

**T. C. ANADOLU ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**

**A COMPARISON OF FUNCTIONAL-  
NOTIONAL APPROACH AND GRAMMAR-  
SYNTAX-ORGANIZATION APPROACH IN  
TEACHING WRITING IN ENGLISH AS  
A FOREIGN LANGUAGE**

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To  
my mother and my father  
who  
have always encouraged me.

## ABSTRACT

This study, which consists of five chapters, attempts to compare two of the approaches, i.e. the Grammar-Syntax-Organization approach and the Functional-Notional approach in teaching writing in English to students learning English as a foreign language. The study was administered to a control group, who were taught writing through the Grammar-Syntax-Organization approach and to an experimental group, who were taught writing through the Functional-Notional approach during a 15 week teaching period.

In the first chapter, a strong emphasis is made on the differences among the definitions of 'transcription', 'composition', and 'writing'. The purpose for teaching writing to foreign language students and the writing skills to be developed in the students are presented. This is followed by brief summaries of the approaches to teaching writing in foreign language. The basic concepts and principles of writing in a foreign language are summarized. Finally, the reasons for choosing these two approaches are explained, which is preceded a comparison of the approaches mentioned above.

The second chapter deals with attitudes towards writing in foreign language by means of comparing writing and speech first in native language and then in foreign language. Writing is also compared with reading and listening in foreign language. Moreover, approaches to

foreign language teaching are reviewed with special emphasis on the place of writing in these approaches. This is followed by a review of studies on teaching writing in English as a foreign language.

Chapter three is concerned with the research design, selection of subjects, data collection and data analysis. Limitations and methodological assumptions are also given in this chapter.

The data obtained from the tests administered to the groups are statistically calculated and interpreted in chapter four.

Chapter five discusses the statistical interpretations and concludes that both of the approaches compared in this study develop writing skills significantly within groups. But the Functional-Notional approach seems to have advantage in helping students develop ideas and express them in English easily.

## SYMBOLS AND ABBREVIATIONS

C	Content
O	Organization
V	Vocabulary
L	Language Use
M	Mechanics
n	Population of the Samples
$\sum x$	Total Score
$\bar{x}$	Mean of the Scores
sd	Standard Deviation
t	t-test value
p	Probability
df	Degree of Freedom
R.S.	Raw Scores
% s.	Percent Scores
ESL	English as a Second Language
<	Smaller than
>	Bigger than



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## CHAPTER I

### INTRODUCTION

Writing, as a medium of discourse, has long been accepted as a skill which is acquired only with difficulty. Thus, not everyone who speaks a language writes it with the same ease. Before going any further, it might be helpful to clarify the term "writing".

Hirsch (1977) points out that "writing is far more than a way of recording language by means of visible marks." According to Arapoff (1978:200), "writing is much more than an orthographic symbolization of speech; it is, most importantly, a purposeful selection and organization of experience." That is, besides having a number of mechanical devices such as spelling, punctuation and capitalization, she also expects an effective piece of writing to have a clear purpose and organized body of facts, opinions or ideas. Dvorak's classification and definitions shed more light on this point. In her paper, presented to "the Northeast Conference on the Teaching of Languages" in 1986, she uses "writing" as "a generic term to refer to all of the various activities that involve transferring thought to paper." She accepts writing "that focuses primarily on the conventions of language form, i.e., grammatical or lexical structure" as "transcription"

and writing that refers to "the skills involved in effectively developing and communicating an idea or making a point" as "composition" (1986:145). From this explanation, it seems reasonable to use the generic term "writing", which reconciles the two definitions, i.e., transcription and composition. This is because while writing the writer uses the conventions of a language in order to develop and communicate his ideas. In this thesis the term "writing" will be used as an all-encompassing term:

The skill of writing has gained importance in foreign language learning over the last 25 years. When the audio-lingual approach dominated language teaching in the 1950s and 1960s, writing was made use of by the teacher only as a means to reinforce oral patterns of language. With the changes in approaches to language and language teaching, the teaching of writing to nonnative speakers has become more important and writing now stands in equal status to the other skills, namely; listening, speaking and reading.

Raimes, however, claims that "writing should not be seen as simply one of the four skills-speaking, listening, reading, writing-and the one usually taught last and emphasized least. Writing is wasted if we use it just for testing and skill practice" and she presents six purposes for teaching writing in second or foreign language classrooms (1987:36-40):

1. Writing for Reinforcement: Teacher may ask the students to write in order to reinforce something they have just learned or a grammatical concept they have just been introduced to. The students may be assigned to copy sentences or paragraphs, to do sentence exercises to drill the grammatical forms.

2. Writing for Training: Writing may be used for the purpose of training students in the manipulation of linguistic and rhetorical forms that might be new to them. These forms are practised through transformation exercises, sentence combining, forming a paragraph from the given sentences, and controlled composition exercises.

3. Writing for Imitation: If a language teacher wants the students to become familiar with the rhetorical and syntactic forms, he can choose models of content or form as a stimulus for writing. For this, he might use exercises like dictation, paraphrasing, guided writing or analysing a piece of writing and producing a similar one.

4. Writing for Communication: Influenced by the concept of communicative competence, accuracy in writing has shifted to the communication of the writer's purpose and the importance of the audience. Since the aim of language is to communicate ideas, writing should be a form of communication. If the student has a purpose to communicate, writing might help him fulfill this task. Therefore what a language teacher should do is to provide students with purposes for writing and with an audience in mind.

5. Writing for Fluency: Writing might develop fluency in language. If students are exposed to writing journals, free writing, listing, brainstorming, drafts, revisions, etc., they will be encouraged to invent ideas fluently without being concerned about grammatical accuracy and spelling. The more they focus on content, the more their writing will be accurate.

6. Writing for Learning: This last category includes the first five purposes, too. Writing can be employed to teach students all other language skills-listening, speaking, reading. It can be seen as a why

to learn a language as well as to learn about the subject matter being written about.

All these purposes which Raimes has stated in general terms imply that writing should be employed in language teaching and taught to foreign language student.

There has been considerable research carried out on the teaching of writing in English to native speakers. But because it does not have a long history, studies in teaching writing in English as a foreign language are few in number (Raimes, 1980:388; Dvorak, 1986:152; Krashen, 1984:38).

According to the findings of these limited number of studies, there are some similarities between the developmental aspects of writing skills in the first and the target language. These similarities have been summarized by Dvorak as follows:

"... the manner in which sentences "grow" structurally is similar in both first and second language learning: simple sentences are joined first through coordinations, then subordination, and finally clause reduction (Gaies, 1980, Monroe, 1975). As with first language, the use of complex sentence structures by second language learners can easily be increased by sentence-combining practice (Akin, 1978; Cooper, 1976, 1981; Cooper and Morain, 1980). The writing of second language learners has also been shown to be sensitive to mode of discourse. For example, narration is less complex structurally than argumentation-subordination is less frequent and clauses are shorter-even for learners with fairly limited foreign language proficiency (Dvorak, forthcoming) " (1986:152).

As for the development of composition skills, students from different native language backgrounds transfer the way of ordering ideas within a paragraph in their mother tongue to their second language (Kaplan, 1966). This suggests that writing skills may require language



dependent competence. However, Zamel (1983) points out that the foreign language learner uses the same composing process that he uses in his native language. She notes a similar relationship between the quality and the product in both languages; skilled writers organize and clarify their ideas first and then deal with the language, whereas unskilled writers in their own native language spend all of their time on finding the proper grammar and vocabulary by sticking to a limited outline when writing in the target language

In spite of the above findings, a foreign language learner has an important barrier in his writing activity. According to Raimes, "the native speaker of English learning how to compose has to learn how to form ideas, organize them, and express them well. The ESL student has to address himself to the same three tasks, but he has more of a burden.... also he has to learn the rhetorical structure of the new language, which will probably be quite different from the rhetorical structure of his own language "(1980:391). Kharma (1986:21) has observed the rhetorical differences between languages as the cause of difficulties in writing in English as a foreign language. According to him, learners might be successful at producing grammatically accurate single sentences in the target language, but each language has its own rhetorical principles, so the students have to be taught how to link these single sentences to each other as well. So while a first language writer tries to organize his ideas in his writing, the target language learner also has to master the grammar, syntax and lexicon of the target language in addition to a new rhetorical structure (Raimes, 1980:391).

An interview-questionnaire given to a large number of instructors at Middle East Technical University, Hacettepe University and Gazi

University also reveal that "a great many students do not know how to arrange and connect their ideas in English. Most instructors state that a considerable number of students lose grades for the simple reason that their papers are not well-organized" (Öztürk, 1983:3).

Based on these observations, it might be possible to say that a high level of written expression is quite difficult to attain in the target language. Because the nature of the written production of language requires not only a knowledge of the conventions of the written code, but also an understanding of the syntactic and lexical choices the language offers. That is, it requires the ability to vary structures and patterns which are necessary for the topic to be written on.

It is surprising that when the students are given a number of drills dealing with a grammar point, they may perform very well, but when they are asked to express their ideas in a paragraph or composition, they usually come out with unexpected mistakes or translate sentences word-for-word from their first language into the target language while writing. Whereas, as Widdowson states, "to compose sentences is not the only ability we need to communicate. Communication takes place when we make use of a variety of sentences to perform a variety of different tasks" (1978:16). It can, thus, be said that the students are not aware of the fact that merely putting a number of words together is not writing. Writing in a foreign language requires other sub-skills.

The solution to the problem of writing effectively in English lies in the development of writing skills in the students. According to Hughey et al., these skills are;

- understanding the structure of the sentences and the ways to formulate clear sentences because sentences cohesively tied together are fundamental to developing essays.
- formulating and manipulating paragraphs.
- control of a subject by means of (1) knowing what a thesis is, (2) ways to find a thesis, (3) issues to be addressed in a piece of writing.
- recognizing the differences between oral and written production, thus making the context and situation more explicit in the written work (1983:51) .

In order to gain fluency in writing the target language, they need to develop the following additional skills as well (Hughey et al., 1983:52):

- an understanding of a grammar system that may be quite different from their own.
- discerning the systematic patterns that exist in the language; a sense of how the language builds and develops.
- developing a vocabulary in order to express their ideas in English.
- recognizing the rhetorical structure of the language; familiarity with the rhetorical conventions of English.

Although the language skills-listening, speaking, reading, writing-are highly integrated and cannot be sharply distinguished, students cannot just "pick up" the writing skills, mentioned above, as they learn the other skills in foreign language classes. We have to teach writing (Raimes, 1983:5). This naturally leads to the question of "how?"

## 1.1. APPROACHES TO TEACHING WRITING

The assumption that there are as many methods of teaching a language as there are language teachers also holds for teaching writing. The literature on teaching writing in English provides us with numerous approaches. The following sub-sections will examine briefly the most common approaches to teaching writing.

### 1.1.1. The Controlled - Writing Approach

The goal of this approach is to enable students to produce error-free writing. Accuracy in writing is emphasized rather than fluency or originality of ideas. To achieve this end, the student's work is strictly controlled throughout the writing process. They first work on sentence exercises by, for example, changing the subjects or words into plural or singular forms, combining sentences by means of linking words, etc.

Then, they work on paragraphs in the same way. They usually copy or manipulate model paragraphs or construct them by answering questions. In this way, the probability of making errors is decreased. This approach is preferable in the beginners or pre-intermediate level and is the first step to the free writing activity (Raimes, 1983:6-7).

### 1.1.2. The Free-Writing Approach

As the name suggests, the students write on a topic freely, without any control by the teacher. Of course, the piece of writing they produce may be full of errors but these are not corrected. Because accuracy is not the aim of this approach, the emphasis is on fluency and content. The followers of this approach assume that once the students

achieve the ability of putting their ideas on paper and the fluency required to do this, the structural accuracy will automatically follow.

Since this approach expects students to develop original ideas about the subjects they are interested in, more focused writing tasks might be based on this kind of writing (Raimes, 1983:7).

#### 1.1.3. The Paragraph-Pattern Approach

Organization in writing is said to be best achieved by means of paragraph-pattern approach. The first and the main step is analysis of a paragraph structure. The student is, therefore, made aware of how paragraph develops by putting scrambled sentences into paragraph order, identifying and/or writing the main or supporting statements, inserting or deleting sentences.

This approach is based on the notion that people express themselves in different ways in different cultures. The learner of English also might express himself well in his first language but he has to learn and know the way of paragraphing in English (Raimes, 1983: 7-8).

#### 1.1.4. The Grammar-Syntax-Organization Approach

This approach adds a further dimension to the paragraph pattern-approach by involving the grammar and syntax aspect of written language. According to this, in order to write a well-organized paragraph, students also need the knowledge of grammar and syntax. So they have to master the type of structure the topic requires. For example, to be able to write instructions on how to make something or how to use something, besides the vocabulary concerned they have to know the

imperative forms, the sequence words, etc. So, the message to be conveyed is given not only through a well-organized paragraph but also through accurately structured and linked sentences (Raimes, 1983:8).

#### 1.1.5. The Process Approach

While writing not only in a foreign language, but even in the first language, we are confronted with an important problem: the difficulty of starting and then organizing the writing task. Starting writing on a topic and organizing it is a process the student writer also has to go through. This approach puts the emphasis on this process.

Since the student has these problems, what he has written should not be his final product. He first needs to explore the topic and discover the necessary ideas, vocabulary and structure in his first trial, i.e. a draft. The teacher might help the student with some pre-writing activities such as discussion, reading, debate, brainstorming and list making. He does not correct the drafts but only makes comments on the ideas and organization. Then the student revises his first draft and writes the final form.

So by giving the student enough time as well as feedback, this approach encourages and enables him to think of new ideas on the topic and express them in an appropriate structure and form (Raimes, 1983:10).

#### 1.1.6. The Functional-Notional Approach

This approach has two fundamental and distinctive aspects, namely, audience and purpose. The audience shifts from the teacher to the real reader and the student has a purpose for writing as in real

life. Since the student writer has a real message to convey the teacher is not the traditional teacher anymore, reading and correcting the students writing, but acting as a guide or organizer and providing the student with situations, topics and readers in or out of the classroom.

As has been discussed in the previous section, in a Functional-Notional approach to foreign language teaching, students learn structures and vocabulary by using them in specific settings. In these settings, they have to fulfill a task the teacher provides. The task gives the students the opportunity to see that certain language forms are required. And while carrying out the task, they automatically practise these new forms.

According to Sampson (1981:165), tasks have four characteristics. These are :

1. a product
2. a specific audience
3. a function
4. a linguistic form

The product is the end result. To achieve this end, the student should have the knowledge of the structure of short discourses, such as letters, advertisements articles, etc, and the structure of paragraph types (narrative, descriptive, etc). Some examples for typical products are diary entries, short speeches, short biographies, instructions, etc. The second characteristic of a task is that the product is directed to a specific audience. It might be the student himself, the teacher, a friend, a director, etc. Thirdly, this task

has a cognitive or affective function or both. It might be reporting, reasoning, predicting, imagining, etc. And finally, the task has a linguistic focus. Any linguistic concept, such as a new structure, a verb tense, new vocabulary or punctuation might be emphasized.

So, instead of writing on topics like "My Summer Holiday," "A Day in My Life," etc., they are provided with situations like, for example, "Write a letter to your pen friend telling him about your summer holiday," or "Write a letter to your family about your school and what you usually do here." By means of these kinds of situations, the students are directed to write for an audience and for a purpose, focusing on a specific linguistic form (Finnochiaro, 1974;1985; Sampson, 1981; Dobson, 1979).

## 1.2. BASIC CONCEPTS AND PRINCIPLES OF WRITING IN A FOREIGN LANGUAGE

The major goal of an approach to teaching writing in a target language is to help students develop their writing skills. (Hughey, et al., 1983:139). These skills are, very briefly, formulating and linking sentences, formulating paragraphs, controlling and developing a subject, developing vocabulary and recognizing the rhetorical structure of the target language (Hughey et al., 1983:52).

The students who gain these writing skills are expected to know and successfully use the essential concepts and principles of writing. These concepts and principles which were formulated by Hughey et al. (1983:140-145) are summarized below:

CONTENT : Understanding the subject and originating ideas related to the subject; recognizing several aspects of the subject;



discussing main points by giving sufficient details; expanding the thesis by means of specific methods ( such as comparison/contrast, illustration, definition, example, description, etc.), excluding ideas irrelevant to the topic.

**ORGANIZATION:** Fluency in ideas and expressions, introductory and concluding paragraphs, effective transition elements-words, phrases, sentences-linking and moving ideas within and between paragraphs; stating a central idea and supporting it; organizing ideas within and between paragraphs well, sequencing points logically; cohesion within paragraphs and in whole work.

**VOCABULARY:** Facility with words and idioms to convey intended information, attitudes, feelings; effective word/idiom choice and usage; accurate and effective use of prefixes, suffixes, roots and compounds; correct use of nouns, verbs, adjectives, adverbs; appropriate vocabulary to topic, audience, tone of paper, method of development.

**LANGUAGE USE:** Well-formed and complete sentences, proper use of phrases and clauses, the correct use of introductory It and There, appropriate link of coordinate and subordinate elements to others with appropriate conjunctions; agreement between sentence elements- subject and verb, nouns and quantifiers, etc.-, correct verb tenses and modals, word order emphasizing intended function, correct and functional use of articles, pronouns and prepositions.

**MECHANICS :** Correct spelling of words, correct use of periods, commas, semicolons, dashes and question marks, necessary and appropriate use of capital letters, correct paragraphing intended to

indicate development of ideas, legible handwriting.

To improve students' ability to produce effective pieces of writing according to the principles summarized above, it is necessary to develop their writing skills. All the approaches mentioned previously try to fulfill this task in certain ways. The problem of this study may be stated thus: to find out whether there will be any differences between two of the approaches mentioned earlier, i.e. Functional-Notional approach and Grammar-Syntax-Organization approach in teaching writing in English as a foreign language.

The reasons for choosing these two approaches are that the Grammar-Syntax-Organization approach to writing has been the widespread and indeed the traditional approach in Turkey. On the other hand, the Functional-Notional approach to writing, as being quite recent and not tried out widely as yet, seems more promising in teaching writing skills to students of English more effectively.

Most of the writing textbooks published in the 1970's were designed under the influence of audio-lingual approach to language teaching. These textbooks have been widely used in Turkey in teaching writing to students of English. According to Chastain (1976), the audio-lingual approach to teaching writing in second language has failed to develop complete skills leading to writing. "With audio-lingual materials, students were expected to leap from copying practice, sentence completion and pattern drill practice to controlled responses in writing; however, there was still little emphasis on composing in the second language " (Chastain, 1976:366).

Beside the textbooks emphasizing grammatical accuracy or

syntactic structure, other writing textbooks have handled teaching writing to nonnative speakers of English through analysing paragraph structures in English. By means of countless drills of inserting or deleting topic sentences, supporting sentences and concluding sentences or forming paragraphs from scrambled sentences, the students' attention has been focused on the organization of writing in English.

Since the drills of grammar and paragraphing are not sufficient to express ideas in an organized way, the students have acquired only a limited facility in writing. Because all these activities focus the students' attention on form rather than content. So, students have practised only the Grammatical accuracy of the sentences they have studied, the Syntactic structure of English Language and the Organizational features of English written discourse. That is why the Grammar-Syntax-Organization Approach was preferred in this study.

In the Functional-Notional Approach to foreign language teaching, on the other hand, students learn writing not by mimicry and memorization, pattern drilling, nor by analysing the structure of a paragraph, but, rather by writing for a purpose, for a specific audience. The student is set a purpose to communicate and provided with a specific audience. The product is the end result. But to achieve this end, the teacher does some pre-writing activities through reading, listening or speaking. These activities "ensure that recognition and awareness" of the written discourse forms, grammatical or rhetorical structures take place unconsciously (Finocchiaro, 1979; Sampson, 1981; Dobson, 1979; Salimbene, 1983) .

Krashen claims that students do not need the rules about the structure of written discourse to improve their writing. He says

"instructions from the teacher on how to write, rules on the use of topic sentences, transitions, conclusions, etc., are, in a sense, old information for those who have read as they have already acquired these concepts subconsciously." (Krashen, 1984:35-36).

Arapoff, on the other hand, stresses the importance of "purpose" in writing. She says, students can be taught to write effectively "by controlling the purpose of the writing. For it is largely the purpose the writer must implement which determines the complexity of the selecting and organizing process" (1978:201).

According to the above views of Krashen and Arapoff, it is proposed that students who are learning English as a foreign language learn writing in English effectively by being taught through a syllabus designed under the Functional-Notional approach. Because the Functional-Notional approach emphasizes "the purpose" of writing, as Arapoff demands, and teaches "all the principles and concepts of writing unconsciously," as Krashen stresses.

This study attempts to observe if the above view holds true for Turkish students who are learning English as a foreign language. This view implies that:

"Students who are taught writing in English through a syllabus designed under the Functional-Notional approach will produce better works in writing than the students who are taught writing in English through Grammar-Syntax-Organization approach."

### 1.3. PROBLEM

Under the light of the above assumption, this study will seek

an answer to the following question: Will there be any differences between the Functional-Notional approach and the Grammar-Syntax-Organization approach to teaching writing in English as a foreign language?

#### 1.4. PURPOSE

The general purpose of this study is to find out whether there will be any difference between the control group, who are taught writing in English through the Grammar-Syntax-Organization approach and the experimental group, who are taught writing in English through the Functional-Notional approach.

The goal is to find out answers to the following questions:

1. Is there a significant difference between the control group and the experimental group in the pre-test total scores?
2. Is there a significant difference between the control group and the experimental group in Content in the pre-test?
3. Is there a significant difference between the control group and the experimental group in Organization in the pre-test?
4. Is there a significant difference between the control group and the experimental group in Vocabulary in the pre-test?
5. Is there a significant difference between the control group and the experimental group in Language Use in the pre-test?
6. Is there a significant difference between the control group and the experimental group in Mechanics in the pre-test?
7. Will there be a significant difference between students

taught writing through the Functional-Notional approach and students taught writing through the Grammar-Syntax-Organization approach in the post-test total scores?

8. Will there be a significant difference between students taught writing through the Functional-Notional approach and students taught writing through the Grammar-Syntax-Organization approach in Content in the post-test?

9. Will there be a significant difference between students taught writing through the Functional-Notional approach and students taught writing through the Grammar-Syntax-Organization approach in Organization in the post-test?

10. Will there be a significant difference between students taught writing through the Functional-Notional approach and students taught writing through the Grammar-Syntax-Organization approach in Vocabulary in the post-test?

11. Will there be a significant difference between students taught writing through the Functional-Notional approach and students taught writing through the Grammar-Syntax-Organization approach in Language Use in the post-test?

12. Will there be a significant difference between students taught writing through the Functional-Notional approach and students taught writing through the Grammar-Syntax-Organization approach in Mechanics in the post-test?

13. Will there be a significant difference between pre-test and post-test in total scores within the students taught writing

through the Grammar-Syntax-Organization approach?

14. Will there be a significant difference between pre-test and post-test in Content within the students taught writing through the Grammar-Syntax-Organization approach?

15. Will there be a significant difference between pre-test and post-test in Organization within the students taught writing through the Grammar-Syntax-Organization approach?

16. Will there be a significant difference between pre-test and post-test in Vocabulary within the students taught writing through the Grammar-Syntax-Organization approach?

17. Will there be a significant difference between pre-test and post-test in Language Use within the students taught writing through the Grammar-Syntax-Organization approach?

18. Will there be a significant difference between pre-test and post-test in Mechanics within the students taught writing through the Grammar-Syntax-Organization approach?

19. Will there be a significant difference between pre-test and post-test in total scores within the students taught writing through the Functional-Notional approach?

20. Will there be a significant difference between pre-test and post-test in Content within the students taught writing through the Functional-Notional approach?

21. Will there be a significant difference between pre-test and post-test in Organization within the students taught writing

through the Functional-Notional approach?

22. Will there be a significant difference between pre-test and post-test in Vocabulary within the students taught writing through the Functional-Notional approach?

23. Will there be a significant difference between pre-test and post-test in Language Use within the students taught writing through the Functional-Notional approach?

24. Will there be a significant difference between pre-test and post-test in Mechanics within the students taught writing through the Functional-Notional approach?

#### 1.5. DEFINITIONS

The terms to be used as the key words and their meanings throughout this thesis are as follows:

Writing: All of the various activities that involve transferring thought to paper (Dvorak, 1986:145).

Transcription: Writing that focuses primarily on the conventions of language form, i.e. grammatical or lexical structure (Dvorak, 1986: 140).

Composition : Skills involved in effectively developing and communicating an idea or making a point (Dvorak, 1986:145).

Content: Understanding of the subject, by discussing main points and giving sufficient detail, supporting the thesis by means of exemplifying, defining, comparing or contrasting (Hughey et al., 1983:142).



Organization : Fluent expression of ideas arranged in introductory, developing and concluding paragraphs, each one also well-organized in itself by means of topic and supporting sentences. Ideas logically sequenced especially by means of transition elements (Hughey et al., 1983:142-143).

Vocabulary: Facility with words and idioms to convey intended information, attitudes and feelings. Appropriate choice and usage of them accurately and effectively (Hughey et al., 1983:143-144).

Language Use: Effective complex constructions of sentences, agreement between sentence elements, correct and proper verb tenses and modals, appropriate word order suited to the intended function, correct usage of articles, pronouns and prepositions (Hughey et al., 1983:144-145).

Mechanics : Correct spelling, correct use of punctuation marks and capital letters paragraphing and legibility of handwriting (Hughey et al., 1983:145).

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. ATTITUDES TOWARDS WRITING IN FOREIGN LANGUAGE TEACHING

The significance and function of writing in foreign language teaching has been ignored for many years. Traditionally, the skills to be improved in foreign language learners have been ordered as listening, speaking, reading and writing. One of the main reasons in this ordering, as Dvorak (1986:148) maintains, was the general belief about the natural order of language acquisition (comprehension before production, oral before written). Another reason, especially for writing to be the last, is that writing was considered by the traditional approaches a less useful skill than the other three; many students usually find themselves in a context where listening, speaking or reading might be necessary. Only the language majors might expect to do any extensive foreign language writing. The attitude of most language teachers towards writing has also been important in ordering the skills. They have felt that to develop writing skills is not the goal of foreign language learners because "most of the learners are still struggling to acquire this kind of skill in their native language" (Trojanovich, 1974). Besides the former two, the later statement

clearly means teaching writing skills to native English speakers and to learners of English as a foreign language do not differ from each other. Another research also supports this assumption: some organizational features of first language writing do appear in the writing of foreign language student writers (Kaplan; 1972). This was based on the long held belief that writing and speech were not fundamentally different. If a foreign language learner manages to establish a communication in spoken form, there is no reason for him to be unsuccessful in written form of the language. The best way to teach writing was to correct it. This led the methodologists to the conclusion that there was no need for the language teachers to include a separate writing course in their basic foreign language curriculum.

