



Güneş, S. (2013). An analysis of recognition of extended compound sentences. *International Online Journal of Education and Teaching (IOJET)*, 1(1). 25-37.
<http://iojet.org/index.php/IOJET/article/view/42/61>

AN ANALYSIS OF RECOGNITION OF EXTENDED COMPOUND SENTENCES

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Abstract

The aim of this research study was to clarify whether recognizing extended compound sentences is a problem for the first grade ELT students of Dicle University or not. This study also investigated the effect of remedial teaching on students' recognition of extended compound sentences and gender differences in terms of the recognition of extended compound sentences. The participants were 35 first grade ELT students of Dicle University. A pre-test of 30 questions was implemented to the participants and the same test was implemented as the post-test after 2-week remedial teaching.

Keywords: extended Sentence, compound sentence, types of the sentences.

1. Introduction

Teaching writing has an important role on Second or Foreign Language teaching because as it is indicated by Harmer (2007), the learners have more time to think while practicing writing than they have during spontaneous conversation. On the other hand, Leki, & Carson (1994) state writing as the most difficult skill to teach to low level learners of English Language, and as effective writing is a complex process, it requires recognition and practice of sentence types (Demirezen, 2012b) and training is required to form a cohesive whole from the sentences (Bhati, 1990; Boshier, 1998; Johns, 1990).

1.1. What is a Sentence?

According to Demirezen (1993), 'A sentence is a group of related words that we use to communicate our ideas in speech or in writing.'

Delahunty & Garvey (2010) describe sentence as the largest grammatical unit. Demirezen (1993) states the basic parts of sentences as 'subject' and 'predicate'. The subject usually occurs as a noun or pronoun in a sentence and it stands for the person, thing, or place that is related to the sentence. The predicate consists of a verb and its modifiers or complements. The verb is the most important part of the predicate.

1.1.1. What is an extended sentence?

A simple sentence consists of one main verb, one subject and one predicate, but it may include different kinds of modifiers to be extended. It is stated by Demirezen (2012a) that a simple sentence may be extended by using phrasal elements such as noun phrases, adjective phrases, adverbial phrases, prepositional phrases, appositive phrases, gerundive phrases, participle phrases, verbal phrases, infinitive phrases, and they may precede, come in-mid sentence position, or follow the simple sentence structure.

Examples:

1. **Until the early 20th century**, Istanbul was the capital of the large Ottoman Empire. (Extended from the beginning)
2. Turkey, **acting as a bridge between Europe and Asia**, has asked to become a member European Union. (Extended from the middle)

3. South Korea is a country in East Asia, **officially called the republic of Korea.**
(Extended from the end)

1.2. The Types of the Sentences

It is important to use different types of sentences for using language in an effective way; for example, using simple sentences all the way through the writing would sound monotonous, childish and unsophisticated. On the other hand, knowing the types of the sentences develops a better understanding of different sentence and the ability to demonstrate more sophisticated use of language (Demirezen, 2012b). The sentences come in a variety of shapes and sizes (Delahunty &Garvey,2010) . Four types of sentences can be realized by classifying in terms of their structures (Demirezen, 1993; Delahunty &Garvey, 2010). These are:

1. Simple Sentences
2. Compound Sentences
3. Complex Sentences
4. Compound-complex Sentences

1.2.1. Simple Sentence

A simple sentence is the smallest sentence unit. **In a simple sentence there is only one main clause and no subordinate clauses.** It doesn't have to be very short; other phrases may be added at the beginning, in the middle and at the end of the simple sentences (Demirezen,1993).

Examples:

Main Clause
Cyclists should always wear bike helmets.
Mustafa Kemal Atatürk is the founder of Modern Turkey.
Africa is a continent in the south of Mediterranean Sea.
This paragraph is composed of sentences.

