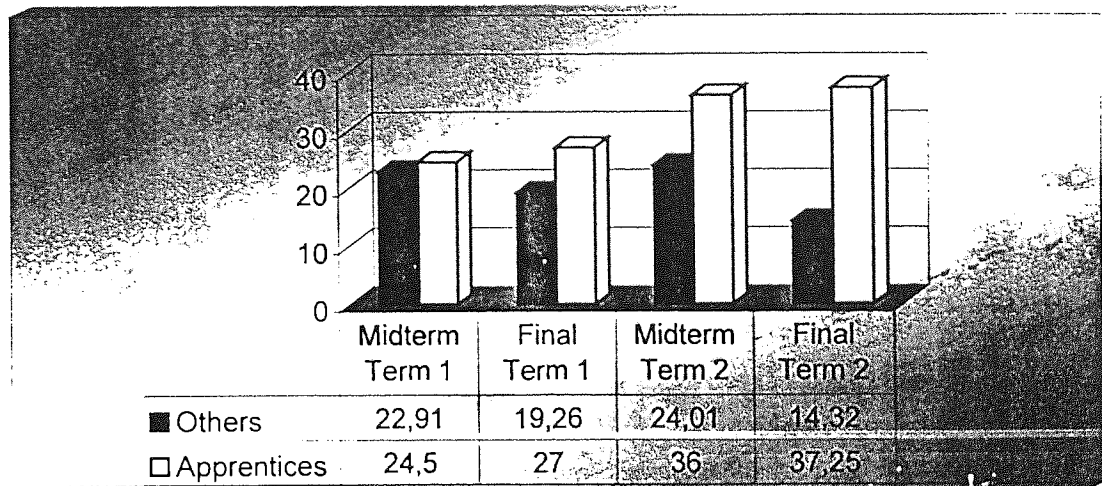
**Table 25. Comparison of Apprentices' Performance in the Games with the Performance of Other Neophytes**

	Groups	Games 1 and 3: Midterm Exams		Games 2 and 4: Final Exams	
		N	Mean	N	Mean
Academic Term 1	Other Neophytes	53	22.91	53	19.26
	Apprentices	4	24.50	3*	27.00
Academic Term 2	Other Neophytes	73	24.01	73	14.32
	Apprentices	4	36.00	4	37.25

Tutor 2: Prof. Erk

\*The reason for the decrease in the number of apprentices is that one of them did not take the final examination in the first term.

Figure 3. Comparison of Apprentices' Performance in the Games with the Performance of Other Neophytes (Tutor 2)



As seen in Table 24 and Figure 3, there is an increase in the means of the apprentices' final examination grades both in the first and second academic term. In contrast, the means of the other neophytes' final examination grades in the two academic terms are remarkably lower than those of their midterm examination grades.

These findings clearly show that contrary to the other neophytes, the apprentices exhibited better performance in the subsequent games as compared to the previous ones. This suggests that the apprentices constructed better understandings of the community-generated components of the essay examinations, and hence matched the norms and values of the mature members better than the other neophytes. In contrast, the findings illustrating the decreasing performance of the other neophytes show that they are still on the "periphery" of their participation in the games of the new community and that they do not know how to cope with the conflicting ways of life.

### 7.3.2 Evidence of Apprenticed-Neophytes' Perceptions of the Absorption Process

As stated earlier (refer Section 7.2.2.3 above), "conversational interviews" held with the apprenticed-neophytes at the end of the implementation of the research project served two purposes: first, to find out their opinions about the enculturation process they had been exposed to, and second, to explore their perceptions of their own membership in the new community with reference to the features discussed at length in Chapter 2 and revised in Section 7.1 in this chapter.

Data findings concerning the apprenticed-neophytes' perceptions of their own membership obtained from the interviews have been displayed earlier (see Section 7.3.1 above) to support the evidence of apprenticed-neophytes' performance in the essay examinations. Thus, this section will deal with the presentation of findings regarding the apprentices' perceptions of the absorption process.

It is believed that exploration of those perceptions would shed light into the questions of

- \* whether the situated opportunities created through the apprenticeship approach contributed to apprenticed-neophytes' developmental process of learning to become a member of the new community; and if so,

- \* in what ways those opportunities helped them in such a process.

Evidence of this would give further insight into the usefulness of the research model implemented in catering for apprenticed-neophytes' effective transition to their target community.

Bearing these in mind, the data findings acquired from the apprenticed-neophytes' reflections on their experiences will be presented with the consideration of the situated opportunities given to them in the first (refer Section 5.1.3, Chapter 5) and second phase of the research project (refer Section 6.1, Chapter 6).

With regard to becoming an effective member in a new community, the importance of prior experience of the community has been emphasised in the conceptual background provided for this study. Based on this, provision was made in order for the apprenticed-neophytes to observe "insiders" through lecture visits. Data concerning their perceptions of this provision emerged while they were reflecting on their "lived-experience" in the first phase of the research project. The following comments indicate those perceptions:

As our target is to become fully prepared for the faculty field trips were very useful. **First of all, it helped me to prepare myself for the department psychologically. When I went to the courses in the faculty I felt good and motivated.** My motivation toward the courses in Yadim also increased. I observed that the students were reluctant to participate in the lesson. It is interesting that although my spoken English is not perfect Can and me were the only students in the class who contributed to the lesson (Hakan).

We paid visits to our department in the first year, which was **extremely useful with regard to getting to know our department....** It was the first time for me to visit the department. I had never been there before....I benefited from that experience in different ways. I think the same for my friends, too. I remember Mr...talking about Chapter 7, "the Circular Flow". I remember it very well. I noticed recalling what I had heard about this topic previously while he was teaching us this year. I spent most of my time in the lectures observing the students. I saw that the students were not very much involved in the lectures, they did not seem to be paying the necessary attention to the lectures, though, I know, they have to. I think, for them entering a university is the end of everything. I remember attending the lectures of Mr..., Mr..., Mr..., and Mr... I found all of them very good and planned, and I tried to make a decision about the tutors whom I was going to take courses from the following year (Can).

I remember our lecture visits. I think it was because **you wanted to prepare us, enable us to become familiar with the environment and topics about Economics...**I had an idea about which tutors I would choose (Serkan).

...**I tried not to miss any of these visits and found them very useful.** Of course I did not understand the lectures however it was an ice-breaking stage... I started to feel the atmosphere of my department. I mean **it was a useful stage giving me a chance to adopt myself to my department. We had no fear when we started the courses here in our department.** I started get to know the tutors. I met Prof.... Prof.... and Prof... I got an idea about their personalities, their way of lecturing, etc. I decided to take courses from Prof... and Prof... I was a bit scared of Prof... He was lecturing in English all the time and my



English was not good enough to understand him. So I decided not to take any courses from him. Apart from this I also made friends from the department. So this year I put no effort to make new friends because they were there (Mehmet).

Then we started coming to the lectures here. We had the chance to judge the extent to which we could understand the lectures. I saw that although the language of the books is a bit difficult to understand, lecturers make it easier. I observed that they were using very simple language to make students understand the topic covered. I benefited from these visits in this way: First, I had an idea about the level of the English language used by the lecturers. I saw that there was nothing to be worried about the lectures. The language was not difficult to understand. Second, I had an idea about the personalities of the lecturers, which gave me a chance to choose the tutors I was going to take courses from (Harun).

I found these visits **very useful**. For example, this year when we first came to our department, when we first started the courses **I was very relaxed and entered the classrooms and listened to the lecturer without any difficulty as if I had been a student there for years. As compared to other students I did not have much difficulty in adapting myself to this environment** because for example, a majority of students was uncomfortable and tense as if they were afraid of the department but I did not experience the same feeling. **I was very comfortable and relaxed** (Esen).

We were not able to understand the lectures. And you told us that we were not expected to. We observed how students behave, take notes, the behaviours and attitudes of the lecturers, how they lecture, **it was very useful for us because we started to become acquainted with the environment and setting there**. As a result, before we moved to our department we had already decided on which tutor we would take the courses from. We also had the chance to evaluate their competence in teaching and this facilitated our selection of tutors (Perçin).

The responses documented above show that the apprenticed-neophytes seem to have strong awareness of the purpose of the provision of lecture visits.; to enable them to get prior understanding of forms of life in the new community. They also suggest that such provision was perceived by all of them beneficial (as highlighted in the responses) in many ways. Given the chance to observe *in situ* the behaviours of members, they had an initial understanding of what students are required to do and what they are actually doing, which is considered to be important in order for them to develop manners appropriate to the expectations of mature members (as discussed in length in Chapter 2) when they join the new community.

Three apprenticed-neophytes said (refer Hakan, Mehmet, and Esen's comments) that as a result of those visits they felt *relaxed, good* and *motivated* when they participated in the everyday practices of the community, an indication of "intrinsic motivation" which is one of the prerequisites for the process of learning to become a member of a new community (as discussed in Chapter 3).

Some perceived the provision to enable them to see individual tutors' "ways of doing things" and as a result, to make a decision on the tutor(r) from whom they would take courses in the freshman year (see the comments given by Perçin, Harun, Mehmet, Serkan, and Can). This suggests that the provision gave the apprenticed-neophytes an opportunity to see conflicting ways of life in the new community and to adjust themselves accordingly prior to joining the community.

One of them also stated that he was given a chance to make friends in the target community (see Mehmet's comment), an indication of his first step to establish "bonds and interactions" with "old-timers.

When reflecting on their experience in lecture visits, three apprenticed-neophytes also said the following:

In our first visit here, I think it was Mr... 's lecture, some students asked me why I was there because I had not completed the language programme yet. I said that we were doing preparation for our department and that we wanted to see what was happening here, what life was like here (Harun).

Some students there complained about not having been given the same chance when they were in the preparation programme. I said that we were a special and a lucky group (Perçin).

....One interesting thing about our visits to the lectures is that the first year students kept asking us why we were there, what we were doing there. They are still asking this now. We said that Mrs. Yýldýrym was taking us to the lectures. Then they asked why. Then we

said that we were coming to get to know our department which we would join next year (Esen).

Beside the apprentices' strong awareness of the lecture visits, these responses seem to indicate other neophytes' thirst for prior experience of the new community.

The following responses are related to the apprenticed-neophytes' perceptions of the provision for "creating a community of expert practice" (as discussed in Section 6.1, Chapter 6). To recapitulate, this provision encompassed a "learning context" in which the apprentices were provided with feedback given by their tutors in response to their performance in the essay examination with a view to enabling them to see the extent to which they matched the values that the tutors attached to this game.

The best side of your system, the best side of what you have been doing with us is making us aware of the tutors' evaluation criteria. It is useful because **it helped us to adjust ourselves according to tutor's expectation....** Our tutors' feedback you had been bringing us, it was extremely useful. **It contributed a lot to our awareness of the points necessary to consider to satisfy the tutors.... If I can give the "Introduction to Economics" course as an example I can say that what we did affected my success positively.** If I had not known anything about the department like the tutors' evaluation criteria I could not have been successful in the exams (Hakan).

...when I started to learn what my tutor considers while grading our papers I became more careful about these points. I paid attention to what the tutors wants. In the first feedback session in which I had the tutor's comments on my midterm examination paper I noticed, for example, that he was asking the causes of unemployment but I wrote what unemployment was as an answer. **Now I am different....** I do not know if you noticed or not but I was one of the students who attended the sessions regularly because I believed that they were to my own benefit.... **You have shown me how I could survive in my department and how I could please my tutors, especially Mr. Fisunoglu if you consider the high grade I got in the midterm examination ( Harun).**

...you informed us of the way our tutor evaluates our papers. This was extremely useful... **I know what is important for my tutor thanks to you.** I especially want to state something concerning this. I learned that knowledge of subject has priority in the assessment of the tutors, then what follows this whether you are able to express what you know about the topic. They consider grammar if you cannot send your message across.... I learned all these (Mehmet).

The tutors' feedback on our examination papers were also very useful because we were learning what they exactly want. I could not figure out the importance of your making us aware of tutors' evaluation criteria of writing before we took the first mid-term examination. However, when I started taking the examinations and receiving feedback from my tutor via you I started to figure out the function and necessity of this. I started to become aware of the points to take into account to satisfy the tutor... I know that I would not have been able to meet the expectations of Prof... if I had not been aware of what he really wanted me to show in the examinations. I do not think my friends and I could have become used to his assessment criteria if we had not been given this opportunity. I am still not used to the evaluation criteria of the lecturers giving Mathematics, the Turkish Language, and Law. I still do not know what the lecturer of the History of Economics really wants.... It is not always clear what he really wants. I know that when I write less than necessary in "Introduction to Economics" my tutor marks me down....As I know this I can do my best to please him. But this is not the situation in other courses. I do not know what to do. **What we did together was very useful in this respect** (Perçin).

...We could have been in panic if we had not learned what our tutors want, what is expected of us in the department (Esen).

The responses of the apprenticed-neophytes who provided their reflections on this particular provision show that it is considered to be useful. One of the apprentices (Hakan), for example, perceived it to be the *best* provision of the others given throughout the absorption process. And evidence concerning Hakan's performance in the games (see Section 7.3.1 above) showed that he was one of the apprentices who benefited from this experience and to a large extent, met his tutors' expectations. As clearly seen in the last two responses (see Perçin and Esen's comments), such provision gave them an opportunity to have a shared understanding of the values attached by mature members to the game, (which was not the case in other courses, as Perçin stated) and thanks to that opportunity they did not feel *panic* when engaged in the game.

The apprenticed-neophytes' reflections also provided data concerning their perceptions of "provision for experience and practice in playing the game." As discussed earlier (see Section 6.1, Chapter 6), the provision encompassed the opportunities for the apprentices' involvement in writing and evaluating tasks with a view to enhancing their awareness

regarding the nature of the game and behaviours appropriate to the expectations of mature members.

One of the apprenticed-neophytes admitted that it was “the most beneficial” side of the provision because writing tasks they did were those endorsed by the new community and replicate “authentic” or socially constituted practices of this community (as discussed in Section 6.4.2, Chapter 6). For example,

...writing tasks we did after reading articles. This is what I liked most and found the most beneficial. **The topics for writing were usually problem-solving in nature which enabled us to present our own opinions to cope with a problematic situation presented in the article. That is what we are often required to do in the examinations given by Prof. ...** I wish we had not had to attend our content courses so we could have had these sessions more frequently.... I liked your way of giving me the opportunity to be involved in **such an undertaking relevant to my department.** I liked being assigned to present my ideas about the economical problems of Turkey. Because we are going to be individuals who are responsible to deal with the problems of Turkey so it is very useful (Serkan).

Another perceived such provision to give him the opportunity to have experience in the essay examinations:

**No matter how much you know about a question if you cannot put it onto paper you cannot meet tutors' expectations.** The writing activities we did were very useful in this respect. First of all, reading texts you gave us were about our subject fields. I benefited from these texts a lot. **I read them first and I tried to find ways as to how I could write answers to the questions which are built around those topics. I tried to reflect this on my experience in the examinations.** The written pieces we produced were all about this. They were really useful (Perçin).

Some other apprenticed-neophytes focused on the benefits of “domain-specific” articles used as input for writing tasks. The following responses illustrate this:

Regarding articles, the purpose, in my opinion, was to catch up with the up-to-date information. We read articles especially in the field of "Macro-Economics. They were related to what we learned in the course. I benefited from the discussions we held on the articles and from commentary type of writing I did through different articles. It was a

chance for me to combine what I learned in the lectures with outside reading....What we did together also helped me improve the range of my vocabulary. I attribute this kind of improvement to the articles we read (Can).

It was also useful considering that we had the opportunity to learn, to become familiar with and to emphasise the concepts related to Economics. I liked having the chance to read articles by Turkish writers. I wish the number of such articles had been more. I am keeping the articles that you gave us to read in the summer vacation (Serkan).

We read various articles related to our lecture topics. This helped us to understand the topics covered in the lectures better. This experience taught us not to stick to our textbook only but to make use of outside sources to increase our understanding of Economics. It taught us how to view Economics from a much wider perspective (Mehmet).

As clearly seen in these responses, the provision also gave them an opportunity to expand their content-specific knowledge and vocabulary.

Regarding evaluating tasks, two of the apprenticed-neophytes shared the following sentiments:

I found grading others' papers very useful. I put myself in the place of Prof...and thought, for example what grade my friend can get in terms of aspects in "quantity." In this way **I was able to test the extent to which I was aware of the tutor's expectation** (Hakan).

Another useful side of this activity was the process of grading our friends' written products. While **putting myself in the place of Prof..., for example, I had the opportunity to check my own awareness of his evaluation criteria**, whether he would be satisfied with the quality of the writing that my friends produced. **I also tried to reflect this on my own writing** (Can).

These responses suggest that the apprenticed-neophytes considered the provision useful because it gave them the chance to assess the extent to which they conformed the rules for behaviours legitimate and appropriate to the expectations of mature members.

Some apprenticed-neophytes admitted that they felt themselves more "privileged" or "advantaged" than other neophytes thanks to the preparation process they had been through.

For example:

I considered myself **privileged because I was in your group**. I benefited from such experience a lot. You did your best to **make us different from other students** (Perçin).

I believed that it was to my own benefit. Who other than us had the opportunity to have a person guiding him and the chance to get feedback from the tutors....I knew that you were trying to do all these for us. **I saw myself as more advantaged than others** and felt proud especially when my friends in the department told me “your teacher is here looking for you, what are you doing with her?” (Serkan).

**We were more advantaged than other students** because we were made aware of tutors’ way of lecturing, of asking questions, of what satisfies them in the written examinations. We had our examination papers with our tutors’ feedback and saw what our weaknesses were and we also received help in term of writing in English. All of these were to our own benefit (Perçin).

Based on those perceptions, two of them suggested that neophytes taking the English language training programme be given the same opportunities in order to be prepared for their target community:

...I believe students attending the preparation programme in the Centre should benefit from this as well. What you did should be regarded as an innovation (Perçin).

What we did together should be put into practice and everyone taking language preparation programme must benefit from this change in the system. We did it on a voluntary basis because we believed that it was to our own benefit....**There has been a remarkable change in our grades through the end, for example Harun's last grade is much higher than his previous grades** (Hakan).

The reason for their suggestion was not only their positive perceptions of the absorption process (as discussed above) but also other neophytes’ thirst for smooth adaptation to their new community. This was evidenced in the following responses acquired from the apprenticed-neophytes’ reflections on their lived-experience in the second stage of their exposition to the learning curriculum.

...they asked why we were having sessions with you. I said that we were learning what our tutors want in the examinations, how we should express ourselves in these examinations.

the areas that we have to improve ourselves in writing or what kind of mistakes we were making in answering the questions, and also I said that we analysed the previous examination questions at the beginning of the term and then we examined our own examination papers and received feedback from our tutors. They were surprised. They found these very useful. For example, my close friend,...asked several times whether she could join us or not. She wanted to have the copies of the articles you gave us and of the evaluation checklists you prepared and gave us for Mr. Fisunoglu's course. Another friend of mine said that we were very lucky, and I got very pleased to hear that (Esen).

When I told my friends about what we have been doing together they asked if there was a possibility for them to join us because I told them that it was a very useful activity. They got surprised when I told them that we had the chance to see our exam papers. They said they wish they could have the same chance (Hakan).

First of all, I should say that we were a group taking everybody's attention. Other students kept asking us what we were doing with you. My answer was always positive. I told them that you were helping us in every respect. When they heard that we were getting feedback from the tutors on examinations and holding discussions on exam questions they felt a bit jealous and said they wanted to join our group. I tried to explain them that you were there to help us in the adaptation process. I think you are successful in that. Look at Hakan's situation, his grades increased from forties to eighties. Again Harun and Percin, they showed successfully in the last examination the extent to which they adapted themselves to Mr.Fisunoglu's grading criteria. Their grades remarkably increased (Can).

These responses clearly show that the apprenticed-neophytes had a strong awareness that the situated opportunities given to them were for their smooth adaptation to the new community. For example, Can stated in his comment above that the "increase in the grades" of his "peers" was a clear indication of their adaptation to the norms, values, and expectations of the mature members. He further stated in his following comment that his peers' and his own success in adapting to the ways of doing things in the new community was attributable to feeling of "motivation" and "enthusiasm" he had thanks to the preparation process, for example:

**I feel that we went beyond the language.** There were some other things involved in the process more important than English. For example, **our motivation increased thanks to what you did with us.** We, as a group, were **more enthusiastic** than other students and



prepared ourselves both for the lectures and examinations with this enthusiasm. I think this is a very important feeling (Can).

Perçin seemed to share the same sentiment, as evidenced in his comment below:

**This preparation process increased my motivation in the subject courses. This is very important for me because I understood that I could make it. My self-confidence increased in such a group work because you were a unifying force for us. This undertaking showed me that I had the capacity to learn in English, to put what I knew onto paper in English, and to analyse and comment on the given situations in the examination questions. I have developed myself since the beginning. I have felt this progress and got more motivated (Perçin).**

#### **7.4 Conclusion**

This chapter served to present the empirical evidence based on the data findings acquired with a view to assessing the adequacy of language training model provided for apprentices' smooth transition to their target community. The next chapter will discuss conclusions drawn from these findings as well as recommendations for future research areas relevant to the study.

## CHAPTER 8

### CONCLUSIONS AND RECOMMENDATIONS

#### 8.0 Introduction

As stated earlier, the initial motivation for this study stemmed from a concern with the following three interrelated questions:

To what extent does training at a tertiary level through the medium of a foreign language militate against the development of a mother tongue and national culture and/or national identity?

To what extent does relying on the mother tongue for tertiary education starve the learner of what is richest and what is recent?

To what extent can a developing country afford the development of its scientific minds to be stunted by overdependence on a foreign language taught by strangers to the worlds they wish to inhabit?

However, the discussion of these questions led the researcher to conclude that there is an unanswerable case in favour of the adoption of English as the medium of instruction at tertiary level in Turkey, and that what her research needed to focus on was how the transition from Turkish-medium to English medium education could be best brought about.

Beyond what has been done in EAP terms, the study attempted to respond to this question by investigating the possibilities of the introduction and adaptation of an apprenticeship model into this educational context in conceptual terms and in practical terms. The research implemented for the purpose of the study focused on the idea of the discourse

community that neophytes aspire to belong to and along the lines of this, on the essential elements of membership, and then pursued the idea of apprenticeship, as neophytes become apprenticed to that target discourse community.