Most of the textbooks designed to teach English under the traditional approaches demonstrate the traditional ordering of skills. Writing was basically eliminated from the main goal; it was either completely excluded from the textbook or included as controlled or guided writing which only enable the students to practise what they have learned but not let them use the language to express their own ideas.

Saporta, almost on the same line, summarizes the arguments about the primacy of speech over writing in the traditional approaches to language teaching in three ways:

- "1) It reflects the way children learn their native language
- 2) Writing is only an imperfect representation of speech; the letter includes all the relevant distinctions, such as stress and intonation in English, whereas these are only unsystematically represented in writing.
- 3) The transfer in learning from the spoken to the written form is greater than the reverse" (1978:268).

He also makes comments on these arguments. He says, the first argument is largely irrelevant. Because the order which is true for the native language acquisition is not the only and the most efficient order. A child acquires his first language, but a student, who loses his innate abilities as he matures and through which he has acquired his mother tongue, learns a foreign language.<sup>1</sup> He refuses the second argument, too, by claiming that writing systems are not always less explicit in giving the relevant information. On the contrary, they include information even when it is absent in acoustic signal, e.g. the apostrophe in boys, boy's and boys'. Finally, he insists on the idea that if writing makes a big distinction, it is more efficient to start with the improvement of this skill.

So, it is quite recently that researchers, like Saporta, have distinguished between written and spoken forms of language. This has, naturally, influenced the notions about the place of writing in foreign language teaching. Besides teaching listening, speaking or

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<sup>1</sup> Krashen (1982) explains the distinction between "acquisition" and "learning" as follows: "Language acquisition" is a subconscious process. Language acquirers are not consciously aware of the fact that they are using the language for communication. They are not consciously aware of the rules of the language. But they have a "feel" for correctness or errors of grammatical sentences. On the other hand, "language learning" is a conscious process. Learning a language is knowing the rules, being aware of them, and being able to talk about them.

reading, writing has also gained an important role in teaching English and the methodologists have started to design writing course syllabi which have preceded the publishing of special textbooks improving only writing skills.

The order of foreign language skills has also changed eventually in favour of writing. If English is learned as a second language in the English speaking environment, writing might not be so urgent to carry on the daily communication. Speaking, which means the presence of a listener who always provides a safer environment for interaction, is quite sufficient for the foreign language learner. However, when English is learned as a foreign language in a classroom environment, speaking and writing skills go hand in hand in terms of both difficulty and necessity. Even sometimes, writing might be the only way to establish communication between the foreign language learner and the instructor; in (forms of) reports, essays, answers to examinations questions, etc. A study (Enginarlar, 1982) conducted by the Sub.-Committee of the Planning Commission of Middle East Technical University, where the medium of instruction is English, reveals an interesting finding in the sequence of importance for the major skills assessed by students: 1) reading, 2) listening, 3) writing, 4) speaking. According to this study, students did not encounter much difficulty in reading. But speaking was the most difficult skill to develop. Writing followed speaking as the second most difficult skill and listening as the third. This study provided English language teachers at METU with a means to evaluate the function and necessity of writing courses in the English teaching curriculum.

Raimes, a famous methodologist who dealt with writing in

English as a foreign language, claims that writing should be a part of a foreign language syllabus not only because of the fact that people have to communicate with each other in writing, but also, and very importantly, because writing helps students learn. How? She answers this question by giving three explanations:

"First, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our students" (1983:3). Very simply, the writing exercises frequently used especially at the beginning stages of language learning, e.i. sentence writing, justify this explanation. While the student fills in the blanks with the appropriate word, idiom, phrase and the correct form of the given verb, or substitutes some verbal items, he learns the syntactic and semantic structure of the language unconsciously.

"Second when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks" (1983:3). While writing, students discover some new ways of expressing themselves. Because the need of transferring thought into writing forces them to find out the right word, the right structure.

"Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning" (1983:3). During the realization of writing, brain, hand and eye collaborate. The idea to be communicated is transferred into a visible form in writing. This gives the student learner the chance of checking the correctness of his sentences. So both the transfer of thought into writing and the process of checking the written output

necessitate a mental activity which reinforces learning.

### 2.1.1. Writing vs Speech

In foreign language teaching, none of the skills can be taught or learned apart the others. It is not possible or even advisable to teach one skill in isolation from the others. All the language skills are interrelated and complementary. Therefore, the traditional belief about ordering the skills and the ignorance of teaching writing in foreign language learning is not held anymore. Each skill has a different function in learning and they all reinforce and strengthen each other. In the same manner, the old belief that "one who speaks well can also write well" is not popular and valid anymore. Researchers have agreed on the difficulties of writing. In 1980, Bartholomae very nicely stated the changing attitude by saying "Learning to write involves- in effect, learning a second dialect" (cited in Dvorak, 1986:149). This also indicates the general agreement on the vast difference between the spoken and the written language.

Actually, writing and speaking are two different modes of language. Learning to speak a language is not enough to write in that language, or learning to write is not just a natural extension of speaking that language. Then, what are the differences between writing and speaking?

Most people consider writing to be a more complex and difficult discourse medium than speaking. Certain psychological, linguistic and cognitive factors explain these differences clearly (Hughey et al., 1983:3-5). Let us have a look at these differences in terms of psychological, linguistic and cognitive factors.

Psychological factors: Speaking is a social act. Because a speaker and an audience are present during the act of speech, there is some form of action, interaction and reaction between the individuals. The audience provides immediate feedback in the form of verbal and nonverbal clues; the use of voice (pitch, stress, rythm, intonation and pause), bodily gestures and facial expressions help to convey their ideas. Moreover, and audience acts as a teacher for the speaker. His reactions help speaker continue, stop, change, repeat or explain what he has said.

On the other hand, writing is a solitary act. It is 'communication formed in isolation'. There is not an audience present. The writer has to shape his communication without audience feedback. He has to give meaning to his writing by considering the views and reactions of an audience he has fictionalized in his mind. But what he has imagined may not always come true. Once the reader has got the written piece, the writer has no opportunity anymore to correct, rephrase or start over if what he has written is not accepted by the reader. Also the absence of an audience forces the writer to use the mechanical devices such as punctuation, capitalization, paragraphs, graphs, tables, etc. very carefully because these devices are the only way to replace an audience and to convey his meaning exactly.

Linguistic factors: Speech is usually informal and incomplete. When we speak, we use abbreviated forms and constructions uttered without forethought. Therefore the sentences are short, simple and even telegraphic because the presence of an audience allows us to confirm our simple and short sentences by means of mutual nonverbal clues. It is also possible to repeat frequently to emphasize what we



say, because speech is not permanent, we say it and it is gone. It is ephemeral.

However, when we write we try to organize and construct complete sentences, both in syntax and in meaning. One word sometimes carries the speaker's intention because it is used in a situational context. But in order to give the same meaning in written form, a carefully forethought idea must come out in a well-constructed sentence. Therefore in writing, the sentences are longer and elaborate. Because writing is permanent, the output should be such a concise and coherent piece of work that it might be used again and again in the future. As a result, writing needs a wide knowledge of rhetoric, syntax, spelling, punctuation, capitalization, etc.

Cognitive factors: We acquire speech naturally in our first language. Very young children can speak without any difficulty. They comprehend what is told to them and then try to speak and develop their language in order to express themselves. Production is fluent and automatic. Thus, speech is acquired and is also produced rapidly.

Whereas writing is learned through formal instructions. So, it requires extensive previous learning of orthographic forms, lexis, syntax and morphemes. A writer has to concentrate on both the meaning of ideas and the production of ideas. To do this, the writer needs more time than a speaker does. That is why production is not so rapid nor is meaning always clear.

#### 2.1.1.1. Writing in a Foreign Language

These significant differences between speaking and writing, of course, play an important role in learning writing in a foreign

language, too. Although writing is a learned behavior, during the learning of writing, a foreign language learner has to face more difficulties than a first language learner does. First of all, he does not have the advantage of speaking the target language because he does not have a background. It means he does not internalize the grammatical structure of the new language and the vocabulary well which will meet his immediate needs. In this situation, because he thinks in his first language, the student learner tries to translate word for word from his first language to the new language, rather than translating ideas. The result is, of course, frustration.

Some researchers find learning to write as "ego-destructive" (Hughey et al., 1983:5), because the words produced are the realization of the "self"; a part of the "being". So, while a foreign language writer writes, he reveals himself on paper and when his paper returns back marked with red pencil, he realizes that the ideas which are very clear to him in his first language may not be so clear to a reader in another language. Therefore, writing might be discouraging while speaking is usually encouraging and sometimes rewarding for a foreign language learner.

#### 2.1.1.2. Writing vs Reading and Listening in a Foreign Language

Learning or teaching writing differ from learning or teaching reading and listening in a foreign language, too. The student tries to comprehend what he is reading or listening to. Because in a passage or speech, he finds the language in its natural form, he finds the realization of the language. Even if his knowledge of grammar and vocabulary is not enough, the context helps him to understand to a

great extent. The only thing he has to do is to think and consider the relations of the structure and vocabulary to the context.

However, writing requires a selection and organization of experience according to a certain purpose (Arapoff, 1978). While reading or listening, the student finds the selection and organization of facts and ideas and their expressions ready in the language. He only needs to find out the purpose. Whereas in writing, he himself needs to select and organize ideas for his purpose and then expresses them by using the new language. In order to do this, he has to depend on his knowledge of the target language. If his knowledge of the target language is limited, this prevents him from putting his ideas on the paper clearly and fluently. Therefore, as Widdowson (1978) says, writing is "productive" while reading and listening are "receptive".

## 2.2. THE PLACE OF WRITING IN APPROACHES TO FOREIGN LANGUAGE TEACHING

Language teaching has got a long history. Human beings have been learning and teaching languages beside their first language or languages for centuries. But scientific studies on languages came out in the 20th century. Before the 20th century, people studied languages without being aware of the facts of language. But towards the end of the 19th century, the teaching styles started to take forms and to be defined. Beside the linguistic researches, psychological, social and even neuropsychological studies have influenced and directed the language teaching systems. As a result, numerous approaches, methods, and techniques have been designed and recommended to language teachers. We shall have a brief look at the most common and influential ones here. These methods or approaches will be surveyed in terms of their

fundamental principles but a special emphasis will be put on their consideration of teaching the skill of writing.

### 2.2.1. The Grammar Translation Method

The main purpose of teaching a language by means of this method is to enable the students to read the literature of the target language. To do this, the students need to learn the grammar rules and vocabulary. They learn to translate from one language to another. Through the readings they translate, they also get some ideas about some aspects of the culture of the foreign language community. They study the grammar deductively; they study and memorize the grammar rules and apply them to other examples. To facilitate learning, the teacher draws the students attention to similarities between the target language and the native language. Students are also asked to memorize the native language equivalents for foreign language vocabulary items. Reading and writing are the primary skills to be developed. Therefore, after translating the text and learning the basic grammar points in that text, the students fill in the blanks with new vocabulary and particular grammar points, then write a paragraph or a composition about a topic based upon some aspects of the reading passage.

The main purpose of teaching a language in the Grammar Translation Method is developing the reading skill. Listening and speaking are completely neglected. However, writing is also as important as reading. Although the focus is one grammar structure, to practise this structure, students write a composition or a précis of the reading passage as the last step of the lesson. At the same time, they use the new vocabulary in their writing. But writing is not

included in this method for the sake of writing. That is, still the form of the language is important and content is determined by the form.

### 2.2.2. The Direct Method

When the goal of learning a foreign language was "to communicate" teachers preferred the Direct Method. Opposed to the previous one, the Direct Method does not allow any translation. The use of native language in any form is forbidden. Since the aim is communication, students need to learn how to speak. Therefore, speaking is more emphasized than other skills. Students are urged to infer the meanings of vocabulary and grammar. Therefore, the teacher demonstrates the meaning without explaining or translating because they are expected to learn thinking in the target language. Another way of achieving this end is to ask students to answer in full sentences. This method applies three writing tasks during the teaching. The first one is fill-in-the-blanks exercise. Students work on new vocabulary or grammar points in this exercise. The second one is dictating a paragraph based on the reading text. After studying vocabulary and grammar points of the lesson, the teacher usually dictates a paragraph about the reading text. And the last activity is paragraph writing. The students write a paragraph "in their own words about the subject they've just studied. This is, in a way, paraphrasing the text. So, obviously, writing is done to emphasize learning the new items of the target language, not a means of communication.

### 2.2.3. The Audio-Lingual Method

The attempts to learn the spoken form of a foreign language have achieved their peaks in the audio-lingual method. According to the principles of this method, the purpose of language learning is to learn how to use the language to communicate. Therefore, speech is more basic to language learning than the written form. This principle is based on the traditional order of skill acquisition; that is, listening, speaking, reading and writing. It is claimed that language learning is a process of habit formation. So, the structural patterns are repeated as much as possible to make the learning stronger and greater. This also prevents native language interference. The major objective is for students to acquire the structural patterns. These patterns are usually given through dialogues based on daily speech. They are supposed to learn vocabulary afterwards.

To teach structure, the teacher uses numerous drills, like repetition drills, chain drills, single or multiple slot drills, transformation drills, question-answer drills, etc. Since speech is major, pronunciation is emphasized as well.

Following the natural order of skill acquisition, the Audio-Lingual method gives the least attention to writing. The only writing task students have to do is completing the dialogs by filling in the blanks with the missing words.

### 2.2.4. The Cognitive Code Learning Theory

The highly structured approaches to language teaching have begun to seem insufficient and dull, particularly at the intermediate

and advanced levels. Teachers have felt a need to establish a bridge from the heavily structured activities to a freer and more creative use of language. Different modifications of drills by means visual aids and more interesting context were no help, either.

The cognitive code learning theory has provided a base for a new approach to language teaching. Cognitive psychologists and transformational-generative linguists (starting with Chomsky) have argued that learning does not take place through habit formation, it is a creative process, a cognitive activity rather than a simple response to what is heard. So, teaching a language should be designed in such a way that student can discover the rules of that language and can form their own rules to create their own utterances.

Enlightened by this theory, language teaching has gained a new face. The four language skills; reading, writing, speaking and listening have been considered to foster a student's progress all together. So, they have been worked on from the beginning of the teaching process. Students' errors have been accepted as inevitable and signs indicating that they are working on the rules. Form has been studied together with the content. Students first study examples of the target language in a situation or context and then try to discover the rules or generalizations underlying the structure given in the situation.

#### 2.2.5. The Communicative Language Theory

All the approaches surveyed so far have emphasized a structure-based syllabus in language teaching. The primary aim was to enable the students to create grammatically accurate sentences and to learn lists of new words. Although some techniques have tried to present

the language units in some situations and within a context, these situations and contexts were also designed purposefully, concentrating on a definite grammar structure.

While some active teachers were modifying their structure-based syllabus into a more active and creative one, the 1970's brought a new direction in language teaching. Some sociolinguists began speaking about the importance of semantics and of a theory of communication. With the aid of humanistic psychology, which estimated the importance of "man-as-a-person" rather than "Man-in-general", these theories led to new hypotheses, methods, approaches and techniques. The semantic theory brought the idea that each learner has different behavioral, linguistic and paralinguistic (gestures, sound, facial expressions, etc) peculiarities to convey his message. The humanistic psychology brought back the importance of motivation and personality factors in language learning and the need of the learner to be valued by his teacher and classmates. With the aids of these two social and psychological theories, the communicative language theory came out,

" enabling the learner to realize that since every speech act takes place in a specific social situation, he must be aware of the people (number, age, sex, roles, status, personality, etc), the place, the time and the topic in order to determine whether he will need to use a colloquial, informal or formal variety of English in communicating with his interlocutor (s). Moreover, appropriateness and acceptability of speech in the particular social situation are as important as accuracy of pronunciation or grammar, if not more so" (Finacchiaro, 1982).



Based on this theory, the objective of language teaching has become the development of the communicative competence. According to Hymes (1974), the child learning his first language acquires "not only a system of its grammar, but also a system of its use, regarding person, places, purposes, other modes of communication,.....patterns of the sequential use of language in conversation, address, standard routines". But the only way for a student to learn these aspects of language use is to follow a schedule designed to teach and improve the communicative competence.

In other words, communicative competence represents the knowledge of a speaker to communicate effectively in real cultural settings. Rivers (1982) explains this competence as to know conversational gambits, appropriate gestures and body language, when to intervene in a conversation and when to wait for others, what questions and comments might be made and which would offend and also understanding the message content of stress and intonation.

While many teachers were using an eclectic approach, that is, presenting grammar, situation and topic as they did in the past but adding numerous communicative tasks and small group or paired activities to the presentations, others have decided to adopt a functional approach which is designed to lead to communicative competence from the first day of learning.

#### 2.2.6. The Functional - Notional Approach

According to Finocchioro, "the functional-notional, or communicative approach integrates communication theory, attention to grammar, to semantics, to situation and to humanistic

psychology" (1982:22).

But some writers have doubts about the terms and consequently, we have various modifiers. These are the functional-notional approach, (Finocchiaro, 1982), the functional approach (Salimbene, 1983), and the notional approach (Dobson, 1979; Wilkins, 1972; Stratton, 1977; Hawkes, 1979). Although Finocchiaro herself uses the term "functional", Salimbene (1983) uses the "notional approach" or the "communicative approach" as alternatives to the functional approach. Before determining the term to be used in this study, let us have a look at the terms "function" and "notion" and what they mean in language teaching.

"Notions" are ideas the learner wants to communicate. These "may be general (referring to universal themes such as time, space, motion, matter, case) or specific (that is, the structural and lexical items that would be found within the general categories and which are needed to complete or to clarify the various functions of language. For example; we regret something, we disagree with someone, or some opinion, etc.)" (Finocchiaro, 1982:42).

"Functions", on the other hand, are the ways the notions mentioned above are applied in that language, that is, the forms of language the learners would need or wish to express with a social situation. These functions are usually expressed through grammatical form i.e. tense, conjunctions, etc., (Finocchiaro, 1982).

As the definitions indicate, without having notions, functions can not be formed and without functions, notions can not be communicated. So, the term "functional-notional" sounds more complete and it will be used in this thesis as well.

What is a functional-notional syllabus like? A functional-notional syllabus shifts the emphasis from structure and setting to communicative purpose of the speech act. Grammatical form is not ignored; it is taught not as an end in itself, but as a means of carrying out communicative intent. Naturally, a speech act-communication takes place in definite but various sociolinguistic situations. Owing to this fact, the functional-notional approach takes both linguistic and extralinguistic factors into consideration. Finocchiaro (1982) exemplifies these extralinguistic factors as 'social roles and the psychological attitudes' toward each of the participants in a conversation (employer-employee, teacher-pupil, etc.), 'the place and time of the communication act' and 'the activity' being discussed. All these factors determine the form, tone and appropriateness of any oral or written message. Therefore, the course is based on language functions and speech acts rather than on units of grammar or situations. The lessons are entitled "Greetings", "Likes and Dislikes", "Expressing Approval", "Predicting", "Disagreeing", etc., instead of "Simple Present Tense", "Relative Clauses" or "At the Drugstore", "Visiting New York" etc.

Salimbene (1983) summarizes the points, and also the steps, the functional-notional syllabus design should go through. According to her, the functional-notional materials writer tries to follow these principles:

a. First of all, he determines "the communicative needs of the students who will be using the materials" (1986:50). That is, instead of following a fixed progression of verb tenses without thinking what the student will need to use or understand in the target language, he

accounts for the social environment of the student and determines the student's needs which will enable him to establish communication in a proper way as soon as possible.

b. Second, "he present the language functions required to express the communicative acts in order of need" (1986:50). Some methodologists have attempted to determine the basic language functions which categorize the major English notion terms. One of them, Wilkins, (1973) first set forth eight categories, then revised the number as six (1976). Then, along the lines of Wilkins, Hawkins and Dobson (1979) arranged the functions/notions in seven categories. These are:

1. Requesting and giving information (e.g. to ask, to inquire, to ask, etc.)
2. Expressing thought processes (e.g. to think, to know, to believe, etc.)
3. Expressing opinions (e.g. to be convinced, to be sure, to be positive, etc.)
4. Making judgements (e.g. to be right, to be wrong, to admit, to apologize, etc.)
5. Modifying people's behaviour (e.g. to persuade, to convince, to suggest, etc.)
6. Expressing personal feelings (e.g. fondness, liking, affection, etc.)
7. Interacting socially (e.g. standard formulas: greeting, introduction; exclamations, irony, interrupting, etc., (Dobson, 1979: 34-35).

c. Once the needs and the functions are determined, "he offers the students a 'choice' in expressing or performing the functions" (1986:50). Instead of following the similar language patterns for definite functions, patterns which are similar in meaning are presented. That is, a function may be expressed directly or indirectly through the use of any number of different structures. There is no one-to-one relationship between the structure and the function. For example, a request may be expressed as "May I have a glass of tea?" "Could I have.....?", "Would you get me.....?", "I wonder if I might have....", "Is there.....?", or "Would three be....?". Although these sentences all have different structures, their similar meanings are emphasized for the students to comprehend the language function.

d. "He balances his knowledge of language structure with the functional needs of the students in deciding on the order of presentation of material" (1979:50). The text writer does not present all the patterns a native speaker uses to perform that same function. He makes a choice among them based on the structural complexity, what has already been taught, and teachability of the structure at that point in the students' linguistic development. Because his aim is not to urge the students to master all linguistic items but to offer them the most available choices and to develop a potential of communicative competence in the learners.

As for the rationale behind the approach; humanistic psychology which recognized human beings as individuals, has played the major role in shaping the theory. The significance of human beings as individuals has determined the fundamental objective of the approach. Thus, the approach has considered

the basic needs of human beings in establishing a communication through the new language. Expressing one's ideas, wishes, desires, etc. has overcome the monotonous study of structural patterns ordered from the simplest to the most complex. The idea in entitling the units as "Expressing Likes/Dislikes", "Making Judgements", "Making Comparisons", etc., instead of "Present Continuous Tense", "Simple Past Tense", etc. is that just at the beginning of a unit, the learner can be made aware of the fact that at the end of the unit he will have learned to say some things about that subject (Finocchiaro, 1982).

The learner is not limited or forced to use some definite patterns. Instead he is offered a number of possible choices. This is due to the principle that each individual is different and needs different ways of expression. The material writer gives almost all possible patterns the title requires, without thinking about the complexity or simplicity of the structure and without ordering the patterns from simpler to more difficult. Because it is assumed that if the learner needs to, he may learn a complex structure more easily than a simpler one.

The individual learner is the center of the learning process. The psychology which accepts every human being as an individual also admits that each individual has a different pace of learning and develops different strategies for acquiring knowledge. The variety of patterns dealing with a unit in the functional-notional approach enables learners of varying ability to express themselves by means of the choices they have made in accordance with their ability and personality.

In these aspects, that is, fulfilling the basic human need and giving every single individual a chance of expressing himself from the beginning of the learning process, the functional-notional approach is self-motivating. Since it is impossible to teach the whole of language at any level, the aim is to give learners a potential ability and motivation to continue their studies.

#### 2.2.7. The Eclectic Approach

The Eclectic Approach to language teaching is using a selection of techniques of all the known methods rather than following any single method. If the aim of the teacher is to develop all four language skills in the learners in a balanced way, he prefers choosing the appropriate techniques for various teaching situations. Since it is really very difficult to demonstrate scientifically which one is or is not a good method, following an eclectic way enables the teacher to be flexible in his teaching and to keep an open eye for new techniques and approaches.

### 2.3. STUDIES ON TEACHING WRITING IN ENGLISH

Studies on teaching writing in English to nonnative speakers are very limited in number. In these studies, the researchers tested different aspects of teaching writing skills and tried to find an answer to the problem of the best way of teaching writing to students of English

Brière (1966) did research on the relation between writing frequency and second language writing. In his study, a group of students learning English were divided into two groups. "One group

followed the traditional procedure of careful preparation of compositions followed by a detailed analysis of their errors. The other group concentrated on quantity rather than quality. They were supposed to write as much as they could, without paying special attention to language forms. At the end of the study, not only could the latter group write more, they could compose with fewer errors" (cited in, Chastain, 1976:378). But according to Krashen, although Brière found improvement in the group that emphasized quantity of writing, "his measures were fluency and grammatical accuracy, not evaluation of writing style. No studies investigate whether frequent writing improves second language writing at levels higher than the sentence" (1984:39).

Sommer's (1981) and Perl's (1981) case histories show that overteaching of grammar for editing can seriously impair the composing process (cited in Krashen, 1984:16-17).

Zamel's study (1983) showed that skilled writers "delayed consideration of lexical and grammatical problems until the final stage of their writing--they did not let their second language weaknesses tangle their writing process. On the other hand, the least skilled writer tried not to commit errors and resulted in losing track of her ideas. The better writers seemed to know that considering both form and content at the same time is difficult (cited in Krashen, 1984:41).

A study conducted by Pica compared the traditional approach with interactional approach in terms of effects of feedback provided by the teacher in teaching writing. Both groups of students used the same writing textbook, curriculum and format. But while the students who received the traditional feedback focused on short phrases and fragments during the teaching, the students who were taught through the



interactional approach received extensive, paragraph-level written feedback from the teacher. Analysis of the students' written compositions" showed that compared with its "fragmented" counterpart, "interactional" feedback had a higher correlation with increased length of students' sentences and paragraphs and a decrease in the number of grammar-usage errors they made—students who received the more traditional "fragmented" feedback also improved, but not as much as the "interactional group" (1984:8).

A study was carried out by Alawneh (1985) to assess the effect of Focused Efficient Method (establishing objectives according to the needs shown by the students' writing and during each writing period, concentrating on no more than a few linguistic and stylistic objectives) on the achievement of students in composition writing by comparing the Focused Efficient Method with traditional method, which gives the title and provides the students with some pertinent ideas and lets them write their composition. The result of the one semester application showed a significant difference in favour of the FEM (cited in Smadi, 1986:36).