(Demirezen, 1993; Delahunty & Garvey, 2010)

1.2.2. Compound Sentences

According to Teschner and Evans (2007:220) ,‘A compound sentence is a sentence consisting of at least two clauses, each of which can be separated off into its own independent clause and independent sentence.’**A compound sentence consists of two main sentences** (Demirezen, 1993). It is often needed to link simple sentences in order to join ideas together. For this reason the following ways are used:

1.2.2.1. Compound Sentences with Coordinating Conjunctions

In a compound sentence, we can't mention about only one main clause with subordinate clauses depending on it. All the clauses of a compound sentence are of equal importance and can stand on their own. They are required to follow a logical order for the coherence of the context (Samancı,2012: 22). In other words, the clauses of a compound sentence are equal in value and **there must be at least two main clauses**(Demirezen, 1993).

Coordinate Conjunctions are listed below with the acronym ‘FANBOYS’ to be kept in mind in an easier way (Samancı, 2012).

For	Or
And	Yet
Nor	So
But	

Examples:

	Main Clause 1	Conj.	Main Clause 2
For	1.Turkish soldiers fight very well in wars, 2.The meeting has to be at noon, 3.I do the shopping on Sundays,	for	they are well-trained. the boss doesn't have much time. I work on the other days of the week.
And	1.A new computer was invented, 2.John and Bill can speak Italian, 3.Mary has gone to England,	and	it caused a sensation. they also know French. She will stay there for a long time.
Nor	1.Most of the students do not like to take oral exams, 2.Mary doesn't like watching baseball,	nor	do they like to write term papers. nor she likes playing baseball.
But	1.The car was quite old, 2.I made that decision for several reasons, 3. It is raining heavily,	but	it still works. I couldn't explain them. the weather is not cold.
Or	1.Are you coming to school with me, 2.You can go to your own house,	or	will you stay in bed? you can stay here.
Yet	1.John plays basketball well, 2.Jack got the job,	yet	his favorite sport is badminton. he couldn't start because of some reasons.
So	1.You are my guest, 2.She is very helpful,	so	it is my turn to pay for the drinks. everybody likes her.

(Celce- Murcia, 1998; Demirezen, 1993)

1.2.2.2. Compound sentences with semi-colon

In formal written English, semi-colon is also used instead of coordinating conjunctions in order to connect sentences. When two sentences are joined with a semi-colon, the second sentence is usually an explanation or exploration of the meaning of the first sentence. In other words, in compounding with semi-colon, the conjunction is mostly omitted if logical relationship may be understood through the context (Demirezen, 1993). Here are some examples:

Main Clause 1	Semi-colon	Main Clause 2
We couldn't take the exam	;	the teacher couldn't come.
I don't live in a dormitory	;	I have a private room.
Turkish soldiers fight very well in wars	;	they are well-trained.

(Demirezen, 1993)

1.2.2.3. Compound sentences with correlative conjunctions

As well as coordinate conjunctions, correlative conjunctions have an important role in forming compound sentences. There must be two subjects in order to have a compound sentence by using correlative conjunctions; otherwise, the sentence cannot be accepted as compound sentence. Alexander (1988) listed correlative conjunctions as stated below:

Both.....and
 Not only.....but also
 Either.....or
 Neither.....nor

Examples:

Main Clause 1	Main Clause 2
Either you will confess,	or I will complain.
Not only was the sweater soft,	but it was also warm.
I didn't see the film,	nor did my girl friend.

(Demirezen, 1993)

1.2.2.4. Compound sentences with conjunctive adverbs

As Demirezen states (1993), 'Conjunctive Adverbs' are also used to establish compound sentences. There are three types of Conjunctive Adverbs. These are Simple Conjunctive Adverbs, Compound Conjunctive Adverb and Complex Conjunctive Adverbs. There is a special punctuation for them; each conjunction has to be between a semi-colon (;) and a coma (,).

