



**NEAR EAST UNIVERSITY INSTITUTE OF
EDUCATIONAL SCIENCES DEPARTMENT OF
ENGLISH LANGUAGE TEACHING**

**A SURVEY OF IMPROVING WRITING SKILLS WITH
SPECIAL REFERENCE TO “CUTTING EDGE
PRE-INTERMEDIATE”**

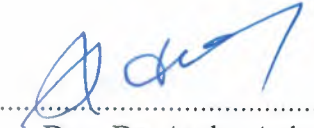
M.A THESIS

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JUNE, 2004- NICOSIA

We certify that we have read the thesis submitted by Seda akmak titled “Students’ Evaluation of Cutting Edge Pre-Intermediate Coursebook and their Attitudes toward Teaching Writing Skills in Preparatory School ” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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ACKNOWLEDGEMENTS

I would like to express my gratitude and thanks to Dr. Suat İ. Günsel Founding President of Near East University, for providing a stimulating working environment. I would also like to express my gratitude to Asst. Prof: Dr. Fuat Altunkaya, my thesis supervisor, for his advice and guidance throughout this study.

I would like to thank Slen Şahin for the application of SPSS to give the results of the questionnaire.

My thanks go to Erhan Aksular for designing the tables used in this study

Finally, I would like to thank my daughters, my husband and other members of my family for their great patience and encouragement.

ÖZET

Bu master tezi , “*Cutting Edge*” *Pre-intermediate* isimli ders kitabının yazma becerisi yönünden öğretimi, analizi ve değerlendirmesine yönelik çalışmadır.

“*Cutting Edge*” *pre-intermediate*, Sarah Cunningham ve Peter Moor tarafından yazılmış ve Yakın Doğu Üniversitesi’nde hazırlık okulunda kullanılmaktadır.

Bu çalışmanın birinci bölümü, çalışmanın kapsamı, problem ve çalışmanın amacıyla ilgilidir. Dil öğretimi methodları ve bunların yazılı anlatıma verdikleri önemi ile yazım tekniklerini ikinci bölüm anlatmaktadır. Üçüncü bölümde veri toplama methodu anlatılmaktadır. Dördüncü bölümde Yakın Doğu Üniversitesi hazırlık okuluna uygulanan anketin sonuçları verilmektedir. Sonuç ve öneriler beşinci bölümde bulunmaktadır.

Bu çalışmada ayrıca iki ek bulunmaktadır. Birinci ekte örnek yazma alıştırmaları , ikinci ekte ise öğrencilere uygulanan anket vardır.

ABSTRACT

This M.A thesis, aims at analyzing and evaluating the coursebook *Cutting Edge* in terms of writing skills. *Cutting Edge* is a coursebook written by Sarah Cunningham and Peter Moor and has been used by the students at Preparatory School Near East University.

The first chapter attempts to give the background to the study, problem, and aim of the study and continues with the scope of the study. The second chapter reviews the literature related to writing. The third chapter is about methodology and data collection. In Chapter four the results of the questionnaire, which has been administered to students at preparatory school Near East University are given. The fifth chapter involves the conclusion and suggestions. There are two appendices in this study. The first appendix presents some supplementary writing activities. The second appendix includes English and Turkish versions of the Students' Questionnaire.

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CHAPTER I

INTRODUCTION

1.0 PRESENTATION

This chapter introduces the background to the study, problem, aim of the study and continues with the scope of the study

1.1 BACKGROUND TO THE STUDY

Near East University (NEU) is an English medium university in Nicosia, Turkish Republic of Northern Cyprus. The majority of students studying at the preparatory school are Turkish and Turkish Cypriots whose ages vary between the ages of eighteen and twenty-nine.

Before starting the university, all students are required to sit the English Proficiency Test administered by the preparatory school. Students that have the required English proficiency level may enroll in their departments (freshman) and those who do not have the required proficiency level have to study at the preparatory school to reach the required proficiency level in English.

At the start of the academic year, preparatory school students are streamed into two levels Preparatory school First term (hereafter PF) and Preparatory school Second term (hereafter PS) according to the points they get from the proficiency test. The minimum duration of student's education at preparatory school is one semester and the maximum duration is two years. Students who put in one of PF groups begin their education at the elementary level and complete their education

at the pre-intermediate level. Students who put in one of the PS groups start and complete their education at the intermediate level.

The academic year is basically divided into two semesters each of which normally lasts for 16 weeks. The first one is PF which takes the first 16 weeks. Students start at the elementary level and move on to the pre-intermediate level. At the end of the first semester, the students take a test. Those who score fifty and above move on to PS level. PS level takes the second 16 weeks. Students are educated at the intermediate level. At the very end of the second semester, the students take a test. Those who score fifty and above continue their education in their chosen field of study at Near East University.

In this study, only the pre-intermediate level of PF at Near East University has been taken into consideration.

The coursebooks used at Near East University preparatory school are **Cutting Edge** coursebooks written by Sarah Cunningham and Peter Moor. They are published by Longman Corporation. **Cutting Edge** series consist of Students' Book, class cassettes, workbook, students' cassettes, Teacher resource Book, photocopiable resource bank and a mini dictionary, as a whole package. Students have only the student's book and the workbook. Teachers have the whole package. Students can carry their mini dictionaries inside the cover of the coursebook. With its mini dictionary and distinctive designed of the cover, **Cutting Edge** differs from others.

Cutting Edge pre-intermediate is a coursebook aimed for young adults studying general English in pre-intermediate level. Student's Book is divided into sixteen modules, each consisting of approximately 8 or 10 hours worth of classroom material.

"It has a multi-layer syllabus, incorporating systematic work on listening, speaking, reading and writing. It takes on integrated approach, pronunciation and includes learning, training and revision". (Cunningham and moor, 2001:4)

From general point of view it seems that the organization of the coursebook is designed so that it suits to the level of the students. All the units in the book are given from simple to complex.

Cutting Edge pre-intermediate Student's Book has the features of the task-based approach. We can say that the task which means extended oral activity is the main element in the book. The primary goal is to achieve a particular outcome or product. All these show that aim of the book is communication which encourages students to speak, and understand what is spoken. It can be said that **Cutting Edge** includes all skills in different intensity according to its aim and syllabus. It places strong emphasis on listening and speaking. Reading and writing skills also take place but they usually appear as a source (reading) and product (writing) for listening and speaking activities.

In the same book **writing** is determined as follows:

Writing skills are developed through:

- *regular writing sections* covering real-life situations such as writing postcards, filling in forms, formal and informal letters.
- *optional writing sections* following on from many of the Tasks- these give students an opportunity to write about what they have discussed.
- *improve your writing sections* in the workbook, which provide further practice of the tasks in the Students' Book as well as work on specific sub-skills such as paragraph, punctuation and linkers.
- *spelling Sections* in the workbook, which cover important patterns like-ed endings, double letters, etc.

(Cunningham and Peter Moor 2001: 5)

Although **Cutting Edge** pre-intermediate has a wide range of writing activities in the Students' Book, they are not enough to improve their writing skills. As it is mentioned above, writing skills are used as a product for listening

and speaking activities. On the other hand students have to improve their writing skills for their future education at their departments Near East University. All the types of writing are not satisfactorily presented in the book for the students at this level; furthermore, their manipulation is not clear enough. Therefore supplementary writing materials should carefully be selected.

The results of the analysis and evaluation indicate that the major concern of this study is an attempt to demonstrate the inefficiency and inadequacy of the book with respect to write.

The classroom should provide an environment in which students will learn about writing techniques related the model of good writing, get plenty of practice in writing and receive help during writing process. But this does not mean that most of the class time is devoted to the practice of writing skills. Most students need to write English in their social, educational and professional lives. Although writing as well as listening, speaking and reading is a means of communication is ignored. It is thought that in communication, writing played a minor comparison with oral/aural skills.

1.2 PROBLEM

A great majority of university students and graduates are not capable of using the **writing** skills as a means of communication although at Near East University preparatory school the aim is to teach English for communicative purposes. The reason for this is that listening, speaking and reading have the major role in the classroom activities whereas **writing** has been neglected in the field. Therefore, when they need to write a letter in English or an article about any topics, they generally can not produce well-organized text.

In language teaching coursebook is very important. The coursebook adopted should suit the students' need, interest and levels. Otherwise, as it is mentioned above language teaching cannot be successful. The main problem here is that in the most of the course books including, **Cutting Edge**, writing is not considered as an important skill, so the students suffer from the inability to communicate through writing when they leave the university. When we have studied the course book which is used at preparatory school at Near East University, **Cutting Edge**, we have seen that **Cutting Edge** does not include the types of writing exercises needed to improve students writing skills. This is because **writing** has not been taken into consideration as a main skill. It is a fact that the students at the pre-intermediate level suffer from in efficient **writing** because of the coursebook and their concentrations on **writing**. Most of the teachers usually omit the writing sections which do not meet the students' needs, interests and levels; some supplementary writing materials are used instead.

This means that, **Cutting Edge** does not include enough and suitable writing materials for student.

The student questionnaire is designed to indicate that this study is supposed to be valid and reliable because it is assumed that the answers reflect the real and sincere opinions of the participants.

1.3 AIM OF THE STUDY

The aim of the study is to analyze and evaluate the coursebook, **Cutting Edge**, used at the preparatory school at Near East University in terms of writing. The questionnaire, which is designed for students, is used as the basis of analysis. The points the coursebook fails in writing are found out according to the results of data collection techniques.

1.4 THE SCOPE OF THE STUDY

The scope is limited to **Cutting Edge** by Sarah Cunningham and Peter Moor. It is being used at the preparatory school, Near East University.

The coursebook is analyzed for its writing sections.

The purpose in this study is to help students and teachers, who have been using **Cutting Edge** as their course book, by discovering its deficiencies and weak points in writing.

CHAPTER II

2.0 REVIEW OF THE LITERATURE

The study begins with the presentation of the review of literature related to writing. First, the nature of communication, nature of writing, the need to teach writing, and general principles for teaching writing are explained. Finally, writing and other language skills, language teaching and language teaching methods, approaches in language writing and basic type of writing exercises are explained.

