USING GRICE'S COOPERATIVE PRINCIPLE AND ITS MAXIMS
TO ANALYZE PROBLEMS OF COHERENCE IN
TURKISH AND ENGLISH ESSAYS

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ABSTRACT

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Coherence in written discourse has been a problematic concept for many English Language Teachers when teaching to write in English. It is considered as a crucial part of academic written discourse, which students are expected to master to be able to pursue their academic studies. This study aims to examine how much the coherence-related difficulties/problems of Turkish EFL students in writing English essays are related to writing Turkish essays. The subjects for this study were chosen from the upper-intermediate level students at the Preparatory Program of Istanbul Bilgi University. For a detailed understanding of the nature of the coherence-related difficulties/problems of students' Turkish and English essays, this study suggests a pragmatic analysis, involving the use of Grice's Cooperative Principle and maxims and sub-maxims of Cooperation.

This study was conducted in the middle of 2005-2006 Academic Year with the participation of 20 students who were chosen randomly. Each student was asked to write an essay in English on a given topic from their weekly program. Three-weeks later, the same students were asked to write essays on the same topic in Turkish. Thus, 20 English essays and 20 Turkish essays (i.e., Total 40 essays) were collected as data for this study. The essays were rated for coherence by three different raters. All English essays were analyzed by one monolingual American

rater and one bilingual (Turkish and English) rater. Similarly, all Turkish essays were analyzed by one monolingual Turkish rater and the same bilingual (Turkish and English) rater. The coherence ratings showed that there is a positive significant correlation between the coherence judgments of monolingual raters and the bilingual rater, which means that both monolingual raters and the bilingual rater agree on the similar coherence judgments. Next, the essays were analyzed in light of the Gricean Maxims to find the violations of each maxim in each essay by the researcher. In the comparison of maxim violations and the coherence judgments of the raters, the maxim of Relation was found to be the most significant maxim that affected the coherence judgments of the raters both for Turkish and English essays. In addition, Manner maxim was significant for Turkish essays and Quantity maxim was significant for English essays. However, in the comparison of the violation of individual maxims in Turkish and English essays, the violation of Relation maxim in English essays was found to correlate with the violation of Relation, Quality and Quantity maxims in Turkish essays. Similarly, violation of Manner maxim in English essays was also found to correlate with the violation of Quantity and Relation maxims. On the other hand, the violation of Manner maxim in Turkish essays was found to correlate with the violation of Quantity maxim in English essays. In conclusion, by looking at these relationships between Turkish essays and English essays, it may be argued that students may have inadequacies in writing skills or may lack some writing skills in Turkish, which may cause inadequacies in English academic writing skills. However, this study suggests the same study be replicated in different contexts and with larger sample sizes, similar research studies be conducted in Turkish writing instruction in the contexts of Turkish Secondary Education, and further studies be conducted on the effect of Relation and Manner maxims on other maxims.

Keywords: Academic Writing, Coherence, Gricean Maxims

ÖZ

GRICE'IN İŞBİRLİĞİ İLKESİ VE ONUN ALT İLKELERİNİN TÜRKÇE VE İNGİLİZCE AKADEMİK YAZILARDAKİ BAĞDAŞIKLIK SORUNLARININ İNCELENMESİNDE KULLANILMASI

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Bağdaşıklık, pek çok İngilizce öğretmeni için İngilizce yazı öğretimi sırasında sorunlu bir kavram olmuştur. Bağdaşıklık, akademik çalışmaları sürdürebilmek için gerekli akademik yazı söylemlerinin oldukça önemli bir parçası olarak görülmektedir. Bu çalışmanın amacı, yabancı dil olarak İngilizce öğrenen Türk öğrencilerin Türkçe ve İngilizce akademik yazı çalışmalarında yaşadıkları bağdaşıklık kaynaklı sorunların ve zorlukların birbirleri ile ne kadar ilgili olduğunu belirlemektir. Bu çalışma için örneklem topluluğu, İstanbul Bilgi Üniversitesi İngilizce Hazırlık Programında orta-üst düzeyde İngilizce eğitimi almakta olan öğrencilerdir. Bu çalışma, öğrencilerin Türkçe ve İngilizce akademik yazılarında yaşadıkları zorluk ve sorunları detaylı olarak anlayabilmek için, Grice'ın İşbirliği ilkesi ve onun alt ilkelerini içeren pragmatik ve kapsamlı bir analiz sunar.

Bu araştırma, 2005-2006 Akademik Yılı'nın ortasında rastgele seçilen 20 öğrencinin katılımıyla yapılmıştır. Her öğrenciden haftalık programlarında bulunan bir konu ile ilgili İngilizce akademik yazı yazmaları istenmiştir. Üç hafta sonra ise aynı öğrencilerden aynı konu ile ilgili bir Türkçe akademik yazı yazmaları istenmiştir.

Böylece aynı konu hakkında yazılmış 20 İngilizce ve 20 Türkçe akademik yazı (toplam 40 akademik yazı) veri olarak toplanmıştır. Veriler toplandıktan hemen sonra, akademik yazılar üç farklı değerlendirici tarafından değerlendirilmiştir. Tüm İngilizce akademik yazılar, bir tek dilli Amerikalı değerlendirici ve bir çift dilli (Türkçe-İngilizce) değerlendirici tarafından bağdaşıklık açısından değerlendirilmiştir. Benzer biçimde, Türkçe akademik yazılar da bir tek dilli Türk değerlendirici ve aynı çift dilli (Türkçe-İngilizce) değerlendirici tarafından değerlendirilmiştir. Değerlendiricilerden gelen bağdaşıklık değerlendirmeleri sonuçlarında tek dilli değerlendiriciler ile çift dilli değerlendirici arasında anlamlı ve olumlu bağıntı olduğu tespit edilmiştir. Bu sonuçlar, hem tek dilli değerlendiricilerin, hem de çift dilli değerlendiricinin bağdaşıklık değerlendirmelerinde benzer fikirleri paylaştıklarını ortaya çıkarmıştır. Bir sonraki safhada akademik yazılar, araştırmacı tarafından Grice'ın İşbirliği ilkesi ve onun alt ilkeleri kullanılarak ilke ihlallerini belirlemek üzere incelenmiştir. Değerlendiricilerin bağdaşıklık değerlendirmelerinin ve ilke ihlalleri analizi sonuçlarının karşılaştırmasında "Bağıntı" ilkesinin hem Türkçe hem de İngilizce akademik yazılarda bağdaşıklık değerlendirmelerini en çok etkileyen ilke olduğu görülmüştür. Ayrıca "Açıklık" ilkesinin Türkçe akademik yazıların değerlendirilmesinde, "Nicelik" ilkelesinin ise İngilizce akademik yazıların değerlendirilmesinde etkili olduğu görülmüştür. Ancak, Türkçe ve İngilizce akademik yazılar arasında her bir ilkenin ihlallerinin karşılaştırılmasında İngilizce akademik yazılardaki "Bağıntı" ilkesinin ihlalleri, Türkçe akademik yazılardaki "Bağıntı", "Nicelik" ve "Nitelik" ilkelerinin ihlalleri ile ilişkili olduğu görülmüştür. Ayrıca İngilizce akademik yazılardaki "Açıklık" ilkesinin ihlallerinin Türkçe akademik yazılardaki "Bağıntı" ve "Nicelik" ilkelerinin ihlalleri ile de ilişkili olduğu görülmüştür. Diğer taraftan, Türkçe akademik yazılardaki "Açıklık" ilkesinin ihlallerinin İngilizce academik yazılardaki "Nicelik" ilkelesinin ihlalleri ile de ilişkili olduğu görülmüştür. Sonuç olarak, Türkçe ve İngilizce akademik yazılar arasında görülen bu ilişkilere bakılarak, öğrencilerin Orta Öğrenim sırasında Türkçe yazı yazma'da eksik öğrendikleri ya da öğrenemedikleri yazı becerilerinin İngilizce akademik yazı becerilerinde de eksikliklere yol açabilen önemli etkenler olabileceği iddia edilebilir.

Ancak, bu çalışma benzer çalışmaların farklı ve daha büyük örneklem toplulukları ile yapılmasını, Orta Öğrenim'de Türkçe yazı öğretiminde de benzer çalışmaların yapılmasını, ve "Bağıntı" ve "Açıklık" ilkelerinin diğer ilkeler üzerindeki etkileri üzerine daha detaylı çalışmaların yapılmasını da gerekli göstermektedir.

Anahtar Kelimeler: Akademik Yazı, Bağdaşıklık, Grice'ın İşbirliği İlkesinin Alt İlkeleri

To my wife, my daughter and my parents

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

1.0 Presentation

In this introductory chapter, first, a background to the study is given. Next the problem that the study focuses on, the significance and the purpose of the study are presented. Finally, some limitations of this study are discussed.

1.1 Background to the study:

In many research studies in the contexts of Applied Linguistics and English Language Teaching as EFL it has been argued that among the four language skills (i.e., listening, speaking, reading, and writing), writing is one of the most problematic and difficult to learn and use. One may experience the same difficulties in his/her own language because writing is a skill which is learned at school. Therefore, "problems and difficulties are magnified in the case of writing in a second or foreign language" (Enginarlar, 1990:2).

In the process of writing, language users assume that "what is written will make sense in terms of their normal experience of things" (Yule, 1996: 84). That means they assume that the message they want to give in writing can normally be understood by the people who read it. This normality assumption is naturally based on the psychological, social and cultural norms of the context in which the communication takes place. However, it may happen to be the case that what is normal for one may be something very unusual and incomprehensible for the other, especially if the topic is unfamiliar for the listener/reader. In this sense, it is more difficult to repair the lack of coherence in writing than in speaking because the flow of the conversation and the opportunity or the chance to ask for clarification or to

flashback for background information in spoken interaction do not exist in written discourse.

That is why interest in discourse analysis of writing has grown with the aim to suggest implementations for more coherent, in other words, understandable written communication (cf. Aksan, 1988; Brown and Yule, 1985, among others).

In the learning process of academic writing, lack of coherence has been thought to occur mostly due to the lack of necessary linguistic skills and knowledge in L2. However, it has also been suggested that coherence in L2 writing is not only related to the linguistic skills and knowledge of the writer in L2 but also to the writing skills and knowledge that people bring into L2 context from their L1 (Enginarlar, 1990). Another researcher, Mohan (1986), also found that essays in L1 and L2 were equally deficient in terms of coherence, showing that inadequacy/lack of writing skills in L1 can affect writing skills in L2. The researcher of the present study also observed in his L2 writing lessons and tutorials that his students had problems/difficulties in writing skills which seemed related to their L1 writing background. Therefore, to identify in a detailed way the relationships of coherence problems/difficulties between L1 and L2 in a comparative framework, the researcher decided to compare students' academic writing in L1 and L2.

1.2 The Problem

In the researcher's teaching context (Istanbul Bilgi University), language educators frequently comment that English language students' productions in academic writing turn out to be incoherent. The researcher has paid special attention to the difficulties and problems that students experience in learning to write in a foreign language (in his context-English) because throughout his English Language Teaching experience he has been uncomfortable with the performance of his students in academic writing.

In his teaching context, writing is one of the most essential skills that he needs to teach to his students, who will pursue their academic education in an English-medium university and will have to prepare reports, essays, articles and summaries in English.

The EFL students in the scope of this study receive language instruction on their lower-level writing skills which mainly focuses on the grammatical accuracy and the ability to produce simple discourse by using the learned language points and vocabulary. Since these tasks are based on sample discourse, students do not experience significant difficulties and problems in these guided tasks. However, when it comes to academic writing skills where students are less guided and required to produce unique written work, most of them feel unhappy and insecure when they write. They often reflect that they cannot provide relevant support that explains, describes, discusses or exemplifies their ideas in their academic writing. Thereby they fail to achieve coherence in their written production; or they think their work is coherent, but their teachers' feedback and assessment say the opposite.

The researcher of the present study and his colleagues became curious about the reasons behind this issue and held unstructured interviews with their students during English academic writing tutorial sessions, where they discussed with students the responses they gave to class and homework English academic writing tasks. During these tutorials students were asked to clarify/explain the messages in their L1. However, they often failed to provide sound explanations even in their L1. Next, when the researcher asked his students to write in Turkish, he saw that students also had problems/difficulties related to coherence.

Therefore, in order to find whether there is a relationship between the incoherence in L2 academic writing and in L1 academic writing, the researcher decided to use Grice's Cooperative Principle and its maxims to identify and describe the inadequacies of the students in L1 and L2 academic writing. The reason this thesis uses Gricean maxims as a tool for evaluating academic writing of students is that Gricean maxims have been found to be useful in evaluating

coherence in academic writing (cf Green, 1989; Celce-Murcia and Olshtain, 2000, Özhan, 2004, among others).

1.3 Purpose and Scope of the Study

Although there have been numerous studies, both theoretical and practical, to help teachers, students, curriculum designers and test builders on teaching academic writing in L2 (e.g. Halliday and Hasan, 1976, 1989; Grabe and Kaplan, 1996), this study will focus on whether or not we can understand the reasons for lack of coherence in students' L2 academic writing by comparing the L1 and L2 performances of the students. The researcher aimed to find how much and how the coherence-related problems/difficulties of Turkish EFL students in their English essays and Turkish essays are related. For this purpose, the researcher used four main types of analyses in order to compare coherence in students' texts in their L1 and L2.

First, the researcher wanted to investigate whether the coherence problems/difficulties are only identified by bilingual English teachers (i.e., academic community) or whether these problems/difficulties are also identified similarly by monolingual professionals (i.e. the non-academic community). In other words, the researcher wanted to find out whether similar coherence problems are only the shared by both academic and non-academic communities. Second, the violation of Gricean maxims was analyzed in Turkish essays and in English essays by the researcher in order to describe the coherence problems in detail. Third, the correlation between the academic and non-academic raters' judgments of coherence and the number of violations in each student's essays was calculated to see the relationship between the coherence judgments of the academic and non-academic raters and the maxim violations. The purpose of this analysis was to investigate whether or not the coherence problems regarding Gricean maxims were related with the judgments of different raters. Fourth, the correlation between the number of maxim violations in Turkish essays and the number of maxim violations in English

essays was calculated to see the relationship in the coherence problems between Turkish and English essays.

1.4 Significance of the study

For many teachers and students coherence is a problematic and difficult issue in academic writing. Although there have been numerous studies and suggestions made for teaching implementations, teachers, especially those who teach English as a foreign language in the academic contexts, experience difficulties in identifying the underlying problems/difficulties related to coherence for EFL students. Thus, those teachers have had difficulties in helping their students to achieve coherence in L2 academic writing.

Only in the last few years there have been studies to come up with realistic and practical ideas that would cater to the needs of the students. Some of these studies have used Gricean maxims as the practical tool for teaching and assessment of coherence in L2 writing (Celce-Murcia and Olshtain, 2000). Although Grice's Cooperative Principle has long been discussed for spoken interactions, there have been a few studies that adapted the Cooperative Principle to analyze written discourse. These studies claimed that Grice's conversational principles define how people abide by those principles in spoken interaction in order to understand and to be understood by others, so similarly these principles can be adapted to written discourse into the interaction of writers and readers. In other words, this approach assumes that written discourse is a result of the attempt to produce sequences of sentences in accordance with the maxims described by Grice. Therefore, in written discourse, each sentence is intended to say "something necessary, true and relevant to accomplishing some objective in which (it is mutually believed) the text producer and the intended audience are mutually interested" (Green, 1989, p.103).

The present study is also an attempt to understand the problems/difficulties of incoherence in academic writing by using Gricean maxims (i.e., maxims of

Cooperative Principle). However, this study is unique because it compares L1 and L2 academic writing in terms of abiding by the maxims of cooperation. None of the studies that adopted Gricean maxims before compared L1 and L2 writing in terms of which maxims play significant roles in achieving coherence in two languages.

1.5 Limitations

The first limitation of this study concerns the different perspectives of the researchers on coherence. As coherence in written discourse is "considered to be a complex and a fuzzy concept" (Özhan, 2004) there have been different perspectives about coherence in the research history. Some claim that topic development has a crucial effect on coherence from an information-oriented perspective (e.g. Grimes, 1975), while some others insist that cohesion is the base for coherence from a textual perspective (e.g. Halliday and Hasan, 1976). Still, some others think that a text is coherent only if the reader can understand the writer's plan and intention from a pragmatic perspective (e.g. Widdowson, 1978).

Therefore, it is very crucial to identify the definition of coherence for this study. This study prefers a pragmatic approach which uses Gricean maxims because the researcher believes and expects that Grice's Cooperative Principle and its maxims will give dependable and reliable results as they did in previous studies (e.g. Özhan, 2004). Therefore, the analysis of this study will follow this understanding.

The second limitation of this study is related to the research methodology and procedures. In this study, three raters (i.e., one monolingual English rater, one monolingual Turkish rater and one bilingual rater) were used to rate the essays for coherence. In order to reduce the subjectivity of raters, the number of raters could be increased. However, due to the problems of practicality, time and availability of raters, the researcher had to limit the number of raters. In addition, the fact that the essays were only analyzed by the researcher for maxim violations could raise a

question of reliability and subjectivity, but in order to overcome this concern, the researcher used a co-rater to analyze four sample essays for maxim violations. In the co-rater reliability analysis, a highly positive significant correlation (0.984 at 0.01 level) was found between the researcher and the co-rater. Moreover, negative correlations between the raters' coherence judgments and the number of maxim violations in Turkish and English essays show that the coherence judgments of raters can be explained by the researcher's analysis of maxim violations. All in all, the subjectivity of judgments of the researcher and the raters were counter-balanced by using non-academic raters (i.e., monolingual raters) in the coherence judgments.

Finally; although, the subjects were chosen from the students whose L1 is Turkish and those students did not speak any other language, the gender and departments of these students were not controlled .

CHAPTER II

REVIEW OF LITERATURE

2.0 Presentation

This chapter presents a review of relevant literature. First, the main concept of this study, "coherence", is explained from different perspectives. The researcher also presents which perspective of coherence he uses and the reasons for doing so. Finally, the main tool of analysis in line with the pragmatic perspective is explained, that is, the Gricean Maxims and their implementation in coherence analysis.

2.1 Understanding Coherence

2.1.1   Cohesion and Coherence

An overview of the research on coherence shows that the concept has been a point of interest for the past 20 years. Researchers from the fields of linguistics, applied linguistics, second language acquisition, psychology, and psycholinguistics have studied the issue over the past twenty years (Grabe and Kaplan, 1996, p. 67). Throughout this period, there have been several disagreements between the researchers on what "coherence" is or how it can be defined. Some researchers have argued that cohesion establishes coherence, whereas some others have considered coherence as the message quality of the text rather than the mechanics of cohesion. On the other hand, a common point on what many researchers seem to agree on is that "coherence" and "cohesion" are two different terms and should be differentiated.

Cohesion is referred to as connecting the syntactic and semantic forms of language at a textual surface and researchers have studied its functions in the written text. (Connor & Johns, 1990; Crystal, 1991; Halliday & Hasan, 1976 in Jin, 1998, p.2). On the other hand, other researchers who studied "coherence" argued that coherence is different from cohesion because it "concerns the ways in which the components of the textual world, i.e., the configuration of the concepts and relations which underlie the surface text, are mutually accessible and relevant" (Beaugrande and Dressler, 1981 in Hoey, 1991, p. 11). In other words, coherence is defined as the underlying semantic relations that allow a text to be understood. Moreover, for a text to be considered coherent, it is also necessary to consider that "coherence conditions are governed by the writer's purpose, audience's background knowledge and expectations, and the information to be conveyed" (Witte and Faigley, 1981, p. 202).

