The Comparison Between Studying of Free Composition and Guided Composition in Turkish Teaching as Foreign Language

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In this study, it has been focused on the comparison of two different writing activities implemented over 30 learners from Albania, Bulgaria, Egypt, Sudan, Morocco, Tunisia, Liberia, Yemen, Syria, China, Uyгур, Turkmenistan, Kazakhstan, Pakistan, Afghanistan, Iraq, and Ruanda at Nineteen May University, Turkish Education, Research and Application Center (OMU TURKISH). All learners are A2 level and have learned three simple tenses (the Present Progressive Tense, the Past Simple, and the Future tense “be going to”). Learners are required to use those three tenses and write freely in the framework of the subject given and then they are requested to write on the same subject using the same tenses by establishing links between the router sentences. According to study results, language mistakes they made with the effect of utterance originating from different language habits have not showed very significant differences in free or guided writing. Improvement is seen in the sentences given in writing in accordance with the guided task, but the most significant difference has stood out consistent in the transition between narration and sentences. It was observed that there was an inconsistency in the use of tenses in writing sentences freely whereas the learners established a better links between sentences and the use of tenses with guided writing task. Especially in the basic level (A1, A2) more guided writing exercises can be applied in free writing. However, the instructor who will have guided writing exercises done should choose good sentences to orient. Not using the connect quided sentences cause the learner to have contextual problems and so it will be done an unsuccesfull writing exercise.

Keywords: writing, free writing, guided writing, teaching Turkish as a foreign language, teaching writing

Introduction

The ability to write in the four basic skills is the latest developing skill. Listening is the first skill to be acquired in the womb after hearing. Speaking skill follows listening skills. The child who comes to school-age is confronted with reading and the reading skill develops. Finally, writing is the final skill that the child gets after completing three basic skills.

Writing is the written expression of the individual’s speech and thoughts (Ozdemir, 1991, p. 77). Writing is a skill consisting of processes related to obtaining knowledge and expressing knowledge (Carter, Bishop, &

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Kravits, 2002, p. 246). Writing is a high-level thinking tool, thinking on thinking (Güneş, 2007, p. 161), using the symbols and signs necessary to express thoughts in accordance with the rules, and producing a legible idea (Akyol, 2000, p. 146). Writing is a kind of spiritual-neural muscle activity that helps to unite and integrate the consciousness and the subconscious. Writing distills, clarifies, and sharpens thought (Covey, 2006, p. 153). Writing helps individuals to meet their communication needs as well as learning. As learners develop their writing skills, they practice their knowledge of written expression and go beyond what they have learned. In addition, as learners develop writing skills, they control thinking skills, use their minds continuously, and make the learning process more effective (Raimes, 1983, p. 3). Writing is difficult and it is an effort that demands a certain accumulation and knowledge (Yalcin, 1998, p. 149). The way to transform this hard work into a habit that individuals can do willingly and lovingly depends on the education of writing skills given in primary education (Ayyildiz & Bozkurt, 2006, p. 50).

Deniz (2003, p. 242) pointed out that in order to achieve a successful written expression, the following points must be combined: having a sound and rich vocabulary, to read abundantly and carefully, being a good observer, having a successful purpose, knowing the characteristics and subtlety of the language, thinking broadly and dreaming, being able to integrate emotions and thoughts into a logical and harmonious order, being original, being able to write with pleasure.

Writing Education in Turkish Education as a Foreign Language

The skill of writing is a skill that is even harder in the mother tongue. It is a very challenging process to teach this skill in a foreign language and to give it to the learners.

During the process of writing in a second language, it takes time for individuals who have not developed the writing skills in their native language, who have not formed the habit of writing and have not learned the necessary writing techniques to achieve sufficient knowledge. For this reason, writing education in a foreign language is not easy. In the beginning of this training, what is expected from writing studies in Turkish as a foreign language should be emphasized? Is it an effective narrative or a correct use of language knowledge structures he has learned?