Evaluation of the research undertaken was done by obtaining both qualitative and quantitative data regarding mature members' perceptions of neophytes' membership in the new community, neophytes' perceptions of their own membership and of the preparation /transition process undertaken, and the comparison of these neophytes' performance with that of other neophytes' in the community. The empirical findings derived from the data were presented in Chapter 7. Thus, this chapter will deal with the presentation of the main conclusions drawn from the empirical evidence which would give insight into the potential usefulness of the apprenticeship model towards the declared purpose of catering for apprentices' smooth and effective preparation for membership in their target discourse community, and hence improving the English-medium tertiary education of Turkish students in EAP environments.

### **8.1 Main Conclusions Derived from the Empirical Evidence**

Bearing in mind the contribution of the study in both conceptual and practical terms, the main conclusions derived from the research are presented here in terms of what the concept of apprenticeship offers to the benefits of the participants concerned, the practical procedures followed in the study to cater for these, and the effect or outcome produced by those procedures.

As discussed in Chapter 3, the concept of apprenticeship emphasises the inherently context-dependent, situated and enculturating nature of learning and the theory of learning through legitimate peripheral participation suggests that learning takes place provided that neophytes are assisted to become involved in a learning curriculum where there exist opportunities situated in the everyday practices of the new target community. Based on this, the procedures followed for the implementation of the research were aimed to

provide neophytes with situated opportunities (as discussed in Chapter 6) to have an awareness of the target community-generated components of one particular communication practice namely, essay examination, which was found out to be the most crucial practice through which the effectiveness of neophytes' membership of the new community was assessed by the mature members (see Chapter 5 for the presentation of relevant empirical evidence), so that they could develop manners and behaviours legitimate and appropriate to the expectations of mature members when participating in this practice.

The overall impression left by the evidence acquired for the purpose of the evaluation of the research suggests that the introduction and adaptation of the apprenticeship model and the practical procedures applied produced positive and favourable results regarding motivation, and thereby of integration and of success for the group of apprenticed-neophytes concerned in this study.

Evidence acquired from the data findings concerning the tutors' perceptions of the neophytes' performance in the essay examinations revealed that the neophytes exhibited a high degree of awareness of both the nature of questions asked in the examinations and the mature members' expectations regarding roles, norms and values, appropriate and legitimate lines of thinking and speaking and were considered to be socio-cognitively competent in providing for those expectations. Evidence acquired (as presented in Section 7.3.1, Chapter 7) has shown that the majority of their conscious concerns to keep the Cooperative Principle in force or to play the game in accordance with its rules focused on the conditions which the mature members had also been concerned with. "I know what to do to get a high grade...I know what the tutor wants to see in the examination paper," "I tried to show my knowledge in a detailed way," "one cannot answer this question by memorising. It is absolutely an analysis type of question," "this question completely requires analysis and interpretation. It starts with 'suppose,' "I tried to explain them with graphs when necessary...Drawing graphs is, of course, good. It indicates that

you know the topic" are only some of the expressions (produced by the neophytes in the retrospective reflections) which lend support to their awareness.

The other part of evidence regarding this was obtained from the comparison of the apprenticed-neophytes' competence in the essay examinations with that of other neophytes in the new community. Evidence obtained (as presented in Section 7.3.1.1, Chapter 7) indicated that they displayed better performance than the other neophytes in meeting the tutors' expectations. This clearly shows that they have, to a large extent, developed manners legitimate and appropriate to the requirements of the target community, and considered by the mature members as different from and more competent than the other old-timers in using the community's tools and/or in playing the games in accordance with their rules, and hence as effective members.

On the evidence of neophytes' performance, it can be concluded here that the language training provision encompassing situated opportunities, particularly those for raising awareness of the new community-specific nature of the essay examination (see Section 6.3.3, Chapter 6), for experience and practice in playing this game (see Section 6.4.2.1 and 6.4.2.2, Chapter 6), and for creating a community of expert practice (see Section 6.3.4, Chapter 6), proved to be beneficial in terms of success and of integration for these neophytes. Further evidence which clearly supports the conclusion that these opportunities facilitated their process of integration to the target community and thereby their success was acquired from the neophytes' positive and encouraging opinions of the absorption process (see Section 7.3.2, Chapter 7).

Evidence acquired from the evaluation has also shown that the provision made for the neophytes' effective transition to their target community succeeded in enabling apprenticed-neophytes to perceive their own membership of the new community. Evidence regarding their perceptions was acquired from the diaries, conversational interviews and neophytes' reflections on their own performance in the essay examinations and examined in terms of their awareness of the expectations of the mature members.

their self-confidence in participating in the examinations, and their willingness or intrinsic motivation to be effective members of the new community.

That the neophytes have developed a shared understanding of the expectations of the new community with particular reference to essay examinations and showed the required competence in providing for those expectations was inferred from the evidence presented in Section 7.3.1, Chapter 7 and recapitulated above. That they have enhanced their awareness and competence became more evident particularly in the last two examinations where their remarks illustrating their efforts and conscious concerns to meet the tutors' expectations are longer and more intense with regard to their content (see Section 7.3.1, Chapter 7). This led them to perform better in those examinations (as compared to the previous examinations) and to be perceived by the tutors as more successful.

Based on such awareness and competence the neophytes exhibited a high level of confidence in participating in the everyday practices of the new community with particular reference to essay examinations. Some of the neophytes' remarks such as "...after I had learned what my tutor expects of me my self-confidence increased, and this made me increase my grade as well," "I gained my self-confidence which is very important to me," "It is not very difficult to get ten points here," "I do not think he (the tutor) will mark me down in this question" "I think I have become a bit perfectionist in terms of grades," "We have started to think that no one can pass if we cannot" seems to provide evidence for their confidence and hence for their perceptions of themselves as different from and more successful than others, as effective members of their new community of practice.

Additional and stronger support to the neophytes' development of self-confidence could be inferred from one particular neophyte's (Perçin's) experience and success in coping with the demands of a "different" tutor. As indicated in Section 7.3.1, Chapter 7, he was late to register for the same tutor as he had in the first term. Thus he had to take the essay examinations administered in the second academic term from a different tutor. However

he did not feel worried as he perceived himself, to quote him, "to have enough information about his style, personality and more importantly how he evaluates the exams" thanks to the "group work" (referring to the absorption process, particularly to the awareness-raising sessions and the visits to lectures in the target community). There is evidence that Perçin achieved passing grades and showed his confidence and competence in dealing with the conflicting forms of life in the new community.

A further evidence of their confidence was obtained from the experience of two of the neophyte participants who were able to guess successfully what grade they would get in response to their performance in essay examinations (see the data findings concerning Hakan and Can's performance in Section 7.3.1, Chapter 7). This suggests not only that with the feeling of confidence those neophytes were perfectly aware of the extent to which they had exhibited modes of behaviour legitimate and appropriate to the expectations of the mature members but also that they considered themselves as effective members who knew how to deal with the ways of doing things in the new community.

Regarding the neophytes' perceptions of their own membership of the new community, a further observation concerns their willingness or, to use the apprenticeship terms, their intrinsic motivation to identify with, be changed by, in brief, to be members of the new community by the possibilities enabled in the course of the absorption process.

The first indication of the neophytes' feelings of motivation was their decision to carry on their undergraduate work in the target community in the medium of English in spite of the fact that they were given a further option to do this in the medium of Turkish. Most of them believed that they could make it in the English medium because they think they would not encounter many difficulties in terms of adaptation to the new community thanks to becoming involved in the absorption process (see Section 6.2, Chapter 6 for the relevant evidence). In addition to such decision, their successful performance in the proficiency test administered by the language training centre (see Appendix 4 for the related evidence) lends some support to their motivation to identify with the new

community, more specifically to join, to be members of their target community as early as possible.

Another indication of this was their initial willingness and sufficient participation or engagement in the absorption process, particularly in the visits to the lectures, one of the possibilities given to them to become peripheral participants in order to have a prior experience of the ways of life in their target culture of practice. Evidence obtained from the neophytes' reflections on their lived-experience (as presented in Section 7.3.2, Chapter 7) has shown that such feelings of motivation and engagement led them to feel "relaxed," "comfortable," "good," and "motivated" during the lecture visits. This suggests that the neophytes started to see themselves as aspirants to and members of their target discourse community rather than as language students although they were only on the periphery of their participation in the new community.

A further indication of their willingness to identify with or to become effective members of new community was their regular attendance at the sessions held on a voluntary basis and in addition to their course-work load in their departments. Data findings acquired from the neophytes' reflections and interviews revealed that they were highly aware that these sessions were to their own benefit and would facilitate their smooth integration to their discourse community. Statements such as "...we did it on a voluntary basis because we believed that it was to our own benefit," "I saw myself as more advantaged than others," "I considered myself privileged because I was in your group," "you did your best to make us different from other students," "...we went beyond the language....our motivation increased thanks to what you did with us....we...were more enthusiastic than other students," "I have developed myself since the beginning....felt this progress and got more motivated" are some of their sentiments illustrating this.

On the evidence concerning the neophytes' perceptions of their own membership of the new community, it can be concluded here that the situated opportunities made available in the language training provision under question, to a large extent, enhanced their intrinsic



motivation which, as a result, led them to perceive themselves, and taking the evidence showing their successful participation in essay examinations into account, to be perceived by mature members as whole persons or effective members of the new community of practice.

## **8.2 Limitations of the Study**

The research reported here was carried out in one particular English-medium academic community at tertiary level in Turkey, ECOBA, and its specific contribution was meant to be in the preparation of new members for effective membership in their target new community. Clearly the extent to which the findings acquired in the evaluation apply to the entire Turkish academic society depends on the extent to which one can generalise from the sample investigated. However, this is a pioneering study and we are reassured by the fact that the empirical findings were consistent with the conceptual and professional basis of the investigation. These findings revealed that the introduction and adaptation of an apprenticeship model into this level of educational context is possible and has produced favourable and useful outcomes in terms of motivation, and thereby of integration and of success for the participants involved.

It is important to reiterate the point made in Section 4.3, Chapter 4 that against the background of the whole issue of enculturation, the researcher has dealt with only one corner i.e. effective and smooth enculturation of neophytes into their target community with particular reference to their success in one of the everyday practices employed in this community, namely essay examinations.

Further, the researcher acknowledges that as in most action-research oriented studies where there is a place for some sort of experiment, it would never be possible to exclude other variables which might contribute to positive gains by the experimental group. For example, one may think that the apprentices concerned in this study were under the influence of the "Hawthorne effect" (Moore, 1983; Gay, 1987) i.e. they receive "special"

attention, so they are bound to improve no matter what. We hold that to the extent that it helps apprentices to improve we should welcome this effect rather than worry about it. The goal of action research, after all, is to improve the quality of action available to participants in a situation.

Another point which deserves consideration here is that the study has not yet addressed the issue of feasibility. Evidence acquired (see Section 7.3.2, Chapter 7) has revealed that other neophytes in the new community viewed the apprenticed-neophytes as “privileged” or “advantaged” and asked whether they would gain acceptance to the group. The question then attempts to address the possibility and feasibility of offering this to the excluded group. Thus, taking the evidence gathered in this study and the conclusions drawn from this into consideration, we propose to make a number of recommendations to the authorities in the preparation schools and to those in the faculties in terms of adjustments to allow elements of this work to be implemented. The next section presents these recommendations and discusses the issue of feasibility.

### **8.3 Next Steps**

#### **1. Co-operation from the members of target discourse communities**

The present research is the initiative of the researcher as a language facilitator. However, it is recognised that such research as the one reported here might not have produced the similar outcomes if there had been no co-operation from the members of the faculties. Thus it is believed that the faculty members should be willing to accept both their own responsibilities of language competence of its apprenticed- members and for building into their community a new role responsible for ensuring that apprentices' problems in the language used as the medium of instruction do not impair their success in functioning as effective members. In order for this to happen these members should be open to accept the usefulness of such integration/enculturation models for their neophyte members' success. Our research allowed us to assume their co-operation as we received absolute support in our case.

## **2. Investigation into the analysis of current and changing needs of the target communities**

Once the co-operation and collaboration of appropriate and voluntary target communities is gained efforts should be directed to obtaining a comprehensive and accurate description of current and changing needs of those communities. Such investigation should look into the nature of authentic communication practices or speech events with their associated language rules in which the apprenticed-neophytes are required to participate when joining in the new community. The verification of the data concerning their needs should be done in liaison with the target community members.

## **3. Designing “learning materials” to be used in the preparation process**

Based on the evidence acquired from the second step above, “learning materials” which closely replicate the communication practices employed in the target community should be prepared.

## **4. Launching a preparation process prior to the apprenticeship period**

The apprenticed-neophytes involved in this research participated in the absorption process when they were language students in the language training centre and when they started the freshman year in the new community. Their participation was on a voluntary basis in addition to their full lecture-loads. In spite of the evidence showing that they had felt pleased to be a part of this process even when they were taking their content courses, the researcher observed that they sometimes found it difficult to attend the sessions implemented, especially during the period of administrations of the examinations. For this reason it is believed that the preparation process should start and finish prior to the apprenticeship period, before the apprenticed-neophytes start their freshman year in their target faculties. To do this, it is proposed that a complementary module entitled “Preparation for Membership” be integrated into the existing language training curriculum in the preparation school. In this module apprenticed-neophytes should be exposed to a “learning curriculum” (designed on the basis of the findings acquired in the needs analysis

stage) where there should be opportunities for them to have a prior experience inside their target community.

Based on the acquired evidence concerning old-timers' (those who did not take part in the absorption process reported here) thirst for prior experience of their target community and adaptation difficulties they claimed to have experienced when they took their first step into the new community and the apprenticed-neophytes' positive and encouraging opinions of the preparation process especially of the experience of lecture visits they had gone through, it is proposed that the learning curriculum should have two basic components.

In the first component apprenticed-neophytes should be given an opportunity to become peripheral participants in their new community through visiting the lectures at least once every two weeks. This should be made possible through negotiation with the respective willing subject tutors of the target community. This gives the apprenticed-neophytes the chance to have an initial shared understanding of the ways of life in the new community and to establish bonds, interactions and relationships with the mature members as well as with other neophytes in the community. By giving such an opportunity, their motivation to identify with, to belong to or to be a member of the new community is enhanced.

In the second component provision should be made for the apprenticed-neophytes' exposition to more pedagogical but authentic work. In this work previously prepared "learning materials" specific to one communication practice or speech event should be used to raise awareness of the community-generated components of this practice (for example norms and values they are expected to subscribe to, roles they are required to play when participating in this practice) and to allow authentic experience in providing for these components.

### **5. Suggested extension work in the introductory year of the faculties**

Evidence concerning the problems that neophytes face when they join their target community has shown that there is a perceived need among the neophytes for a language support module. Thus the recommendation is that such a module be integrated into the actual curriculum of the target faculties with the apprentices participating on a voluntary basis. The complementary nature of this module adds engagement to the neophytes' participation in their own learning process, preparing to become effective members of their target community. Willing, or at least concerned language facilitators should be appointed to run this module acting as "coaches" responsible for dealing with the language problems apprentices might face when performing tasks delegated to them by subject tutors and for providing needed support for dealing with potential problems of adaptation to the new community. Having such an opportunity to follow the apprentices in their faculty work, these language facilitators would also be responsible for preparing regular reports showing the extent to which the apprentices' performance as members of their new community is successful. These reports should be submitted to the related bodies in the preparation schools and used to evaluate the preparation provision (see "Preparation for Membership" module in point 4 above) presently made available and to promote updating data for the improvement of this provision.

Regarding the issue of feasibility, we acknowledge that the addition of these modules would require adjustments for the preparation schools and the faculties in terms of availability of time, staff and financial support. However we hold that such adjustments could actually be implemented largely within the present dispensation for several reasons mentioned below.

With reference to needs analysis and material preparation, we do not anticipate any problems in terms of the availability of staff since there is a strong possibility to appoint respective individuals from the present pool of syllabus designers and those responsible for material analysis and production. Time gained in the first academic term while neophytes are at Level 1 and 2 (in the sense described in Section 4.3.2, Chapter 4) in the

preparation schools would be used to complete needs analysis and material preparation. By the time neophytes have reached Level 3 and 4 "Preparation for Membership" would be in place to assist in their participation in faculty lectures (the first component of the preparation module) and to awaken their awareness of the needs of their new academic environment (the second component of the preparation module).

The creation of "learning materials" is generally a heavy financial burden. However since the "learning materials recommended are essentially "authentic," taken from the faculties' everyday practices, this burden is a lighter one. Generally facilities for photocopying are available in preparation schools and it is not anticipated that this module require quantities of paperwork. The greater part of the module's content would be oral input between language facilitator, subject tutor and neophytes.

Consequently, the researcher has attempted to show not only what is possible, but what is feasible in terms of a pilot investigation. Whether or not the authorities decide that it would be "appropriate," given their view of resource utilisation, to implement the recommendations made more widely, is an issue beyond the researcher's control. Given the acknowledged limitations of the present research, however, one final recommendation would be to request support for an enlarged trial run, involving two or three colleagues.

This research was instigated with the declared purpose of improving the English-medium tertiary education of Turkish students in their chosen fields of study. Data obtained have shown that both conceptually and practically the introduction and adaptation of the apprenticeship model has demonstrated positive outcomes for the implementation of this model to be recommended for inclusion as a complement to current preparation school practice. It is strongly argued that this implementation will directly and positively improve on present English-medium tertiary education in Turkey.

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## APPENDICES

## APPENDIX 1

Sevgili Öğrenciler,

Bu anketin amacı bölümünüzde yapmakla yükümlü olduğunuz İngilizce yazma çalışmalarını, bunları yaparken karşılaştığınız zorlukları ve öğretim elemanlarınızın değerlendirme ölçütlerini saptamaktır. Vereceğiniz cevaplar Yادim'deki yazma programının geliştirilmesine katkıda bulunacaktır. Bu nedenle lütfen soruları dikkatli bir şekilde cevaplayınız. Katkılarınızdan dolayı teşekkür ederim.

Öğr.Gör. Rana Yıldırım

1.Bölümünüz:

2.Sınıfınız:

3.Eğitiminizin hangi aşamasında/aşamalarında İngilizce eğitimi aldığınızı işaretleyiniz.

- İlkokulda
- Ortaokulda
- Türkçe eğitim yapan lisede
- İngilizce eğitim yapan lisede
- Yادim'de İngilizce hazırlık programında
- Başka bir üniversitenin hazırlık programında
- Diğer (Lütfen belirtiniz).....

4.Aşağıda verilen İngilizce yazma çalışmalarından hangilerini bölümünüzde aldığınız derslerde yapmakta olduğunuzu işaretleyiniz.

- Klasik (essay) sınav sorusu cevaplama
- Özet yazma
- Proje raporu yazma
- Derslerde not alma
- Kaynaklardan (kitap,makale vb) not alma
- Diğer (Lütfen belirtiniz)

.....

.....

.....

5.Öğretim elemanlarınız sizin başarınızı değerlendirirken aşağıda verilen sınav türlerinden hangilerine ne derece yer vermektedirler.Lütfen sınav türlerinin karşısında yer alan seçeneklerden uygun olanı işaretleyiniz.

	Daima	Sık sık	Arasıra	Hiç
Test tipi sınav	( )	( )	( )	( )
Klasik sınav	( )	( )	( )	( )

6. Aşağıda klasik (essay) tipi sınavlarda çıkabilecek bazı soru şekilleri verilmiştir. Bu sınavlarda hangi soru şekilleriyle ne kadar sıklıkla karşılaştığınızı lütfen işaretleyiniz.

	Daima	Sık sık	Arasıra	Hiç
Verilen bir kavramı tanımlama (Define../Give a definition of...)	( )	( )	( )	( )
Tasvir etme (Describe...)	( )	( )	( )	( )
Açıklama (Explain...)	( )	( )	( )	( )
Karşılaştırma (Compare and contrast)	( )	( )	( )	( )
Sınıflandırma (Classify...)	( )	( )	( )	( )
Listeleme (List...)	( )	( )	( )	( )
Tartışma (Discuss../Argue...)	( )	( )	( )	( )
Tablo,diagram ve/veya grafik çizip yorumlama	( )	( )	( )	( )
Hesaplama (Calculate...)	( )	( )	( )	( )
Problem çözme (Suppose...)	( )	( )	( )	( )
Diğer (Lütfen belirtiniz)				
a.....	( )	( )	( )	( )
b.....	( )	( )	( )	( )
c.....	( )	( )	( )	( )

7. İngilizce olarak aldığınız sınavlarda ve yaptığınız ödevlerde aşağıdaki alanlarda kendinizi **ne derece yeterli** hissettiğinizi lütfen uygun seçeneği işaretleyerek belirtiniz.

	Yeterli	Kısmen yeterli	Yetersiz
Gramer açısından doğru cümle kurabilme.	( )	( )	( )
Farklı gramer yapıları kullanabilme.	( )	( )	( )
Kelime kullanımında çeşitlilik sunabilme (Kelime hazinesinin genişliği).	( )	( )	( )
Doğru yerde, uygun kelimeleri kullanabilme.	( )	( )	( )
Sorunun ya da ödevin gerektirdiği bilgiyi verebilme	( )	( )	( )
Mantıklı ve tutarlı bir sıra içinde yazabilme	( )	( )	( )

	Yeterli	Kısmen Yeterli	Yetersiz
Cümleler ve/veya paragraflar arasında geçiş sağlayabilme	( )	( )	( )
Söylenmek istenenleri açıkça ifade edebilme.	( )	( )	( )
Eleştiri,yorum ve değerlendirme yapabilme.	( )	( )	( )
Öne sürülen düşünceleri örneklerle destekleyebilme.	( )	( )	( )
Kelimeleri doğru olarak yazabilme.	( )	( )	( )
Noktalama işaretlerini doğru kullanabilme.	( )	( )	( )
Diğer (Lütfen belirtiniz)			
a.....	( )	( )	( )
b.....	( )	( )	( )
c.....	( )	( )	( )

8.Aşağıda İngilizce yazma çalışmalarının (sınav,ödev vb) değerlendirilmesinde kullanılan bir takım ölçütler yer almaktadır. Sizce öğretim elemanlarınız bu ölçütlerin hangilerine ne derece önem vermektedir? Lütfen uygun seçeneği işaretleyiniz.

