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**THE EFFECT OF ADDITIONAL ESP MATERIAL IN
GENERAL ENGLISH COURSES AT THE UNIVERSITY LEVEL
(A STUDY AT ANADOLU UNIVERSITY ENGINEERING FACULTY)**

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CHAPTER

INTRODUCTION

1.1. General Background to the Problem:

Nowadays, English has become an important language and it is so much noticeable for its wide distribution throughout the world. As most of the literature of science and technology is produced in English, a knowledge of English offers several benefits to most professionals. Therefore, designing or developing a course for language programme becomes more complex than it is used to be, because there is a change in the theory of both learning and teaching in which particular programmes sometimes require various procedures and techniques

The various developments in English language teaching have originated from our widening awareness of the nature and process of language learning in general and the manner in which the learner acquires a language in a specific setting.

"The need to use English fairly often and with some degree of sophistication is most clearly felt by EFL professionals in the fields of science and technology. In fact, it can be claimed that advancement and job security are directly related to the ease which the professional

is able to communicate in English with a wide a range of people" (Peretz, 1986: 31).

Especially, university students have to communicate with different people from different backgrounds for different purposes upon their graduation. One of the communication skills frequently needed by the students in their fields of science and technology or engineering is writing and reading. Traditionally, English teachers taught language through grammar. They divided grammar into its different parts and taught these one by one, gradually moving from the simple to the more difficult.

The vocabulary also has been graded. The process has been one of breaking down the language into smaller and smaller bits for teaching, and the pupil is expected to synthesize all these bits of language back into a useful competence in the language.

After graduation, pupils rarely attain a useful command of the target language. In the Turkish University system, the teaching process, based on a mechanical analysis of the grammatical structure and vocabulary of the language, does not lead to a functional competence in the tongue. The lesson materials, also, are often divorced from any reality that the speaker might encounter in teacher's need to use the language. The material proposes that the pupil should be taught

what is semantically necessary for them to express and understand. Because, they need to be able to understand arguments to identify and summarize the main points of topics in the future.

"When English as a foreign language is taught to children at the primary and secondary levels of education, it is generally taught with a general educational aim in mind. That is, it is regarded as a 'good thing' for them to learn a language as a part of board education. There is usually, however no immediate and specific requirement for such learners to make use of the language is essentially a 'deferred' purpose, deferred till the tertiary level of education, normally at university, where, it is agreed, a knowledge of English would be helpful in their academic studies" (Mackey and Mountford, 1978:2).

The students shouldn't wait till the third or fourth class in a university. Many of the teachers emphasize the acquisition of linguistic structures or vocabulary. Structures and vocabularies are important for communication. And students may know the rules of language usage, but will be unable to use the language and to understand what they read.

Language indicates the relationships between sentences by using "rhetorical markers"(Widdowson, 1971). These words, or sometimes phrases, indicate how a sentence is linked to what precedes or follows.

Forexample: 'however' marks a contrast with what preceded, 'in other words' marks the repetition of some information, 'the latter' marks reference to the second of two objects, statements, ect. Sometimes the markers are grammatical items which carry a semantic import, so they can be used in writing and speaking.

The students need to be able to understand books, be able to write short paragraphs, and be able to ask and answer the questions in English. In bachelor's degree, teaching foreign language (TFL) was aimed by Yüksek Öğretim Kurumu. According to that, students should understand scientific topics written in English, should translate into Turkish by using dictionary, and they should join the daily conversation after the period of English course.

In the Engineering Faculty of Anadolu University, the English course is programmed, in the first and second years (ING.101-102, ING.201-202), basic English is taught, and in the third and fourth years (ING.301-302, ING.401-402), the students are prepared for translating by reading some topics which include their field.

All the students of Engineering Faculty are taught basic English in the first and second years. And in the third and fourth years, they encounter language difficulties when they start taking basic science courses and translation. The students' understanding and

production of the language is not taking into account the students' specific purpose for learning language. Therefore, the basic/general English should be taught by adding some activities which include the students' fields and their background.

1.2. The Problem:

In the first and the second classes of Engineering Faculty, the English course has been organized according to General English, but the students' needs have not been taken account of. Although the students, who study in Engineering Faculty of Anadolu University, have taken Basic English Course for two years they are not able to succeed. At least in the second class, if basic English Course is supported with some activities which include the students' field of interest, can the ratio of achievement be increased, or would it be better for motivation?

1.3. Aim

The aim of this study, when General English is taught by adding some activities which include the students' needs whether there will be differences between Group A(control) and Group B(experiment) which are the same

level. That will be investigated.

The following questions will be answered:

i. Are there any significant differences between Group A when they have been given an activity selected from their textbook (EXCHANGES), and Group B when they were given an activity which was added to their textbook and involved their interest in reading and writing comprehension?

ii. Is there a significant difference between Group A and Group B when they were given vocabulary to fill in the blanks in a topic which includes their field?

In this study, reading, writing and vocabulary skills are not studied, the purpose of this study is to help the students in the second class of Chemical Department by adding activities to their textbook.

1.4. Limitation of the Study:

This study is limited according to the following stages:

i. The activities are given two groups in the second class of Chemical Engineering Department.

ii. The activities do not cover all of the structure forms in English. They are limited to the students' textbook (EXCHANGES), and the structure points of Unit 8 are selected and studied.

iii. The activities which were given Group B are added to Unit 8, but they are concerned with chemistry. The activities which were given Group A are used with the activities in the end of Unit 8.

CHAPTER: II

REVIEW OF LITERATURE

2.0. Introduction:

In this chapter, the following points will be researched for the development of this study : Reading skills, writing skills, Preparing materials, teaching of English for specific purposes, the functional - notional approach.

2.1. Reading skill:

Reading skill is important in ESP course, because English is used in the international scientific and technical communiting as a main language. Scientific and technical knowledge is communicated mainly through printed documents; scientific texts, science textbooks, research papers, and technical handbooks.

There are many reading techniques with materials which are used to teach inital reading in English. However, most of these techniques and materials are

prepared for students/learners do not apply to preliterate adults.

Organizing a reading program is presented two various aspects: **Intensive** and **Extensive**. Intensive reading refers to the kind of work done in the class. It is also the kind of careful work, and a student may do when studying for an exam. Intensive reading should not done for a short time. Therefore, lessons should be planned so that intensive silent reading is alternated with a variety of reading related activities.

Extensive reading refers to the kind of work done outside of class. Students spend a short time in the evening with something they choose to read at home (a magazine, short general information, daily news articles, etc.)