Some of the examples of Simple Conjunctive Adverbs:

Also	however	otherwise	moreover
Then	accordingly	therefore	nevertheless
Thus	besides	consequently	furthermore
Still	hence	instead	henceforth
Meanwhile	similarly	indeed	likewise
next	fortunately		

Examples:

Main Clause 1	Simple Conjunctive Adverb	Main Clause 2
The weather is good in this region;	also,	we don't get much rain here.
I studied for my Japanese exam;	moreover,	I wrote up my term paper on Charles Dickens
This country is not fertile;	yet,.	it has beautiful historical ruins

(Demirezen, 1993)

Some of the examples of Compound Conjunctive Adverbs:

For example	That is
For instance	Of course
In addition	

Examples:

Main Clause 1	Compound Conj. Adverbs	Main Clause 2
A lot of old customs are changing;	in addition,	some of them are disappearing.
Philosophy is a part of our life;	that is,	we cannot omit it.
Highway transportation is developed in Turkey;	for example,	90% of passengers are carried by means of cars, buses, etc.

(Demirezen, 1995)

Some of the examples of the Complex Conjunctive Adverbs

As a matter of fact	In other words
On the other hand	In the mean time
On the contrary	On the one hand

Examples:

Main Clause 1	Complex Conj. Adverbs	Main Clause 2
She looks like a concerned mother;	on the contrary,	she is the most irresponsible mother in the world.
She is a very well-qualified employee;	in other words,	she deserved that promotion.
Smoking has a lot of negative effects on human body;	for example,	it causes cancer and heart attack.

1.2.3. Complex Sentences

The elements of complex sentences are not of equal importance. When related ideas are expressed in one sentence, the most important idea is placed in the independent clause and the ideas which are less important are placed in dependent clause. **In the structure of a complex sentence, there must be only one main clause and at least one subordinating clause.** If the main clause is removed from the complex sentence, the subordinate clause cannot stand by its own because it doesn't make sense by itself. Noun clauses, adjective clauses, adverb clauses and conjunctions are used in the establishment of complex sentences (Demirezen, 1993).

Some of the subordinators are given below:

That	whenever	where	as though	unless
Which	whoever	why	though	because
Who	whichever	whatever	although	since

Examples

Main Clause	Subordinator	Subordinate Clause
You mustn't speak	unless	you are spoken to
I cannot imagine	how	it all happened
I quickly shot the lion	before	it could escape

(Demirezen, 1993)

1.2.4. Compound-Complex Sentences

For the concepts which cannot be explained by a simple, compound or complex sentence, compound-complex sentences are used. **In a compound-complex sentence, there are at least two main clauses and at least one subordinate clause.** There can be, of course, more than two main clauses and subordinate clauses (Demirezen, 1993).

Examples:

main clause 1	subordinating clause 1	Conjunc.	main clause 2	subordinating clause 2
1. There are times	when one wants to be surrounded by people;	and,	there are times	when one needs solitude.
2. I don't know	why she is behaving in this way these days;	but,	I know	she has a secret in her heart.

(Demirezen, 1993)

2. Literature Review

The Entrenchment and Balance Hypothesis

Fossilization is term used for non-progression of learning despite continuous exposure to input, adequate motivation to learn, and sufficient opportunity for practice (Han, 2004). The most intuitive account for fossilization focuses on the notion of entrenchment. When a given skill is practiced thousands of times, it is soon found that it has become automated or entrenched. The more that skill is practiced, the deeper the entrenchment becomes; that is, it becomes more difficult to vary or block the use of the skill. Entrenchment occurs in neural networks when a high frequency pattern is presented continuously in the input training dat. On the other hand, when there is a radical shift in the input to an entrenchment system, neural network system can suffer from 'catastrophic interference.' The catastrophic interference can be solved by systems that emphasize the lexical and item-based nature of second language learning. Moreover, these lexically-grounded systems can also illustrate another important aspect of second language learning. This is the parasitic nature of L2 learning when L1 is already well consolidated. (Han, 2005).