Some studies, as reported by Krashen (1984), tested the significance of reading in improving writing skills. While some studies report increase in writing ability after relatively short periods of reading (Clark, 1935; Heys, 1962; De Vries, 1970;) others suggest that good writing is a long-term payoff of reading (Ryan, 1977; Kimberling et al, 1978). Krashen, under his "Input Hypothesis", which claims comprehensible input in teaching language enables the learner to acquire the target language, emphasizes the assistance of reading in improving writing skills. According to him, "development of good

writing style occurs via reading for meaning and writing to convey meaning. We gain "competence" in writing.....by understanding messages encoded in written language, by reading for meaning. In this way, we gain a subconscious "feel" for written language. And writing "performance" can be developed via sheer practice" (1984: 28,37). He summarizes his approach as "instructions in writing should not focus on teaching form directly, but should instead encourage the subconscious acquisition of form through reading and give students procedures that will facilitate the discovery of meaning and an efficient writing process" (1984:36).

So far, any study comparing the Functional-Notional approach and the Grammar-syntax-Organization approach to teaching writing effectively in English has not been encountered. This study attempts to achieve this task.

## CHAPTER III

### THE METHOD

#### 3.1. RESEARCH DESIGN

This study is a longitudinal and comparative study. In this study, a writing test was administered to two groups of students twice. First a pre-test was given to both of the groups. The students were asked to write about a given topic. Then one of the groups, that is, the Control group, was taught writing through the Grammar-Syntax-Pattern approach for a semester of 15 weeks, and the other group, that is, the Experimental group was taught writing through the Functional-Notional approach for the same amount of time. At the end of the semester, the twogroups took the post-test requiring them to write again on the same topic they wrote before in the pre-test. Then the students' papers (in pre-test and post-test) were analysed and evaluated according to the component scales suggested in the "ESL Composition Profile" (Hughey et al., 1983:140).

#### 3.2. SELECTION OF SUBJECTS

This study was carried out with 40 students in the Preparatory School of the Open Education Faculty, Anadolu University. These students

were in two different groups.

The students in the Preparatory school are grouped according to their level of English. Their level of English is determined by a placement test given at the beginning of the academic year. In the academic year 1986-1987, when this study was administered, the students registered were put into four groups. The number of students in each group was between 25 and 30 and they were aged between 18 and 20. One of the groups, Group D, consisted of the beginners; the ones with very little English or those who studied German or French at secondary and high schools. Another group, Group C, consisted of students who got the highest marks in the test. Their level of English was far better than that of all the other students. The rest of the students had almost the same marks in the test and these were divided into two groups, Group A and Group B. Because this study was a longitudinal study, it was impossible to reset the groups. Therefore, because the levels of Group A and Group B were almost the same, as determined by the results of the placement test, these two groups were chosen to apply the study.

Both of the groups, i.e. Group A and Group B, had the same English courses, namely, Reading, Writing, Aural Comprehension, and Spoken English. After the pre-test, one of the groups was taught writing in English through Grammar-Syntax-Organization approach and this group constituted the Control group. The other group was taught writing in English through the Functional-Notional approach and the students in this group made up the Experimental group. Both groups were taught writing by a non-native speaker teacher of English.

### 3.3. DATA COLLECTION

The study was carried out in the second term of the academic Year 1986-1987. The two groups had studied English 25 hours a week for a semester of 15 weeks. The courses they had taken were Spoken English (12 class hours), Reading (3 class hours), Writing (3 class hours), Aural Comprehension (3 class hours) and Grammar (4 class hours). In the second term, the grammar course was excluded; instead, the hours of the other English courses were increased. This was done because it was decided that if the other English courses focused on grammar more, the students would get more benefit. Thus, in the second term, the students had writing for 5 hours, instead of 3 hours as in the first term, and the course was designed as the "academic writing course."

In the first writing hour of the second term, the pre-test was given to the Control and Experimental groups. In this test, the students in both groups were asked to write at least three paragraphs on the following topic: "Some people complain that the education given at schools in Turkey is not enough and this creates problems. In your opinion, what are the problems which the education system creates; what has caused them and why; how can they be solved?"

During the semester, both groups were taught Writing for 5 hours but while the Control group was taught writing by means of a syllabus designed according to the Grammar-Syntax-Organization approach, the Experimental group was taught writing through a syllabus designed under the Functional-Notional approach. Now, let us have a look at the syllabus and the textbooks and supplementary materials used in both groups.

The syllabus designed for the Control group was based on grammatical accuracy, syntactic structures and the Organization of written work in English, as the approach demands. The writing textbook Write Ideas<sup>2</sup> was used as the main coursebook, but the course was supplied with extra materials.

In the guide to Write Ideas, it says "the skill of selecting relevant information, organizing it effectively, expressing it in accurate language and guiding the reader through the finished piece of writing are dealt with in this textbook" (Glendinning and Mantell, 1983:5). It emphasizes the needs of the audience, as well. In order to achieve its goal, the book starts teaching writing at the sentence level, it then moves on to paragraph writing and the last step is essay writing.

The first step is teaching how to link sentences to write a paragraph. To do this, it gives a number of compound or complex sentences by using linking words (and, but, although, therefore, because, etc.) and relative clauses.

The second step is to reorder scrambled sentences to make a paragraph by considering the meaning relations between the sentences. But to direct the students to a correct paragraph patterning, the book gives paragraph structure in a very mechanical way; that is, it shows the place of topic sentence, supporting sentences and concluding sentence in a chart and the students reorder a number of sentences as a paragraph by choosing the topic sentence, supporting sentences and concluding sentence according to the chart and also by linking them

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2 E.Glendinning and H.Mantell, Write Ideas (London: Longman Group Limited, 1983).

to each other by means of appropriate connectors, like, for example, that is, it means, etc. They also invent or choose topic sentences or supporting sentences for a given paragraph, or insert or delete sentences from it. While doing these exercises the students are focused on the organization of a paragraph in English.

Once the students had a grasp of the organization of a paragraph, they were ready to write an essay which consisted of an introductory paragraph, developing paragraph(s) and a concluding paragraph, all together making a point. But the book again shows the ways of writing an essay. To write an essay, say, about "Problems and Solutions" (pp:108-126) (Appendix A), first it teaches how to write an introductory paragraph, that is, how to state a problem. After doing some exercises on stating a problem, it asks the students to make their own proposals for the problem and then their predictions about the consequences of the actions to be taken. By doing these, the students write the developing paragraph (s). To conclude their essays, the students should recommend the best solution to the problem.

However, the textbook does not only teach organization. It also draws the students' attention to the necessary grammar and syntax. For example, while writing about "Problems and Solutions", the students were given "if-sentences 2" to describe proposals (eg. If they built more primary schools, illiteracy would be reduced), "If -sentences 1" to predict the consequences of actions to be taken (e.g. If they establish a university, it will bring little benefit to the country) and "must, have to and should" to make recommendations (e.g. The cement works should be built on site 1).

In addition to the exercises in Write Ideas , the writing course was supplied with various exercises which reinforced the exercises in the book. For example, they were given paragraphs whose topic or concluding sentences were missing and the students were asked to choose and write an appropriate topic or concluding sentence for the paragraph or they were given the topic sentence or the concluding sentence and were asked to write the paragraph accordingly (Appendix B, Exercise 1).

At the essay level, the students were given scrambled paragraphs and were asked to recognize and reorder these paragraphs to form an essay. Or they were given an essay without an introductory or concluding paragraph and were asked to choose the best introductory or concluding paragraph for the essay among the given choices. After these exercises, they were given essays without introductory or concluding paragraphs and were asked to write them (Appendix B, Exercises 2.). The last step was giving an introductory paragraph and asking the students to complete it as an essay.

Beside the organizational exercises given above, the students were taught the grammatical and syntactic structures which the book demanded, separately and in detail. This was done by means of necessary explanations, drills and classroom activities.

On the other hand, the Experimental group was taught writing by means of a syllabus designed under the Functional-Notional approach which stressed the purpose of the writer and directed the writer to consider the audience for his written work. To enable the students to convey their messages, the syllabus also provided them with comprehensible input which, in a way, gave the students a model for



their production.

The main textbook used for writing by the experimental group was Practise Writing.<sup>3</sup> The book has unit titles such as "Writing a Dialogue", "Writing Notes and Messages", "Describing a Person", "Giving Instructions", "Outlining Advantages and Disadvantages", "Giving Opinions", etc. As is stated in the Introduction to the book, each unit contains a model composition. First, this model is analysed briefly regarding paragraph planning, register and style. After this analysis, the student is provided with practice in some areas of grammar, vocabulary and sentence linking as required by the topic studied in that unit. Finally in the concluding part, the students write a full-length composition using the structures and skills which have previously been practised (Stephens, 1986).

A brief look at one of the units in the book may clarify matters. The second unit is entitled "A letter to a Friend" (Appendix C). The unit starts with a letter to a friend from a boy telling about his holiday in another country. The students study the letter and analyze it first for its format by answering some questions, like "Where do you put your address and the date when you write an informal letter?", "Where should you write the salutation?" etc. After this study of the format, the book gives different usages of language and different layouts in formal and informal letters. Then, the students are given some exercises for the grammatical structures and vocabulary that might be useful in a letter written by a friend on holiday. In fact

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3 M. Stephens, Practise Writing (Longman Group Limited, England, 1986).

these grammar points and vocabulary are from the model letter. Thus, the model letter has been analysed both in its layout and grammar. But the book does not assign a task to the students immediately. Instead, in addition to providing students with a model text given at the beginning of the unit, it also helps them get more ideas by putting them in a discussion about living in or visiting a foreign country or another city. Now that the students are ready to produce written work, the book assigns them a few tasks. One of them is, for example, "you are spending a few weeks abroad. Write a brief letter to a friend telling him/her about your recent activities". But since all the students who were subjects of this study were Turkish, this task was adapted as "you are spending a few weeks in another city, or you go to university in a different city from the city your family/friends live. Write a brief letter to your family/friend about your recent activities".

Practise Writing was the main textbook, but the course was supplied with some extra material as well. The supplementary material given to the students was chosen and arranged according to the requirements of the Functional-Notional approach. For example, linking words were studied more, as a back-up to the units, but as the approach requires, in a context, not in or between single sentences (Appendix D, Exercise 1). That is the input was made as comprehensible as possible. Or while doing the unit on "Giving Opinions", besides the model text in the unit, the students read more texts written on giving people's opinions about "Tv Habit", (Appendix D, Exercise 2,A), "The Influence of Advertising" (Appendix D, Exercise 2,B), etc. Most of

the material brought to the classroom was texts assigned to students to read. In addition, the students were led to discussion on the unit topic or tasks assigned to them which made them think and give their ideas freely. However, no grammatical structures were studied separately and in detail during the teaching hour. All the students' attention was drawn to the model text or sample texts brought to the class and they were directed to analyse the texts and pick up ideas from whatever was given.

After the 15 week teaching period, a post-test was given. Both the control group and the experimental group were again asked to write an essay of at least 3 paragraphs on the same topic they wrote in the pre-test.

#### 3.4. DATA ANALYSIS

The papers of the control and experimental groups for pre-test and post-test were analysed and evaluated according to the scales suggested by Hughey et al. in the "ESL Composition Profile" (1983) (Appendix E). The profile was designed to provide a guide both for students and teachers to evaluate the written work. As is explained by the writers, it is "to provide a side view, an outline of an ESL writer's success at composing or synthesizing the main elements of writing into a connected, coherent, effective piece of written discourse" (1983:139).

The main elements mentioned in the quotation are classified into five component scales in the profile. These are Content, Organization, Vocabulary, Language Use and Mechanics. Each component

focused on an important aspect of writing and has a varying weight according to its approximate importance for written communication.

The total score in the profile is 100 but the individual scores for each component vary as follows: Content 30, Organization 20, Vocabulary 20, Language Use 25 and Mechanics 5. Thus, by means of individual scores for each component this profile enables us to evaluate the points of strength and weakness in each component, while the total score gives us an idea about the overall success at composing these main elements of writing into effective discourse.

The individual weight for each component is also broken down into numerical ranges that correspond to four mastery levels. These levels are "Excellent to Very good", "Good to Average", "Fair to Poor", and "Very Poor".

Now, let us have a look at the components in detail, also considering both the weight these components have in the whole written work and the weight the mastery levels have in each component. But these components will be described only at the "Excellent to Very Good" mastery level and the other 3 levels of competence should be thought of as varying degrees for effective writing. The primary distinguishing factor is whether the writer's intended meaning is successfully communicated to the reader or diminished or completely lost. The first two mastery levels, i.e. Excellent to Very Good and Good to Average in each component show that the intended meaning has been communicated, although varying in degree; but the other two levels, i.e. 'Fair to Poor' and 'Very Poor' indicate that there is a communication breakdown of varying degree between the writer and the reader.

Here are the components the "ESL Composition Profile" suggests a foreign language writer should pay attention to as main elements in composing an effective written discourse, or a teacher should consider while evaluating the written work of a foreign language learner. The individual scales for each component and the component scales as broken down according to the mastery levels mentioned previously will also be given:

1. CONTENT: 30-27 EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
- 26-22 GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
- 21-17 FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of thesis.
- 16-13 VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate.

As has been noted before, all the components will be described only at the EXCELLENT TO VERY GOOD mastery level. Thus, only the criteria given at this level will be discussed. For this reason, the criteria we will look at are "Knowledgeable", "Substantive", "Through Development of Thesis" and "Relevant to Assigned Topic". While analysing and evaluating a written work from the point of view of Content, a teacher should analyse the written work as being "Knowledgeable", "Substantive", the written work having "Through Development of Thesis" and the written work being "Relevant to Assigned Topic", To decide if the written work is "Knowledgeable", he has to consider whether the writer displays understanding of

the subject, whether the facts or other pertinent information are used whether there is recognition of several aspects of the subject, and whether the interrelationship of these aspects are shown. To decide if the written work is "Substantive", he has to reach a conclusion as to whether the questions of several main points are discussed, if there is sufficient detail, if there is originality with concrete details to illustrate, define, compare or contrast factual information supporting the thesis. To decide if the written work has a "Thorough Development of Thesis", he has to consider whether the thesis is sufficiently expanded to convey a sense of completeness, if there is a specific method of development (such as comparison/contrast, illustration, definition, example, description, fact or personal experience). To decide if the work is "Relevant to Assigned Topic", he has to answer if all information is clearly pertinent to the topic, if extraneous material is excluded.

2. ORGANIZATION: 20-18 EXCELLENT TO VERY GOOD: Fluent expression, ideas clearly stated supported, succinct, well-organized, logical sequencing, cohesive.
- 17-14 GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
- 13-10 FAIR TO POOR : non-fluent, ideas confused or disconnected, lack logical sequencing and development.
- 9-7 VERY POOR : does not communicate, no organization, OR not enough to evaluate.

The criteria to be considered about the "Organization of a written work are "Fluent Expression", "Ideas Clearly Stated/Supported",

"Succinct", "Well-Organized", "Logical Sequencing" and "Cohesive". While analysing and evaluating a written work from the point of view of Organization, one should enquire to what extent it reveals "Fluent Expression" whether its "Ideas are Clearly Stated/Supported", whether it is "Succinct" and "Well-organized", and whether it has "Logical Sequencing" and is "Cohesive". To decide if the written work has "Fluent Expression", a teacher should consider the questions whether the ideas in the work flow, building on one another, if there are introductory and concluding paragraphs, if there are effective transition elements-words, phrases or sentences-which link and move ideas both within and between paragraphs. To decide if the "Ideas are Clearly Stated/Supported", a teacher should consider whether there is a clearly stated controlling idea or central focus to the thesis, and if topic sentences in each paragraph support, limit and direct the thesis. To decide if the written work is "Succinct", he has to see if all ideas are directed concisely to the central focus of the paper, without digressions. To decide if the work is "Well-organized", he has to decide whether the overall relationship of ideas within and between paragraphs are clearly indicated and if there is a beginning, a middle and an end to the paper. To decide if the work has a "Logical Sequencing", he should see if the points are logically developed using a particular sequence such as time order, space order or importance and this development is indicated by appropriate transitional markers. Finally, to decide if the work is "Cohesive", he should see if each paragraph reflects a single purpose and the paragraphs form a unified paper.

3. VOCABULARY : 20-18 EXCELLENT TO VERY GOOD: sophisticated range, effective word / idiom choice and usage, word form mastery, appropriate register
- 17-14 GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
- 13-10 FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
- 9-7 VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate

The third component in the profile, i.e. Vocabulary is examined according to these criteria: "Sophisticated Range", "Effective Word/Idiom Choice and Usage", "Word Form Mastery", and "Appropriate Register". While analysing and evaluating a written work from the point of view of Vocabulary, a teacher should analyse the written work in terms of "Sophisticated Range", "Effective Word/Idiom Choice and Usage", "Word Form Mastery" and "Appropriate Register". To decide if the written work has a "Sophisticated Range", a teacher should answer the question if the writer has sufficient facility with words and idioms to convey the intended meaning, to distinguish between among ideas and intentions, to convey differences of meaning, and to express the logic of ideas in sufficiently varied ways of arrangement and interrelationship. To decide if there is an "Effective Word/Idiom Choice and Usage", he has to answer the question if the choice of vocabulary and idioms is accurate, effective and concise in the context in which it is used, if the choice and usage of active verbs and verbals,



phrasal and prepositional idioms, is accurate, correct, and strong, if there is facility with word placement, synonyms, antonyms, homonyms, effective repetition of key words and phrases and transition elements to convey the intended meaning. To decide if there is "Word Form Mastery" in manipulating the vocabulary, he should see if prefixes, suffixes, roots and compounds are used accurately and affectively and effectively and if the words are correctly distinguished as to their function (nouns, verbs,....). To decide if the written work has an "Appropriate Register", he has to consider whether the vocabulary is appropriate to the topic, audience tone of paper and method of development if it is familiar to the audience and if it makes the intended impression.

4. LANGUAGE USE : 25-22 EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
- 21-18 GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
- 17-11 FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
- 10-5 VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate

The criteria used to examine "Language Use" in a written work are "Effective Complex Constructions", and "Few Errors of Agreement, Tense, Number, Word Order/Function, Articles, Pronouns, Prepositions". While analysing and evaluation the "Language Use" in a written work, a teacher should seek answers to the following questions. To decide if the written work has "Effective Complex Constructions", he has to discover whether the sentences are well-formed and complete, if the single-word, modifiers, phrases and clauses are appropriate to function, if "It" and "There" are used correctly to begin sentences, if main and subordinate ideas are distinguished and linked to each other correctly, if sentence types and lengths are varied, and if techniques of substitution, repetition and deletion are used effectively. To decide if there are "Few Errors of Agreement, Tense, Number, Word Order/Function, Articles, Pronouns, and Prepositions", he should check whether there is agreement between sentence elements, if the verb tenses and models used correctly and properly, if nouns, pronouns and verbs convey intended quality, if word order is followed normally and functionally, if the articles are used correctly, if the prepositions reflect appropriate person, gender, number, and if the prepositions are chosen carefully to introduce modifying elements.

5. MECHANICS : 5 EXCELLENT TO VERY GOOD : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
- 3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
- 2 VERY POOR: no mastery of conventions, dominated by errors

of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

The last component in the profile is Mechanics. The criterion used to determine writer's ability in manipulating the Mechanics of a written work is "Few Errors of Spelling, Punctuation, Capitalization, paragraphing". To decide if the written work demonstrates mastery of conventions, a teacher should see whether the words are spelled correctly, if the periods, commas, semicolons, dashes and question marks are used correctly, if the capital letters are used appropriately, if paragraphs are intended to indicate the beginning and ending of thoughts and if handwriting is easy to read without impeding communication.

Each paper in pretest and posttest was analysed and evaluated according to the component scales given in the "ESL Composition Profile". But in order to lessen subjectivity in measuring, to have an objective assessment and thus, see if the results to be reliable, all the papers were read and marked by four teachers of English. Two of the teachers were native speakers of English, two of them non-native speakers of English. The reason for choosing two teachers from native and non-native speakers instead of one was to get a more objective result from both native and non-native speakers within themselves.

Each paper was measured in five separate components and had five different component scores. As was mentioned before, these components have different weights; Content was scored out of 30, Organization out of 20, Vocabulary out of 20, Language Use out of 25 and Mechanics out of 5. The addition of these scores gave us the total score for each paper. Thus, each single paper had 4 different component

and total scores, given by four different teachers. These scores, both the individual component scores and the total score, given to the papers are shown in Appendix F.

The pretest scores given to the control group by native speaker teacher of English I are in Table 1. The pre-test scores given to the control group by the native speaker teacher of English II are in Table 2. The pre-test scores given to the control group by the non-native speaker teacher of English I are in Table 3. The pre-test scores given to the control group by the non-native speaker teacher of English II are in Table 4. The pre-test scores given to the experimental group by the native speaker teacher of English I are in Table 5. The pre-test scores given to the experimental group by the native speaker teacher of English II are in Table 6. The pre-test scores given to the experimental group by the non-native speaker teacher of English I are in Table 7. The pre-test scores given to the experimental group by the non-native speaker teacher of English II are in Table 8.

The post test scores given to the control group by the native speaker teacher of English I are in Table 9. The post-test scores given to the control group by the native speaker teacher of English II are in Table 10. The post-test scores given to the control group by the non-native speaker teacher of English I are in Table 11. The post-test scores given to the control group by the non-native speaker teacher of English II are in Table 12. The post-test scores given to the experimental group by the native speaker teacher of English I are in Table 13. The post-test scores given to the experimental group by the native speaker teacher of English II are in Table 14. The post-test scores given to the experimental group by the non-native speaker teacher of

English I are in Table 15. And the post-test scores given to the experimental group by the non-native speaker teacher of English II are in Table 16.

To have an average score for each paper, the four separate scores for both the component and total scores, were added up and divided by 4. The results gave us the average scores for each paper. The pretest average scores of the control group are given in Appendix C, Table 17, the pre-test average scores of the experimental group in Table 18, the post-test average scores of the control group in Table 19 and the post-test average scores of the experimental group in Table 20.

In order to achieve the goal of this study, as set out in Chapter 1, statistical techniques were applied. To determine the difference between the experimental group and the control group, a two-tailed Student's t-test for independent samples was applied and the results of the two groups were compared at the 0.05 confidence level. To determine the difference between pretest and post test within the groups, a two-tailed t-test for correlated samples and repeated measures was applied and the result were compared at the 0.05 confidence level.

### 3.5. LIMITATIONS

In this study :

1. "Writing" was taken as "writing for general purposes" rather than for "specific purposes".

2. The writing books used in this study were accepted as representative examples of their types. However, since they were not subjected to any objective testing, their function was primarily as guide-books.

3. Although there were a number of differences, the study attempted to provide similarity of topic choice and study for both groups.

### 3.6. METHODOLOGICAL ASSUMPTIONS

It is assumed that:

1. All the students were exposed to English language under the same conditions before the pretest was given.

2. All the students were taught English under the same conditions in all the English courses except writing. during the application of this study.

3. All the teachers evaluated and marked the pre-test and post-test papers under the same approach to the topic given in the test.

## CHAPTER IV

### ANALYSIS OF RESULTS

The general aim of this study is to find out whether there will be a difference between the control group, who were taught through the Grammar-Syntax-Organization approach and the experimental group, who were taught through the Functional-Notional approach.

To achieve this goal, a pre-test and a post-test were administered to two groups of students. The aims of the pre-test were, first, to see if the groups of students, who were chosen for the study were identical in writing skills in English (for this aim, a number of questions were set in Chapter I), second, to obtain base-lines which will enable us to compare and evaluate the results of the post-test. The aim of the post-test administered to the same groups of students after the teaching period was to find out answers to the questions mentioned in Chapter I and, thus, to see if there would be any improvement in writing in English.

To answer the questions stated in Chapter I, the following null hypotheses were formulated and tested by using Student's T-test for independent samples and for correlated samples.

According to this, the first null hypothesis can be formulated as below:



$H_0$  = There will be no significant difference between the control group and the experimental group in pre-test total scores.

The distribution of the differences between the control group and the experimental group in pre-test total scores is summarized in Table 1.

Table 1  
The Results of t-Test Showing the Differences Between  
Control Group and Experimental Group in Pre-test  
Total Scores

	n	$\bar{x}$	sd	t	p	level of significance
Control Group	20	54.1	9.68			
				-1.30	< 2.0211	0.05
Experimental Group	20	57.95	9.02			

These results show that the control group had a mean value of  $\bar{x} = 54.1$  where the standard deviation was  $s = 9.68$ . The experimental group had a mean value of  $\bar{x} = 57.95$  where the standard deviation was  $s = 9.02$ . The t-value between the control group and experimental group was calculated as  $t = 1.30$   $p < 2.0211$  at the level of 0.05 significance. As indicated by this result there was no significant difference between the control group and experimental group. Thus,

we failed to reject the null hypothesis set out above.

The second null hypothesis can be formulated as below:

$H_0$  = There will be no significant difference between the control group and experimental group in Content in the Pre-test.

The distribution of the differences between the control group and experimental group in Content in the pre-test is summarized in Table 2.

Table 2  
The Results of t-Test Showing the Difference  
Between Control Group and Experimental Group  
in Content in Pre-Test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	17.1	2.52			
Experimental Group	20	18.05	2.66			
				-1.172	< 2.0211	0.05

As can be observed from Table 2, the control group had a mean value of  $\bar{x} = 17.1$  and the standard deviation was calculated as  $s = 2.52$ . The experimental group had a mean value of  $\bar{x} = 18.05$  and the standard deviation was calculated as  $s = 2.66$ . The t-test result,

which is  $t = -1.72p < 2.0211$  at the level of 0.05 significance shows a non-significant difference between the control group and experimental group in Content in the pre-test. Thus, we failed to reject the null hypothesis set above. In other words, there was no significant difference between the two groups in Content in the pre-test.

The third question was investigated by testing the following null hypothesis:

$H_0 =$  There will be no significant difference between the control group and experimental group in Organization in the pre-test.

The distribution of the differences between the control group and experimental group in Organization in the pre-test is summarized in Table 3.

Table 3

The Results of t-Test Showing the Difference Between Control Group and Experimental Group in Organization in Pre-test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	11.4	2.04			
				1.574	$< 2.0211$	0.05
Experimental Group	20	12.25	2.07			

The results of Table 3 shows that the control group had a mean value of  $\bar{x} = 11.4$  and the standard deviation was calculated as  $s = 2.04$ . The experimental group had a mean value of  $\bar{x} = 12.25$  and the standard deviation was calculated as  $s = 2.07$ . The t-value between the control group and experimental group is  $t = 1.574$ ,  $p < 2.0211$  at the 0.05 confidence level. This result indicates that there was no significant difference between the control group and experimental group in Organization in the pretest. Thus, we failed to reject the third null hypothesis set above.

The fourth question was investigated by testing the following null hypothesis:

$H_0 =$  There will be no significant difference between the control group and experimental group in Vocabulary in the pre-test.