Intensive and Extensive reading have two major components: **efficiency** and **comprehension**. A good reader does not read one word, stop, think, check his/her dictionary, and then move on to the next word. If a reader reaches the end of a sentence, he/she will lose sight of not only the beginning of the sentence but also its meaning. Good reading habits which improve the rate of reading can and should be taught and practiced like any other skill. Efficient reading should be taught as a skill is developed over time.

Learners should be encouraged to use guessing and predicting strategies when they read, and teachers should support them in activity. The teacher can increase the

students' motivation to read a difficult selection by providing background information through an overview of the contents (Forum, 1984:44). It is more important for a selection to come close to the learners' interest and concerns than to suit the teacher's taste and normal topics which include general subjects.

A student must read rapidly as well as with a thorough understanding of the subject matter. Therefore, the reading activity is designed to introduce the students to three different aspects of reading:

a. Skimming:

There are a great many materials related to each professional area, the students must be taught to be selective.

i. *By previewing*, the student can find out whether the book or article is written by a specialist in a certain field and whether it contains the information.

ii. *In overviewing*, the student can discover the purpose and scope of the material, and can find sections that are of special interest to the student.

iii. *Survey*, the student will get the general idea of what the material contains.

b. Scanning:

Scanning helps the student to search quickly for the specific information the student wishes to get from the material, such as finding the meaning of a word in a dictionary, finding the heading under which required information appears in an index, and finding the answer to certain questions from a text. The student is encouraged to think of clues to help for finding the specific information. These clues may be a word or words, punctuation, numbers, etc.

c. Comprehensive reading:

Scientific texts contain a great deal of information, so the student must read slowly and carefully in order to extract information and understand the material. To read scientific material comprehensively, the student must practice the following:

i. *vocabulary recognition* : When reading material in English, the student frequently faces a crucial problem; being unable to determine the meaning of a word, and being unable to understand what the student is reading. For that problem, the first technique is to check the meaning of the word in a dictionary. The second technique is to interpret the meaning by word analysis. And the last technique is to guess the meaning of the word from the

context by using "context clues". The student is encouraged to use word analysis and context clues to drive the meaning of unfamiliar words. If a student is not successful in obtaining the meaning in either of these ways, the student will have to resort to the dictionary.

ii. *Paragraph analysis*: Sometimes a student understands all the sentences in a reading passage, but some of them are incomprehensible to the student. Therefore, the students are tried to help by using these techniques; finding the topic, finding the main idea, finding major and minnor supporting details.

2.1.1. Using cloze to teach reading:

The great value of the cloze procedure in the teaching of reading comes because cloze gives students practice in the essential skill of guessing from context. It is emphasized that the key to successful reading is the development of the ability to guess meaning from context. (Forum, 1988:46). This context includes the words on the page, but the students' knowledge of the language and of the subject matter of the text being read.

The cloze procedure is a process of systematically deleting word from a passage and replacing them with blanks to be filled by the students. It can be used as a testing reading comprehension (Taylor, 1953:64). The cloze procedure is used effectively to develop letter

identification, word identification, and meaning identification. The cloze technique should become an essential ingredient of teaching English, and the students can practice something before being tested.

To help students feel more confident about their reading ability, cloze exercises can be designed with extra clues. Some ways to provide extra clues are 'true-false cloze', 'fill in the blank cloze', multiple-choice cloze', using letter blanks. In this study, fill in the blanks was used.

The language of scientific texts can be described in terms of vocabulary and syntax. The syntax is used in scientific texts is exactly the same syntax as that used in other contexts. Although there is scientific lexis, there is no scientific syntax (Selinker, Trimble; 1974:132)

Many writers have described the subjects by using the special linguistic features, some of them; passive voice; present simple, modal verbs, some of pronouns, linking words, etc. are used to state clauses.

Writers of scientific texts are selective in their use of the general linguistic features of English Language. Reading can be studied by adapting to the students' textbook, and by giving passages which are about the students' specific subjects in Engineering Faculty.

2.2. Writing skills :

When students are required to write English, their efforts are plagued by various problems. Some of them, which are the main problem for students, are grammatical problems. They refuse persistently to be solved by the memorization of rules our students who are in the first and second classes of Engineering Faculty have spent a lot of time memorizing vocabulary and structure rules according to prescriptive grammar, but they can neither read with understanding nor express themselves clearly in writing

Controlled writing method has been emphatically used for introducing students to report writing. Scientific vocabulary items are producing significant results in writing recognition of the vocabulary and sentence structures common to technical subjects. It can be contributed to the improvent of writing skills (Forum,1978:191).

Controlled writing is an attempt to answer this ambivalence, and according to Owens, the controlle-writing approach allows students to express themselves in some purposed/accepted format, and then it takes care that they deal with topics of interest to them that are of some particular value.

In Chemical Department of Engineering Faculty, the students do some experiment in laboratory. After studying of laboratory, the students report what they did in

laboratory. Those reports can be studied as controlled writing method.

In control writing method, students are given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements. They might also change words or clauses. The students work on given material which contains their interest. With that method, it is relatively easy for the students to write a great composition/report. Because the students who are in Chemical Department have some backgrounds whatabout they did and wrote, and they can express easily what they mean. This method stresses them grammar(rules of verbs, agreement,article,etc.), syntax(sentence structure and boundaries,etc.), organization(paragraph,topic and support, etc.), and purpose(the reason for writing) (Raimes, 1983:11)

When the students write their reports, they can see the connection between what they are trying to write and what they need to write. The students need the simple forms of verbs, and they need to know more vocabulary.

The *anticipation method* provides an essential link between controlled writing and free composition, it allows students to test their growing ability to generalize about the language. As CORDER notes,

"the ability to anticipated is an absuletly fundamental skill language use and language learning"

The anticipation method is especially applicable to specific purpose English, because scientific rhetoric or style works within a fairly standard selection of introductory key words. This method won't be studied in this study.

There is no answer to the question of how to teach writing in EFL classes. There are as many answer as there are teachers and teaching styles, or learners and learning styles(Raimes, 1983:199). There is no one way to teach writing, but many ways. Techniques are drawn from all approaches and addressed the variousfeatures that a writer needs to consider in producing a piece of writing. If the students write for a purpose, it is a valuable learning and it can be more useful. The students must also be able to write for a particular purpose. Widdowson points out that

"to compose sentence is not the only ability we need to communicate. Communication takes place when we make use of sentences, to perform a variety of different acts" (1974:112).

The students' needs can not be met by a course which only provides practice in the composition of sentences.