Since an effective narrative has developed after the learner mastered the language, the primary criterion is to use the structure of linguistic structures in the right place and correctly, not to make unnecessary word repetition, not to give information about the subject inappropriate wording, to establish a sound relationship between paragraphs and sentences, complete sentences and not to leave a half at the sentence level. Punctuation and spelling mistakes should be also considered, because especially Arabic and Persian learners have no knowledge of spelling and punctuation. Writing skills in a foreign language are very difficult to win.

The learners have been observed that they are reluctant to try to acquire a skill which they have difficulty in getting in their native language. Studies in the classrooms show that learners who learn Turkish as a foreign language enjoy reading, speaking, especially listening (visual and song listening) lessons, but do not continue their writing lessons with the same will. During writing studies in class, it has been observed that learners often try to translate from their own language into Turkish and attempt to construct long sentences with the desire to make literary narratives, but they often fail to provide the connection of subject and predicate. The learner should be well motivated before the writing work begins.

For example, they should have knowledge of syntax. Because the learner tries to translate the sentences he/she designed in his/her own language into Turkish and makes sentences according to the order in his/her own language.

To know the subject-object-load sequence in Turkish will make sure that the sentence is correct. It should be emphasized to the learners that the translation of proverbs and idioms cannot be done. The learner who tries to translate the phrases they use in their own language into Turkish makes meaningless sentences. He should be also warned not to make long sentences without full control of the language. They should be directed to construct sentences that are simple and appropriate for their level of learning.

According to Barin (2009), the following situations should be taken into consideration in the practice of written expression while teaching Turkish to foreigners:

(1) The level of use of Turkish in written and oral form should be taken into consideration, not the class in which the learners are present;

(2) Special hours should be reserved for written expression activities. In addition, learners should be ready to dictate at any time;

(3) Writing activities should be directed to the learners to explain their own world of emotion and thought;

(4) Writing activities should have the ability to reveal the vocabulary of the learners;

(5) When evaluating writing skills, learners' differences (age, language usage level, vocabulary, etc.) should be considered. Then, each learner works to correct the missing aspects of writing (Word and concept acquisition studies, reading and speaking activities, etc.) and written expressions should be developed;

(6) Self-confidence should be given to learners by making them feel that they can write. To do this, the beautiful side of his writings should be brought forward and the words that encourage them should be said;

(7) Learners should be informed in advance about the types of written expression;

(8) Learners should be encouraged to write in the class with small competitions. This should be started after learners have reached a certain level of writing. Competitions should be a means of good writing. Those who do not write well should never be insulted. This type of behavior causes learners to lose their self-confidence;

(9) Writing is a fun and enjoyable endeavor to increase learners' mental activities as well as to make them feel that they do not need to be writers in order to express themselves;

(10) Learners should first read poems in which Turkish is very well studied, then memorize them, and then they should be asked to tell the stories of these poems according to their own;

(11) The beginning of a story should be written and they should be asked to write the continuation of the story according to their own. In addition, after a story is read, they should be asked to re-create the story by putting them in place of the hero;

(12) During the practice, the teacher should be a guide to remind learners of specific rules and manage learners as an orchestra conductor. The teacher should direct learners to write what they think in a fluent manner.

After these applications have been made, the learner's writing skills and his/her written writing should be checked to show that his/her skills and he/she are given importance; first, the learner has to be asked to find his/her own mistakes, then his/her mistakes should be highlighted and corrected with the learner or if there is not enough time in class, the writing work should be checked, corrected, and returned after the lesson.

For the follow-up of the writing works, a learner writing file can be created and a copy of the learner's paper can be kept in this file. Thus, it can be observed whether he/she has made the same mistake, corrected, or sustained the same. In the evaluation of writing studies, points, such as spelling and punctuation errors, correct use of language knowledge structures, word richness, page layout, expression fluency, and creativity, should be taken into consideration.

Purpose of the Study

In this study, 30 learners from Albania, Bulgaria, Egypt, Sudan, Morocco, Tunisia, Liberia, Yemen, Syria, China, Uyghur Territory, Turkmenistan, Kazakhstan, Pakistan, Afghanistan, Iraq, and Rwanda were given at first free and then guided writing work.