The distribution of the differences between the control group and experimental group in Vocabulary in the pre-test is summarized in Table 4.

Table 4 suggests that the control group had a mean value of  $\bar{x} = 10.85$  and the standard deviation was found as  $s = 2.05$ . The experimental group had a mean value of  $\bar{x} = 12.05$  and the standard deviation was found as  $s = 1.81$ . The t-value found between the control group and the experimental group is  $t = 1.96$ ,  $p < 2.0211$  at the 0.05 confidence level. Thus, we failed to reject the null hypothesis set above. That is, there was no significant difference between the control group and the experimental group in Vocabulary in the pre-test.

Table 4  
The Results of t-Test Showing the Difference  
Between Control Group and Experimental Group  
in Vocabulary in Pre-Test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	10.85	2.05			
				-1.96	< 2.0211	0.05
Experimental Group	20	12.05	1.81			

The fifth null hypothesis can be formulated as below:

$H_0$  = There will be no significant difference between the control group and experimental group in Language Use in the pre-test.

The distribution of the differences between the control group and the experimental group in Language Use in the pre-test is summarized in Table 5.

As can be seen from Table 5, the control group had a mean value of  $\bar{x} = 11.8$  and the standard deviation was  $s = 2.99$ . The experimental group had a mean value of  $\bar{x} = 12.5$  and the standard deviation in this group was  $s = 2.46$ . The t-test was calculated as  $t = -0.78$ ,  $p < 2.0211$  at the level of 0.05 significance. This result

Table 5  
The Results of t-Test Showing the Difference  
Between Control Group and Experimental Group  
in Language Use in Pre-Test

	n	$\bar{X}$	sd	t	p	Level of Significance
Control Group	20	11.8	2.99			
				-0.78	< 2.0211	0.05
Experimental Group	20	12.5	2.46			

failed us to reject the null hypothesis set above. It means there was no significant difference between the control group and experimental group in Language Use in the pretest.

The sixth question was investigated by testing the following null hypothesis:

$H_0$ : There will be no significant difference between the control group and experimental group in Mechanics in the pre-test.

The distribution of the differences between the control group and experimental group in Mechanics in the pre-test is summarized in Table 6.

Table 6  
The Result of t-Test Showing the  
Difference Between Control Group  
And Experimental Group in Mechanics  
in Pre-Test.

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	2.95	0.38			
				0.41	< 2.0211	0.05
Experimental Group	20	3.1				

As Table 6 shows, the mean value the control group had was  $\bar{x} = 2.95$  and the standard deviation was  $s = 0.38$ . The mean value the experimental group had was  $\bar{x} = 3.1$  and the standard deviation was  $s = 0.41$ . The t-value calculated between the control group and experimental group was  $t = 0.41$   $p < 2.0211$  at the 0.05 significance level. This result indicates that there was no significant difference between the control group and experimental group in Mechanics in the pre-test. Thus, we failed to reject the null hypothesis set out above.

As indicated by the results above, it was seen that there was no significant difference between the two groups both in total scores and in components in writing in English in the pre-test which was administered before the study to be carried out. With these two identical groups the study was started. One of the groups was taught

writing through the Grammar-Syntax-Organization approach; this group constituted the control group. The other group was taught writing through the Functional-Notional approach; this group constituted the experimental group. At the end of this study, which lasted for 15 weeks, a post-test was administered to the same groups. The aim was to answer the questions mentioned in Chapter I.

To answer these questions, several null hypotheses were formulated.

The seventh question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the control group and experimental group in post-test total scores.

The distribution of the differences between the control group and experimental group in the post-test total scores is summarized in Table 7.

Table 7

The Results of t-Test Showing the Differences  
Between Control Group and Experimental Group in Total  
Scores in Post-test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	66.9	6.26			
				-1.88	< 2.0211	0.05
Experimental Group	20	71.05	5.63			



As can be observed from the results in Table 7, the control group reached a mean value of  $\bar{x} = 66.9$  and the standard deviation is calculated as  $s = 6.26$ . The experimental group reached a mean value of  $\bar{x} = 71.05$  and the standard deviation is calculated as  $s = 5.63$ . The t-test result, which the value is  $t = 1.88$ ,  $p < 2.0211$  at the 0.05 level of significance, shows a non-significant difference between the experimental group and control group in writing in English in the post-test.

These results reached above indicate a non-significant difference in the post-test total scores there any significant difference between the but is the groups in components which comprise the overall writing ability as well?

To investigate this point, several questions were set, mentioned in Chapter I and a number of null hypotheses were formulated accordingly.

The eight question was investigated by testing the following null hypothesis:

$H_0 =$  There will be no significant difference between the control group and experimental group in Content in the post-test.

The distribution of the differences between the control group and experimental group in Content in the post-test is summarized in Table 8.

The results in Table 8 show that the control group reached a mean value of  $\bar{x} = 19.00$  where the standard deviation is  $s = 2.02$ . The experimental group reached a mean value of  $\bar{x} = 21.55$  where the

Table 8

The Results of t-Test Showing the Difference Between Control Group and Experiment Group in Content in Post-Test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	19.00	2.02			
				-3.03	> 2.0211	0.05
Experimental Group	20	21.55	1.66			

standard deviation is  $s = 1.66$ . The t-Test was computed as  $t = 3.03 > p 2.0211$  at the level of 0.05 significance. Thus we rejected the null hypothesis set above. That is, there is a significant difference between the control group and experimental group in Content in the post-test.

The ninth question was investigated by testing the following null hypothesis :

$H_0 =$  There will be no significant difference between the control group in Organization in the post-test.

The result of Table 9 justifies that the mean value the control group reached was  $\bar{x} = 14.45$  where the standard deviation is  $s = 1.53$ . The mean value the experiment group reached was  $\bar{x} = 14.85$  where the standard deviation is  $s = 1.22$ . The t-value between the two groups

Table 9  
The Results of t-Test Showing the Difference Between  
Control Group and Experimental Group in Organization  
in Post-test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	14.45	1.53			
				-0.93	< 2.0211	0.05
Experimental Group	20	14.85	1.22			

calculated as  $t = 0.93$ ,  $p < 2.0211$  at the 0.05 confidence level shows no significant difference between the control group, who were taught writing under the Grammar-Syntax-Organization approach and experiment group who were taught writing under the Functional-Notional approach in Organization in the post-test.

The tenth question was investigated by testing the following null hypothesis:

$H_0 =$  There will be no significant difference between the control group and experimental group in Vocabulary in the post-test.

The distribution of the differences between the control group and experimental group in Vocabulary is summarized in Table 10.

Table 10  
The Results of t-Test Showing the Difference Between  
Control Group and Experimental Group in Vocabulary  
in Post-Test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	14.4	1.09			
				-1.08	<2.0211	0.05
Experimental Group	20	14.8	1.28			

As shown in the table above, the control group reached a mean value of  $\bar{x} = 14.4$  with the standard deviation of  $s = 1.09$ . The experimental group reached a mean value of  $\bar{x} = 14.8$  with the standard deviation of  $s = 1.28$ . The t-value is calculated as  $t = 1.08$   $p < 2.0211$  at the level of 0.05 significance. This result suggests that there is not significance between the control group, who were taught writing under the Grammar-Syntax-Organization approach and experimental group, who were taught writing under the Functional-National approach in Vocabulary in the post test. Thus we failed to reject the null hypothesis set above.

To investigate the eleventh question, the following null hypothesis was formulated .

$H_0 =$  There will be so significant difference between the control group and experimental group in Language Use in the post-test.

The distribution of the differences between the control group and experimental group in Language Use in the post-test is summarized in Table 11.

Table 11

The Results of t-Test Showing the Difference Between Control Group and Experimental Group in Language Use in post-test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	16.00	1.89			
				-1.38	< 2.0211	0.05
Experimental Group	20	16.65	1.67			

Table 11 indicates that the control group reached a mean value of  $\bar{x}$  = 16.00 where the standard deviation is  $s$  = 1.89. The experimental group reached a mean value of  $\bar{x}$  = 16.65 where the standard deviation is  $s$  = 1.67. The t value, which is  $t$  = 1.38  $p$  < 2.0211 at the 0.05 confidence level show no significant difference between the control group taught writing under the Grammar-Syntax-Organization approach and experimental group taught writing under the Functional-Notional approach in Language Use in the post-test. Thus we failed to reject the null hypothesis set above.

The twelfth question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the control group and experimental group in Mechanics in the post-test

The distribution of the differences between the control group and experimental group in Mechanics in the post-test is summarized in Table 12.

Table 12

The Results of t-Test Showing the Difference Between Control Group and Experimental Group in Mechanics in Post - test

	n	$\bar{x}$	sd	t	p	Level of Significance
Control Group	20	3.05	0.39			
				-1.25	< 2.0211	0.05
Experimental Group	20	3.2	0.4			

The results shown in Table 12 suggest that the control group reached a mean value of  $\bar{x} = 3.05$  where the standard deviation is  $s = 0.39$ . The experimental group reached a mean value of  $\bar{x} = 3.2$  where the standard deviation is  $s = 0.4$ . The t-test is calculated as  $t = 1.25$ ,  $p < 2.0211$  at the level of 0.05 significance. Thus, we failed to reject the null hypothesis set above. Because there is no significance

difference between the control group taught writing under the Grammar-Syntax-Organization approach and experimental group taught writing under the Functional-National approach in Mechanics in the post-test.

The results above show that although there is no significant difference between the control group and experimental group in total scores, they do not exhibit the same consistency with the components. That is, the control group and experimental group are not significantly different from each other in Organization, Vocabulary, Language Use and Mechanics in the post-test, but they are significantly different from each other in Content in the post-test.

The thirteenth question was investigated by testing the following null hypothesis.

$H_0$  = There will be no significant difference between the pre-test and post-test within the control group in total scores.

Table 13 summarizes the distribution of the differences between the pre-test and post-test within the control group in total scores.

As can be seen in Table 13, the control group reached a mean value of  $\bar{x} = 54.1$  where the standard deviation is  $s = 9.68$  in the pre-test. Whereas in the post-test, the same group reached the mean value of  $\bar{x} = 66.9$  where the standard deviation is  $s = 6.26$ . The t-test result, which is  $t = 8.56$ ,  $p = 2.093$  according to  $df(n-1)$ , shows a significant difference at the 0.05 confidence level between the pre-test and post-test within the control group in the total scores. Accordingly,

Table 13

The Results of t-Test Showing the Difference Between Pre-test and Post-Test within Control Group in Total Scores

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		54.1	9.68			
		19			8.56	> 2.093	0.05
Post-test	20		66.9	6.26			

we rejected the null hypothesis set above.

Although there is a significant difference between the pre-test and post-test in total scores, it is not clear if the control group performed significantly different in each component in writing.

To clarify this point, several null hypotheses were formulated according to the questions set in Chapter I.

The fourteenth question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the Content in pre-test and Content in post-test within the control group.

Table 14 shows the distribution of the difference between the Content in pretest and Content in post-test within the control group.



Table 14

The Results of t-Test Showing the Difference Between Content in Pre-test and Content in Post-test within Control Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		17.1	2.52			
		19			4.87	> 2.093	0.05
Post-test	20		19.0	2.02			

The results in Table 14 indicate that the control group reached a mean value of  $\bar{x} = 17.1$  in the pre-test, where the standard deviation is  $s = 2.52$ . In the post-test, the mean value of the same group is  $\bar{x} = 19.0$  where the standard deviation is  $s = 2.02$ . The t-test is calculated within the control group between the content in the pre-test and the content in the post-test as  $t = 4.87 > p 2.093$  at the 0.05 level of significance according to df 19 (n-1). Accordingly, we rejected the null hypothesis set above. In other words, there is a significant difference between the Content in pre-test and Content in post-test within the control group.

The fifteenth question was investigated by testing the following null hypothesis.

$H_0$  = There will be no significant difference between the Organization in the pre-test and the Organization in the post-test within the control group.

The distribution of the differences between the Organization in the pre-test and the Organization in the post-test with in the control group is summarized in Table I5.

Table I5

The Results of t-Test Showing the Diference Between Organization in Pretest and Organization in Post-test Within Control Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		11.4	2.04			
		19			9.55	> 2.093	0.05
Post-test	20		14.45	1.53			

The results given above indicate that the control group reached a mean value of  $\bar{x} = 11.4$  in the Organization in the pre-test and the standard deviation is  $s=2.04$ . The mean value for the same group in the Organization in the post-test is  $\bar{x}= 14.45$ , the standard deviation is  $s= 1.53$ . The t-value, which is  $t= 9.55 > p 2.093$  at the level of 0.05 confidence with df 19 (n-1) shows a significant difference between the Organization in the pre-test and the Organization in the post-test within the control group. Thus, we rejected the null hypothesis set above.

The sixteenth question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the Vocabulary in the pre-test and the Vocabulary in the post-test within

The distribution of the differences between the Vocabulary in the pre-test and the Vocabulary in the post-test within the control group is summarized in Table 16.

Table 16  
The Result of t-Test Showing the Difference Between  
Vocabulary in Pre-test and Vocabulary in Post-test  
within Control Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		10.85	2.05			
		19			16.13	> 2.093	0.05
Post-test	20		14.40	1.09			

The results shown in Table 16 justify that the control group reached a mean value of  $\bar{x} = 10.85$  where the standard deviation is  $s = 2.05$  in the pre-test. Whereas the same group reached a mean value of  $\bar{x} = 14.40$  where the standard deviation is  $s = 1.09$  in the post test. The calculated t-value, which is  $t = 16.13 > p = 2.093$  shows a significant difference at the 0.05 confidence level with 19 degrees of freedom (n-1). According to this result, we rejected the null hypothesis set above.

The seventeenth null hypothesis can be formulated as below:

$H_0$  = There will be no significant difference between the Language Use in the pre-test and the Language Use in the post-test within the control group.

The distribution of the differences between the Language Use in the pre-test and the Language Use in the post-test within the control group is summarized in Table 17.

Table 17

The Results of t-Test Showing the Difference Between Language Use in Pre-test and Language Use in Post-test within Control Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		11.8	2.99			
		19			7.58	> 2.093	0.05
Post-test	20		16.00	1.89			

The results in Table 17 show that the mean value calculated for the Language Use in the pre-test  $\bar{x} = 11.8$  and the standard deviation is  $s = 2.99$  within the control group. But the mean value calculated for the Language Use in the post-test is  $\bar{x} = 16.00$  and the standard deviation is  $s = 1.89$  within the same group. The t-value is  $t = 7.58 > p 2.093$  at the 0.05 confidence level according to df 19 (n-1). With these results, we rejected the null hypothesis. Because, there is a significant

difference between the Language Use in pre-test and Language Use in post-test within the control group.

The eighteenth question was investigated by testing the following null hypothesis.

$H_0$  = There will be no significant difference between the Mechanics in the pre-test and the Mechanics in the post-test within the control group.

The distribution of the differences between the Mechanics in the pre-test and the Mechanics in the post-test within the control group is summarized in Table 18

Table 18

The Results of t-Test Showing the Difference Between Mechanics in Pre-test and Mechanics in Post-test within Control Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		2.95	0.38			
		19				1.00 < 2.093	0.05
Post-test	20		3.05	0.39			

Table 18 shows that the mean value for Mechanics in the pre-test is  $\bar{x} = 2.95$  and the standard deviation is  $s = 0.38$  within the control group. In the post-test the mean value is  $\bar{x} = 0.39$  and the standard

deviation is  $s = 0.09$ . The  $t$ -value is  $t = 1.00$   $p < 2.093$  with 19 ( $n-1$ ) degrees of freedom at 0.05 confidence level. According to these results, we failed to reject the null hypothesis. It means, there is no significant difference between the Mechanics in the pre-test and the Mechanics in the post-test within the control group.

As can be remembered, it was found that there was a significant difference between the pre-test and the post-test in the total scores. But the individual analyses of components did not show the same significant difference between the two tests within the control group. Although four of the components, i.e. Content, Organization, Vocabulary and Language Use, revealed significant differences, Mechanics did not change significantly.

The nineteenth question was investigated by testing the following null hypothesis.

$H_0$  = There be no significant difference between the pre-test and the post-test in total scores within the experimental group.

The distribution of the differences between the pre-test and the post-test within the experimental group in total scores is summarized in Table 19.

Table 19 indicates that the experimental group reached a mean value of  $\bar{x} = 57.95$ , and the standard deviation is calculated as  $s = 9.02$  in the pre-test. In the post-test, the mean value is  $\bar{x} = 71.05$  and the standard deviation is  $s = 5.63$ . The  $t$ -value is  $t = 7.24 < p 2.093$  at the level of 0.05 significance according to  $df$  19 ( $n-1$ ). These results justify that there is a significant difference between the pre-test

Table 19

The Results of t-Test Showing the Difference Between Pre-test and Post-test in Total Scores within Experimental Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		57.95	9.02			
		19			7.24	> 2.093	0.05
Post-test	20		71.05	5.63			

and the post-test within the experimental group. Thus, we failed to reject the null hypothesis set above.

Does this significant difference found above prove to be consistent in all the components? To search this point, a number of questions were set in Chapter I. Accordingly, several null hypotheses were formulated in the following.

The twentieth question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the Content in the pre-test the and Content in the post-test within the experimental group.

The distribution of the differences between the Content in the pre-test and the Content in the post-test within the experimental group is summarized in Table 20.

Table 20  
The Results of t-Test Showing the Difference Between  
Content in Pre-test and Content in Post-test in  
Experimental Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		18.05	2.66			
		19			7.95	> 2.093	0.05
Post-test	20		21.55	1.66			

As can be seen from the above table, the experimental group reached a mean value of  $\bar{x} = 18.05$  in Content in the pre-test and the standard deviation is  $s = 2.66$ . The same group reached a mean value of  $\bar{x} = 21.55$  in the Content in post-test and the standard deviation is  $s = 1.66$ . The t-value is  $7.95 > p 2.093$  at the 0.05 level of significance with df 19 (n-1). This means, there is a significant difference between the Content in the pre-test and the Content in the post-test within the experimental group. Thus, we rejected the null hypothesis set above.

The twenty-first question was investigated by testing the following null hypothesis.

$H_0 =$  There will be no significant difference between the Organization in the pre-test and the Organization in the post-test within the experimental group.



Table 21 summarizes the distribution of the differences between the Organization in the pre-test and the Organization in the post-test within the experimental group.

Table 21  
The Results of t-Test Showing the Difference Between  
Organization in Pre-test and Organization in Post-test  
Within Experimental Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		12.25	2.07			
		19			7.22	> 2.093	0.05
Post-test	20		14.85	1.22			

As shown in the table above, the experimental group reached a mean value of  $\bar{x} = 12.25$  where the standard deviation is  $s = 2.07$  in the pre-test. Whereas in the post-test the mean value for the same group is  $\bar{x} = 14.85$  where the standard deviation is  $s = 1.22$ . The t-value is  $t = 7.22 > p 2.093$  at the level of 0.05 confidence according to df 19 (n-1). This result indicates that there is a significant difference between the Organization in the pre-test and Organization in the post-test within experimental group. Thus, we rejected the null hypothesis set above.

The null hypothesis to investigate the twenty-second question can be formulated as below:

$H_0$  = There will be no significant difference between the Vocabulary in the pre-test and the Vocabulary in the post-test within the experimental group.

Table 22 summarizes the difference between the Vocabulary in the pre-test and the Vocabulary in the post-test within the experimental group.

Table 22

The results of t-Test Showing the Difference Between Vocabulary in Pre-test and Vocabulary in Post-test within Experimental Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		12.05	1.81			
		19			9.16	> 2.093	0.05
Post-test	20		14.80	1.28			

As can be seen in Table 22, the experimental group reached a mean value of  $\bar{x} = 12.05$  where the standard deviation is  $s = 1.81$  in the pre-test. The same group reached a mean value of  $\bar{x} = 14.80$  where the standard deviation is  $s = 1.28$  in the post-test. The t-test is calculated as  $t = 9.16 > p 2.093$  at the 0.05 confidence level according to  $df 19(n-1)$ . Thus, we rejected the null hypothesis set above. There is a significant difference between the Vocabulary in the pre-test and the Vocabulary in the post-test within the experimental group.

The twenty-third question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the Language Use in the pre-test and the Language Use in the post-test.

Table 23 summarizes the distribution of the differences between the Language Use in the pre-test and the Language Use in the post-test within the experimental group.

Table 23  
The Results of t-Test Showing the Difference Between Language Use in Pre-test and Language Use in Post-test within Experimental Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-Test	20		12.50	2.46			
		19			7.94	> 2.093	0.05
Post-test	20		16.65	1.67			

As represented in the table above, the experimental group reached a mean value of  $\bar{x} = 12.50$  where the standard deviation is  $s = 2.46$  in the Language Use in the pre-test. In the post test, the mean value is  $\bar{x} = 16.65$  and the standard deviation is  $s = 1.67$ . The t- value, which is calculated as  $t = 7.94 > p 2.093$  according to df 19

(n-1) shows a significant difference between the Language Use in the pre-test and the Language Use in the post-test within the experimental group. Thus, we rejected the null hypothesis set above.

The last question was investigated by testing the following null hypothesis:

$H_0$  = There will be no significant difference between the Mechanics in the pre-test and the Mechanics in the post-test within the experimental group.

Table 24 summarizes the distribution of the differences between the Mechanics in the pre-test and the Mechanics in the post-test within the experimental group.

Table 24  
The Results of t-Test Showing the Difference Between  
Mechanics in Pre-test and Mechanics in Post-test within  
Experimental Group

	n	df	$\bar{x}$	sd	t	p	Level of Significance
Pre-test	20		3.1	0.41			
		19			1.81	< 2.093	0.05
Post-test	20		3.2	0.40			

As can be seen in the table above, the mean value for Mechanics in the pre-test is  $\bar{x} = 3.1$  and the standard deviation is  $s = 0.41$ . In the post-test, the mean value is  $\bar{x} = 3.2$  and the standard

deviation is  $s = 0.40$ . The t-test is calculated as  $t = 1.81$   $p = 2.093$  with 19 ( $n-1$ ) degrees of freedom at 0.05 confidence level. Thus, we failed to reject the null hypothesis set above. In other words, there is no significant difference between the Mechanics in the pre-test and the Mechanics in the post-test within the experimental group.

Thus, it is clear from the findings above that the significant difference between the pre-test and the post-test in total scores is not consistent in the components. In other words, Content, Organization, Vocabulary and Language Use show significant differences between the pre-test and the post-test within the experimental group, but in Mechanics, the group does not show a significant difference.

To sum up the results found in this chapter, it is possible to say that in the pre-test, there was no significant difference between the control group and the experimental group both in total scores (Table 1) and in components (Tables 2,3,4,5,6). To see the results more clearly, the mean percentages of the pre-test raw scores for each component in control group and experimental group were calculated. The mean percentages of the pre-test raw scores for the control group are given in Appendix G Table 1, and the ones for the experimental group in Table 2. Figure 1 shows the results in these tables as a comparison of both groups in the pre-test.