Although writing used to be neglected in ELT class, it is being given more and more attention and emphasis in language teaching. The students have learned English for two years (in the first and second classes), but their writing is still poor. Because the students with a low

level of English is a comprehensive ability involving grammar, vocabulary, and other elements. Therefore, writing must be integrated with all language skills.

2.3. Preparing activities:

The activities for ELT course in class is based on students' communicative needs, and they must include students' interest and field, and they must be adapted to students' textbook.

When designing activities students, the instructor is faced with the sometimes conflicting tasks of fulfilling the professional needs of students in terms of specific vocabulary, discourses, or situations, and of stimulating their interest with challenging and motivating activities. These activities should involve an element of communication or exchange of information (Forum, 1989:37).

The activities, that we designed for our students at an intermediate level of English, are based on an analysis of the linguistic needs and thematical interests of professional specialists. The activities include some of the functions commonly used in scientific English. For example;

-Describing laboratory workings and experiments (by writing reports, or giving reading passages)

-Definition, instructions, and grammatical points (passive voice, relative pronouns and clauses).

The topics in activity that is done in EFL classes can be categorized as expository. Expository structure is defined as " *a composition whose purpose is to communicate knowledge about a given topic*" (Amiran and Jones, 1982:11). It is important to explain the structure of expository articles to the students in terms of over all organization. Because this type of activity exposes students to acceptable sentence and paragraph structures. Therefore, teachers should take great care in selecting suitable passages for students.

Teacher should emphasize that one reading is usually not enough when the student's purpose it to explain activity what it is about (Forum, 1986:31). Reading is necessary, and foreign language students want to completely understand and an activity which includes their fields.

Students need to be instructed about the importance of analyzing what they did and learnt. They need to be made aware of the necessity of checking their ideas about the meaning of an article in activity. In other words, students benefit greatly from these activities. They learn from practicing summarization skills, from correcting and improving responses. They also become aware of their own abilities (Goodman, 1973:178).

In English course, four skills can be practiced in an integrated way so as to facilitate paragraph production, and an emphasis on the communicative properties of language in four skills. Through listening and reading, the learner would be able to identify language varieties and their specific contexts of use.

2.4. Teaching of English for specific purpose:

Teaching English Language has developed, especially since World War II, into the most important language in the world for international communication. It is also the main language used in the international scientific and technical community.

The purpose is more general in the case of ELT programme, because the lessons are designed in a way to teach the language itself without any emphasis to achieve other related objectives. In other words, the learners' needs are neither immediate nor apparent.

The place of general ELT in the curricula of educational and training institutions has been changed. One obvious aspect of this change is the tendency to teach English for Specific Purpose (ESP). ESP starts by an analysis of needs. ESP is not a body of dogma, but a pragmatic response to the reasons which the students have in order to learn the language (Robinson, 1980:5).

Robinson accepts that ESP focuses attention on the purpose of the learners. This is a utilitarian purpose, it is generally thought to be a successful performance at work in which language has an auxiliary role.

"ESP programme possesses two important characteristics which influence profoundly the methodology not only of materials production, but of classroom activity: the close association of special purpose Language Teaching(LT) with adult learners, or at least, learners at the post-secondary level of general education. And secondly, the important auxiliary role that the English Language is called upon to play in such cases"

(Mackey and Mountford, 1978:12)

ESP course is necessary for the successful performance of occupational and educational roles. So, an ESP activity must be different from basic skills, topics, situations and functions. The adults can be bored if general English is always taught without giving activities. These activities must include their specific subjects.

For the engineering students, the material should consist of common-core English as well as special scientific uses. In such an English course, all four skills should be practiced, but all of the skills are not taught. In the second class, reading and writing strategies are studied by adding activities which are about their needs

students have to carry out in their jobs, and they have to perform in English. The function of language should be kept in mind, and it should be the one they would come across in real life situations.

Salimbene(1983:2) points out that the functional approach restructures the presentations of the target language to coincide with the communicative function or use to which the language will be put (i.e.'Asking for information','Expressing opinions','Giving direction', etc.)

In the structural approach the selection a grammatical one, concerned, more or less, with a neutral or formal type of English based on a list or inventory of vocabulary and grammar items. In a communicative approach, the selection and organization of content is done by;

i. Focusing on knowledge, both cognitive and effective, which is significant to the learner,

ii. providing continuity of learning not by content only but by the activities and the tasks within each activity,

iii. determining the communicative needs of the students who will be using the materials,

iv. choosing directions as a part of the curriculum itself, and involving negotiation between learners-learners, learners-teacher, and learners-material (Condensen from Breen and Candlin, 1980:10).

CHAPTER : III

- METHOD -

3.0. Introduction:

In Engineering Faculty, 'EXCHANGES' is a textbook for the second year. Unit Eight of Exchanges is selected, and in the first four lessons of unit eight were prepared for writing a town guide by writer. In the communication activity of that unit is concerned with the privies of facilities for visiting businessmen. The reading is an extract from a real town guide, and the writing activity is to produce a tourist guide in English for his/her own town. Those are foreign subjects for the students of Chemical Department, so they are not interested in them. Some additional activities were given to motivate them.

This chapter includes the activities which were done in the second class of Chemical Department in Engineering Faculty. The following studies; group working, the studying of writing, the studying of reading.

3.1. Group working:

Group working is a technique that promotes creativity through discussion and peer-learning. And at the same time provides a change that both students and their teacher need in order to maintain interest and incentive.

At the end of teaching unit eight, the various activities were added to improve the students' language usages. The activities were used in two groups of the second class 40 students in Chemical Department of Engineering Faculty. 40 students were parted in two groups by administration because of very crowded, but both of groups were the same level.

Reading and writing activities, which were taken from chemical subjects/their fields, were given Experiment Group. The other activities, which were taken from their textbook (they are in the end of unit 8), were given Control Group.

The students of experiment and control groups were given approximately 20 minutes to discuss the main ideas, and the type of development they want to do and to adopt, and the forms of sentences; for example, development by definition, by comparison and contrast, by asking and answering

After that, students were divided into groups of three to five each; Group Experiment students together, Group Control students together.

3.2. The studying of writing:

Some of the techniques were carried out to increase the students' writing ability. These techniques were applied in two forms according to two groups; writing sentences, writing paragraph and passages.