The most enlightening and detailed contribution to the discussion on cohesion came from Halliday and Hasan in 1976 -*Cohesion in English.* The researchers asserted that "cohesion" and "coherence" are two different terms. They stated that the term "cohesion" refers to the sentential surface level unity of the text (i.e., the links between sentences and ideas as established by the connecting, linking and transition words). However, "coherence"- in Halliday and Hasan's terms "register"- refers to the unity of the text in terms of the use of certain linguistic features. In other words, they claimed that it is the variety of language use that is appropriate for the situation of the context. Some of the researchers who also support this distinction are Connor & Johns (1990), Crystal, (1991), Crystal (in Jin, 1998, p.2). However, Lester Faigley (1981), Widdowson (1978, p.31), and Celce-Murcia and Olshtain (2000, p. 125) have taken the issue forward and claimed that "coherence" is the feature of a text which ties it to the real world experiences and culture. According to their claim, it is not possible to call a text coherent by only adding cohesive markers and uniting the sentences together or using a variety of language to express the meaning. They defined coherence as "principle of

organization postulated to account for the underlying functional connectedness or identity of a piece of spoken or written language" (Crystal in Jin, 1998, p.2).

Cohesion, on the other hand, is defined as the connectivity on the surface or sentential level (Jin, 1998, p.2). In other words, they claimed that coherence refers to the unity of the text in terms of content and organization of a text at a discourse level, which also takes into account the audience, their background and their interaction with the text.

All in all, the discussion on cohesion and coherence has produced two different perspectives. Researchers like Witte and Faigley (1981) studied the relation between cohesion, coherence and writing quality. In their study, they found a positive correlation between the number of cohesive devices and the scores the essays received. Therefore, they suggested that the analysis of cohesive ties may be useful in the stages of writing development to distinguish between the poor and good student writing samples (p. 199). In a similar study, McCulley (1985) concluded that lexical cohesion which is established with synonyms, hyponyms and collocations may be significant in judging the writing quality and coherence.

In the other group of studies, researchers demonstrated that the cohesive ties are not significant factors in establishing writing quality and coherence. In this respect, Henson (2001) cites some studies with similar findings. Tierney and Mosenthal (1981) showed that there is not a significant relation between the number of cohesive ties and coherence. In other words, the use of cohesive ties does not necessarily make a text coherent. In another study; similarly, Hansen (1989) concluded that using more pronouns, referents, repetition of key words and transitional signals does not make a text coherent. Another strong argument against the idea that cohesive devices are effective for coherence comes from Carrell (1982). She states that cohesion does not involve the contribution of the reader, so it fails to account for coherence in the text. That means connecting the sentences with certain cohesive devices makes a text cohesive but not coherent.

On the other hand, coherence has been studied and defined under two categories. Local coherence has been referred to as sentential links of the text. In other words, local coherence is established with the surface level connectivity of the

text by the use of linguistic markers which are "explicit indicators of relations between concepts and ideas in the text (e.g. connectives, argument overlap, pronominal reference)" (McNamara and Kintsch, 1996, 252). The local coherence of a text is usually used to refer to the micro-structure of a text.

Global coherence, on the other hand, refers to the underlying relations between the ideas of a text (Van Dijk, 1978) and (McNamara and Kintsch, 1996). Since global coherence is related with the whole discourse of a text, it is used to refer to the macrostructure of a text. The macro-structure of a text "can be cued directly in the text via topic headers and topic sentences" (McNamara and Kintsch,1996, p.252).

2.1.2   Different Perspectives on Coherence

There have been two main perspectives to coherence in research studies. Firstly, the studies related to coherence as a social perspective, are presented. In these studies, the relationship and interaction between the writer and the reader has been the main point of analysis. In this perspective Schema Theory is presented broadly in order to look at how writers and readers interact with each other. Secondly, the studies exploring the linguistic properties of the text for coherence are presented. The common point of these perspectives is studying the formal properties of a text. In other words, they looked at the different linguistic properties of a text.

2.1.2.1 Social Perspective

Before discussing the different viewpoints on coherence as how it is perceived as a tool in written communication from a linguistic perspective, it is essential to look at the relationship between the reader and the writer, where coherence plays a vital role in communicating the message in the social context of the language. The researchers who studied the behaviors of readers and writers in establishing coherence in a text argue that the writers often fail to communicate their messages due to problems related to coherence. Rosenblatt (in Frodesen 1991,

p.30) and Gernsbacher (1995, pp. 215-237) suggest that a writer must form mental representations of the text and compare these mental representations with the readers' mental representations of the text. If the two mental representations do not match, the writer fails to convey his message. Therefore, he needs to revise -if he has the opportunity to do so- until the mental representations match. However, how to form a mental representation that will suit the reader is another question. The researchers suggest that there are several ways of forming mental representations of a text. They suggest using the reader's world knowledge, linguistic conventions of the specific language, and reader's "intellectual sophistication" (Frodesen, 1991: p.219).

There are also several studies which explore the interaction between the reader and the writer. Sommers (1980), Berkenkotter (1981), Ede (1984), Hayes and Flower (1986), Gage (1986 in Gernsbacher and Givon, 1995) suggest in their studies that writers' must consider their audiences in order to communicate their messages successfully. These researchers also led the way to the Process Approach to writing, where the writer revises and rewrites drafts of the text by seeing the effect of their message on their reader.

Nystrand also emphasizes the role of the writer and the reader in creating coherence (in Frodesen, 1991, p.31). According to Nystrand both the writer and the reader contribute to the meaning of the text:

> Writers gauge their intentions in terms of the expectations of their readers, and readers measure their understanding in terms of the writer's intentions. Communication between writers and readers requires that the text they share configure and mediate these respective interests and expectations.

> This requirement means that the skilled writer's choices and options at any point in the composing process are determined not just by what the writer wants to say but also by what the text has to do and, in turn, by what the reader may reasonably expect the text to do.

<div align="right">(in Frodesen, 1991, pp.31-32)</div>

The interaction between the reader and the writer was defined by Schema Theory as how the reader processes the message of the writer and what the reader needs for this process.

2.1.2.1.1 Schema Theory

In very broad terms Schema Theory defines the interaction between the text and the reader. It is based on the interactive approach to reading in the sense that the text becomes meaningful to the reader if the reader interacts with the text. In Schema Theory every reader is held to have schemata which are "frames of reference that readers possess, structures of the world, and of reality in the readers' mind, which enable them to develop scenarios to be projected onto the events predicted as part of the interpretation process" Celce-Murcia and Olshtain (2000, p.126). In other words, for a text to be coherent the information in the text should match the reader's existing knowledge about the topic/context and structure of the text. The researchers who carried out studies on Schema Theory suggest that coherence is established by the help of the reader's existing knowledge of the topic/context of the written text.

Some other researchers also support the same notion with the idea that readers use their knowledge of the world (content schemata) and the knowledge of the structure of the text (formal schemata) to create meaning in the text. The researchers who studied the two types of schemata are Schank (1982), Bamberg (1983), Brown and Yule (1983), and Carrell (1988).

2.1.2.1.1.1 Content Schemata

According to the studies carried out on the role of content schemata in the perception of textual coherence, the amount of knowledge of the reader about the content of the text determines his/her perception of coherence or incoherence. In

other words, "if the reader knows a lot about the content of the text, he/she tends to find the text coherent, but if he/she does not know much about the content, he /she may find it incoherent" Kintsch and Macnamara (1996).

McCarthy (1991, p.26) gives an example: "Carol loves potatoes. She was born in Ireland" and explains that this example may be incoherent to a reader who is unfamiliar with the "stereotype ethnic association between being Irish and loving potatoes".

2.1.2.1.1.2   Formal Schemata

The studies on formal schemata, on the other hand, show that the reader's familiarity with the genres plays an important role in their perception of coherence. That is, the reader, with his/her rhetorical familiarity of the text, recognizes the organization of the discourse as coherent. Connor (1996) argues that if the reader does not know the rhetorical organization of the text, he/she may find it incoherent. For example, if a specific genre such as an academic research paper, a narrative or an academic essay does not exist in the discourse community that the reader belongs to, then the reader may find the text incoherent. Even in the same discourse community, Brown (1991) and Hewings and Hewings (2001) found that readers have different rhetorical expectations. These findings led the researchers to create a genre-based approach, where knowledge of different genres is expected from the reader.

2.1.2.2   Linguistic Perspective

While the studies exploring coherence through the interaction between the reader and the writer, the studies focusing on the formal properties of the text have explored coherence through the linguistic properties of the written text. These studies used different perspectives, namely, textual, information, cognitive, and pragmatic perspectives.

The researchers who studied the text from a textual perspective argued that cohesion was the primary quality of coherence. Halliday and Hasan (1976) first studied textual cohesion as the main feature of a written text. According to them, cohesion is the "relations of meaning that exist within the text and that define it as a text" (p. 4). They claimed that a text is made coherent by relating elements to each other within the discourse. These ties were categorized through a set of cohesive markers across sentences such as reference, substitution, ellipsis, conjunction and lexical cohesion. Briefly, reference refers to using another word or pronoun for a word or a set of words that is mentioned earlier in the text. Example 1 (s*he*):

1. a. Margaret had her lunch in the school canteen.
       She just had a hamburger.

On the other hand, substitution refers to using a word instead of a certain word to avoid repetition. Example 2 (*one*)

2. A: Which blouse would you like?
    B: I'd prefer the red *one.*

Another cohesive tie is established with ellipsis where a certain word in the text is not substituted or referenced by another word. In Example 3 "omelet" was totally deleted in the second sentence:

3. a. To make an omelet, mix the eggs with flour and pour them into the pan.

   b. Cook for five minutes.

A more different type of cohesion that Halliday and Hasan explained was the conjunctions. They listed five main types of conjunctions according to the functions they perform. These functions are additive, adversative, causal, temporal, and continuative. The last type of cohesion that researchers talked about was lexical cohesion. These include the repetition of a word, (e.g.: apple…apple); using a synonym, (e.g.: basic…main); substituting with the superordinate/subordinate, (e.g.: tuna fish…fish); or using collocations, (e.g.: girlfriend…boyfriend, have lunch). Following Halliday and Hasan, Grabe and Kaplan (1996) and Fahnestock (1983) also agreed that even though, coherence cannot be solely established with the use of textual cohesive ties, these linguistic ties help create the coherence in the text.

Another perspective pursued by some researchers such as Grimes (1975) and Jin (1998) has been the information perspective. In this perspective the handling of information in discourse is studied. The claim of this perspective is that if we want to communicate a set of information, we have to organize it according to the existing information or background information in the reader's mind. Grimes (1975) and Jin (1998) called these information sets "information blocks". Thus, they suggest that for coherence, rather than bringing new information all alone, it is more feasible to give the new information in the centre of the "information block". For example in the following sentence words written in *italics* show the centre of information and the new information as well:

This is the *first time* we have *ever flown* on a plane.

Grimes (in Jin, 1998, p.18), claims that cohesion is achieved by grouping information into larger units and coherence is achieved by this grouping. Lovejoy (in Jin, 1998) presented several information processing models. He claims that applying concepts such as given-new, marked –unmarked, information focus, theme-rheme and topic-comment can lead the writer to manage information in

writing. Lovejoy suggests that theme is the starting point of information presentation and that rheme presents the information that the writer wants to give about the theme. The other concepts he lists also work in the same organization. Following Lovejoy's study, Grabe and Kaplan (1996, p.50) exemplify a given-new situation:

> *Most people* realize that *wolves* have to kill deer, moose caribou, elk and other large animals to survive. *The predators* live in family groups called *packs*, usually containing 6-12 members, and it takes a lot of meat to feed them. *The* pack is well organized…

"Most people" at the beginning of the first sentence as an indefinite general noun phrase indicates that new information will follow which is not likely to be related to the topic in the first sentence. In the second sentence, "predators" which is signaled by the definite article "the" refers back to "wolves". "Pack" in this sentence is introduced as a new information and then it is defined. In the next sentence, however, "pack" becomes part of the given information signaled by the definite article "the".

Another approach to coherence from a linguistic perspective is the cognitive approach. The cognitive approach to coherence has been studied with the notion that text comprehension is possible through having a mental representation of the text. Givon (1995) suggests that the text provides several nodes which are connected to some other nodes in the mental representations of the text. Therefore, Givon claims that the number of the connected nodes in the mental representation of the text is important. He means that if a node has more connections to other nodes, then it becomes easier to access that node. Givon defines coherence as grounding the information in a mental information network structure. A practical example about grounding can be describing the address of a place to a stranger. You may give just the street name and the direction, which means only two nodes, or you may also describe the address from an easily-realized building or a touchstone, which can include several nodes by making the access easier.

These nodes are divided into two categories- anaphoric and cataphoric. Anaphoric grounding means relating new information to the existing one, whereas cataphoric grounding involves giving the reader tips to follow in the discourse especially about the theme/topic. The following examples illustrate the two types of grounding:

a. The student I complained about is not in the class today.
b. The student, who got an A in the exam, visited me in my office today.
c. A student who got A in the exam visited me in my office today.

The speaker of (a) relates the new information in the main clause to the existing information in the relative clause which is already shared by the listener. In examples (b) and (c), cataphoric grounding is used. In (b), the speaker does not convey any known proposition, but limits the information to "the student". In example (c), the speaker uses a defining relative clause to describe the new information. Following the explanation of Givon, another researcher, Chafe (in Jin, 1998, p. 25) describes coherence from a cognitive perspective as the smooth flow of information from the speaker to the listener. In other words, he states that coherence is established by signaling the new information or relating the new information to the existing one.

Finally, another approach to coherence from the linguistic perspective comes with the development of the pragmatic approach. The pragmatic approach emerged with the developments in the study of illocutionary acts and propositions. Widdowson (1978) is one of the first researchers who studied coherence from a pragmatic perspective. He thinks that coherence is an act between the writer and the reader in which the writer has a purpose and the reader is meant to understand the writer's purpose. Widdowson suggests that the developments in the study of illocutionary acts and propositions led to developments in understanding cohesion and coherence. He claims that while cohesion is established with the overt links between the propositions, coherence refers to relationships between the illocutionary acts.

The following example from Jin (1998, p.20) illustrates a relationship between illocutionary acts:

A: Has Jimmy arrived yet?
B: There is a yellow Volkswagen in front of his house.

There isn't an overt link between the utterances above, but the dialogue can still be called coherent in the sense that B can not answer A's question directly as "yes", but makes an inference and also invites the listener to make an inference. B suggests that Jimmy has a yellow Volkswagen and now it is parked in front of Jimmy's house so Jimmy may have arrived. However, since he did not see Jimmy coming home he cannot directly say "yes", but he makes an inference. Therefore, B is performing an illocutionary act (Jin, 1998, p.20). Another researcher, Green (1989) also suggested that written communication is established by the reader's understanding of the writer's intention or plans.

Sperber and Wilson (1986) define coherence from the pragmatic perspective by referring to the theory of Relevance. The theory of relevance suggests that human beings look for relevance in a text. Readers perceive the text as incoherent if they find irrelevancies in the text. In other words, readers compare the information with the old information or the context and seek relevance between the old and new information and between the information and the context. According to this theory, an assumption is relevant "*in a context to the extent that its contextual effects in this context is large* and *in a context to the extent that the effort required to process it in this context is small*" (Sperber and Wilson, 1986, p.125).

Therefore, researchers who studied coherence from a pragmatic perspective argued that writing communicates the writer's intention and plans within certain accepted principles that the reader is expected to follow in order to understand the intentions and plans of the writer.

In terms of the pragmatic point of view, most language users have an assumption of coherence in mind that "what is written will make sense in terms of their normal experience of things" (Yule, 1996:84). This "normal" experience is interpreted by each individual and it is tied to the familiar and expected. Thus, the thing one writes is supposed to provide information in line with the familiar or expected by being adequate but not more than expected, by being true as expected, by being relevant to the familiar topic, and by being clear and unambiguous, altogether showing what Grice (1975) describes in his Cooperative Principle.

2.2 Grice's Cooperative Principle and Maxims of Cooperation

As languages have emerged and developed in the history of mankind based on the need of communication, people involved in any kind of conversation intend to communicate their messages. In their communication process, they do not formulate isolated sentences, but try to conform to a general set of norms according to which their sentences are organized to make up the whole of their messages. Grice (1975) defined "The Cooperative Principle and the maxims of cooperation" as the principles that people abide by for successful communication. He defines how people communicate in his article "Logic and Conversation":

> Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction.
>
> (Grice, 1975: 47)

He then defines how these purposes are set in a conversation. These purposes might be set at the beginning of a conversation with a set question or discussion topic, or they may be set during the exchange of the talk and it may be definite or quite indefinite leaving some ground for the recipient to interpret. However, at some

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stages of the process of these purposes, some "conversational moves" can turn out to be unsuitable for the purposes of the communication. At this point Grice (1975:48) explains the principle that people are expected to follow:

Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. One might label this the COOPERATIVE PRINCIPLE.

Upon his assumption that people are expected to abide by the COOPERATIVE PRINCIPLE, Grice defines four "specific maxims" or "sub-maxims" following the philosopher Kant. These maxims are Quantity, Quality, Relation and Manner. He describes these maxims as follows:

Quantity

1. Make your contribution as informative as is required (for the current purposes of the exchange)

2. Do not make your contribution more informative than is required

Grice thinks that the first sub-maxim under Quantity is naturally necessary in any exchange of talk because any kind of conversation and communication aims to give some kind of information and the information should be enough for the purposes of the conversational exchange. Otherwise, the message would not be conveyed successfully to the hearer. On the other hand, Grice admits that the second maxim is disputable in the sense that violating such a maxim would be only a waste of time but would not violate the CP. However, Grice claims that "such overinformativeness may be confusing in that it is liable to raise side issues; and there may also be an indirect effect, in that the hearers may be misled as a result of thinking that there is some particular POINT in the provision of the excess of information" (1975: 46) In other words, Grice means that the hearer is overwhelmed by an unnecessary amount of extra information which can also touch other loosely related ideas or facts, so s/he can be confused about the main idea of the message due to all the extra information. Related to this, Grice is also concerned

about the violation of another maxim- Relevance. When the speaker touches other side issues in the transmission of "more information", he may utter irrelevant ideas as well.

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

Under Quality, Grice talks about a super maxim that is simply telling the truth. Under this super maxim he counts two sub-maxims which are not telling lies and not telling things for about which you are not sure. For example, "if A needs sugar, B is expected to hand A the sugar but not salt. OR if A needs a spoon, B is expected to give him a real spoon but not a trick plastic spoon " (1975: 47).

Relation

Be relevant

Grice gives only one sub-maxim under relevance, and simply, it means exchanging information relevant to the purposes of the conversation. For example, if B needs a screw driver, A is expected to hand in a screw driver but not a hammer, cassette, keys, etc.

Manner

Be perspicuous

1. Avoid obscurity of expression

2. Avoid ambiguity

3. Be brief (avoid unnecessary prolixity)

4. Be orderly

Grice suggests that the maxims of manner are different from the others in the sense that whereas other maxims are related to "what is said", manner is related to "how

what is said to be said (1975: 46). For example, I expect a partner to make it clear what contribution he is making, and to execute his performance with reasonable dispatch (1975: 48).

Grice also argues that in some ways people may fail to fulfill these maxims in various ways during the exchange of conversation. These can be violating, opting out, facing a clash and flouting. The following are Grice's explanations on how people may fail to fulfill the maxims (Grice: 1975, 49):

1. The participant may "quietly and unostentatiously violate a maxim". In other words, the participant does not observe a maxim intentionally for some purposes.

Grice gives the following example about "Quietly and unostentatiously" violating a maxim. For instance, if you are not a doctor, and you get up and say, "I'm a doctor," you're violating the first Maxim of Quality—in other words, you're lying.