	Önemli	Kısmen önemli	Önemsiz
Gramer açısından doğru cümle kurabilme.	( )	( )	( )
Farklı gramer yapıları kullanabilme.	( )	( )	( )
Kelime kullanımında çeşitlilik sunabilme (Kelime hazinesinin genişliği).	( )	( )	( )
Doğru yerde, uygun kelimeleri kullanabilme.	( )	( )	( )
Sorunun ya da ödevin gerektirdiği bilgiyi verebilme	( )	( )	( )
Mantıklı ve tutarlı bir sıra içinde yazabilme	( )	( )	( )
Cümleler ve/veya paragraflar arasında geçiş sağlayabilme	( )	( )	( )
Söylenmek istenenleri açıkça ifade edebilme.	( )	( )	( )
Eleştiri,yorum ve değerlendirme yapabilme.	( )	( )	( )
Öne sürülen düşünceleri örneklerle destekleyebilme.	( )	( )	( )
Kelimeleri doğru olarak yazabilme.	( )	( )	( )
Noktalama işaretlerini doğru kullanabilme.	( )	( )	( )

Önemli    Kısmen    Önemsiz  
önemli

Diğer (Lütfen belirtiniz)

a.....	( )	( )	( )
b.....	( )	( )	( )
c.....	( )	( )	( )

9.Eğer üniversitede İngilizce hazırlık eğitimi gördüyseniz, orada aldığınız yazma dersinin sizi fakültede yapmanız gereken yazma çalışmalarına (sınav,ödev vb) ne kadar iyi hazırladığına ilişkin görüşünüzü lütfen uygun gelen seçeneği işaretleyerek belirtiniz.

- Çok iyi hazırladı.  
 İyi hazırladı.  
 Kısmen hazırladı.  
 Çok iyi hazırlamadı.  
 Hiç iyi hazırlamadı.

10.Daha önce aldığınız İngilizce hazırlık programının yazma dersinde öğretilmeyen fakat öğretilmesinde bölümünüzdeki başarınızın artması açısından fayda gördüklerinizi lütfen yazınız.

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Dear Students,

The objective of this questionnaire is to find out the types of writing tasks you are required to do throughout your programme, your feeling about how satisfactory you are while performing those tasks, and your subject tutors' evaluation criteria of your written work.

Your contribution will guide the improvements which are planned to be made in the present writing programme in Yadim (Foreign Languages Centre). Thank you very much in advance.

Rana Yıldırım

1. Your department:

2. Your class:

3. At which stage/stages of your education did you study English? Please check all that apply.

- In the primary school
- In the secondary school
- In a Turkish-medium high school
- In an English-medium high school
- In the English language preparation programme in Yadim in the University of Cukurova
- In the English language preparation programme in another university
- Other (Please specify).....

4. Of the following writing tasks, which ones are you required to do in your department? Please check all that apply.

- Writing essay examination answers
- Writing a summary
- Writing a project
- Note-taking from reading sources
- Note-taking from lectures
- Other (Please specify):

5. Please indicate the frequency of the two sorts of examinations listed below that you are to take throughout the programme in your department.

	Always	Often	Sometimes	Never
Essay exams	( )	( )	( )	( )
Test exams	( )	( )	( )	( )



6. Please indicate the frequency of the following essay type questions that you encounter in the examinations.

	Always	Often	Sometimes	Never
Definition	( )	( )	( )	( )
Description	( )	( )	( )	( )
Explanation	( )	( )	( )	( )
Comparison and contrast	( )	( )	( )	( )
Classification	( )	( )	( )	( )
Argumentation/Discussion	( )	( )	( )	( )
Listing	( )	( )	( )	( )
Comment on graphs, diagrams, and/or tables	( )	( )	( )	( )
Calculation	( )	( )	( )	( )
Problem solution	( )	( )	( )	( )
Other (Please specify)				
.....	( )	( )	( )	( )
.....	( )	( )	( )	( )

7. Below are various areas of written work. Please mark the appropriate choice that best represents your feeling about how **satisfactory** you are in each area in your written work.

	Completely satisfactory	Partly satisfactory	Not at all satisfactory
Maintaining grammatical accuracy	( )	( )	( )
Employing variety of grammatical structures	( )	( )	( )
Employing variety of vocabulary	( )	( )	( )
Using correct and appropriate vocabulary	( )	( )	( )
Addressing topic adequately and directly	( )	( )	( )
Presenting ideas in a logical manner	( )	( )	( )
Providing smooth flow and effective transitions between sentences and/or paragraphs	( )	( )	( )

	Completely satisfactory	Partly satisfactory	Not at all satisfactory
Expressing oneself clearly	( )	( )	( )
Being critical and evaluative	( )	( )	( )
Supporting ideas with examples from related literature	( )	( )	( )
Correctness of spelling	( )	( )	( )
Correctness of punctuation	( )	( )	( )
Other (Please specify)			
.....	( )	( )	( )
.....	( )	( )	( )
.....	( )	( )	( )

8. Below are some criteria used in evaluating students' writing. Please indicate the degree of importance of each criterion you think your subject tutors attach in the evaluation of your written work.

	Not important	Important	Very important
Grammatical accuracy	( )	( )	( )
Variety of grammatical structures employed	( )	( )	( )
Range of vocabulary	( )	( )	( )
Correct and appropriate use of vocabulary	( )	( )	( )
Addressing topic adequately and directly	( )	( )	( )
Presenting ideas in a logical manner	( )	( )	( )
Smooth flow and effective transitions between sentences and/or paragraphs	( )	( )	( )
Expressing oneself clearly	( )	( )	( )
Being critical and evaluative	( )	( )	( )
Supporting ideas with examples			

	Not important	Important	Very important
from related literature	( )	( )	( )
Correctness of spelling	( )	( )	( )
Correctness of punctuation	( )	( )	( )
Other (Please specify):			
.....	( )	( )	( )
.....	( )	( )	( )
.....	( )	( )	( )

9. If you study English in the English language preparatory programme in Yadim please mark the appropriate choice below that best represents your feeling about **how well** the writing course that you took in this programme prepared you for the writing that you are required to do in your department.

- Not well at all
- Not very well
- Adequately
- Well
- Very well

10. Please write your suggestions for the betterment of the writing programme in Yadim.

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Değerli öğretim elemanı,

Bu anketin amacı bölümünüzde eğitim gören lisans öğrencilerinin yapmakla yükümlü oldukları İngilizce yazma çalışmalarını, bunları yaparken karşılaştıkları zorlukları ve sizin sınav ve ödevleri değerlendirme ölçütlerinizi saptamaktır. Vereceğiniz cevaplar Yadim'deki yazma programının geliştirilmesine yardımcı olacaktır. Katkılarınızdan dolayı teşekkür ederim.

Öğr.Gör. Rana Yıldırım

1. Bu yıl İngilizce olarak verdiğiniz dersleri lütfen aşağıda belirtiniz.

1. sınıflar: \_\_\_\_\_

\_\_\_\_\_

2. sınıflar: \_\_\_\_\_

\_\_\_\_\_

3. sınıflar: \_\_\_\_\_

\_\_\_\_\_

4. sınıflar: \_\_\_\_\_

\_\_\_\_\_

2. Yukarıda belirttiğiniz derslerde öğrencilerinizin aşağıdaki yazma çalışmalarından hangilerini yapmakla yükümlü olduklarını lütfen belirtiniz.

	Evet	Hayır
Klasik (essay) sınav sorusu cevaplama	( )	( )
Özet yazma	( )	( )
Proje raporu yazma	( )	( )
Derslerde not alma	( )	( )
Kaynaklardan (kitap, makale vb) not alma	( )	( )
Diğer (Lütfen belirtiniz)		

3. Öğrencilerinizin başarısını değerlendirirken aşağıda verilen sınav türlerinden hangilerine ne derece yer vermektесiniz? Lütfen sınav türlerinin karşısında yer alan seçeneklerden uygun olanı işaretleyiniz.

	Daima	Sık sık	Arasıra	Hiç
Test tipi sınav	( )	( )	( )	( )
Klasik sınav	( )	( )	( )	( )

4.Klasik tipte yaptığınız sınavlarda aşağıda verilen soru şekillerine ne kadar sık yer verdiğinizi lütfen işaretleyiniz.

	Daima	Sık sık	Arasıra	Hiç
Verilen bir kavramı tanımlama	( )	( )	( )	( )
Tasvir etme	( )	( )	( )	( )
Açıklama	( )	( )	( )	( )
Karşılaştırma	( )	( )	( )	( )
Sınıflandırma	( )	( )	( )	( )
Listeleme	( )	( )	( )	( )
Tartışma	( )	( )	( )	( )
Tablo,diagram ve/veya grafik				
çizip yorumlama	( )	( )	( )	( )
Hesaplama	( )	( )	( )	( )
Problem çözme	( )	( )	( )	( )
Diğer (Lütfen belirtiniz)				
a.....	( )	( )	( )	( )
b.....	( )	( )	( )	( )
c.....	( )	( )	( )	( )

5.Öğrencileriniz İngilizce olarak aldıkları sınav ve ödevlerde aşağıdaki alanlarda ne kadar zorluk çekiyorlar? Lütfen uygun seçeneği işaretleyiniz.

	Hiç	Biraz	Çok
Gramer açısından doğru cümle kurabilme.	( )	( )	( )
Farklı gramer yapıları kullanabilme.	( )	( )	( )
Kelime kullanımında çeşitlilik sunabilme (Kelime hazinesinin genişliği).	( )	( )	( )
Doğru yerde, uygun kelimeleri kullanabilme.	( )	( )	( )
Sorunun ya da ödevin gerektirdiği bilgiyi verebilme	( )	( )	( )
Mantıklı ve tutarlı bir sıra içinde yazabilme	( )	( )	( )
Cümleler ve/veya paragraflar arasında geçiş sağlayabilme	( )	( )	( )
Söylenmek istenenleri açıkça ifade edebilme	( )	( )	( )
Eleştiri,yorum ve değerlendirme yapabilme.	( )	( )	( )

	Hiç	Biraz	Çok
Öne sürülen düşünceleri örneklerle destekleyebilme.	( )	( )	( )
Kelimeleri doğru olarak yazabilme.	( )	( )	( )
Noktalama işaretlerini doğru kullanabilme.	( )	( )	( )
Diğer (Lütfen belirtiniz)			
a.....	( )	( )	( )
b.....	( )	( )	( )
c.....	( )	( )	( )

6.Aşağıda İngilizce yazma çalışmalarının değerlendirilmesinde kullanılan bir takım ölçütler yer almaktadır. Öğrencilerin sınav ve ödevlerini değerlendirirken bu ölçütlerin sizce ne derece önemli olduğunu lütfen işaretleyiniz.

	Önemsiz	Önemli	Çok önemli
Gramer açısından doğru cümle kurabilme.	( )	( )	( )
Farklı gramer yapıları kullanabilme.	( )	( )	( )
Kelime kullanımında çeşitlilik sunabilme (Kelime hazinesinin genişliği).	( )	( )	( )
Doğru yerde, uygun kelimeleri kullanabilme.	( )	( )	( )
Sorunun ya da ödevin gerektirdiği bilgiyi verebilme	( )	( )	( )
Mantıklı ve tutarlı bir sıra içinde yazabilme	( )	( )	( )
Cümleler ve/veya paragraflar arasında geçiş sağlayabilme	( )	( )	( )
Söylenmek istenenleri açıkça ifade edebilme	( )	( )	( )
Eleştiri,yorum ve değerlendirme yapabilme.	( )	( )	( )
Öne sürülen düşünceleri örneklerle destekleyebilme.	( )	( )	( )
Kelimeleri doğru olarak yazabilme.	( )	( )	( )
Noktalama işaretlerini doğru kullanabilme.	( )	( )	( )

Diğer (Lütfen belirtiniz)	Önemsiz	Önemli	Çok önemli
a.....	( )	( )	( )
b.....	( )	( )	( )
c.....	( )	( )	( )

7. Öğrencilerinizin bölüm derslerinin gerektirdiği İngilizce sınav ve ödevlerde sizin standartlarınıza göre yeterli olabilmeleri için, sizce Yادim'de uygulanan yazma programında neler gözönüne alınmalıdır? Lütfen düşüncelerinizi yazınız.

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The purpose of this questionnaire is to find out the types of writing tasks that your undergraduate students are required to do throughout the programme, the difficulties that the students encounter while performing these tasks, and your evaluation criteria of the students' written work. Your contribution will guide the improvements which are planned to be made in the present writing course in Yadim (The Foreign Languages Centre). Thank you for your contribution.

Rana Yildirim

1. What department do you teach in?

\_\_\_\_\_

2. Please write the names of the courses that you teach in English.

1st year classes: \_\_\_\_\_

\_\_\_\_\_

2nd year classes: \_\_\_\_\_

\_\_\_\_\_

3rd year classes: \_\_\_\_\_

\_\_\_\_\_

4th year classes: \_\_\_\_\_

\_\_\_\_\_

3. Of the following writing tasks, which ones are your students required to do in the courses that you mentioned in Question 2? Please check all that apply.

	Yes	No
Writing essay examination answers	( )	( )
Writing a summary	( )	( )
Writing a project	( )	( )
Note-taking from reading sources	( )	( )
Note-taking from lectures	( )	( )
Other (Please specify):		

4. Please indicate the frequency the two sorts of examinations listed below that the students in your course are to take.

	Always	Often	Sometimes	Never
Essay exams	( )	( )	( )	( )
Test exams	( )	( )	( )	( )



5. Please indicate the frequency of the following question types that you employ in the essay examinations.

	Always	Often	Sometimes	Never
Definition	( )	( )	( )	( )
Description	( )	( )	( )	( )
Explanation	( )	( )	( )	( )
Comparison and contrast	( )	( )	( )	( )
Classification	( )	( )	( )	( )
Argumentation/Discussion	( )	( )	( )	( )
List	( )	( )	( )	( )
Comment on graphs, diagrams, and/or tables	( )	( )	( )	( )
Calculation	( )	( )	( )	( )
Problem solution	( )	( )	( )	( )
Other (Please specify):				
.....	( )	( )	( )	( )
.....	( )	( )	( )	( )

6. Below are various aspects of written work. Please mark the appropriate choice to indicate how much difficulty your students experience with each in their written work.

	No difficulty	Some difficulty	A lot of difficulty
Maintaining grammatical accuracy	( )	( )	( )
Employing variety of grammatical structures	( )	( )	( )
Employing variety of vocabulary	( )	( )	( )
Using correct and appropriate vocabulary	( )	( )	( )
Addressing topic adequately and directly	( )	( )	( )
Presenting ideas in a logical manner	( )	( )	( )
Providing smooth flow and effective transitions between sentences and or paragraphs	( )	( )	( )

	No difficulty	Some difficulty	A lot of difficulty
Expressing oneself clearly	( )	( )	( )
Being critical and evaluative	( )	( )	( )
Supporting ideas with examples from related literature	( )	( )	( )
Correctness of spelling	( )	( )	( )
Correctness of punctuation	( )	( )	( )
Other (Please specify):			
.....	( )	( )	( )
.....	( )	( )	( )
.....	( )	( )	( )

7. Below are some criteria used in evaluating students' writing. Please indicate the degree of importance of each criterion you attach in the evaluation of your students' written work.

	Not important	Important	Very important
Grammatical accuracy	( )	( )	( )
Variety of grammatical structures employed	( )	( )	( )
Range of vocabulary	( )	( )	( )
Correct and appropriate use of vocabulary	( )	( )	( )
Adequate and direct address to topic	( )	( )	( )
Presentation of ideas in a logical manner	( )	( )	( )
Smooth flow and effective transitions between sentences and/or paragraphs	( )	( )	( )
Clarity of expression	( )	( )	( )
Critical and evaluative ability	( )	( )	( )
Supporting ideas with examples from related literature	( )	( )	( )

	Not important	Important	Very important
Correctness of spelling	()	()	()
Correctness of punctuation	()	()	()
Other (Please specify):			
.....	()	()	()
.....	()	()	()
.....	()	()	()

8. What do you think are the most essential points that should be given importance in the writing course in the English language preparatory programme in Yadim in order to enable your students to function efficiently in their department courses? Please be specific.

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APPENDIX 2

**Table A1. Freshman Year Curriculum of the Department of Economics**

SEMESTER 1		SEMESTER 2	
CODE/COURSE	CREDIT	CODE/COURSE	CREDIT
EC 101 Introduction to Economics 1 *	3	EC 102 Introduction to Economics 2 *	4
EC 103 Introduction to Social Sciences	3	EC 104 History of Economics	3
EM 101 Mathematics 1 *	3	EM 102 Mathematics 2 *	4
MG 111 Introduction to Business *	3	MG 116 Principles of Law	3
MG 113 Accounting 1	3	MG 114 Accounting 2	3
AP 101 Atatürk's Principles and Reforms 1	2	AP 101 Atatürk's Principles and Reforms 2	2
TD 101 Turkish Language 1	2	TD 101 Turkish Language 2	2

\* The courses with asterisks are the ones taught in the medium of English.

**Table A2. Freshman Year Curriculum of the Department of Business**

**Administration**

SEMESTER 1		SEMESTER 2	
CODE/COURSE	CREDIT	CODE/COURSE	CREDIT
MG 101 Introduction to Business 1 *	3	MG 102 Introduction to Business 2 *	4
EM 111 Mathematics *	4	MG 104 Accounting 2	3
EC 111 Introduction to Economics *	3	EC 112 Macro-Economics *	4
MG 103 Accounting 1	4	MG 106 Law of Obligation	3
MG 105 Introduction to Law	2	EC 114 Financial Mathematics *	2
AP 101 Atatürk's Principles and Reforms 1	2	AP 101 Atatürk's Principles and Reforms 2	2
TD 101 Turkish Language 1	2	TD 101 Turkish Language 2	2

\* The courses with asterisks are the ones taught in the medium of English.

Table A3. Neophytes' Education Stages, Studying English

	ECONOMICS				BUSINESS ADMINISTRATION				TOTAL			
	YES		NO		YES		NO		YES		NO	
	F	%	F	%	F	%	F	%	F	%	F	%
1	2	2.1	93	97.9	1	.9	113	99.1	3	1.4	206	98.6
2	69	72.6	26	27.4	93	81.6	21	18.4	162	77.5	47	22.5
3	65	68.4	30	31.6	82	71.9	32	28.1	147	70.3	62	29.7
4	18	18.9	77	81.1	16	14	98	86	34	16.3	175	83.7
5	76	80	19	20	99	86.8	15	13.2	*175	83.7	34	16.3
6	3	3.2	92	96.8	2	1.8	112	98.2	5	2.4	204	97.6

1. In the Primary School
2. In the Secondary School
3. In a Turkish-medium High School
4. In an English-medium High School
5. In YADIM in the University of Çukurova\*
6. In the preparation programme in another university

Table A4. Tutors' Views about the Nature of Examinations

	Always (4)		Often (3)		Sometimes (2)		Never (1)		x
	F	%	F	%	F	%	F	%	
1	3	30	3	30	3	30	1	10	2.8
2	5	50	4	40	1	10	0	0	3.4

1. Test exams
2. Essay exams

**Table A5. Neophytes' Views about the Nature of Written Examinations**

	Always (4)		Often (3)		Sometimes (2)		Never (1)		x
	F	%	F	%	F	%	F	%	
1	9	4.3	98	46.9	101	48.3	1	.5	2.55
2	20	9.6	97	46.4	92	44	0	0	2.66

1. Test exams
2. Essay exams

**Table A6. Statistical Analysis of the Nature of Written Examinations**

		N	§	S	F	P
1	Subject tutors	10	2.80	1.03	1.5885	.2089
	Neophytes	209	2.55	.59		
2	Subject tutors	10	3.40	.70	12.5317	.0005 *
	Neophytes	209	2.66	.65		

1. Test exams
2. Essay exams

Table A7. Neophytes' Perceptions of Their Own Satisfaction in Various Aspects of Writing

	Completely satisfactory (3)		Partly satisfactory (2)		Not at all satisfactory (1)		x
	F	%	F	%	F	%	
1	78	37.3	115	55	16	7.7	2.30
2	33	15.8	116	55.5	60	28.7	1.87
3	28	13.4	109	52.2	72	34.4	1.79
4	44	21.1	127	60.8	38	18.2	2.03
5	76	36.4	107	51.2	26	12.4	2.24
6	87	41.6	99	47.4	23	11	2.31
7	62	29.7	119	56.9	28	13.4	2.16
8	52	24.9	106	50.7	51	24.4	2.00
9	28	13.4	102	48.8	79	37.8	1.76
10	53	25.4	107	51.2	49	23.4	2.02
11	115	55	77	36.8	17	8.1	2.47
12	94	45	79	37.8	36	17.2	2.28

1. Maintaining grammatical accuracy
2. Employing variety of grammatical structures
3. Employing variety of vocabulary
4. Using correct and appropriate vocabulary
5. Addressing topic adequately and directly
6. Presenting ideas in a logical manner
7. Providing smooth flow and effective transitions between sentences and/or paragraphs
8. Expressing oneself clearly
9. Being critical and evaluative
10. Supporting ideas with examples from related literature
11. Correctness of spelling
12. Correctness of punctuation

Table A8. Tutors' Views about Degree of Neophytes' Difficulty with Various Aspects of Written Work

	No difficulty (1)		Some difficulty (2)		A lot of difficulty (3)		x
	F	%	F	%	F	%	
1	0	0	4	40	6	60	2.60
2	0	0	3	30	7	70	2.70
3	0	0	4	40	6	60	2.60
4	0	0	6	60	4	40	2.40
5	0	0	10	100	0	0	2.00
6	0	0	7	70	3	30	2.30
7	1	10	4	40	5	50	2.40
8	0	0	8	80	2	20	2.20
9	1	10	2	20	7	70	2.60
10	1	10	8	80	1	10	2.00
11	0	0	10	100	0	0	2.00
12	0	0	8	80	2	20	2.20

1. Maintaining grammatical accuracy
2. Employing variety of grammatical structures
3. Employing variety of vocabulary
4. Using correct and appropriate vocabulary
5. Addressing topic adequately and directly
6. Presenting ideas in a logical manner
7. Providing smooth flow and effective transitions between sentences and/or paragraphs
8. Expressing oneself clearly
9. Being critical and evaluative
10. Supporting ideas with examples from related literature
11. Correctness of spelling
12. Correctness of punctuation