3.2.1. Writing sentences:

The writing sentences activities were done by using the following stages:

i. *Delayed copying:*

This activity was started by giving a paragraph. First, students read the paragraph and then looked away, and that paragraph was taken back. After, some key words of that paragraph were written on the board. Finally, the students copied it from memory. The paragraph of Experiment Group was taken a part of chemical article. The paragraph of Control Group was taken a part of a famous person's life.

ii. *Guided sentence -making:*

In this activity, key words were given to construct meaningful sentences according to the guide sentence. The words that were given Experiment Group were taken from their professional subjects. Other words which were given Control Group were taken from their textbook. All of the

words were related the guide sentence, and all of the sentences had to have meaningful. They had 15 minutes to do that activity. Forexample;

Group Control:

Words:

cars, accident, catch ,
funny, caused, increase,
categorized, etc.

Guide sentence: Nowadays, traffic accidents are increasing

Group Experiment:

liquid, caused, accident,
categorized, laboratory,
decrease, melt, etc.

Guide sentence: Nowadays, laboratory accidents are decreasing

3.2.2 . Writing paragraphs and passages:

This activity was done by giving a short reading passage/paragraph. Students had to fill some necessary information. For Group C., passage/paragraph was selected from general subject, but for Group E. they were selected

from chemical subjects students had background. The students of Group C. could not supply the original words., but the students of Group E. used original words and completed by using their own words.

3.2.3. Laboratory Reports:

This activity was done as a composition. Control Group wrote free composition that was about daily matters. Experiment Group wrote laboratory report what they did experiment. In both of activities, the students used some grammatical rules what they learnt in unite eight.

The students of Chemical Department need to write laboratory reports at the end of experiments. The following information was normally included in their reports, and some of them were used;

- A statement of the purpose of the experiments and why the experiment was conducted.
- A description of the procedure followed in experiment.
- The results of the experiment.

The students of Group Exp. used most of the above informations, and their sentences were more complex than the students of other group, because they motivated more than Group Cont.

When the elements and equipments of laboratory were described, the students had to use some of statements in describing section. And Group Exp. used cause and effect structure words are the following:

- | | |
|-----------------|-------------|
| -as a result of | -because of |
| -therefore | -since |
| -so | -for, etc. |

Those words should be used when the students expressed the reactions of chemical at the result of experiments. They could be taught and explained easy, because the students can use in future. The activities, which was used in the period of course, were authentic.

3.3. The studying of reading:

Reading can bring exciting dimensions into classes where English is taught as a foreign language. It gives students access to information written in English.

Reading comprehension materials were selected and prepared to find suitable activities with a scientific bias for intermediate students. Some passages/paragraphs of chemical magazines or articles, hand books, reports of laboratory were given Group Exp. Some passages/paragraphs of daily magazines or general subjects were given Group Cont. (Appendix:A-B)

The reading passages were read silently by the students, and then they were read loudly by me. After, the following questions were asked:

- Do you know what this passage is about?
- Do you know what the topic of this passage is?
- Do you think that the passage will be interested you?
- Now, you have read the passage, did you understand it?, etc.

The passages were read again whole the class, and then the students read them loudly. After that, they were asked to discuss by asking what they have just read. The following questions were asked:

- First, simple questions were asked (by YES/NO)
- Then, alternatives questions were asked (by OR)
- After that, complex questions were asked by question words.
- Finally, the questions that include some information about the passages were asked to discuss
 - i. What is the main idea of the passage?
 - ii. What does the author mean?

All of the questions were answered in Group Exp. ,because the passage contains their specific subjects and they had backgrounds. Other passages which were selected general subjects were unfamiliar to them.

3.3.1. Cloze Procedure for reading comprehension:

The Cloze Procedure was used efectively to develop letter identification, word identification, and meaning identification. First of all a passage was read, and some questions were asked, and they were answered by the questions. The end of this study some blanks were given. Both groups tried to complete the blanks according to the passages in fifteen minutes. Passages which were given both of groups were with five lines. The passage of Control Gr. was taken from a general subject, and the passage of Experimental Gr. was taken from their field.

A variety of arrangements was used for reading comprehension units. In some cases these have included pre-reading exercises, such as questions that anticipated the content of the passage. The post-reading exercises included the usual range; true-false statements that were useful for scanning work, comprehension questions, cloze exercises to chech vocabulary or grammar. Grammar exercises might have been added too.

In any kind of material in English, students faced some crucial problems one of these to find the meaning of vocabulary. Therefore, the students were taught how to use the dictionary effectively, so that they could choose the correct meaning of an unfamiliar word. My students were taught to break down words in paragraphs and they also learnt the meaning of commonly used system.

3.4. Defining:

Defining was used in the activities of both of groups. In classroom, six definitions which were given Group Control were taken from general subjects to define, and which were given Group Exp. were taken from their specific subjects to define in the same time (Appendix:E,F).

Firstly, each of groups tried to define by writing, and then reading what they wrote. Some of the following definitions were given;

Experiment Gr.	Barometer, thermometer, tube, etc.
Control Gr.	Calender, television, catalog, etc.

Definitions generally are often clarified by using relative clauses in present form. At the same, when definitions are needed to explain.

Forexample:

-X means	-signifies
-is considered to be	-refers to
-X can be defined as	-as known, etc.

3.5. Hypothesizing:

In scientific articles, it is necessary to make hypothesis about the cause of incidents or phenomena and as possible explanations for certain characteristic behavior.

By a hypothetical situation, '*If Clause*' (first type), and '*Reasons and Results Statements*' were taught in Chemistry Laws. When these points were taught, more exercises could have been made by the students in Group Experiment. In Group Control, less exercises could have been made, because all the exercises were abstract for them. But if the exercises that included chemistry subjects were concrete for the students and they had background knowledge to use them. Example:

- If a bar of lead is heated to melting point, it will melt.

When the examples for reason and results were wanted to give, the following some terms were used;

-because of

-as a result of

-owning to

-for

Example:

-Hydrojen would be evolved because of the chemical reaction which would take place.

CHAPTER IV

ANALYSIS OF RESULTS

4.0. Introduction:

The general purpose of this study is to find out whether there will be significant differences between the group who was given to improve the grammatical points what they learnt with additional activity and the group who was given to improve the grammatical points what they learnt without addition activity.

This chapter includes the results of activities which were done in the second class of Chemistry Department in Engineering Faculty. The following results; results of writing activities, results of reading activities, analysis of results.

