

**EFFECTS OF GUIDED READING ON UPPER-INTERMEDIATE  
LEVEL ENGLISH LANGUAGE LEARNERS' WRITING OUTCOME  
AT THE TURKISH PRIME MINISTRY**

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AT THE TURKISH PRIME MINISTRY**

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Approval of the Graduate School of Social Sciences

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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**ABSTRACT**

**EFFECTS OF GUIDED READING ON UPPER-INTERMEDIATE LEVEL  
ENGLISH LANGUAGE LEARNERS' WRITING OUTCOME  
AT THE TURKISH PRIME MINISTRY**

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This study aims at finding whether reading about a specific topic/genre affects the writing outcome on the same topic/genre and the general writing performance positively in terms of content, organization, grammar, vocabulary and mechanics. This study was conducted with two upper-intermediate level EFL classes. Both groups were given a sample KPDS and a pre-test of writing at the beginning of the study. For five weeks, one of the groups received extra reading instruction with the usual writing instruction while the other group followed usual writing instruction only. Both groups' performance was tested with a writing test at the end of each week and a post-test at the end of the treatment. The analyses of the data collected through these tests indicated that there were not significant differences between the mean scores of the two groups ( $p>0.05$ ). Hence it was found that the different

treatments applied to the groups proved no difference in terms of improving students writing ability.

Key words: Reading, Writing, Integrate

**ÖZ**

**YÖNLENDİRİLMİŞ OKUMANIN  
BAŞBAKANLIK'TA OKUYAN ORTA ÜSTÜ DÜZEY  
İLGİLİZCE ÖĞRENENLERİN YAZMA PERFORMANSINA ETKİSİ**

**Orgun, Fırat**

**Yüksek Lisans, İngiliz Dili Eğitimi**

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Bu çalışmanın amacı belirli bir konu/tür hakkında okumanın aynı konu/tür'de yazılan ürüne ve genel yazma performansına içerik, düzenleme, dilbilgisi, kelime bilgisi ve imla açısından olumlu etki yapıp yapmadığını incelemektir. Bu çalışma İngilizce'yi yabancı dil olarak öğrenen iki orta üstü seviyedeki sınıfla yapılmıştır. Her iki grup da çalışmanın başlangıcında örnek KPDS ve yazma ön-testine tabi tutulmuşlardır. Beş hafta boyunca, gruplardan biri yazma eğitimine ek olarak yönlendirilmiş okuma eğitimi de almıştır. Her iki grubun performansları her haftanın sonunda bir yazma testiyle ve uygulamanın sonunda bir son testle ölçülmüştür. Bu testler yoluyla toplanan verilerin analizi her iki grubun ortalamaları arasında istatiksel olarak anlamlı bir fark olmadığını ortaya koymuştur. Böylece, yönlendirilmiş okuma desteği

alan öğrencilerin yazma becerilerinin gelişiminde bu desteği almayan öğrencilere göre anlamlı düzeyde bir fark görülmemiştir.

Anahtar Kelimeler: Okuma, Yazma, Kaynaştırmak



To My Wife

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# **CHAPTER I**

## **INTRODUCTION**

### **I.0 Presentation**

In this chapter, firstly, background information underlying the study is explained. Secondly, background information about the Prime Ministry Education Centre (PMEC) – Prime Ministry (PM) is given. Next, the purpose and the significance of this study is presented. Finally, the limitations of the study are discussed.

### **1.1 Background to the Study**

After the Second World War, with the economic and technological revolutions, the world has become an international market. In order to sell their raw materials and products to other countries, countries needed an international language to communicate with each other. As the world has become more global, it was the English language that has gained popularity all among the other languages and has become an international language. The economical dominance of United States to other countries at that time gave way to the wide usage of English language.

For international relationships, governments and national institutions have accepted English language as the primary language of communication. In time, as well as most of the business sectors all over the world, many of the universities have started using English as the primary mean of instruction. In today's world there is an increasing



need to use the English language effectively in many fields, primarily, trade and commerce, administration, science, technology, diplomacy and international relationships. Moore, Bean, Birdyshaw and Rycik (1999) point out the significance of literacy in the lives of adults of our time:

Adolescents entering the adult world in the 21<sup>st</sup> century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the information they will find everywhere they run. They will need literacy to feed their imaginations so they can create the world of the future (p. 99).