By the time the learner tries to add the L2 form when L1 form is already well consolidated and entrenched, parasitism occurs. But what happens when both L1 and L2 are acquired simultaneously during childhood (Cenoz & Genesee, 2001). In this case, LX and LY forms should compete for nearby territory in the semantic space. In other cases, LY form may be dependent on LX form. In still other cases, the learner may add additional features that distinguish particular prosperities of the words and then enter the two forms in related areas of the map.

3. Methodology

The purpose of this study is to analyze students' recognition of extended compound sentences among other types of the sentences.

3.1. Research Questions

1. Is the recognition of extended compound sentence a problem for the first grade ELT students at Dicle University?
2. Is there a significant difference between males and females in terms of the recognition of extended compound sentences?
3. To what extent does instruction aid the recognition of extended compound sentences?

3.2. Setting

This research was conducted at Dicle University, English Language Education Department.

3.3 Participants

Thirty-eight (38) first year students were included in this study, because those were the only students who were present while implementing the tests. Only thirty-five (35) tests could be used as three (3) of them were not seriously answered. The profile of the participants who were included in the main analysis of this research is given below:

Table 1. *The profile of the respondents*

	Number	Percent
Gender	Male: 13 Female: 22	Male: 37,1 Female: 62,9
Age Group	18-22: 26 22-25: 2 25- : 7	18-22: 74,3 22-25: 5,7 25- : 20,0

3.4. Instrument

The design of this research is a pre-test/post-test design. A test including 30 multiple choice questions was used as the instrument of this research. There were five alternatives for each question including simple, extended compound, complex and compound complex sentences.

3.5. Procedure

Before starting to implement the tests, the questions were checked by three of my colleagues and the parts that might result in problems were changed. Then, necessary permission was requested from the instructor of concerned class. Before the students started to answer the questions, they were informed about the research and it was indicated that the identities and answers of the students would be kept confidential. They were asked to write their full names on the test. The aim was to be able to compare pre-test and post-test afterwards. The students were given 30 minutes to answer the test, but they completed the test in 20 minutes. After implementing pre-test, the students were exposed to a two-week - six hours- remedial teaching. In remedial teaching process, not only compound sentences but also other types of the sentences were taught to the students because the aim of this research was to be able to recognize extended compound sentences among other types of the sentences. Power point presentation and a video were used for teaching and after teaching process the students were given the presentation and video for self-study before implementing post-test. After two weeks, the post-test including the same questions of the pre-test was implemented to the students. The data derived from pre-test and post-test was analyzed in a quantitative way by using SPSS 18.

4. Data Analysis

The data collected from the tests were analyzed quantitatively using Statistical Packages in Social Sciences (SPSS). The reliability coefficient was calculated Cronbach's Alpha. The answers of the participants to multiple choice questions were analyzed quantitatively by using descriptive statistics- frequencies.

One-Sample T-Test was used for pre-test in order to clarify whether the recognition of extended compound sentences is a problem for the first grade ELT students or not. A Paired Samples T-Test was used in order to compare pre-test and post-test, and Independent Samples Test was used to see the gender differences. The data were analyzed in two different ways. After the frequencies and percentages of the correct and incorrect answers were calculated, the number of correct and incorrect answers for each student in terms of pre-test and post-test was calculated; that is, both a question-based and student-based analysis were done. In the following section, data gathered from the tests will be discussed in relation to the research questions.

5. Results and Discussion

First of all, the results of reliability statistics for pre-test and post-test showed that the instrument used for the research is a highly reliable tool (Cronbach's Alpha value = ,955).

R.Q.1. Is the recognition of extended compound sentence a problem for the first grade ELT students at Dicle University?

In order to answer this research question, One-Sample T Test was applied. The results of pre-test showed that (see Table 2) the recognition of extended compound sentences is not a problem for the first grade ELT students of Dicle University ($M=21,8$; $SD=8,70$). On average, 21,8 questions out of 30 questions were answered correctly by the students; that is, 70% of the questions were answered correctly. The passing grade for ELT Department at Dicle University is 60, so all of the students can be accepted as successful. The result is statistically significant $t(34)=14,8$, $p=,000$.