As a result of this study, the following questions will be sought:

- (1) Can learners express their thoughts at the appropriate place and time within the context of the subject?
- (2) Can he establish a connection when passing from one paragraph to another?
- (3) Which type of writing is less misinterpreted in syntax, spelling and punctuation?
- (4) Are the intermediate terms given to learners in guided writing effective in reducing the learner's mistakes in syntax, spelling and punctuation?
- (5) What are the common grammatical mistakes that learners speaking different mother tongues make in teaching Turkish as a foreign language classes? What type of writing is more effective in correcting these mistakes?

Contents of the Study

In this research, the participants of the writing study are at A2 level. At this level, the learners know three simple times (present time, certain past time, future time). The study done on them as a writing theme is:

You're on vacation now. Tell us where you're, what you're doing, how you feel, and compare it to your last year's holiday. Tell what your next year's holiday will be like.

Following this study, a second study was carried out with the same learners. The subject of the study has not been changed, but for each question, the premise sentences of the paragraphs have been written, the learner has been asked to continue the paragraphs and make a transition in accordance with the other paragraph. The following is the study:

Please complete the following paragraphs, and find an appropriate title for this article.

People work all year and want to rest. At their vacation, they go to different cities and countries because

I'm not at home this summer. I'm in a small village away from home

My last summer vacation was not so good last summer because last summer's vacation

I think my best holiday will be next summer because I

I'm trying to relax, take a vacation, and I'm getting out of town, like other people because

Assessment Methods

When writing skills are assessed, attention should be given to whether the rules of grammar are used correctly and appropriately, to the spelling of words, to the integrity of the subject, and to how the cross-paragraphs are made. When Kose (2008) assessed the writing skill in his work, he showed the areas to influence the rating as follows (see Table 1):

Table1

Example of Writing Skill and the Areas to Influence the Rating

1	Grammar	Language knowledge is wrong in more than half of the possible studies. Language proficiency is wrong in less than half of the possible studies. There is hardly any wrong in Language Studies.
2	Vocabulary	He never uses the words he's supposed to know at the level. He's using some of the words he's supposed to know at the level. He's using almost all of the words he's supposed to know at the level.
3	Consistency	There is often irrelativity between the sentences. There is irrelativity somewhere in between sentences. There is almost no disconnection between the sentences.
4	Length of Article	The text is far below the expected word and sentence number. In the paper, half of the expected word and sentence numbers were used. In the paper, almost all of the expected word and sentence numbers were used.
5	Spelling and Punctuation	Most words are misspelled and no punctuation is used. Some words are misspelled and some punctuations are not used. Almost all words are written correctly and punctuation is used correctly.

Study

Before writing, learners were brainstormed about the holiday. The words that come to mind after the holiday were written on the Board. It was planned what to write in the introduction, development, and conclusions. Then the subject was given and the learners were asked to finish working in 45 minutes. At the end of the study, the learners' writing activities were collected and evaluated by taking into consideration the evaluation method mentioned above and the answers to the questions stated in the study aim were sought.

Assessment

Question 1: Can learners express their thoughts at the appropriate place and time within the context of the given topic?

According to the study assessment, learners can better understand where the subject, object, and verb will be, where the adverb will be placed in the sentence and how to use the time correctly if the sample sentences are in the text in front of them. For example, in the free writing of Sudanese learner (Data 18), the writing of "a city beautiful" was read, while in the guided writing of the same learner, there was no such mistake. Any mistakes caused by the use of words and wrong words like in the sentence "because it is too far from there my hotel" by a student from Albania (Data 14) have not been seen in guided writing. In the use of time, guided writing has yielded more positive results. It was found that a Chinese learner (Data 12) has not made mistakes in the use of time in guided writing study while he has done mistakes in the free writing studies "Next year I will want to go to Fethiye." or the same learner, "I'm on summer vacation. My family and I are coming to Antalya". In the study, there were a few learners who were not very successful in both writing studies, but in general, it was observed that the learners were making fewer mistakes in the use of time based on sample sentences.

Question 2: Can the learner relate to the new paragraph with the previous paragraph?