4.1. The results of writing activities:

This activity was done by using the following stages:

- i. Delayed copying; The students copied their paragraphs, and then they were checked. the results of chek, Group Experiment made grammatical mistakes less

than Group Control. The students of Control Group copied average five sentences, as for Experiment Group copied average eight sentences in ten minutes by using the key words of the paragraph. This result is normal, because Group Exp. have background about given passage, so they motivated better than Group Cont.

ii. The purpose of this activity was to help students to use functional and linking words. The students tried to complete the guide sentences. After doing that activity, the students' sentences were checked by the other group. Experiment Group had seven meaningful sentences, but Control Group had four meaningful sentences.

iii. Laboratory reports: The students of Group Experiment wrote laboratory report, the students of Group Control wrote free composition as a controlled writing. The result of this activity, the students' reports were checked by me and department teachers, and the compositions were checked by me. It was observed that the students of Group Control couldn't have used the given structure words, and they couldn't have expressed what they wanted to mean exactly. Most of group did not join enough to write their composition, and the numbers of participants were seven from total 16 students. The students of Experiment Group could have used the given structure words in their reports. Most of group joined to

write their reports, and the numbers of participants were twenty two of total 24 students. Because that activity concerned them, and they joined to English course more than Group control.

4.2. The results of Reading:

In both of groups, the result of reading passages and answering the questions, the students tried to summarize them. The passage of Group Control was selected from general subject, and the passage of Group Experiment was selected from chemistry subject. Group Experiment was more successful than Group Control. That result was normal, because the passage was interested in their field, and the Experimental Group had some background about the given passage.

Some questions were asked during the pre-reading and post-reading(3.3.). All of the questions were answered in Group Experiment. In Group Control, most of pre-reading questions were answered, but some of post-reading questions were not answered well.

The results of the activities, Group Experiment was usually more successful than Group Control.

4.3. Analysis of results:

A topic which was about chemistry was given in order to fill in the blanks by using the given the words, and the topic was the same for two groups. The students must have used the suitable word to complete according to the subject and grammatical rules.

That is to measure their vocabulary, reading and writing comprehension, and using of grammatical rules. In both of groups, the students were given 20 minutes to use the words, and they had different marks the result of evaluation(Appendix:G). These marks were evaluated by using "T" test

i. *Analysis of the results according to the tables:*

kontrol					
Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
22.9	12.92	3.23	166.9	56.41	16
Minimum:	Maximum:	Range:	Sum:	Sum Squared:	* Missing:
11.1	55.5	44.4	366.4	10894.08	8

Table: 1-a

deney					
Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
37.62	13.44	2.74	180.55	35.72	24
Minimum:	Maximum:	Range:	Sum:	Sum Squared:	* Missing:
11.1	62.9	51.8	902.8	38112.96	0

Table: 1-b

(The tables show the achievement of groups according to the ratio of total groups)

When the tables of Control and Experimental Groups are observed (table: 1a-b), the arithmetic mean of Control Group is 22.9 and standart deviation is 12.92, and the arithmetic mean of Experimental Group is 37.62 and standart deviation is 13.44. Both arithmetic mean and standart deviation scores of Experimental Group are higher than Control Group . It means that the achievement of Experimental Group is higher than Control Group according to the ratio of total groups according to the result of evaluation.

ii. *Analysis of the results according to the chart lines:*

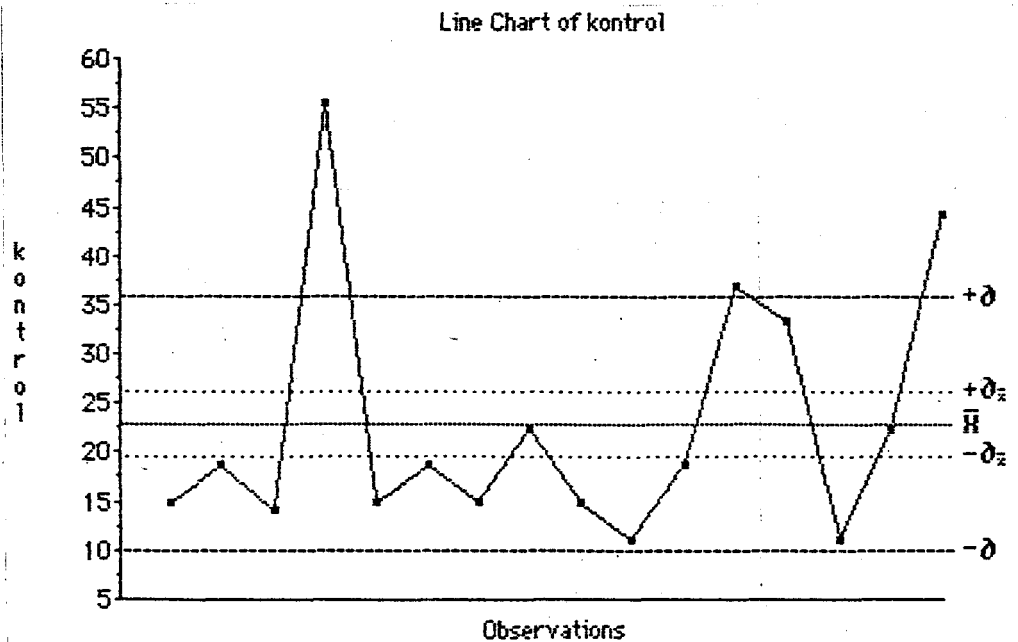


Table: 2-a

(It shows howmany observations there are higher or lower than the arithmetic mean in Control Group)

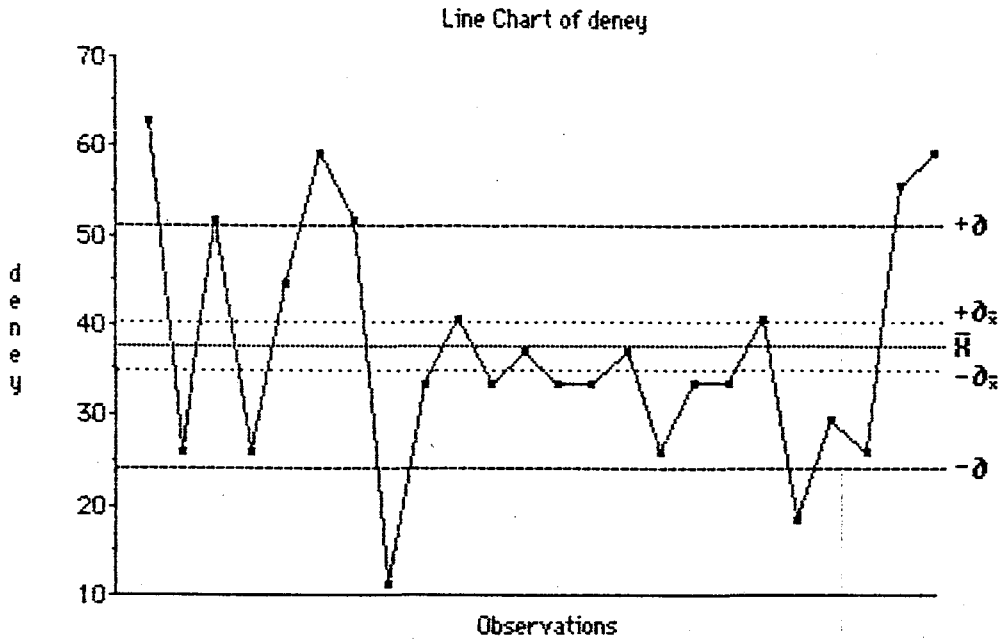


Table: 2-b

(It shows how many observations there are higher or lower than the arithmetic mean in Experimental Group)