2.1 NATURE OF COMMUNICATION

Language is used for communication; that is, language is a means of communication. Only through communication with other people it is possible for man to express himself, to create a self image and identity in the social world. Wilkinson (1986:1) states that "I communicate therefore I am". If you communicate, you feel that you are living.

In a communication process, people either use the spoken or the written form of the language. This can be true in the use of the native language as well as the foreign language. When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them, talking to them, reading what they have written and writing to them.

Harmer (1983:42) says "Whenever communication takes place, of course, there is a speaker (and or writer) and a listener (and/or reader). This is the case even where a novelist writes a manuscript, for here the writer assumes that there will be a reader one day and that reader will be performing a communicative act when reading a book".

From the above, if a speaker or a writer wants to say something, it has a communicative purpose. A Listener or a reader wants to listen to and read something, is interested in communicative purpose. Writing is usually considered to be the visual representation of speech, and it is believed that to teach how to speak the foreign language to the students would be enough. Some people even argue that people who speak the language well can write in that language as well.

Raims (1983:4) states that "learning is not just a natural extension of learning to speak a language. We learned to speak our first language at home without systematic instruction, whereas most of us had to be taught in school how to write in that language. The two process speaking and writing are not identical."

As it is mentioned above, communication is a very important process in our life. It starts with our birth. Speaking, reading, writing and listening are very important skills for communication.

2.2 NATURE OF WRITING

Writing is the act of forming the symbols, but writing is not just putting down these symbols on paper. They have to be arranged to form words, phrases, clauses and sentences, but these sentences have to be arranged in an order and combined in certain ways as well to form a meaningful text. As people usually write for a reader, the meaningful texts which are produced as a result of translating thoughts into language are used in communication between the writer and the readers. In order for the communication process to be successful, the written text produced need to be coherent, cohesive and complete.

2.3 THE NEED TO TEACH WRITING

In the past, the most important skill was speech. The second important skill was writing. As linguists and teachers of English became increasingly involved in the study of writing, or written discourse, and as the necessity to teach a foreign language to communicate has been emerged. The communicative purpose of a language gave way to the study of writing besides speech.

In the early stages of a course oriented towards oral proficiency, writing serves a variety of pedagogical purposes. The introduction and practice of some form of writing enables us to provide for different learning styles and needs. Writing is often needed for formal and informal testing.

The need to teach writing can be summarized as follows:

- 1-As a tool in communication, writing should be taught.
- 2-Writing helps the learners to learn the target language as it provides contexts for learning.
- 3-Writing provides the learners some evidence that they are making progress in the target language.
- 4-Writing provides variety in classroom activities.
- 5-Writing helps the learners who cannot learn through oral practice alone.
- 6-As writing is generally used for testing, learning of it helps to be more successful in the examination. (Byrne, 1979)
- 7-Writing also helps students to prepare themselves for the examinations.

As a result, because of these needs that we talk about writing is essential part in language teaching.

2.4 GENERAL PRINCIPLES FOR TEACHING WRITING

Most of the students find writing the most difficult skill to acquire. The best way to get better at **writing** is to write. As with most skills, repetition is very important to be a successful writer. Both the accurate use of language and the effective organization of information are very important for good writing. Furthermore, writer to be aware of the reader's needs, both when selecting content and guiding the reader through the **writing**. River and Temperly state (1978: 264)

“Good **writing** implies knowledge of the written code; to be effective, it needs the precision and nuances which derives from a through understanding of the syntactic and lexical choices the language offers; to be interesting. It requires the ability to vary structures and patterns for rhetorical effect”

In the teaching process both oral skills (listening and speaking) and **writing** have to be taught through different techniques. Since the spoken and written forms of the language are not the same and since **writing** is a different way of communicating from speech, it follows that **writing** skills will require special teaching too.

The learners have to be exposed to the written form of the language and to appropriate varieties. Writing has to be preceded and accompanied by wide exposure to appropriate models of written language.

The learners have to be shown how **writing** functions as a system of communication. The learners have to be aware of how we communicate through the written medium and how this differs from speech. That any piece of writing has a communicative purpose needs to be explained. The learners have to be taught how to write different kinds of texts.

2.5 WRITING AND OTHER LANGUAGE SKILLS

2.5.1 SPEAKING AND WRITING

Speaking and **writing** (two modes of communication) help people to contact with one another. Writing is clearly a very different from speaking. **Writing** is the whole of the relevant activity and creates the context as we write. There can be no interaction between the writer and the reader. The whole process of communication takes place through the linguistic elements. In **writing**, we have to organize sentences carefully because we do not need feedback from our reader. We can rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language.

The main differences between speaking and **writing** can be summarized as follows:

- 1) Normal human beings acquire a native language and speaking, but this does not mean that everyone can learn to read and write in the same language. Reading and **writing** require formal teaching.
- 2) In speech, there is the use of pitch, stress, gestures and mimics which help the speaker in expressing his ideas, whereas, in **writing** only words are used.
- 3) In speech, people use intonation whereas writers use punctuation.
- 4) Speech is generally spontaneous and sometimes can be a systematic due to several reasons, but writing is more systematic and prearranged.
- 5) Speech is usually informal and there is repetition whereas, **writing** is more formal.

6) In speech, the addressee is naturally present and there is interaction and feedback between the speaker and the listener, but on the other hand, in **writing**, the addressee is not present to give feedback and there cannot be any immediate interaction between the reader and the writer.

The most important difference between **writing** and speaking concerns the need for accuracy. Harmer (1983:48) states as follows:

“Native speakers constantly make *mistakes* when they are speaking.

They hesitate and say the same thing in different ways and they often change the subject of what they are saying in mid-sentence.

Except in extremely formal situations this is considered normal and acceptable behavior. A piece of writing, however, with mistakes and half-finished sentences etc. would be judged by many native speakers as illiterate since it is expected that writing should be *correct*.

From the point of view of language teaching, therefore, there is often for greater pressure for written accuracy in speaking”

As Raims states (1989:260) students will put more thought and effort into a piece of **writing** which communicates their own interests and opinions to a reader. The subject matter of the topics should involve writers and readers in the communication of real meaning.

2.5.2 READING AND WRITING

In order to improve students' **writing**, their reading strategies should be developed adequately. Raimes (1983) has pointed that the teachers insist on using models to improve the organization of the students' **writing**, although this may involved risks.

Since it is generally assumed that reading passages will somehow function as primary models from which **writing** skills can be learned or at least inferred,

reading in the **writing** classroom is understood as the appropriate input for acquisition of writing skills.

Strotsky (1983) surveyed first language correlation studies and found the following:

- 1) There are correlations between reading achievement and writing ability. Better writers tend to be better readers.
- 2) There are correlations between reading experience and writing quality as reported through questionnaires. Better writers read more than poor writers.
- 3) Better readers tend to produce more syntactically mature writing than poorer readers.

When reading, we extract information according to the purpose of our reading, our interests, motivates and so on. We supply information to make sense of what we read, using previous experience as readers. When we write, we also make use of our knowledge of the world and of our experience as readers.

In EFL classes reading and writing tasks often depend on each other. Sometimes writing is used to check whether students understand what they have read; sometimes reading is used as preparation for writing tasks. In writing classes, reading is indeed the most frequently used way providing input, either because teachers use a model or because they select texts on the subject of the composition or ask students to do research on that subject. EFL students make contact with the foreign language through reading.

To get the students to -write better, the first step should be the improvement of the students' reading strategies. The second step should be to help them develop a different attitude towards writing by encouraging them to concentrate on content and on expressing their thoughts clearly rather than concentrating on avoiding mistakes.

2.5.3 LISTENING AND WRITING

From 1980's Listening skill has been a major characteristic of language teaching methodology. Through listening, learners gain the ability of recognizing the vocabulary, the sentence clause boundaries, stress patterns and speech rhythm. Listening and **writing** skills are used in language teaching in many ways. Actually, in real life when we listen to a lecturer we take notes or while listening to the results of the elections, football matches, etc. In the classes, many course books have listening comprehension parts in which students are required to fill in the blanks in the text or dialogues, listening for the information on the tape. The aim here is to get the message over the tape from a native speaker. Students are exposed to a real life situation in the target language.

2.5.4 INTEGRATED SKILLS

In actual language use, we rarely use one skill in isolation. A reading activity may well involve speaking and understanding speech as associated activities. A student reading a textbook may well take notes on the significant points of what he is reading. In this case, reading is complemented by writing.

When watching a TV program we may have a look at the magazine or newspaper to read the article or critics about the program. So, in this case again listening and reading are integrated. Taking a message over the telephone, taking part in any sort of conversation, filling in a form, **writing** an abstract of an article and taking notes from a talk or lecture are the situations we involve in real life. So, in all these situations two or more skills are integrated either simultaneously or in close succession.

In order to develop listening and reading skills, the teacher and the students concentrate on each of these skills separately. However, in the case of **writing** and speaking, the normal pattern is to use one of the receptive skills to

cue student written or oral responses. This combination of skills is common to variety of communicative contexts.

2.6 LANGUAGE TEACHING AND LANGUAGE TEACHING METHODS

This part is designed for language teaching and language teaching methods. It aims to give brief information about language teaching methods. Some major methods in language teaching will be examined to show the critical role of teaching **writing** in foreign language learning. The objectives of several methods will give way to the presentation of writing syllabus. For some time in the language teaching, it has been conventional to teach speech as being of primary important, regarding **writing** the secondary. As linguists and teachers of English became increasingly involved in the study of **writing** and as the necessity to teach a foreign language to communicate has been emerged, writing started to gain importance from the point of view of communication. The communicative purpose of a language gave way to the study of **writing** besides speaking.

The problem is how to do this in such a way that the learners will believe in the need and purpose of **writing** and improve their performance in **writing** through meaningful and realistic tasks, and this gave way to different methods and approaches in teaching. Therefore, the methods specially studied in terms of **writing** and the place of this skill in different methods will be displayed and discussed.

2.6.1 A BRIEF HISTORY OF LANGUAGE TEACHING

The history of foreign language teaching goes back at least to the ancient Greeks. They were interested in what they could learn about the mind and the will through language learning.