Table 2. *The mean and percentage of correct answers in pre-test*

	<i>Number</i>	<i>Mean</i>	<i>Percent</i>	<i>Standard Error Mean</i>	<i>Sig.</i>
PRE-TEST	35	21,8	70%	1,4	,000

R.Q. 2. Is there a significant difference between males and females in terms of the recognition of extended compound sentences?

The difference between males and females in terms of the extended compound sentences was analyzed using Independent Samples Test. The results will be presented both for pre-test and post-test.

Table 3. *Gender Differences in terms of recognition of extended compound sentences*

	<i>Number</i>	<i>Pre- Test Mean</i>	<i>Post-test Mean</i>
Male	13	21,9	28,5
Female	22	21,7	28

As it is seen on the table above, the results of pre-test and post-test in terms of correct answers given by the students are very similar. This shows that there is not a significance

difference between males and females in terms of the recognition of extended compound sentences in pre-test ($M=21,9-21,7$; $p=,729$) and post-test ($M=28,5-28$; $p=,603$).

R. Q. 3. To what extent does instruction aid the recognition of extended compound sentences?

In order to answer research questions, the analysis of the data from two different perspectives will be presented in order.

1. The average number of the questions which were answered correctly by each student.
2. The average number of the students who answered the questions correctly.

1. Student-Based Analysis

In this section, the number of the correct answers in the tests will be taken into consideration for analysis.

As it is seen on the table given below, the results revealed that the students did better ($M=28,2$, $SD=4,46$) on post-test than they did on pre-test ($M=21,8$, $SD=8,70$). The statistics show that the results are significant $t(34)=-4,5$, $p=,000$.

Table 4. *The mean, standard error and significance of the questions that were answered correctly*

	<i>N</i>	<i>M</i>	<i>SE</i>	<i>Sig.</i>
PRE-TEST	35	21,8	1,4	,000
POST-TEST	35	28,2	,75	,000

In order to see the difference between pre-test and post-test, the following table was prepared. It can be seen how many questions are answered in a correct way in pre-test and post-test for each student.

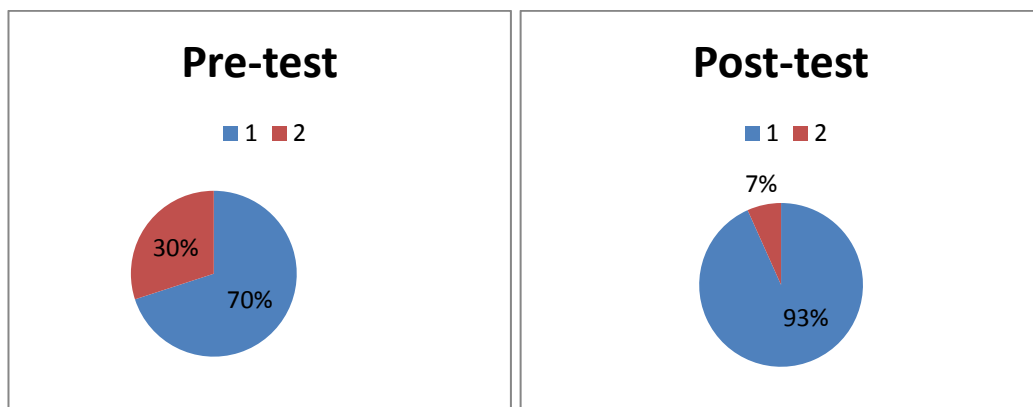
Table 5. *The number of correct answers in pre-test and post-test*