When line charts of groups are observed (table: 2a-b), twelve observations of Control Group are below of the arithmetic mean, and four observations are above of the arithmetic mean. Fifteen observations of Experimental Group are below of the arithmetic mean, and nine observations are above of the arithmetic mean. This ratio of the arithmetic mean to total groups is $7/24$ and $4/16$, it means that is $7/24 > 4/16$. Therefore, the achievement of Experimental Group is higher than Control Group.

iii. Analysis of the results according to the $-Z$ -score :

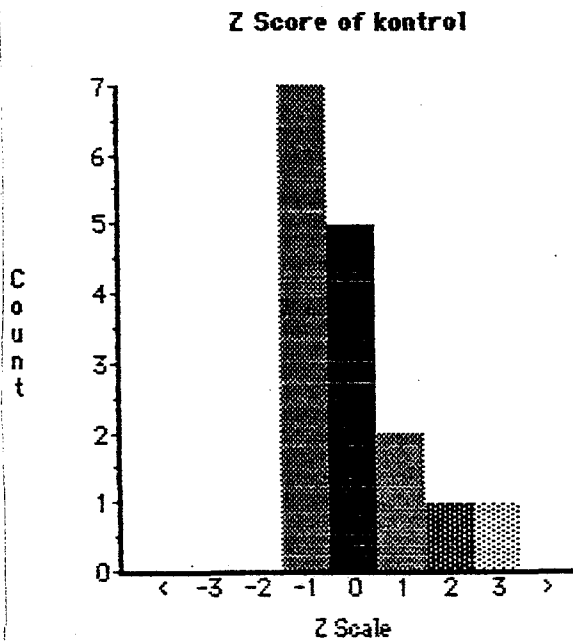


Table: 3-a

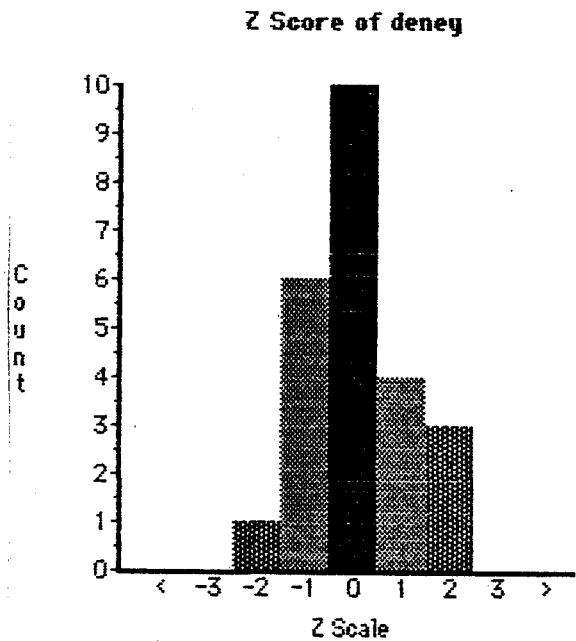


Table: 3-b

(They show the deviation of achievement to the total groups according to the mean)

a. The ratio of means to the total groups;

Experimental Group : 10/24

Control Group : 5/16

In Experiment Group, 41.6 % of observations have a score about the arithmetic mean, but in Control Group, 31.25 % of observations have a score about the arithmetic mean. So. in Experimental Group, the ratio of achievement is higher than in Control Group.

b. The ratio of those higher than the mean to total groups;

Experimental Group : 7/24

Control Group : 4/16

In Experimental Group, the ratio of those above mean to the total group is 29.16 % . On the other hand, in Control Group , the ratio is 25 % . Therefore, the percentage of achievement is higher in Experimental Group than Control Group.

c. The ratio of those lower than the mean to the total groups;

Experimental Group : 7/24

Control Group : 7/16

In Experimental Group, the ratio of those below mean to the total groups is realized 29.16 %, and this ratio is the same with the ratio of those above mean to the total groups. In Control Group, this ratio is 43.75 %. As a result of that evaluation, the achievement of Control Group is lower than the mean, but the achievement of Experimental Group is higher than the mean.

iv. *The results of Unpaired "T" value:*

Unpaired t-Test X : kontrol Y : deney					
DF:	X Count:	Y Count:	Mean X:	Mean Y:	Unpaired t Value:
38	16	24	22.9	37.62	-3.45
.0005 < p ≤ .005					

Table: 4

(It shows the validity of the test that was given to fill in the blanks)

The results of the test, which included vocabulary, grammatical points and was the same for both of groups, has got 99.5 % validity in point of statistical. *The calculated "T" value* is -3.45, and the *table "T" value* is -2.457. It means that the calculated "T" value is more than the table "T" value. So, the test is validity and the meaningful according to the statistical. (table : 5)

Table:4 shows us Experimental Group is more successful than Control Group, because there is 15 % difference of the arithmetic mean in between two groups.

CHAPTER V

CONCLUSION and SUGGESTION

5.0. Introduction:

This final chapter of the study consists of two separate sections; conclusion and suggestion.

5.1. Conclusion:

In selection of the materials, the students' present and future language needs and the tasks were considered. The tasks and the function were kept in mind. The activities were related to the students' job. The activities, that were designed for the students of Chemistry Department at an intermediate level of English, were based on an analysis of the linguistic needs and thematic interests of professional specialists. So, the materials were selected from the students' professional subjects, and the activities which were done in classroom did not include every feature or use of the language.

All of the activities were added to the students' textbook. The activities described was aimed at equipping adult students with some communicative skills that their precursors considered essential in their professional lives.