In the post-test, the statistical results showed no significant difference between the control group and the experimental group in total scores (Table 7). But when the components were examined statistically, the groups were not significantly different from each other in Organization (Table 9), Vocabulary (Table 10), Language Use

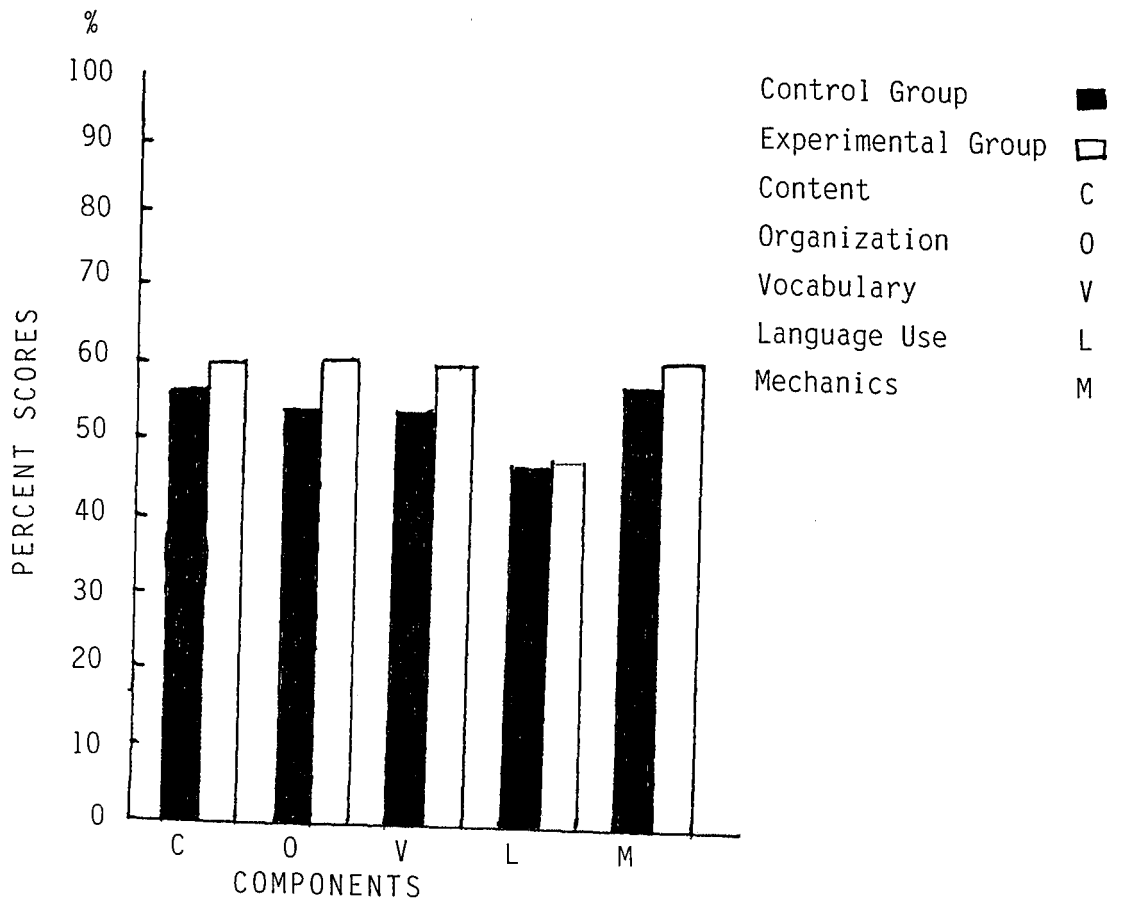


Figure: 1 Mean Percentage Distribution in Control and Experimental Groups for Components in Pre-test

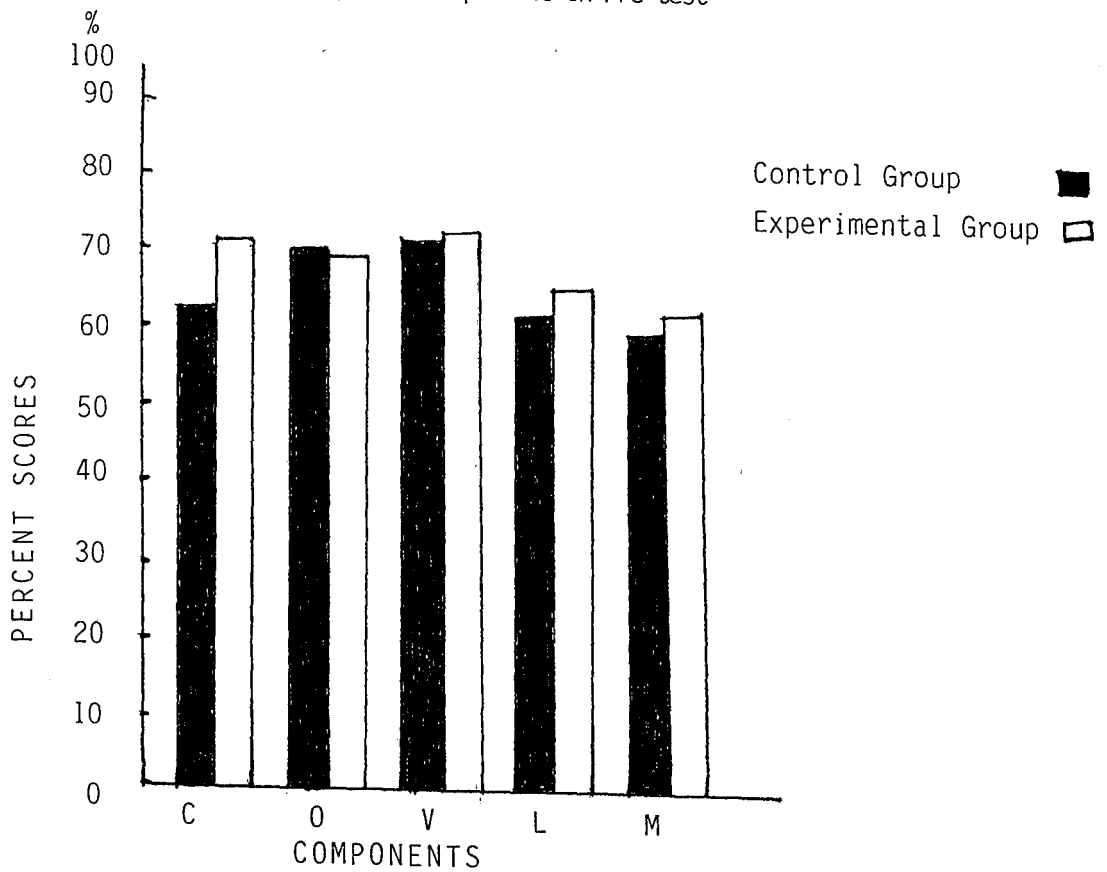


Figure 2: Mean percentage Distribution in Control and Experimental Groups for Components in Post-test

(Table 11) and Mechanics (Table 12). However, in Content, the two groups revealed a significant difference between each other (Table 8). The mean percentages of the post-test raw scores for each component in the control group and the experimental group are given in Appendix G (Control group, Table 3; experimental group, Table 4). Figure 3 reveals the mean percentage results of components as a comparison of both groups in the post-test.

As for the comparison of groups within themselves, both groups showed significant differences between the pre-test and the post-test in Content (Tables 14 and 20), Organization (Tables 15 and 21), Vocabulary (Tables 16 and 22) and Language Use (Tables 17 and 23) except Mechanics (Tables 18 and 24). The mean percentage distribution in Fig. 3 shows the differences for the components between the pre-test and the post-test within the control group. As can be seen in Fig. 3 the control group improved significantly in the post-test in Content, Organization, Vocabulary and Language Use. They showed some improvement in Mechanics, too, but this is statistically non-significant. On the other hand, the mean percentage distribution in Fig. 4 shows the differences for the components between the pre-test and the post-test within the experimental group. As Fig. 4 reflects, this group also improved in the post-test in Content, Organization, Vocabulary and Language Use significantly. There seems to be some improvement in Mechanics, too, but it is statistically non-significant.

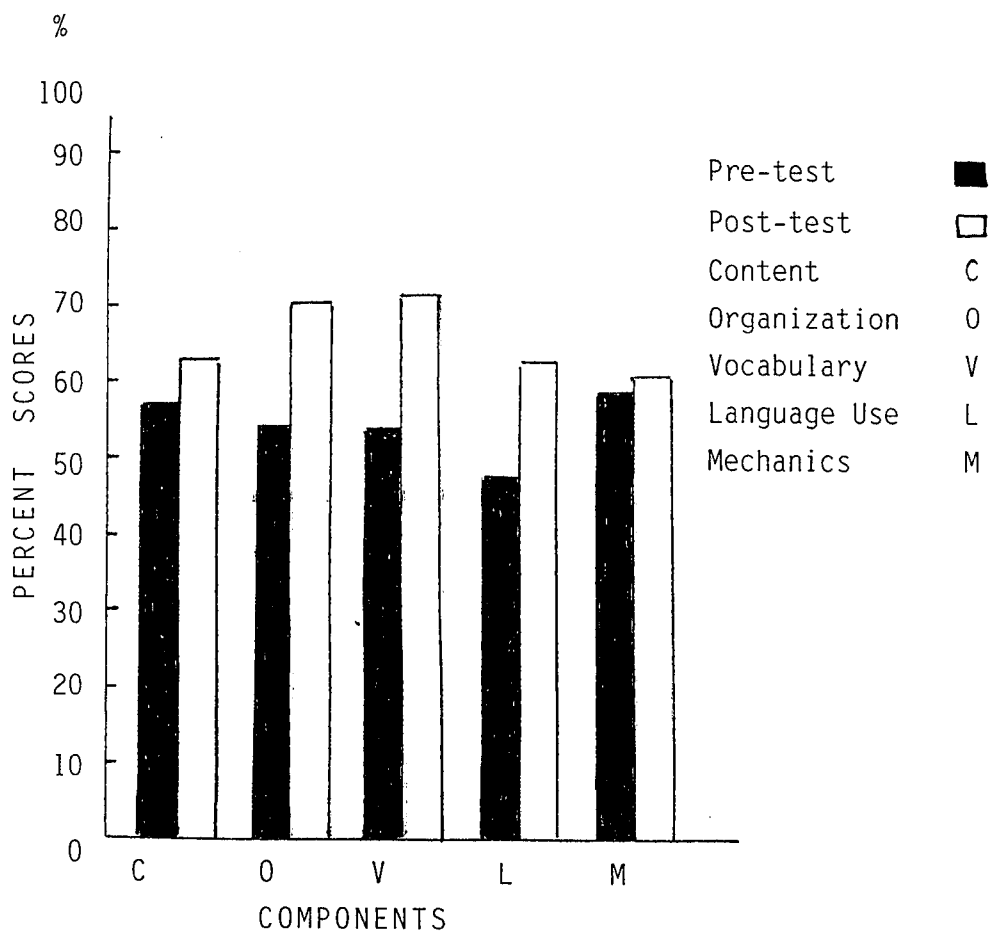


Figure 3: Mean Percentage Distribution in Pre-test and Post-test for Components within Control Group

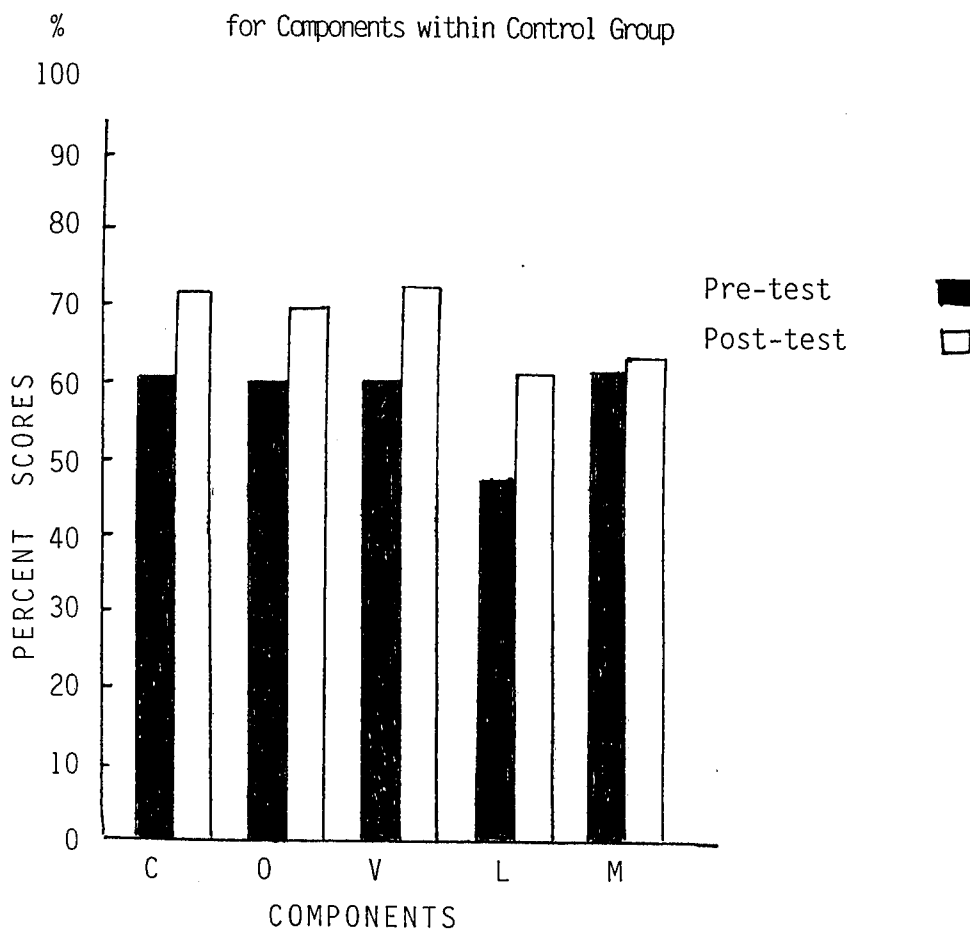


Figure 4: Mean Percentage Distribution in Pre-test and Post-test for Components within Experimental Group



## CHAPTER V

### DISCUSSION AND SUGGESTIONS

#### 5.1. DISCUSSION

The analysis of statistical results of the post-test overall scores in the control group and the experimental group indicated a non-significant difference between the Functional-Notional approach and the Grammar-Syntax-Organization approach in teaching writing in English to students learning English as a foreign language. Thus, we failed to reject the seventh null hypothesis, saying that there would be no significant difference between the control group and the experimental group in the post-test total scores (Chapter I). In spite of this non-significant difference between the groups in overall writing process, the analysis of components showed inconsistency with this result above. Neither group showed significantly different performance in Organization, Vocabulary, Language Use and Mechanics with the exception of Content. When the mean percentage scores of both groups for Content were examined, it was seen that the experimental group developed significant skills in manipulating the Content. In the light of these results, we rejected the null hypothesis formulated for Content and accepted the other null hypotheses formulated for Organization, Vocabulary, Language Use and Mechanics.

As for the analyses within groups, both the experimental group

and the control group showed significant differences between the pre-test and the post-test total scores. According to this result, we rejected the thirteenth null hypothesis, formulated in Chapter 4, saying that there would be no significant difference between the pre-test and the post-test total scores within the control group and the nineteenth null hypothesis, saying that there would be no significant difference between the pre-test and the post-test scores within the experimental group. But this difference was observed in all the components except in Mechanics. The mean percentage scores for Content, Organization, Vocabulary and Language Use in both groups indicate that they improved significantly in these skills in the post-test. Accordingly, we rejected the null hypotheses formulated for these components in the previous pages. Neither group performed with any significant difference in Mechanics. This made us accept the null hypothesis set in Chapter 4.

In the beginning of this study, it was implied that if the students learning English as a foreign language are taught writing through the Functional-Notional approach, they will write more effectively because the Functional-Notional approach focuses students' attention on "content" by giving them a purpose to write and thus, teaches all the principles and concepts of writing unconsciously. That is to say, the students concentrate more on "content", not on "form", but while working on the content, they get the form intuitively. Whereas the Grammar-Syntax-Organization approach focuses students' attention on "form" and assumes that once the students acquire language skills, they can use them to generate ideas. To compare the two approaches more generally, the Functional-Notional approach teaches writing inductively, whereas the Grammar-Syntax-Organization approach teaches writing deductively.

As the significant t-values and the mean percentage scores of the pre-test and post-test within groups indicate, both groups developed students in writing skills in general. In other words, according to their scores in the pre-test, they achieved better scores in the post-test except in Mechanics. The reason why they did not show a significant difference in Mechanics might be twofold: First, the tests were administered in a 45-minute class hour. Within this period, students only wrote drafts, they might not have had time to rewrite and check their use of Mechanics. Second, in the ESL Composition Profile used as a checklist to evaluate the papers, the scale for Mechanics is only 5. This small scale might not be distinctive enough and might have limited the teachers in evaluating the papers in terms of Mechanics in detail.

When the results of the post-test for the experimental group and the control group were compared in general, the t-test value showed no significant difference. But significant t-value for Content between the two groups and the examination of the mean percentage scores for Content which are in favour of the experimental group, assign the Functional-Notional approach favour in teaching writing. Because while the Grammar-Syntax-Organization approach developed only language skills, i.e. Organization, Vocabulary and Language Use, the Functional-Notional approach developed both these skills and the content skill in students.

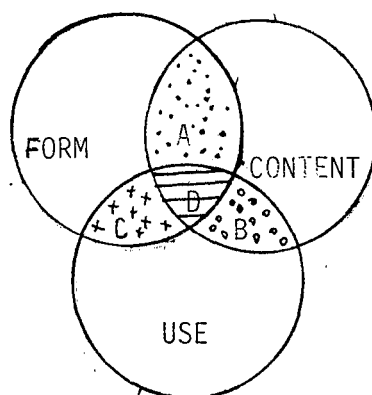
This finding might be a remedy to the problem stated in the first chapter of this thesis, and also pointed out by Raimes. As she says:

"When students complain, as they often do, about how difficult it is to write in a second language, they are talking not only about the difficulty of "finding" the right words and using the correct grammar but about the difficulty of finding and expressing "ideas" in a

new language. For them, the problem is with communicating and not just with writing" (1983:12-13),

In fact, this complaint sounds quite reasonable because the aim of a language is to communicate an idea or a meaning. Once a speaker has an idea, the language serves him as a transmitter. Bloom and Lahey's three-dimensional view of language shed light on the subject matter. As they describe:

"Language involves the interactions among content/form/use schematized in the Venn diagram.....



The Interaction of Content/Use/Form in Language

Form refers to the conventional system of signals—the dictionary of sounds and words, along with the rules for combining the dictionary items so as to form phrases and sentences. Content refers to the ideas about objects and events in the world that are coded by language. Use refers to the contexts in which language can be used and the functions for which it is used. Normal language development has been described as the successful interaction among the three, as represented in the area "D". Any disruption within a component or in the interaction among the components cause disorders in the language" (1978:291).

Bloom and Lahey dealt with the first language development. But their explanation can be modified for foreign language learning, too. The aim of learning another language is to be able to communicate in that language with the speakers of that particular language. Therefore, a language learner has to learn (1) the Form- the linguistic signals specific to that language, (2) the Content- ideas about objects and events in the world that are coded by that particular language, and (3) the Use- the context in which that language can be used.

From this point of view, a language teacher's role in a foreign language classroom is to facilitate this three-dimensional learning. That is to say, a foreign language student has to have ideas as they are coded by the target language, and express them in the appropriate context, in the form of the target language. As suggested by Bloom and Lahey, this can be done by manipulating the learners' environment in a way that facilitates for the learner to induce relationships among content/form/use in the target language (1978:571).

Enlightened by this assumption and having the results of this study, it can be said that Functional-Notional approach worked in this task better than the Grammar Syntax-Organization approach did. Due to the fact that model texts using this approach provide the students, intuitively, with ideas encoded in the English language, the context in which these ideas are used and the ways in which the linguistic forms are expressed are context-specific.

Whereas the Grammar-Syntax-Organization improved the students only in language skills, that is Organization, Vocabulary, and Language Use. The students made significant progress in these skills, but because they were not supplied with models which would demonstrate

to them how to use their skills in order to express ideas in proper context, they could not develop in Content -understanding and expanding the topic, generating ideas relevant to the topic etc., significantly.

According to the results obtained in this study, it might be possible to describe the Grammar-Syntax-Organization approach as an approach to be employed only for "skill-getting", whereas the Functional-Notional approach for both "skill-getting" and "skill-using". As Raimes puts it:

"The longer students grapple with a subject, the more their command of necessary vocabulary and idiom develops; the more they read on the topic, the more they learn about organizational structure and sentence structure; the more they discuss a topic, the more ideas they develop"(1983:14).

This quotation might be taken as a brief summary of what the Functional-Notional approach does; that is, it teaches how to (1) develop ideas and express them with appropriate (2) vocabulary/idioms, (3) organizational structure and (4) sentence structure at the same time. What Grammar-Syntax-Organization approach does, on the other hand, is only teaching (2) vocabulary, (3) organizational structure and (4) sentence structure, and leaving using them to express ideas to the students. The point which the Grammar-Syntax-Organization approach lacks, and the Functional-Notional approach possesses, is its overlooking of the fact that each language has language specific concepts and these concepts can only be taught through direct study of authentic language. If a learner of a particular language does not know how some concepts are expressed in that language, his knowledge of vocabulary, organizational structure and sentence structure does not seem sufficient enough to overcome the

problem of getting and expressing ideas shaped by language specific concepts. Consequently, he has "difficulty in finding and expressing ideas in a new language". Since there will be disruption in the interaction among content/form/use because of the insufficiency in Content, it is unavoidable to have communication problems.

Mohan's approach to the problem can be a revision of what is said so far. He says:

"A language is a system that relates what is being talked about (content) and the means used to talk about it (expression). Linguistic content is inseparable from linguistic expression... What is needed is an integrative approach that relates language learning and content learning, considers language as a medium of learning and acknowledges the role of context in communication" (1986:1).

As the findings of this study demonstrate, the Functional-Notional approach seems to be the "integrative approach" which Mohan suggests.

Another important aspect to be taken into account about the approaches compared is their function in motivating students. According to the observations obtained during the teaching period, it was seen that students taught through the Grammar-Syntax-Organization approach seemed unwilling to do the exercises, possibly because they were bored and disinterested with the activities. But the students taught through the Functional-Notional approach were always alert and interested in the activities. This difference in motivation possibly comes from the variations in the approaches and, therefore, the textbooks and the supplementary material in the lessons. In the Functional-Notional class,

## 5.2 SUGGESTIONS FOR FURTHER STUDIES

-The two approaches, studied in this thesis, can be compared in motivating the learning in a foreign language classroom.

-Since the model passages play an important role in developing writing skills in students intuitively, the writing courses can be coordinated with the reading courses. This saves the class time devoted to reading model passages.

-A writing syllabus including all the writing approaches can be designed.

-A study which uses different approaches for different needs can be developed.

-A study can investigate the writing skills of students learning English for Special Purpose both in their specific area and in general English.

-In this study, the significant t-values of pre-test and post-test within both groups indicate a development in writing skills. Does this development really come from the method used in the "writing course" or from the general instruction which the students received in their other English courses? A study could be designed which investigate this question.



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## APPENDICES

### APPENDIX A

The Example Unit Used in the Control Group

# 8 Writing about problems and solutions

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### *To make you think*

Study this illustration carefully. List all the possible dangers in this kitchen.



When you have finished, compare your list with those of other students, and together suggest ways to make the kitchen safer.

---

## Section 1 Describing problems

Engineers, economists, planners and many others often have to examine problems and put forward the best solutions to them. The first step in this kind of writing is to state the problem clearly. Often you must say what will happen if the problem is *not* solved.

### Useful language Expressing certainty

When describing consequences, you can use the following expressions to show how certain you are. The greater the number of stars \* on the table, the higher the degree of certainty.

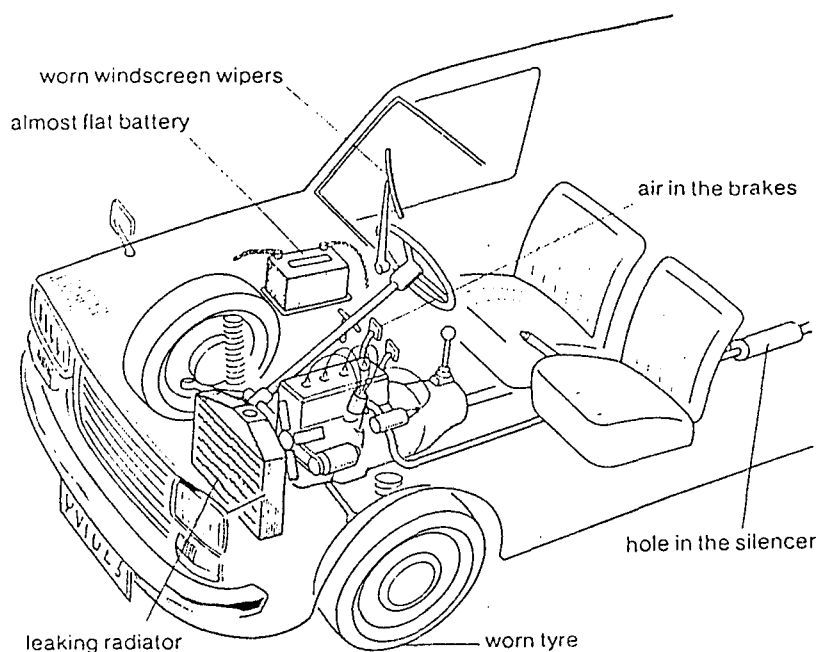
Degree of certainty	Positive	Negative
....	will, certainly	will not, impossible that
...	likely that probable that probably	unlikely that improbable that
..	may, might possible that possibly	may not might not
.	could	

For example, in describing the *To make you think* problem, you could write:

- 1 The man *will probably* trip.
- 2 *It is likely* that the food mixer will fall over.
- 3 Someone *might* be electrocuted by the kettle lead.
- 4 The pan of hot fat *may* catch fire.

### Exercise 1

Study this car and the problems given on page 110.



For each fault in the car, a number of possible consequences are given. Decide about the probability of these consequences. For example:

*hole in the silencer* noise, engine damage, accidents

- 1 It *will certainly* cause noise.
- 2 It is *unlikely* to lead to engine damage.
- 3 It *will not* cause accidents.

#### Problems

- 1 *worn tyres*
- 2 *leaking radiator*
- 3 *worn windscreen wipers*
- 4 *air in the brakes*
- 5 *almost flat battery*

#### Possible consequences

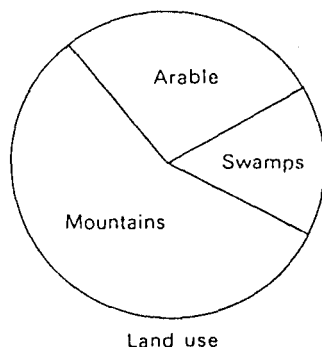
skids, punctures, noise  
 dangerous steering, engine overheating  
 vision problems in rain, serious accidents, increased petrol use  
 tyre damage, slow braking, serious accidents  
 starting problems, accidents, loss of speed

### Exercise 2

Study this data on a developing country. Then list some of the problems of this country. For example:

the birth rate is too high  
 the literacy rate is too low

	Exports	Imports	Birth rate	100/1000
<i>Totals</i>	\$350 million	\$420 million	infant mortality	30%
<i>Major items</i>	rice timber fruit	oil defence equipment cars	life expectancy, men	48
			women	52
			literacy	men 50% women 10%
			children at primary schools	boys 68% girls 18%



### Useful language Quantity expressions: *too much, too little*

Many problems can be described in terms of *too much* or *too little* of something. The following expressions are useful. Those marked (C) can only be used with countable nouns (schools, cars, etc.) and those marked (U) only with uncountables (rice, oil, etc.)

<i>too much</i> (U)	<i>too little</i> (U)
<i>an excess of</i>	<i>not enough</i>
<i>too many</i> (C)	<i>too few</i> (C)
<i>an excessive amount of</i>	<i>inadequate, insufficient</i>
	<i>a shortage of</i>
	<i>a lack of</i>

### Exercise 3

What is wrong with this diet? State the problem and describe the possible consequences of trying to live on such a diet.

Average daily intake (adult male manual worker in a tropical country)

polished rice, bread (carbohydrates)	400 grammes
oils and fats (carbohydrates)	50 grammes
meat	25 grammes
fresh fruit and vegetables	10 grammes
beans	25 grammes
milk and dairy products	0 grammes
fish	0 grammes

#### Notes

Deficiency in	Effect
Vitamin A (milk and butter, eggs)	blindness
Vitamin B (unpolished rice, meat, eggs)	disorders of the nervous system
Vitamin C (fruit, vegetables)	skin diseases
Vitamin D (sunlight, fish oil)	bone disease
protein (meat, fish, milk, beans)	malnutrition

#### Minimum levels necessary for health

carbohydrates	150 grammes
protein	70 grammes



## Section 2 Presenting and comparing solutions

### Exercise 4

Study this problem situation.

Fluoristan is a small, land-locked, Central Asian state. In the past its economy was based on the export of rice, animal by-products and the money sent home by those who found work in neighbouring countries. Now tourism is expanding rapidly as the magnificent  
 5 mountains and the unique Fluoristan temples, unfortunately in very poor repair, become better known. Although her people are cheerful and hard-working, Fluoristan has many problems. Infant mortality is 50%. In spite of this, the population is increasing rapidly. Farming techniques are very  
 10 old-fashioned and food now has to be imported. Much of the land is badly-eroded hillside and semi-desert. This is due partly to cutting down forests to provide wood for heat and cooking fires. Illiteracy is above 90%. Fluoristan is a non-aligned state but has a dispute with her much bigger southern neighbour over her use for irrigation of  
 15 the River Danda, which forms the frontier between the two countries.

The main items in Fluoristan's Five-Year Development Plan are given below. Predict the consequences of each proposal. *Education* has been completed for you.