Not only literacy in one's own native language, but also in at least one more other language is needed to function effectively in our time. With this understanding, many institutions offer language courses to help their workers and officials to be more effective in their professional fields. The Turkish Prime Ministry is one of the institutions in Turkey that uses English language for several significant reasons. Obviously, one of the main reasons is the international written communication. The officials working in the Turkish Prime Ministry are required to be proficient in all four skills of language (i.e. reading, writing, speaking, listening), but especially in writing since they have to carry out written transactions with other countries. Therefore, the language courses given to PM officials focus on enabling them to communicate more effectively with their colleagues in other countries.

Writing is using written words to communicate one's thoughts and feelings. Whether one writes in his first language or the target one, writing is a challenging task. It is generally agreed that learning to write well is a difficult and time-consuming process

(Atkinson & Ramanathan, 1995; Sherman, 1992; Wong-Kam, J.A. & K.Au, 1988; Leki, I. & Carson, J. 1994). Writing is a process that requires following several steps such as setting goals, planning, generating ideas and revising. It is not only combining grammatically correct sentences, but also producing a coherent text that is meaningful to the reader. Basic mechanical control of the language is not enough to write well “especially for the nonnative student who may feel anxiety and frustration about starting, creating, or finishing a writing assignment or project” (Simpson, 1998, p. 34).

Both parties in the classroom, the teacher and the students, usually consider writing as one of the most difficult subjects in the language learning process. For the first party, the teachers, it is always time consuming to teach writing. What is more, evaluating writing is problematic and it is a difficult skill to acquire. The evaluation or the feedback to the students’ writings should help the students to clarify and elaborate their ideas and also must lead them to use appropriate and correct forms.

The other party, students, feel uneasy with writing because compared to the other 3 skills, in writing, students have to deal with syntactic structures, field vocabulary, idioms, and rhetorical organization in a single task. The students must also balance content, purpose, organization, audience, spelling and mechanics while expressing themselves in words and producing something unique to themselves.

Byrne (1988) summarizes the problems students experience in writing under 3 main headings: psychological, linguistic and cognitive. Psychologically, since most of the time students are required to write alone, they feel uneasy without any feedback.

Students also experience problems with the linguistics side of writing since they have to handle formal accuracy through a sequence of sentence structures. Cognitively, the readers who are not there at that moment should understand whatever the students produce in text. What is more, the students have to master new skills and learn certain structures that are not used in oral language. In writing, longer sentences are used compared to speaking. What might be explained in several simple sentences in speech is expressed in a single and more complex sentence in writing.

It is obvious that there are several sub skills involved in writing; such as aural comprehension, grammar, reading and even oral production up to a certain degree. However it is not possible to teach writing through these skills and a writing course that covers only these skills would not work. In other words, the writing course must teach something that the students cannot learn in the other skill courses. As Arapoff stated long time ago, “writing is much more than an orthographic symbolization of speech; it is, most importantly, a purposeful selection and organization of experience” (1967, p. 33). There are two kinds of experience that one can acquire, first hand experience from perceptions of one’s life and second hand experience through readings and hearings. Not much can be done to influence the first hand experience but second hand experience can be developed. Students can be encouraged for purposeful reading that includes opinions, ideas and facts that are related to the students’ needs and interests. Once the students write only with their first hand experience, they start to think in their first language, Turkish, and try translate their ideas into English. As a result, they make one-to-one translation and end up with many grammatical errors and they cannot convey the meaning they want to put forward. This problem may be solved through the experience of meaningful

reading. By increasing students' second hand experience through reading, students can be led to critical thinking that results in better organization of their ideas.

Research continues to emphasize the similarities and connections between the reading and writing processes. Researchers and teachers can take advantage of this natural relationship that exists between reading and writing to enhance development in their classrooms. Langer and Flihan (2000) state that

Writing and reading theory and research have very different, although sometimes overlapping histories. As such, throughout most of the 20<sup>th</sup> century, the relationship between them was not regarded as a topic of either theoretical or pragmatic concern. However, during a relatively brief period of time, primarily in the 1980's, reading and writing became a distinct body of inquiry (p.1).