Some of techniques and strategies were carried out to increase the students' writing abilities. The activities of writing were applied in two forms; writing sentences and writing paragraphs or passages. Experimental Group is more successful than Control Group. Experimental Group, who wrote reports of laboratory, were interested in that writing task, and they used better some grammatical rules which were taught in Unit eight (especially relative clauses and passive voice) and wrote more meaningful sentences (by using their own words) than Control Group. Experimental Group participated in the activities better than other group.

Reading comprehension materials that were passages or paragraphs were selected from chemical magazines or articles and handbooks for Experimental Group. For Control Group, they were selected from daily magazines or general subjects.

Reading comprehension work was a capable of working concern for the students who have reached an intermediate level of English. It was used to develop the language points and activities; skimming, scunning, intensive reading, structural and grammatical review, roleplays, and discussion by giving blanks or asking questions.

Some definitions were given both of groups, and that activity was to improve the students speaking abilities. Especially Experimental Group were interested in the definitions, because they were concerned with their fields. Therefore, the students of Experimental Group recognized and used the grammatical rules (relative clause in present form) better than Control Group did.

For the students of Chemistry Department, the use of subject matter materials seemed an effective way to teach the basic structure of unit eight in Exchanges. The activities allowed them to learn from each other transferring the structures learned from their peers their own work.

In the end of the activities, the students of two groups were given a same passage and words which include their specific subjects. The words had to be filled in the blanks the grammatically and semantically. The students' answers were marked, and they were valued by t-test

The analysis of statical results of the t-test indicated that there are significant differences after between two groups.

5.2. Suggestion:

Before starting to teach English course, some activities should be prepared to participate in course. And the activities should be related to the students' needs and concerns

A foreign language is necessary for the successful performance of occupational and career, but the students think that English is not necessary, or they are bored during the period of course. Some activities should be interested in students' subject, and they can be given to add their textbook.

In such an English course, all four skills should be practiced in an integrated way so as to facilitate paragraph production

The teaching content for the students should be drawn from practical reports, features taken from their professional subjects and other authentic sources. Therefore, reading and writing activities can be used to develop the language points; skimming, scanning, structural and grammatical review, roleplay and discussions.

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APPENDIX E S

READING ACTIVITIES

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WRITING ACTIVITIES

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DEFINITIONS

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READING ACTIVITIES
(APPENDIX-A)

ANSWER THE FOLLOWING QUESTIONS and READ THE
PASSAGE:

- Do you know anything about the chimpanzees?
- Can they speak as a man ?
- Can they mimic when someone does anything?

Scientists have known for many years that chimpanzees are one of the most intelligent animals. They have been taught to use simple tools such as the brush, cup, hammer, and spoon(2).

(3)In recent experiments with chimpanzees, scientists have taught them sign language. (4)One young chimp learned 40 different signs for specific subjects and understood some language concepts such as adjective, adverb, and verb. (5)Another experiment showed that a chimpanzee can form a kind of sentence once he learns a number of words. (6) Using special markers, a chimp was able to form a simple sentence such as "*Me want a banana now, please*". (7)Some chimpanzees have even learned how to use money.

Answer the following questions:

a. TRUE / FALSE

- Chimpanzees have learned how to drive a car. ----
- Experiments have shown that chimpanzees can understand mathematics.---
- Chimpanzees can invent words and make sentences.-
- One chimpanzee was able to make simple sentences.-
- In some states chimpanzees work in banks counting money.---

b.

- What is the topic of the passage?
- What is the main idea of the passage?
- What kinds of tools can chimpanzees learn to use?
- How intellegent are chimpanzees?
- How many signs did one young chimpanzee learn?
- Can chimpanzees make sentences? How?
- What does 'they' refer to in sentence(2)?
- " " 'them' " " " " (3)?
- " " 'that' " " " " (5)?

(APPENDIX-B)

READ THE PASSAGE and ANSWER THE FOLLOWING QUESTIONS:

- What do you know about water?
- How can you describe it?

(1)The scientists of the eighteenth century discovered a lot of things about air and water, but three centuries ago nobody knew much about them. (2)We know that water is a compound of hydrogen and oxygen, but they did not know this fact. (3)Even the word "gas" was new to them. (4)It was first used in 1644. (5)A chemist, van Helmont, believed that there were several gases, but neither he nor any other scientist could say more than that. (6)None of them could separate any of the gases from the compounds.

(7)In the eighteenth century Henry Cavendish discovered hydrogen. (8) Priestley was interested in another gas, oxygen, and discovered it. (9)Later Cavendish made experiments, and then he showed that water is a compound of two parts of hydrogen and one part of oxygen.

Answer the following questions:

a.

TRUE/FALSE

--The scientist could not separate any of the gases from the compound of water in seventeenth century.

--The word 'gas' was used instead of the compound by scientists in 1644.

--A lot of things about air and water were known before eighteenth century.

b.

-Who was Helmont? What was his idea about the compound of water?

-When did Cavendish show that two parts of hydrogen join one part of oxygen(H_2O)?

-What does 'they' refer in sentence 2?

-What does 'them' refer in sentence 3?

-What does 'it' refer in sentence 8?

WRITING ACTIVITIES
(APPENDIX-C)

HEMINGWAY

Ernest Hemingway is one of the most skilled and well-known authors in twentieth century American literature. Among his most famous novels are 'The Old Man and the Sea', 'A Farewell to Arms', and 'For Whom the Bell Tolls', which were made into movies. 'The Killers', 'The Snows of Kilimanjaro', and 'In Another Country' are examples of his sort stories. Hemingway was awarded the Nobel prize for literature in 1954.

a. Answer the following questions:

-What have you read that was written by Hemingway?