It was given to the learners how to do a correct writing work and how to form a plan when the free writing work is started. Although the learner knows how to create introduction, development, and conclusion sections, he has not been very successful in his free writing work. The learner scrambled the order in which he was supposed to first describe his current situation, then his last year's holiday, and finally his next year's holiday and tried to explain his current situation and future plans in the same paragraph. A Syrian learner (Data 16) showed the confusion in his writing "I'm having breakfast in the morning, and doing sports at noon I and with my friends will hang around, we are walking by the sea-side". But the same learner did not make similar mistakes except for spelling and punctuation errors in the guided writing. A Rwandan learner (Data 10) did not create introduction and conclusion sections in the free writing exercise and the whole writing work is the development section. The initial sentence of the writing work is as follows: "I'm on vacation in Italy. This holiday is very, very beautiful". The same learner has made an introductory paragraph in his guided writing exercise, explained the current holiday in the second paragraph, talked about the last summer holiday in the second paragraph of development, planned the next summer holiday in the third paragraph of development, and in the fifth paragraph gave a message explaining what benefits his vacation gave him and what it would be like to have a holiday.

Question 3: In which type of writing have fewer mistakes in syntax, spelling and punctuation been observed?

There is difference in the correct use of time between free writing and guided writing studies. In this regard, there are more mistakes seen in free writing studies. There are also syntax errors between the two writing exercises. Significant differences are observed in the introduction, development, and conclusion of paragraphs and in the provision of appropriate sentences for cross-paragraphs. It has been determined that the learners write about the subject in a more controlled manner in the guided writing process in a certain frame without misguiding and consistency. It is observed that the learners are making less mistakes than they are making in the free writing studies. In both studies, there are no significant differences in spelling and punctuation observed in other areas.

In a guided writing study, there is no big difference in this field compared to free writing, but it has been found that there is less wrong in terms of spelling and punctuation. This is because they see the capital letter, the point, the comma in the given premise sentences as an example of where to use, and the correct spelling of some frequently used words. In the free writing of a Syrian learner (Data 16), the correct shape of the word city was determined in the guided writing, while the spelling mistakes, such as *şhier* (şehir), *ailme* (aile), were observed.

Question 4: Are the intermediate terms given to learners in guided writing effective in reducing the syntax, spelling, and punctuation errors of a learner?

"People are working all year and want to rest. On vacation, they go to different cities, countries, because...." sentences can be an example to the learner in many ways. Especially learners who do not use Latin alphabet have problems with writing *u, ü, o, ö, i, ı* voices, capitalization, period, and comma usage. To see the correct spelling of words reduces their mistakes especially the problem they live with the vowel Turkish letters *ü, ı, ö*. As the learner begins the paragraph, he/she sees that the sentence begins from the inside and that the first letter of the sentence is capitalized. He/She understands that it is capitalized after the point and it is written in small letters after the comma. At the same time, he sees that the subject of the sentence is in the beginning of the sentence, the verb is in

the end of the sentence, and the complement is between the subject and the verb. Thus, the learner has the possibility to correct mistakes in terms of syntax. A learner who is totally alone with his own thoughts and knowledge in a free writing work makes more mistakes about writing and punctuation as well as word sequence.

Question 5: What are the common grammatical mistakes those learners in different mother tongues making in teaching Turkish as a foreign language classes? What type of writing is more effective in correcting those mistakes?

(1) Mistakes originating from the alphabet used by learners in their mother tongue

Learners who study writing are from different continents and countries, but some learners come from the same country or region. The common mistakes made by learners from the same or culturally close countries indicate incorrect use of the language they speak, the pronunciation of the alphabet they are using, and the sound suffocation they are accustomed to. Orthography and pronunciation mistakes are seen from language conversations that are close to Turkey Turkish. Spelling and pronunciation mistakes are seen from language conversations that are close to Turkish. For example, in the writing of the learners from Syria, Egypt, Sudan, Yemen, Iraq, Morocco, and Tunisia who speak Persian and use Persian and use Arabic Alphabet, typographical and punctuation errors are observed in the writing of their own alphabet. They are the group that makes the most mistakes in writing and punctuation because of their habits in the main language alphabets without capital letters and punctuation marks, and they are the group that has the most difficulty in gaining that habit. They make mistakes in their writing because they hear and pronounce the sounds of *ü, ö, ı* differently.