The Romans were probably the first to study a foreign language formally. They studied Greek. Their approach was less philosophical and more practical than that of the Greek. In Europe before the 16th century much of the language teaching involved teaching Latin to priests. In the 16th and 17th centuries, French was a *lingua franca* for speaking to foreigners. French was widely taught during this period. The status of Latin changed during this period from a living language that learners needed to be able to read, write in, and speak, to dead language which was studied as an intellectual exercise. Latin was taught by 'classical Method'. Emphasis was on learning grammar rules and memorization of vocabulary, translation and practice in writing sample sentences. When modern languages were taught, they were generally taught using the same method as Latin. There are, in fact, various methods used in language teaching.

The grammar-translation method (GTM) was the dominant foreign language teaching method in Europe from 1840s to 1940s. Since the main problem behind the GTM is that the lack of everyday spoken language, changes were beginning to take place. Speaking foreign languages is demanded in these years. And some reformers began reconsidering the nature of language and of learning. These reformers believed that language teaching should be based on scientific knowledge about language, that it should begin with speaking and expand to other skills, that words and sentences should be presented in context, that grammar should be taught inductively, and that translation should, for the most part, be avoided. These ideas spread and were consolidated in what became known as the Direct Method.

The basic idea behind the **Direct Method** is that language learning should make to be similar as possible to first language learning with an emphasis on oral interaction where possible and no translation between the L1 and L2. By the end of the first quarter of the last century the use of the Direct Method did not take hold in the USA the way it did in Europe. In the years following World War II, great changes took place; some of them would eventually influence language teaching and learning language. There were more languages to learn. By the time

America entered the war, it was apparent that emphasis on reading had been to the serious determinant of oral proficiency skills. More opportunities for international travel and business, international social and cultural exchanges increased the need for language learning.

In contrast to the Direct Method, the **Audio-Lingual Method** was based on existing psychological and linguistic theory. Developments in other fields have, at times, had an effect on language teaching. Some scientists from early to mid-1900s did experiments with animals, tried to understand how animals learned, and through animals, how humans learned (behaviorism). Behaviorism developed detailed descriptions of the differences between languages, had a great influence on language teaching. Behaviorists believed that languages were made up of a series of habits, and that if learners could develop all these habits, they would speak the language well. Also, they believed that a contrastive analysis of language would be invaluable in teaching languages, because points in which the languages were similar would be easy for students, but points in which they were different would be difficult for students. From these theories arose the audio-lingual method.

The audio-lingual method is based on using drills for the formation of good language habits. But it was discovered that language can not be acquired through a process of habit formation and over learning, that errors did not tell everything about language that is needed to know. Beginning in the mid -1960s, there has been variety of theoretical challenges to the audio-lingual method.

One of them is Noam Chomsky's '**Transformational Generative Grammar**'. According to Noam Chomsky language learning is not a habit formation. People can learn without imitating and they have innate capacity to learn a language. Learners do not acquire an endless list of rules but limited set of transformations which can be used over and over again. According to Noam Chomsky, language users can form an unlimited number of sentences.

Another one is that Stephan Krashen who proposed the '**Input Hypothesis**' which states that language is acquired by using comprehensible input (the language that one hears in the environment) which is slightly beyond the learners' present proficiency. Learners use the comprehensible input to deduce rules. While Krashen's theories are not universally accepted, they have an influenced.

Developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communication have taken place since the early 1970s. Community Language learning, **The Total Physical Response** and **Silent way** are some of the new methods that followed the Audio lingualism in the view of that language is not a habit formation and people can learn a language using their own thinking process or cognition to discover the rules of the language they are learning, learners are exposed to language and they formulate the rules. Comprehension is important rather than production. **Suggestopedia** emerges in the 1960s as a language teaching method. It is designed to developed positive expectations and learning capacities on the side of the students by creating a pleasant, relaxing and stimulating environment where the teacher can help students to create a pleasant network of notions about the language or with the new material.

In the mid 1970s a new teaching method came in to use which is **Communicative Approach**. The goal of language teaching is communicative competence and performance. Communicative Approach has been applied by many teachers in the world. It is intended that the students should be able to developed strategies for relating these structures to their communicative functions in real situations and real time.

Another approach in language teaching is **the Natural Approach** which is based on observation and interpretation of how learners acquire both first and second languages in informal settings.

The Eclectic Approach has also been used in language teaching. This approach involves various characteristics of different methods and approaches. It is the popular one now a day.

At this stage of our study, we are going to have a brief survey of writing skills in the major methods and approaches.

Before presenting these methods and approaches we think it is necessary to give the definitions of the terms 'method' and 'approach' so that we can clarify the difference between the two.

In the words of American applied linguist Edward Anthony:

"... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. ... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach axiomatic, a method is procedural."

2.6.2 WRITING SKILLS IN THE MAJOR TRADITIONAL METHODS AND APPROACHES

In order to clarify the importance of writing in foreign language teaching, major methods in language teaching should be examined. These methods need to be evaluated in order to display the importance of **writing** in language teaching.

The methods to be discussed are the Grammar Translation Method (hereafter GTM) , The Direct Method, The Audio-Lingual Method, Cognitive Approach, Silent Way, The Total Physical Response, Community Language learning, Natural approach, Communicative Approach and Eclectic Method.

The GTM governed foreign language teaching from the 1840s to the 1940s, and it continues to be widely used in some parts of the world today. Although The GTM was not developed under the light of a learning theory, it is regarded as the first language teaching method to day. The GTM puts emphasis on the teaching of the grammar rules of the target language and the technique which is widely used is translation from or into the target language. GTM serves to develop the reading and **writing** skills in the target language. Students read the passages in the target language and answer questions about them. Other activities include translating literary passages from one language into the other, memorizing grammar rules. **Writing** and reading receive the major attention whereas speaking, and listening, only a little. **Writing** plays an important part in evaluating students' learning in the target language. Students are given written tests to translate from L1 to L2 or vice versa. Students may be asked to write a precise of the reading passages or may be given dictation exercises. This means that literary language is emphasized over spoken language and ability to communicate in L2 is not a goal of instruction. Therefore, **writing** activities are not productive activities used in communication. In short, this method rejects the need of teaching a foreign language to be used in communication, and as a result, the learners can not use the target language efficiently to express their ideas and feelings. The principles of GTM provided the foundation for what came to be known as the Direct Method in the second half of the nineteenth century.

The Direct Method aims at making students good and native- like speakers. Language is thought to be consisting, primarily, of speech. The direct Method, therefore, emphasizes listening and speaking skills. However, teacher may devote some of the class-time to dictating a paragraph in L2 or letting students to write a paragraph in their own words about an aspect of the topic they

studied in the class. The students may write from memory or use the passage as a model. As the aim is to stress good pronunciation, **writing** has a very minor role in the method.

The Audio Lingual method, which is flourished during the Second World War, aimed to teach languages to greater groups in a shorter time. It is based on the principles of structural linguistic theory, contrastive analysis, aural –oral procedures, and behaviorists to the modern psychology. It is the first language teaching theory that is based on both linguistics and psychology. This method sequences the language skills as listening, speaking, reading, and **writing**. According this method language is speech. That is reading and **writing** has a secondary importance. There is a large amount of repetition and imitation because the method views the process of language learning as habit formation. The audio lingual method laid stress on learning to understand and speak at least some of the language before learning to read and write it. This did not mean that the written form of the language was rejected. After an aura-oral introduction, reading and **writing** activities were developed and continued to an advanced level. The learner of the audio-lingual who wished to acquire a skill in reading or **writing** in the target language had to go through a lot of spoken exercises before getting down to the written form, and when the time came to introduce writing, the practice exercises were prepared to be the extension of spoken practice, disregarding the fact that people do not write in same way as they speak.

Beside, the fact that writing was delayed until spoken forms were mastered made **writing** into a mechanical activity.

As a reaction to the Audio-lingual approach, **the cognitive approach** put less emphasis on the audio-lingual skills. It sees language as a coherent and meaningful system, which is consciously acquired to be used in real- life situations. There is an emphasis on rule learning, meaningful practice and creativity. As human begins are biologically equipped to learn language, language learning can occur at any time in a situation of meaningful use (Stern, 1983). The

material to learn should be meaningful because cognitive theory emphasizes understanding, rather than habit formation. Reading and **writing** can be presented with listening and speaking because people do not work with one skill only when dealing with a topic in real life. This means that all language skills are integrated so all the language skills have equal importance. In short, the cognitive theory had a great impact on the following language teaching approaches; The Silent Way, Suggestopedia, The Total Physical Response, and the Community Language Learning. The cognitive theory rejects that the language learning is a habit formation. In the point of language skills, it can be said that each has an important role in language learning.

The basic principles of **the Silent Way** are that 'teaching should be subordinated to learning'. The teacher should give students only what they need to promote their learning. The teacher is silent much of the time. It is believed that if you keep silent, they will talk anyway. All four skills are worked on from the beginning of the course. Pronunciation is very important because sounds are basic and carry the melody of language. In this method reading and writing exercises are used only to reinforce oral learning.

The basic principle of **Suggestopedia** is that psychological barriers to learning must be broken. Great importance is placed on student's feelings in making them feel confident and relaxed. According to this method, some good achievement can be gained through relaxing and building confidence in learners. To do this the classroom is decorated, the furniture are very comfortable, the classroom is arranged according the needs of the students, the music is used during the lesson, and the teacher is authoritative. In this method it is hard to say that **writing** is the primary skill, and it is not concerned as much as listening and speaking.

The Total Physical Response (TPR) is a language teaching method which focuses on the coordination of speech and action. It attempts to teach language through physical (motor) activity. James Asher, who developed TPR, sees no

difference between acquiring the mother tongue and learning of a foreign language. This is why TPR gives importance to the listening skill. The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. So listening is very important as the students will get the ability of understanding and producing what is commanded. Listening and speaking are two important skills whereas **writing** and reading are not concerned.