2. The participant may opt out of observing a maxim by indicating unwillingness to cooperate. That is, the participant does not want to contribute to the exchange the way the maxim requires.

An example about overtly opting out of a maxim (p.52):

A: So, how's the search for the new principal and vice-president going? Do you have a short list yet?
B: I can't tell you anything about it; the proceedings of the committee are confidential.

In the example above, B opts out of the first Maxim of Quantity in order to preserve confidentiality. B explicitly informs A that the maxim cannot be satisfied.

3. The participant may be faced by a clash. For instance, the participant may be unable to observe a maxim without violating another maxim. Grice exemplifies this by saying that the participant is not able to be as informative as is required without violating the maxim that requires having adequate evidence for what one says.

Grice depicts the instances of coping with a clash between maxims in the following example (p.52):

A: Where does C live?
B: Somewhere in the south of France.

In this example, Grice explains, B knows that A would like to go and visit C, and so a full satisfaction of the first Maxim of Quantity would require giving C's address. However, B doesn't know C's address. So, in order to avoid violating the Maxims of Quality by making up a more informative answer, B resolves the clash by failing to be as informative as needed.

4. The participant may flout a maxim. That is, the participant blatantly fails to observe a maxim with the deliberate intention of generating an implicature. On the assumption that the speaker is able to fulfill the maxim and to do so without violating another maxim (because of a clash), is not opting out, and is not, in view of the blatancy of his performance. This situation is one that characteristically gives rise to a conversational implicature; and when a conversational implicature is generated in this way, a maxim is being exploited.

The following example demonstrates the flouting of the first Maxim of Quantity and the Maxim of Relation (p. 52):

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A: What can you tell me about your student C, who has applied to graduate school here?

B: Well, I've taught C in three courses now, and I can tell you that C always comes to the lectures on time and with neatly combed hair.

Since B is clearly in a position to say more about C's relevant qualities, this response invites A to infer that there is nothing to recommend C as a graduate student, but that B is reluctant to say so outright.

2.2.1   The Cooperative Principle and Coherence in Writing

Although Grice's Cooperative Principle has long been discussed for spoken interactions, very few studies have analyzed written discourse from the perspective of Cooperative Principle. The present researcher believes that it can bring new insights into analysis of coherence in written discourse because what Grice defines is what makes people's utterances abide by certain conversational principles and how people abide by those principles. In other words, in terms of writing, the things that make the reader comprehend the text in terms of what the writer provides and how he provides them. This approach is based on the assumption that written discourse is a result of the attempt to produce sequence of sentences in accordance with the maxims described by Grice. Therefore, in written discourse, each sentence is intended to say "something necessary, true and relevant to accomplishing some objective in which (it is mutually believed) the text producer and the intended audience are mutually interested" (Green, 1989, p.103).

Green is one of the researchers who studied the contribution of the Cooperative Principle to writing and coherence in written discourse. According to Green, coherence depends on the "extent to which effort is required to construct a reasonable plan to attribute to the text producer in producing the text. This, in turn, depends on how hard or easy it is to take each sentence as representing a true,

necessary, and relevant contribution to that plan" (Green, 1989, p.103). In other words, coherence is not achieved solely through easily inferable connections between sentences.

Green (1989, p.103) discusses one of the consequences of Gricean maxims – namely Relevance maxim- as the basis of coherence problems in texts. Originally, Grice (1975, 47) finds Relevance as "exceedingly difficult" because "its formulation conceals a number of problems that exercise a good deal of questions about what different kinds and focuses of relevance there may be, how these shift in the course of a talk exchange, how to allow for the fact that subjects of conversation are legitimately changed, and so on". Although Grice planned to discuss the questions about Relevance, he never did so. Thus, Green studied the issue by claiming that certain linguistic properties of a text may exist, but these do not necessarily make a text coherent and tie the ideas in a text to each other.

Green exemplifies this point with two texts:

a. Suddenly Mrs. Reilly remembered the horrible night that she and Mr.Reilly had gone to the Prystania to see Clark Gable and Jean Harlow in *RedDust*. In the heat and confusion that had followed their return home, nice Mr. Reilly had tried one of his indirect approaches, and Ignatius was conceived. Poor Mr. Reilly. He had never gone to another movie as long as he lived [John Kennedy Toole, A Confederacy of Dunces, p.103. NewYork:Grove Press, 1982]

b. Suddenly Mrs. Reilly remembered the horrible night that she and Mr.Reilly had gone to the Prystania to see Clark Gable and Jean Harlow in *RedDust*. It was horrible because it resulted in Ignatius being conceived. It happened like this. They had gone home after the show. Mr. Reilly had tried to have intercourse with Mrs. Reilly. This had caused heat and confusion. In the heat and confusion that had followed their return home,

nice Mr. Reilly had tried one of his indirect approaches to her. He succeeded, and Ignatius was conceived. Poor Mr. Reilly. He so regretted conceiving Ignatius that he was afraid to go to the movies again because he feared that if he went to the movies he might get carried away by passion. He feared that if he got carried away by passion, he might father another child and suffer as he did with Ignatius. Consequently he had never gone to another movie as long as he lived.

In text (a), the reader is expected to make several inferences in order to get a meaningful interpretation of the text. The reader has to infer what was horrible about the night and the relationship between this horribleness and Ignatius' being conceived. In addition, the reader has to make inferences about who and what Mr.Reilly approached or why he did not ever go to another movie. In text (b), some of these inferences are made. However, it still does not ease the task of the reader and does not abide by the Cooperative Principle. In order for the text to abide by Cooperative Principle, everything the writer says has to be relevant, necessary and true. Green (p. 105) asks several questions to discuss the properties of the second text: "Is it noteworthy that the Reillys had gone home after the show? Should they be expected to go elsewhere? Noteworthy that Mr.Reilly succeeded in achieving intercourse? Didn't he usually? Noteworthy that Ignatius' existence was regrettable?" These questions show that from the side of the reader, Green concludes, placing connections between sentences distracts the reader's attention rather than making the text more coherent. Therefore, Green states that some linguistic properties that connect sentences in a text may be present but that these linguistic properties do not necessarily make a text coherent.

In a more detailed study, Celce-Murcia and Olshtain (2000) argue that in written discourse, these maxims help particularly during revision and editing, and they explain how each maxim can be adapted for written discourse, as the following list illustrates (p.24):

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1. The maxim of Quantity requires that the writer carefully consider the amount of information that should be imparted in the text or, in other words, what content elaboration might be necessary. This is an important feature of an effective text in terms of written communication.

2. The maxim of Quality requires the writer to provide support and justification for his/her position in order to render the text accurate and give it truth-value. Particularly in academic writing, providing justification and evidence is important and this is often accomplished through citing references.

3. The maxim of Relation requires the writer to create a text that makes sense within the potential context in which it will be read.

4. The maxim of Manner requires bottom-up techniques to make the text unambiguous, to make it clear in terms of its linguistic forms and sentence structure as well as clear in the physical shape or format in which it is presented, so that form and content are compatible and processing made possible.

As the present study focuses on the message quality in the text, Grice's Cooperative Principle, and the Gricean maxims provide clear, understandable and practical explanations for the principles that the interlocutors (i.e., writer and reader) will follow. Though Gricean maxims have often been used in the analysis of spoken communication, there is no argument stating that they cannot be used in writing. Indeed, writing is another form of communication and violating these maxims in writing may cause problems in communicating or getting the meaning out of a particular text. As Grabe and Kaplan (1996, p. 41) state, writing is "structured to communicate information within certain accepted principles", which may include Grice's Coopreative Principle and its maxims. Moreover, the studies on content schemata also support the claims that the writers must consider their audience's background knowledge, which is also parallel to the Gricean maxims (1975).

Although, some researchers claim that Gricean maxims are subjective, in which they are quite right (Lindblom, 2001), this study does not only use Gricean maxims as a tool of analysis but also in the coherence judgments of the raters from academic and non-academic communities.

There are not many studies that adapted Gricean maxims in writing and there is no study that used Grice's Cooperative Principle to compare the problems of coherence in L1 and L2. However, reviewing the studies which have adapted Gricean Maxims can provide some insight on how to use them in analyzing written texts.

One of these studies was carried out by Aziz Khalil in 1989, who studied cohesion and coherence in Arab EFL college students' writing. Khalil analyzed 20 one-paragraph compositions in terms of cohesion by using Halliday and Hasan's model and in terms of coherence by using Gricean maxims. In his study, Khail developed a very short evaluation sheet with only three questions based on the maxims to guide the raters in their analysis of coherence. Therefore, Gricean maxims are used as a tool for analysis of coherence. However, the Quality Maxim is excluded from the study because, the researcher argues that, this Maxim "does not apply to the topic [what they had learned inside and outside of class during their first semester at the university] written about by the students" (p. 362). However, in an academic writing, the sub-maxims of the Quality maxim have to be adhered to by the students. Otherwise, the writer will lose credibility. Therefore, an analysis of the essays for the violation of Quality maxim is needed to judge whether this maxim, as well as the other maxims, has a role in the quality of the essays.

Another study is carried out by LaFond (2000), who argues that inexperienced writers tend to flout the Quality maxim and as a result of this, they cannot fulfill the maxims of Quantity, Relevance and Manner. That is, flouting of the Quality maxim affects the fulfillment of other maxims because when the Quality maxim is violated, adhering to other maxims becomes difficult for the students.

In the study, freshman students at the University of South Carolina were asked to write spontaneous essays on the topic of "The night I saw the movie, Titanic". Half of the students had seen the movie before but half of them had not. Therefore, half of the students would be telling the truth but half of them would be deceiving. When the two groups of essays were examined, non-factual essays had more Manner, Relevance and Quantity maxim violations than the truthtelling essays and if the truthtelling and falsifying essays violated two or more of the maxims of Relevance, Quality and Manner, these essays were regarded as "falsifications" but they were "regarded as factual if they contained less than two types of maxim violations in them" (p.12). The study, therefore, showed that violation of Manner, Relevance and Quantity maxims has a direct role in readers'
judgments of adherence to the Quality maxim.

One of the most recent studies in the area came from Didem Özhan in 2004. In her MA Thesis (Özhan, 2004), she found out that the academic writing of Turkish EFL students can be analyzed utilizing Gricean Maxims. Even though she points out that the findings of her study are far from being generalizable to all EFL/ESL contexts, there are some similarities between her context of study and the context of the present study. For example, in both contexts Turkish EFL students study English as a tool for receiving education in an English-medium university context.

Although there have been a lot of studies related to coherence problems and some of these studies also used Grice's Cooperative Principle and its maxims, there is still an inevitable need to explore the processing of coherence in the language learning process. As the present study aims to compare the coherence problems between L1 and L2, the main aim of the researcher is to analyze the coherence-related problems/difficulties in both languages from the viewpoint of the message quality (i.e., clarity, explicitness and understandability of the written text). With this aim, this study wants to explore the problems of coherence in L1 and L2 and provide an insight to the relationships of coherence-related problems/difficulties. The study also aim to provide insight for further research to understand how

coherence is cognitively learned and processed in L1 and how it affects or is reflected in L2 writing.

In order to show how the analysis and comparison will be made, the researcher wants to present the features of his analytical study, which are well explained in Lee (2002):

1. A macrostructure (an outline of the main categories or functions of the text) that provides a pattern characteristic and appropriate to its communicative purpose (Hoey 1983; Martin and Rothery 1986): This macrostructure refers to the overall structure of a text and helps readers and writers understand how sentences are related to each other and how they contribute to the overall coherence.

2. An information structure that guides the reader in understanding how information is organized and how the topic is developed (Danes 1974; Firbas 1986): This information structure involves the principle of giving old information before the new.

3. Connectivity of the underlying content evidenced by relations between propositions (Kintsch and van Dijk 1978; van Dijk 1980): Coherence is established through the relationships between propositions (assertions). That is, propositions need to be supported and developed.

Lee's outline presented above matches well the researcher's analytical study. First the researcher asked the non-academic and academic raters to analyze the essays for coherence with a 5-point-scale. Here, the raters looked at the macrostructure of the text. Next, the analysis for the violation of Gricean maxims involved the organization and development of the information structure and the connectivity, development and relation of ideas in the text.

CHAPTER III

METHODOLOGY

3.0 Presentation

This chapter presents the research questions, research design, raters, data source, data collection techniques and the procedures of data analysis for the research.

3.1 Research Questions

This study aims to answer the following questions:

1. Is there a similarity in rating of coherence between academic and non-academic raters?
2. What is the frequency of maxim violations in Turkish and English essays?
3. What is the relationship between the raters' judgments of coherence and the violation of the individual maxims in Turkish and English essays?
4. What is the relationship between the raters' judgments of coherence and the total number of maxim violations in Turkish and English essays?
5. What is the relationship between the violation of individual maxims in Turkish essays and in English essays?

3.2   Data Source

3.2.1 Subjects

The subjects for this study were 20 students who were chosen randomly from the English Preparatory Program of Istanbul Bilgi University. All students' L1 is Turkish, and none of them knows another foreign/second language other than English and their level of proficiency for English is around upper intermediate. They study English for academic purposes (i.e., to pursue their academic education in their departments). The preparatory program course they attend offers language knowledge and academic skills until the end of Upper Intermediate Level. At the end of the Preparatory Program, their final assessment to pass the Preparatory Program consists of two components. The first one is their portfolio studies (continuous assessment), which include their attendance records, speaking grades, homework grades, achievement test grades, progress check grades, quiz grades and process writing (essay) grades, which make a total of 60% of the final assessment grade. The second part of the final assessment is an exemption exam called BIET (Bilgi Exemption Test), which makes up for 40% of their final assessment grade. In this exam, they are tested on their academic skills in reading, listening and writing. The minimum grade that a student must get from BIET is 50.

The background of these students in secondary education was also investigated by the researcher since this study compares their Turkish academic writing skills that they were taught in secondary education with their English writing skills that they have been learning through 2005-2006 Academic Year.

The students usually come from private colleges or Anatolian High Schools where they received their secondary education. In their secondary education, they follow the syllabi designed by the Ministry of National Education of Turkey. An overview of the writing syllabi shows that students are supposed to fulfill certain

text qualities to produce coherent texts. A summary of the significant points of Turkish academic writing syllabus for 9th Grade students is as follows:

The objectives of the writing syllabus aim to meet the following qualities (http://ttkb.meb.gov.tr/ogretmen/modules:2006):

1. All the components (both structural and rhetorical) in a text form the message unity and coherence.
2. The paragraph is tied to its context.
3. The sentences are clear and connected to each other and to the main idea of the text.
4. Sentences provide adequate information about the topic and the context.

As it can be inferred from the list of writing objectives listed in the Turkish syllabus, students are expected to abide by the Grice's Cooperative Principle in terms of relevancy of ideas, clarity of sentences and the quality and the quantity of the messages given by the sentences.

Through informal unstructured interviews with the students, the researcher also gathered some interesting responses from the students related to their writing experiences at school. The researcher asked students the following questions before collecting the data:

1. How often did you write essays in your Turkish courses at secondary/high school?
2. What kind of topics did you write about?
3. Did you receive any training on the organization, adequacy, relevancy and quality of information/ideas and language of an essay?
4. Were you provided with sample essays showing the qualities of a good essay?
5. What kind of feedback did you receive for your essays?

Students responded that throughout their secondary education they wrote one or two essays a semester on Turkish proverbs. Some even claimed that they didn't write any compositions during their secondary education. They also stated that they did not receive any intensive instruction on the qualities of an essay but only Introduction-Body-Conclusion organization was advised. Moreover, they said they didn't see any sample essays. Finally, they also explained that the only feedback they received on their essays was "OK" or "NOT OK" or a grade between 1 (poor) – 5 (excellent). Thus, the researcher observed that the writing objectives of the Turkish Writing Syllabi were not covered in full due to the concerns about the approaching University Entrance Exam, where students only need receptive skills like reading comprehension or linguistic knowledge.

3.2.2 Essays

In terms of English academic writing, students have studied paragraph organization and essay organization for approximately 20 weeks before they wrote the English essays for this study. They wrote these essays as a part of the requirements for their portfolio studies (continuous assessment).

For the present study, researcher chose 20 first draft essays written for the second process writing for 2005-2006 Spring Term. In the Preparatory Program, a process approach to teaching writing skills is followed. In terms of writing, students are taught to write opinion essays and ways to develop their essays through process writing studies (i.e., getting feedback on various drafts and developing their writing).

The main focus of the writing instruction is on writing a coherent opinion essay on a given topic. In order to achieve this purpose, students are provided with the opportunities of in-class studies on getting ideas from reading and listening texts related to the theme of their writing topic. The process approach to writing starts with the brainstorming and generating and collating ideas from the pre-studied

reading and listening texts. Then, students prepare their outlines to plan their essays. When the outline is approved by the instructor, they start writing their first draft (rough draft) in class. They are given 75 minutes (a class session) to finish their rough drafts. However, weaker students are also given another 60 minutes during the tutorial hours following the class session. The instructors provide feedback on rough drafts as quickly as possible and the improvements to be done on the essays are discussed in a following class session. After assuring that each individual student understands what needs to be improved in their essays, they are asked to write a second draft in class within the same time allocation. If a need arises for the class, the instructor may hold a "third draft" session in the class. However, usually the students who need a third, fourth or fifth draft write them during weekly tutorial sessions with their instructors. After, the drafts are completed by every student, the instructor asks students to work in pairs to peer-edit each other's essays. Finally, students are asked to write their final drafts on computer and submit it with all the drafts to their instructor.

The process writing is evaluated in two phases. The first one is the process; in other words, the drafts are evaluated on the basis of the students' efforts and their response to instructor feedback at each draft. The second evaluation is done on the final draft (typed version). In order to achieve standardization in the assessment, a summative assessment rubric which assesses the adequacy of content, organization, language and vocabulary is used. It is also regarded as the Preparatory Program Exit criteria (Bilgi Exemption Test – BIET - Writing Criteria) for academic writing skills. The following table displays the rubric, which includes the criteria that students are expected to meet:

BIET Writing Rubric

(Please note: NONE of the below refer to personal qualities of the writer (creativity, intelligence etc.); they describe a paper where the effort, care and application of requirements are obvious.)

100 EXCELLENT WORK

Content & Organization: The work clearly addresses the assignment and attempts to develop an approach suitable for the assignment. There is an attempt to include a variety of ideas from a variety of perspectives to support clear, relevant main points. Organization of the paper shows clear transitions between paragraphs with or without transition signals.

Language Use & Vocabulary: The impression is of a paper that has a strong organic structure rather than simply obeying mechanical rules. The writer uses language structures purposefully, considering their functions. Word choice also contributes to the overall message.

Mechanics: The paper is written with utmost care; there are no punctuation problems. There are one or two spelling problems only in infrequent/long words.

Overall impression: The paper fulfills all requirements; it flows. (Please note: This paper doesn't have to be creative or original-these are subjective, but it presents its own argument in a strong, straightforward manner).

85 VERY GOOD

Content & Organization: The work clearly addresses the assignment There is control over the topic throughout the essay, and ideas are controlled throughout the essay. There is a clear link between all sections of the paper which clearly shows that sentences are written with a purpose. This is supported with clear focus on main ideas and sufficient attention to details. The impression is of a paper that achieves to convey its message clearly. The organization contributes to the ideas because it allows the reader to comprehend the main points.

Language Use & Vocabulary: There may be some problems in the paper-word choice and language use.

Mechanics: The paper is written with care; there are very few spelling and punctuation problems which do not interfere with meaning.

Overall impression: The paper is mostly clear and fairly consistent.