There has been a great deal of change with time with regard to the reading-writing relationship. Different approaches in terms of theory and practice have come and gone. Before the 1960's reading and writing were not thought to have a great impact on each other. In American schools, the students were expected to read literature, analyse it and write compositions on that reading piece. Since language learning gained importance especially after the 1980's, different methods and approaches towards language teaching have been developed with the ultimate aim of discovering effective language teaching methods. Likewise, there have been various adaptations and improvements in approaches to writing as it is one of the most difficult productive skills to be gained in the language learning process.

It is possible to establish a close relationship between reading and writing. Firstly, they are interdependent. There is no purpose in writing if there is nobody to read one's writing and if people do not read then there would not be a necessity to write. Reading and writing are also reciprocal. In other words, it is assumed that learners can learn about writing by reading, and reading by writing. What is more, both processes are dependent on a certain amount of background knowledge. In theory, reading about a specific subject surely provides input about that subject as well as arising some amount of response on the side of the reader both in the learners' mother tongue and the second language. As Kennedy claims "reading is one way of generating ideas in a process approach to writing" (1994, p. 2). World knowledge of the reader and the writer plays an important role in the conception and production of reading and writing. Therefore, both the teachers and the students can take advantage of this relationship in the classroom.

## **1.2 Background Information About Prime Ministry Education Centre**

The Prime Ministry Education Centre is located in the Prime Ministry campus, in Ankara. It consists of several departments. All departments are responsible to the chief of the Education Centre, and the chief of the centre is responsible to the undersecretary. The language department of PMEC is responsible for teaching various languages including English. The main objective of PMEC is to supply the students with the necessary language skills that they will especially need once they get positions abroad.

Since the officials working at the Prime Ministry have to carry out written transactions with other countries, they have to be proficient in reading and writing. However, as an institutional policy, more emphasis is given to writing skills compared to reading, listening and speaking.

In order to apply for a position in a foreign country, there are several conditions that an official must meet. He must be a graduate of a 4-year university. He must have been given no institutional penalties for the last 5 years. His institutional qualification grade must be 90 or over. His language proficiency score that is determined by the *Kamu Personeli Yabancı Dil Tespit Sınavı* (KPDS) must be 70 or over.

Before the students come to the Prime Ministry Education Centre, they take the KPDS exam. As an institutional policy, other proficiency exams are not considered valid no matter what the grade is. As the Turkish Ministry of Education recommends, students' KPDS scores are valid for five years. Every five years after the exam was taken, officials' scores are subtracted by 5 points. Students' valid KPDS scores must be no less than 70 to study the language of their choice.

All courses given in the PMEC are prepared by the Curriculum Development Department that works under the supervision of the PMEC administration. The administration organizes the classes and courses for all staff members that work at the Turkish Prime Ministry. The same curriculum is followed for groups with different positions. In other words, although they do not attend the same classes, officials, secretaries, guards, managerials and other staff take the same writing course

in their own groups. Due to a lack of a systematic and continuous needs analyses process, the same textbook and writing components are used for every group of students. Because of this, there is a mismatch between the demands and needs, and course offerings. Still, the course teachers are allowed to make adaptations in the curriculum for different groups of students and prepare activities and tasks accordingly. For the group of officials that aim to go abroad after the course, more focus is given to formal (professional) writing and adaptations are made accordingly in the curriculum.

Learners at the Turkish Prime Ministry Education Centre need to learn oral English, but their needs cannot be met only with oral English. They are frequently required to read and write in English for communication. Official learners are often good at developing reading skills, as it is a receptive skill. What is more, the PM students have access to multiple authentic publications in English. However, the same does not apply for writing, as this skill requires production on the part of learners with considerable amount of content and specific vocabulary knowledge in addition to a sound knowledge of grammar.

The students in the Turkish Prime Ministry Education Centre are not aware of the fact that knowing grammar rules or having a large mental lexicon does not really mean that they are skillful writers. Given a certain subject, most of the students feel confused about what and how to write. Most of the time the students have difficulties in writing satisfactory papers in terms of vocabulary, syntactic structures, rhetorical organization and content. They have sentence level concerns as opposed to large conceptual issues. Usually, PMEC students are weak at organizing their thoughts.

Teachers working in the PMEC struggle to find effective ways to help the students improve their writing abilities.