(2) Mistakes made by learners from Balkan countries due to the use of possessive and personal endings

Learners from Balkan countries, such as Bulgaria and Albania, do not encounter too many mistakes because they use Latin alphabet and know punctuation and spelling rules. The most important misinterpretation in this group is the disagreement between the wrong syntax and the misinterpretation of the subject, resulting from the lack of possessive and personal endings in their own language. An Albanian learner (Data 14) wrote: “**ben** arkadaşlarımla restorana **gidiyoruz**”. There is subject-verb mismatch in the sentence and in his sentences, “**biz** çok geziyoruz **burada**. Plaja **her gün** gidiyoruz” and the word sequence is wrong. There is subject-verb mismatch in a Bulgarian learner’s (Data 9) statement “**ben** annemle mantı **pişiriyoruz**”.

(3) Common mistakes made by learners from Central Asian countries and speaking Turkish dialects

The most common mistakes made by learners from Turkmenistan and Kazakhstan are mistakes caused by similar language knowledge. These kinds of mistakes are seen in sentences by a Kazakh learner (Data 29) “**Doğdun** temiz havasıyla nefes almak için **barmak** istiyoruz”, another Kazakh learner (Data 24) “**Dünlerde** (geceleri) uyumak çok zor oldu”, “**Dünlerde** (geceleri) uyumak çok zor oldu”, and a Turkoman learner (Data 23) “**Arkadaşlarımdan** sordum onlar, Samsun çok güzel **didi**”.

(4) Mistakes originating from the language structure of the Far Eastern languages

It is seen that Chinese learners have some inconsistencies in time, which are caused by the fact that some times in China are expressed not in time suffixes but in time adverbs. A Chinese learner of Uighur nationality (Data 2) wrote “insanlar genellikle çok **çalıyor** ve çok yorgun **olur**.” and there are mistakes in the form of time adverb and the use of the time adverbs are wrong because it is not perceived correctly in another Chinese learner’s expressions (Data 12) “Her tatillerimizde biz yeni arkadaşları **tandık**, başka şehirlerinde **gezdik**. Tatilden sonra biz enerji **alıyoruz**”.

(5) Mistakes made by learners who speak Western languages result from subject-verb order and personal endings

Common mistakes of learners who come from Africa and whose native language is French or English are often related with the suffixes. African learners who have taken education in Western languages, especially because of the absence of the endings in the Western languages, find it difficult to use the annexes of people and possessives. We see these mistakes in the words of a Rwandan learner (Data 10) “**ben** bir sürü arkadaş **kazandı**.” and “inşallah bu **benim rüyalar**” and it appears that there are mistakes that are caused by the fact that they are written in the Western languages immediately after the subject. A learner from Liberian, whose mother tongue is English (Data 6), wrote “çok kıyafetler **alacağım** ve ayakkabılar” and the sentence of this habit caused the mistake is seen.

It is not possible to correct these mistakes during free writing. However, with preliminary information or corrections made after the study, learners can be shown wrong and the next study can be checked to see if they repeat the same but if the general mistakes of learners are known in the guided study, they can be given special guiding sentences and controlled at the time of writing, as well as directing them.

Conclusion and Recommendations

Writing studies are very important for foreign learners who will use Turkish as a language of education in Turkey. If the learner has not developed enough writing skills to explain his/her knowledge both in the exams and in the assignments he/she will prepare, the learner will not be able to express himself/herself. Even if the learner has the right knowledge, it does not make sense if he cannot pass it on. So what to do is to find the writing work that a foreign learner will express himself/herself in the most correct way in teaching Turkish and to do studies in that field. For this purpose, the above study shows that learners are more successful in both writing and punctuation and in cross-paragraph passages when directing sentences are used. While these studies are being carried out, it is more useful to determine the grammar mistakes that result from the nationalities and mother tongues of the learners and make a special orientation to the learners. Free writing can be used more at advanced levels, but if the basic level learner is guided by a guided writing exercise on how to write, he/she will begin writing more accurately and planned until he/she reaches the advanced level. When the learner learns to write correctly, he/she will be able to express himself/herself more freely and accurately.

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