75- CLEARLY MORE THAN ADEQUATE (25)

Content & Organization: The work clearly addresses the assignment and ideas are controlled throughout the essay. The essay starts with relevant, to the point statement and establishes a clear link with a clear thesis statement. If there is a diversion from the topic in developmental ideas, the essay still attempts to gain control eventually. There is a balance between main ideas and supporting details. Effective use of transition signals (more than "First, Second, Third) sufficiently inform the reader about the flow

of the ideas. Slight diversions in terms of organization are shadowed by the overall organization of the work.

Language Use & Vocabulary: Simple sentence structures are used with ease. There is an attempt to use a variety of structures and words, and even if there are errors, the meaning is clear most of the time.

Mechanics: There are spelling and punctuation problems which do not interfere with meaning.

Overall: The paper clearly copes with the topic despite some shortcomings.

60 ADEQUATE FOR THE LEVEL (20)

Content & Organization: The work addresses the assignment and ideas are controlled in most parts of the essay. The essay may pose a content problem such as over-generalization at the beginning or going off on a tangent towards the end. However, the essay presents ideas with a link to the thesis statement and control on these ideas, though the support may be slightly uneven. The work is organized logically with transition signals. Yet, some supporting details in a paragraph may slightly overlap with the main idea in another paragraph.

Language Use & Vocabulary: There is an attempt to use a variety of language structures but the meaning may be obscured in some places. There is an attempt for variety in word choice although some of these words may not exactly fit.

Mechanics: There may be some spelling and punctuation problems but most of the time, they do not affect comprehension.

Overall: The paper manages to cope with the topic, despite its shortcomings, which may easily be noticed.

55 BORDERLINE

Content & Organization: The work clearly attempts the given assignment but the reader has to make some inferences to see the connection between the ideas presented and the assignment. The essay gives the impression which presents some main ideas but control and support may be uneven. The essay poses some content problems such as over-generalization at the beginning and going off on a tangent towards the middle. There is an organization to the work, but there is more than one overlap of supporting details. Overall, organization presents difficulties for the reader – often because the turns in the topic are not signaled clearly.

Language Use & Vocabulary: Due to limitations in language use, the meaning is not conveyed clearly, and at times, it is quite obscured.

Mechanics: Spelling and punctuation render comprehension difficult at times.

Overall: The overall impression is that the essay is slightly inadequate for the level.

45 DOUBTS ABOUT ADEQUACY (17)

Content & Organization: The work seems to be about the given assignment in terms of key concepts, but the connection between the assignment and the actual content is weak. Although there are some main ideas, the work fails to establish a link between ideas presented and the thesis statement. There are other content problems such as lack of supporting details or explanations. The work is generally based on statements without sufficient support. Some of these statements may be irrelevant or quite contradictory. The work is formatted like an essay, but there are a lot of overlaps and repetitions. Ineffective use, if there is use, of connectors and transition signals make it very hard for the reader to follow the organization of the work.

Language Use & Vocabulary: Language use is fairly limited and the meaning is often obscured.

Mechanics: Spelling and punctuation render comprehension quite difficult, but it is still possible to predict the message.

Overall: The paper is weak and fails to convey its own meaning often because of using the language with difficulty.

35- NOT ADEQUATE (12)

Content & Organization: The work fails to address the assignment. Apart from repetition of key concepts, it creates the impression that any other assignment would result in the same paper. It is quite difficult to determine the main ideas in this work, and ideas are not supported at all. Most details are irrelevant or contradictory. The way they are organized does not follow any pattern (individual) or convention (global); everything seems to be in random order.

Language Use & Vocabulary: The work poses problems even in simple word order and language use, and meaning is frequently obscured.

Mechanics: Spelling and punctuation seriously decrease the quality of writing.

Overall impression: The paper is clearly inadequate because of language problems which seriously damage any content.

25 FAR BELOW ADEQUACY (8)

Content & Organization: The work that clearly fails to address the assignment. It is difficult to determine the main points or supports. Most statements are either over-generalized or irrelevant. Similar statements are constantly repeated with no further explanation. The paper starts anywhere and never gets anywhere.

Language Use & Vocabulary: Language use confuses the reader.

Mechanics: Spelling and punctuation make certain sections almost impossible to understand.

Overall impression: The paper is very weak and creates serious confusion even in very simple messages due to severe language problems.

10- INSUFFICIENT (3)
Content & Organization: * A text that does not provide enough output to evaluate.

1- WROTE NOTHING (1)
Responding to Task: * No text. Just the candidate's name appears on the paper.
Content & Organization: * A text which is completely off-topic.

0- ABSENT (0)

As can be seen in the rubric, students are graded on coherence and cohesion distinctly. Students are expected to provide a clear thesis statement which clearly presents the aim of the writing and clear and relevant topic sentences in each body paragraph that support and explain the message given by the thesis statement. Students are also expected to provide adequate explanations and relevant examples in the body paragraphs to show that the information they give is reliable and logical. Finally, they are expected to finish their essays with a summary of their discussion but not with other new but irrelevant ideas that would start a new discussion.

Furthermore, students are expected to write properly on a clear and neat paper after doing a spelling, grammar and mechanics check. They are also expected to use appropriate language, vocabulary and connectors, conjunctions, linkers, transition signals and other elements of cohesion.

3.3   Research Design

3.3.1 Raters

For the coherence judgments, the researcher chose two non-academic monolingual raters and one academic bilingual rater. One of the non-academic raters is a monolingual native-speaker of Turkish and she is a Certified Public

Accountant who runs her own office. The other non-academic rater is a monolingual native speaker of American English and she has been working as a temporary representative for an American company in Turkey for three months. The third rater is bilingual (Turkish-English) and works as an English Language Instructor and Curriculum Advisor at Istanbul Bilgi University.

Before the raters started analyzing the essays for coherence judgments, they were interviewed individually about their expectations of coherence and were provided with the relevant data sets. The monolingual Turkish rater was provided with the Turkish essays and the 5-point coherence rating scale and the monolingual English rater was provided with the English essays and the 5-point coherence rating scale. They agreed to have one week to complete their coherence rating. After they finished their coherence judgments, Turkish essays were given to the bilingual rater and she also had one week to complete her coherence judgments. After she completed the rating, she was given one week break before she started her rating on English essays so that her previous judgments on Turkish essays would not interfere with her judgments on English essays. For the analysis of English essays, she was also given one week. Finally, after the coherence analysis was completed, the raters were interviewed again to see if they used any other coherence criteria other than they had cited at the first interview. They all reported that they did not use any other criteria other than the ones they had cited before.

Thus, correlation analyses were made between the coherence judgments of monolingual raters and the bilingual rater (i.e., correlation between the monolingual Turkish rater and the bilingual rater on the judgments of coherence in Turkish essays and correlation between the monolingual English rater and the bilingual rater on the judgments of coherence in English essays). There are two main reasons for doing a correlation analysis between the monolingual raters and the bilingual rater. Firstly, only a bilingual English instructor's judgments would not be enough, because the bilingual rater might be misled by the rhetorical structures of the languages and might favor one language's rhetoric more and would expect the same rhetoric from the other language as well. In addition, using monolingual raters

ensured that the judgments about coherence problems are not only limited to the academic context of the study (i.e., Istanbul Bilgi University, English Preparatory Program) and bilingual EFL instructors, but those judgments are also shared by the non-academic context in both English and Turkish.

3.3.2 Data Collection

For this study, 20 English essays which were written for the portfolio studies as the first draft (rough draft) were randomly chosen. Three weeks later, the same students were also asked to write Turkish essays on the same topic during their tutorial hours. The gender and departments of these students were not controlled.

In order to get information about students' educational background and the coherence expectations of the raters, the following interviews were held:

1. Interviews with students about their Turkish writing experiences in Secondary Education
2. Interviews with raters about their coherence expectations

3.3.3 Data Analysis

This study aims to find out the relationships between the coherence problems/difficulties in English and in Turkish academic writings (i.e., essays) of Turkish EFL students and explain these relationships. The procedures of the data analysis are presented below:

1. The analysis of the essays by non-academic (monolingual) raters and the academic (bilingual) rater (i.e., Analysis of Turkish essays: a Monolingual Turkish rater and a Bilingual Rater, Analysis of English essays: a Monolingual English rater and a Bilingual Rater) for coherence by using 5-point-scale and the correlation between the judgments of academic and non-academic raters to answer research question 1.

2. Analysis of maxim violations in Turkish and English essays by the researcher to answer research question 2 and the co-rater reliability analysis between the researcher and the co-rater on 4 sample essays.

3. Correlation analysis between the coherence judgments of academic and non-academic raters and the violations of individual maxims and the correlation between the coherence judgments of raters and the total number of maxim violations to answer research questions 3 and 4

4. Correlation analysis between the violation of individual maxims in Turkish and English essays to answer research question 5.

Before the data analysis, the researcher wanted to get information about the subjects and the raters.

In order to be able to get information about the educational background of the subjects of this study (i.e., 20 students at the Upper-intermediate level of English in the Preparatory Program of Istanbul Bilgi University who were chosen randomly), students were interviewed by the researcher.

Next, the raters that were used for data analysis were also interviewed by the researcher before and after they analyzed the essays. The main focus of those interviews was to identify the criteria of coherence in raters' mind and if their criteria changed after they analyzed the essays.

After the interviews, 20 English essays and 20 Turkish essays written on the same topic were collected from the students (i.e., total of 40 essays). After the data collection, one monolingual Turkish non-academic rater and one bilingual (i.e., Turkish-English) academic rater rated the Turkish essays for coherence by using a 5-point scale (i.e., 1 – totally incoherent, 5 – totally coherent). Similarly, one week later, one monolingual non-academic English rater and the same bilingual rater rated the English essays for coherence by using a 5-point scale (i.e., 1 – totally

incoherent, 5 – totally coherent). Next, coherence analyses were done on the coherence judgments of the monolingual raters and the bilingual rater for Turkish essays and for English essays, separately.

After the essays were rated for coherence, the researcher started the process of analyzing essays for maxim violations. In order to provide reliability of the analysis of maxim violations, the researcher chose a bilingual academic co-rater for the analysis of maxim violations. Since the co-rater was not informed neither about the Gricean maxims nor their use in the analysis of the written discourse before, the researcher trained the co-rater about the Grice's cooperative principle and its maxims/sub-maxims and the use of maxims for written discourse analysis. The researcher also provided the rater with sample analyses that adapted Grice's maxims in previous studies. After the one week training period, the researcher and the co – rater chose four sample essays from the data set of the present study to analyze for maxim violations. Next, the researcher and the co-rater analyzed the sample essays separately and a correlation analysis was done to see if the researcher and the co – rater agree with each other on the analysis of maxim violations. The results of the correlation analysis showed a strong agreement between the researcher and the co – rater, so the researcher continued analyzing all 40 essays for maxim violations. Next, the number of violations of individual maxims in Turkish essays and the number of violations of individual maxims in English essays from the same students were identified. Then, the total number of violations of individual maxims in Turkish essays and in English essays was compared. From this analysis, the most frequently violated maxims in both Turkish and English essays were identified.

In the next stage of the research, correlation analyses were done between the coherence judgments of the academic and non-academic raters and the violations of individual maxims in order to identify which maxims were significant in the coherence judgments of the raters.

In the last stage of the research, the violations of individual maxims in Turkish essays and in English essays were correlated with each other to see which maxim violations are similar in the Turkish and English essays.

3.3.3.1 Analysis of Coherence by Academic and Non-Academic Raters

Both monolingual and bilingual raters used a 5-point coherence rating scale to rate the essays for coherence. In the scale, columns were numbered from 1 to 5 and each number represent the quality of the essays in terms of coherence from totally incoherent (1) to totally coherent (5). Raters were not informed about what other remaining three numbers (2, 3, 4) represented because it was crucial for the study that co-raters analyzed coherence in the essays by using their own intuitive judgments. The judgments of the raters on the scale are presented in Appendix A.

The co-raters were interviewed by the researcher before the coherence analysis in order to ensure that there were not huge differences between their expectations of coherence. They were asked to elucidate their criteria for a coherent written text and which criteria they weigh most. The raters generally agreed on the same criteria that a coherent essay should include the following qualities and features: appropriate use of a genre, adequate development of ideas, elaboration of supports and appropriate development of ideas with relevant ideas, transition signals and connecting words/phrases and appropriate use of sentence structures and variety of vocabulary. After the analysis, the raters were interviewed a second time to see if they had used any additional criteria, but they reported they did not use any other criteria than what they had reported in the first interview.

After the raters' judgments were collected and collated, the coherence judgments of the monolingual Turkish rater and the coherence judgments of the bilingual rater on Turkish essays were correlated. Similarly, the coherence judgments of the monolingual English rater and the judgments of the bilingual rater on English essays were correlated.

3.3.3.2 Analysis of maxim violations

After examining the coherence judgments of raters and the correlation analysis between their judgments, the researcher analyzed the essays for maxim violations. However, in order to ensure the reliability of the researcher's analysis, a co-rater was trained and used. Four sample essays were selected by the researcher and the co-rater. The English and Turkish essays of the same students were selected (i.e., Student 1: EN Essay 1 and TR Essay 1; Student 2: EN Essay 2 and TR Essay 2). Both the researcher and the co-rater agreed to use the following criteria on how Gricean maxims would be used in coherence analysis:

The Analysis of the Quality Maxim:

Do not say what you believe to be false:
1. whether the students have provided adequate evidence for their claims in their essays,
2. whether their claims remain as simple generalizations and propositions.

The Analysis of the Quantity Maxim:

The amount of information provided is evaluated as;

1. whether the students have provided unnecessary details about their arguments,
2. whether the information they have provided is sufficient enough to support their claims by evaluating whether what they argue needs to be further explained and developed.

The analysis of the Relation Maxim:

The following relevancies are questioned:

1. whether there are any pieces of information that are irrelevant to the topic of the essay,
2. whether there are any pieces of information that are irrelevant to the thesis statement,
3. whether there are any pieces of information that are irrelevant to the major supports under each topic sentence.

The analysis of the Manner Maxim:

The analysis of the essays in terms of Manner Maxim focuses on;

1. ambiguity (having more than one meaning)
2. obscurity (expressions that are difficult to understand)
3. prolixity (wordiness, repetition of the same ideas)
4. being orderly (organization of ideas in the way expected for the type of essay written)

Then, in order to show the reliability of the researcher's analysis of maxim violations, the researcher and the co-rater identified the maxim violations in the sample essays separately. Next, the analysis of the researcher and the analysis of the co-rater were correlated. Since the results of the correlation analysis revealed that the researcher's and the co-rater's analyses for maxim violations correlated positively (0.984 at 0.01 level on SPSS), the researcher continued to analyze all the other essays for maxim violations.

In view of the criteria related to the use of Gricean Maxims to analyze coherence, the researcher used the following coding table which was originally presented and used by Özhan (2004, p.53). With the criteria above and the coding table below, the researcher and the co-rater analyzed the sample essays. The sample

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essays are numbered so as to show Turkish and English essays of each student. For example, TR-1 stands for the Turkish essay of student 1 and EN-1 stands for the English essay of the same student. The analysis of sample essays is presented below to depict how the number and type of maxim violations are identified in the essays:

Table 1. Coding Used in the Analysis

Gricean Maxim	Code
Quality	QL
Quantity	QN
Relation	R
Manner	M

Table 2. Sample Student Essay 1(TR)

Rater's Judgments on the scale: Monolingual Turkish Rater: 3   Bilingual Rater: 3

KONU: İş seçerken hangi faktörlere dikkat edilmelidir? Konu üzerinde görüşlerinizi açıklayan bir kompozisyon yazınız. Kompozisyonunuz 250-300 kelime uzunluğunda olmalıdır. Kompozisyonunuz içerik, organizasyon, dil kullanımı ve anlam bütünlüğü açılarından değerlendirilecektir.	
İŞ HAYATI	
Bütün insanlar (1) için hayatın en önemli adımlarından biri iş seçmektir ve bu iş insanın ömrünün büyük bir kısmını kaplayacağından insan işini seçerken bir takım faktörlere dikkat etmeliyiz (2). İş seçmek büyük bir sorumluluk ve dikkat ister.	QL (1): overgeneralization M (2): lack of clarity
Bir insan işini seçerken öncelikle sevebileceği bir işi seçmeli ki mutlu olsun ve bunun için bir çok şeye dikkat etmelidir. Bunlardan birincisi iş hayatı için uygun ortam (3) olmalıdır ki insan huzurlu olsun. İnsan kendine uygun bir iş seçince de başarılarına başarı katabilirler.(4)	QN (3): Inadequate information R (4): irrelevant to the previous sentence

Table 2 continued:

<u>Bazı insanlar da babalarının işin devam ettirirler.</u> (5) Ama bazıları bunu bir zorunluluk olarak görürler ve mutsuz olurlar. İnsanlar kendi hür iradeleriyle bir iş seçerlerse <u>eğer daha</u> (6) ve işlerinde yükselme olasılığı bulurlar. Diğer bir açıdan da bir çok insan sadece mutluluk için değil de <u>para için seçerler işlerini o insanları da aslında para mutlu eder.</u> (7) <u>Sonuçta herkes nasıl mutlu olacaksa ona gore bir iş seçmelidir kendine. (8)</u>
 	
    İş hayatında önemli olan diğer bir etkende ilgi ve yeteneklerimizdir. Her insanın <u>kendine özgü bir takım yetenekleri vardır ve bunların doğrultusunda iş seçmelidir.</u> (9) Örneğin bir insan kan görmeye dayanamıyorsa doktor olmamalıdır ve el becerileri varsa daha çok çizimle ilgili alanlara yönelmelidir.
 	
    Sonuç olarak her insan, mutluluk, huzur, ilgi ve yeteneklerine göre bir iş seçmelidir. Böylece <u>hayatını daha güzel bir şekilde geçirir.</u> (10)
	R (5): irrelevant to the thesis statement
	
	M (6): lack of clarity
	R (7): irrelevant to the topic sentence and the previous sentence.
	