Community Language Learning (CLL) was developed by Charles Ai Curran and it draws on the counseling metaphor to redefine the role of the teacher (counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can be seen as derived from the counselor-client relationship in psychological counseling with the learner-knower relationship. This method advises teachers to consider their students as "whole persons". That is, teachers consider not only their students' feelings and intellect, but also have some understanding of the relationship among students' physical reaction, their instinctive protective reaction and their desire to learn. CLL does not use a conventional language syllabus. It depends highly on the cognitive capacity of the learners. The basic principle is the mutual interest and respect. In CLL, oral proficiency is most often used.

The Natural Approach (NA) is a product of Stephen Krashen and Tracy Terrell. The most striking proposal of the NA theory is that adults can still acquire foreign languages and that ability to "pick up" language s does not disappear at puberty. The NA, like TPR, is regarded as a comprehension-based approach because of its emphasis on initial delay (silent period) in the production of language. This approach regards communication as the main function of language. It stresses the importance of vocabulary and view language as a vehicle for communicating meanings and messages. It is aimed at the goal of basic personal communication skills (both oral and written), than is, listening to the target language situation, conversations and the like.

The Communicative Approach or Communicative Language Teaching

(CLT) has been applied by a lot of teachers in the world since 1970s. Communicative Approach to foreign language teaching was developed by British applied Linguists as a reaction to grammar-based approaches like Audio-lingual Approach. This approach aims to make communicative competence the goal of the language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Littlewood (1981:1) states that one of the most characteristic features of functional as well as structural aspects of language. Communicative ability is the goal of foreign language learning. It emphasizes the centrality of communication in language learning. It emphasizes the centrality of communication in language use and in language teaching. Communicative Language Teaching embodies communicative view of language. Naturally, this view leads to a specification and organization of language teaching content by categories of function and meaning rather than elements of grammar and structure. In Communicative Approach, what is intended is to make the students use language to communicate meaning as effectively as possible in concrete situations. The goal of the teacher is to have the students become communicatively competent. Development of listening comprehension skills is as important as oral production. It is a fact that **writing** gains an importance as a language skill in this approach. Students can write what they have learnt using some communicative materials.

The Eclectic method tries to bring together the best techniques of all the well-known language teaching methods. Eclecticists try to find the balanced development of all four language skills at all stages while retaining an emphasis on the early development of oral skills, where this is appropriate to the objectives of courses. It can be said that under the influence of different methods in language teaching which gave primary importance to speech, writing has become a second and neglected skill. After the emergence of Communicative Approach in language teaching the purpose of writing has started to change. **Writing** has gained an importance as language is regarded as a tool for communication in this

approach. The **writing** tasks are more realistic and are presented in a context. Therefore, students have started to learn how to combine their ideas in a coherent text. **Writing** cannot be regarded as an isolated skill. It should make use of the other language skills-listening, speaking and reading. This has given way to the attempts to integrate the language skills in language teaching. Students can discuss the subject orally, exchange ideas and write about what has been discussed in pairs or in groups and read what they have written to the whole class.

To conclude our discussion about major ELT methods and approaches, we have to point out the fact that it is not proper to employ only one method or approach and to dismiss others in a foreign language classroom.

There is no single best way of teaching foreign languages. In order to get a successful result, the teacher should employ an eclectic approach combining some characteristics of different methods and approaches, according to the needs and level of his /her students.

2.7 APPROACHES IN TEACHING WRITING

While teaching language in EFL classes some major methods, which have been mentioned above, have been used and different approaches appeared in teaching writing. How to teach writing in EFL classes is the main question. There is no one approach but several approaches which tried to find an answer to this question. The most important approaches are the controlled-to-free approach, the grammar-syntax organization approach, the communicative approach, and the process approach. These approaches focus on some or one of the elements of which a piece of good writing is supposed to consist. (Raimes, 1983:6).

- a. SYNTAX: sentence structure, sentence boundaries, stylistic choices, etc.
- b. GRAMMAR: rule for verbs, agreement, articles, pronouns, etc.
- c. MECHANICS: hand writing, spelling, punctuation, etc.

- d. ORGANIZATION: paragraphs, topic and support, cohesion and unity.
- e. PURPOSE: the reason for writing.
- f. WORD CHOICE: vocabulary, idiom, tone
- g. AUDIENCE: vocabulary, idiom, tone
- h. THE WRITER'S PROCESS: getting ideas, getting started, writing draft, revising, etc.

In the following sections of our study, we are going to present theses approaches and the elements emphasized in these approaches.

2.7.1 THE CONTROLLED-TO-FREE APPROACH

This approach emphasizes accuracy rather than fluency or originality and focuses on grammar, syntax and mechanics of a piece of writing.

When the Audi-lingual method was used in language teaching, speech received the major concern. On the other hand, writing only helped to reinforce speech. That is to say, speech was primary in language teaching. This method also stressed the mastery of grammatical and syntactic forms. So some techniques were developed to help the students' progress in grammar. In the controlled-to-free approach, students are first given sentence exercises, then paragraphs to copy or manipulate grammatically. There are transformational exercises as questions to affirmative sentences, plural to singular, present to past and there are also sentence combining activities. The activities are strictly controlled and students' errors are largely avoided because students have a limited opportunity to make mistakes, and as a result, the correction of the papers is easy and quick. The students may start to try some free writing when they reach a high intermediate or advanced level. An example of the controlled-to-free approach is given in the following part.

Example:

Choose the item you wish from a given set of alternatives.

My

school
house

 is by the

river
sea

. It is very large and

green
white
blue

 with

big

rooms
garden

. From my

classroom
bedroom

 window I can see

the garden
the sea
the hills

I

have
like

 a small garden with banana trees. From the bottom of my

garden I can

run
walk

 to the beach.

(Littlejohn, 1991:3)

In this type of exercise, students choose the item they wish from a given set of alternatives. It is a substitution exercise produced to combine some sentences. It is very controlled and at the end the students can reach an errorless combination of sentences.

2.7.2 THE FREE WRITING APPROACH

In this approach, the emphasis is on content and fluency. Therefore, in writing instruction, these two elements are given priority. Once ideas are down on the page, grammatical accuracy, organization and the other elements will gradually follow. The quantity of writing is emphasized rather than the quality of it.

In this approach, the students are assigned to write freely on any topic they want without worrying about grammar or spelling at the beginning of each writing course. At first, students find this very difficult, but as they write more and more often, they start writing fluently. The teacher read and talk about the ideas expressed in the pieces of free writing, but do not correct them. Alternatively, some students might volunteer to read their own aloud to the class.

Example:

Write about learning a Foreign Language.

2.7.3 THE PARAGRAPH PATTERN APPROACH

This approach stresses “organization” instead of accuracy or content. The writing instruction focuses on organizing texts. Therefore, students copy paragraphs, analyze the form of model paragraphs and imitate model passages. In order to teach composing paragraphs, students are asked to put scrambled sentences into paragraph order, to choose or invent an appropriate topic sentence.

This approach argues that in different cultures people construct and organize their communication in different ways. So, although the students organize their ideas well in their native language, they still need to see, analyze and practice the particularly English features of a piece of writing.

Example:

Put the following sentences in a right order and write a paragraph about Kelly Hall's day.

1. After the supper she studies.
2. She has breakfast with the family at half past seven.
3. Kelly Hall gets up at 6 o'clock in the morning and goes jogging at 6.30
4. She makes supper for the children at 6.30.
5. She finishes work at 4.30 and goes home.
6. She goes to work at 8.15.

(Opening Strategies/ Abbs and Freebairn, 1989: 54)

2.7.4 THE GRAMMAR – SYNTAX - ORGANISATION APPROACH

According to this approach, writing cannot be seen as a composed skill of separate skills which are learned one by one. Therefore, students should work on organization as well as the necessary grammar and syntax. According to this approach, purpose in a piece of writing is important.

Example:

Write down how you can make a birthday cake.

2.7.5 THE COMMUNICATIVE APPROACH

This approach stresses the purpose of a piece of writing and the audience for it. The students are encouraged to behave like writers in real life and to ask themselves 'why am I writing this?' and 'who will read it?' Traditionally, the

teacher alone has been the reader for students' writings, but in this approach, the readers are extended to other students in the class who also make comments on their friends' writing. So, they have the chance to write a context in which to select appropriate content language and level of formality. By this way, they have realistic writing tasks, in other words when they have a purpose to write for and reader(s) to address, they are encouraged to behave like writers in real life and can write better. For example, at the beginning of a term, the teacher may write a letter to introduce herself to his students. Students may be asked to write a letter of the same kind to the teacher. In such a task, students have both the purpose and the reader to write for.

Other than the letter writing, students may be assigned with different tasks such as writing an article for a local newspaper. Such communicative tasks provide students with an adult-to-adult based communication, rather than that of teacher-to-student. This approach emphasizes role play, asking questions and making comments.

Example:

"Ask the students in pairs or groups to imagine that the diagram shows a room at a summer sports camp. They are working for the camp's advertising agency and have to prepare a brochure to attract young people to summer sports camp. Their boss has asked them to begin with: 'Every youngster who comes to Waterside Camp has an extremely attractive private room'. They have a meeting to discuss what details should be included. Then they write a paragraph. They all read their own aloud to each other and discuss which one works the best, and why." (Raimes, 1983:33)

2.7.6 THE PROCESS APPROACH

In this approach, questions like how do I write this and How do I get started receive importance with the purpose and audience. The students should not expect that the words they put on papers will be perfect right away. They should discover new ideas, sentences, and write a first draft and revise it.

In this approach, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to “correct” which usually means to find the errors. Rather, they explore a topic through writing, showing the teacher and each other their drafts and using what they write to read over, think about, and move them on to new ideas. In this approach, time and feedback are important. Writing is a process of discovery, discovery of ideas and new language forms to express those ideas.

To sum up, all these approaches mentioned above overlap, and in the classes, the teachers use all the approaches and their techniques. There is no one way to teach writing, and as a result, the teacher brings together the techniques of all the approaches which is called eclectic approach. The basic assumption of these approaches is, as Raimes says:

“Writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader and that the process of writing is valuable learning tool for all of our students” (1983:11)

2.8 BASIC TYPES OF WRITING EXERCISES

In this part of our study, we have aimed at presenting basic types of writing exercises. Familiarization, Controlled writing, Guided writing, free writing are explained and examples are given.