Ministry	Plan	Consequences
Education	Establish a university	Will bring little benefit to the country
Tourism	Build 5-star hotels	
Power	Construct a dam across the Danda to generate electricity	
Health	Sterilise all parents with more than three children	
Agriculture	Extend the Danda irrigation scheme	
Defence	Buy fighter aircraft	

When you have made your predictions, compare them with those of another student.

### Useful language *If*-sentences 1

*If*-sentences are used to predict the consequences of actions. For example, discussing the likely consequences of Fluoristan's Five-Year Plan, you can write:

If they *establish* a university, it *will bring* little benefit to the country.

You use the Present tense for the action and the Future for the consequence when you are discussing real proposals. Write out your predictions in the same way as the example.

### Exercise 5

Make your own proposals for each of the Ministries and predict their consequences. *Education* has been completed as an example.

When you have made your proposals, compare them with those of another student.

Ministry	Alternative proposals	Consequences
Education	Build more primary schools	Illiteracy reduced
Tourism		
Power		
Health		
Agriculture		
Defence		

### Useful Language *If*-sentences 2

You studied the type of *If*-sentence used to describe real proposals above. Compare this example which describes an alternative proposal.

If they *built* more primary schools, illiteracy *would* be reduced.

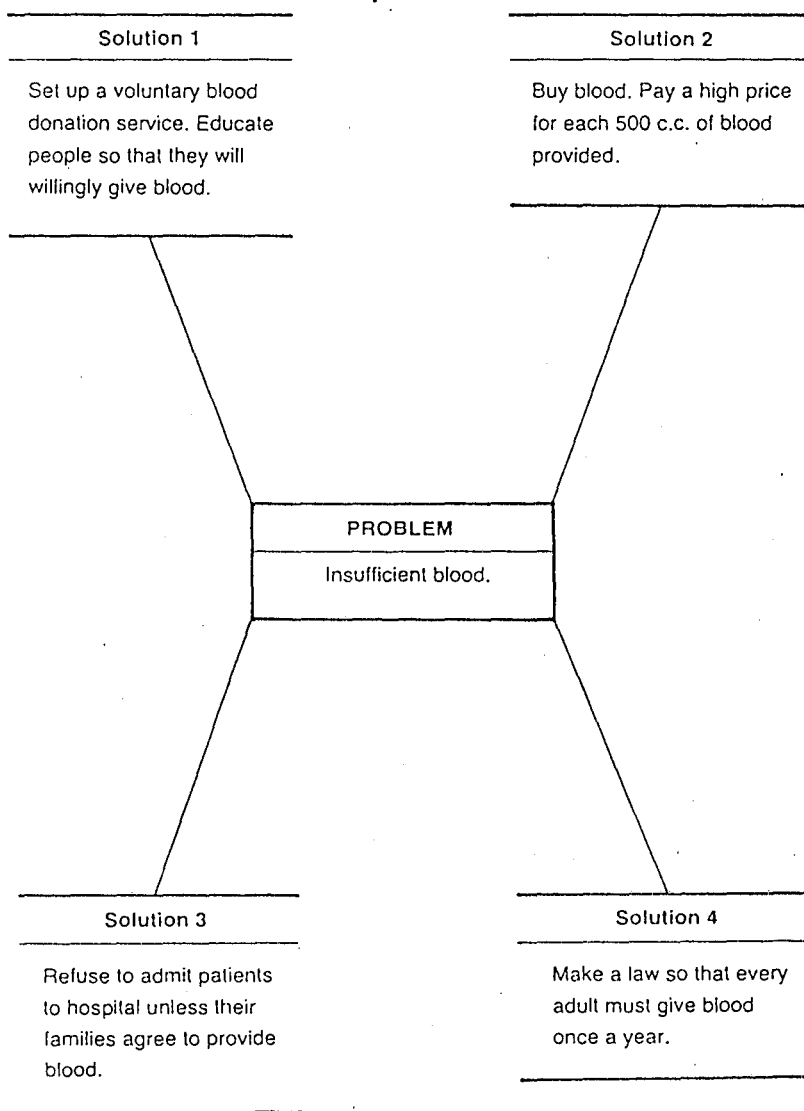
You use the Past tense for the action and *would* (*might*, *could*) for the consequence when you are describing proposals which are still under discussion and have not been agreed to. Write out your proposals in Exercise 5 in the same way.

Usually several solutions to one problem can be suggested. Each of the different solutions must be examined and the best one chosen. This is usually done by comparing and contrasting them according to effectiveness, benefits, cost, undesirable consequences, etc.

### Exercise 6

Study this problem and the proposed solutions.

Hospitals in Tobania are very short of blood. People will not willingly give blood because they feel it will weaken them. In addition, there is a strong caste system and people who give blood are afraid it will go to someone of lower caste. Furthermore, about 10% of the population belong to a religion which believes that giving blood is wrong. In these circumstances, how can the hospitals in Tobania build up a blood bank?



Now predict the consequences of adopting each of these solutions. Copy the table and write in your predictions. Add a solution of your own.

Solution	Consequence
1	
2	
3	
4	
Own	

### Exercise 7

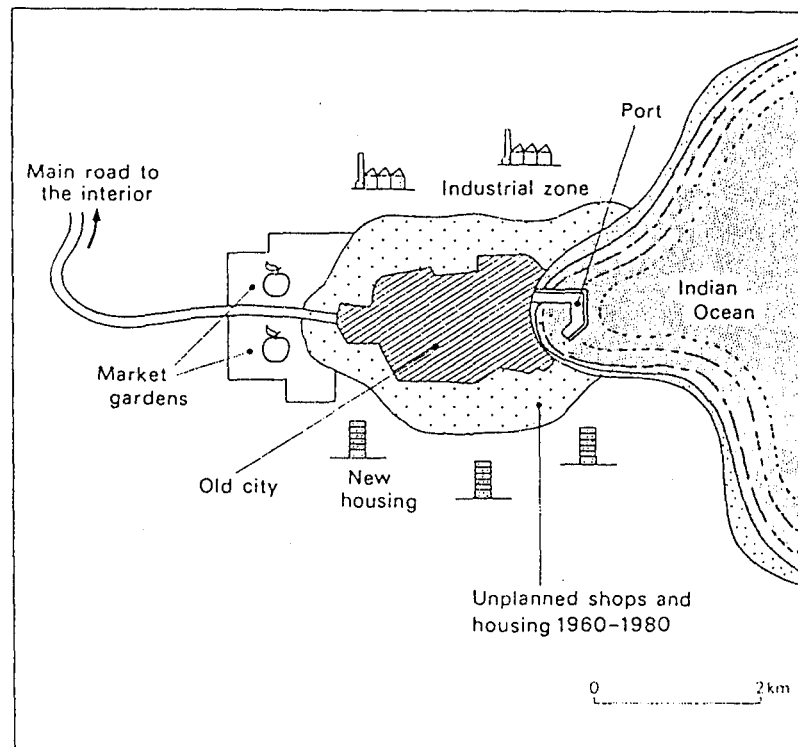
Copy and complete this table listing the good and bad points of each solution.

Solution	Good points	Bad points
1	free	will take a long time
2		
3		
4		
Own		

Using the completed table and the predictions you made in Exercise 6, write a short comparison and contrast of the proposed solutions.

### Exercise 8

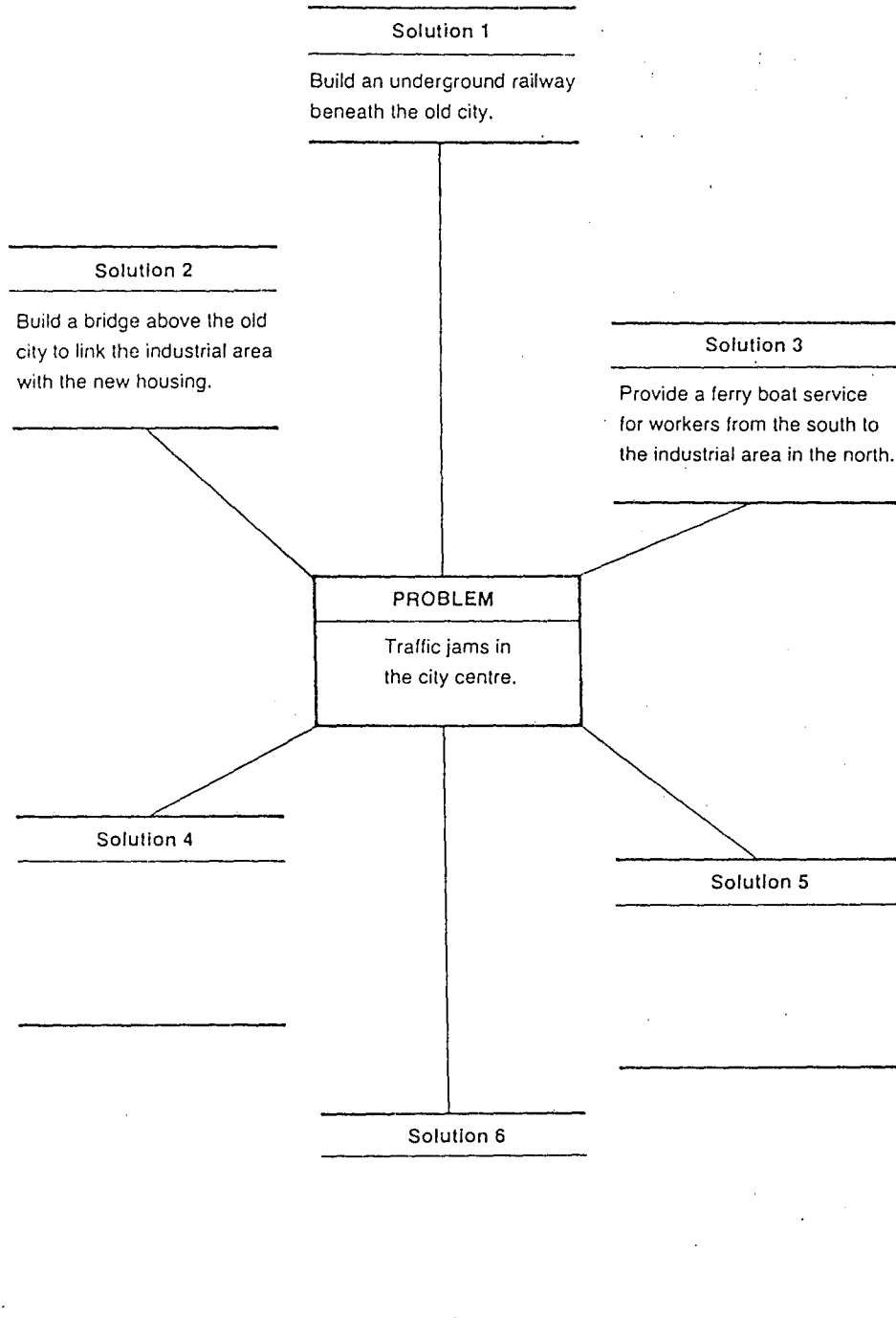
Study this map of Maidan and its surroundings.



Maidan is the capital city of Manan. In the past it was a fishing port and a centre for pearl diving. However Manan has developed quickly over the past twenty years and as a result Maidan has expanded. Heavy industry has been developed to the north of the city well away from the new housing in the south where many of the workers live. The port, too, has grown in size because trade has increased.

Market gardens have grown up on the west side of the city to meet the growing demand for fresh vegetables and fruit. The old centre of the city remains almost unchanged. The streets are narrow and winding. The houses are old and some are in bad repair but they are typical of the old style of architecture in Manan. Unfortunately all the traffic in Maidan must pass through the old centre. Hence there are constant traffic jams.

Here are some of the possible solutions to Maidan's traffic problems. Add three more of your own.

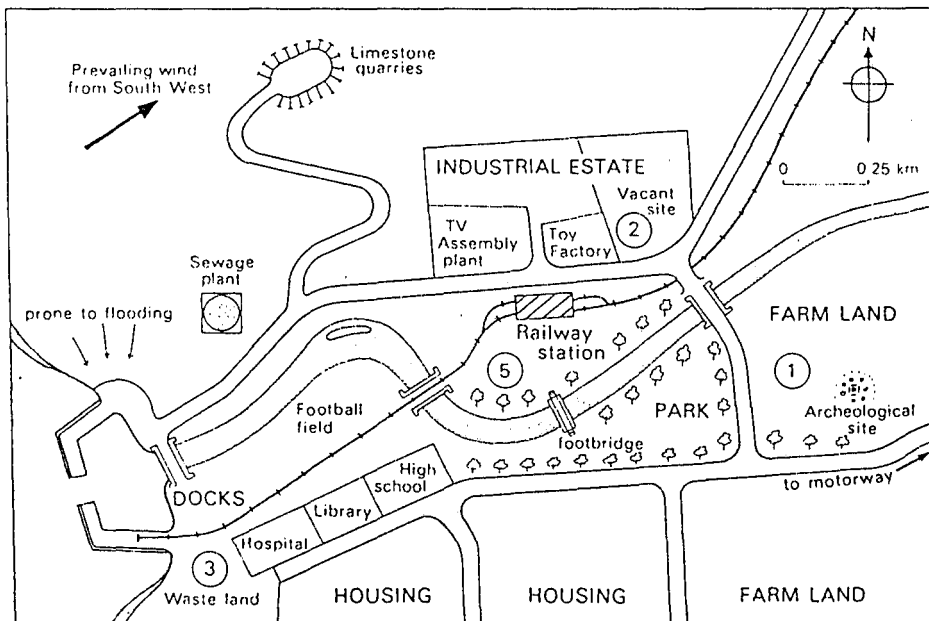


**Exercise 9**

Write a text about Maidan's problems and the possible solutions. Start with a paragraph describing the problem. Use the information in the map and the description. Then consider all the solutions, both those given and your own. Predict the consequences of adopting each one. Compare and contrast them.

**Section 3 Making recommendations****Exercise 10**

Study this map. It shows five possible sites for a cement works. Using the information in the map, recommend one site. List as many recommendations as you can to support your recommendation. Then exchange recommendations with those of another student. Decide who has provided the most convincing reasons.



### Comment

The final section in a problem and solution type of text is making a recommendation. The complete plan therefore has this structure:

*Section 1* Problem stating

*Section 2* Comparing and contrasting solutions

*Section 3* Recommending the best solution

As with arguments, recommendations have to be supported by reasons which will convince your reader.

### Useful language Making recommendations

Study these verbs and expressions used to make recommendations in writing.

	Modal verb	be + adjective + to that	Ordinary verb
Strong recommendations	<i>must</i> <i>have to</i>	<i>essential</i> <i>imperative</i>	
Recommendations	<i>should</i>	<i>advisable</i>	<i>advise</i> <i>suggest</i> <i>recommend</i>

Examples:

- 1 The cement works *should* be built on site 1.
- 2 *It would be advisable to* build the works on site 2.
- 3 *We advise that* the works are built on site 5.

### Exercise 11

Look at the map on page 118. Recommend the best sites for the following developments and give reasons for your recommendations.

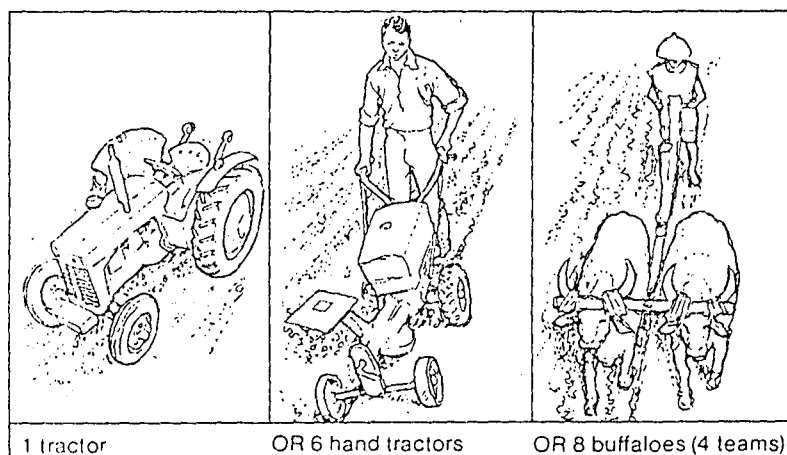
- 1 a small factory making tents
- 2 a new primary school
- 3 a sports field for the High School



### Exercise 12

Recommend a solution to each of these problems. Give reason to support your recommendation. Exchange recommendations with those of another student. He/she will reply stating whether or not your recommendation is accepted. He/she must give reasons if your recommendation is rejected.

- 1 The centre of the city of Zed suffers from serious traffic jams twice a day during rush hours. These occur before 8 a.m. and after 4 p.m. when all government and private offices start and finish work. There is a public bus service but only the poorest people use it. In addition, the buses often run late. Everyone else travels in his own car. As there are very few car parks, cars are parked by the side of the road. This adds to the traffic problems. There is no other form of public transport.
- 2 An Asian village co-operative, consisting of 28 small farms, average size 8 hectares, wants to invest in new ploughing equipment. With the money they have, they can choose from these alternatives:



1 tractor

OR 6 hand tractors

OR 8 buffaloes (4 teams)

Copy and complete this table of advantages and disadvantages.

	Tractor	Hand Tractors	Buffalo Teams
<i>Advantages</i>	efficient labour-saving	low fuel consumption	useful by-products
<i>Disadvantages</i>	expensive fuel	need maintenance	can become sick

Now write a recommendation to the head of the co-operative.

### Exercise 13

Read this passage carefully, then use the information it contains to complete the diagram on the next page.

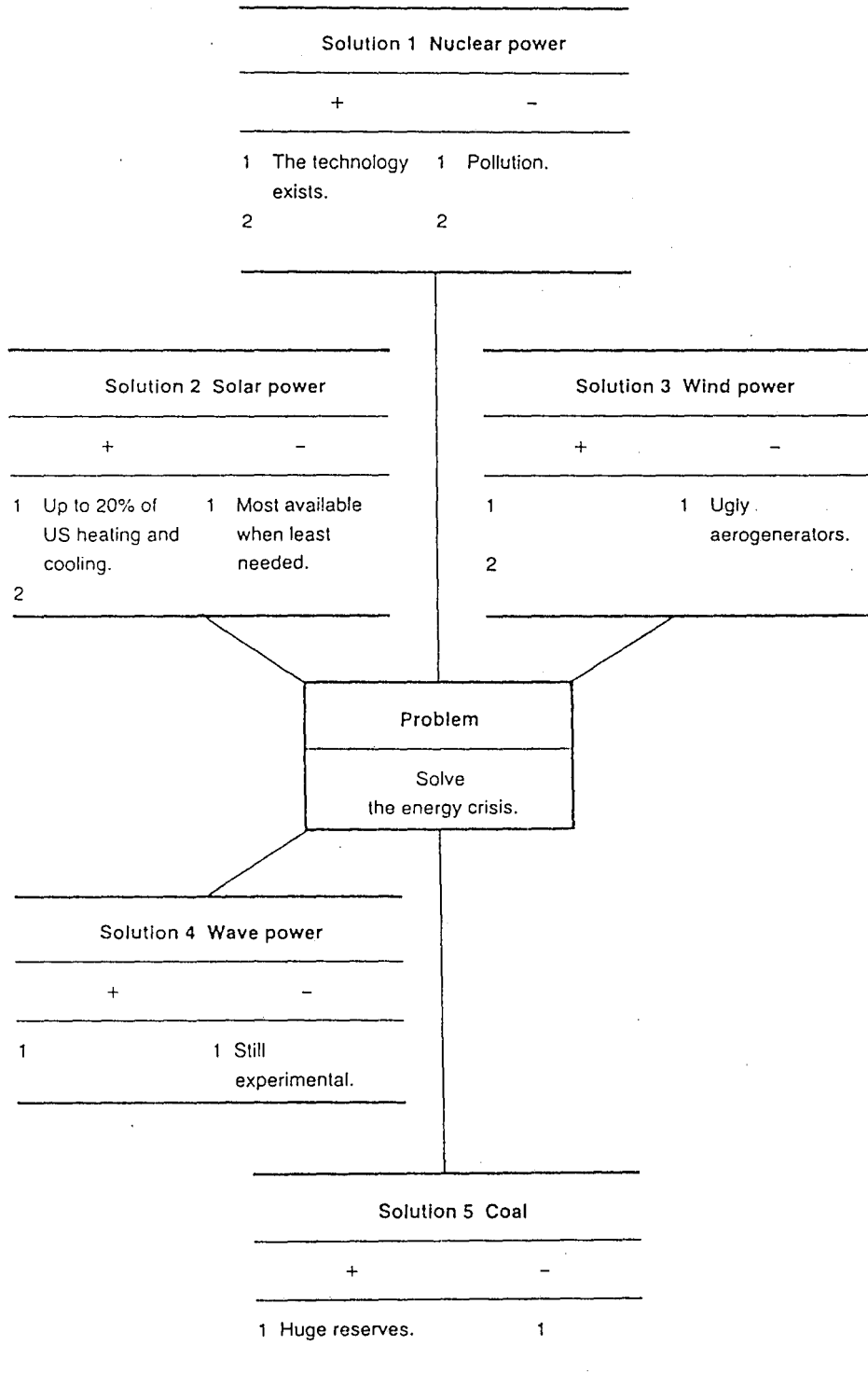
Nuclear power has often been presented as the only means of 'saving' our standard of living when the fossil fuels like oil, coal and gas run out. It is attractive in that we have already developed the technology to exploit the energy stored in the atom. In addition, 5 small amounts of fuel release enormous amounts of energy. However the problems of nuclear power have become increasingly clear in the last decade. These range from the threat of pollution to the danger of an accidental explosion and these make nuclear power a less desirable solution to the energy crisis. Furthermore, to 10 completely replace fossil fuels by nuclear power would require the construction of about fifty times the present number of nuclear power stations by the end of the century, which is beyond our resources.

The role of alternative energy sources, such as solar energy, wave 15 power and wind power, has been researched in many countries. Studies in the USA have suggested that solar energy could provide 20% of US heating and cooling requirements by the end of the century. The same research indicates that in several countries, including Britain, wind power might be of value. Wave power 20 could also be an important source of electrical energy.

Of these sources, solar energy in the northern hemisphere is most available when it is least needed—in the middle of the day and in summer. Moreover existing methods of energy transfer for solar power are relatively inefficient. If long-term storage could be 25 devised so that energy available in peak periods of supply could be stored for use in peak periods of demand, much greater use could be made of solar power. In contrast, wave and wind power availability match the curve of energy demand i.e. the winds are strongest and the tides are highest during the winter. For the 30 present, wind power is by far the cheapest of these alternative sources. It requires, however, aerogenerators, as big as electricity pylons, which would be sited along coastlines, where they could be very ugly.

Using energy from the waves is still in its experimental stages. In 35 the long run, it is likely to be dearer than wind power but may still be cheaper than nuclear power.

Some people argue that the huge coal reserves in some countries make the search for new sources of energy less urgent. But this is not facing the facts. They forget that new demands will almost 40 certainly be made on our coal reserves as a source of plastics. Coal is much too valuable to burn.



**Exercise 14**

Write an essay recommending an alternative source of power which you think particularly suitable for your own country. You may consider solutions not covered in the passage using information of your own.

Your writing should have this structure:

*Section 1*

The problem, its causes, and the consequence of leaving it unsolved.

*Section 2*

Comparison and contrast of possible solutions.

*Section 3*

Recommendations.

**Guiding the reader** Concluding paragraphs

A concluding paragraph allows you to summarise and therefore repeat the main points in your writing. It reminds your reader of the most important points and helps you to get your message over to him.

The first step is to summarise the main points. In the passage in Exercise 13 they are:

- 1 nuclear power not the complete solution, possibly dangerous, too expensive
- 2 alternative energy sources should be considered
- 3 solar energy, inefficient storage  
wind, cheap but unsightly  
waves, still experimental
- 4 coal reserves large but too valuable

You can then link the points into a paragraph. For example:

We have shown that nuclear power is not a complete answer to the energy problem. There are problems of safety and cost. Alternative sources such as sun, wave and wind power have to be considered but, as we have seen, none is ideal. Solar power cannot be stored easily. Wind power is cheap but requires many ugly aerogenerators. Wave power is still in the experimental stages. Coal reserves are huge but, as a valuable source of raw material for plastics, coal should not be wasted.

Add a similar concluding paragraph to the essay you wrote in Exercise 14.

**Section 4** Homework exercises

Select an exercise from this section which is related to your own field of study or which is of special interest to you. You can complete the exercise in your own time.

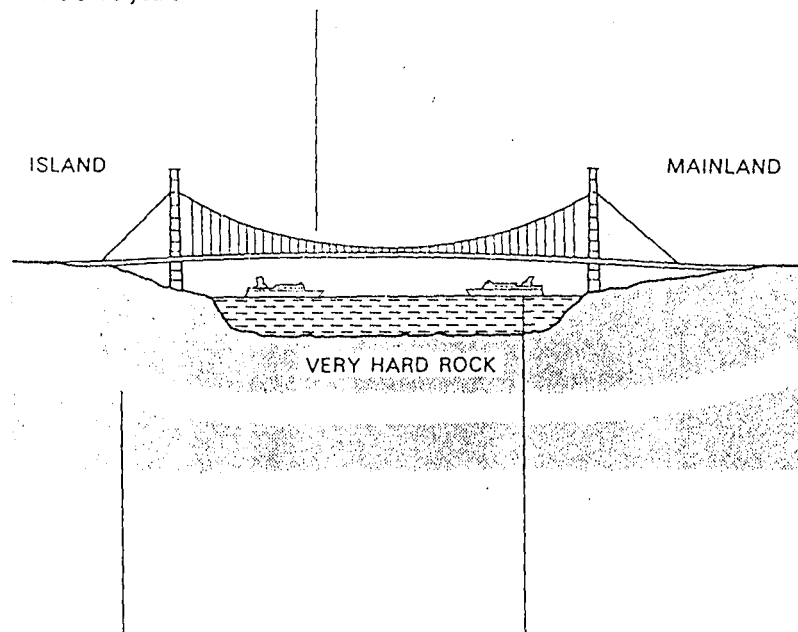
### 1 *General knowledge*

Study this problem.

About a third of the population of Tai Pay live on an island and two thirds on the mainland, which is two kilometres away across a stormy sea channel. Communication between island and mainland is by ferry boats but these are small, subject to delay and, in stormy weather, the trip can be dangerous.

The solutions to the problem of Tai Pay are illustrated in this diagram. Compare and contrast the solutions adding more of your own if you can. Recommend the best solution to the Government of Tai Pay.