Table A9. Tutors' Views about Question Types Employed in Essay Examinations

	Always (4)		Often (3)		Sometimes (2)		Never (1)		x
	F	%	F	%	F	%	F	%	
1	2	20	4	40	2	20	2	20	2.6
2	0	0	2	20	3	30	5	50	1.7
3	2	20	7	70	1	10	0	0	3.1
4	0	0	7	70	3	30	0	0	2.7
5	0	0	1	10	7	70	2	20	1.9
6	0	0	3	30	5	50	2	20	2.1
7	1	10	3	30	5	50	1	10	2.4
8	2	20	4	40	3	30	1	10	2.7
9	2	20	4	40	3	30	1	10	2.7
10	2	20	5	50	3	30	0	0	2.9

1. Definition
2. Description
3. Explanation
4. Comparison & Contrast
5. Classification
6. List
7. Discussion/Argumentation
8. Comment on diagrams, tables and/or graphs
9. Calculation
10. Problem solution

**Table A10. Neophytes' Views about Question Types Employed in Essay Examinations**

	Always (4)		Often (3)		Sometimes (2)		Never (1)		x
	F	%	F	%	F	%	F	%	
1	53	25.4	87	41.6	65	31.1	4	1.9	2.90
2	11	5.3	59	28.2	102	48.8	37	17.7	2.21
3	63	30.1	112	53.6	32	15.3	2	1.0	3.13
4	8	3.8	62	29.7	119	56.9	20	9.6	2.28
5	7	3.3	45	21.5	126	60.3	31	14.8	2.13
6	9	4.3	56	26.8	117	56	27	12.9	2.22
7	3	1.4	26	12.4	90	43.1	90	43.1	1.72
8	28	13.4	73	34.9	98	46.9	10	4.8	2.57
9	21	10	95	45.5	85	40.7	8	3.8	2.62
10	30	14.4	92	44	79	37.8	8	3.8	2.69

1. Definition
2. Description
3. Explanation
4. Comparison & Contrast
5. Classification
6. List
7. Discussion/Argumentation
8. Comment on diagrams, tables and/or graphs
9. Calculation
10. Problem solution

Table A11. Degree of Importance of Various Criteria Attached to the Evaluation of Neophytes' Writing

	Very Important (3)				Important (2)				Not Important (1)				x	
	ST		N		ST		N		ST		N		ST	N
	F	%	F	%	F	%	F	%	F	%	F	%		
1	2	20	45	21.5	7	70	115	55	1	10	49	23.4	2.10	1.98
2	0	0	19	9.1	8	80	94	45	2	20	96	45.9	1.80	1.63
3	3	30	52	24.9	7	70	104	49.8	0	0	53	25.4	2.30	2.00
4	2	20	115	55	8	80	86	41.1	0	0	8	3.8	2.20	2.51
5	7	70	188	90	3	30	20	9.6	0	0	1	.5	2.70	2.89
6	3	30	123	58.9	7	70	85	40.7	0	0	1	.5	2.30	2.58
7	2	20	78	37.3	8	80	108	51.7	0	0	23	11	2.20	2.26
8	7	70	159	76.1	3	30	45	21.5	0	0	5	2.4	2.70	2.74
9	6	60	122	58.4	4	40	80	38.3	0	0	7	3.3	2.60	2.55
10	1	10	124	59.3	9	90	76	36.4	0	0	9	4.3	2.10	2.55
11	0	0	50	23.9	10	100	104	49.8	0	0	55	26.3	2.00	1.98
12	0	0	18	8.6	9	90	68	32.5	1	10	123	58.9	1.90	1.50

ST: Subject Tutors (N=10)

N: Neophytes (N=209)

1. Grammatical accuracy
2. Variety of grammatical structures
3. Variety of vocabulary
4. Correct and appropriate use of vocabulary
5. Adequate and direct address to topic
6. Presentation of ideas in a logical manner
7. Smooth flow and effective transitions between sentences and/or paragraphs
8. Clarity of expression
9. Critical and evaluative ability
10. Supporting ideas with examples from related literature
11. Correctness of spelling
12. Correctness of punctuation

Table A12. Tuğba's performance in Game 2: The 1st term final examination

Grade: 22 out of 40 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q2 (5 out of 10 pts)	I was asked to explain...I had to explain it for both...and...In my note-book I have only these three graphs that I have drawn here. I will be marked down because I did not draw...but the explanations are from my lecture-notes, so I think they are sufficient.	...She has answered one part of the question,...However, she has not touched the other,...the first part is correct.
Q4 (no pts) (R)	...we are asked...Instead I explained..., hoping that I might get some points.	...What she is saying here has nothing to do with the fourth question.
Q5 (8 out of 10 pts) (Qn)	...this is a question that I studied very well. Before the exam I had thought that he might ask...so I learned this concept very well...I am expecting a good mark on this answer.	...Although there is some information missing I am giving...since she knows this specific topic.
Q1 (7 out of 10 pts) (Qn)	To be frank, I am not expecting to get any marks for the answer I have given to this question....This question is from earlier units which were not included in the exam....I could only draw its graph without giving any explanation.	...I want her to give an explanation. However she has only drawn its graph. She has not mentioned...

Table A13. Tuğba's performance in Game 3: The 2nd term midterm examination

Grade: 29 out of 44 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q1 (11 out of 11 pts)	...I believe that I have calculated it correctly.	The calculation in the first question is correct.
Q2 (7 out of 11 pts) (Q1)	...Through the formula...I did the calculation but <u>the result is incorrect</u> . It is... but it should have been...according to my friends. But <b>he might be pleased with my way of calculation</b> . My method is correct. Here (the second part of the question) he is asking us whether there is...or...I found...	In the second question, <u>she has an error in calculation</u> , so <b>she is getting seven points since her reasoning is correct</b> .
Q6 (6 out of 11 pts) (Qn)	...he is asking us the meaning of... <b>we need to give a detailed explanation because of the word "explain"</b> ...however, for I was not able to remember more I only said that....He also asks the meaning of... <b>I have drawn its graph and then explained it</b> . However <u>there are points missing here such as...I should also have explained these elements in the graph</u> , for example....I wonder what mark I get here.	...(the concept) is about... <u>They have not been mentioned here</u> . As the graph is correct let's give six points.
Q5 (5 out of 11 pts)	In question five we are asked to give the definition of...I wrote that....In these operations, I said, when....and when....Why did I not answer this question? Anyway, there is one more part to answer in this question...but I do not know anything about it, so I did not answer this part.	...However, she has not written about how....She has answered only one part of the question which is about...so let's give five points here.

**Table A14. Tuğba's performance in Game 4: The 2nd term final examination**

Grade: 14 out of 44 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q2 (4 out of 11 pts)	I do not think I did well on this examination. This question requires knowledge and I do not think my answer is complete in terms of knowledge. That is what I was able to remember.	....She can get only four points here since she knows the effect this situation brings on... However, she should have mentioned that....
Q4 (7 out of 11 pts)	To explain the model, I used formulas. The formulas are important here, and I knew that I should include them in my explanation.	Here she has explained the model itself with its formulas, good. No, this part is wrong because she has mentioned that....So there is a contradiction between what she has said before and what she is saying now. I can give seven points since she knows...
Q5 (3 out of 11 pts)	This question is about...It asks what is needed to....What I have written may not be satisfactory. Prof. Erk wants a more rigorous explanation.	no, the first reason is...and the second one is...What she has written deserves only three points.
Q3 (no pts)	I have written this explanation for the sake of writing something.	I am sorry I cannot find anything worth giving points in her answer, no relevance.

**Table A15. Neslihan's performance in Game 2: The 1st term final examination**

Grade: 17 out of 50 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q1(no pts)	...have drawn an irrelevant graph since I could not remember the correct one.... I knew the fact that...would not change but was not able to show it with a graph.	There is no answer to this question here. She should have shown ...and drawn...like this. This student has nothing relevant here.
Q2 (3 out of 10 pts)	....I have drawn the graphs for both...and...What I have realised is that I have memorised this subject instead of learning it. As this is the case, nothing relevant came to my mind in the exam.	Her answer does not include...although she has a graph here. Moreover, she has not given any explanation.
Q3 (3 out of 10 pts)	....It is asking the reason why...I wanted to emphasise that...but my tutor may find this information insufficient.	....It is not clear. There is the concept, but...I want a more rigorous, detailed explanation here.
Q5 (8 out of 10 pts)	....I think I have given everything that Mr...wants here in this question. The important point is to state that....,which I have done	....she was able to catch the important point. However, her explanation is too short....could have given more information.
Q6 Assignment question (3 out of 10 pts)	....I was not able to remember anything about my assignment in the exam....I wrote what I was able to gather in my mind.	....What she is saying here has nothing to do with the articles to be read....She should have mentioned...

Table A16. Neslihan's performance in Game 3: The 2nd term midterm examination

Grade: 36 out of 55 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q1(11 out of 11 pts)	I answered the first question. It is asking... I wrote the formula and I put the figures into the correct places in the formula to do the calculation. I found the result correctly. Then, from... I found... I mean in short I have solved the problem. It is correct.	....She has solved the problem correctly. She has received 11 points here.
Q2 (8 out of 11 pts)	...the tutor asks...I again started from the formula and found the result as... Then, in the second part of the question he asks...We need to do the calculation and show if there is a...or... I showed at the end of the calculation that there is a...	She has an error in calculation here. Her reasoning about the...is correct, so she is getting eight points out of 11.
Q4 (4 out of 11 pts)	....I gave the definition first...I should have given more information here but I could not. In other words I was not able to remember more in the examination...again I have given an explanation concerning what it is.	....No, the definition of...is wrong. The first part is correct, but she could also have written its formula. She can get only four points out of 11.
Q6 (9 out of 11 pts)	I gave the explanation first and then I drew a graph for this explanation. I believe that it is true but I do not know what Mr Erk will say	She could have given a more rigorous explanation here. She can get nine out of 11 points.
Q5 (4 out of 11 pts)	I gave a definition but after the exam I realized then I had mixed up. However, the definition that I gave is correct. There is a confusion. Why did I use "by" in question six? Should it be "according to"? I think I have a grammatical mistake here. That is all what I did in the examination. Do you know what grade I received?	No, no the policy of...is just the opposite....Her reasoning is completely wrong. She seems to know the topic. She might have been so excited in the exam that she wrote just the opposite. She has answered this question quite confidently, but it is wrong.



**Table A17. Neslihan's performance in Game 4: The 2nd term final examination**

Grade: 24 out of 44 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q2 (2 out of 11 pts)	The question asks the effect of...As I was not able to remember my lecture notes I answered this, using my own reasoning, not my tutor's.	There is nothing like this. I did not say anything like this in my lectures. I do not really understand what she means here. It is impossible whether one is a loser or a winner just by considering his level of income. We should look at his overall assets. It is hard to figure out from her answer whether she means this. Let's give two points here.
Q3 (2 out of 11 pts)		She is talking about Philips curve. However, what I am looking for in the answer is that fictional unemployment is a good indication of economy. Let's give two points since her expression is clear. The second part of the question, <i>unemployment doesn't mean that all variables will change. Wages will fall because of the unemployment. Workers will earn the same amount. There isn't a relationship between unemployment and wages.</i> No, she should have said "sticky" or "rigid".
Q4 (11 out of 11pts)		She has answered it very well, 11 points
Q5 (9 out of 11 pts)		She can get 9 points here because there is an important point that she should have mentioned that profit will decrease if interest rates are high. Accordingly, if profit is low investment will no more seem attractive to people.

**Table A18 . Serkan’s performance in Game 2: The 1st term final examination**

Grade:19 out of 63 pts

Question Number	Apprentice’s Remarks	Tutor’s Remarks9+-
Q10 (4 out of 8 pts) (Qn)	...I was able to define one of them. <u>It is not sufficient, not complete. Because I wrote what I could remember...but Mr. Fisunoğlu wants more than what you have in your mind.</u>	....His definition for...is not bad, but <u>not adequate in terms of amount of information given.</u>
Q11(no pts) (R)	<u>I wrote whether...but the question asks its effect on...</u>	... <u>he seems to get lost here.</u>
Assignment question (3 out of 20 pts) (Qn)	...I did not write what I have in the whole assignment. <u>I think I wrote too short to get the full point...I did not cover the topic adequately.</u>	....No, <u>he has written very little. This is quite below what I want in terms of amount of information given.</u>
Q8 (10 out of 10 pts)	It was easy, just a calculation.	Although the answer is not complete, we can give 10 points since <b>he has understood the way it should be done</b>
Q7 (2 out of 10 pts) (Q1)	<u>I may be marked down here since I have not given an example...I started with “for example” but the rest is useless.</u>	This is not more than two points because <u>no examples are given.</u>

Table A19. Serkan's performance in Game 3: The 2nd term midterm examination

Grade: 28 out of 100 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q4 (5 out of 15 pts) (Q1)	It is one of the questions that I know well....knowledge type of question. I mostly answered those type of questions. The other questions seemed to be more difficult, and they were the ones I could not focus on much while studying.	<u>Correct...the result is correct but the method is wrong. The values in...are wrong...five out of 15 points since he has given the result.</u>
Q1(4 out of 25 pts) (Q1 and R)	As I did not study these I was able to <u>give only three of the definitions....</u>	No, <u>wrong definition...no, this is wrong....Okay he is close to the correct definition. He has not defined any other concepts, three of the ten have been defined,</u> only four points.
Q2 (7 out of 15 pts) (Qn)	I have given the correct formulas, but <u>my tutor may find the amount information provided inadequate.</u>	<u>...the formulas are correct but it is just a combination of figures, no explanation. I think he has done so, considering "shortly" in the question instruction.</u>
Q6 (7 out of 15 pts) (Qn)	In this question he wants a graph. I <b>have drawn the graph and tried to explain it in my own words.</b> I do not think the answer is good. My tutor may understand what I wanted to say but <u>it is not complete.</u>	<u>...This information is not adequate to answer this question.</u>
Q5 (no pts) (Qn)	I studied the first two graphs and found them hard to understand. However after the exam I saw that they were not that difficult. I attempted to draw them but then I gave up with the feeling that they could be wrong.	<u>...The graph is not complete, and there is no explanation.</u>
Q7 (5 out of 15 pts)	It is a difficult question to answer. I do not think that I will get a high mark here. First <u>my explanation is too short.</u> Second the graph I have drawn is probably wrong. I checked after the exam. These two axes should have been...	<u>...The graph is right....This amount of information is not adequate. He has missed some important points.</u>

Table A20. Serkan's performance in Game 4: The 2nd term final examination

Grade: 13 out of 60 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q2 (no pts) (R and Qn)	My tutor will mark me down because <u>I have not given any explanation.</u>	He has only calculated...but he has <u>not done anything else.</u> He can not get any points here.
Q8 (no pts)	This is a difficult question to answer. I tried to explain that... <u>I am not sure if the answer is right in terms of amount of information.</u>	It is a very detailed question. For this reason, it is 20 points. This student's answer <u>does not seem to be satisfactory.</u>
Q7 (10 out of 10 pts)	It is a question taken from problems set at the end of chapter...I think I have done it.	It is a problem in which the...are given and the...is asked. The thing that he has to do is to look at the difference between...and...There is nothing changing. He should see this. Yes, he has done this. He can get 10 points here.
Q3 (3 out of 20 pts) (Q1 and Qn)	I tried to explain that there will be change in...but then I noticed that it is wrong. Moreover, <u>I think I have a problem with the quantity of information, not enough.</u>	What he has written here is not more than 3 or 4 points because <u>it is not enough.... This is wrong because under this condition nothing will change.</u> He can get only three points here.

**Table A21. Harun's performance in Game 2: The 1st term final examination**

Grade: 15 out of 70 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q7 (5 out of 10 pts)	It was also asked in the midterm examination....I may be marked down since I did not give any examples. I could have given it but I was very hopeless because I knew that I could not pass.	....Yes, not bad. This is a good definition...but the question also requires an example.
Assignment question (Q12) (10 out of 20 pts) (Qn)	...we were asked to give a summary of what we did in our assignment....I should have given more information. I wrote too short.	....not bad but he could have given more information.
Q4 (no pts) (Q1 and/or R)	...we are asked to do various calculations to find out... I answered the first part by...but I could not answer the other two parts of the question.	....The calculation is wrong. The question is not asking....he is not on the right track.
Q8 (no pts) (R)	....it is asking....I ...knew the subject well, but I did not do the calculation....the question does not require a graph. I do not know why I drew one.	....He is not on the right track....he should have calculated...not...
Q5 (no pts) (Q1)	....I again drew an irrelevant graph not to leave the question blank.	Unfortunately there is nothing correct in his answer.

Table A22. Harun's performance in Game 3: The 2nd term midterm examination

Grade: 42 out of 55 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q2 (11 out of 11 pts)	...a calculation type of question. I think it is correct if there is nothing wrong with the result. In this question, we are asked to find...here I subtracted...I have found...as a result	....He has solved the problem correctly.
Q4 (11 out of 11 pts)	...is asking...I knew the formula. I explained it with a formula.	....Right. Formula...Okay. This is correct. He can get 11 points.
Q5 (10 out of 11 pts)	...it is about...I explained...briefly....an "explain" type of question...his (the tutor's) style....I have written the meaning of the other concept as well.	....He knows this concept and his expression is not bad....His message is clear.
Q1 (2 out of 11 pts)	...is a calculation. It is another answer which I am not sure of.	....Both the formula and result are wrong.
Q6 (8 out of 11 pts)	...I explained these two kinds of...Perhaps I could have given more information.	....He has not mentioned....What he is saying is correct but he has not mentioned the effect of...I am giving eight out of 11 points.
Q3 (no pts)	...I answered it in the last minute. It may not be the required answer.	....His answer is not relevant to what is asked.

**Table A23. Harun's performance in Game 4: The 2nd term final examination**

Grade: 12 out of 52 pts

Question Number	Apprentice's Remarks	Tutor's Remarks
Q2 (6 out of 11 pts)	it is not a knowledge question. It is important to answer 'why' part. I said....(a detailed explanation of the answer)	...Right, he knows the subject but his presentation is not good. Let's give six points here.
Q5 (no pts)	The question is "why....?" Because....	...No, he should have mentioned...and...
Q4 (6 out of 11 pts)	I remember now it is a question needed to be answered with graphs but I see I did not do it like this in the examination. There are four graphs to explain this. They are missing in my answer	No, he has not mentioned...However, we can give six points since he knows that....
Q3 (no pts)	These answers may be irrelevant to what is asked. Because my mind got confused at the time of this examination	No, our question is not related to what he is saying
Q1 (no pts)	I did not understand this question well.	It has nothing to do with... His midterm grade is pretty high, eighty-five. He must have ignored this exam in order to find time to prepare for the others.

APPENDIX 3

CUKUROVA UNIVERSITY  
DEPARTMENT OF ECONOMICS  
INTRODUCTION TO ECONOMICS I  
Midterm Exam, 28 November

No smoking. Obey the attendance's warnings.  
75 minutes. Choose 100 points.

1. Define the followings. Each 4 points.

Economics, the law of diminishing marginal utility, cross elasticity of demand, the law of diminishing marginal returns, marginal revenue product. *definition*

2. What would you expect to be the shape of a demand curve  
a. for a medicine that means life or death for a patient? (5 points)  
b. for ice cream cones sold in a town with many ice cream parlors? (5 points) *draw with explanation*

3. The same rightward shift of the demand curve may produce a very small or a very large increase in quantity, depending on the slope of the supply curve. Explain with diagrams. (10 points) *explain, draw*

4. You are given the following demand and supply functions:  
 $Q_d = 8000 - 1000 P$  ;  $Q_s = -4000 + 2000 P$   
Find equilibrium price and quantity. (15 points) *calculation*

5. Suppose that gasoline and paper clips each rise in price 10 percent. Which will have the larger income effect on the purchases of an ordinary consumer? Why? (10 points) *explain problem-solution*

6. Why don't we use the slope of the demand curve to measure the responsiveness in the quantity of commodity demanded to a change in its price? Explain. (20 points) *explain*

7. You are given the following market demand schedule:

Point	A	B	C	D	F	G	H
P	6	5	4	3	2	1	0
Q (000)	0	20	40	60	80	100	120

- a) Draw the demand schedule. (5 points) *draw*  
b) Find the price elasticity of demand for a movement from point B to point D, from point D to point H. Compare your results. What can you say about? (10 points) *calculation*



8. Explain why the elasticity of demand formula normally eliminates minus sign. (10 points) *explain*
9. For each of the following product pairs, what would you guess about their cross elasticity of demand? *discuss*
- a) Do you expect it to be positive or negative? (5 points)
- b) Do you expect it to be a large or small number? Why? (10 points)
- shoes and shoelaces, gasoline and big cars, bread and crackers, gin and tonics, American camera film and Japanese film. *discuss*
10. Explain what do you know about long-run and short-run. (10 points) *explain*
11. You are given the following price elasticity of demand schedule. Write the corresponding elasticities. (10 points)

Beef	0.92	
Electricity	1.31	
Sugar	0.32	<i>calculation</i>
Potatoes	0.31	
A weekend vacation in Abant	2.50	

12. State the relationship between price elasticity of demand and the total expenditure. (10 points) *explain*
13. Suppose that one professor at the school is outstanding, being the best teacher and a superb administrator. In your opinion, should the Dean of the School ask this individual to teach or to become the administrative vice-dean? Why? (20 points) *discuss*
14. You are given the following data for a bicycle manufacturer. Assume the quantity of capital is fixed. Product is measured in number of bicycles per day.

Unit of labour	0	1	2	3	4	5	6
Total product	0	5	12	18	21	23	24

- a) Calculate marginal product and average product of labour. (10 points) *calculate*
- b) Draw total product, marginal product and average product curves. (5 points) *draw*
- c) Suppose wage per worker is given 300 TL. Calculate marginal cost of each bicycle. Observe diminishing returns. (10 points) *calculate*

GOOD LUCK!!!!

CUKUROVA UNIVERSITY  
DEPARTMENT OF ECONOMICS  
MACROECONOMICS I  
Midterm Examination, 5 December

No smoking, choose 100- 105 points, 75 minutes.