Pincas (1989:77) classifies these exercises as following :

WRITING EXERCISES

TYPE: *what is being done*

a) FAMILIARISATION	b) CONTROLLED WRITING	c) GUIDED WRITING	d) FREE WRITING
i) Identifying ii) Evaluating	i) combining ii) substitution	i) completion ii) reproduction iii) compression iv) paraphrase	i) expansion ii) completion iii) transposition iv) pictures v) games

TECHNIQUES: *how it is being done*

- i) underlining
- ii) matching
- iii) comparing
- iv) multiple choice
- v) copying
- vi) re-ordering
- vii) correcting/improving
- viii) using plans and outlines

CUE: *how it is stimulated*

a) AUDIO-VISUAL	b) WRITING (English or mother tongue)
activity (incl. game)	full reading on topic
events	selected reading
class discussion	outlines of essays
listening comprehension	charts and tabulations
(talks, plays, etc)	essay titles
objects	

As it can be seen above, Pincas tries to explain the writing exercises by explaining the types (what is being done), the techniques (how it is done) and the cue (How it is stimulated). The writing types and techniques will be explained below.

2.8.1 FAMILIARIZATION

If the students wanted to gain the competence in English that they need familiarization exercises that can help them. Controlled, guided writing and free writing follow these exercises.

Identifying and evaluating are two basic types of familiarization.

2.8.1.1 FAMILIARIZATION BY IDENTIFYING

As Pincas (1989: 79) claims that the aim of identifying exercises is to stimulate close reading and an awareness of the features of writing.

Underlining, matching, comparing, multiple-choice questions, and reordering are five basic types of familiarization.

i) Identifying by Underlining

The students are given a text and they are required to underline some words according to the subject.

Example:

Study the following paragraph and underline the verbs in the present continuous tense.

Imogen is spending her day off with her husband, Alex. Imogen and Alex usually go away at the weekend, either in the countryside or to the beach, or they meet friends. But today they aren't doing any thing special-they are just sitting at home, relaxing. Imogen likes her job at Glitz, but she does not want to be a PA al her life: that is way she is also doing a course in fashion design at night school. One day, she wants to have own design company. She is finding the course really useful. (Cutting Edge 2002:32)

ii) Identifying by Matching

In matching exercises, Students identify something by observing relationships between written elements.

Example:

Match the modern items in A below with the more traditional items in B

A fast food restaurant	e mail	a personal computer	a rock concert	a shopping mail
a CD player	an electronic organizer	a CD player	a computer game	a microwave
a hypermarket	a theme park			

A

a market	letters and telegrams	a diary and an address book	a cooker	a board game
a corner shop	a cassette player	a traditional restaurant	a fair	a typewriter
an encyclopedia	a circus			

B

(From Sarah Cunningham and Peter Moor 'Cutting Edge'

Pre- Intermediate, 2000:72)

iii) Identifying by Comparing

We can say that, it is easier to identify contrasting items against a common background. Pincas (1989:83) states that observation of similarities and differences between passages can be the basis of many kinds of exercises.

Example:

Each paragraph below is written on the same subject but in different level of formality.

a. Crime does not pay. Most, if not all, criminals are caught sooner or later. They find their punishment greatly outweighs the gains of their transgression. Even if they are not caught early, the strain of avoiding the law is sure to take its toll.

b. Most, if not all, criminals are caught sooner or later. Then they find that their punishment greatly outweighs the gains of their transgression. Even if they are not caught early, the strain of avoiding capture is sure to talk its toll. So crime does not pay.

iv) Identifying by Multiple Choice Questions.

Multiple –Choice Questions do not require students to write so they are ideal for familiarization. They also have the advantage of speed.

Example:

A passage is given to the students and they are asked where it probably came from:

- A. a university book
- B a popular magazine
- C a student's lecture notes

v) Identifying by Re-ordering

The students are given scrambled words or sentences to reorder the words to construct sentences and to reorder the sentences to construct paragraphs. Doing these kinds of exercises help students to identify the structure of a sentence and a paragraph.

Example:

Rearrange the words to make complete sentences.

- A. a new computer-you planning- Are-to-buy?
- B. the school -organize-this Sunday- a barbecue-Is- going to?

(Cutting Edge/ work book: 2001:35)

2.8.1.2 FAMILIARIZATION BY EVALUATING

With these kinds of exercises the students have the opportunity to evaluate both successful and unsuccessful writing. There are some techniques that can be used with these exercises.

i) Evaluating by Marking

A text is given with an irrelevant sentence to the students and the students are asked to mark the irrelevant sentence.

Example:

Mark the irrelevant sentence in the following text.

Ken and his wife were arrested last week in London. They had over 300.000 dollars in cash in a suitcase, and Cindy was wearing over 100.000 dollars in jewelry. Their house is pink which I dislike. Inspector queen said "This is one of the most different cases."

ii) Evaluating by Matching.

The students are given a paragraph without a topic sentence or a concluding sentence. The students are asked to match the given sentences with the incomplete text.

Example:

----- There is a choice of two channels, Green and Red. If you have nothing to declare, go through the Green Channel. If you are not sure about your Duty Free Allowances, or if you have something to declare, go through the Red Channel. Information about Duty Free allowances can be found on special notice-boards in the Baggage Reclaim Area. You should study this information carefully whether you are going through the Red Channel not. _____

- After landing, follow the arrivals signs.
 - Look for the sign with your flight number
 - All passengers must pass through Custom Passport Control.
 - Please note that if you go through the Green Channel, you may be stopped and asked to open your luggage for inspection
- (O' Neill et al 13)

iii) Evaluating by Comparing

The students are given the same text with different versions and they are asked which one is more effective.

iv) Evaluating by Multiple Choice Questions.

The students are given a text or a sentence with words missing and they are asked to choose the best alternative to fill in the gaps.

Example:

Read the following and choose the best alternative to fill in each of the numbered blanks.

To day I (1) ----- somebody who (2) -----just like you. She(3)----- like you do- I (4) -----it was you. As she (5)----- the corner, I called out your name I felt so ashamed when it (6) ----- you.

- | | | | | | |
|-------------|------------|-------------|-----------|-------------|-----------|
| 1. a) see | b) saw | 2. a) looks | b) looked | 3. a) walks | b) walked |
| 4. a) think | b) thought | 5. a) turns | b) turned | 6. a) isn't | b) wasn't |

(Cutting Edge: 2002:55/ song)

2.8.2 CONTROLLED WRITING

Controlled writing helps students to practice vocabulary, grammar points and syntactic structures in context focuses.

Combining and substitution are two basic types of controlled writing exercises.

2.8.2.1 CONTROLLED WRITING BY COMBINING

Students join scrambled words into sentences and scrambled sentences into a paragraph and paragraph into an essay. Matching and reordering are the techniques that can be practiced in the classroom.

2.8.2.1.1 Combining by Matching

Students are given pictures to show stages in a process, and then two columns of sentences, so that one sentence from one column has to be joined with one sentence from the other column to make a compound sentence related to the stage in the process. (Anita Pincas: 1989:91)

Example:

Combine the sentences in columns A and B using a coordinating conjunction in column B to make a compound sentence.

<u>column A</u>	<u>column B</u>	<u>column C</u>
I was tired	so	he danced a lot
He came to the party	and	I went to bed early

2.8.2.1.2 Combining by Reordering

Students are asked to reorder the scrambled sentences to produce a cohesive text.

Example:

Re-order the scrambled sentences.

Something has gone wrong with the video recorder in the office and she telephones her Mend. . Mark, who works as a technician in the

maintenance department, Sandy is working in her office at LTV. She asks him to come and look at it. (Rearranged *from* Abbs et al 1980: 46)

2.8.2.2 CONTROLLED WRITING BY SUBSTITUTION

The substitution frame is used for structure exercises. Students are asked to put various sentences together to build up a text. To practice verb tenses, these kinds of exercises are used. They are also used to testing the students ability to encode grammatical relationships such as subject-verb agreement, indefinite article choice, count-mass nouns, pronoun forms in short, any structure which contrasts minimally

in its various patterns"

(Paulston and Bruder 1976: 21),

Example:

Write down two different paragraphs.

The girls	In the class	Speak English	very well
The boys	In the team	play football	too roughly

And

Their teacher	Often	Praises them
Their manager	sometimes	stops them

(Anita Pincas: 1989: 95))

2.8.3 GUIDED WRITING

Guided writing stands as a bridge between controlled and free writing. It is the writing in which student has more freedom than in controlled writing but less than in free writing (Pincas: 1082). It covers basic structural material such as sequence/of tenses, pronoun referent sentence connectors and logical order. It concerns any writing for which students are given assistance such as a model to follow, a plan or outline to expand from a partly written version with indications of how to complete it

The main exercise types are completion, reproduction, Compression and transformation.

2.8.3.1 GUIDED WRITING BY COMPLETION

This technique is used to teach all writing skills. Matching, Multiple-choice questions, and using plans / outlines are the techniques that are used for completion.

Example:

Read the passage and fill in the gaps using suitable adverbs to link the story together.

Shirly Yeast is ----- a very brave women! At the age of sixty-seven, the retired school teacher decided to take the holiday of a life time, ----- went on a cruise sailing round the coast of Malaysia. She was having a wonderful holiday, relaxing and sunbathing. But one day, she ----- noticed that smoke was coming out of another cabin, -----, she phoned the captain from her cabin and told him about the fire. Then she went up on deck to see what she could do to help. ----- the fire spread very quickly, and soon it was out of control, so the captain decided to get all the passengers off the ship. (Cutting edge, 2002: 87)

2.8.3.2 GUIDED WRITING BY REPRODUCTION

Matching and copying are two ways of reproduction exercises. Students read or listen to a story related to some pictures. After reading and listening the story, students reproduce it again by putting the pictures in order. These kinds of exercises are called matching. The pictures and the story is matched

The second kind of exercise is copying. Students can be given a passage in present simple tense and they copy it write in past simple. Copying exercises can be done by listening activity. The students listen to a story and they try to reproduce it from memory.

2.8.3.3 GUIDED WRITING BY TRANSFORMATION

Changing a small number of features of a piece of writing is called transformation. There are different kinds of transformation activities such as grammatical, vocabulary, paragraph structure, essay planning transformation etc. Matching, comparing and copying are the techniques that are used for transformation activities.