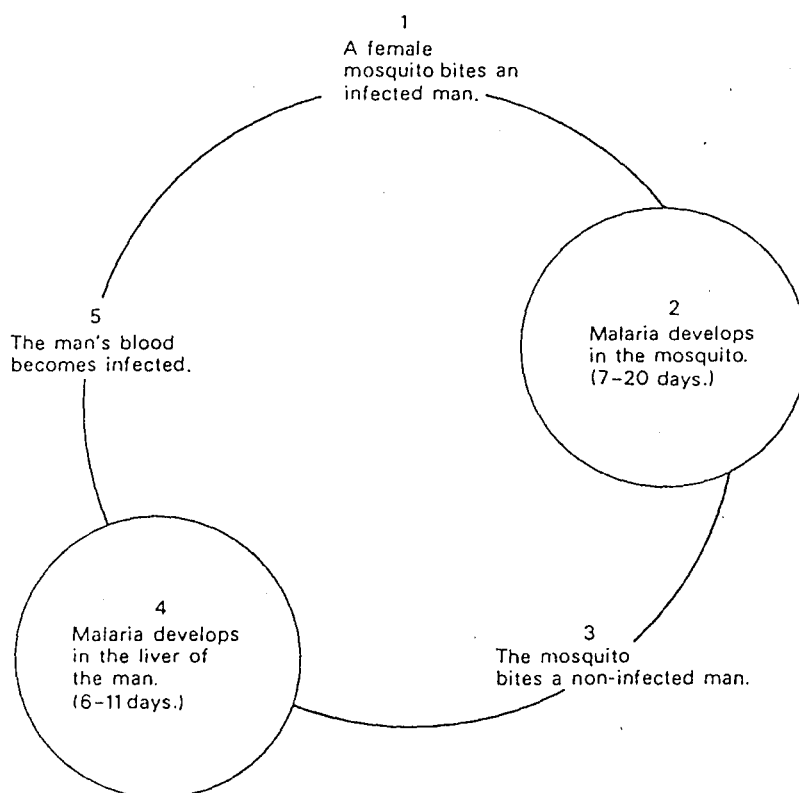
- 1 *Suspension bridge*  
 exceptionally long span  
 cost \$180,000,000 (Tai Pay dollars) plus  
 \$2,000,000 a year to maintain  
 5 years to build,  
 life of 75 years



- 2 *Railway tunnel*  
 cost \$250,000,000 plus \$1,000,000  
 a year to maintain  
 8 years to build, life of 100 years
- 3 *More ferry boats*  
 cost \$5,000,000 each  
 life of 15 years

## 2 *Medicine – The malaria cycle*

Study the diagram which shows in simplified form the malaria cycle. Describe the cycle adding information of your own if you wish. Then describe the solutions to the problem of malaria, i.e. the points at which the cycle can be broken. Finally recommend the solution you think best for a small Asian country whose economy is based on rice production. The literacy rate is lower than 35%.



### *Solutions*

- 1 *Kill the mosquitoes*
  - drain the wet places where the eggs are laid
  - kill the adult mosquitoes with insecticide sprays
- 2 *Avoid contact with mosquitoes*
  - fit wire mesh on windows and doors
  - use mosquito nets on beds
  - use insect repellent
  - stay indoors at night
  - keep the legs and arms covered
- 3 *Take drugs daily or weekly to kill the infection at the liver stage*

3 *Technology – How do we transport goods and people in a world without oil?*

Study these solutions. Many others are possible. Add solutions of your own. Compare and contrast the solutions, then recommend the one you think best for your country.

1 *Electric vehicles*

**Advantages**

no pollution or noise,  
known technology

**Disadvantages**

batteries are very heavy,  
batteries allow a very short  
range

2 *Alcohol (gasohol) powered vehicles*

**Advantages**

Little change in engines,  
little change in the way fuel  
is sold – stations with  
pumps

**Disadvantages**

great changes in agriculture to  
produce the crops from which  
alcohol is made

3 *Coal oil*

**Advantages**

large reserves in some  
countries, little change in  
engine design

**Disadvantages**

huge quantities of coal required  
e.g. 80,000,000 tonnes extra in  
the UK,  
new type of refineries needed

(From Write Ideas, pp. 108-126).

APPENDIX B

Examples from the Exercises Used in the Control Group as Supplementary Material (the order of the examples in this appendix shows the order of the activities which were followed in the syllabus designed for the control group).

EXERCISE 1.

A. *The first and last sentences of the following letter are missing. Working in groups of two or three, choose the most appropriate suggestions from those given below the letter. Decide what makes a good first sentence and a good last sentence. Then compare your answers with those of other groups.*

Dear Sir,

.....

.....

There are several reasons why I object to these places. Firstly, the owners take quite substantial amounts of money away from the people who are least able to afford it, namely the old, under the false promise of an easy fortune. Secondly, while I do not object to gambling in principle, I feel that this particular kind, where no skill is required on the part of the player, is especially offensive and deadening to the intellect. Thirdly, these establishments often attract undesirable individuals into the neighbourhood. Lastly, the physical appearance of these places, with their gaudy neon lights and their coloured plastic hoardings, is totally out of keeping with the quiet restful appearance of our town.

In conclusion, let me say that I do not wish to appear old-fashioned or anti-pleasure. ....

.....

Yours faithfully,

*Freda Cunningham*

(Miss) Freda Cunningham.

*Choices for first sentence:*

- a) In the last eight years over 2,000 bingo halls have opened in Britain.
- b) I have played bingo only once, and as a matter of fact I won fifty pounds.
- c) I live alone in a bungalow opposite a bingo hall.
- d) Old people need special recreation centres, not bingo halls.
- e) I would like to express my concern at the growing number of bingo halls in our town.

*Choices for last sentence:*

- a) Of course, some old people – especially bingo ‘regulars’ – like the atmosphere, the neon lights and – occasionally – the winnings.
- b) I am in favour of betting on horses and, though with certain reservations, football pools because these do require a certain element of skill on part of the punter.
- c) However, I hope that the Council, who grant the licences for these places, will consider very carefully whether this mindless kind of entertainment is what is wanted in this traditionally peaceful town.
- d) There are many other things that worry me about this town as well as bingo, especially the heavy drinking that goes on, and also the number of dirty books that you can buy anywhere.
- e) When I say ‘undesirable individuals’, I do not mean the people of this town, but rather the hordes of young louts who come down from London on their motorbikes.



B. Write topic sentences for the following paragraphs:

Several conditions must be right before invention can take place. First of all, to be an inventor, a person must have a standard of health and livelihood which gives him a little time and energy in which to think and experiment. Second, he must be able to envision new ways of doing things, and he must believe that his ideas can be carried out. This requires a sound understanding of the physical and scientific principles to be reckoned with. Third, an inventor must live in a time when his inventions will be useful and will be in demand.

(From Let's Write English, p.360).

—?—. His first invasion of Britain was made in 55 B.C. That first invasion was not successful; but in his second invasion, which occurred in the following year, he defeated some of the Celtic chieftains. Having defeated the chieftains, Julius Caesar then returned home and left Britain undisturbed.

(From Let's Write English, p.379).

C. Write a concluding sentence for the following paragraph:

The Romans built roads paved with huge blocks of stone. They erected a wall to keep out their enemies. In their villages, they built temples to their gods, and they instituted Roman baths and hot-air furnaces. For their entertainment, they needed open-air theaters; and so these, too, were built. —?—.

(From Let's Write English, p.379).

D: SCRAMBLED SENTENCES

The following sentences go together to form a complete letter, but they are in the wrong order. Working in groups of two or three, put them in the right order, and decide how the words and phrases underlined help to link the text together. Then compare your answers with those of other groups.

Dear Dorothy,

- a) But when we started eating, the noise died down.
- b) As you may remember, it was Rosemary's birthday last Saturday, and she wanted to do something different.
- c) (You remember it, don't you? Just beside the old castle.)
- d) Well, nothing more to tell you just now; hope to see you at Christmas.
- e) I mean, life goes on as always, and nothing special seems to happen.
- f) Fortunately, there was a bright moon, so we were able to make our way there without much trouble.
- g) It was then that we suddenly became aware of the stillness of the night, and although it sounds odd to say so, the silence seemed even louder than the noise we had been making before.
- h) Thank you very much for your letter, which arrived this morning.
- i) All in all, it was an unforgettable experience - I'm sure Rosemary's picnic will be talked about for some time.
- j) It was really my turn to write, as you say, but I seem to have so little news these days.
- k) As you can imagine, there was a great deal of messing about when we got there - people shouting and chasing each other around, and so on.
- l) Last weekend was fun, though.
- m) Well, anyway, we all met at the Red Lion, had a few drinks there, and then went on down to the wood.
- n) Instead of the usual party at home she decided to have a midnight picnic in Glover Wood.

Love,

Jerry.



G. Read the first paragraph in the following text. According to the first paragraph, complete the following paragraph:

There was a time when a person might live his whole life within twenty or thirty miles of the place where he was born. He knew approximately the same few people all his life, and the arrival of a stranger in his small world was cause for excitement or alarm. He knew nothing of the habits, beliefs, or ways of life of people elsewhere. Only those who learned to read were able to learn about the outside world. Most people lived out their lives in oblivion; making no mark on the world around them.

How different the world is today!

(From Let's Write English, pp.348-349).

H. This is the topic sentence of a paragraph. Expand the given idea to write an organized paragraph:

"Practice makes perfect" is often said of foreign language learning. ....

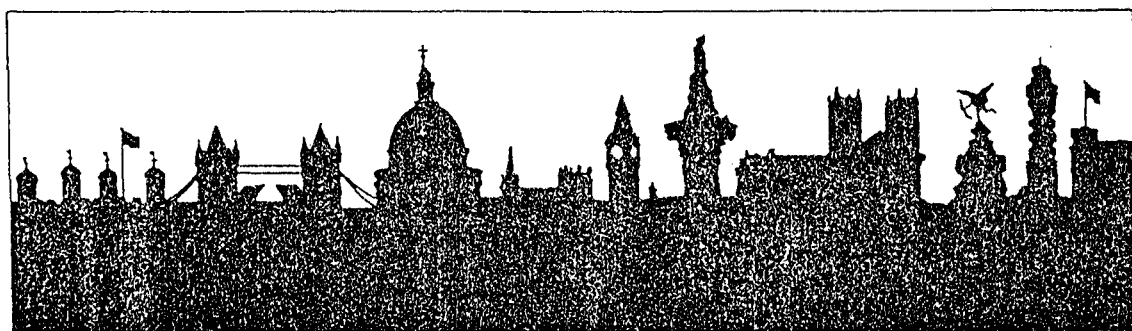
## APPENDIX B (CONTINUED)

## EXERCISE 2

A. PARAGRAPHS

*Working in groups of two or three, divide the following brief introduction to London into paragraphs. Then write a similar brief introduction to a big city or a region that you know well, paying special attention to the division into paragraphs.*

London has a great deal to offer visitors. Whether your tastes are modern or traditional, sophisticated or simple, there's plenty in London for you. Most visitors do some shopping, and there is an enormous range of possibilities, from the bargains of Petticoat Lane (Sunday morning) or Portobello Road (Saturday morning) to the jewellery and furs of Hatton Garden and Bond Street. A simple walk along Oxford Street will satisfy most ordinary needs or, if you want everything – from pins to pianos – under one roof, then Harrods is the shop for you. You will probably want to mix your shopping with a little sightseeing. You can visit the great buildings, such as St Paul's and Westminster Abbey, or you can watch the Changing of the Guard, or you can rest your feet in one of the large central parks, and all free. Not all the sightseeing is free, of course; you'll have to pay to go to the zoo in Regents Park, to see the Crown Jewels in the Tower, or for a boat trip along the Thames. Then there are the arts, both ancient and modern. The British Museum and the Victoria and Albert Museum have enormous collections of art and artefacts from many different countries, and the National Gallery in Trafalgar Square houses paintings by the old masters. The more modern world can be seen in the Science Museum, the Planetarium and in the paintings and sculptures of the Tate Gallery. In the evening, when you have walked far enough for one day, you can simply enjoy a drink in the atmosphere of a London pub. But if you want organised entertainment, you will always find a film, a concert or a play to interest you among the hundreds that are put on every day. Turning to the question of food, it must be admitted that the English have no great reputation as cooks, but visitors to London can savour food from all over the world: from Mexican to Russian, from Scandinavian to Japanese. In particular, there are hundreds of Indian, Pakistani, Chinese and Italian restaurants, most of which serve good, relatively cheap meals. This brief survey should give you some idea of the great variety of things to do in London. There is literally something for everyone at almost any time during the day. So, as a famous Londoner once said: 'When a man is tired of London, he is tired of life.'



(From Writing Skills, p.55).

B.

---

**FIRST PARAGRAPH**


---

*There are three suggestions for the first paragraph of the report that follows. Working in groups of two or three, decide which is the most appropriate, and why. Then compare your answer with those of other groups.*

FEASIBILITY OF FLEXIBLE WORKING HOURS

- a) We on the committee have spent a lot of time and effort on the question of hours. I mean, different people have different opinions, obviously, and it doesn't matter whether you ask people here or outside, they all have their own opinions about whether it's a good idea or not. And since you get so many different opinions, it's not easy for a committee to come to a final decision, but we have done what we think is right, and we hope that if anybody is not completely happy, they won't take our ideas personally.
- b) Since 1976 everybody in this firm has worked 40 hours per week - previous to that the total was 44 hours for some people and 42½ for others - and we have no intention of changing the total. In any case, a change in the total number of hours would only be possible after proper negotiations between management and union representatives, and this is not the place to anticipate any such negotiations in the near or distant future.
- c) This report concerns the feasibility of allowing members of staff to start and stop work at the times that suit them best; the obvious proviso is, of course, that everyone should still work a total of 40 hours per week, as we do now. The suggestion of flexible working hours was put forward to the directors by certain members of staff, particularly those who have young children at school.

The Personnel Officer was asked to look into the question, and his study had two aspects. First, he looked at the experience of other firms; he managed to contact four firms of similar size to ours, all of which have, or have tried, some variation of staff hours. While most of their comments were favourable, all of them had noted certain minor drawbacks. Some of these problems were connected with factors that are irrelevant to our particular case.

The second part of the investigation was to look carefully at our own working arrangements. Here, as you know, we began by asking everybody to predict the hours they would probably choose to work. This information was then circulated to all heads of department for comment, in particular with regard to potential problems and their solution.

All this experience and information was then studied by a committee which included a representative from every department. The committee was unanimous in its view that the advantages of flexible working hours in firms like ours will almost certainly outweigh the disadvantages. We have therefore decided on a trial period of 3 months, starting 1 April; at the end of that period the committee will take a final decision. Full details will be circulated to all staff in about one week's time.

(From Writing Skills, p.45).

- C. The following is a memo which consists of three paragraphs, of which the first and second are given. Working in groups of two or three, decide which of the suggestions makes the most suitable last paragraph. Then discuss your answer with those of other groups.

Britplast Co Ltd

Norton Street  
Rotherham

Memo to Directors and all Sales, Finance and Scientific staff

30.5.1982

Report and Recommendations based on experiences at  
The British Homes Exhibition, Earls Court, London

The size of our stand at this year's exhibition was the same as it has been for the last seven years, namely 700 square feet (35 feet long by 20 feet deep). It was staffed by various people during the 10 days of the exhibition, but mostly our representatives were from the sales and finance departments, including at times me and/or Mr Sallis, the Finance Director.

In recent years two important developments have taken place in the plastic container industry. One is that the competition, especially from foreign companies, has grown considerably, and several stands were larger and better staffed than ours. Second, our customers and potential customers are increasingly demanding - as happened on several occasions during this exhibition - technical details and specifications which the people on our stand were unable to supply.

- a) There were four German and three Japanese stands of 1,000 square feet or more, and even some of our British competitors had very interesting stands, which made ours look not quite so attractive as it has been in the past. Since we were all in the same area, it was quite easy to see the effect on potential customers and it certainly made us think.
- b) I would therefore like to make two suggestions, which should be considered with a view to making our presence more effective at future exhibitions. First, the stand should be larger so as to give greater impact and to keep up with our competitors. Second, the staffing should always include at least one of our scientists, preferably a senior one, so that we can give on-the-spot advice to our potential customers. I would be pleased to hear reactions to these suggestions.
- c) It is true, of course, that we have so far maintained our proportion of the market, and our total sales have in fact risen slightly in each of the last seven years, i.e. during the time that we have had the present type of stand at the exhibition. But we cannot simply hope that these things will continue, and we must think of the future.



James D Proctor  
Sales Director

- D. *The following are the second and third paragraphs of a business letter. Working individually, write a suitable first paragraph. Then compare your version with those of others.*

*(First paragraph missing)*

First, you do not mention the questions of transport and insurance. Are we to assume that you accept responsibility for these, and that your quoted price includes the cost? If not, could you let us know what your normal way of dealing with these points is, and what the cost is likely to be?

Second, we find your letter somewhat vague as to the delivery dates. You mention that there may be strikes which are beyond your control. With respect, they are even less within our control, and we would like to see an undertaking that you accept responsibility at least for any possible strikes among your own staff.

We look forward to hearing from you on both these points.

*(From Writing Skills, p.91).*

- E. *The following are the first and the second paragraphs of a report. Write a suitable third (concluding) paragraph.*

### *Englang (Publishers) Ltd*

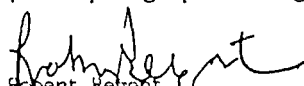
Memo to : Directors, and all Sales, Finance and Editorial Staff

Report and Recommendations based on our Experiences at the recent International Book Fair, Frankfurt.

This year was the sixth successive time that we have been represented at the annual Frankfurt Fair. We have always felt that it is useful in a general way to attend, to display a representative sample of our books, and - not least - to have a look at what other publishers, both British and foreign, are producing. Our stand has always been 45 square metres and is staffed mainly by our marketing personnel.

Over the last few years the fastest rising area of book production has been in materials for teaching English to foreigners, and five years ago we decided to enter this field in a more determined fashion. Since then we have brought out some interesting material, both for students and for teachers, but the stand did not have room to display all of these titles, nor were our marketing staff able to cope with all the specific and detailed questions raised by visiting teachers, inspectors, and so on.

*(Third paragraph missing)*

  
Robert Regent,  
Marketing Manager.

*(From Writing Skills, pp.92).*



F. This is the introductory paragraph of an essay. Complete it by writing developing and concluding paragraphs.

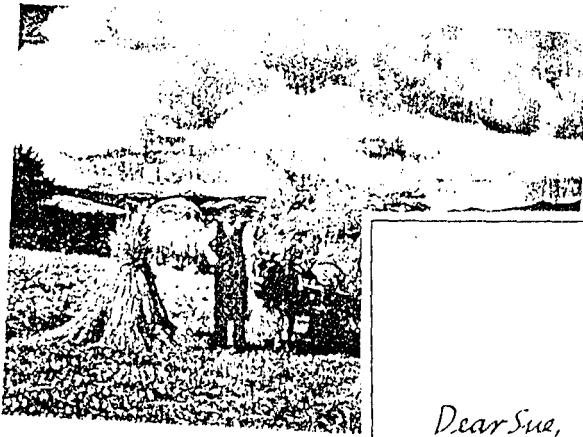
The world has been shrinking for a long time .  
No place on earth is more than hours away from any  
place else by fast plane or more than fractions of  
a second away by radio and television.

(From Reading in Focus, p.1).

The Example Unit Used in the Experimental Group

## UNIT 2

### A letter to a friend



Susan's boyfriend is on a working holiday in Ireland. This is the letter she has just received from him.

16 O'Donnell St,  
Castlebar,  
County Mayo,  
EIRE  
16th June 1986

Dear Sue,

Now that I've been here for a few days, I thought I had better write and let you know how I'm getting on in this beautiful country.

When I first arrived, I couldn't get used to the slow pace of life! However, I'm gradually learning to take things easy, and I'm beginning to feel really at home. My first impression of the Irish is that they are really friendly and helpful people - and they certainly know how to enjoy life!

I'm staying at a little guest house here in Castlebar. The countryside round about is marvellous, and I've been doing a lot of walking and fishing. I've made friends with some of the people in the village, and we spend most evenings in the local pub chatting - and drinking Guinness, of course!

Well, I must rush now to catch the post. Do drop me a line when you have time. I miss you!

Love,  
Tom

#### Notes

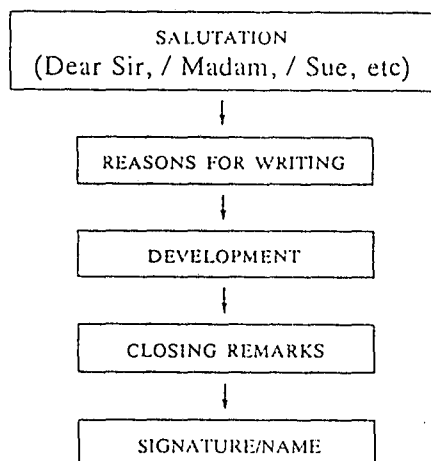
A

Study Tom's letter and then answer the following questions:

- 1 Where do you put your address and the date when you write an informal letter?
- 2 Should you write your name at the top of the letter?
- 3 Where should you write the salutation (Dear Sue etc)?
- 4 Where should you begin the first paragraph of your letter?

## B

A letter usually contains the following stages:



You should use at least one paragraph for each of the main stages.

## C

Notice that Tom's letter is a friendly letter, so the vocabulary and structures are informal. Some examples of informal and formal styles are given below. Always think about who you are writing to before you begin your letter. Mistakes in style make your letter look odd or impolite.

INFORMAL	FORMAL
I've been here . . .	I have been here . . .
I thought I'd better just write and let you know that . . .	I am writing to inform you that . . .
Well, I must rush now to catch the post. Do drop me a line . . .	I look forward to hearing from you in the near future.
Love, . . .	Yours faithfully, Yours sincerely, . . .

D Notice that formal and informal letters are laid out differently.

FORMAL

	<i>your address</i>
<i>address of the</i>	<i>date</i>
<i>person you are</i>	
<i>writing to</i>	
Dear Sir/Madam,	
<i>(main points of the letter)</i>	
I look forward to hearing from you.	
Yours faithfully,	
<i>your signature</i>	
(M. Smith)	

FORMAL

	<i>your address</i>
<i>address of the</i>	<i>date</i>
<i>person you are</i>	
<i>writing to</i>	
Dear Mr Smith,	
<i>(main points of the letter)</i>	
I look forward to meeting you next week.	
Yours sincerely,	
<i>your signature</i>	
(D. Jones)	

INFORMAL

	<i>your address</i>
	<i>date</i>
Dear Mrs Jackson,	
<i>(main points of the letter)</i>	
Looking forward to seeing you.	
Best wishes/Yours/Regards,	
<i>your signature/name</i>	

VERY FRIENDLY

	<i>your address</i>
	<i>date</i>
Dear John,	
<i>(main points of the letter)</i>	
Do write back soon.	
Love/Best wishes,	
<i>your name</i>	

### Spot the mistakes

The letter below contains several serious errors. Work with a partner to write the letter out again correctly.

<p>Dave Smith charles street, 66 bristol october 9th, 1986</p> <p>Hello Anne!</p> <p>Just a quick line to say that I'll be in London on Wednesday and to ask if you'd like to meet me for lunch. I'm sorry this is such short notice, but I only heard about the meeting yesterday. I really do hope you can come as I've got a lot of news to give you and I'd like your advice on a couple of things. Anyway, let me know as soon as possible - maybe you could give me a ring tonight? Well, I must dash now. Hope to hear from you soon yours faithfully, Dave</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Recent activities

I've made friends with some of the people.  
I've been doing a lot of fishing.

Remember that we often use the Present Perfect tenses for actions which took place at an unspecified time in the past. They are also used when the action or the time is not yet finished. Use the prompts below to write questions and then interview your partner.

How long / you / learn / English?

How much / you / learn / this year?

You / do / lot / homework / since / beginning / term?

What / you / do / your spare time / recently?

You / go / theatre / this month?

You / work / hard / today?

## Vocabulary practice

Form adjectives from the following nouns.

Example: happiness — *happy*

friend

kindness

rudeness

help

patience

sympathy

industry

reserve

talk

## Giving advice

I thought I had better write.

- 1 Imagine your partner has got a number of problems. Give him/her some advice, using the construction shown above.

Example: He/She has a headache.

You say: *I think you'd/you had better take an aspirin.*

Imagine he/she:

— feels sick.

— is homesick.

— is having difficulty making friends.

— hasn't done the homework.

— can't stop smoking.

- 2 Now get your partner to tell you some of his/her problems (real or imaginary). Offer some practical advice.

## Discussion

Talk about the problems of visiting, or living in, a foreign country.

*If you are living abroad now:*

How are you getting on so far? Are you homesick?  
 What do you miss?  
 Can you remember how you felt when you first arrived?  
 What has been the most difficult thing for you to get used to doing?  
 What have you been doing lately, both at school and at home?  
 What are/were your first impressions of this country?

*If you are still in your own country:*

When did you last spend some time abroad? Where?  
 What were your first impressions of the country? Did these change?  
 Can you remember how you felt when you first arrived?  
 What was the most difficult thing for you to get used to?  
 How did you spend your time in the day/evening?

## Written tasks

- 1 Use the prompts given below to write a complete letter:

King's Hotel, Buckingham Avenue, London W1  20th June 1986
<p>Dear Pablo,</p> <p>Now / we / be / here / one / week / I / think / I / better / write / tell / you / how / we / get / on.</p> <p>When / we / first / arrive / we / can / not / understand / anyone ! However / we / be / slowly / get / use to / everything / and / begin / enjoy / ourselves. English people / be / very helpful / and / friendly / but / they / be / always / in a hurry !</p> <p>We / stay / hotel / near Oxford Street. Of course / we / already / do / a lot / sightseeing / and also go / theatre / every night. I / do / plenty / shopping / too. Some things / be / really / quite cheap!</p> <p>Well / must / dash / now / post / letter. We / really / look / forward / see / you / when / we / get back / next month.</p> <p style="text-align: right;">Love,  <i>Maria</i></p>

### USEFUL LANGUAGE

I wondered if you'd like to ...  
 How about ...?  
 We could ...  
 I think you'd enjoy ...  
 Let me know if ...

- 2 You are spending a few weeks abroad. Write a brief letter to a friend, telling him/her about your recent activities.
- 3 In pairs, decide how you would like to spend this weekend. Then write a letter to a mutual friend, inviting him/her to spend the weekend with you and suggesting how you could spend the time together. Use the language in the box on the left to help you.

(From Practice Writing, pp.14-18).