1. Suppose there are three commodities produced in the economy and that the price and quantity data are as follows:

	Commodity A		Commodity B		Commodity C	
	Price (TL)	Quantity	Price (TL)	Quantity	Price	Quantity
Year 1	1.00	20	1.00	15	1.00	30
Year 2	2.00	40	3.00	25	4.00	35

- Looking only at the price data, what rate of inflation would these data imply? (5 points)
  - Compute nominal GNP, real GNP, and GNP deflator using these data. Why does the GNP deflator imply a lower inflation rate than a glance at the price data alone would suggest? (20 points)
  - Compute a price index using the quantity weights of year 1. (10 points)
- Suppose that the budget deficit is 100 trillion TL. and that someone asked you to explain why we couldn't just raise taxes by that amount to get rid of the deficit. What would you tell that person? Analyze the economic consequences of such a policy, including effects on the budget. (15 points)
  - Explain effects of a change in government purchases. Draw graph and mathematically obtain the resulting change in income. (15 points)
  - If income tax rate increases, analyze the economic consequences. Draw graph and obtain a mathematical conclusion. (15 points)
  - Discuss factors effecting the slope of the IS and the LM curves. What are the economic consequences of a change of the slope of the IS and the LM curves? What are the policy implications of a flattening of the LM and the IS curve? (20 points)
  - Explain what assets do you know. (15 points)
  - If there is disequilibrium in the economy, discuss, drawing a graph, the adjustment process. (15 points)

## APPENDIX 4

1994-1995 İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ

MALİYE JANAR RAHMETOVA	80
İDİKEY ZAFER DEMİR	62
DIKEY SÜKRAN GÜRKOC	BÜTÜNLEME
93193009 BAHADIR BENĞİ	BÜTÜNLEME
* 93193010 HAKAN TAHHUSOĞLU	69
93193015 ESRA AYDIN	BÜTÜNLEME
93193015 DENİZ ÖZDÜZENCİLER	BÜTÜNLEME
93193020 O.KURSAT ÖRNEK	BÜTÜNLEME
93193022 FATİH YILMAZ	BÜTÜNLEME
93193026 HAMZA KESKİN	76 X
93193029 CEMAL ÖZLÜK	BUTUNLEME
* 93193030 TUĞBA GULECOĞLU	70
93193031 A.RASİM UÇAR	BÜTÜNLEME
93193033 MUSTAFA KILINC	DEVAMSIZ
* 93193037 ESEN BİLGEN.	65
93193038 MUSTAFA AKCA	BÜTÜNLEME
93193041 GÖKALP BAYSAL	DEVAMSIZ
93193050 SERPİL DOĞAN	DEVAMSIZ
* 93193054 MEHMET MENGÜC	62
93193061 MAHİR ERDEMLİĞ	72
* 93193064 PERCİN AĞIR	61
93193075 TARKAN ÖZMEN	BÜTÜNLEME
93193079 ÖZGÜR SÜER	80
93193082 FUNDA KARABULUT	77
* 93193084 HARUN UÇAK	70

93193091 İ.TAYFUN BEKÇİ	BÜTÜNLEME
93193092 BARIS SANLI	74
93193093 İLHAN ATTILA	79
93193097 ARZU ERKAN	61
93193098 HAKAN MANAV	DEVAMSIZ
93193101 HASAN ERDEM	68
93193103 FATMA MUFTUOĞLU	BÜTÜNLEME
93193111 SERCAN KARTEPER	BÜTÜNLEME
93193113 İLHAN BEDEN	DEVAMSIZ
93193120 BARIS BORA	BÜTÜNLEME
93193122 FUNDA ERCAN	DEVAMSIZ
93193126 MURAT ÖRDEK	70
93193127 SOULTAN AMOURKHANOV	BUTUNLEME
93193140 TİMUR KENCEGALIEV	DEVAMSIZ
94193001 AYSE SEZER	BÜTÜNLEME
94193002 HAKAN ALTAN	DEVAMSIZ
94193004 O.İLGEN ÖZALP	68 X
94193006 İ.SECİL COSAL EL	67
94193007 F.SEFA TOPCU	BUTUNLEME
94193008 HAYDAR CİRKİN	BÜTÜNLEME
94193009 ALİ DOYMUS	BUTUNLEME
94193010 HACI YAPICI	BÜTÜNLEME
94193011 UMIT AKBAS	75
*94193012 SERKAN DUZER	67
94193013 SERDAR CENKSEVER	BUTUNLEME
94193014 ÖZLEM ASLAN	BÜTÜNLEME
94193015 ADEM SALT	BUTUNLEME

* 94193082 NESLİHAN ÜNALDI	66
94193083 SEMET SANBUDAK	BÜTÜNLEME
94193084 S.METİN UZUNCAKMAK	BÜTÜNLEME
94193085 DUYGU SAHİN	BÜTÜNLEME
94193086 NAZAN GÜRER	BÜTÜNLEME
94193088 OSMAN İNKAYA	BÜTÜNLEME
94193089 MURAT BAYRAKLI	BÜTÜNLEME
94193090 NİGAR TOPRAK	BÜTÜNLEME
94193093 NUSRET TASHKIN	BÜTÜNLEME
94193094 SEMİHA DEMİRKAN	64
94193095 SÜLEYMAN ATIS	BÜTÜNLEME
94193096 A.ÜLKER SAYGAN	BÜTÜNLEME
94193097 CELİL YILMAZ	DEVAMSIZ
94193098 M.CİHAN YAVUZ	BÜTÜNLEME
94193100 M.ALİ CAN	<u>80</u>
94193101 ALİ İNCE	DEVAMSIZ
94193102 SALİH AKPINAR	69
94193104 BİLAL İRBAN	BÜTÜNLEME
94193105 MÜGE ELEKARISMAZ	63
94193106 MESUT DEMİRCİ	BÜTÜNLEME
94193107 SERİFE DEĞERLİ	BÜTÜNLEME
94193108 DERYA DEVECİ	BÜTÜNLEME
94193109 İBRAHİM ER	BÜTÜNLEME
94193111 YELİZ TOPAL	BÜTÜNLEME
94193112 SERAP EREN	BÜTÜNLEME
94193113 SERAP SERİN	BÜTÜNLEME
94193114 MUSTAFA GÖKÇE PINAR	BÜTÜNLEME

94193115 HARUN ESEN	71
94193116 ERKAN ÖZEL	BÜTÜNLEME
94193118 SERDAL DOĞRU	BÜTÜNLEME
94193119 İ.HAKAN ALTINKAYA	DEVAMSIZ
*94193120 İ.CAN İPLİK	90
94193121 A.TANER AKDAĞCIK	BÜTÜNLEME
94193123 OMOURZAK JOLDOCHBAEV	61
94193124 SİNAN GUNES	BÜTÜNLEME
94193125 BECİM ATAYEV	DEVAMSIZ
94193127 SERGEY DIKOV	BÜTÜNLEME
94193129 CUNEYT GERHAN	BÜTÜNLEME
93216026 BUDVAN UYANIK	BÜTÜNLEME
93216036 A.SERKAN SUMER	DEVAMSIZ
93216046 AHMET ERZİN	BÜTÜNLEME
93216047 SERKANT ALTINLI	BÜTÜNLEME
93216056 ZEKERİYA TEYMEH	BÜTÜNLEME
93216067 SERDAR ESKİN	BÜTÜNLEME
93216069 A.RECEP İSLER	63 X
93216071 OZAN AZAZI	BÜTÜNLEME
93216081 HİKMET SENER	BÜTÜNLEME
93216103 HALİT ASKEROV	67
93216117 M.OLİ EKİNCİ	BÜTÜNLEME
93216119 İSKENDER GÖKTAS	BÜTÜNLEME
94214001 AYŞEGÜL KOC	62
94214003 İSİL MAVRUK	BÜTÜNLEME
94214004 ARIF Ö. GÖZÜKARA	BÜTÜNLEME
94214005 SERKAN ÖZKUL	BÜTÜNLEME

## LEARNING MATERIAL I

### THE TYPOLOGY OF ESSAY EXAM QUESTIONS

*Categories and Subcategories of the Tasks an Essay Prompt Can Require a Student to Perform*

*I. Display familiarity with a concept.*

*A. Dictionary-style definition (Define bookkeeping)*

*B. Significance (What is the full-employment budget surplus? Discuss its economic meaning)*

*C. Function/Purpose (State the main functions of human resource management; What are the purposes of promotion?)*

*D. Graphical description (Explain the derivation of a market demand curve with the help of a graph)*

*E. Advantages and disadvantages (What are the advantages and disadvantages of establishing a brand name?)*

*II. Display familiarity with the relationship between/among concepts.*

*A. Similarities and differences*

*1. Description of differences (What is the difference between opportunity cost and accounting cost? Explain)*

*2. Account for differences (Are measurability, accessibility, substantiality, and actionability all equally important? Why?)*

*3. Classification (List the four main categories of financial ratios)*

*B. Cause and result*

*1. Cause (Why is the slope of demand curve not a good measure for the responsiveness in the quantity of a commodity demanded to a change in its price? Explain.)*

2. *Contributing factors* (One of the important Production and Operation Management (POM) activities is facility location. Describe which factors have effect on selection decision of facility location.)

C. *Result* (Explain effects of a change in government purchases. Draw graph and mathematically obtain the resulting change in income)

D. *Process of causation* (Explain in words how and why the income and interest sensitivities of the demand for real balances affect the slope of the LM curve.)

III. *Displaying familiarity with a process* (In the buyer decision process there are many stages. Two of them are (1) information search and (2) postpurchase behavior. Explain them separately.)

IV. *Displaying familiarity with argumentation*

A. *General argument* (Explain why it makes sense for a firm to continue producing when the firm is making a loss.)

B. *Critical thinking* (For each of the situations below, decide whether the research should be exploratory, descriptive or causal.)

V. *Performing calculation* ( $P = 30 - 3Q$   $P = 10 + 2Q$  demand and supply functions are given. Find a) the surplus or the shortage amount when the price is 25. b) the arc elasticity of demand when it changes to 25 from the equilibrium price.)

I. *Display Familiarity with a Concept*

The questions in this category contain prompts ranging from the ones that require a single short, rhetorically specified answer to those that simply name a concept and ask the respondent to provide detailed information, usually an extended description of its characteristics. The following is a list of prompts corresponding to each subcategory:



*A. Dictionary-Style Definition.* Most of the prompts in this subcategory require the writer to draw a graph relevant to the concept to be defined as well as to give examples.

- Define (the term(s))... 6
- What is/are (the term(s))...? 7
- How is (the term) defined? 1
- Define what (the term) is. 1
- What do you understand from (the term)? 2
- Explain the meaning of (the term). 2

*B. Significance*

- Discuss why ...is important. 1
- Explain the effectiveness of ... 1
- Explain why ... is very important. 1
- Discuss (the term)'s economic meaning. 1

*C. Function/Purpose*

- State the main functions of ... 1
- Explain the purpose of ... 1
- What are the main purposes of ...? 1
- What information does ... provide? Explain. 1
- What does ...measure in general? Explain. 1

*D. Graphical description.* This group includes prompts asking the writer to describe either a specific concept or a particular situation in economy by means of graphs.

- Draw and explain the concept of...3
- Explain with a graph the case of ... 1
- Show graphically... Give a short explanation. 1
- Explain ... with the help of a graph. 1
- Show by graph... 1
- Show that... (You can answer using either graphs or formal analysis) 1

### *E. Advantages/Disadvantages*

What are the advantages and disadvantages of...? 1

List the disadvantages of... 1

Explain the advantages and disadvantages of ... 1

## *II. Display Familiarity with the Relationship between/among Concepts*

### *A. Similarities and Differences*

#### *1. Description of differences*

Differentiate between...and...

Distinguish between ... and ...2

Distinguish among the three types of...

Define and discuss the differences between... and ...2

What is the (main) difference between ... and ...? 4

Compare ... with ... by providing examples.

Differentiate change in ... vs ... (requires a graph)

How does ... differ from...?

The same ... may produce a very small or a very large increase in ... Explain with graphs.

#### *2. Account for differences*

Are ... more important than ...? Why?

Are ... equally important? Why?

#### *3. Classification*

Classify the following as asset(A), liability (L), or owner's equity(O).

Define the three basic forms of...

Define the three types of ...

Cite three ...styles

Explain the three main components of ...  
Specify the four basic components of...  
Cite the four technological advances that...  
Describe the four forms of ...  
What are the three types of ...?  
Mention the major categories of ...  
List the four (main) categories of ... 2  
List and define the three components of ...  
List and define the three categories ...  
List and define the four types of ...  
List the four major roles of ...  
Name some of the topics that should be covered in ...  
Discuss the three categories of ...  
Identify two main types of ...

### ***B. Cause/Result***

1. Cause

Why is ... not ...? Explain.

Why do we not use ...? Explain.

Explain why ... 2

### ***2. Contributing factors***

Discuss factors affecting ...

List four factors that have contributed to ...

Explain the factors that affect ...

Describe which factors have effect on ...

The ... depends on some factors. These are ... (Explain)

### ***3. Result***

Show the effect of ... on ... (requires a graph)

Show by graph the output effect of ...

Analyze the economic consequences of ... including effects on ...

Explain the effects of a change in... Draw graph and mathematically obtain the resulting change in ...

Explain by graph the effect of ... on ...

If ...increases, analyze the economic consequences. Draw graph.

What are the economic consequences of a change in ...?

What are the implications of ...?

#### *4. Process of causation*

...and explain how each method affects ...

...explain how ... affect ...

Explain how ... facilitates ...

Explain in words how and why ... affect ...

What happens to ... when ...? Why? Show ...how ... change.

### *III. Display Familiarity with a Process*

Describe the ... process.

Describe the five stages of ...process.

One of the methods for ... is ... Explain this method by giving an example.

In the ... process, there are many stages. Two of them are ... Explain them separately.

List ... techniques and explain ... in detail.

How can ...? Explain by giving examples.

If there is disequilibrium in ... discuss, drawing a graph, the adjustment process.

### *IV. Display Familiarity with Argumentation*

#### *A. General argument*

Explain why it makes sense ... when ...

*B. Critical thinking*

Suppose ... What is the required policy mix? Use ... diagram to show your policy proposal.

Suppose ... In your opinion, ... Why?

What would you expect ...?

If ... Do you agree or disagree with this claim? Explain.

(Two claims) Discuss these statements and identify any that you think might be wrong.

Explain what should ... do in the following case? Why?

For each of the situations below, decide whether ... should be ...

Do you expect ... to be positive or negative for each of the following products? Why?

Suppose that ... Which will have the larger income effect on ... Why?

## *CLASSIFICATION OF QUESTION PROMPTS ON THE COGNITIVE LEVELS OF BLOOM'S TAXONOMY*

*1.KNOWLEDGE:* In these types of questions, the student is required to recognize or recall information as it was learned. To be able to answer a question on the knowledge level, the student must simply remember facts, observations, and definitions that have been learned previously without manipulating the information to be given. The following is the examples of question prompts that require the students to engage in the cognitive process at the knowledge level:

### *Displaying familiarity with a concept*

#### *Dictionary-style definition*

*Define (the term(s))...*

*What is/are (the term(s))...?*

#### *Function/Purpose*

*State the main functions of ...*

*Explain the purpose of ...*

#### *Graphical description*

*Draw and explain the concept of...*

#### *Advantages/Disadvantages*

*What are the advantages and disadvantages of...?*

*List the disadvantages of...*

*2.COMPREHENSION:* Questions on the comprehension level require the students to demonstrate that s/he has sufficient understanding to organize and arrange material mentally. The student must select those facts that are pertinent to answering the question. In order to answer a comprehension level question, the student must go beyond recall of information. S/he must show

a personal grasp of the material by being able to rephrase it, to give a description of in her/his own words, and to use it in making comparisons.

The following prompt categories can be considered to fall in the level of comprehension:

*Displaying familiarity with a concept*

*Significance*

*Discuss why ... is important.*

*Displaying familiarity with the relationship between/among concepts*

*Description of differences*

*What is the (main) difference between ... and ...?*

*Compare ... and ... by providing examples.*

*Contributing factors*

*Discuss factors affecting ...*

*Displaying familiarity with a process*

*Describe the five stages of ... process*

*Explain the factors that affect ...*

**3. APPLICATION:** In order to answer these types of questions, the students must be able to apply previously learned information. Application questions require students to apply a rule or process to a problem and thereby determine the single right answer to that problem. The questions requiring the students to perform calculations fall into this category because application of mathematical formulas are necessary to be able to solve the problems asked. Besides the questions which ask students to do classifications can be considered to be in this category since the definition of the items to be classified must be applied in order to classify:

*Displaying familiarity with the relationship between/among concepts*

*Classification*

*Mention the three categories of ...*

**4. ANALYSIS:** Analysis questions are a higher order of questions that require students to think critically and in depth. Analysis questions ask students to engage in three kinds of cognitive processes.

1. To identify the motives, reasons, and/or causes for a specific occurrence.
2. To consider and analyze available information in order to reach a conclusion, an inference, or a generalization based on this information.
3. To analyze a conclusion, inference, or generalization to find evidence to support or to refute it.

The following question prompts require the students to analyze the information in order to identify the causes, to reach conclusions, or to find supporting evidence.

*Displaying familiarity with the relationship between/among concepts.*

*Account for the differences*

*Are ... equally important? Why?*

*Cause*

*Why do we not use... ? Explain.*

*Result*

*Analyze the economic consequences of ... including effects on ...*

*Process of causation*

*What happens to ... when ...? Why? Show ... how ... change.*



5. **SYNTHESIS:** The questions in this category are also higher order questions asking students to perform original and creative thinking. To be able to answer these kinds of questions, the students must engage in three kinds of cognitive processes:

1. To produce original communications.
2. To make predictions.
3. To solve problems.

It should be noted that synthesis questions do not require a single correct answer. Instead, they allow a variety of creative answers.

6. **EVALUATION:** Evaluation, like synthesis and analysis, is a higher order mental process. The questions in this category do not require a single correct answer. They ask the students either to make judgements about the merit of an idea or to offer an opinion on an issue.

The question prompts which ask the students to *display familiarity with argumentation* require them to engage either in the synthesis or in the evaluation level of cognitive process.

*Display familiarity with argumentation*

*General argument (Evaluation calling for offering an opinion)*

*Explain why it makes sense ... when ...*

*Critical thinking*

*Suppose ... What is the required policy mix? Use ... diagram to show your policy proposal. (Synthesis calling for original communication)*

*Suppose ... In your opinion, ... Why? (Evaluation calling for offering an opinion)*

*What would you expect ...? (Synthesis calling for a prediction)*

*If ... Do you agree or disagree with this claim? Explain.* (Evaluation calling for a judgement and/or offering an opinion)

*(Two claims) Discuss these statements and identify any that you think might be wrong.*  
(Evaluation calling for offering an opinion)

Explain what should ... do in the following case? Why?  
(Synthesis calling for a prediction)

*For each of the situations below, decide whether ... should be ...*(Synthesis calling for a prediction)

## LEARNING MATERIAL II

THE GRADE-ALOUD PROTOCOL SCHEME BASED ON GRICE'S FOUR CONDITIONS (MAXIMS) FOR CONVERSATIONAL COOPERATION.

QUALITY: Try to make your contribution one that is true.

1. Do not say what you believe to be false;
2. Do not say that for which you lack adequate evidence.

QUANTITY relates to the quantity of information provided.

1. Make your contribution as informative as is required.
2. Do not make your contribution more informative than is required.

RELATION: Be relevant (to the aims of the conversation)

MANNER relates to how what is said is to be said.

1. Be periphrastic;
2. Avoid obscurity of expression;
3. Avoid ambiguity;
4. Be brief;
5. Be orderly.

The inclusion of the aspects of writing in the questionnaire in the maxims ~~for~~ cooperation.

### QUALITY

Adequate and direct address to topic  
Originality in written work  
Critical and evaluative ability

### QUANTITY

Adequate address to topic

### RELATION

Direct address topic (Give what the question requires)

### MANNER (Language)

Presentation of ideas in a logical manner  
Smooth and effective transitions between sentences and/or paragraphs  
Clarity of expression  
Supporting ideas by means of examples  
Grammatical accuracy  
Variety of grammatical structures employed  
Range of vocabulary  
Correct and appropriate use of vocabulary  
Correctness of spelling  
Correctness of punctuation

## LEARNING MATERIAL III

Mr AY's Responses concerning the violations of conditions for cooperation

### QUALITY

...he has also given wrong information in question 5.  
...wrong, moreover...  
...no, this is not the right answer  
...what he writes in the begining is correct, but the rest is wrong.  
...in this answer, he should have mentioned "customer satisfaction"  
...he should have mentioned "laissez-faire" as well.

### QUANTITY

...in spite of some inadequate explanations...  
...this is not enough  
...his explanation is not satisfactory  
...he gets only 2 pts here for his answer is not satisfactory  
...this answer is not complete  
...he has not written the last two functions asked in the question  
...no, it is not enough.  
...he should have mentioned "laissez-faire" as well

### RELATION

...no, it is not what I asked. What he has written here are the subfunctions of those functions.  
...what the student has written here has nothing to do with the answer in my key.  
...it has nothing to do with the correct answer.  
...no, it is not the right answer.  
...he seems to get lost here  
...this student is very far away from the right answer  
...he might have understood the question or written somethingelse though he knows that the question is asking something different.  
...no, it is an impossible answer to this question.  
...he is not on the right track. He is not as if he was answering the question.

### MANNER

...his expression is not clear (clarity of expression)  
...he seems to know the subject, but he cannot tranfer it (clarity of expression)  
...this student has a serious difficulty in putting what he knows onto paper (clarity of expression)  
...grammatical inaccuracy affects the meaning (grammatical accuracy)  
...no, "participative" should be "democratic" (correct and appropriate use of vocabulary)  
...the use of "scarcely" is wrong here (correct and appropriate use of vocabulary)

..he should have said "whether satisfies people's need or not"  
 (grammatical accuracy)  
 ...this must be "by grouping people into larger units"  
 (correct and appropriate use of vocabulary).

Mr Ay's Responses to each student's exam answers

Number of Responses Indicating Violations of Conditions for  
 Cooperation.  
 (grades out of 50pts)

	<u>QUALITY</u>	<u>QUANTITY</u>	<u>RELATION</u>	<u>MANNER</u>	<u>GRADE</u>
Paper 1	2	2	2	0	13
Paper 2	0	0	1	0	45
Paper 3	0	1	0	1	46
Paper 4	0	1	0	0	22
Paper 5	1	0	1	2	20
Paper 6	2	1	0	1	39
Paper 7	0	2	2	0	29
Paper 8	1	1	1	2	24
Paper 9	0	0	0	0	50
Paper 10	1	0	3	2	11
TOTAL	7	8	10	8	
x	21.2	24.2	30.3	24.2	

Mr Fisunoglu's responses to each student's exam answers

Number of Responses Indicating Violations of Conditions for Cooperation.  
(Grades:out of 100 pts)

	<u>QUALITY</u>	<u>QUANTITY</u>	<u>RELATION</u>	<u>MANNER</u>	<u>GRADE</u>
Paper 1	1	3	1	1	77
Paper 2	2	4	0	2	35
Paper 3	1	4	1	0	14
Paper 4	2	2	1	1	35
Paper 5	1	2	2	1	47
Paper 6	1	2	0	0	66
Paper 7	2	2	1	1	41
Paper 8	0	0	0	2	56
Paper 9	2	0	1	2	05
Paper 10	2	2	0	0	56
Paper 11	1	5	1	0	09
Paper 12	2	2	1	1	28
Paper 13	3	1	0	0	28
Paper 14	0	0	0	0	87
TOTAL	20	29	9	11	
%	29	49	12	16	

Mr. Fisunoglu's Responses concerning the violations of conditions for cooperation.