### **1.3 Purpose of the Study**

This study aims at finding whether reading about a specific topic/genre affects the writing outcome on the same topic/genre and the general writing performance positively in terms of vocabulary, syntactic structures, rhetorical organization and content. The research questions of this study are as follows:

1. Will the students who receive an integrated reading-writing instruction on specific topics/genres (the treatment group) score better in their writing tasks on the same topic/genres as compared to the students who do not receive any special treatment (no treatment-control group)?
2. Will the students (the treatment group) who receive an integrated reading-writing instruction on specific topics/genres score better in the post-test that assesses overall writing performance as compared to the students (control group) who do not receive any treatment?

Grounded in the previous work on reading-writing relationship in a foreign or second language, this study was designed to test the premise that prior reading before writing on a specific topic would result in improved written outputs. The researcher of this study hypothesized that the learners would have enough language input after



they were exposed to some reading material on the same writing topic and this would improve the treatment group students' writing ability.

#### **1.4 Significance of the Study**

It is believed that the results of this study will be used by the Administration of the Prime Ministry Education Centre to improve the overall quality of the writing courses. Therefore, this study will contribute to PMEC's main goal, which is to supply the students with the necessary language skills that they will especially need once they get positions abroad.

#### **1.5 Limitations of the Study**

This study has certain limitations. Firstly, data collection tools used in this study were limited. As it will be mentioned in the following chapters, there were three main tools used in this study to collect data: the sample KPDS test, pre-test and post-test and students' written outputs on each task. Other tools such as classroom observations, tape or video recordings were not used due to time limitations and as a policy of the institution.

Secondly, this study was limited to the written outputs of 42 students. The limited number of students may fail to represent the majority that work at the Prime Ministry. What is more, this study was limited only to Turkish ESP students at the Prime Ministry Language Learning Centre. All the students were upper-intermediate

level students. The students' ages, sex, and cultural backgrounds, although stated, were not taken into consideration.

Finally, due to time limitations, a limited number of pre writing and post writing tasks were assigned to the students. To increase the reliability of this study, the same writing process needed to be repeated several times so that more reliable results could have been obtained.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.0 Presentation**

This chapter consists of a brief review of literature on the effects of reading on writing. Firstly, a brief history of writing instruction is explained. Secondly, reading-writing relationship is outlined. Finally, several studies that focus on integrating reading and writing, and on reading writing-relationships are reviewed.

#### **2.1 Historical Overview of Writing Instruction**

With the changing demands and needs of the learners writing instruction has changed rapidly. Before the 60's, the main focus was on linguistic forms. Language learning was seen as a matter of habit formation. Operant conditioning was practiced in the second language classrooms. In classroom drills, language learners continuously repeated model sentences that contained the significant grammatical structures. Learners were to write (copy) published works that were grammatically correct so that errors would be avoided. Since habit formation was favored in the 50's and the beginning of 60's, it was believed that writing something unique would result in forming bad habits for the students.

After the 60's, the audio-lingual method was favored. Writing was used to test the application of grammatical rules. In other words, in order to reinforce the oral

patterns of language, substitutions, fill-ins and completions were used. Since the audio-lingual method emphasized oral language more than the other skills, reading and especially writing were neglected and as a result writing development was slow. Lexical and grammatical exercises, dictations and reproductions were studied in class. Writing was considered a secondary skill and was linked with composing correct sentences only.

In the beginning of 60's, "The Braddock Report" that was written by Braddock, Lloyd-Jones and Schoer (1963) under the supervision of The National Council of Teachers of English, explained that writing was seen as a product and focused more on grammar and mechanics rather than meaning. In controlled composition (guided composition) writing was seen as a secondary concern and served for reinforcing of oral habits (behaviorists psychology). In the mid 60's, majority were thinking like Pincas (1962) that main goal of writing must primarily be "formal accuracy and correctness" that leads to habit formation which avoids errors. However, in the 60's there were some scholars like Briere (1966) who believed in free composition and "writer-oriented" discourse but they also added that writing was graded for vocabulary and sentence patterns and formal linguistic features rather than meaning, organization or style. Teachers were not interested in the quality of students' ideas or the expressions they use.