Participants	Pre-test Correct Answers	Post-test Correct Answers
<u>S1</u>	<u>2</u>	<u>30</u>
S2	13	18
S3	16	29
S4	14	28
<u>S5</u>	<u>8</u>	<u>28</u>
S6	23	30
S7	29	30
<u>S8</u>	<u>2</u>	<u>29</u>
<u>S9</u>	<u>2</u>	<u>30</u>
S10	21	27
S11	29	30
S12	29	30
S13	12	21
S14	30	30
S15	17	28
S16	28	29
S17	28	30
S18	13	7

S19	24	30
S20	28	27
S21	29	30
S22	20	29
S23	27	30
S24	21	30
S25	25	30
S26	28	30
S27	20	30
S28	30	30
S29	30	30
S30	29	30
S31	28	29
S32	28	29
S33	27	29
S34	30	30
S35	24	30

As underlined above, there is a big difference between pre-test and post-test of four students. The pre-tests of these students were analyzed in a qualitative way. It was seen that complex sentences and extended simple sentences are confused with extended compound sentences.

The graphics given below shows the percentage of the questions answered correctly in pre-test and post-test. As it seen 70% of the questions were answered correctly in pre-test. In order to see the effect of remedial teaching on students' recognition of extended compound sentences, the results of pre-test and post-test were compared. This comparison can be seen on the graphics below in a clear way. At is seen, the instruction effected students' recognition of extended compound sentences in a positive way. The percentage of the recognition of extended compound sentences increased to 93% from 70% as a result of remedial teaching.



1 Correct answers 2 Incorrect answer

2. Question-Based Analysis

In this section, the number of the students who answered each question of the tests in a correct way will be taken into consideration for analysis.

The number and percentages of the questions in terms of correct and incorrect answers in pre- test and post-test can be seen in detail in the table given below. It presents the frequencies and percentages of correct and incorrect answers both in pre-test and post-test.

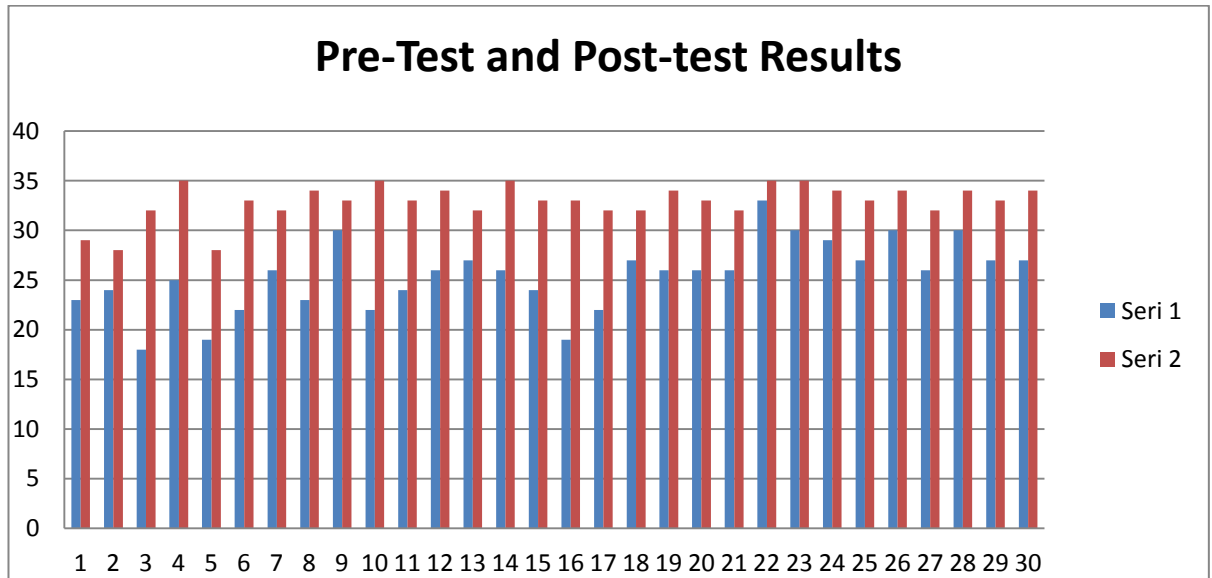
The results show that on average, the number of the students who answered the questions correctly increased in post-test when it is compared to pre-test.