QUALITY

- ...he is wrong by saying that the rate of inflation cannot be guessed by looking at the table.
- ...no, this is not the right multiplier, nor is the graph. He has confused all of them.
- ...the student knows, but does not know what he knows.
- ...there is a wrong guess about the rate of inflation in this paper.
- ...his explanation is not bad, however this curve should have been much closer to this side.
- ...she has a mistake...she has seen no change in price, in fact there is.
- ...her graph should have been like this.
- ...his answer to question 8 is very poor.
- ...the graph is wrong, so it does not mean anything to me.
- ...what he knows is not correct.
- ...he has not given the names to axes, so he loses 3 pts.
- ...her calculation is wrong.
- ...it is impossible to find the rate of inflation in this way.
- ...he has not been able to do the calculation.
- ...his answer to question 5 is very poor.
- ...no, the graphs are not meaningful.
- ...his explanations are very poor.
- ...his explanation is not as good as the previous student.
- ...the first part is wrong.
- ...here, a formula is necessary.

QUANTITY

- ...the answer is not satisfactory.
- ...the answer is not complete. He should have discussed its meaning in economics.
- ...here, a formula is necessary.
- ...the answer is not complete...there are several important consequences which he has not described.
- ...the answer is not complete.
- ...the explanation is too short. He has left out many stages.
- ...he gets 10 out of 15 pts due to inadequate explanation.
- ...his explanations are very poor.
- ...he has tried to explain with one or two examples, which is not sufficient.
- ...he has given only their definitions, there is no explanation.
- ...the answer is not satisfactory.
- ...his answer to question 5 is not informative enough.
- ...he has written only their names, not their functions, not sufficient.
- ...he has tried to write something, but not more than 6 pts.
- ...he has written only the names of "assets". It is not more than 2 pts.
- ...his answer to question 5 is very poor.
- ...this part is not necessary.

...he has not mentioned their returns, not sufficient.  
 ...he has written their definitions well, but incomplete with regard to their returns.  
 ...in question 8 there is no graph...  
 ...she has done only one calculation instead of two.  
 ...she should have given her explanation without a graph.  
 ...no, this explanation is not enough.  
 ...one or two missing points...  
 ...his answer to question 8 is very poor.  
 ...I expect much more explanation.  
 ...he says only high without giving a figure.  
 ...he knows this, but not enough.  
 ...here in this question he should have stated the increase in income.

RELATION

...since he has not done any calculations he gets a question mark instead of a grade.  
 ...he has given its definition whereas I want a calculation.  
 ...no, what he has written here has nothing to do with "assets".  
 ...unfortunately he is lost here.  
 ...no, this is not what I want.  
 ...it seems that he has started and got lost.  
 ...he is completely lost in this question. He cannot get any marks.  
 ...but there is no relationship between the explanation and the graph.

MANNER

...he should have discussed...with examples beside the formal definition. (exemplification)  
 ...he should have described the economic consequences step by step (coherence)  
 ...what he says here is not clear (clarity of expression)  
 ...he has spelt a very well known word "inflation" wrong. (correctness of spelling).  
 ...his expression is not clear. (clarity of expression)  
 ...her explanation is not clear enough (clarity of expression)  
 ...she has difficulties in the correct use of English (grammatical accuracy)  
 ...but she cannot express herself because of her problems in the language (clarity of expression)  
 ...what he has written here is not comprehensible (clarity of expression).  
 ...he should have included some arrows in the graph he has drawn (format).



...he should have included some arrows in the graph he has drawn (format).

Mr Erk's responses to each student's exam answers

Number of Responses Indicating Violations of Conditions for Cooperation.

(Grades:out of 50 pts)

	<u>QUALITY</u>	<u>QUANTITY</u>	<u>RELATION</u>	<u>MANNER</u>	<u>GRADE</u>
Paper 1	3		0	2 1	34
Paper 2	2		0	1 0	18
Paper 3	3		1	0 1	34
Paper 4	0		2	0 1	11
Paper 5	4		0	1 0	15
Paper 6	1		2	0 0	25
Paper 7	0		4	0 0	33
Paper 8	1		2	0 1	27
Paper 9	4		2	0 1	20
TOTAL	18		13	4 5	
%	45		32.5	10 12.5	

Mr Erk's Responses concerning the violations of conditions for cooperation.

#### QUALITY

...no, elasticity formula is wrong.  
...all calculations are wrong.  
...no, if there is a shift in price the demand curve does not increase, it stays constant.  
... it is clear that he does not know this concept.  
...this student has not understood the subject at all.  
...if the demand curve increases the price will not decrease. I think he has confused quantity demanded with demand curve.  
...the first part of the answer is wrong.  
...he should have said that the production must be decreased as MC is bigger than MR.  
...no, his explanation is wrong.  
...this answer, I mean his statement is wrong.  
...no, he should have said the production must be decreased under this condition.  
...his opinion about what should be done is not correct.  
...no, the only thing which affects quantity demanded is price. The factors he has written shift the demand curve. He has written just the opposite.  
...no, it should be maximized.  
...no, it does not have to be decreased to maximize profit.  
... his explanation of the rule is not good.

#### QUANTITY

...his explanation is not sufficient.

...I also ask "elasticity" in this question. He has not done this.  
...however, he has not included the curve showing the shift in price, so he gets only 7 points.  
...I am looking at the back side of the paper to see the rest of the answer. No, it is another question. He gets 7 pts for what he has written so far.  
...he has not mentioned the principal rule here.  
...no, his answer is not complete.  
...he has not continued. He should have told us if it is surplus or not. He has not completed this stage.  
...there is no indication of the result in calculation.  
...he has not mentioned anything about change in quantity demanded, only 4 points.  
...he has only said... without explaining what factors cause this...  
...but he has not mentioned whether this situation causes shortage, surplus or equilibrium in price.  
...but he has not explained the shift, so he receives only 7 pts.  
...however he has not mentioned that the production must be decreased.

#### RELATION

...no, this is not what I am asking. This student has not understood the question.  
...this is meaningless.  
...the rest is unfortunately irrelevant to the question.

#### MANNER

...he is saying "shortage". Why has he made this mistake? It must be "surplus" (correct and appropriate use of vocabulary)  
...perhaps he could not explain it in English (clarity of expression)  
...he has said "shortage" here, which should be "surplus" (correct and appropriate use of vocabulary).  
...no, it should be "increases" instead of "is increase" (grammatical accuracy).  
...no, his answer is not clear (clarity of expression).

LEARNING MATERIAL IV

Essay Examination Questions  
(Introduction to Business)

ESSAY QUESTIONS

1. Discuss the three categories of managerial roles.
2. Cite three leadership styles and explain why no one style is best.
3. Explain how departmentalization facilitates achievement.
4. Differentiate between quality control and quality assurance.
5. Explain three innovations in material management.
6. Explain the five steps in Maslow's hierarchy of needs as they relate to worker motivation.
8. State the main functions of human resource management.
9. Identify two main types of labor unions.

# Essay Examination Questions

## (Macroeconomics/Introduction to Economics II)

1. Suppose there are three commodities produced in the economy and that the price and quantity data are as follows:

	Commodity A		Commodity B		Commodity C	
	Price (TL)	Quantity	Price (TL)	Quantity	Price	Quantity
Year 1	1.00	20	1.00	15	1.00	30
Year 2	2.00	40	3.00	25	4.00	35

- Looking only at the price data, what rate of inflation would these data imply? (5 points)
  - Compute nominal GNP, real GNP, and GNP deflator using these data. Why does the GNP deflator imply a lower inflation rate than a glance at the price data alone would suggest? (20 points)
  - Compute a price index using the quantity weights of year 1. (10 points)
- Suppose that the budget deficit is 100 trillion TL, and that someone asked you to explain why we couldn't just raise taxes by that amount to get rid of the deficit. What would you tell that person? Analyze the economic consequences of such a policy, including effects on the budget. (15 points)
  - Explain effects of a change in government purchases. Draw graph and mathematically obtain the resulting change in income. (15 points)
  - If income tax rate increases, analyze the economic consequences. Draw graph and obtain a mathematical conclusion. (15 points)
  - Discuss factors effecting the slope of the IS and the LM curves. What are the economic consequences of a change of the slope of the IS and the LM curves? What are the policy implications of a flattening of the LM and the IS curve? (20 points)
  - Explain what assets do you know. (15 points)
  - If there is disequilibrium in the economy, discuss, drawing a graph, the adjustment process. (15 points)

# Essay Examination Questions (Introduction to Economics)

## ESSAY QUESTIONS

- $P = 30 - 3Q$ ,  
 $P = 10 + 2Q$  demand and supply functions are given.  
 Find a) the surplus or the shortage amount when the price is 25,  
 b) find arc elasticity of demand when price changes to 25 from the equilibrium price

2.

Q	TC	TFC	TVC	AC	ATC	AVC	MC
2	50					10	
7			30		10		

FILL THE EMPTY BOXES

- Differentiate change in quantity demanded vs shift in the demand curve.
- Explain what should the firm do in the following case?  
 $MR = 30$   $MC = 60$  Total loss 2 million TL. And why?

56/100

PAPER

ÖĞRENCİNİN

ADI VE SOYADI :   
 FAKÜLTE NO :   
 DERSİN ADI :

SINAV TARİHİ : ... / ... / 19 10  
 ALDIĞI PUAN :   
 ÖĞR.ELM. İMZA :

*Handwritten signature/initials*

1. a) Inflation

Year 1	$P_A$	$q_A$
	1	20
Year 2	2	40

There is no inflation. Because, the first year we can buy 20 br good A at price \$1. the second year, also we can buy 20 br good A at price \$1.

Year 1	$P_B$	$q_B$
	1	15
Year 2	3	25

There is 53% inflation. Because the first year we can buy 15 br good B at price \$1, whereas second year, we can only  $(\frac{3}{15} \times 15) = 3$  br good B at price \$1

$$\frac{15 \rightarrow 8 \text{ br}}{100 - 120} = x$$

$$\frac{30 \text{ br}}{100} = x$$

$$x = 27$$

Year 1	$P_C$	$q_C$
	1	30
Year 2	4	35

There is 28% inflation. Because the first year we buy 30 br good C at price \$1, whereas second year we can only 3,7 br at price \$1.

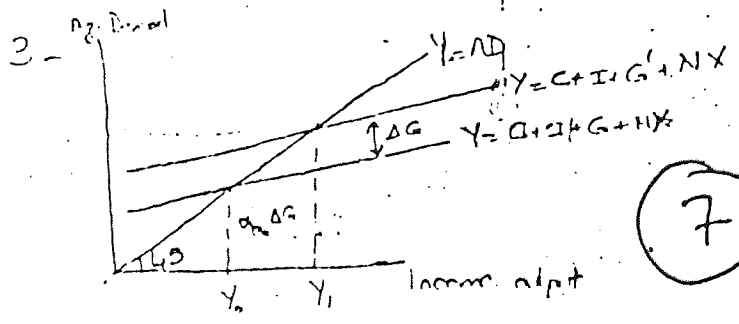
b) Nominal GNP =  $2 \times 40 + 3 \times 25 + 4 \times 35$   
 Real GNP =  $1 \times 40 + 1 \times 25 + 1 \times 35 = 100$

We apply today price and quantity  
 We apply

6)  $GNP_{def} = \frac{\sum P_0 \cdot q_t}{\sum q_t \cdot P_t} = \frac{\sum (1 \times 40 + 1 \times 25 + 1 \times 35)}{\sum (2 \times 40 + 3 \times 25 + 4 \times 35)} = \frac{100}{295} = 0.3$

GNP deflator include a lower inflation index, because we base on a base year price.

c)  $CPI = \frac{\sum P_0 \cdot q_t}{\sum P_t \cdot q_t} = \frac{\sum (1 \times 40 + 1 \times 25 + 1 \times 35)}{\sum (1 \times 20 + 1 \times 15 + 1 \times 30)} = \frac{100}{65} = 1.5$



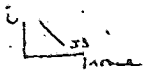
When government purchases increase income increases. Because, people have more money and they raise the consumption or vice versa.

7

$$\alpha = \frac{1}{1-c(1-t)} \quad \alpha' = \frac{1}{1-c'(1-t)}$$

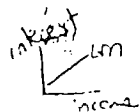
③ IS - LM slope

IS curve  $Y = \bar{A} + b(Y - bi)$



IS curve is negatively sloped, reflecting responsiveness of interest rate and income. When  $b$  is large IS curve is flat, whereas  $b$  is small IS curve is steep. The responsiveness of interest rate is high. Aggregate demand shifts vary largely. If (a) multiplier is large IS curve flat. IS curve; when interest rate increase income is decrease.

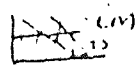
LM curve  $\frac{M}{P} = kY - hi$



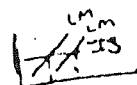
LM curve is positively sloped. When interest rate increase income decrease. The responsiveness of aggregate demand for money to income,  $k$ , is large and the responsiveness of " " " " to interest rate,  $h$ , is small.

the LM curve is very vertical. Change in income is very large, the more  $k$  and the less  $h$ . If  $h$  is close to zero; LM curve vertical.  $h$  is very large LM curve horizontal.

When LM curve is flat, there is a fiscal policy. monetary policy is powerless.

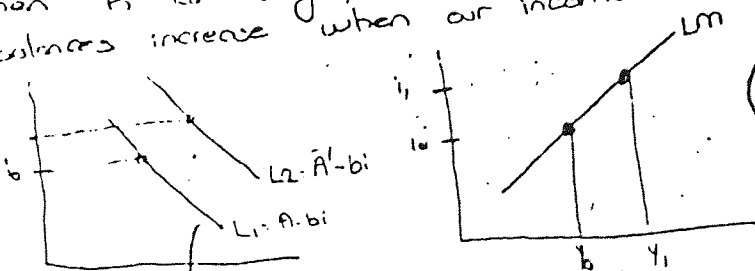


When IS curve is flat, now monetary policy is very effective.



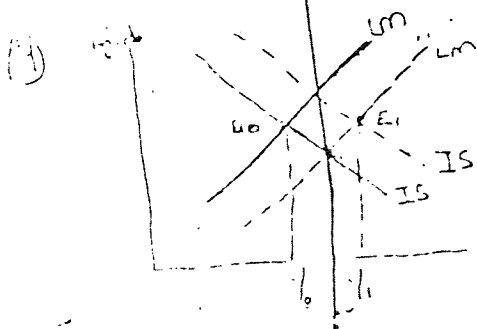
15.

④ LM - income and interest. Demand for real balances to income is very sensitive if  $k$  is large. " " " " to interest is " " if  $h$  is large. When  $h$  is large, change in income is very large. Because demand for real balances increase when our income is increases.



12

When change in interest rate is large, change in income is large. Economy is in full employment.



8

Government want to aggregate demand change toward investment. They apply to supply of money so that interest rate increase. Moreover, investment is stimulating. On the other hand, people have more money and they attempt to some assets, like on bond, so that IS curve shift to right. We can see the same interest rate the higher income and investment.



## Tutor's Comment

### Paper 10 (Grade:56 out of 100)

Well, this is one of the good students. (.7.) (reading the answer silently) She has a mistake in the first part of question one. She has seen no change in price, but there is. She gets only three points. I hope that her answer to question three is correct. No, this explanation is not enough when I consider her level of knowledge. She might have given a better paper. The graph is correct, so she gets seven points. Question five... she has done the most difficult question, her answer to which is very good, though she has one or two missing points. I am giving fifteen out of twenty points. In question nine... yes, government purchases... this student came this morning and told that her answer to this question was wrong. Her graph should have been like this (.5.) (drawing the right graph on the paper). Although the graph is wrong the explanation is satisfactory. I do not know why she has done so. Perhaps she got tired through the end of the examination. She gets fifty-seven which is, I think, the lowest mark she has received so far in my course.

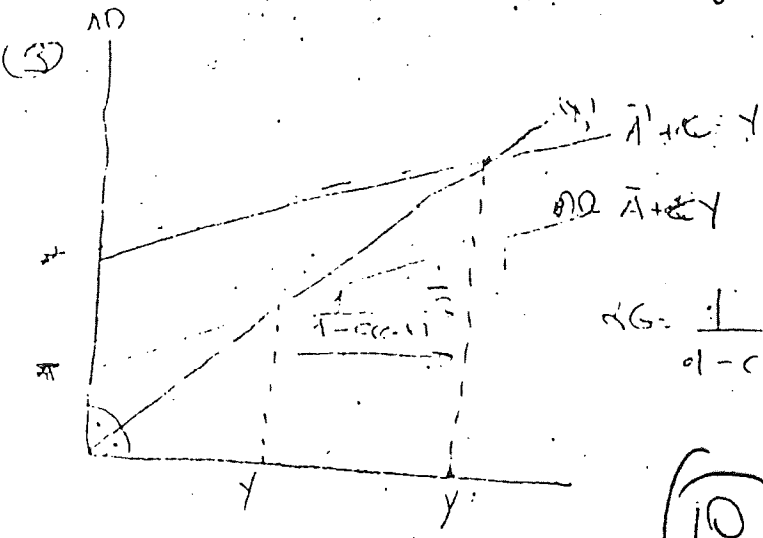
63/100

ÖĞRENCİBİLGİLERİ

ADI VE SOYADI : ...  
 FAKÜLTESİ NO : ...  
 DERSİN ADI : ALA KOD - İKTİSAT

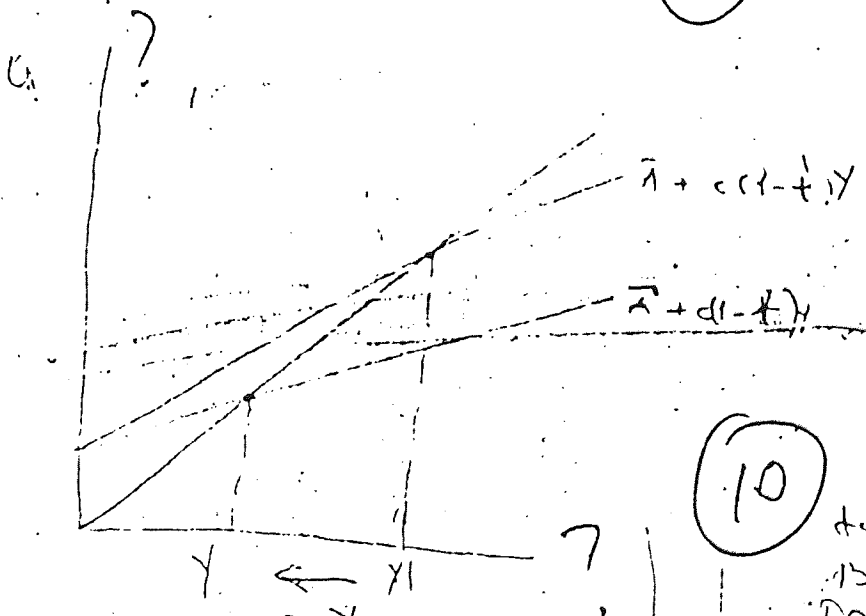
SINAV TARİHİ : 20.11.19  
 ALDIGI PUAN : //  
 ÖGR.ELM.İNZA :

ANSWER



increasing the Government purchase it also increase the autonomous spending. And it cause increase the level of income from  $Y$  to  $Y'$ . This amount is

(10)  $\Delta Y_0 = \frac{1}{1-c(1-t)} \cdot \Delta G$



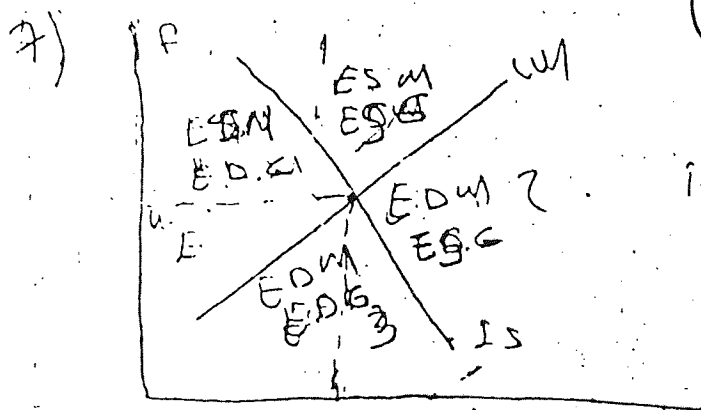
If income tax rate  $t^1 > t$  increase from  $t$  to  $t^1$  with constant income tax rate  $Y'$  to  $Y$ . Because consumption is decrease when tax rate increase. This amount is

(10)  $\Delta Y_0 = - \frac{c Y_0}{1-c(1-t)} \Delta t$

8) If the sensitive of the money demand  $L(r, Y)$  is small (this is small) LM curve is more vertical. If (1) is close to zero LM curve must be vertical. If the sensitive of the demand money demand to income large LM curve will be more vertical. If this is  $L(r, Y)$  is small, LM curve is more vertical.

5) If Multiplier (k) is not sensitive to investment interest rate (r) IS curve will be flat. And if Multiplier or (b) small and IS curve will be steep. If sensitivity of money demand to interest rate (h) small LM curve must be vertical. If the sensitivity of money demand to income large LM curve vertical. If the h is large or L is small LM curve must be horizontal.