## EXERCISE 1

A. *The following sentences go together to form the text of a travel brochure, but they are in the wrong order. Working in groups of two or three, put them in the right order, and decide how the words and phrases in bold type help to link the text together. Then compare your answers with those of other groups.*

- a) For these lucky ones it's the beginning of an unforgettable air-sea holiday with the world's leading cruiser company: the Royal Seafaring Line.
- b) What's more, our chefs will prepare food for you that is as varied as it is delicious; you will find it difficult to choose from the range of Caribbean and international specialities.
- c) So don't delay – see your travel agent today!
- d) Whether you choose the relaxation on board or the stimulation on land, you will have the holiday of a lifetime.
- e) So you can relax on the vast sundeck, bide your time with a cocktail, or dance till dawn in the nightclub or in the discotheque.
- f) For many of the passengers it's just a normal scheduled flight, but for some it's the start of something very special.
- g) In Kingston, Jamaica's capital, **RSL's own cruiser** is waiting to introduce them to the unique world of the Caribbean.
- h) While you can thus spend a perfect holiday without leaving the ship, there is also the added attraction of fascinating shore visits at each of our ports of call.
- i) And it's all included in the price – just **£1,995** for 21 days.
- j) Every Tuesday a British Airways flight leaves Heathrow for Jamaica.
- k) Like all our ships, this **cruiser** has been specially designed to give you maximum comfort, luxury and enjoyment.

(From Writing Skills, p.52).

B.

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**LINKING WORDS AND PHRASES**


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*In the following letter the linking words and phrases are missing. Working in groups of two or three, choose the most appropriate word or phrase from the ones given below. Then compare your answers with those of other groups.*

Dear Sir,

I am writing to express my opinion about what you suggested in your article called 'Dole Giveaway', (1) ..... that the Social Security system was being abused by people doing casual work while drawing benefit, and that (2) ..... it should be reduced or (3) ..... abolished.

(4) ....., let me say that I am the unemployed head of a family of six, and that all my four children are at school, (5) ..... I am entitled to draw only the minimum benefits. (6) ....., we are always short of money. (7) ....., unemployment is running at 15% in this area, so there is little chance of finding a job, at least not at my age (54). I (8) ..... feel that I am entitled to full support from the state. (9) ....., when I was working, I paid taxes, like everybody else. ((10) ....., I still have to pay Value Added Tax even now!)

(11) ....., many people that I know are out of work, though most of them would prefer to be working. None of them have any money to spare, but (12) ..... I know of only one man who abuses the system. (13) ....., I know of many who, for some reason or another, do not draw their full entitlement.

(14) ....., I would like to ask if the author of the article has ever been out of work himself. (15) ....., I think that he had better keep his opinions to himself until he knows what he is talking about. There are far too many people who get away with writing about things that they really know nothing about.

Yours faithfully,

  
Adam Smithson

- 1 a) for example    b) namely    c) therefore    d) in other words
- 2 a) thus    b) for this reason    c) so    d) on the other hand
- 3 a) what's more    b) at any rate    c) even    d) at last
- 4 a) In the first place    b) Next    c) Furthermore    d) In fact
- 5 a) yet    b) though    c) however    d) because
- 6 a) By comparison    b) In spite of that    c) As a result    d) All the same
- 7 a) However    b) For instance    c) What is more    d) On the other hand
- 8 a) therefore    b) by comparison    c) for example    d) because
- 9 a) Otherwise    b) After all    c) Equally    d) By the way
- 10 a) At any rate    b) That is to say    c) In other words    d) Incidentally
- 11 a) Alternatively    b) Even    c) Secondly    d) On the other hand
- 12 a) Even    b) In spite of that    c) By the way    d) Although
- 13 a) In that case    b) Alternatively    c) For example    d) On the contrary
- 14 a) To sum up    b) Finally    c) Therefore    d) In the end
- 15 a) In that case    b) If so    c) Therefore    d) If not

(From Writing Skills, pp.29-30).



APPENDIX D (CONTINUED)  
EXERCISE 2

A. The passage about "Tv Habit":

### THE TELEVISION HABIT

It is time for responsible parents to pull the plug on television. Ninety percent of television programs shown today are a waste of time and an offense to any intelligent person, adult or child. People must begin to say *no* to television, to refuse to let it interfere with their lives. They must find other hobbies and pastimes. Televisions across the country must be turned off.

It is estimated that most children watch three to five hours of television per day. Imagine the amount of constructive work

that could be done in this time—the books that could be read, the chores that could be done—it staggers the mind. Yet, across the nation, parents continue to allow their children free access to television. Test scores are plunging and the rate of functional illiteracy is increasing, but nothing is done.

Turning off the television and forcing children to account for their free time is the first step in changing a wasteful national habit.

(From Skill Sharpeners, p.68).

B. The passage about "The Influence of Advertising":

## The Consumer Society

### Children as consumers

Everyone wants the best for a baby. A mother wants her baby to have the best in the way of food, toilet preparations, clothing and equipment. Her value judgments on prices may go haywire when it comes to buying for a baby, particularly the first one. Manufacturers and advertisers recognise this, and exploit it to the full. Far more is spent in buying prams, push-chairs, special milk, and special powders and lotions for small babies than is necessary.

The child himself watches television, a particularly strong influence on small children. Observing them as they watch television, and then watching them react to products afterwards, suggests that young children accept the suggestions of television commercials as well as the guidance offered by children's programmes, and find both equally attractive. The child comes early in life to the feeling widespread in this country that if something is said on television it must be true.

For this reason much Christmas present advertising, and advertising for sweets, cereals, food, washing powders, is geared to children because of the effect their persistent nagging can have on their mothers. By exercising choice in this way they become consumers at an early age and the likelihood is that, with current pressures, choosing and buying goods and services will remain an important part of their future lives.

(From Authentic Reading Skills, p.21).

## APPENDIX E

ESL COMPOSITION PROFILE			
STUDENT	DATE	TOPIC	
	SCORE	LEVEL	CRITERIA
			COMMENTS
CONTENT	30-27		EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	26-22		GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	21-17		FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13		VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
ORGANIZATION	20-18		EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	17-14		GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	13-10		FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7		VERY POOR: does not communicate • no organization • OR not enough to evaluate
VOCABULARY	20-18		EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	17-14		GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13-10		FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>
	9-7		VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
LANGUAGE USE	25-22		EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18		GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11		FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i>
	10-5		VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
MECHANICS	5		EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	4		GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3		FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>
	2		VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
	TOTAL SCORE	READER	COMMENTS

(From Teaching ESL Composition: Principles and Techniques, p.140).

## APPENDIX F

TABLE I

Pre-test Scores Given by Native  
Speaker Teacher of English I  
in Control Group

Sub. C	O	V	L	M	Total	
1	20	12	12	11	3	58
2	22	15	13	18	4	72
3	20	14	14	13	3	64
4	23	15	14	16	4	72
5	13	9	8	6	2	38
6	13	8	7	7	2	37
7	21	14	14	12	3	64
8	19	13	11	12	2	57
9	14	7	8	6	2	37
10	16	10	12	9	3	50
11	21	11	14	17	3	66
12	20	13	12	17	3	65
13	21	14	11	17	3	66
14	20	13	14	17	3	67
15	18	13	14	12	2	49
16	22	15	15	18	3	73
17	14	9	8	8	2	41
18	20	12	10	9	2	53
19	21	14	14	18	3	70
20	21	15	15	17	3	71

TABLE 2

Pre-test Scores Given by Native  
Speaker Teacher of English II  
in Control Group

Sub. C	O	V	L	M	Total	
1	18	10	10	10	3	51
2	18	11	10	12	3	54
3	17	12	11	10	3	53
4	17	13	10	11	3	54
5	13	9	7	5	2	36
6	13	9	9	6	2	39
7	18	12	10	11	3	54
8	18	10	10	10	3	51
9	13	8	9	8	3	41
10	14	9	9	10	2	44
11	17	10	10	11	3	51
12	17	11	11	13	3	55
13	15	11	10	13	3	52
14	15	12	12	14	3	56
15	15	12	12	11	2	52
16	19	13	14	13	3	62
17	13	7	7	6	2	35
18	18	11	10	7	2	48
19	18	13	12	14	3	60
20	18	14	13	15	3	63

TABLE 3

Pre-test Scores Given by Non-Native Speaker Teacher of English I in Control Group

Sub.	C	O	V	L	M	Total
1	17	10	10	13	3	53
2	17	11	10	11	3	52
3	13	9	10	10	3	45
4	17	13	12	11	2	55
5	13	8	7	6	2	36
6	13	7	7	6	3	36
7	15	10	9	10	4	48
8	16	9	9	9	3	46
9	17	12	10	14	3	56
10	21	14	13	13	3	64
11	21	13	9	10	3	56
12	22	15	13	17	4	71
13	14	7	8	5	2	37
14	15	10	9	8	2	44
15	15	8	10	10	3	46
16	21	11	12	16	3	63
17	14	7	8	10	2	41
18	16	10	10	15	3	54
19	21	15	13	17	4	70
20	13	10	8	6	3	40

TABLE 4

Pre-Test Scores Given by Non-Native Speaker Teacher of English II in Control Group

Sub.	C	O	V	L	M	Total
1	13	7	7	11	2	40
2	15	13	9	12	3	52
3	20	15	17	18	4	74
4	21	15	15	14	2	67
5	13	9	7	8	3	40
6	13	9	7	9	3	41
7	13	8	7	8	3	39
8	16	12	10	11	3	52
9	13	10	9	13	3	48
10	20	12	10	15	3	60
11	22	15	14	20	4	75
12	22	17	15	21	4	79
13	16	13	10	10	3	52
14	14	11	10	11	2	48
15	13	8	7	8	3	39
16	22	17	17	19	3	78
17	13	7	7	5	2	34
18	15	11	10	11	3	50
19	23	17	16	20	3	79
20	13	10	7	11	2	43

TABLE 5

Pre-test Scores Given by Native  
Speaker Teacher of English I  
in Experimental Group

Sub.	C	O	V	L	M	Total
1	18	13	14	12	3	59
2	21	14	14	12	3	64
3	21	14	14	12	3	64
4	20	12	12	11	3	58
5	16	10	12	9	3	50
6	20	13	12	17	3	65
7	18	13	14	12	2	59
8	22	15	13	18	4	72
9	14	9	8	8	2	41
10	20	11	10	9	2	52
11	18	13	14	12	3	60
12	20	14	15	13	3	65
13	22	15	13	8	3	71
14	23	15	14	15	4	71
15	19	13	11	12	3	58
16	21	14	13	17	3	68
17	18	13	14	12	2	59
18	19	13	14	12	3	61
19	19	13	14	12	2	60
20	20	14	15	13	3	65

TABLE 6

Pre-test Scores Given by Native  
Speaker Teacher of English II  
in Experimental Group

Sub.	C	O	V	L	M	Total
1	16	12	12	10	3	53
2	17	12	12	10	3	54
3	18	13	12	10	2	55
4	19	12	10	10	2	53
5	14	9	9	9	2	43
6	18	12	12	13	3	58
7	18	12	11	11	2	54
8	19	14	14	14	3	64
9	13	8	8	7	2	38
10	17	10	10	10	2	49
11	18	12	13	12	3	58
12	18	13	14	14	3	62
13	19	14	14	15	3	65
14	19	13	14	14	3	63
15	17	13	12	12	2	56
16	18	13	12	14	3	60
17	17	12	12	11	2	54
18	17	12	11	12	2	54
19	18	14	12	12	3	59
20	18	12	12	12	3	57

TABLE 7

Pre-test Scores Given by Non-Native Speaker Teacher of English I in Experimental Group

Sub.	C	O	V	L	M	Total
1	18	7	9	8	3	45
2	22	14	14	18	4	72
3	17	10	11	12	3	53
4	18	11	11	12	3	56
5	17	10	11	12	3	53
6	17	10	9	11	3	50
7	18	13	12	18	4	65
8	27	18	16	20	4	85
9	13	7	7	7	2	36
10	13	7	7	5	2	34
11	17	11	10	11	3	52
12	17	10	11	13	3	54
13	26	15	15	18	4	78
14	13	10	12	12	3	50
15	22	15	14	17	4	72
16	17	13	10	10	2	52
17	17	10	13	11	3	54
18	17	14	13	12	3	59
19	13	9	9	10	2	43
20	13	9	10	11	3	45

TABLE 8

Pre-Test Scores Given by Non-Native Speaker Teacher of English II in Experimental Group

Sub.	C	O	V	L	M	Total
1	16	10	10	11	3	50
2	26	17	17	17	4	81
3	15	13	13	11	3	55
4	18	17	15	20	4	74
5	14	10	10	10	3	47
6	21	15	13	17	4	70
7	12	9	10	12	3	46
8	26	17	16	21	4	84
9	13	7	7	5	2	34
10	10	8	10	12	2	42
11	20	15	15	19	5	74
12	13	7	8	9	3	40
13	23	14	13	14	3	67
14	13	11	11	11	3	49
15	21	15	15	20	4	75
16	15	13	9	10	3	50
17	14	10	10	10	3	47
18	19	13	13	15	3	63
19	13	7	7	10	3	40
20	22	16	15	20	5	78

TABLE 9

Post-test Scores Given by Native Speaker Teacher of English I in Control Group

Sub.	C	O	V	L	M	Total
1	20	16	15	19	3	73
2	20	15	15	17	3	70
3	20	16	16	19	3	74
4	21	17	16	20	3	77
5	16	13	15	13	2	59
6	24	17	17	21	3	82
7	19	14	14	17	2	66
8	22	18	17	19	3	79
9	18	13	14	16	2	63
10	22	17	18	18	3	78
11	22	17	18	19	3	79
12	25	17	17	20	3	82
13	17	14	15	13	2	61
14	20	17	16	17	3	73
15	20	16	16	17	3	72
16	22	17	18	19	3	79
17	16	13	14	12	2	57
18	16	14	14	16	3	63
19	20	16	15	19	2	72
20	20	16	15	17	3	71

TABLE 10

Post-test Scores Given by Native Speaker Teacher of English II in Control Group

Sub.	C	O	V	L	M	Total
1	17	15	15	17	3	67
2	18	14	13	15	3	63
3	20	15	14	16	3	68
4	18	15	14	13	3	63
5	16	11	12	12	2	53
6	20	15	15	16	3	69
7	17	12	13	14	3	59
8	20	15	15	16	3	69
9	18	13	13	15	3	62
10	20	16	15	16	3	70
11	19	16	15	15	3	68
12	22	16	16	17	3	74
13	18	12	12	14	2	58
14	20	15	14	15	3	67
15	18	15	16	16	3	68
16	22	16	16	15	3	72
17	17	12	12	10	2	53
18	17	12	12	13	3	57
19	20	14	13	14	2	63
20	18	14	14	15	3	64

TABLE 11

Post-test Scores Given by Non-Native Speaker Teacher of English I in Control Group

Sub.	C	O	V	L	M	Total
1	17	10	10	12	3	52
2	17	11	11	11	3	53
3	23	17	15	16	4	75
4	18	15	12	15	4	64
5	16	10	11	13	3	53
6	13	13	12	14	3	55
7	16	10	10	10	3	49
8	17	11	12	12	3	55
9	17	13	13	17	3	63
10	18	12	10	11	3	54
11	17	14	10	11	4	56
12	24	14	13	13	3	67
13	16	13	12	15	3	59
14	17	13	11	16	3	60
15	15	10	10	10	3	48
16	17	11	10	19	3	60
17	18	14	12	13	4	61
18	24	14	13	18	4	73
19	22	14	14	17	4	71
20	22	14	13	15	4	68

TABLE 12

Post-test Scores Given by Non-Native Speaker Teacher of English II in Control Group

Sub.	C	O	V	L	M	Total
1	16	14	14	13	3	59
2	15	11	15	18	3	62
3	23	17	18	21	4	83
4	20	17	16	19	3	75
5	14	11	13	14	2	54
6	18	16	15	19	3	69
7	15	14	13	15	3	60
8	23	18	18	23	4	86
9	14	10	10	15	3	52
10	18	16	16	15	3	68
11	19	17	16	18	3	73
12	23	17	18	22	4	84
13	18	13	14	16	3	64
14	20	15	16	15	3	69
15	16	16	15	16	2	65
16	23	18	18	22	4	85
17	15	12	12	12	2	53
18	17	15	15	17	4	68
19	20	18	18	20	3	79
20	17	15	14	16	3	65



TABLE 13

Post-test Scores Given by Native  
Speaker Teacher of English I  
in Experimental Group

Sub.	C	O	V	L	M	Total
1	19	13	12	16	3	63
2	23	17	18	18	3	79
3	24	17	19	19	3	82
4	21	14	14	17	3	69
5	24	17	18	19	3	81
6	22	16	15	19	3	75
7	21	14	14	17	3	69
8	23	17	18	18	3	79
9	21	14	14	17	3	69
10	20	14	15	16	3	68
11	23	18	18	19	3	81
12	21	14	14	17	3	69
13	22	16	16	18	2	74
14	21	15	16	17	3	72
15	22	16	15	19	3	75
16	21	14	14	17	3	69
17	22	16	15	19	3	75
18	23	17	17	20	3	80
19	21	16	16	20	3	76
20	22	14	14	17	3	70

TABLE 14

Post-test Scores Given By Native  
Speaker Teacher of English II  
in Experimental Group

Sub.	C	O	V	L	M	Total
1	19	11	11	12	3	56
2	21	14	14	15	3	67
3	22	16	16	15	3	72
4	20	15	14	15	3	67
5	22	14	14	15	3	68
6	23	14	15	16	3	71
7	20	12	13	15	3	63
8	23	14	15	15	3	70
9	22	14	13	15	3	67
10	20	14	14	15	3	66
11	24	16	16	16	3	75
12	20	15	15	16	3	69
13	22	15	14	16	3	70
14	21	14	14	15	3	67
15	21	15	15	16	3	70
16	21	13	14	14	3	65
17	23	15	15	16	3	72
18	22	16	16	15	3	72
19	18	15	14	16	3	66
20	22	13	14	15	3	67

TABLE 15

Post-test Scores Given by Non-Native Speaker Teacher of English I in Experimental Group

Sub.	C	O	V	L	M	Total
1	18	10	12	13	3	55
2	22	13	14	19	3	67
3	25	15	15	20	4	79
4	18	14	14	17	3	65
5	21	15	15	18	4	73
6	22	14	14	19	3	72
7	21	13	13	15	3	65
8	27	15	17	17	4	78
9	21	13	12	11	3	60
10	21	12	13	14	2	62
11	19	11	12	16	3	60
12	18	9	11	10	2	50
13	26	15	14	17	3	71
14	17	10	11	13	2	53
15	23	13	13	11	3	58
16	20	13	10	11	3	57
17	20	12	12	12	2	58
18	24	14	15	17	3	73
19	18	12	14	18	3	65
20	18	14	14	14	3	68

TABLE 16

Post-test Scores Given by Non-Native Speaker Teacher of English II in Experimental Group

Sub.	C	O	V	L	M	Total
1	25	18	15	19	2	79
2	26	18	18	22	5	89
3	23	18	17	20	4	82
4	20	15	16	18	4	73
5	22	17	15	19	4	77
6	19	16	15	17	3	70
7	20	14	12	13	3	60
8	26	18	17	21	3	85
9	18	11	13	11	2	55
10	20	15	13	18	3	69
11	26	18	19	23	5	91
12	19	15	14	17	3	68
13	26	16	15	18	4	79
14	20	15	15	15	3	68
15	20	15	16	17	4	72
16	18	14	14	15	2	63
17	19	15	14	15	3	68
18	22	16	14	18	3	73
19	20	15	17	13	3	68
20	21	18	16	20	3	78

TABLE 17

Pre-test Average Scores in  
Control Group

Sub.	C	O	V	L	M	Total
1	17	10	10	11	3	51
2	18	13	11	13	3	58
3	18	13	13	13	3	60
4	20	14	13	13	3	63
5	13	9	7	6	2	37
6	13	8	8	7	3	39
7	17	11	10	10	3	51
8	17	11	10	11	3	51
9	14	9	9	10	3	45
10	18	11	11	12	3	55
11	20	12	12	15	3	62
12	20	14	13	17	4	68
13	17	11	10	11	3	52
14	16	12	11	13	3	55
15	15	10	11	10	3	49
16	21	14	15	17	3	70
17	14	8	8	7	2	39
18	17	11	10	11	3	52
19	21	15	14	17	3	70
20	16	12	11	12	3	54
$\sum x$	342	228	217	236	59	1082
$\bar{x}$	17.1	11.4	10.85	11.8	2.95	54.1
sd	2.52	2.04	2.05	2.99	0.38	9.68

TABLE 18

Pre-test Average Scores in  
Experimental Group

Sub.	C	O	V	L	M	Total
1	17	11	11	10	3	52
2	22	14	14	14	4	68
3	18	13	13	11	3	58
4	19	13	12	3	3	60
5	15	10	11	10	3	49
6	19	13	12	15	3	62
7	17	12	12	13	3	57
8	24	16	15	18	4	77
9	13	8	7	7	2	37
10	15	9	9	9	2	44
11	18	13	13	14	4	62
12	17	11	12	12	3	55
13	23	15	14	14	3	69
14	17	12	13	13	3	58
15	20	14	13	15	3	65
16	18	13	11	13	3	58
17	17	11	12	11	3	54
18	18	13	13	13	3	60
19	16	11	11	11	3	52
20	18	13	13	14	4	62
$\sum x$	361	245	241	250	62	1159
$\bar{x}$	18.05	12.25	12.05	12.5	3.1	57.95
sd	2.66	2.07	1.81	2.46	0.41	9.02

TABLE 19

Post-Test Average Scores in  
Control Group

Sub.	C	O	V	L	M	Total
1	18	14	14	15	3	64
2	18	13	14	15	3	63
3	22	16	16	18	4	76
4	19	16	15	17	3	70
5	16	11	13	13	2	55
6	19	15	15	18	3	70
7	17	13	13	14	3	60
8	21	16	16	18	3	74
9	17	12	13	16	3	61
10	20	15	15	15	3	68
11	19	16	15	16	3	69
12	24	16	16	18	3	77
13	17	13	13	15	3	61
14	19	15	14	16	3	67
15	17	14	14	15	3	63
16	21	16	16	19	3	75
17	17	13	13	12	3	58
18	19	14	14	16	4	67
19	21	16	15	18	3	73
20	19	15	14	16	3	67
$\Sigma x$	380	289	288	320	61	1338
$\bar{x}$	19.0	14.45	14.4	16.0	3.05	66.9
sd	2.02	1.53	1.09	1.98	0.39	6.26

TABLE 20

Post-test Average Scores in  
Experimental Group

Sub.	C	O	V	L	M	Total
1	20	13	13	15	3	64
2	23	16	16	19	4	78
3	24	17	17	19	4	81
4	20	15	15	17	3	70
5	22	16	16	18	4	76
6	22	15	15	18	3	73
7	21	13	13	15	3	65
8	25	16	17	18	3	79
9	21	13	13	14	3	64
10	20	14	14	16	3	67
11	23	16	16	19	4	78
12	20	13	14	15	3	65
13	24	16	15	17	3	75
14	20	14	14	15	3	66
15	22	15	15	16	3	71
16	20	14	13	14	3	64
17	21	15	14	16	3	69
18	23	16	16	18	3	76
19	19	15	15	17	3	69
20	21	15	15	17	3	71
$\Sigma x$	431	297	296	333	64	1421
$\bar{x}$	21.55	14.85	14.8	16.65	3.2	71.05
sd	1.66	1.22	1.28	1.67	0.4	5.63

TABLE 1

The Distribution of Total Raw Scores and Percent Scores of Control Group in Pre-test

n	C(30)		O(20)		V (20)		L (25)		M (5)	
	R.S.	% S.	R.S.	% S.	R. S.	% S.	R.S.	% S.	R.S.	% S.
1	17	56.6	10	50	10	50	11	44	3	60
2	18	60	13	65	11	55	13	52	3	60
3	18	60	13	65	13	65	13	52	3	60
4	20	66.6	14	70	13	65	13	52	3	60
5	13	43.3	9	45	7	35	6	24	2	40
6	13	43.3	8	40	8	40	7	28	3	60
7	17	56.6	11	55	10	50	10	40	3	60
8	17	56.6	11	55	10	50	11	44	3	60
9	14	46.6	9	45	9	45	10	40	3	60
10	18	60	11	55	11	55	12	48	3	60
11	20	66.6	12	60	12	60	15	60	3	60
12	20	66.6	14	70	13	65	17	68	4	80
13	17	56.6	11	55	10	50	11	44	3	60
14	16	53.3	12	60	11	55	13	52	3	60
15	15	50	10	50	11	55	10	40	3	60
16	21	70	14	70	15	75	17	68	3	60
17	14	46.6	8	40	8	40	7	28	2	40
18	17	56.6	11	55	10	50	11	44	3	60
19	21	70	15	75	14	70	17	68	3	60
20	16	53.3	12	60	11	55	12	48	3	60

 $\bar{x}$ 

56.91

54.5

54.25

47.2

59

R.S.= Raw Scores

% S.= Percent Scores

TABLE 3

The Distribution of Total Raw Scores and Percent  
Scores of Conrol Group in Post-Test

n	C(30)		O(20)		V(20)		L (25)		M(5)	
	R.S	% S.	R.S.	% S.	R.S.	% S.	R.S.	% S.	R.S.	% S.
1	18	60	14	70	14	70	15	60	3	60
2	18	60	13	65	14	70	15	60	3	60
3	22	73.3	16	80	16	80	18	72	4	80
4	19	63.3	16	80	15	75	17	68	3	60
5	16	53.3	11	55	13	65	13	52	2	40
6	19	63.3	15	55	15	75	18	72	3	60
7	17	56.6	13	65	13	65	14	56	3	60
8	21	70	16	80	16	80	13	52	3	62
9	17	56.6	12	60	13	65	16	64	3	60
10	20	66.6	15	75	15	75	15	60	3	60
11	19	63.3	16	80	15	75	16	64	3	60
12	24	80	16	80	16	80	18	72	3	60
13	17	56.6	13	65	13	65	15	60	3	60
14	19	63.3	15	75	14	70	16	64	3	60
15	17	56.6	14	70	14	70	15	60	3	60
16	21	70	16	80	16	80	19	76	3	60
17	17	56.6	13	65	13	65	12	48	3	60
18	19	63.3	14	70	14	70	16	64	4	80
19	21	70	16	80	15	75	18	72	3	60
20	19	63.3	15	75	14	70	16	64	3	60

 $\bar{x}$ 

63.3

71.25

72

63

61