-Have you seen any films based on his works?

b. Try to write the paragraph again with the key words:

skill
literature
The Old Man and the Sea
awarded

famous novels
movies
short stories

ENERGY
(APPENDIX-D)

Energy efficiency has become very important because of the rising cost and decreasing supply of fossil fuels. Consequently, modern technology has been working to develop methods of using oil and gas more economically. One area of research and development has been automobile engines. Cars that can travel farther on a lesser amount of fuel are in great demand today. Another area of concern is the huge amount of fossil fuel used to provide heat. In addition to developing other energy sources for this purpose, scientists and engineers have been improving the efficiency of heating systems that use the traditional fuels.

a. Answer the following questions:

- How many kinds of energy are there?
- What do you think about the production of energy?

b. Try to write the paragraph again with the key words;

efficiency
decreasing
fossil fuels
economically
improve

development
engines
travel
provide
scientists

(APPENDIX-E)

DESCRIBE THE FOLLOWING DEFINITIONS:

Barometer:

Thermometer:

Tube:

Tom:

Molecule:

Element:

Reaction:

Combination:

Engineer:

(APPENDIX-F)

DESCRIBE THE FOLLOWING DEFINITIONS:

Calendar:

Television:

Computer:

Engine:

Brush:

Guide:

Sofa:

Costume:

Report:

Engineer:

(APPENDIX-G)

The students' marks at the result of the test

	kontrol	deneş
1	14.80	62.90
2	18.80	25.90
3	14.00	51.80
4	55.50	25.90
5	14.80	44.40
6	18.80	59.20
7	14.80	51.80
8	22.20	11.10
9	14.80	33.30
10	11.10	40.70
11	18.80	33.30
12	37.00	37.00
13	33.30	33.30
14	11.10	33.30
15	22.20	37.00
16	44.40	25.90
17	•	33.30
18	•	33.30
19	•	40.70
20	•	18.50
21	•	29.60
22	•	25.90
23	•	55.50
24	•	59.20

(APPENDIX-H)

TEST

FILL IN THE BLANKS BY USING THE FOLLOWING WORDS :

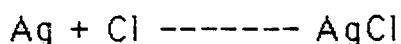
substance	element	compound	combine
molecule	formula	atom	symbol
combination	silver	reaction	equation
react	state	remain	technica
number	kind	call	relative
system	make	chemistry	common
unit	consist of	particular	

An atom is a single , so an atom cannot be any simpler. A molecule may one atom or more than one. Thus it can often simp ler. Chemists have agreed on a sort of scientific shorthand in which letters stand for the names of substances composed of only one of They call these letters chemical combinations of represent the different atoms in a kind of These are called, and they show what elements are contained in a

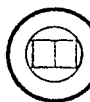
The way a chemist uses in this scientific shorthand shows the proportion of different of atoms in the molecules of a By agreeing to use the same of symbols and formulas, the chemists have it possible for every scientist to understand any chemical written in the

language of Now, using the atoms of the elements, let's look at how this language works.

Ag is the for the element Cl is the for the element When made to with each other, a silver atom chlorine. Here is how this looks when stated in the language of chemistry.



This formula that one atom of and one atom of become. The statement it-self is in the form of an Whenever two or more atoms bound together, they make up a In order for molecules to of the same the atoms they contain must be present in the same numbers. This consistent group of the same combinations in one of substance is the Law of Definite Proportion.



FOCUS ON READING

Exchanging homes

Reading purpose

Here is an extract from *Holiday Which*, a magazine which advises people on different kinds of holidays. Find the answers to these questions:

1. What are the advantages of a holiday home exchange?
2. What disadvantages can you think of?
3. Do you think a holiday home exchange would suit your family?

Case Histories



Gwen Davis, 28 yrs old from S Wales, wanted to stay near New York. She hadn't done an exchange before. She advertised her one-bedroom flat in a directory and wrote to 20 people she'd picked out as possible. She prepared a typewritten page describing her home and things to do in the area, and sent this, together with tourist brochures, to those people who followed up her letters. A further 15 wrote to her about her advertisement, too. She decided that she was most interested to exchange with a retired couple who had a detached house in New Jersey. They were prepared to lend their car, which was very important to her, and they were flexible about the dates they could travel. Gwen wrote back to them with more details, and finally they wrote to her confirming the exchange.

They all decided not to charge for fuel and so on. Gwen had no phone, but the American couple said she could use theirs free, although in fact she left some money to cover the cost. She informed her insurance company about the car and was charged an extra £5. She put papers and valuables in a cupboard.

On arriving at J.F. Kennedy Airport, Gwen was met by the couple who took her to their home. It was larger than hers, having three bedrooms and two bathrooms, a swimming pool, and equipment - a washing machine, dryer, and d-shwasher. She didn't stay in the house all the time - during her four-week stay she visited relatives in Boston.

The only thing that went wrong during Gwen's stay was the exhaust coming off the car. She took it into the local garage, where they said that they had been told beforehand that any repair charges would be paid for by the owners.

Gwen enjoyed her stay very much and said that *living in a house rather than a hotel gives a much better idea of how people in other countries live.*



Mr and Mrs McCready and their three children (9, 11 and 13) live in a country house in Scotland. They decided they wanted to go to Canada, so they advertised in a directory and got five replies. They found a family in Ontario, with three children of similar ages, and after two letters, they had a phone call from Canada confirming the arrangement. They wrote several more letters and finally made a last minute telephone call themselves. They arranged to pay their fuel and phone bills as normal, checked their car insurance and had their car serviced. In Canada, they had the use of their exchange family's car.

In Scotland the Canadian family found a large garden with vegetables and fruit, and they were able to swim and fish in the river running through the property. The McCreadys had a pool in the Canadian home.

They went for three weeks in August and thought it a very cheap holiday. They saw quite a lot of the countryside and met a lot of people, as their exchange family had arranged for people to call on them. They enjoyed themselves very much and feel that their first exchange was a success; they intend to do one again.



Mr and Mrs Jenner have a young baby, they wanted to go to the Mediterranean, but felt that a hotel would not be suitable. After advertising in a directory, they got six replies and replied to all, making a couple of telephone calls. They found a family who wanted to exchange their seaside holiday flat near Venice and after exchanging letters and making a few

more phone calls to Italy, everything was arranged.

The Jenners have a 3-bedroom terraced house in London, which they felt would be large enough to accommodate the Agnelli family with their three teenage children. The Jenners left a list of phone charges and asked the Agnellis to leave the money. The Italian flat had no phone. They felt lood for their cats, made a straight exchange of fuel charges and told their insurers.

The Jenners had a very enjoyable three weeks. The only mishap they had was that a fitting was pulled off the wall in the Italian flat, so Mr Jenner stuck it back up again and left a note saying what he had done. On their return they found money to cover a torn sheet. They felt that it was the best way to holiday with a young child, and quite economical.

Conclusions

There are, of course, snags, and exchanging homes can never be everyone's idea of a holiday. *You must trust the people coming to your house, otherwise your holiday will be a misery wondering what is happening to your home* was a feeling echoed by many, while others stressed that if you were extremely houseproud you would probably not be able to relax. However, it was pointed out that *people who exchange tend to look after the exchange home as they hope others are looking after theirs.*

A few people had found the pre-visit preparation hard work: *we spent a lot of time tidying up cupboards, wardrobes, drawers, and in decorating, so that our home was indeed spotless. The time and effort needed to do all this should not be underestimated.*

Holiday Which December 1978