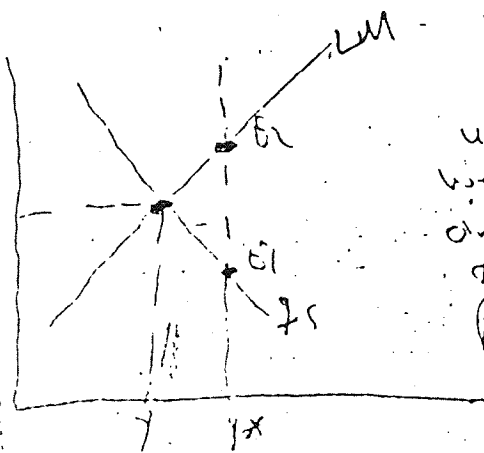
If the LM curve is flat - monetary policy doesn't affect the income, increasing money supply or little higher level of income and interest rate. Monetary policy effect is small. And fiscal policy effect is large when LM curve is vertical. If IS curve is flat effect of monetary policy is big and effect of fiscal policy is small.



15

If disequilibrium point is in 1. region. We decrease interest rate or decrease the output. If disequilibrium point is in region 2 where increase interest rate or decrease output. If the equilibrium point is region in region 3, increase interest rate or increase output. If the disequilibrium in region 4 we decrease interest rate or increase output.

15



If there is disequilibrium point at full employment, we use monetary and fiscal policy. If we use monetary policy, LM curve shift and equilibrium point is  $E_1$  which occur full employment. If we use fiscal policy, IS curve is shift to the right and equilibrium point is  $E_2$  which is full employment. Which occur full employment. We use generally monetary policy, because using monetary policy is not difficult and rapidly.

$P_1 S = Y^A - G - TR$

Ö.Ü. İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ  
İKTİSAT BÖLÜMÜ SINAV KAJIDI

*Erhan*

ÖĞRENCİNİN

ADI VE SOYADI

FAKÜLTE NO

DERSİN ADI

MAKRO İKTİSAT

SINAV TARİHİ : 5. / 12. / 2017

ALDIĞI PUAN : ... / ... / ...

ÖĞR. ELM. İMZA : ... / ... / ...

A) I understand that price is increase and the national inflation is 0.50

B) Nominal GNP<sub>1</sub> = 1.20 + 1.15 + 1.30 = 65 TL

$$\begin{array}{r} 705 / 65 \\ 1410 \\ \hline 65 \\ \hline 295 \end{array}$$

Real GNP<sub>1</sub> = 1.20 + 1.15 + 1.30 = 65 TL

Nominal GNP<sub>2</sub> = 2.40 + 3.25 + 4.35 = 100 TL

$$\begin{array}{r} 175 \\ 140 \\ \hline 295 \end{array}$$

Real GNP<sub>2</sub> = 40.1 + 25.1 + 35.1 = 100

CPI

$$\frac{\sum P_{1i} q_{0i}}{\sum P_{0i} q_{0i}} = \frac{2 \cdot 2.0 + 3 \cdot 1.15 + 4 \cdot 3.0}{1 \cdot 70 + 1.15 + 1.30} = \frac{705}{65} = 10.85$$

Deflator GDP

Σ  
Σ

$$\frac{2.40 + 3.25 + 4.35}{1.40 + 1.75 + 1.35} = \frac{100}{100} = 1$$

## Tutor's Comment

Paper 2 (Grade: <sup>63</sup>~~63~~ out of 100)

Well, now we are grading another paper. He has started with the third question which is about the situation in which there is an increase in government purchases. He has understood the question correctly. In spite the fact that his explanation is not as good as the one in the previous paper he has provided the formula which is essential. Thus, he gets ten points out of fifteen due to inadequate explanation. The students sometimes ✗ forget to name the axes in the graphs they draw, which causes them to lose points. His answer to question four is not bad. The formula he has written is correct but the explanation is too short. He has left out many stages. He should have described the economic consequences step by step. He gets ten points. The eighth question (.8.) yes, the answer is not complete, eight points out of fifteen. Well, he has done our favourite question, question five. The answer is not complete. Here, I asked the meaning of IS and LM curves and the consequences of a change in these curves. There are a lot of important consequences which he has not described, so he gets fifteen out of twenty points. Question seven has been done satisfactorily, he deserves fifteen. He has turned to Question one. The first part is wrong, and what he says in the second part is not clear; so, he gets only five out of thirty-five points.

6400 | 120  
 325 | 87,11  
 250  
 125  
 20

28/100 Paper 12

STUDENT INFORMATION

ADI VE SOYADI : ...  
 FAKULTE NO : ...  
 DERSİN ADI : ...

SINAV TARİHİ : ...  
 ALDIĞI PUAN : ...  
 ÖĞR.ELM.İMZA : ...

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1-1) In my opinion rate 250%. Because price of commodities are increase 200% but also quantity of commodity increase.

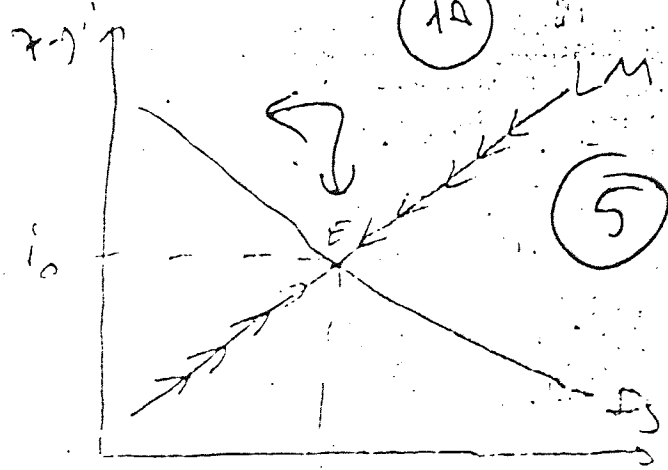
b-1)  
 Nominal GNP =  $\sum P_1 \cdot Q_1 = 2 \cdot 40 + 3 \cdot 25 + 4 \cdot 35 = 200 + 75 + 140 = 415$   
 Real GNP =  $\sum P_2 \cdot Q_2 = 1 \cdot 40 + 1 \cdot 25 + 1 \cdot 35 = 100$

$$\text{GNP}_{\text{Pct}} = \frac{\text{Nominal GNP}}{\text{Real GNP}} \times 100 = \frac{415}{100} \times 100 = 415\%$$

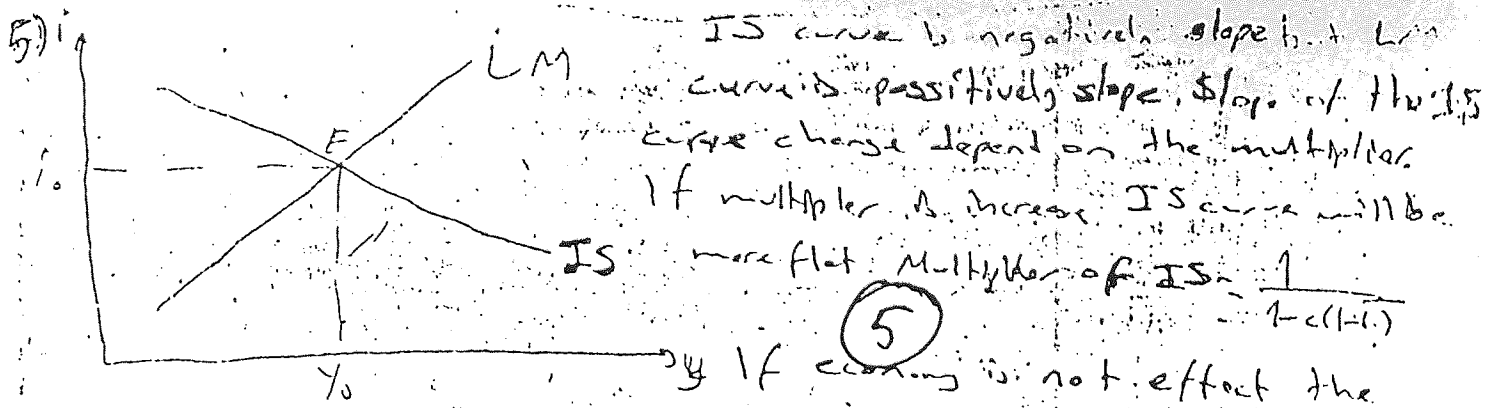
Inf increase very fast because both of price and quantity increase. so occur very fast infurate. Inf is 250% but my guess 4250%.

$$\text{Inf} = \frac{415 - 100}{100} = 315\%$$

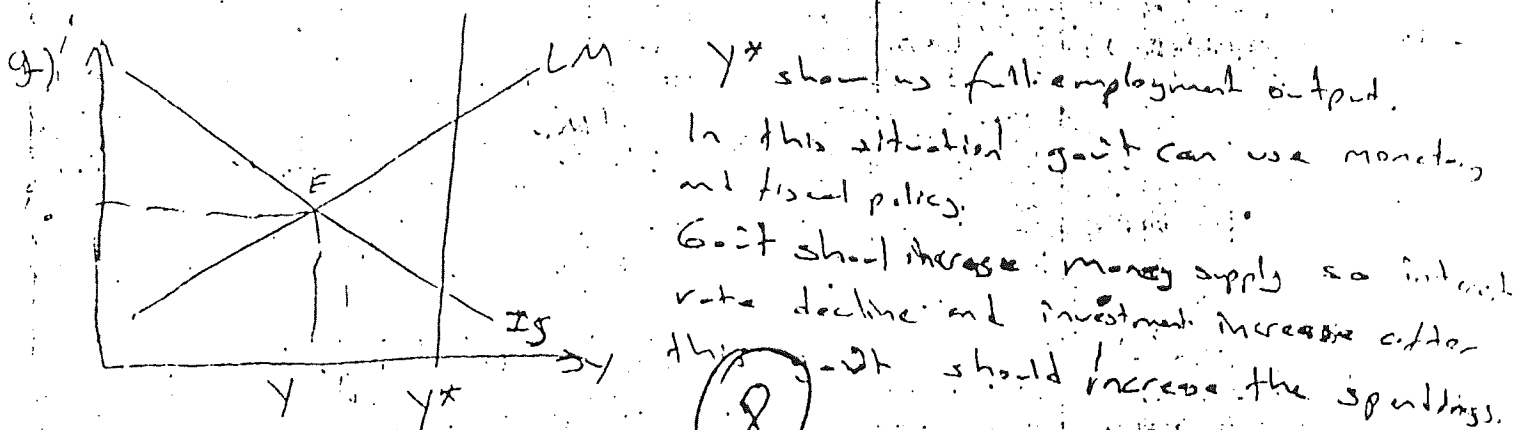
1.2) Full employment BS is BS that when economy is full employment. we denote BS\* and we can show  $BS^* = CY^* - G - TR$  or  $BS^* - BS = t(CY^* - T)$ . If every people has a job economy is a full employment. Full employment BS\* is surplus at this point.



If there is disequilibrium in the economy Economy adjust to the market. If interest rate are increase occur excess supply of money. At this point investments are less than saving also true. So interest rate must fall point.



If economy is not effect the money stock or in other words money stock is not affect interest rate LM curve is flat.



So output will be same P.M.A but investment is increase due to low interest rate.

## Tutor's Comment

### Paper 13 (Grade: 28 out of 100)

According to this student, the rate of inflation can not be guessed by looking at the table. He is wrong. The information in the table is enough to guess. Question three... (2.) is about an increase in government purchases. No, this is not the multiplier, and neither is the graph. He has confused all of them. The graph which should have been included in this question has been given as the graph of the next question. The student knows, but he does not know what he knows. His answer to question eleven is not good. In question <sup>5.7</sup>twelve, he has written only the names, not <sup>per se</sup> their functions, which is not sufficient. It is surprising that he has done the fifth question very well. I think he guessed that this question might come in the exam.



28/100 Paper 12

ÖĞRENCİNİN

ADI VE SOYADI :

FAKÜLTE NO :

DERSİN ADI :

MACROECONOMY

SINAV TARİHİ :

ALDIĞI PUAN :

ÖĞR. ELM. İMZA :

① a) We can't do anything to look only price data in the table.

b) For commodity A  
Nominal GNP = 80 TL (2x40)

Nominal GNP (A+B+C) = 285 TL

Real GNP = 20+15+130

For commodity B  
Nominal GNP = 75 TL (3x25)

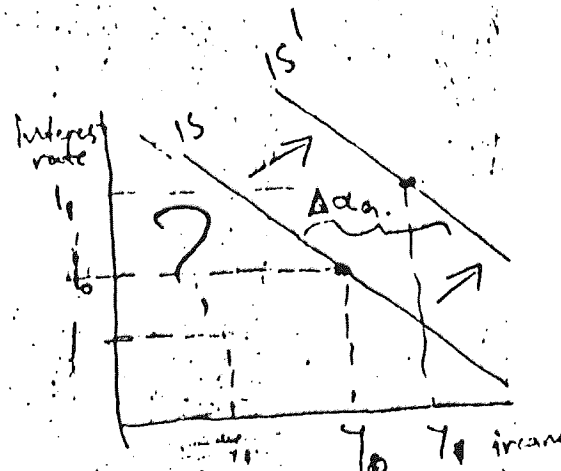
Real GNP = 65 TL

For commodity C  
Nominal GNP = 130 TL (2x65)

$$\text{GNP Deflator} = \frac{\text{Nominal GNP}}{\text{Real GNP}} = \frac{285}{65} = 4,39$$

The inflation rate is increase 4,3% by deflator (5)

$$c) \text{ Price index} = \frac{\sum P_t Q_t}{\sum P_0 Q_t} = \frac{65}{285} \approx 0,23$$



③ when change Government purchases is increase, level of income affect the coefficient of multiplier. Thus IS curve shift to the right

$$\frac{\Delta Y}{\Delta A} = \frac{h \cdot \alpha \cdot a}{h + \alpha \cdot a \cdot b}$$

$$\frac{\Delta Y}{\Delta G} = \frac{h - \Delta a}{h + \alpha \cdot a \cdot b}$$

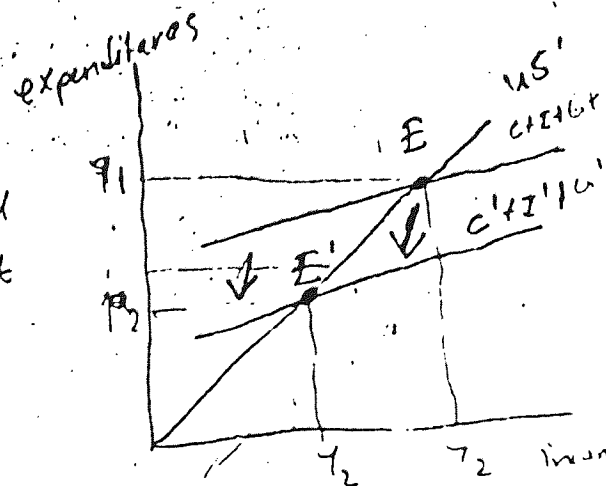
④ if tax rate increase, disposable income which is available spend by household is fall down. And change is equilibrium point on the consumption line.

$$Y = C + I + G$$

$$Y = \bar{C} + c(Y - Y_t) + \bar{I} + \bar{G}$$

$$Y - cY = \bar{C} + cY_t + \bar{I} + \bar{G}$$

$$\frac{\Delta Y}{\Delta T} = \frac{-c}{1 - c}$$



If when the money is less sensitive the interest rate, people do spend all of their money. They do not desire hold money. Because cost of money is very high when they keep to hold. Therefore they spend money to commodity, make investment etc.

(5)

① Real assets: such as home, factory, real estate, car etc. They are tangible items to us have.

② Financial assets: financial asset released money. such as demand posit, bonds, stock or equities, save account etc.

(3)

③ IS curve combination is interest rate, and income level. Interest rate is effect IS curve. when interest rate increase investment will decline. In contrast interest rate fall, investment will increase. Interest rate effect IS and LM curve. The central bank can effect LM curve. such as open market operation, reserve requirement, interest rate.

when interest rate increase or decrease IS curve shift up to the right. In contrast interest rate decrease IS curve fall down to the left.

In LM curve, the interest rate increase supply of money decrease and LM curve fall down to the right, if interest rate decline, LM curve shift to the right and money supply increase.

(15)

When LM curve and IS curve is flat there is a liquidity trap. in this case people do not purchase any bonds and goods etc. because demand for money is infinite.

## Tutor's Comment

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### Paper 12 ( Grade:28 out of 100)

There is a wrong guess about the rate of inflation in this paper. His formulas are correct. Since he has not done any calculations he gets a question mark. The question about "the full-employment budget surplus"... yes this answer is not bad. He has at least stated the existence of full-employment in the country. Question seven is about general equilibrium. The answer is not satisfactory. He should have included some arrows in the graph he has drawn. His answer to question five which is related to IS and LM curves is not very informative. Question nine asks the required policy mix when the government wants to change the composition of demand toward investment and away from consumption without, however, allowing aggregate demand to go beyond full employment. The explanation is not bad, however this curve should have been much closer to this side. He gets eight points. His total mark is twenty-eight. This student came this morning and told that his examination was bad. He is a repeat student. Repeat students take only one midterm examination whereas others take two. This student has to get eighty in order to be able to pass in the final examination, which seems to be very difficult for him to do.



## 1- Advantages and disadvantages of sole proprietorships:

### Advantages:

- ~~Easy~~ Easy to establish.
- Low taxes are imposed.
- You don't have to tell your plans to anyone.
- You can have your own decisions.
- You have the chance of privacy.
- You don't have to share your profit with anyone.

### Disadvantages:

- They are small businesses.
- They have less capital.
- They have the problem of delegating responsibility.
- High interests are added when you draw money from the bank.
- They have unlimited liability.
- They have limited life.

## 2- The three managerial roles are: Interpersonal roles.

- Interpersonal: Since you will deal with lots of workers, managers and with other people, you have to be successful in human relations. You have to understand them. You have to be skillful in order to be a good manager.

- Informational: You have to tell your boss about the problems, production quantities, and future plans of the firm. When necessary you have to talk to the public. Besides this you must have relations with other firms. They are all Informational skills.

- Decision-making: If you are a manager, as you know you have lots of responsibilities. Since you are the person at the top, you have to organise everything in the firm, so you have to make plans for future benefits of your firm. At this point decision-making is very important. You have to consider all factors and make good decisions.

(2)

4) Technical skills: They are the skills to know how to start and run a machine. You have the ability to use that machine. This skill has to be ~~used~~ owned by a first-line manager.

Objectives: They are short-run plans. They are used to achieve strategies. Mostly objectives are the duties of middle managers.

Operational plans: If you have targets, you have to make plan to achieve it. These are the operations to achieve that goal.

ÖĞRENCİNİN

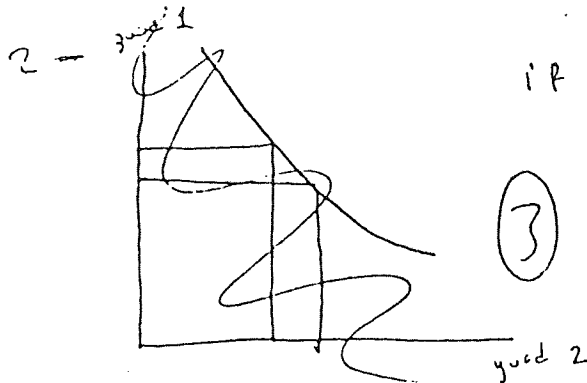
ALDIĞI NOT: .....

ADI VE SOYADI : .....

FAKÜLTE NO : .....

DERSİN ADI : İKTİSAT

SINAV TARİHİ : 27-10-95



if good 1 increase  
quantity demanded  
(good 2) fall.

But we don't know what is the type of  
good 2.  
But in generally quantity demanded  
good 2 fall -  
because our income decline.

10 - elasticity of demand measure in general

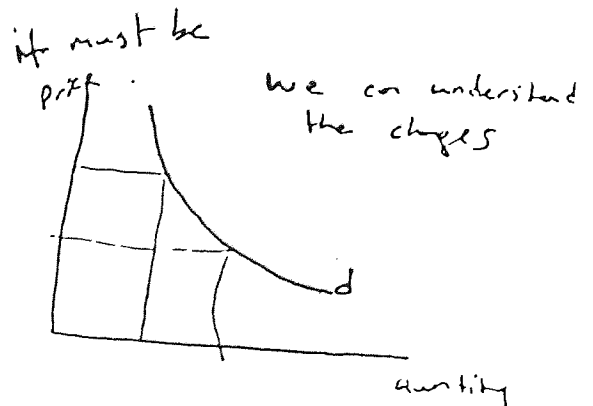
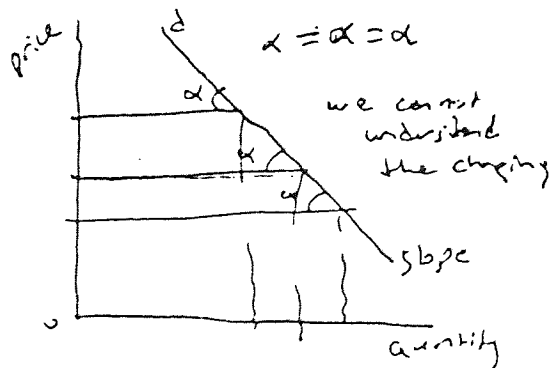
if one goods price increase what happens in its  
decrease quantity demanded

or if there is another good

how it is effect quantity demanded  
another goods.

or, if our income change how it is effect  
in our choice.

11 - Because if the slope is not possible to measure  
changing the price and quantity



7 - I agree with you!

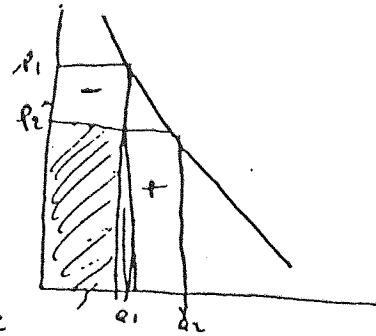
first of all total expenditure = Price  $\times$  Quantity demanded  
(spending)

And if the good elastic

and if

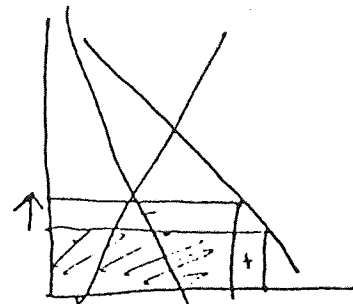
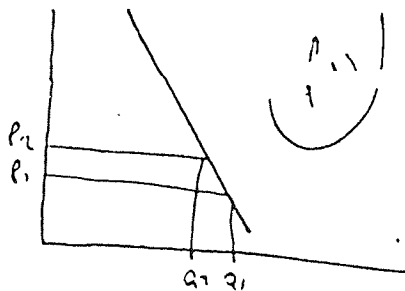
if the price fall

$\uparrow$  total spending increase



But our good inelastic

if the price rise



the total spending (expenditure)  
 $\uparrow$  increase

6 - There are complementary ~~substitute~~ goods.

if a good price  $\uparrow$

chocolate <sup>price</sup> ~~Quantity demanded~~  $\uparrow$

~~the consumer choose the product that didn't~~  
~~change its price.~~



ÇUKUROVA ÜNİVERSİTESİ  
İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ  
İKTİSAT BÖLÜMÜ

ÖĞRENCİNİN

ALDIĞI NOT: 11/10

ADI VE SOYADI : ..... MEHMET SOĞUK .....  
 FAKÜLTE NO : .....  
 DERSİN ADI : ..... İKTİSADİ PSİKOLOJİ .....  
 SINAV TARİHİ : ..... 27-10-95 .....