Table 6. *The number and percentages of the questions in terms of correct and incorrect answers in pre- test and post-test*

Question	PRE-TEST				POST-TEST				Sig. (2-tailed)
	Frequency CORRECT	Percent CORRECT	Frequency INCORRECT	Percent INCORRECT	Frequency CORRECT	Percent CORRECT	Frequency INCORRECT	Percent INCORRECT	
Q1	23	65,7	12	34,3	29	82,9	9	17,1	,110
Q2	24	68,6	11	31,4	28	80	7	20	,292
Q3	18	51,4	17	48,6	32	91,4	3	8,6	,000
Q4	25	71,4	10	28,6	35	100	0	0	,001
Q5	19	54,3	16	45,7	28	80	7	20	,018
Q6	22	62,9	13	37,1	33	94,3	2	5,7	,000
Q7	26	74,3	9	25,7	32	91,4	3	8,6	,012
Q8	23	65,7	12	34,3	34	97,1	1	2,9	,000
Q9	30	85,7	5	14,3	33	94,3	2	5,7	,083
Q10	22	62,9	13	37,1	35	100	0	0	,000
Q11	24	68,6	11	31,4	33	94,3	2	5,7	,002
Q12	26	74,3	9	25,7	34	97,1	1	2,9	,009
Q13	27	77,1	8	22,9	32	91,4	3	8,6	,134
Q14	26	74,3	9	25,7	35	100	0	0	,002
Q15	24	68,6	11	31,4	33	94,3	2	5,7	,005
Q16	19	54,3	16	45,7	33	94,3	2	5,7	,000
Q17	22	62,9	13	37,1	32	94,3	3	5,7	,068
Q18	27	77,1	8	22,9	32	91,4	3	8,6	,096
Q19	26	74,3	9	25,7	34	97,1	1	2,9	,003
Q20	26	74,3	9	25,7	33	94,3	2	5,7	,006
Q21	26	74,3	9	25,7	32	91,4	3	8,6	,032
Q22	33	94,3	2	5,7	35	100	0	0	,160
Q23	30	85,7	5	14,3	35	100	0	0	,023
Q24	29	82,9	6	17,1	34	97,1	1	2,9	,058
Q25	27	77,1	8	22,9	33	94,3	2	5,7	,032
Q26	30	85,7	5	14,3	34	97,1	1	2,9	,044
Q27	26	74,3	9	25,7	32	91,4	3	8,6	,083
Q28	30	85,7	5	14,3	34	97,1	1	2,9	,103

Q29	27	77,1	8	22,9	33	94,3	2	5,7	,057
Q30	27	77,1	8	22,9	34	97,1	1	2,9	,017

The results above are presented with a graphic below. The blue lines refer to the number of the students who answered pre-test questions correctly; the red lines refer to the number of the students who answered post-test questions correctly. As it is seen, more students answered the questions correctly in post-test when it is compared to pre-test.



1.Pre-test

2. Post-test

4. Conclusion

To sum up, at the end of both a student-based and a question based analysis, it is seen that the participants have a high competence (70%) to recognize extended compound sentences before the remedial teaching, so it can be concluded that recognizing extended compound sentences is not a problem for the first grade ELT students of Dicle University. On the other hand, the extent of recognition extended compound sentences increased from 70% to 93% after the classroom instruction.

5. Limitations and Pedagogical Implications

The participants included in this study were only the first grade ELT students of Dicle University. It would be better to include some other participants from another department such as English Language and Literature or Linguistics and compare their results.

On the other hand, intonation of Coordinate Conjunctions (for, and, nor, but, or, yet, so) requires a special attention, so it may be studied in another research.

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