As the matching exercise Pincas (1989:107) suggests that a passage can be given with third personal singular 'he' and students match it with picture showing a 'girl'. Then the students are asked to rewrite the passage again by using the personal singular 'she' instead of he.

As the comparing exercises Pincas (1989: 107) suggests that two different pictures of objects (a street, a car) are given to the students with two contrasting passages. The two passages are description with different space orders (out-side to inside, inside to out side etc) "for example, one passage can describe a train from one end to the other; the other passage can describe a plane, first out side then inside" (107). After reading these two passages, the students are asked to choose one of the passages as a model to describe the objects.

As a comparing exercise, the students are given two different ways of letter, and then they are given another one to transform it into the style of the other two letters.

As the copying exercise, the students can change a love letter to a love story.

2.8.3.4 GUIDED WRITING BY COMPRESSION

Summarizing, paraphrasing, or note-taking activities are the compression exercises.

As the summary exercises, the students are given a text and then they are asked to summarize it by given the main idea of the paragraph.

“Paraphrasing-expressing someone else’s ideas in your own words- is essential to most types of academic writing assignments” (Arnaudet Et al: 41)
The students are given a model passage and asked to paraphrase it.

Example:

Rewrite the following passage by transforming the present tense into the past tense:

It is a pleasant, small place by the sea. In their large garden they grow most of their own vegetables and keep a goat. They also make all their own clothes. “Money is still a problem, but we have learned to get by on very little,” Rebecca says. She does some part-time teaching in a school in the village nearby.

2.8.4 FREE WRITING

While controlled and guided writing give students the opportunity to focus their attention on troublesome grammatical and syntactic features they do not provide a total writing programme. As soon as students develop their writing skills enough to be writing their own sentences instead of just following a pattern or transforming given sentences, then they are ready to write a sequence of sentences. According to Pincas, free writing may be defined as “the writing which the student is given a topic but no detailed assistance” (1982:126.) The purpose of “free writing” is to teach the student how to express and organize his ideas in a coherent text without any guidance or help. Before doing these kinds of exercises the students should be taught the organization of a written text.

Transposition, completion, expansion and writing games are some free exercises.

2.8.4.1 Free writing by Transportation

The students are given a passage to follow as closely as possible.

Example:

Read the following passage in passive voice and then change into an active.

Italian Gianni Versace was one of the best-known fashion designers of the twentieth century. Some times his clothes were criticized, but they were bought by the rich and famous- particularly people from the worlds of pop music and film. His cloths were worn by superstars such as Elton John, Madonna, Courtney Love Princess Diana and the supermodel Naomi Campbell. (Cutting edge/ work book, 2002:70)

2.8.4.2 Free writing by Completion

The students are given a text or a paragraph with a missing sentence or paragraph. The students are asked to complete it or a conversation is given without one side.

Example:

Complete the dialogue with your words.

A: _____, madam ?

B: Yes, where are the toilets, please?

A: Over there, next to the bar.

B: Thanks. And then, can we have the bill, please?

A: _____.

(Cutting Edge 2002:158)

2.8.4.3 Free writing by Expansion

Expansion is the opposite of précis. Some certain information and a summary are given to the students. The students expand into extended writing.

Example:

Read the profiles of Chang and write a paragraph about it.

Age: 19

Height: 1.85m

Strength: very fast

Weakness: Not very experienced

Weight: 80 kg

Aggression factor: 80%

Power rating: 7/10

Popularity: very popular

(Cutting Edge/ work book 2001:29)

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2.8.4.4 Free writing in Games

Pincas states that "Games can be used as a follow-up to composition exercises, or else as a stimulus to start writing and a preliminary to further exercises" (1982:121) Games are designed to make language learning as enjoyable and effective as possible. It can be said that "Main characteristic of the games which follow is writing" (lee1979:132). Because games make writing enjoyable and effective.

2.8.5 SOME TYPES OF WRITING STYLES

Some types of writing styles are exposition, narration, description and argument/persuasion.

4.8.5.1 Exposition

Exposition is a form of discourse, which defines, expounds, classifies, evaluates and interprets ideas, concept and facts. The exposition writing primarily informs the reader and helps him to understand some processes or how things are made. It also gives information about 'people', or 'places', or 'things'.

A good expository essay anticipates any questions the reader might have; how? who? what? why? when? where?. "Exposition is called for in essay test, research paper, reports of experiments, and response to reading. Much writing outside of school-personal letters, business analysis, instructions, and explanatory reports-is also expository" (Roth et al 1969:227).

2.8.5.2 Narration

A narrative writing is the retelling of the past events, incidents, facts, and happenings as they happened or stored in the mind of the author. The narration is just like a motion picture, following events through time.

The basic organization in a narrative writing is chronological. The action is being divided into segments of time. Most students find narrative writing easier and interesting to read and write than a formal essay. This type of exercise may be used in language to get the students to start writing and encourage them to write.

2.8.5.3 Description

It can be said that description is a way of creating pictures via words that represents our sensory impressions by words. The purpose of description is to create mental pictures through a selection vocabulary chosen by the writer. In description, the emphasis is on the presentation of information.

A good description depends upon the writer's skill in choosing and arranging important, outstanding and effective details of objects and concepts. There are two types of description; expository and emotional descriptions. In the expository description, a place, a person or a thing is described objectively as they are without mentioning about the feelings whereas in emotional description feelings are impressions become a part of composition.

2.8.5.4 Argument (Persuasion)

“Argumentation means making statements designed to convince or to persuade and then supporting them” (Wishon et al 1968:342) The writer or the student should find the right words, define crucial terms, provide interesting examples and avoid being sarcastic.

An argumentative essay is concerned with serious ideas. It attempts to solve a problem by beginning with a controversy or disagreement. The aim of the writer of argumentation is to persuade the reader to accept his view of the disputable issue.

CHAPTER III

METHOD AND DATA COLLECTION

3.1 RESEARCH DESIGN

This study makes use of a student's questionnaire to collect data according to the aim and research questions of the study. The research involves an objective data analysis in terms of the responses to the student's questionnaires conducted at Preparatory School at Near East University. The statistical Package for the Social Sciences Program (SPSS) was used for the qualitative analysis of the responses to the items.

3.1.1 SUBJECT OF THE STUDY

The participants for this study were chosen randomly from the Preparatory School at Near East University. Their English levels are pre-intermediate. One hundred ninety nine pre- intermediate level students participated in the students' questionnaire (see appendix 2). The pre- intermediate level students were chosen because the pre-intermediate **Cutting Edge** coursebook is being analyzed and evaluated.

3.1.2 CONTEXT

Near East University is an English medium university having students from North Cyprus and various countries of the world. It is situated in Nicosia, Turkish Republic of Northern Cyprus. All the students are required to sit the

English Proficiency Test. Students who have the required English proficiency level may start their department. Students who do not have the required proficiency level are required to study English at Preparatory School to reach the required proficiency level in English. The minimum duration is one semester (16 weeks) and the maximum duration is two years.

The academic year is basically divided into two semesters each of which normally lasts for 16 weeks. At the end of each semester the students take a level test. The students who have the required proficiency level can continue their education at their departments.

3.2 METHOD OF DATA COLLECTION

The purpose of this study was to identify the students' opinions about the use of writing activities in the course book, Cutting Edge. The data was collected through preparing and administering a questionnaire to the students. The students' questionnaire was administered in the class during the teaching hours.

The research depends on the contribution of the students. The survey of related literature and use of my own teaching experience supported the questionnaire. Further more, most of the students and teachers working in the preparatory school at Near East University were asked their opinions about the writing activities informally.

3.3 PARTICIPANTS

The participants were asked 20 questions. The first ten questions are related to the students' background, needs and interests. All the rest are concerned with the coursebook under discussion and writing activities in it.



39% percent of the participants who completed the questionnaire have not studied English before coming to university. It can be seen from the results of the students' questionnaire that only 57, 4 percent of the students' English level is good. Only 46, 0 percent of the participants consider the writing as an important skill. According to the participants the course book, **Cutting Edge**, does not enable them write easily and only 5, 6 percent of the participants find the writing topics interesting. Moreover, the participants are not satisfied with the writing activities in the course book in questioned.

3.4 INSTRUMENT

The students' questionnaire was prepared for collecting relevant data in line with the aim of the study.

The questionnaire consists of 20 questions. First ten questions are related to the students' background, need and interests. The last ten questions are concerned with **Cutting Edge** and **writing** activities.

To obtain the data the participants and **Cutting Edge** have been taken into consideration.

The aim of this questionnaire was to find out if the participants are satisfied with the writing activities in **Cutting Edge** pre-intermediate and their educational background knowledge and general knowledge writing. From the participants answers I get a clear information about their situation and background information to my study.

3.5 PROCEDURES

To obtain the essential data for this study as it has been stated before, 199 student's questionnaires were administered in the Preparatory School and all the questionnaires administered were filled out and returned.

First of all, the answers in the questionnaires were read by one by to find out the incomplete ones. So, every item in these 199 questionnaires was evaluated during the study.

The responses of these students for each of the items have been analyzed and the results were recorded. These recorded results are displayed in tables in percentages because the number of the participants in the questionnaires is not small.

As mentioned before, the statistical Package for the Social Sciences Program (SPSS) was used for the analysis of the responses with tables for each question showing the percentage of the results gain.

Finally, a comment for each question's result is given.

CHAPTER IV

APPLICATION AND INTERPRETATION OF THE QUESTIONNAIRE

4.0 PRESENTATION

The aim of this chapter is to analyze and interpret the results of the data collected through a questionnaire.

4.1 THE STUDENTS' QUESTIONNAIRE

To find the difficulties in writing a questionnaire was applied to the pre-intermediate students of Preparatory School. There are two reasons why 199 students were chosen from that department. The first reason is the book Cutting Edge has been used by these students. The second reason is that I have been teaching at Preparatory School for nine years and I have recognized t students have some difficulties in writing activities.

The questionnaire has two parts. The first part is designed to get some information about educational background knowledge of the students and general knowledge of writing. There are ten questions in this part.