	R(8): irrelevant to the topic sentence and the previous sentence
	QN (9): inadequate information
	
	QN (10): inadequate information

Table 3. Sample Student Essay 1(EN)

Rater's Judgments on the scale: Monolingual English Rater: 3   Bilingual Rater: 3

TOPIC: "What factors should be considered when choosing a job?" Write an essay within 250-300 words to discuss your opinions on the topic. Your essay will be evaluated on content, organization, language use and message clarity and unity. <center>CAREER PLANNING</center> Choosing a career is <u>the most important factor</u> (1) in	 QL (1):

Table 3 continued:	
human's life, because career planning influence <u>people's all</u> <u>life.</u> (2) For this reason, if people choosing a career they must be very careful so when people want to develop with their career, they should attach important these factor; <u>enjoyable and</u> <u>peaceful atmosphere, skills and talents and of course money.</u>(4)	overgeneralization QN (2): inadequate information QL (2): overgeneralization
One of the most important factor is that <u>enjoyable and</u> <u>peaceful atmosphere.</u> (5) This factor is very significant because if people choose a enjoyable job, they don't get bored. What's more they feel happy with these jobs. However, if people choose a peaceful atmosphere, they will want to go their job. When people choosing <u>a job which is enjoyable and peaceful</u> <u>atmosphere</u> (6) all happiness will be waiting for them.	M (3): lack of clarity M (4): lack of clarity QN (5): inadequate information
Another significant factor is that <u>skills and talents.</u>(7) <u>Firstly, if people choose a job with their skill they will promote</u> <u>with their life.</u> (8) They can do better <u>thing</u> (9) in their job and this bring success.	M (6): lack of clarity QN (7): inadequate information
The last necessary factor is that <u>heritage and money.</u> (10) Everybody know that if people do their father job, they won't have financial problems and don't deal with to find a job. <u>However (11) customer will be ready because their father set up</u> <u>their job already.</u> <u>On the other hand, they don't realize their</u> <u>ideal and can't choose their job freely.</u> (12)	M (8): lack of clarity M (9): lack of clarity M (10): lack of clarity
All in all, for everybody choosing a career is take very big place in people's life. If people choose wrong job, their career will end before start so they must pay attention to several factors when they choose a job.	M (11): lack of clarity R (12): irrelevant statement

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Table 4. Sample Student Essay 3 (TR)

Rater's Judgments on the scale: Monolingual Turkish Rater: 2 Bilingual Rater: 2

KONU: İş seçerken hangi faktörlere dikkat edilmelidir? Konu üzerinde görüşlerinizi açıklayan bir kompozisyon yazınız. Kompozisyonunuz 250-300 kelime uzunluğunda olmalıdır. Kompozisyonunuz içerik, organizasyon, dil kullanımı ve anlam bütünlüğü açılarından değerlendirilecektir.	
ZOR İŞ	
İnsanların toplum içinde bir yer edinmeleri ve sürdürdükleri hayat şartlarını devam ettirmeleri, sosyal ve fiziksel ihtiyaçlarını karşılamak için bir iş bulmak zorundadırlar. (1)	R (1): irrelevant to the topic of the whole essay
Kişi bir iş ararken sadece sağladığı sosyal statüye, maddi olanaklara dikkat etmemeli. Elbetteki bunlar da birer etken fakat kişi bir iş seçiminde kendi hobileri, ilgileri, geçmişteki yaşamı, okuduğu bölümü de dikkate alarak eleme yapmalıdır. Kişinin idealleri gelmek istediği noktayla uyuşmalıdır. (2) Bence en iyi sonuç için gerçekçi olmanın büyük faydası vardır. (3)	R (2): irrelevant to the previous sentence and next sentence R (3): irrelevant to the previous sentence and the topic sentence
Bir insanın meslek seçiminde kimi zaman yetenek kimi zaman birikim ya da yabancı dil, bilişim konusunda uzmanlık, yüksek lisans gibi artı özellikler de büyük rol oynamaktadır. (4)	M (3): lack of clarity QN (3): inadequate information
Bu yüzden (5) her ne kadar insanların kendi iş ve kariyerlerini yarattıkları düşünülse de mesleklerin, ünvanların kişileri seçtikleri günümüzün acımasız bir gerçeğidir. (6)	QN (4): inadequate information M (4): organization M (5): lack of clarity

Table 4 continued:	R (6): irrelevant to the topic of the essay
	QN (7): inadequate information (whole essay)
	M (7): organization of ideas (whole essay)
	R (7): irrelevancy of paragraphs with the thesis statement (main idea) (whole essay)

Table 5. Sample Student Essay 3(EN)
Rater's Judgments on the scale: Monolingual English Rater: 1 Bilingual Rater: 1

TOPIC: "What factors should be considered when choosing a job?" Write an essay within 250-300 words to discuss your opinions on the topic. Your essay will be evaluated on content, organization, language use and message clarity and unity.	
DIFFICULT CHOICE	
Every person want to live with good life's condition and have a important role in the society. It's the best way of to realize that with to find a good job. During of search a job we should take attention economicals and social factors.	R (1): irrelevant to the previous and next sentence M (2): lack of clarity (whole sentence)
Everyone want to have a good job and for obtain this ideal they need some qualification. They must definitely ability, skills for give work proper. If we must to prove we can show as	R (2): irrelevant to the previous and

Table 5 continued:	next sentence
job as doctor, engineer, artist. <u>And other equally important think point of view social.</u> (1) <u>Human want to be concerning in something, somewhere because of his nature.</u>(2) A person who work want a role effective into the society. <u>For instance, the institution politic which we can show like instance.</u> (3)	R (3): irrelevant to the previous sentence and the topic sentence
	M (4): lack of clarity
And on the other hand there are some causes economical, <u>public must to meet their need must earn money themselves.</u> (4) They must fall in step with the nowadays' life condition. And it is the most difficult <u>expect</u> (5) for a job. Everybody don't take salary which they hope. <u>And on the other hand many person have a ready job and it's very injustice.</u> (6)It's very <u>complicated</u> (7) to bring sufficient level <u>their</u>(8) financial situation. <u>And people should develop themselves, prepare a good and effective CV, learn different language, work with computer and many differents ability.</u> (9)	M (5): lack of R (6): irrelevant to the previous / next sentence clarity QN (7): Inadequate information M (8): lack of clarity R (9): irrelevant to the previous / next sentence
Finally for a good future, <u>good and sufficient accumulation for old age</u> (10), <u>have the time for interest to be productive a good job must have</u> (11)	M (10): lack of clarity M (11): lack of clarity

After the rater reliability was investigated with sample essays, the researcher continued the analysis of maxim violations himself on other student essays. As presented in the sample essays, the researcher identified the number of maxim violations in English essays and in Turkish essays and the number of violations for each maxim. On these data, the researcher also identified how many of the essays are similar or different in terms of the total number of maxim violations and in terms of the number of violations for each maxim.

3.3.3.3 Statistical Analyses

In this study, correlation analyses were carried out to determine whether the correlations among the variables were "significant" or due to chance factors and the level of significance expressed the probability of the chance factors. According to Diekhoff (1992), 0.01 level of significance means a 1 percent probability that the correlation is due to chance factors. Similarly, 0.05 level of significance means a 5 percent probability that the correlation occurred by chance. Therefore, the lower the probability, the easier one can talk about a relationship between the variables. This means if the level of significance is lower, there is stronger evidence that the correlation, either positive or negative, between the variables exist. The correlations that are found at levels of significance higher than 0.5 "are not accepted as significant" (Diekhoff, 1992, p.227). In the results of the correlation analyses carried out in this study, significance levels neither higher than 0.05 level nor lower than 0.01 level (i.e., either positive or negative) were found. This means the correlations found in this study fall between the ranges of statistically accepted significance levels.

CHAPTER IV

RESULTS AND DISCUSSION

4.0 Presentation

In this chapter, the results are categorized and discussed in four groups:

1. The results of the statistical analysis of the correlation between the judgments of academic and non-academic raters (i.e., Monolingual Turkish Rater and Monolingual English Rater as non-academic raters and bilingual rater as academic rater) are explained in order to answer research question 1.

2. The results of the statistical analysis of co-rater reliability for maxim analysis and the results of the analysis of maxim violations in Turkish and English essays are presented to answer research question 2.

3. The correlation between the coherence judgments of raters (i.e., academic and non-academic) and the maxim violations are presented and explained to provide answers for the research questions 3 and 4.

4. The results of the statistical analysis between the violation of individual maxims in Turkish and English essays are presented to answer research question 5.

4.1 Results

In order to present the results of statistical analyses in a more practical way and to save space, the following abbreviations were used in the Correlation Analyses on SPSS:

Table 6: Table of Abbreviations Used in the Statistical Analyses of Correlation

Abbreviations	Meaning
MONTR	Coherence Judgments of Monolingual (i.e., non - academic) Turkish Rater on Turkish Essays
BILTR	Coherence Judgments of Bilingual (i.e., academic) Rater on Turkish Essays
QLTR	Number of violations of the Quality Maxim in Turkish Essays
QNTR	Number of violations of the Quantity Maxim in Turkish Essays
RTR	Number of violations of the Relation Maxim in Turkish Essays
MTR	Number of violations of the Manner Maxim in Turkish Essays
MONEN	Coherence Judgments of Monolingual (i.e., non-academic) English Rater on English Essays
BILEN	Coherence Judgments of Bilingual (i.e., academic) Rater on English Essays
QLEN	Number of violations of the Quality Maxim in English Essays
QNEN	Number of violations of the Quantity Maxim in English Essays
REN	Number of violations of the Relation Maxim in English Essays
MEN	Number of violations of the Manner Maxim in English Essays

4.1.1 Judgments of Coherence by Academic and Non-Academic Raters

In the first group of results, the statistical analysis between the judgments of coherence by academic and non-academic raters are presented and explained.

These results are also grouped into two:

1. The results of the statistical analysis of correlation between the judgments of monolingual Turkish rater (i.e., non-academic rater) and the judgments of bilingual rater (i.e., academic rater) are presented and explained.

2. The results of the statistical analysis of correlation between the judgments of monolingual English rater (i.e., non-academic rater) and the judgments of bilingual rater (i.e., academic rater) are presented and explained.

When the four sets of data from the academic and non-academic raters were collected, they were analyzed on Spearman's Correlation Coefficient on SPSS 8.0 to identify the correlation level.

4.1.1.1 Judgments of Coherence on Turkish Essays

The correlation analysis between the judgments of the monolingual Turkish rater and the bilingual rater indicated that the correlation between the coherence judgments of Monolingual Turkish Rater and Bilingual Rater on Turkish Essays was .983, which indicates a positive significant correlation at 0.01 level. The table below created by SPSS 8.0 illustrates the levels of correlation between the variables and the symbol ** indicates the instances when the correlation is significant on SPSS.

Table 7: Correlation Analysis between the judgments of Monolingual Turkish
Rater (MONTR) and the Bilingual Rater (BILTR) on Turkish Essays

Correlations				MONTR	BILTR
Spearman's rho	**MONTR**	Correlation Coefficient		1,000	,983(**)
		Sig. (1-tailed)		,	,000
		N		20	20
	BILTR	Correlation Coefficient		,983(**)	1,000
		Sig. (1-tailed)		,000	,
		N		20	20
** Correlation is significant at the .01 level (1-tailed).					
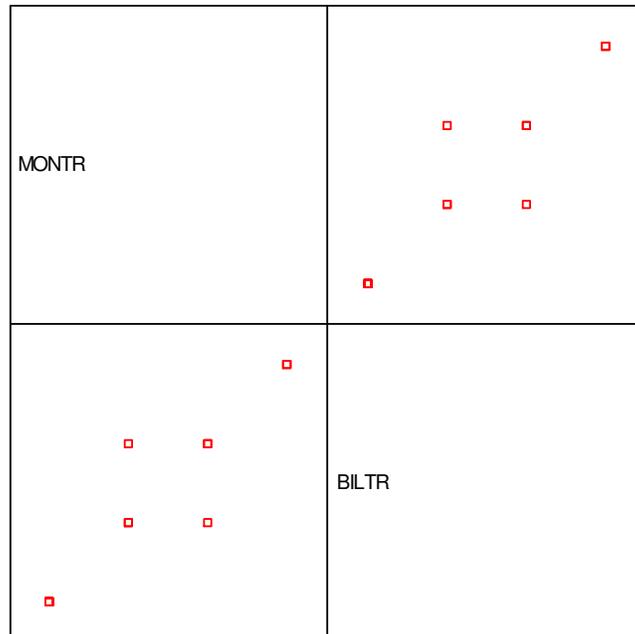
Figure 1: Turkish Essays: Matrix for the data from Monolingual Turkish Rater and
the Bilingual Rater

4.1.1.2 Judgments of Coherence on English Essays

Similarly, the correlation between the coherence judgments of Monolingual English Rater and Bilingual Rater on English essays was .996, which indicates a positive significant correlation at 0.01 level.

The table below created by SPSS 8.0 illustrates the levels of correlation between the variables and the symbol ** indicates the instances when the correlation is significant on SPSS.

Table 8: Correlation Analysis between the judgments of Monolingual English Rater (MONEN) and the Bilingual Rater (BILEN) on English Essays

Correlations			MONEN	BILEN
Spearman's rho	MONEN	Correlation Coefficient	1,000	,996(**)
		Sig. (1-tailed)	,	,000
		N	20	20
	BILEN	Correlation Coefficient	,996(**)	1,000
		Sig. (1-tailed)	,000	,
		N	20	20
** Correlation is significant at the .01 level (1-tailed).				
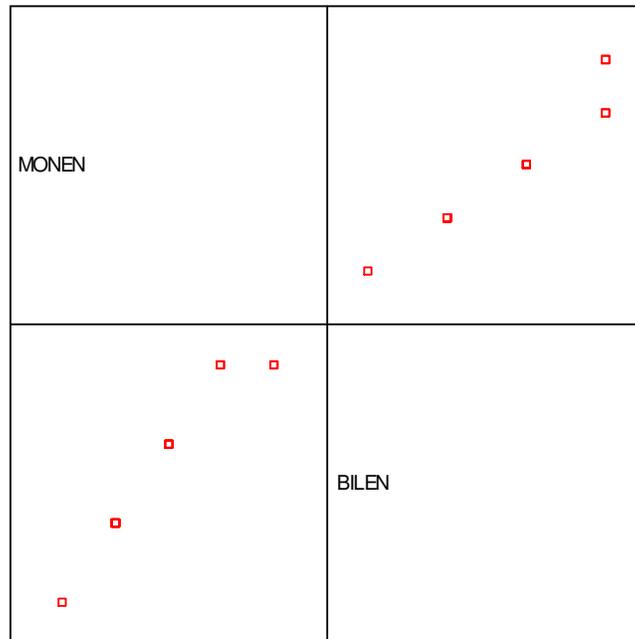
Figure 2: English Essays: Matrix for the data from Monolingual English Rater and the Bilingual Rater

4.1.2 Analysis of maxim violations

In the second group of results, the analysis of maxim violations are presented and explained.

Before the researcher analyzed the essays for maxim violations, 4 sample essays were analyzed by the researcher and the bilingual rater. The co-rater reliability analysis was conducted on the data from the bilingual rater (academic rater) and the researcher on the number of maxim violations in 4 essays (i.e., Turkish and English essays of the same students) and the reliability was found to be 0.984 at 0.01 level on SPSS. As the co-rater was trained by the researcher on the analysis of maxim violations in written discourse and both the researcher and the co-rater agreed on the procedures and criteria of analysis before, the correlation between the analyses of the two raters was highly significant.

Thus, the researcher continued to analyze all Turkish and English essays for maxim violations. (See Appendix B for the type of maxim violations in each essay)

The results of the analysis of maxim violations in each Turkish and English essay are presented in the table below.

Table 9: Number of Maxim Violations in Each Essay

Essay numbers	Quality		Quantity		Relation		Manner		TOTAL	
	TR	EN	TR	EN	TR	EN	TR	EN	TR	EN
1	3	2	3	2	3	1	3	10	12	15
2	9	13	8	6	7	3	6	5	30	27
3	2	0	8	1	4	4	2	8	16	13
4	6	6	4	0	0	1	6	2	16	9
5	1	3	2	2	0	1	5	2	8	8
6	5	6	4	4	0	3	4	4	13	17
7	6	3	6	1	4	6	3	8	19	18
8	4	3	5	4	0	2	5	6	14	15
9	0	4	2	2	1	0	3	2	6	8
10	4	5	1	2	3	3	7	5	15	15
11	3	7	4	4	3	3	5	2	15	16
12	3	6	4	4	1	1	11	9	19	21
13	5	3	4	7	6	3	10	4	25	17
14	3	4	3	4	2	2	9	5	17	15
15	3	5	3	3	0	2	6	5	12	15
16	3	3	3	2	0	0	6	4	12	9
17	1	3	3	3	1	1	6	2	11	9
18	0	2	1	2	0	0	4	1	5	5
19	2	4	3	5	4	3	7	7	16	19
20	4	2	1	2	0	0	8	3	13	7

The following table shows the total number of maxim violations in the total number of essays.

Table 10: Total Number of Times Each Maxim is Violated

Maxims of Cooperation	Turkish Essays	English Essays
Quality	67	84
Quantity	72	60
Relevance	39	39
Manner	116	94
Total	294	278

When the two sets of data from Turkish and English essays were collected and analyzed for maxim violations, it was seen that there are both similarities and differences between the two sets of data. First, the total number of maxim violations in Turkish and English essays are closer to each other, but the violations in Turkish essays seems more in number (See Table 10). Similarly, while the total number of violations of relation maxim in Turkish essays and English essays are exactly the same, there are differences between Turkish essays and English essays in terms of the violations of Quality, Quantity and Manner maxims. However, the differences are quite low for Quantity (72 violations in Turkish essays and 60 violations in English essays) and Quality (67 violations in Turkish essays and 84 violations in English essays) maxims, but the difference is higher for Manner maxim (116 violations in Turkish essays and 94 violations in English essays).

4.1.3 Relationships between Judgments of Coherence and Violation of Maxims

In the third group of results, the results of the statistical analysis of correlation between the coherence judgments of academic and non-academic raters and the number and type of maxim violations are explained in order to answer research questions 3 and 4.

These results involved the following stages:

1. The correlation analysis between the judgments of academic and non-academic raters and the violations of individual maxims in Turkish and English essays

2. The correlation analysis between the judgments of academic and non-academic raters and the total number of maxim violations in Turkish and English essays

4.1.3.1 Correlation Analysis of Raters' Coherence Judgments and Number of Violations for Each Maxim

When three sets of data from the monolingual Turkish rater, bilingual rater and the maxim analysis were collected, they were analyzed on SPSS 8.0 to identify the correlation levels. The following table shows the correlation analysis on SPSS:

Table 11: Correlations between the Coherence Judgments of Monolingual Turkish Rater and Bilingual Rater and the Violations of Individual Maxims in Turkish Essays

Correlations			MONTR	BILTR	QLTR	QNTR	RTR	MTR
Spearman's rho	**MONTR**	Correlation Coefficient	1,000	,983(**)	-,114	-,287	-,418(*)	-,406(*)
		Sig. (1-tailed)	,	,000	,317	,110	,033	,038
		N	20	20	20	20	20	20
	BILTR	Correlation Coefficient	,983(**)	1,000	-,090	-,303	-,418(*)	-,385(*)
		Sig. (1-tailed)	,000	,	,353	,097	,033	,047
		N	20	20	20	20	20	20
	QLTR	Correlation Coefficient	-,114	-,090	1,000	,519(**)	,194	,233
		Sig. (1-tailed)	,317	,353	,	,010	,206	,161
		N	20	20	20	20	20	20
	QNTR	Correlation Coefficient	-,287	-,303	,519(**)	1,000	,424(*)	-,182
		Sig. (1-tailed)	,110	,097	,010	,	,031	,222
		N	20	20	20	20	20	20
	RTR	Correlation Coefficient	-,418(*)	-,418(*)	,194	,424(*)	1,000	,039
		Sig. (1-tailed)	,033	,033	,206	,031	,	,436
		N	20	20	20	20	20	20
	MTR	Correlation Coefficient	-,406(*)	-,385(*)	,233	-,182	,039	1,000
		Sig. (1-tailed)	,038	,047	,161	,222	,436	,
		N	20	20	20	20	20	20

** Correlation is significant at the .01 level (1-tailed).   * Correlation is significant at the .05 level (1-tailed).

This analysis indicated the following results:

1. Relation Maxim in Turkish Essays:
   The correlation between the violations of relation maxim and the monolingual rater is –.418, which indicates that there is a significant negative correlation at 0.05 level. Similarly, the correlation between the violations of relation maxim and the bilingual rater is also – .418.

2. Manner Maxim in Turkish Essays:
   The correlation between the violations of manner maxim and the monolingual rater is –.406, which indicates that there is a significant negative correlation at 0.05 level. Similarly, the correlation between the violations of manner maxim and the bilingual rater is – .385.

3. Quality Maxim in Turkish Essays:
   The correlation between the violations of quality maxim and the monolingual rater is –.114 which indicates that there is a negative correlation, but it is not statistically significant at 0.01 or 0.05 levels. Similarly, the correlation between the violations of quality maxim and the bilingual rater is – .090, which is not significant either.