1. The law of marginal utility. for the consumer  
 when we increased ~~the amount~~ 1 unit to consume a good.  
 by this effect ~~also~~ <sup>→</sup> changing in Total utility, new utility shows was  
 $TU_2 - TU_1$   
 marginal utility. ~~eg/~~ ~~when~~ ~~we~~

7

when we attended to consume to same good in many  
 items. His utility is getting decrease  
 for ex ~~whether~~

	1	2	3	4	5 (glasses)
MU	20	18	15		
TU	20	38	53		

8

Transfer payment is spend by the government, for old people  
 or retired people.

- Cross price elasticity of demand: there is two good (a, b)  
 price of b is changing, " ~~change in~~ Percentage change

9

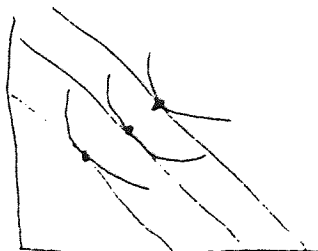
quantity demanded of a, divided by corresponding percentage  
 change in price b

$$\frac{\Delta Q_a}{\Delta P_b} \cdot \frac{P_b}{P_a}$$

- retained earnings ~~the more~~ ~~earnings~~ ~~when~~ ~~the~~ ~~amount~~

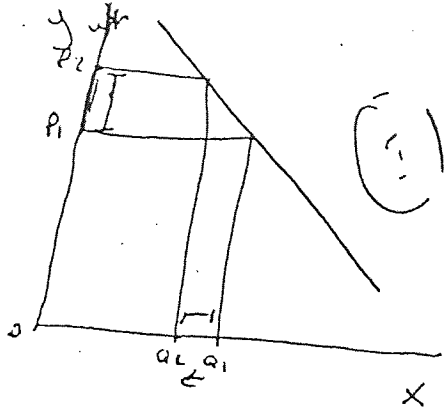
~~TR - TC =~~ ~~our~~ ~~profit~~ when we keep some  
 more from our earnings for depreciation or another cost.  
 these are retained earnings

Indifference map



3- when we account cross elasticity of demand for two goods elasticity can be (-) or (+) (x, y) goods.

price of y increases



percentage quantity demanded < percentage change in price of y

These goods complementary goods.

Because of this when  $P_y \uparrow$ ,  $Q_x \downarrow$

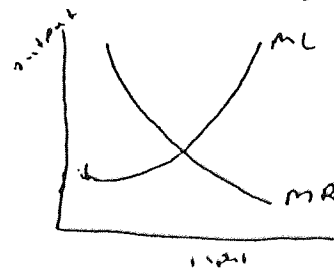
5-

we are producing and what is the ~~at~~ equilibrium point for us (not for consumer) for producer

How must be the relation between TC and TR, we must find when we increase the output or quantity of output unit, to find MC and MR

and if  $MC = MR$  (max satisfaction)

don't increase and don't decrease the production



8- Short run:

There is a ~~technology~~ technology per unit for a company.

in the short run, there is a technology who don't change and capacity of product usually don't change

and third, usually the total cost (inputs) don't change

9- "Short run cost, according to me, like fixed cost"

- Labor cost
- input cost
- factors
- rent of built
- production





new ideas, new plans, new projects, you should have wise-judgement which is one of the managerial roles.

Solution 1 - The advantages and disadvantages of Sole Proprietorships.

The advantages of them is, they might change the constructions of their in very fast shape, they are very fast than establishing. They don't want very big capital, thus, they can establish with small capital. What's more, they are independent.

The disadvantages, they always want to develop their jobs, and their capital, their increase, but this action isn't very easy. There is the need much more capital than today. This is the biggest and the most important disadvantages.

Solution 3: Technical Skills: Skills who have to achieve a responsibility given by other, are technical skills. It is the final categories of managerial roles.

1) A sole proprietorship has advantages and disadvantages.

Advantages;

- It is easy to establish.
- Only one person earns all profits.
- Unlimited liability.
- Taxes are paid as personal rate.

Disadvantages;

- Owner of sole proprietorship takes all the debts.
- Limited capital in this type.
- When the owner of sole proprietorship dies, the company ceases.
- There would be a problem in finding market.

2) There are three categories of manager jobs: Top Managers Middle managers and low managers.

Top managers are the directors, presidents or CEO of the business. They make the goals of business and give direction to the middle managers.

Middle managers are making plans for the business. They are interested in technical ways of the business. They decide what will the low managers do.

Low managers are the people who produce the products that middle managers want. They do the technical part of the business.

4- Technical skills; It is the technical part of business, what products produce and how.

Mission; It is the goal of business, what will be done for getting more profit.

Operational plan; There must be a plan for all companies. If they want a success, they have to prepare operational plan.

ÇUKUROVA ÜNİVERSİTESİ  
İKTİSADİ VE İDARİ BİLİMLER FAKÜLTESİ  
İKTİSAT BÖLÜMÜ

ADI SOYADI: nalın

ALDIĞI NOT: .....

ÖĞRENCİNİN

ADI VE SOYADI

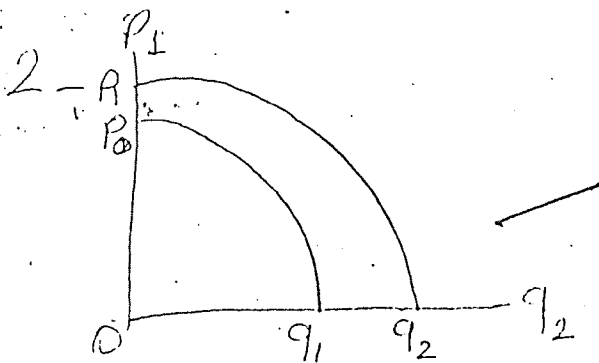
FAKÜLTE NO

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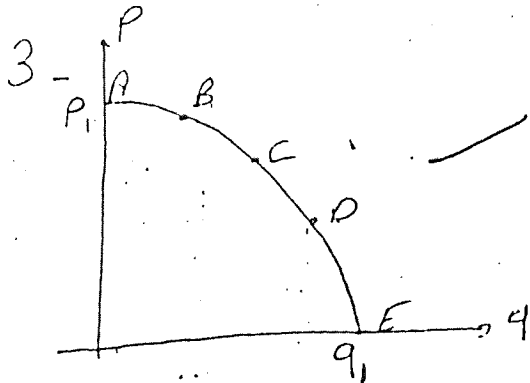
SINAV TARİHİ

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27.11.1995

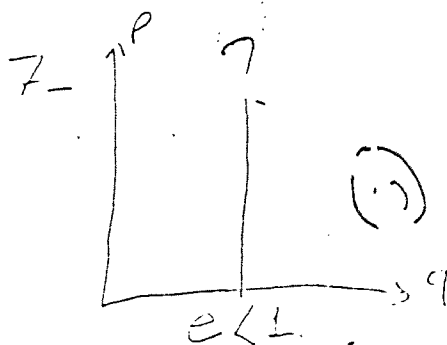


If an increase in the price of good I, you buy good II. Thus quantity demand of good II increase.



If Price increases, quantity decreases.  
If price decreases, quantity increases.  
Because of increasing of price you can buy less good (the other things constant).

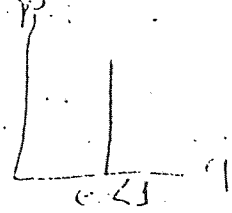
6- I am agree with this claim. If price of drinks increase, the demand for chocolate raises. Because these goods are substitution goods. If price of drinks increase, you don't buy it. You can buy chocolate. Thus demand for chocolate raises.



If the demand for food is inelastic, you have to buy those goods. For example very important medicine is inelastic. An increase in food prices, raises spending on food. This income doesn't affect demand of that food. You don't choose other goods. You can buy less the other goods. Because your income is the same.

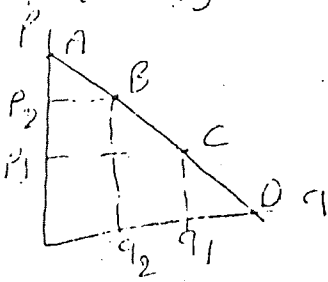
10/  $e = 0$   $\rightarrow$  inelastic  
 $e < 1$   $\rightarrow$  inelastic  
 $e = 1$   $\rightarrow$  unit elastic  
 $e > 1$   $\rightarrow$  elastic  
 $e = \infty$   $\rightarrow$  elastic

In demand of inelastic goods do not change because you have to buy



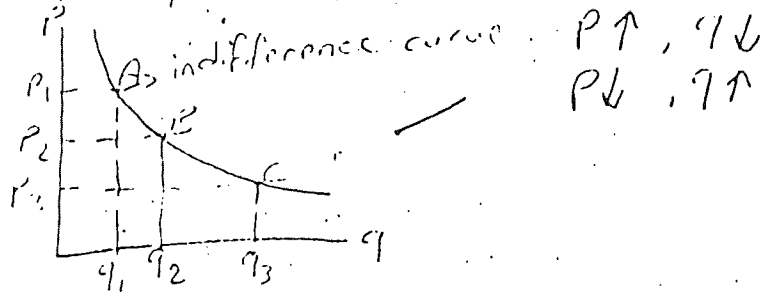
very important medicine

In demand of elastic goods change according to the other goods (Price, supply and demand of goods etc)

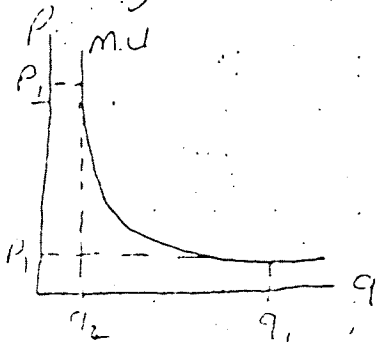


1 - Transfer payment: Government pay the money to the people (Retired people, healthy, security, etc)

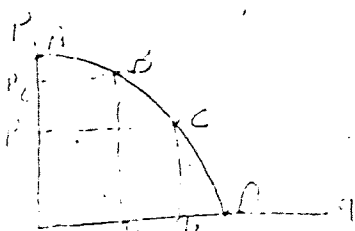
Indifference map: You can buy more or less goods



Marginal utility is the top of the satisfaction of good



Cross price elasticity of demand: If price rises, demand decline if price declines, demand rise



- 1 - Advantages
- Easy to establish
  - unlimited liability

- Disadvantages
- Limited life span
  - limited capital

2 a) Top Manager ~~the~~ manages the business. He makes decisions. He must have administrative skills and conceptual skills.

b) Middle Manager. (For example ~~the~~ department manager, engineer)  
They must have ~~an~~ academic skills. They use making decision  
They make plan, controlling, directing and organizing.

c) Leadership. They ~~to~~ must have technical skills. (Ex. employee)

unjour

3



APPENDIX 6

Can İplik

Grade: 70 out of 100 pts

(6 questions were done)

2.1000. Madlen

QUESTION NUMBER	QUALITY	QUANTITY	RELATION	MANNER
Q5 (10 out of 15 pts)		...some missing points concerning the elements in the graph.		
Q7 (10 out of 15 pts)	...should have written just the opposite. ...has decreased...but...has to increase.	...would have been better if he had drawn both the two graphs.	What he says here were correct if you asked the question the other way around.	
Q8 (15 out of 15 pts)				
Q6 (10 out of 15pts)		...explanation is good, though a few missing points in the graph.		
Q1 (20 out of 25 pts)		...would have been better if he had given an example.		
Q4 (5 out of 15 pts)	...has found the result correct, but his way of finding it is wrong.			
No. of responses indicating the violations of conditions for cooperation:	3	4	1	0

PLEASE FEEL FREE TO WRITE ANYTHING YOU LIKE  
Name

APPENDIX 7

I CAN IPLIK

1- What did you like most about what we have done together so far? (your positive impressions)

- From my point of view, what we have done so far was wholly good. In fact there were lots of things which were remarkable but I liked the visits to our faculty in Beyazevler when we were in prep. class. We got accustomed to the lecturers by the help of those visits. Besides this since we were very curious, we asked the students opinions about their school and we learned more about the faculty. I think most of the students did not have the chance to analyse their faculty and they faced some problems at the beginning of this year; we did not face such troubles (as understood from our grades) so thanks to Mrs. Yildirim for directing us.

2. What did you not like most about what we have done together so far? (your negative impressions)

I have no negative impressions. As I mentioned before we are dealing with a very helpful affair.

- Sometimes, I got bored of writing journals. In stead of writing journals we can discuss ~~the~~ everything in our group, by this way we become more relax.

3. Tell about what you like us to do in the second term in order to increase your performance in the essay exams.

I want to make more discussions about the exams and the school. If we analyse the exam questions we will be more successful; ~~in~~ the second term would you please help us on that?

Anything you like to add:

Please, do not leave us till our graduation!

**EVALUATION CHECKLIST FOR WRITING TASKS****A. CONTENT-WISE ASPECTS**

<b>1. QUALITY</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Accuracy of information	1	2	3
Critical and evaluative ability	1	2	3
Supporting own argument	1	2	3
<b>2. QUANTITY</b>			
Adequacy of amount of information	1	2	3
<b>3. RELATION</b>			
Relevance of answer to question	1	2	3
<b>B. LANGUAGE-WISE ASPECTS/MANNER</b>			
Clarity of expression	1	2	3
Logical ordering of information	1	2	3
Transitions between sentences and/or paragraphs	1	2	3
Grammatical accuracy	1	2	3
Range of vocabulary	1	2	3
Correctness and appropriateness of vocabulary	1	2	3
Spelling	1	2	3
Punctuation	1	2	3
Handwriting	1	2	3
Tidiness	1	2	3

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APPENDIX 10

3

EVALUATION CHECKLIST FOR WRITING TASKS

A. CONTENT-WISE ASPECTS

1. QUALITY Good Average Poor

Accuracy of information (1) 2 3

Critical and evaluative ability 1 2 (3)

Supporting own argument 1 (2) 3

2. QUANTITY

Adequacy of amount of information (2) 2 (3)

3. RELEVANCE

Relevance of answer to question 1 (2) 3

B. LANGUAGE-WISE ASPECTS/MANNER

Clarity of expression 1 (2) 3

Logical ordering of information (1) 2 3

Transitions between sentences and/or paragraphs 1 (2) 3

Grammatical accuracy 1 (2) 3

Range of vocabulary 1 (2) 3

Correctness and appropriateness of vocabulary (1) 2 3

Spelling (1) 2 3

Punctuation (1) 2 3

Handwriting 1 (2) 3

Tidiness 1 (2) 3

Good (1) Average (2) Poor (3)

Student: Perçin Agır  
Task: Descriptive Essay

## A. CONTENT-WISE ASPECTS

### 1. Quality

Accuracy of info. 1

Critical and evaluative ability - NA  
Supporting an argument 1

### 2. Quantity

Adequacy of the amount of info. 1

### 3. Relation

Relevance of answer to the question 2

- From time to time, you seem to be away from what is asked. For example, in the last paragraph what you have written seems to be relevant to the question of why resources should be used efficiently. By the same token, what you have mentioned in the second paragraph does not reveal the role of "Economics" in the use of resources.

## B. LANGUAGE-WISE ASPECTS (MANNER)

- Clarity of expression 2

- Your mistakes in grammar are making your expressions poor.

- In Par. 2/ Sent. 1-2, what do you mean?

Logical ordering of info. 2

- In the second par. you are talking about the efficient use of resources. However,

you haven't mentioned resources in the first par. So, how do you think your reader can see the relationship between the definition of economists (1st par) and the efficient use of resources (2nd par.)

Par 2. Your example concerning the use of resources not to be in scarcity → good. However, I cannot see an answer to the following question. Which, I think, should be given. How does "Economists", contribute to people's, governments', and firms' decision on this matter?

- In par. 3. .... to solve these problems. Which problems? I see only one problem mentioned in the previous paragraph, the problem of scarcity stemming from the ~~inappropriate~~ use of resources inefficiently.

Transitions between sentences and/or paragraphs 2  
- You have "because of" almost in every sentence, which has been used incorrectly.

Grammatical accuracy 3  
- I think you should see me about it.

- You have a : number of grammatical mistakes which makes your writing poor.  
- Some of the sentences are not complete, esp. "if" clauses.

- You have problems with the use of verbs "to be"  
e.g. ... didn't be scarcity/... It isn't be today...

... "scarcity" object negatively... is affected negatively...  
- "such more problems" should be "more problems"  
- Instead of "studying" use "studies".

Range of voc. 2  
- In order not to make your writing dull, try to use variety of voc. You have repeated some words throughout your writing; because of study on, important, etc.

Correctness and appropriateness of voc. 2  
- scarcity resource?  
- decide to a preference?  
- "divide" should take "into"

- micro/macro economics, not economy.  
- "study on" is not the right word. Use "is concerned with" or "deals with"

Spelling 2  
- Apart from "definition" "string" "occure"  
"behavior", "blance" "usufiel", no problem

Punctuation 2  
- Since you haven't used punctuation correctly in some places it is hard to decide where the sentence is starting and ending.

Handwriting 1  
- Tidiness 1

Please find something to see me!



## APPENDIX 12

*Introduction to Economics I*

*The Midterm Examination (The First Term)*

*Tutor: Prof. Dr. Mahir Fisunoğlu*

*Date of the Examination: Nov. 27, 1995*

*Date of the Protocol: Dec. 12, 1995*

*Can İPLİK*

*Grade: 56 out of 100 pts*

Now, let's start with the student who has scored the highest in your group of students. His total grade is 56, and he is one of the good students in the class. This friend has started with *the eighth question* which asks what is understood by "the short-run". His answer is not bad, but he has given the above example, the price of chocolate and the demand for drinks, he has not been able to catch the question completely. I mean he has understood it but not completely. He gets 6 points out of 10. *In question 1*, he is required to write five short definitions. He has done them well. There are some points missing, but they are not so important. *The second question...* our famous question when the price of good 1 increases what happens to the demand for good 1 and 2. I did not want the answer as he has written. However, I accept this because this question is really beyond their level. I asked this question perhaps with this in my mind "if the students search the answer for this question after the exam, no matter they do it in the exam or not, they could make me happy". This student gets 7 points here out of 10. His answer to *the fourth question* is good. The question is about the difference between the opportunity cost and the accounting cost. He has lost a few points since he could have given more information. He gets 7 out of 15 points. He has understood *the eleventh question* concerning the slope of demand curve well. He has done this and received 7 points as he could have explained it more. Then he has come to *the third question* which is a complex one. He has not been able to understand it. He can get 4 points out of 10 due to a few definitions he has made,

but it is explained in their textbook very well, I mean it is just a question the answer of which should be written as it is in the textbook. *The fifth question* his answer to this question is good. Here we ask the golden rule of production. I ask what the marginal cost and marginal revenue are. He will say marginal cost equals marginal revenue here. It is necessary for him to define the meanings of marginal cost and marginal revenue. He is losing some points since he has not defined these though he has comprehended the question correctly. *The tenth question* I ask what the elasticity measures in general, they should do this concerning those three elasticities. This student has made the same mistake as his friends. He has written only what the price elasticity measures. As a result he has lost points because he has not mentioned the other two elasticities. This is what this young student has done.

*Introduction to Economics I*

*The Midterm Examination (The First Term)*

*Prof. Dr. Nejat Erk*

*Date of the Examination: Nov. 27,1995*

*Date of the Protocol: Nov. 28,1995*

*Multiple choice: 50 pts)*

*Essay part: (5 questions 50 pts/ 10 pts each)*

*The parts in italics refer to what the neophytes wrote in response to particular questions.*

*PERÇİN AĞIR*

*Grade (All the questions were done) 29 out of 50*

Let's see what this student has done. Let's start with *question 1*. (reading the question aloud) What happens to the demand for toasters when the price of bread rises? *When the price of bread increases the demand curve for toasters shifts to the left.* If so he should

have said that the price will decrease. *If the price of bread increases according to the demand law the quantity of toasters will decrease.* He has explained this correctly. In the graph the demand curve should shift however he has shown a shift in the supply curve. So he gets four points here. In *question four* he has found marginal cost correctly. *The total revenue  $60-2Q \dots -4a$  okay this is correct. marginal revenue 2 ...* He has found the value of the profit correctly. He gets the full point (10 pts). *The third question...* Yes he has shown that the price is equal. He has found the quantity as 72,5, which is correct, but the elasticity is wrong. He gets five points. Now, *question five. People can not choose their own need on the production possibility curve that is shown ABCD points. People can not cheat no no choose the point of F.* What he says here is correct. *Because people can not afford a money in order to buy one good in point F.* In fact it must be " a pair of goods". *And people can not choose point E.* He should have said "should not choose". Because they can choose but it is not a logical choice. *Because point E can not be a good choosing,* yes it must be "choice". *This is the opportunity cost. In other words people can not choose which point on the ...* (the tutor did not read the whole sentence). This is not the opportunity cost. According to the definition of opportunity cost, when a consumer opts for one specific point or good on the graph s/he must give up the other. It must be "opportunities forgone or consumption forgone". I will give seven points since he has understood its logic. He loses 3 points because he has not been able to define "opportunity cost" clearly. *The second question Explain the derivation of market demand curve with the help of a graph.* (reading the student's answer aloud) *The market demand curve is occured by consumer chosing on that good. For example if the people choose one good 100 unit, this good price is sensible for consumer. And if the people choose this good 90 unit this good price increases. According to this way the demand curve occur in the market.* No, in order to find the market demand curve he has to adopt personal demand curve horizontally. He should have added them side by side. I give 3 points since his graph for demand is correct. However he has not been able to show how it works. It is not the answer to this question. He should have said "he has to adopt horizontally".