The second part is designed to learn the ideas of students about the Cutting Edge in terms of writing. There are also ten questions in this part.

4.2 THE EVALUATION OF THE STUDENTS' RESPONSES

As it was mentioned before, the questionnaire was applied to pre-intermediate students, and it has two parts including 20 questions.

In the following tables, the data gathered from the questions of the questionnaire is shown

Items 1, 2 *Students background*

Item 1	Yes	No
	60,8 %	39.2 %

Table-1.

"Item 2	
One Year	17,6 %
Two Years	7,0 %
Three Years	8,0 %
Four Years	7,5 %
Five Years	4,0 %
Six Years	15,6 %

Table-2.

According to the answers given to the first item most of participants have studied English before coming to university.

As we can see from the table, many participants have studied English for a year or more.

Item 3: *English level of the students*

Item 3	
Fair	40,5%
Good	57,4%
Excellent	2,1%

Table-3.

According to the answers, the participants' English level is good. Although their level is good they have difficulties in writing.

Item 4: *Reasons why students are learning English.*

Item 4	
To find a good job	59,8%
To speak	67,8%
To be able to write	23,1%
To be able to read and understand the related literature	63,8%
Others	15,6%

Table-4.

As it is understandable from the responses, most of the participants want to learn English to speak, to be able to read and understand and to find a better job. One of the reasons can be that they are not interested in writing

Item 5: *Order of significances according to the students*

Item 5	
Listening	52,3 %
Speaking	84,9 %
Reading	53,8 %
Writing	46,0 %
Grammar	33,8 %
Vocabulary	64,6 %
Others	8,1 %

Table-5.

According to the participants' responses, the most important skill is speaking. Vocabulary and reading follow it. Writing is the fifth one in this table. The participants do not consider writing important, so they are not interested in it and they have some difficulties.

Item 6: *The percentage of the students who will use English after school.*

Item 6	Yes	No	Probably
	82,7 %	3,6 %	13,2 %

Table-6

According to the responses, the participants think that they will use English after school.

Item 7: *According to the students the percentage of writing in the whole language teaching program*

Item 7	
a) 10-20 %	15,6 %
b) 20-40 %	41,1 %
c) 40-50 %	37,5 %
More than 50 %	5,7 %

Table-7

According to the participants' responses, although the speaking is the most important skill, writing is taken into consideration because its place in the English program should be 20-40%.

Item 8: *The percentage of writing techniques preferred by the students.*

Item 8	
Summarizing an article, a scientific passage	22,4 %
Writing reports	6,3%
Writing letters	30,2%
Writing short essays	7,3%
Taking notes	25,5%
Others	8,3%

Table-8

It is seen that participants are willing to write something. Writing letters and taking notes techniques are the techniques that are mostly preferred by the participants. This shows that the techniques chosen should meet the students' needs.

Item 9: *Two advantages of writing (open-ended)*

According to the participants, writing helps them to improve their vocabulary and grammar. It also helps them to communicate by writing letters. The last advantage is that by writing essays, participants will be successful at their departments

Item 10: *What students' think about planning before writing.*

Item 10	Yes	No	Sometimes
	49,2 %	14,4 %	35.9 %

Table-9

It is shown that participants need to plan before they write.

The last ten questions are related to the course book 'Cutting Edge' in terms of writing.

Items: 11, 12, 13 *Students' ideas about the coursebook "Cutting Edge"*

Items on questionnaire	Yes	No	Partly
11	33,3 %	20,5 %	46,2 %
12	16,9 %	37,9 %	45,1 %
13	34,4%	24,1%	41,0%

Table -10

In item 11 the participants are asked if the book is up to date and the results show that 33, 3% the participants say that the book is up to date but the rest of them are not satisfied with the book

In item 12 the participants are asked if the book enables them to write easily and the results show that the book does not enable them write easily.

In item 13 the participants are asked if the book presents writing activities related to structure and vocabulary practiced and the results show that 41% of the participants respond that it does partly and 34, 4% responds that it does. The rest disagree with them.

Item 14: *Students' satisfaction with the writing topics.*

Item 14	
Interesting	5,6 %
Boring	23,9 %
Good	26,4 %
Not bad	44,2 %

Table-11

It can be seen that most of the students do not like 'the writing topics' in the coursebook, so writing is boring them and they are not interested in writing.

Items 15, 16, 17: *Students satisfaction with the writing activities in the classroom*

Items on questionnaire	Yes	No	Partly	Sometimes
15	11,9%	34,0%	53,1%	
16	45,2%	25,4%	28,4%	
17	50,8%	11,8%	2,1%	35,4%

Table-12

In **item 15**, the participants are asked if the writing activities are relevant to their needs and interest and the results show that the writing activities are partly relevant to their needs and interests .34,0% of the participants answer that writing activities do not relevant to their interest and needs.

In **item 16**, the participants are asked if they are given enough time for writing activities and the results show that the participants are not given enough time although 45,2% respond 'yes'.

In **item 17**, the participants are asked if they need other writing materials except for those in the book and the results show that the participants should be given supplementary writing materials because the course book does not supply enough materials.

Item 18: Writing exercises mostly used in the book

Item 18	
Controlled	24,6%
Guided	10,9%
Free	37,7%
Three of them	26,8%

Table-13

According to the participants responses there are mostly free writing activities.

Item 19: *How many hours a week the students study writing.*

Item 19	
An hour	39,4%
Two hours	30,1%
Three hours	18,7%
Four hours	8,3%
More than four0	3,6%

Table-14

39, 4% participants respond that they study writing between an hour and two hours a week.

Item 20: *The percentage of the Students who need more time to practice writing.*

Item 20	Yes	No
	76,9%	23,1%

Table-15

It is clearly seen that the participants need more time to practice writing skills.

Finally, the results of the students' questionnaire show that the students are not so motivated to write and the present coursebook does not satisfy the needs and the interests of the learners.

CONCLUSION AND SUGGESTIONS

3.1. CONCLUSION

Writing skills are the most difficult skills to teach in foreign language teaching. It cannot be adequately taught by simple grammatical rules to write down. It is a skill that is learned through practice. The best way to become better at writing is to write regularly and frequently. Good writing is not only the result of good ideas, but also the effective organization of those ideas.

In this study, the researcher investigated the difficulties and weaknesses of the coursebook in terms of its writing activities. To reach this aim, the researcher used a data collection technique, which was administered to the students. The results of the study show that some principles of writing, because the coursebook did not give enough support from the teachers, are not clear. The researcher also found that some teachers do not give writing activities in their classrooms. The researcher also found that the coursebook is not suitable for the students of the preparatory school in Nazareth.

The results of the questionnaire reveal that the coursebook is not satisfying. It is not suitable for the students' needs. The coursebook does not serve as a guide to teach the skills of writing in ELT. The coursebook does not offer necessary information about the skills of writing. The results of the study show that the coursebook is not suitable for the students of the preparatory school in Nazareth. The researcher also found that some teachers do not give writing activities in their classrooms. The researcher also found that the coursebook is not suitable for the students of the preparatory school in Nazareth.

CHAPTER V

CONCLUSION AND SUGGESSTIONS

5.1 CONCLUSION

Writing skills are the most difficult skills to master in foreign language teaching. It can not be adequately taught by simple getting students to write down oral drills or to do written grammar exercise. The best way to get better at **writing** is to make the students write regularly. Good **writing** involves not only the accurate use of language but also the effective organization of information.

This study aims to discover the deficiencies and weaknesses of the course book in discussion, **Cutting Edge**, in terms of its writing sections. To reach that goal a questionnaire, which is a data collection technique, has been administered to the students. They need to be taught some principles of **writing**, because the papers reveal that the students cannot form the coherence and cohesion in the organization of ideas. I also got the same feedback about the **writing** activities in **Cutting Edge** from the teachers who are experienced at Preparatory School at Near East University informally.

The results of the questionnaire reveal that the course book, **Cutting Edge**, fails to teach and practice **writing** types. **Cutting Edge** does not serve as an aid to teach the goals of **writing** in ELT, and it does not offer necessary techniques for students to write easily. The reason for this as Sarah Cunningham and Peter Moor indicated that although **Cutting Edge** Pre-intermediate Students' Book has a multi-layered syllabus (includes a comprehensive grammar and vocabulary syllabus, incorporating systematic work on listening, speaking, reading and writing); listening and speaking are the most important skills.

Reading and **writing** are used as the source and product of listening and speaking. Because of this, as it is mentioned above, necessary writing techniques can not be seen to teach students to write easily. That is why, some teachers state that they usually omit the **writing** section of the modules in the book, and they need to use other supplementary **writing** materials. Another reason for not preferring the **writing** parts of the book is that the activities are not interesting enough to motivate the students to write. The most important reason is that the students who participated in this study do not consider **writing** as an important skill, so they are not interested in it and they face some difficulties. This can be solved by using a suitable course book in the classroom. **Writing** activities in *Cutting Edge* are also far from teaching students how to communicate, at pre-intermediate level, through **writing** which is the ultimate goal of **writing** activities.

Most of the students who participated in this study think that the **writing** topics in *Cutting Edge* are boring, so they are not interested in 34.0% of the participants think that **writing** activities do not answer their interest and needs. 50% participants also states that they need supplementary **writing** materials. 75% of the participants express that they need more time to practice **writing** skills.

At the end of this study, we can say that *Cutting Edge* does not motivate the students to be interested in **writing** skills. Most of the students who participated in this study state that the **writing** activities do not meet their needs and interests.

To conclude, some suggestions have been made in the following so as to make up the deficiencies in the book.

5.2 SUGGESTIONS

It is clear that **writing skills** have received little attention in language teaching. As it was mentioned before, the results of this study show that the course book under discussion fails to teach and practice these skills.

Having evaluated **Cutting Edge** in terms of **writing** sections and results of the questionnaire delivered, we have intended to make suggestions.

We can say that the students are aware of the importance of **writing** in language learning and the book does not supply necessary techniques for writing. To make it more enjoyable and interesting, the teachers should prepare some other activities that motivate the students to write more. Some specific **writing** exercises which in the earlier stages of learning are based on given models of written English can be used.