4. Quantity Maxim in Turkish Essays:
   The correlation between the violations of quantity maxim and the monolingual rater is –.287, which indicates that there is a negative correlation, but it is not statistically significant at 0.01 or 0.05 levels. Similarly, the correlation between the violations of quantity maxim and the bilingual rater is – .303, which is not significant either.

When the three sets of data from the monolingual English rater, bilingual rater and the maxim analysis were collected, they were analyzed on SPSS 8.0 to identify the correlation levels.

The following table shows the correlation analysis on SPSS:

Table 12: Correlations between the Coherence Judgments of Monolingual English Rater and
Bilingual Rater and the Violations of Individual Maxims in English Essays

			MONEN	BILEN	QLEN	QNEN	REN	MEN
			Correlations					
Spearman's rho	MONEN	Correlation Coefficient	1,000	,996(**)	-,343	-,427(*)	-,489(*)	-,332
		Sig. (1-tailed)	,	,000	,070	,030	,014	,077
		N	20	20	20	20	20	20
	BILEN	Correlation Coefficient	,996(**)	1,000	-,344	-,436(*)	-,469(*)	-,300
		Sig. (1-tailed)	,000	,	,069	,027	,019	,099
		N	20	20	20	20	20	20
	QLEN	Correlation Coefficient	-,343	-,344	1,000	,431(*)	,253	-,066
		Sig. (1-tailed)	,070	,069	,	,029	,141	,392
		N	20	20	20	20	20	20
	QNEN	Correlation Coefficient	-,427(*)	-,436(*)	,431(*)	1,000	,265	,121
		Sig. (1-tailed)	,030	,027	,029	,	,129	,306
		N	20	20	20	20	20	20
	REN	Correlation Coefficient	-,489(*)	-,469(*)	,253	,265	1,000	,475(*)
		Sig. (1-tailed)	,014	,019	,141	,129	,	,017
		N	20	20	20	20	20	20
	MEN	Correlation Coefficient	-,332	-,300	-,066	,121	,475(*)	1,000
		Sig. (1-tailed)	,077	,099	,392	,306	,017	,
		N	20	20	20	20	20	20

** Correlation is significant at the .01 level (1-tailed).   * Correlation is significant at the .05 level (1-tailed).

This analysis indicated the following results:

1. Quality Maxim in English Essays:

   The correlation between the violations of quality maxim and the monolingual rater is –.343, which indicates that there is a significant negative correlation at 0.05 level. Similarly, the correlation between the violations of quality maxim and the bilingual rater is – .344.

2. Quantity Maxim in English Essays:

   The correlation between the violations of quantity maxim and the monolingual rater is –.427 which indicates that there is a significant negative correlation at 0.05 level. Similarly, the correlation between the violations of quantity maxim and the bilingual rater is – .436.

3. Relation Maxim in English Essays:

   The correlation between the violations of relation maxim and the monolingual rater is –.489 which indicates that there is a significant negative correlation at 0.05 level. Similarly, the correlation between the violations of relation maxim and the bilingual rater is – .469.

4. Manner Maxim in English Essays:

   The correlation between the violations of manner maxim and the monolingual rater is –.332 which indicates that there is a negative correlation, but it is not statistically significant at 0.01 or 0.05 levels. The correlation between the violations of manner maxim and the bilingual rater is –. 300, which is not significant either.

4.1.3.2 Correlation Analysis of Raters' Coherence Judgments and Total Number of Maxim Violations

When the three sets of data from the monolingual Turkish rater, bilingual rater and the total number of maxim violations were collected, they were analyzed on SPSS 8.0 to identify the correlation levels. This analysis indicated that the correlation between the total number of maxim violations and the monolingual rater is –. 419, which indicates that there is a significant negative correlation at 0.05 level. Similarly, the correlation between the total number of maxim violations and the bilingual rater is –. 399. The following table from SPSS shows the levels of correlation.

Table 13: Correlations between the Coherence Judgments of Monolingual
Turkish Rater and Bilingual Rater and Total Number of Maxim
Violations

Correlations			MONTR	BILTR	TOTMAXTR
Spearman's rho	MONTR	Correlation Coefficient	1,000	,983(**)	-,419(*)
		Sig. (1-tailed)	,	,000	,033
		N	20	20	20
	BILTR	Correlation Coefficient	,983(**)	1,000	-,399(*)
		Sig. (1-tailed)	,000	,	,041
		N	20	20	20
	TOTMAXTR	Correlation Coefficient	-,419(*)	-,399(*)	1,000
		Sig. (1-tailed)	,033	,041	,
		N	20	20	20
** Correlation is significant at the .01 level (1-tailed).					
* Correlation is significant at the .05 level (1-tailed).					
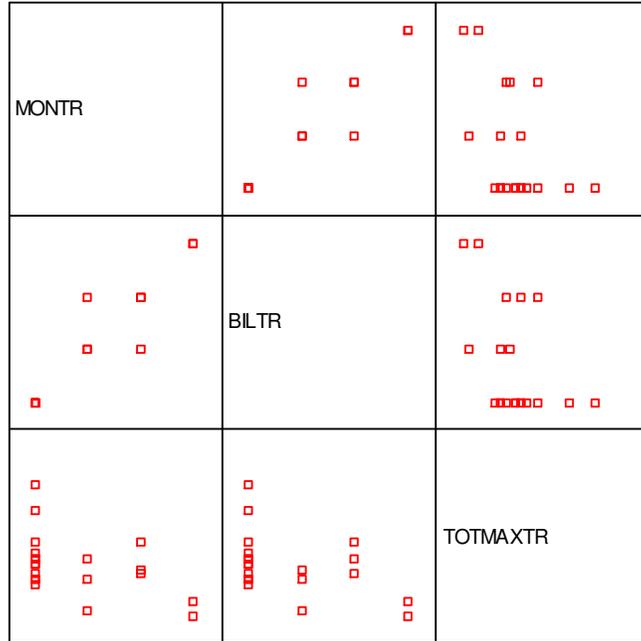
Figure 3: Turkish Essays: Matrix for the data from Monolingual Turkish Rater and
the Bilingual Rater and the Total Number of Maxim Violations

As for the English essays, the same analysis for the Turkish essays above
was done. This analysis indicated that the correlation between the total number of
maxim violations and the monolingual rater is –. 486, which indicates that there is a
significant negative correlation at 0.05 level. Similarly, the correlation between the
total number of maxim violations and the bilingual rater is –. 464. The following table
from SPSS shows the levels of correlation.

Table 14: Correlations between the Coherence Judgments of Monolingual
English Rater and Bilingual Rater and Total Number of Maxim
Violations

Correlations			MONEN	BILEN	TOTMAXEN
Spearman's rho	**MONEN**	**Correlation Coefficient**	1,000	,996(**)	-,486(*)
		Sig. (1-tailed)	,	,000	,015
		N	20	20	20
	BILEN	**Correlation Coefficient**	,996(**)	1,000	-,464(*)
		Sig. (1-tailed)	,000	,	,020
		N	20	20	20
	TOTMAXEN	**Correlation Coefficient**	-,486(*)	-,464(*)	1,000
		Sig. (1-tailed)	,015	,020	,
		N	20	20	20
** Correlation is significant at the .01 level (1-tailed).					
* Correlation is significant at the .05 level (1-tailed).					
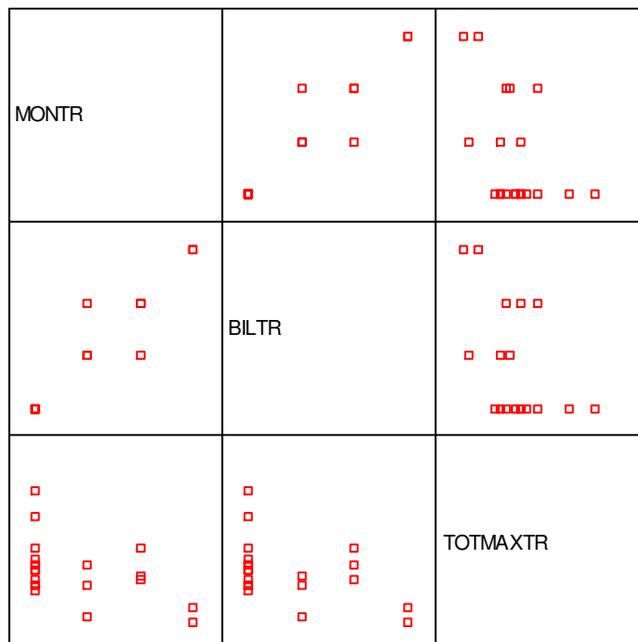
Figure 4: English Essays: Matrix for the data from Monolingual English Rater and the Bilingual Rater and the Total Number of Maxim Violations

4.1.4 Correlation Analysis for Each Maxim in Turkish and English Essays

In the fourth group of results, the correlation analysis between the violations of individual maxims in Turkish Essays and the violations of individual maxims in English Essays are presented and explained in order to answer research question 5.

Table 15 shows the correlation levels on SPSS.

Table 15: Correlation between violations of individual maxims in Turkish Essays and violations of individual maxims in English Essays

			QLTR	QNTR	RTR	MTR	QLEN	QNEN	REN	MEN
Spearman's rho	QLTR	Correlation Coefficient	1,000	,519(**)	,194	,233	,378	,144	,442(*)	,270
		Sig. (1-tailed)	,	,010	,206	,161	,050	,272	,026	,125
		N	20	20	20	20	20	20	20	20
	QNTR	Correlation Coefficient	,519(**)	1,000	,424(*)	-,182	,252	,219	,640(**)	,446(*)
		Sig. (1-tailed)	,010	,	,031	,222	,141	,176	,001	,024
		N	20	20	20	20	20	20	20	20
	RTR	Correlation Coefficient	,194	,424(*)	1,000	,039	,083	,296	,674(**)	,460(*)
		Sig. (1-tailed)	,206	,031	,	,436	,363	,102	,001	,021
		N	20	20	20	20	20	20	20	20
	MTR	Correlation Coefficient	,233	-,182	,039	1,000	,316	,502(*)	-,092	,026
		Sig. (1-tailed)	,161	,222	,436	,	,088	,012	,350	,457
		N	20	20	20	20	20	20	20	20
	QLEN	Correlation Coefficient	,378	,252	,083	,316	1,000	,431(*)	,253	-,066
		Sig. (1-tailed)	,050	,141	,363	,088	,	,029	,141	,392
		N	20	20	20	20	20	20	20	20
	QNEN	Correlation Coefficient	,144	,219	,296	,502(*)	,431(*)	1,000	,265	,121
		Sig. (1-tailed)	,272	,176	,102	,012	,029	,	,129	,306
		N	20	20	20	20	20	20	20	20
	REN	Correlation Coefficient	,442(*)	,640(**)	,674(**)	-,092	,253	,265	1,000	,475(*)
		Sig. (1-tailed)	,026	,001	,001	,350	,141	,129	,	,017
		N	20	20	20	20	20	20	20	20
	MEN	Correlation Coefficient	,270	,446(*)	,460(*)	,026	-,066	,121	,475(*)	1,000
		Sig. (1-tailed)	,125	,024	,021	,457	,392	,306	,017	,
		N	20	20	20	20	20	20	20	20

** Correlation is significant at the .01 level (1-tailed).

* Correlation is significant at the .05 level (1-tailed).

This analysis indicated the following results:

1. Relation Maxim in Turkish Essays and in English Essays:
    The correlation between the violations of relation maxim in English essays and violations of relation maxim in Turkish essays is .674, which indicates that there is a highly significant positive correlation at 0.01 level.

2. Relation Maxim in English Essays and Quantity Maxim in Turkish Essays:
    Similarly, the correlation between the violations of relation maxim in English essays and the violations of quantity maxim in Turkish is .640, which indicates that there is a significant positive correlation at 0.01 level.

3. Relation Maxim in English Essays and Quality Maxim in Turkish Essays:
    The correlation between the violations of relation maxim in English essays and violations of quality maxim in Turkish essays is .442, which indicates that there is a significant positive correlation at 0.05 level.

4. Quantity Maxim in English Essays and Manner Maxim in Turkish Essays:
    The correlation between the violations of quantity maxim in English essays and the violations of manner maxim in Turkish essays is .502, which indicates that there is a significant positive correlation at 0.05 level.

4.2   Interpretation of the Results

The results of the correlation analyses and the analysis of maxim violations answer the research questions that this study addresses.

First of all, in relation to the first research question (i.e., Is there a similarity in rating of coherence between academic and non-academic raters?), the result of the analysis on SPSS indicates that there is a highly significant positive correlation between the judgments of the non-academic (Monolingual) Turkish rater and the bilingual rater at 0.01 level. Similarly, there is also a highly significant positive

correlation between the judgments of the non-academic (Monolingual) English rater and the academic (bilingual) rater at 0.01 level. This finding reveals that the university students in Turkey have problems or difficulties related to coherence in their Turkish and English academic work and it is not only a view put forward by the academic community to which these students belong, but it is also shared by the non-academic communities who may be the potential employers of these students.

In relation to the second research question (i.e., What is the frequency of maxim violations in Turkish and English essays?), the analysis of maxim violations on Turkish essays and English essays is a qualitative analysis. The results of this analysis revealed that although the total number of maxim violations is higher in Turkish essays, the total number of violations in Turkish and English essays is close to each other. The number of violations of the Quality and the Quantity maxims in Turkish and in English essays is also close to each other whereas the number of violations of the Manner maxim in Turkish essays is higher than it is in English essays. In this analysis, the most remarkable result is that the violation of the Relation maxim in Turkish essays is exactly the same as it is in English essays. Thus, this analysis showed that there are some relationships between the Turkish and English essays suggesting that the coherence problems/difficulties in the examined two languages (in terms of Relation Maxim) can be related to each other. Moreover, the similarity in the number of violations of maxims shows that Turkish university students who learn English in Turkey do not only have coherence problems in their English essays but they also have similar problems in their L1-Turkish essays. In addition, their coherence problems in English can stem from lack of writing skills in Turkish, because writing is a "learned skill" (Enginarlar, 1990:2).

Another plausible explanation for the higher number of violations of maxims in Turkish essays compared to English essays can be related to the amount and type of instruction on writing skills that subjects had received in Turkish and in English. When the English essays for this study were collected, the subjects had already received 12 weeks of explicit instruction on academic writing skills in English and

had already done five process writings, during which they received teacher guidance and feedback for improvement. The writing instruction and the teacher guidance and feedback included the organization, content, language and vocabulary use in their essays. As shown in the essay criteria for evaluation in Chapter III, students received instruction on how to give adequate information and state relevant ideas on the topic, provide clear, adequate evidence and support for their claims, organize their ideas in the required manner, and write in a clear, understandable language. On the other hand, students stated that when they were in high school they wrote only one or two essays a year in Turkish on topics from famous Turkish proverbs (for example: Discuss the following proverb in an essay: "How you live is more important than how long you live"). Moreover, instead of explicit instruction on writing skills, they were told to introduce the topic, develop an argument in the body and provide a conclusion of their argument. They also stated that they did not see or study on a sample essay in order to achieve the skills that their teachers asked for. They also did not receive clear feedback on their essays. A couple of ways were counted: Some of their teachers asked them to read their essays out loud in the class and the only feedback they received was "OK" or "NOT OK". Some other teachers just read students' essays and gave grades between 1- not good and 5-excellent. Thus, from the comparison of writing instruction in English and in Turkish, it can be argued that the quantity and quality of writing instruction could be affective in their relatively higher success in English essays.

When the violation of each maxim is analyzed separately, the total number of violation of individual maxims in the Turkish and the English essays is also close to each other. In terms of the Quality maxim, students tend to violate Quality maxim in more instances in English essays than in Turkish essays. In the analysis of maxim violations, the violation of the Quality maxim was identified as making overgeneralizations or giving inadequate or no evidence or support for the claims/ideas. The result that the violation of Quality maxim is higher in English essays can show that students tend to violate Quality maxim due to their linguistic (structural and lexical) inadequacies. That is, limited expressive ability hinders their ability to give adequate supportive information, which would cause the students to

violate the Quality Maxim. This means students cannot provide adequate evidence or support in English essays more because they are unable to formulate these supports with the necessary lexical and structural knowledge of English. On the other hand, naturally in their L1-Turkish they can use a variety of lexical and structural elements to express their ideas.

As for the violation of the Quantity maxim, students tend to violate the Quantity maxim more in Turkish essays. In the analysis of maxim violations, the violation of the Quantity maxim were identified as inadequate information about the idea, as a whole paragraph or essay, and giving unnecessary details about the idea. The result that the students violate Quantity maxims more in Turkish essays may be related to the result found for the violation of Quality maxim. This means students violate the Quantity maxim by providing more unnecessary details in Turkish essays because they have a better linguistic ability in terms of using structures and vocabulary to express ideas/information, so they do not limit themselves and write more. However, in English they find themselves more restricted in providing information due to the limitations they have in using the linguistic features of the language. This is also related with the higher number of violation of the Quality maxim in English essays by not being able to provide adequate evidence or supports. All in all, students can feel more free in terms of using the linguistic features of Turkish in Turkish essays, so they write more ideas and violate the quantity maxim more by providing unnecessary details. On the other hand, they feel more restrained in writing in English due to more restricted control over the linguistic features of English, so they avoid giving unnecessary details and violate fewer number of Quantity maxims. However, they provide inadequate number of evidence/support for the ideas or make overgeneralizations, so they violate the Quality maxim more in English essays. Another possible reason for these results can be related to the amount and type of writing instruction that students received in Turkish and English. Obviously, students received explicit writing instruction in English on how to provide adequate information and to restrain from making overgeneralizations. On the other hand, students reported that they had not received explicit instruction on these aspects of writing in Turkish.

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The violation of the Relation maxim seems to be the key point of the discussion about the comparison of the violation of maxims in Turkish and in English essays. In the analysis of maxim violations, the violation of the Relation maxim was identified as providing irrelevant ideas to the previous and following sentences, to the thesis statement or topic sentence and to the topic of the essay. The analysis showed that students violate the Relation Maxim in the same number. This means students have same/similar amount of difficulties/problems in providing relevant ideas in both Turkish essays and in English essays. The reason for this may be similar to the discussion about the Quantity and Quality maxims above. The amount and type of writing instruction can have an affect in abiding by the Relation maxim. That means, although students received explicit writing instruction on how to provide relevant ideas and information in writing in English, they have not mastered this skill yet. On the other hand, they reported that they had not received adequate instruction on writing skills in Turkish. Therefore, in terms of Relation maxim, their lack of writing skills in Turkish and their inadequacy in English may affect each other.

Finally, the students tend to violate the Manner maxim more in Turkish essays compared to the English essays. In the analysis of maxim violations, the Manner maxim was violated in terms of two aspects. The first aspect is related to the quality of expressions like obscurity and lack of clarity, ambiguity, prolixity and inappropriate expressions for essay writing. The second one is related to the organization of ideas as required from an essay. As can be seen in Appendix B (Analysis for Maxims), the violation of Manner maxim is mostly related with the quality of expressions in both Turkish and English essays. Thus, the higher number of violation of Manner maxim in Turkish essays can be interpreted as follows: The students tend to use more inappropriate expressions for an essay, leave more expressions unclear or obscure and provide more expressions which are ambiguous or with two meanings in Turkish essays. This means student may not have received adequate instruction on these writing skills in Turkish when they were at high school. On the other hand, the lower number of violation of Manner maxim in English essays in terms of essay organization can also support this interpretation.

The fact that students received explicit instruction on the writing skills in English could achieve better in establishing coherence.