Teachers should use some supplementary writing materials that suit students' level, needs and interests. By this way the teacher should motivate them to write. Motivation is the other important area of difficulty which has to be other aspect tackled through the choice of content and the opportunity of personal communication.

Writing is, in many ways an individual, solitary activity. Therefore, we must remember that our students are language learners rather than writers, and it would not be helpful to have them spend all their time writing alone. They need help with the choice, planning and arrangement of content

To sum up, the present study has aimed to analyze and evaluate the course book, **Cutting Edge**, in terms of writing skills. To do this, a questionnaire has been administered and the results have been evaluated. Finally, some writing activities have been suggested as in appendix 1. It is hoped that this study will help the teachers and students who need such materials.

At the very end of this study I can easily say that to reach a good result in teaching **writing** with the help of **Cutting Edge** The teacher should use supplementary **writing** materials related with the subject in the class room to make the lesson more understandable; Both the teacher and student should make great use of the material necessarily used to develop the **writing** skills.

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APPENDIX 1

SUPPLEMENTARY WRITING EXERCISES

The supplementary writing exercises in this section of our thesis have been devised to present some types of writing activities.

EXERCISE: 1

TYPE: Controlled Writing.

writing a controlled composition.

You are Peter Maxwell and now 50 years old. You are talking to a grandchild about your youth. Re-write the following paragraph using the past simple tense. Start with this sentence.

"I usually got up at about eight o'clock."

Then I have breakfast – coffee or tea, and some toast. After this I go down to the library and read the papers. There are a lot of us at the library. We never say we are unemployed but we know. I look at all the possible jobs in the papers. I read the sports and arts pages, and soon it is the time for lunch so I go off down to the shops. I like shopping, and I like cooking now, too. On the way back from the shops I buy a local paper and look at the job advertisements over lunch (soup and bread and butter).

EXERCISE: 2*TYPE:* Controlled Writing

Using Key-words

Read the following dialogue

A: Have you ever been to Britain?

B: Yes, I have. I went there last summer, actually.

A: Did you enjoy it?

B: I thought it was wonderful!

A: Do you travel a lot?

Now use the key-words to write similar dialogues.

- a) The Far East / in 1990 / charming.
- b) France/ when I was 20 / beautiful.

EXERCISE: 3*TYPE:* Guided Writing

Scrambled Sentences

Put the following sentences into right order and write a newspaper article.

Bristol Girl in Canal Drama

She went to the local sweet shop on Central Estate, but the owner, Mrs. Marjorie Hawkins, told her that she did not sell flowers (1). Mandy Ingrams, a pretty, fair-haired, six-year old girl, nearly drowned last Wednesday in the canal in Moss Park (2). So Mandy went to the bank of the canal in Moss Park to pick some wild Flowers for her teacher (3). It

was her teacher's birthday and Mandy wanted to buy her some flowers
(4). Mandy was on her way to school (5).

STUDENTS' QUESTIONNAIRE

Dear Students,

This questionnaire is designed to analyse and provide information about your writing skills. Please answer the questions very carefully to ensure that you have a successful outcome.

EXERCISE: 4

TYPE: Free writing

Writing Narration.

You are a new student at Near East University. You are from Turkey. You are keeping a diary. Now you are writing in your diary. Narrate (write about) your first day in Cyprus.

APPENDIX 2

STUDENTS' QUESTIONNAIRE

Dear Students,

This questionnaire is designed to analyze and evaluate "Cutting Edge" you have used. Please, answer each question very carefully so that we can have a reliable and valid conclusion.

Thank you for your contribution.

Seda ÇAKMAK

- 1- Have you ever studied English before coming to university?
 (a) Yes (b) No
- 2- If yes, how long have you studied?
 (a) One year (b) Two years (c) Three years
 (d) Four years (e) Five years (f) Six years
- 3- What level do you know English?
 (a) Fair (b) good (c) excellent
- 4- Why do you want to learn English? (You can mark more than one).
 (a) To find a good job
 (b) To speak
 (c) To be able to write
 (d) To be able to read and understand the related literature
 (e) Others: ...
- 5- Which of the following do you consider the most important in learning English? (You can mark more than one).
 (a) Listening (b) Speaking (c) Reading
 (d) Writing (e) Grammar (f) Vocabulary
 (g) Others:...
- 6- Do you think that you will use English after school?
 (a) Yes (b) No (c) Probably
- 7- What percentage of writing should be included as language skill in the whole language teaching programmes?
 (a) 10-20% (b) 20-40% (c) 40-50%
 (d) More than 50%

8-Which of the following techniques would you prefer?

- (a) Summarizing an article, a scientific passage.
- (b) Writing reports
- (c) Writing letters
- (d) Writing short essays
- (e) Taking notes
- (f) Others:...

9-Write two advantages of writing.

- (a).....
- (b).....

10-Do you need to plan before you write?

- (a) Yes
- (b) No
- (c) Sometimes

Please answer the following question according to the book "Cutting Edge"

11-Is the book up-to-date?

- (a) Yes
- (b) No
- (c) Partly

12-Does the book enable you to write easily?

- (a) Yes
- (b) No
- (c) Partly

13-Does the book present writing activities related to structure and vocabulary practiced?

- (a) Yes
- (b) No
- (c) Partly

14-How do you find the writing topics?

- (a) Interesting
- (b) Boring
- (c) Good
- (d) Not bad

15-Are the writing activities relevant to your needs and interests?

- (a) Yes
- (b) No
- (c) Partly

16-Are you given enough time for writing activities?

- (a) Yes
- (b) No
- (c) Partly

17-Do you need other writing materials expect for those in the book?

- (a) Yes
- (b) No
- (c) Sometimes
- (d) Partly

18-What kind of writing exercises are there mostly in the book?

- (a) Controlled
- (b) Guided
- (c) Free
- (d) There of them

19-How many hours a week do you study writing?

- (a) An hour
- (b) Two hours
- (c) Three hours
- (d) Four hours
- (e) More than four

20-Do you need more time to practice writing?

(a) Yes

(b) No

TURKISH VERSION OF THE STUDENTS' QUESTIONNAIRE

ÖĞRENCİ ANKETİ

Sevgili Öğrenci,

Bu anket, sizin İngilizce öğrenmede "Yazılı Anlatım" konusunda görüşlerinizi alarak, bu dönem kullanmakta olduğunuz "Cutting Edge" ders kitabını analiz edip değerlendirebilmek için hazırlanmıştır.

Güvenilir ve doğru sonuç elde edebilmek için lütfen aşağıdaki soruları doğru ve net cevaplayınız.

Katkılarınızdan dolayı teşekkür ederiz.

Seda ÇAKMAK

1-Bu üniversiteye gelmeden önce hiç İngilizce çalıştınız mı?

(a) Evet

(b) Hayır

2-Çalıştıysanız, ne kadar süre çalıştınız?

(a) Bir yıl

(b) İki yıl

(c) Üç yıl

(d) Dört yıl

(e) Beş yıl

(f) Altı yıl

3- Ne seviyede İngilizce biliyorsunuz?

(a) Kötü

(b) İyi

(c) Çok iyi

4-Niçin İngilizce öğrenmek istiyorsunuz?(Birden Fazla şık işaretleyebilirsiniz)

(a) İyi bir iş bulmak için

(b) Konuşabilmek için

(c) Yazabilmek için

inçin

(d) Alanımdaki konuları okuyup anlayabilmek için

(e) Diğer:...

5-Sizce aşağıdakilerden hangisi İngilizce öğrenmede önemlidir?(Birden fazla işaretleyebilirsiniz).

(a) Dinleme

(b) Konuşma

(c) Okuma

(d) Yazma

(e) Dilbilgisi

(f) Kelime

(g) Diğer:...

6-Okuldan sonra İngilizceyi kullanacağınızı düşünüyor musunuz?

(a) Evet

(b) Hayır

(c) Belki

7-Dil öğretimi içerisinde yazılı anlatıma ne kadar süre verilmelidir?

- (a)%10-20 (b) %20-40 (c)%40-50 (d)%50'den fazla

8-Aşağıdakilerden hangisini yazmayı tercih eder siz?

- (a) Bir makaleyi, bir bilimsel parçayı özet yazmayı
(b) Rapor yazmayı
(c) Mektup yazmayı
(d) Kısa makale yazmayı
(e) Not almayı
(f) Diğer:...

9-Yazmanın iki avantajını yazarmısınız?

(a).....
...

(b).....
...

10-Yazmaya başlamadan önce plan yapmanız gerekir mi?

- (a) Evet (b) Hayır (c) Bazen

Lütfen aşağıdaki soruları "Cutting Edge"e göre cevaplayınız

11-Kitap güncel mi?

- (a) Evet (b) Hayır (c) Kısmen

12-Kitap size kolayca yazabilme yeteneği kazandırabiliyor mu?

- (a) Evet (b) Hayır (c) Kısmen

13-Kitap öğrendiğiniz konu, dilbilgisi ve kelimeleri yazma etkinliklerinde kullanma imkanı sağlıyor mu?

- (a) Evet (b) Hayır (c) Kısmen

14-Kitaptaki yazılı anlatım konularını nasıl buluyor sunuz?

- (a) İlginç (b) Sıkıcı (c) İyi (d) Fena değil

15-Kitaptaki yazma etkinlikleri sizin ihtiyaç ve ilginize cevap veriyor mu?

- (a) Evet (b) Hayır (c) Kısmen

16-Kitaptaki yazma etkinlikleri için size yeterli süre veriliyor mu?

- (a) Evet (b) Hayır (c) Kısmen

17-Kitap dışında kompozisyon yazımı için başka materyallere ihtiyacınız oluyor mu?

- (a) Evet (b) Hayır (c) bazen (d) Kısmen

18-Kitapta ne çeşit yazma çalışmaları ağırlıktadır?

- (a) kontrollu (b) Güdümlü (c) Serbest (d) Üçü de

19-Haftada kaç saat yazılı anlatıma çalışıyor sunuz?

- (a) Bir (b) İki (c)Üç (d) Dört
(e) Dörtten fazla

20-Yazmanızı pratikleştirmek için daha fazla zamana ihtiyacınız var mı?

- (a) Evet (b) Hayır