As far as the third research question (What is the relationship between the raters' judgments of coherence and the violation of the individual maxims in Turkish and English essays?) is concerned, in English essays the Relation and Quantity maxims are the most negatively correlated maxim with the coherence judgments of the raters. However, the negative correlations between the Quality and Manner maxims and the coherence judgments of the raters are not statistically significant. This finding is very similar to a recent finding by Özhan (2004) with English academic writing. In the coherence judgments of English essays, raters tend to ignore the minor language mistakes which do not interfere with the meaning. Therefore, raters tend to ignore the obscurity, ambiguity and prolixity sub-maxims of Manner maxim and the Quality maxim in terms of providing inadequate evidence or support for ideas. However, they tend to pay more attention to the features that violate Quantity and Relevance maxims. Similar to Özhan's (2004) findings, the raters tend to rate essays that do not successfully give adequate information or explanation in the essays and include relevant ideas lower than the essays which include the features above. This is also observed from the maxim violation analysis (Appendix B) of the student essays and the interviews between the researcher and the rater before and after the analysis.

As for the Turkish essays, the Relation and Manner maxims are the most negatively correlated maxim with the raters' judgments of coherence whereas the Quality and Quantity maxims seem to be the least negatively correlated maxims with the raters' judgments of coherence. In other words, the more the Relation or the Manner maxim is violated in an essay, the more the raters tend to rate the essay incoherent. On the other hand, although Quantity and Quality maxims are negatively correlated with the judgments of the raters, the correlation results are not statistically significant.

The explanation of these results can be very similar to the explanations provided above about the comparison of maxim violations between Turkish and English essays. The significant negative correlations may be related with the linguistic competency of the students. When the violation of Manner maxim in Turkish essays is considered, students may tend to feel more comfortable in terms of language use and lexical choices in their L1-Turkish. Therefore, they tend to use a lot of repetitions for their ideas in Turkish essays. Thus, they violate the prolixity sub-maxim of Manner maxim more, which can lead the raters to judge the essays as more incoherent. Another explanation is related with the correlation between the Quality and Quantity maxims and the coherence judgments of the raters. Indeed, the Quality, Quantity and the Manner maxims are quite related to each other in terms of the inadequacy of information, inadequacy of support and evidence for ideas and the obscurity, and prolixity of expression. Therefore, when a student violates the Manner maxim by not using clear and unambiguous expression, the reason for the obscurity can stem from the inadequate information (i.e., Quantity maxim) or lack of support or evidence of ideas (i.e., Quality maxim). Another scenario may be like this: A student can violate the Manner maxim by repeating words or ideas unnecessarily, thus violating the Quantity maxim at the same time (i.e.,, giving unnecessary details: Sub-maxim of Quantity).

In relation to the fourth research question (What is the relationship between the raters' judgments of coherence and the total number of maxim violations in Turkish and English essays?), both in Turkish essays and in English essays there is a significant negative correlation between the total number of maxim violations and the coherence judgments of the raters. This means that the more maxims are violated in an essay, the more the raters tend to rate the essay as incoherent. This means that the Gricean maxims can provide adequate, meaningful and detailed explanations on the coherence problems that are identified by the raters, as suggested by Özhan (2004) too.

As for the last research question (What is the relationship between the violation of individual maxims in Turkish essays and in English essays?), there are significant positive correlations between the maxims violations in Turkish essays and English essays. The most significant correlations are between the violation of Relation maxim in English essays and the violation of Relation maxim in Turkish essays. This means the more a student violates the Relation in Turkish essay, the more s/he violates Relation maxim in English essay. In other words, it can be concluded that the reason that students cannot provide relevant information in their English essays is that they cannot manage to provide relevant information in their essays in Turkish. This means that they have not learned the necessary writing skills to provide enough and relevant information in their mother tongue-Turkish, so this lack of writing skills may be affecting their writing skills similarly in academic writing in English.

However, related to the research questions 3, 4 and 5, there were also other correlations significant at 0.05 level, but not discussed in this study. These correlations were not considered in this study, because they were neither related nor affective in the scope of the research questions this study asked. For example, there was a correlation between violation of Quantity maxim and Quality maxim in Turkish essays. Similarly, there was a correlation between the violation of Manner maxim and Relation maxim in English essays. Since the present study is a comparison between Turkish essays and English essays, it did not focus on the relationships of maxim violations within Turkish essays or English essays. In other words, the present study only focused on the relationships of maxim violations between Turkish essays and English essays.

The results of this study show that there are some relationships between Turkish and English academic writing in terms of coherence difficulties/problems. These results involve not only the judgments of the academic community but also include the judgments of a wider business community. In addition, this study used Grice's Cooperative Principle and its maxims of cooperation to analyze the essays

to provide more meaningful and detailed description of the coherence difficulties/problems, parallel to earlier studies which used the same maxims for analysis. A very recent one, conducted by Didem Özhan (2004), found that Gricean maxims can be used to analyze coherence in academic writing in English. The results of the present study show close similarities with Özhan's study. Especially, in English essays both Özhan's study and this study found similar results in terms of the relationship between the coherence judgments of the raters and the violation of Relation and Quantity maxims. Another study carried out by White found that although there are "cultural differences in writer-reader expectations… in a survey of lay readers' responses to a sample letter show that, while there are individual differences in the way these maxims are interpreted, readers expect clarity, brevity, and sincerity" (2001, p. 62). In this study, therefore, readers expect adherence to the maxims of Manner (clarity), Quantity (brevity) and Quality (sincerity). In the present study, the Manner and Quantity maxims are also found to be significant maxims. For instance, the Manner maxim has a significant influence on the raters' judgments of coherence in Turkish essays. Similarly, the reasons why students violate the Manner maxim in Turkish essays can be related to the connection between the Manner maxim and the Quantity and Quality maxims. Moreover, in the study by Khalil it was found that Arab students, failed to supply sufficient information about the assigned topic in their paragraphs, which led the raters to rate these paragraphs as incoherent (1989, p.359). Much in the same way, in the present study, it is confirmed that adhering to Gricean maxims has a role in the coherence judgments of different raters in students' essays.

In addition to these studies, the present study refutes the findings of Lafond to some extent. Lafond (2000) argues that the Quality maxim has a hierarchical superiority over the other three maxims because the findings of this study suggest that if there is the violation of Quality maxim in a text, the writer cannot adhere to the other maxims. However, the present study shows that the Quality maxim is independent of the other maxims for the raters in their ratings of coherence because this maxim does not have a significant positive or negative correlation with another maxim in the coherence judgments of the raters. However, Lafond's finding can

match one of the findings of this study. The violation of the Quality maxim in Turkish essays correlates significantly and positively with the violation of Relation maxim in English essays. Therefore, at least for the context in which the present study is carried out, it is possible to suggest that violation of Quality maxim has a positive correlation with the violation of the Relation maxim.

The Relation maxim was found to be very significant for explaining judgments of coherence in this study. First of all, Relation has a significant relationship between the raters' coherence judgments in Turkish and English essays. Second, it also plays a significant role in identifying the similarities of coherence problems in Turkish and English essays. This means the violation of Relation maxim in English essays has also positive significant relationships with the violation of Quantity and Quality maxims in Turkish essays.

As discussed in Chapter II, there are a variety of approaches to coherence and there are various studies conducted in this field. While some of these studies take coherence as a concept internal to the reader, others take it to refer to the features related with the text. In this study, coherence is thought to be text-based but the study does not deny that readers' judgments of coherence may also be affected by features outside the text. In other words, the results of this study show that Gricean maxims have a role in making a text coherent and that while analyzing student essays, Gricean maxims can be used as a tool. The study shows that the analysis of Gricean maxims provides findings that help to understand the relationship between the coherence problems in Turkish and English essays. The contribution of the present study, therefore, to the field of research on coherence and ELT academic writing is that there are significant correlations between students' adhering to Gricean maxims in their Turkish and English essays and the coherence ratings of raters from different communities. The study has also shown that there are significant relationships between the violations of maxims in Turkish essays and in English essays, which shows that the coherence problems of students in their L1-Turkish has an effect on their coherence problems in English.

In fact, Gricean maxims involve many theories of coherence discussed in Chapter II. For instance, Quantity and Relation maxims are very much related with the theories of coherence from an information-oriented perspective because coherence with Quantity and Relation maxims also requires information management. The writer has to decide how much information is to be provided to the reader, how much of this information is to be redundant and sometimes irrelevant. Moreover, the techniques to manage information such as theme-rheme, given-new or topic-comment and topic development techniques can be used to adhere to the Quantity and Relation maxims. Similarly, the definitions of the Quantity and Relation maxims do not contradict with the theories of coherence from a cognitive perspective because in order to adhere to these principles, the writer has to achieve connectivity in the reader's mentally represented text. According to Givon, this is done in two ways: anaphoric and cataphoric grounding. Therefore, the writer has to ensure that in the reader's mental representation of the text, new information is connected to the previously mentioned information, that is, relevant to the previously mentioned information and that it is better for the reader to predict the coming information to be able to follow the text smoothly and this is also related with the principles of Relation and Quantity maxim. As far as non-linguistic conceptions of coherence are concerned, they also have common features with the Gricean maxims. For instance, from a reader-based perspective, as discussed in more detail in Chapter II, one way to achieve successful communication in written discourse for the writers is to form mental representations of the ideas the writer wants to convey, of the text as it is written and of the their readers as they will build from the text, which is also required from the writer to be able to adhere to the maxims of Quantity, Relation and Quality. In order to give sufficient, relevant information with evidence where necessary, the writer needs to take the reader into account, for instance, by considering the reader's world knowledge, linguistic conventions in that culture (how language works) or in that particular text type and reader's intellectual sophistication so that the writer can adjust his/her content and language accordingly.

Moreover, the reader's formal schemata also play a role in judging a text as coherent and writer's creating a text that adheres to the principles of the particular genre and text type is important. This is also what the principles of Manner maxim emphasize (be orderly) and other principles of Manner maxim are always applicable in any type of communication so that the communication is clear and meaningful, which also contributes to coherence. Although the Turkish writing syllabi officially involves the exploitation of these features of coherence, in practicality students do not seem to internalize these skills at high school Turkish writing. Instead, they seem to learn them for the first time when they learn to write in English. Thus, the lack of these features in students' L1 schemata also affects the coherence of the written texts they produce in L2-English, negatively.

In sum, this study is unique among the other studies which used Gricean maxims to analyze coherence, because none of the studies before the present study compared the coherence problems between L1 and L2 by using the maxims.

CHAPTER V

CONCLUSION

5.0 Presentation

In this chapter, a summary of the study including a brief overview of the the conclusions based on the results are presented. Next, some suggestions for further research in the field are discussed.

5.1 Summary

At the beginning of this study, the researcher believed that students had coherence problems related to giving adequate information, providing relevant and sufficient evidence and supporting and using clear expressions in well organized English essays. The assumption was that these problems stemmed from the lack of writing qualities in their mother tongue Turkish. In order to test this assumption, the researcher conducted this study and found rather interesting results as presented in pages 55-71. In the following section the most significant conclusions drawn from the results, some unexpected results and the difficulties/problems that the researcher experienced throughout this study are presented.

In terms of the results found at the end of this study, the researcher found interesting explanations for his assumptions: The highly significant positive correlations between the academic (i.e., monolingual) and non-academic (i.e., bilingual) raters showed that the coherence problems/difficulties that are identified in students' writings is are not only restricted to the academic communities' judgments, but also it is similarly shared by non-academic communities. In other

words, the potential employers of the students also think that students have coherence problems in expressing themselves in writing.

1. In the correlation analysis between raters' coherence judgments and violation of maxims Relation maxim seems to be the most significant maxim which played the most important role in raters' coherence judgments. Therefore, it can be argued that students' lack of writing skills in terms of providing relevant ideas/information in Turkish affects students' writing performance in English. Even though students were taught to provide relevant ideas/information in English, they could not internalize this writing skill because they did not learn and use it in their L1.

2. In this study, the researcher found an unexpected result. The researcher did not expect parallelisms between the violation of different maxims between Turkish and English. On the other hand, the researcher expected that violation of same individual maxims would correlate between Turkish and English. However, in the correlation analysis between the violation of individual maxims in Turkish and English essays, the Relation maxim in English essays also showed relations with the Manner, Quality and Quantity maxims in Turkish essays. In addition, the Manner maxim in English essays also showed relations with the Relation and Quantity maxims in Turkish essays. Similarly, the Manner maxim in Turkish essays was found to be related with the Quantity maxim in English essays as well. These results can lead to two conclusions:

    a. The Relation maxim can be a superordinate maxim, so violation of the Relation maxim in L2 can happen due to the violation of other maxims in L1. In other words, lack of writing skills in L2 can stem from the lack of writing skills in L1.

b. The Manner maxim was violated due to prolixity (i.e., repetition of ideas/information), lack of clarity, obscurity, use of inappropriate expressions and organization, and ambiguity in Turkish essays. When the students in this study wrote in Turkish, they felt more free in terms of linguistic and semantic features, so they violated prolixity sub maxim more in Turkish essays. Indeed, they could not give adequate information (i.e., Quantity maxim) in Turkish essays, but due to excessive repetitions they violated prolixity sub maxim of Manner maxim more. On the other hand, they felt restrained in terms of linguistic and semantic features when they wrote in English, so they gave inadequate information in their essays. Thus, they violated the Quantity maxim more in English. In other words, the violation of the Manner maxim in Turkish and the violation of the Quantity maxim in English share the same reason: Students cannot provide adequate information in their English essays. However, in Turkish essays students violated Manner maxim more because they used excessive repetitions.

In the process of this study, the researcher also had some problems/difficulties. At the beginning of the study, the researcher had to train a co-rater for the analysis of maxim violations. Since Gricean maxims are metalanguage for teaching and testing, the researcher had problems in explaining how to use maxims in the analysis of written discourse to the co-rater. Indeed, another problem related to the training problem was the difficulty of using Gricean maxims for discourse analysis. Although Gricean maxims were beneficial for both the present study and the earlier studies mentioned in Chapter II (p.28-29), it was difficult to determine which individual maxim was violated in students' essays and to explain the reasons of maxim violations because one can come across frequent overlaps of different individual maxims. For example, one may not decide whether Quantity or Quality maxim is violated when there is an instance of inadequate information. Therefore, this difficulty also affected the co-rater negatively.

In sum, this study has two important conclusions: the Relation maxim can be a superordinate maxim and can affect or be affected by the violation of other maxims. In addition, the violation of individual maxims can be related to the violation of other maxims. Therefore, students' problems/difficulties related to coherence in English academic writing can stem from the lack of writing skills in Turkish.

5.2 Suggestions for Further Research

In this section, suggestions for further research are put forward.

1. Further research can be carried out with a larger group of students from different institutions, with different essay types and with other L1s.

2. The same study can be carried out in secondary school settings, with Turkish essays and with raters from the Turkish academic community.

3. Further research can examine the effect of instruction on Turkish academic writing on English academic writing to see if writing instruction in Turkish improves writing in English.

4. Other studies can examine Lafond's (2000) findings about the Quality maxim as a hierarchical maxim.

5. It can be examined whether or not the Relation Maxim is a superordinate maxim in other different contexts and in different writing discourse.

6. The relationship between the individual maxims can be studied in different contexts with different written discourse.

7. The definition of Gricean maxims needs to be reviewed in Linguistics to clarify their meaning and use in the analysis of written discourse.

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APPENDICES

APPENDIX A

Judgments of Raters on 5-Point Coherence Scale

Essay Number	5-POINT SCALE			
	MonoLingual Turkish Rater (Turkish Essays)	Bilingual Rater (Turkish Essays)	MonoLingual English Rater (English Essays)	Bilingual Rater (English Essays)
1	3	3	3	3
2	2	2	2	2
3	2	2	1	1
4	3	4	3	3
5	5	5	5	4
6	2	2	2	2
7	4	4	4	4
8	4	3	3	3
9	3	3	3	3
10	2	2	2	2
11	2	2	2	2
12	2	2	2	2
13	2	2	2	2
14	2	2	2	2
15	2	2	2	2
16	2	2	2	2
17	2	2	2	2
18	5	5	5	4
19	2	2	2	2
20	4	4	4	4

Analysis of maxim violations in Each Student's Turkish and English Essays

Essay NO 1:

TR 1:	EN 1:
QL (1) : overgeneralization	QL (1) : overgeneralization
M (2) : lack of clarity / obscurity	QN (2): inadequate information
QN (3): Inadequate information	QL (2) : overgeneralization
R (4) : irrelevant to the previous sentence	M (3) : lack of clarity / obscurity
R (5) : irrelevant to the thesis statement	M (4) : lack of clarity / obscurity
QL (6) : lack of evidence	M (5) : lack of clarity / obscurity
M (7) : prolixity	QN (7): inadequate information
R (8) : irrelevant to the topic sentence and the previous sentence.	M (7) : lack of clarity / obscurity
	M (8) : lack of clarity / obscurity
QN (9): inadequate information	M (9) : lack of clarity / obscurity
QL (10): lack of evidence	M (10): lack of clarity / obscurity
QN (11): inadequate information as a whole essay	M (11): lack of clarity / obscurity
	M (12): lack of clarity / obscurity
M (12): less than the required length	M (13): lack of clarity / obscurity
	R (14) : irrelevant

Essay NO 2:

TR 2:	EN 2:
R (1) : irrelevant to the topic of the essay (whole essay)	QL (1): overgeneralization
R (2) : irrelevant to the topic sentence and the following sentence	QL (2): inadequate evidence or support for the previous claim
M (2) : lack of clarity / obscurity	M (3): lack of clarity / obscurity
QL(3) : inadequate evidence or support	QN (4): Inadequate information
QN (4): inadequate information as a whole paragraph	QN (5): Inadequate information-whole paragraph
R (5) : irrelevant to the topic of the essay (whole essay)	QL (5): inadequate evidence or support for the previous claim
QN (6): inadequate information	R (5): irrelevant to the topic sentence and the previous sentence.
QN (7): inadequate information	R (6): irrelevant to the topic sentence and the following sentences
R (8) : irrelevant to the topic sentence	QL (7): overgeneralization
R (9) : irrelevant to the thesis statement and the whole essay	QL (8): overgeneralization
QN (10): inadequate information	QL (9): overgeneralization
QL (11): overgeneralization	QL (10): overgeneralization
QL (12): overgeneralization	QL (11): overgeneralization
QL (13): overgeneralization	QN (12): inadequate information-whole paragraph
M (14): inappropriate expression for an essay	M (13): lack of clarity / obscurity
QL(15): inadequate evidence or support	R (14): irrelevant to the previous sentence, to the paragraph and to the whole essay
M (16): lack of clarity / obscurity	M (15): lack of clarity / obscurity
M (17): lack of clarity / obscurity	QN (16): inadequate information-whole paragraph
QN (18): inadequate information	QN (17): inadequate information
QN (19): inadequate information	QL (17): inadequate evidence or support
QL(20): inadequate evidence or support	
M (21): lack of clarity / obscurity	
QL(22): inadequate evidence or support	

Essay No 2 continued:	QL (18): overgeneralization
	QL (19): overgeneralization
QN (23): inadequate information	QL (20): overgeneralization
QN (24): inadequate information	QL (21): overgeneralization
QL(25): inadequate evidence or support	QN (22): Inadequate information
R (26): irrelevant to the topic of the essay	M (23): lack of clarity / obscurity
	M (24): prolixity
R (27): irrelevant to the previous sentence	
QL (28): overgeneralization	
M (29): organization of ideas	

Essay NO 3:

TR 3:	EN 3:
R (1): irrelevant to the whole essay	R (1): irrelevant to the previous and next sentence
R (2): irrelevant to the previous sentence and next sentence	M (2): lack of clarity / obscurity
R (3): irrelevant to the previous sentence and the topic sentence	M (3): lack of clarity / obscurity
QN (3): inadequate information	M (4-whole sentence): lack of clarity / obscurity
QL (4): lack of evidence or support	QN (4-whole sentence): inadequate information
QN (6): inadequate information	R (5): irrelevant to the previous sentence and the topic sentence
QN (7): inadequate information	M(5): lack of clarity / obscurity
QN (8): inadequate information	R (6): irrelevant to the previous sentence
QN (9): inadequate information	M (6): lack of clarity / obscurity
QN (10): inadequate information	R (7): irrelevant to the previous / next sentence
QN (11): inadequate information	M (8): lack of clarity / obscurity
QL (12): lack of evidence or support	M (9): lack of clarity / obscurity
R (13): irrelevant to the rest of the essay	M (10): lack of clarity / obscurity
QN (14): inadequate information (whole essay)	
M (15): organization of ideas(whole essay)	

Essay No 3 continued: M (16): less than the required length (whole essay)	

Essay NO 4:

TR 4:	EN 4:
QL (1): overgeneralization	M (1): lack of clarity / obscurity
QL (2): overgeneralization	QL (2): overgeneralization
QL (3): overgeneralization	QL (3): inadequate evidence or support
M (4): ambiguity	for the previous claim
QN (5): inadequate information	R (4): irrelevant to the topic sentence
M (6): prolixity	and the previous sentence
QL (6): lack of evidence or support	M (5): lack of clarity / obscurity
QN (7): inadequate information	QL (6): overgeneralization
QN (8): inadequate information	QL (7): overgeneralization
M (9): prolixity	QL (8): overgeneralization
M (10): lack of clarity / obscurity	QL (9): (whole paragraph)inadequate
QN (11): inadequate information	evidence or support to the whole
QL (12): lack of evidence or support	essay
M (13): lack of clarity / obscurity	
QL (14): lack of evidence or support	
M (15): lack of clarity / obscurity	

Essay NO 5:

TR 5:	EN 5:
M (1): prolixity	QL (1): overgeneralization
M (2): lack of clarity /obscurity	M (2): lack of clarity / obscurity
M (3): lack of clarity /obscurity	QL (3): inadequate evidence or support
QN (4): inadequate information	for the previous claim
M (5): lack of clarity / obscurity	R (4): irrelevant to the previous and
QN (6): inadequate information	following sentence

Essay No 5 continued:	QN (5): inadequate information
	QN (6): Inadequate information
QL (7): inadequate evidence or support for the previous claim	QL (7): inadequate evidence or support
	M (8): lack of clarity / obscurity
M (8): lack of clarity /obscurity	

Essay NO 6:

TR 6:	EN 6:
QL (1): inadequate evidence and support	R (1): irrelevant to the next sentence and the rest of the essay
QN (2): inadequate information	
QL (3): inadequate evidence or support for the previous claim	QL (2): inadequate evidence or support for the previous claim
QN (4): inadequate information	M (3): lack of clarity / obscurity
QL (5): overgeneralization	QL (4): inadequate evidence or support
QN (6): inadequate information	QL (5): inadequate evidence or support
QL (7): inadequate evidence or support for the previous claim	M (6): lack of clarity / obscurity
	QN (6): inadequate information
M (8): lack of clarity / obscurity	QL (7): overgeneralization
M (9): organization of ideas	QN (7): inadequate information
QL (10): inadequate evidence or support for the previous claim	QL (8): inadequate evidence or support for the previous claim
M (11): less than the required length	M (9): lack of clarity / obscurity
QN (12): inadequate information (whole essay)	M (10): prolixity
	QN (11): inadequate information
M (13): organization of the essay	R (12): irrelevant to the previous sentence
	R (13): irrelevant to the previous sentence
	QL (14): overgeneralization
	QN (15): inadequate information-whole paragraph

Essay NO 7:

TR 7:	EN 7:
QL (1): lack of evidence or support	M (1): lack of clarity / obscurity
QN (2): inadequate information	M (2): lack of clarity / obscurity
QN (3): inadequate information	QL (3): inadequate evidence or support for the previous claim
M (4): prolixity	QN (4): inadequate information
R (5): irrelevant to the previous sentence	R (5): irrelevant to the previous sentence and to the next sentence
QL (6): inadequate evidence or support	M (6): lack of clarity / obscurity
QN (7): inadequate information (whole paragraph)	R (7): irrelevant to the previous sentence
M (8): lack of clarity / obscurity	M (7): organization of ideas
R (9): irrelevant to the previous sentence and the main idea of the paragraph	M (8): organization of ideas
	R (9): irrelevant to the previous sentence and the paragraph
QL (10): inadequate evidence or support	M (10): prolixity
M (11): lack of clarity / obscurity	M (11): prolixity
QN (17): inadequate information (whole paragraph)	R (12): irrelevant to the previous sentence and the paragraph
QL (12): overgeneralization	R (13): irrelevant to the paragraph
R (13): irrelevant to the previous sentence and the main idea of the paragraph	QL (14): inadequate evidence or support for the previous claim
QN (14): inadequate information	QL (15): overgeneralization
R (15): irrelevant to the previous sentence	M (16): lack of clarity / obscurity
QL (16): lack of evidence or support	R (17): irrelevant to the previous sentence
QN (17): inadequate information	
QL (18): overgeneralization	

Essay NO 8:

TR 8:	EN 8:
QN (1): inadequate information	QN (1): inadequate information
QL (2): inadequate evidence or support to the previous claim	M (1): lack of clarity / obscurity
M (3): inappropriate expression for an essay	QL (1): inadequate evidence or support to the previous claim
QN (4): inadequate information	M (2): inappropriate expression for an essay
M (5): lack of clarity / obscurity	M (3): lack of clarity / obscurity
QN (4): inadequate information	QN (4): inadequate information
QL (5): lack of evidence or support	M (4): lack of clarity / obscurity
QL (6): inadequate evidence or support to the previous claim	R (5): irrelevant topic sentence for the paragraph
M (7): lack of clarity / obscurity	QL (6): inadequate evidence or support to the previous claim
M (8): lack of clarity / obscurity	M (6): lack of clarity / obscurity
M (9): lack of clarity / obscurity	QN (7): inadequate information
QN (10): inadequate information	R (8): irrelevant to the previous sentence
QN (11): inadequate information	QL (9): inadequate evidence or support to the previous claim
QL (12): lack of evidence or support	QN (10): inadequate information (whole paragraph)
	M (2): lack of clarity / obscurity

Essay NO 9:

TR 9:	EN 9:
R (1): irrelevant to the next sentence and the rest of the essay	QL (1): overgeneralization
QN (2): inadequate information (whole paragraph)	M (2): lack of clarity / obscurity
	QL (3): overgeneralization
M (3): lack of clarity / obscurity	QL (4): inadequate evidence or support for the previous claim
M (4): lack of clarity / obscurity	QL (5): inadequate evidence or support for the previous claim
M (5): lack of clarity / obscurity	QN (5): Inadequate information
QN (6): inadequate information (whole paragraph)	M (7): lack of clarity / obscurity
	QN (7): inadequate information

Essay NO 10:

TR 10:	EN 10:
M (1): lack of clarity / obscurity	R (1): irrelevant to the previous sentence
QL (2): overgeneralization	QL (2): inadequate evidence or support
M (3): lack of clarity / obscurity	QL (3): inadequate evidence or support for the previous claim
M (4): lack of clarity / obscurity	M (4): lack of clarity / obscurity
M (5): lack of clarity / obscurity	R (5): irrelevant to the previous sentence
QL (6): inadequate evidence or support	
QL (7): inadequate evidence or support for the previous claim	QL (6): inadequate evidence or support for the previous claim
M (8): lack of clarity / obscurity	R (7): irrelevant to the thesis statement
R (9): irrelevant to the topic sentence and the rest of the paragraph	QL (8): inadequate evidence or support for the previous claim
M (10): lack of clarity / obscurity	
M (11): prolixity	QL (9): inadequate evidence or support for the previous claim
QN (12): inadequate information	
QL (13): overgeneralization	

Essay no 10 continued:	QN (9): Inadequate information
	M (10): lack of clarity / obscurity
R (14): irrelevant to the previous	M (10): lack of clarity / obscurity
sentence	M (10): prolixity
R (15): irrelevant to the previous	QN (11): inadequate information as a
sentence	whole essay
	M (12): less than the required length

Essay NO 11:

TR 11:	EN 11:
QN (1): Inadequate information	M (1): lack of clarity / obscurity
QL (2): overgeneralization	QL (2): overgeneralization
QN (3): Inadequate information	QN (3): Inadequate information
M (4): lack of clarity / obscurity	QL (4): inadequate evidence or support
QL (5): overgeneralization	for the previous claim
R (6): irrelevant to the topic of the essay	QN (5): Inadequate information
QN (7): Inadequate information	QL (5): inadequate evidence or support
QL (8): lack of evidence or support	for the previous claim
M (9): lack of clarity / obscurity	M (6): lack of clarity / obscurity
R (10): irrelevant to the previous	QL (7): overgeneralization
sentence	QL (8): inadequate evidence or support
M (11): lack of clarity / obscurity	for the previous claim
R (12): irrelevant to the topic	R (8): irrelevant to the previous sentence
M (13): prolixity	QL (9): inadequate evidence or support
QN (14): inadequate information as a	for the previous claim
whole essay	R (9): irrelevant to the previous sentence
M (15): less than the required length	QL (10): inadequate evidence or support
	for the previous claim
	R (10): irrelevant to the previous
	sentence
	QN (11): inadequate information- whole
	paragraph

Essay no 11 continued:	QN (12): inadequate information as a whole essay

Essay NO 12:

TR 12:	EN 12:
QN (1): Inadequate information	M (1): lack of clarity / obscurity
M (2): lack of clarity / obscurity	QL (2): lack of evidence or support
QN (3): Inadequate information	QN (2): Inadequate information
M (4): lack of clarity / obscurity	M (3): lack of clarity / obscurity
M (5): lack of clarity / obscurity	M (4): lack of clarity / obscurity
M (6): inappropriate expression for an essay	QN (5): Inadequate information
M (7): lack of clarity / obscurity	M (6): lack of clarity / obscurity
M (8): lack of clarity / obscurity	QL (7): lack of evidence or support
M (9): inappropriate expression for an essay	QL (8): inadequate evidence or support for the previous claim
M (10): lack of clarity / obscurity	M (8): lack of clarity / obscurity
M (11): organization of ideas	QL (9): inadequate evidence or support for the previous claim
R (12): irrelevant to the previous sentence	M (9): lack of clarity / obscurity
QL (13): inadequate evidence or support for the previous claim	QL (10): inadequate evidence or support for the previous claim
QL (14): inadequate evidence or support for the previous claim	M (10): lack of clarity / obscurity
QN (15): Inadequate information	M (11): organization of ideas-whole paragraph
M (16): lack of clarity / obscurity	R (12): irrelevant to the topic sentence and the topic of the essay
QN (17): Inadequate information	QN (13): Inadequate information
QL (18): inadequate evidence or support for the previous claim	M (14): prolixity
M (19): inappropriate expression for an essay	QN (15): Inadequate information
	QL (16): inadequate evidence or support for the previous claim

Essay no 12 continued:	QL (17): inadequate evidence or support for the previous claim

Essay NO 13:

TR 13:	EN 13:
M (1): lack of clarity / obscurity	M (1): prolixity
QN (2): Inadequate information	M (2): organization of ideas-whole paragraph
M (3): lack of clarity / obscurity	QN (3): Inadequate information
R (4): irrelevant to the topic of the essay	R (4): irrelevant to the topic sentence and the following sentence
QN (5): Inadequate information	R (5): irrelevant to the topic sentence and the following sentence
QL (6): inadequate evidence or support for the previous claim	QN (6): Inadequate information-whole paragraph
QL (7): inadequate evidence or support for the previous claim	QL (6): inadequate evidence or support - whole paragraph
M (8): lack of clarity / obscurity	M (6): organization of ideas - whole paragraph
M (9): ambiguity	QN (7): Inadequate information
QN (10): Inadequate information	QN (8): Inadequate information
QL (11): inadequate evidence or support for the previous claim	QN (9): Inadequate information
M (12): lack of clarity / obscurity	QN (10): Inadequate information-whole paragraph
R (13): irrelevant to the previous sentence	M (10): organization of ideas - whole paragraph
QN (14): Inadequate information	QN (11): Inadequate information
R (15): irrelevant to the previous sentence	QL (11): inadequate evidence or support
M (16): inappropriate expression for an essay	

Essay no 13 continued:	for the previous claim
	QL (12): inadequate evidence or support
R (17): irrelevant to the previous	for the previous claim
sentence	R (12): irrelevant to the previous
M (18): inappropriate expression for an	sentence
essay	
R (19): irrelevant to the previous	
sentence	
M (20): inappropriate expression for an	
essay	
M (21): organization of ideas-whole	
essay	
M (22): inappropriate expression for an	
essay	
QL (23): overgeneralization	
QL (24): overgeneralization	

Essay NO 14:

TR 14:	EN 14:
M (1): lack of clarity / obscurity	M (1): prolixity
M (2): lack of clarity / obscurity	M (2): lack of clarity / obscurity
QN (3): Inadequate information	R (3): irrelevant to the thesis statement
M (4): lack of clarity / obscurity	and the whole paragraph
QN (5): Inadequate information	QL (4): inadequate evidence or support
QL (6): inadequate evidence or support	– whole paragraph
QL (7): inadequate evidence or support	QN (4): Inadequate information –whole
QN (8): Inadequate information	paragraph
M (9): prolixity	M (5): inappropriate expression for an
QL (10): overgeneralization	essay
M (11): lack of clarity / obscurity	M (6): lack of clarity / obscurity
M (12): lack of clarity / obscurity	QN (7): Inadequate information - whole
	paragraph

Essay no 14 continued:	QL (7): inadequate evidence or support
	– whole paragraph
R (13): irrelevant to the thesis	R (8): irrelevant to the thesis statement
statement (whole paragraph)	and the whole paragraph
M (14): lack of clarity / obscurity	QN (9): Inadequate information-whole
R (15): irrelevant to the previous	paragraph
sentence	QL (9): inadequate evidence or support
M (16): lack of clarity / obscurity	– whole paragraph
M (17): prolixity	QN (10): Inadequate information
	QL (11): inadequate evidence or support
	M (12): prolixity

Essay NO 15:

TR 15:	EN 15:
QL (1): overgeneralization	QL (1): inadequate evidence or support
M (2): inappropriate expression for an	QN (1): Inadequate information
essay	QN (2): Inadequate information
QN (3): Inadequate information	QL (3): overgeneralization
QL (4): inadequate evidence or support	R (4): irrelevant to the topic sentence
for the previous claim	and the previous sentences
M (5): lack of clarity / obscurity	QL (4): inadequate evidence or support
QN (6): Inadequate information	for the previous claim
QL (7): overgeneralization	M (5): lack of clarity / obscurity
QN (8): Inadequate information	QN (6): Inadequate information
M (9): lack of clarity / obscurity	M (7): lack of clarity / obscurity
M (12): lack of clarity / obscurity	R (8): irrelevant to the topic sentence
M (13): lack of clarity / obscurity	and the previous sentences
M (14): lack of clarity / obscurity	M (9): lack of clarity / obscurity
	QL (10): inadequate evidence or support
	for the previous claims
	M (11): lack of clarity / obscurity
	M (12): lack of clarity / obscurity

Essay no 15 continued:	QL (12): inadequate evidence or support
	for the previous claims

Essay NO 16:

TR 16:	EN 16:
QL (1): overgeneralization	M (1): lack of clarity / obscurity
M (2): lack of clarity / obscurity	QL (2): inadequate evidence or support
M (3): lack of clarity / obscurity	QN (3): Inadequate information
M (4): lack of clarity / obscurity	QL (4): inadequate evidence or support
QN (5): Inadequate information	for the previous claim
QL (6): inadequate evidence or support	M (5): lack of clarity / obscurity
QN (7): Inadequate information	QL (6): inadequate evidence or support
QL (8): overgeneralization	for the previous claim
M (9): lack of clarity / obscurity	M (6): lack of clarity / obscurity
M (10): prolixity	M (7): less than the required length-
QN (11): Inadequate information	whole essay
M (12): less than the required length	QN (7): Inadequate information-whole
	essay

Essay NO 17:

TR 17:	EN 17:
QN (1): Inadequate information	M (1): lack of clarity / obscurity
M (2): lack of clarity / obscurity	QN (2): Inadequate information
M (3): lack of clarity / obscurity	QL (2): inadequate evidence or support
M (4): inappropriate expression for an	M (3): prolixity
essay	QN (4): Inadequate information - whole
QL (5): inadequate evidence or support	paragraph
for the previous claim	QL (4): inadequate evidence or support -
QN (6): Inadequate information	whole paragraph
R (7): irrelevant to the previous sentence	R (5): irrelevant to the previous sentence
M (8): lack of clarity / obscurity	QN (6): inadequate information as a

Essay no 17 continued:	whole essay
	QL (6): inadequate evidence or support
M (9): organization of ideas in the whole essay	in the whole essay
QN (10): inadequate information as a whole essay	
M (11): less than the required length	

Essay NO 18:

TR 18:	**EN 18:**
M (1): lack of clarity / obscurity	QL (1): inadequate evidence or support
QN (2): Inadequate information	QN (2): Inadequate information
M (3): inappropriate expression for an essay	QN (3): Inadequate information
	QL (3): lack of evidence or support
M (4): lack of clarity / obscurity	M (4): lack of clarity / obscurity
M (5): lack of clarity / obscurity	

Essay NO 19:

TR 19:	**EN 19:**
M (1): lack of clarity / obscurity	QN (1): Inadequate information
M (2): prolixity	QL (1): inadequate evidence or support for the previous claim
M (3): lack of clarity / obscurity	M (2): lack of clarity / obscurity
QL (4): inadequate evidence or support for the previous claim	QL (3): overgeneralization
R (5): irrelevant to the topic sentence and the previous and following sentences	M (4): lack of clarity / obscurity
	R (5): irrelevant to the topic sentence and the previous and following sentences
M (6): inappropriate expression for an essay	QL (6): inadequate evidence or support for the previous claim
M (7): lack of clarity / obscurity	M (6): lack of clarity / obscurity

Essay no 19 continued:	R (7): irrelevant to the topic sentence and the previous and following sentences
R (8): irrelevant to the previous sentence	QN (8): Inadequate information
R (9): irrelevant to the previous sentence	M (9): organization of ideas
QN (10): Inadequate information as a whole paragraph	QL (10): inadequate evidence or support for the previous claim
QN (11): Inadequate information	M (10): lack of clarity / obscurity
M (12): lack of clarity / obscurity	QN (11): Inadequate information
QL (13): inadequate evidence or support for the previous claim	QN (12): Inadequate information
QN (14): Inadequate information as a whole paragraph	M (13): lack of clarity / obscurity
R (15): irrelevant to the topic sentence and the previous sentences	QN (14): inadequate information- whole paragraph
M (16): less than the required length	M (15): lack of clarity / obscurity
	R(16): irrelevant to the topic sentence and the previous and following sentences

Essay NO 20:

TR 20:	EN 20:
QN (1): Inadequate information	QN (1): Inadequate information
QN (2): Inadequate information	QL (2): inadequate evidence or support for the previous claim
QL (3): inadequate evidence or support for the previous claim	M (3): lack of clarity / obscurity
QN (4): Inadequate information	M (4): lack of clarity / obscurity
QL (4): inadequate evidence or support for the previous claim,	QN (5): Inadequate information
QN (5): Inadequate information-whole essay	M (5): lack of clarity / obscurity
	QL (7): inadequate evidence or support for the previous claim