In the beginning of 70's, students' needs were pronounced and it was realized that controlled writing was not satisfactory enough to meet these needs. Writing was not only producing grammatically correct sentences. Thus, although there was not a big change, the focus was now on English for Special Purposes (ESP) that was

characterized with a curriculum that emphasized students' communication needs for specific situations. For academic purposes, ESP was narrowed down to English for Academic Purposes (EAP). Then, writing courses and curriculum were designed according to the students' academic needs. In other words, writing courses were based upon formal expository writing and other forms and genres were not practiced widely in the classroom. For writing in the classroom, passages of connected discourse were practiced widely, in which the concern was on logical construction and arrangement of forms of discourse. Students were given a written task and it was evaluated for linguistic forms. Instructors paid attention to grammar and not to meaning. The written outputs of the students were seen as a collection of sentence patterns and vocabulary items. The writing activities were like grammar transformations; students were required to change tenses in a given text. In the 70's, there was a concern for rhetorical form as well. As Raimes (1991) puts it,

this has led to compensatory exercises that offer training in recognizing and using topic sentences, examples and illustrations. These exercises often stress imitation of paragraph or essay form, using writing from an outline, paragraph completion, identification of topic ... and scrambled paragraphs to reorder (p. 409).

In the late 70's, new concepts arose. "Process, making meaning, invention and multiple drafts" were the keywords that were pronounced by the instructors at that time. Learners were seen as creators of text and not only accurate products, but also process gained importance. The students were not simply given outlines. They were given the partial freedom to choose topics and come up with their own ideas. At this time of process approach, students were asked to write drafts and make revision. In

addition, they were provided with some feedback. Yet, grammar correction was still an important part of instruction.

In the mid and late 70's, teaching writing was seen as a task of specialized classes or universities specialized in English, because it was believed that the majority of students would not need it in their daily tasks. What the language students wrote in class was irrelevant to what they wrote in their daily lives. There was more emphasis on accuracy rather than meaning.

In the early 80's, the focus moved from the process approach to content-based instruction. "In content based instruction, an ESL course might be attached to a content course in the adjunct model (Brinton, Snow and Wesche) or language courses might be grouped with courses in other disciplines" (Raimes, 1991, p. 411). Instructors tried to activate the thinking process of the students. Culture and literature was still neglected. Although the focus was on the students, it was again the instructor who decided what was best for the students. The instructor determined the writing tasks or in other words, helped students to develop strategies to get started. The instructor helped students in finding various topics, generating their ideas, planning and getting started.

In the mid 80's, usefulness of an integrated writing and reading curriculum was stressed. With her article "Literature, Reading, Writing and ESL: Bridging the Gaps", Spack was one of the first in the field of language education who spearheaded this movement of integrating reading and writing. According to Spack, through these integrations, students began to think critically.

In the late 80's, the focus shifted to the learner. A writer-dominated process was practiced and it encouraged personal writing. Writer was in the center of attention and he was engaged in invention and discovery. The instructors were not so much occupied with form. They paid more attention to content, ideas and how the writer negotiated meaning in the writing. Invention and discovery were two important keywords for the language learners. Teachers began to consider writing as a linear process and not recursive. The word *audience* was highly pronounced with this new writer-dominated approach. In the process approach, in the academic setting, the audience was the teacher and the peers. The audience-dominated approach focused on the reader,

not as a specific individual but as the representative of a discourse community, for example a specific discipline or academia in general. The reader is an initiated expert who represents a faculty audience. This reader, particularly omniscient and all powerful is likely to be an abstract representation, a generalized construct, one reified from an examination of academic assignments and texts (Raimes, 1991, p. 412).

In the 80's, reading and writing still did not play a big role in the language instruction as they do now. As mentioned before, there was a learner-centered approach and there was a shift towards the oral instructional goals and practices. The shift was due to the learners' needs; many adult language learners did not have enough time to follow a full program and their immediate need was oral communication. In the limited writing instruction, the differences between individuals and situations were still neglected. According to Horowitz (1986), this approach was still not effective enough to prepare the learners for the outside world and it only created a classroom situation that bear little resemblance to situations in which students' writing will eventually be exercised" (p. 144).

In the 90's, a new term was introduced to the field of writing instruction: *academic discourse community*. Instructors considered other disciplines to determine the writing content that socialized the students into the academic context. Instead of a general writing knowledge, instructors led the students to the knowledge of writing specific to the students' academic discipline. This methodology involved an analysis of academic discourse formats and writing task specifications. The instructor gave a topic, question or issue and the students were to present data (writing output) in acceptable academic English form. The importance of the content and the reader was emphasized and the writer was oriented towards academic success first. Within this framework,

writers are readers as they read from their own texts. Readers are writers as they make responses to a written text. Content and subject matter do not exist without language. The form of a text is determined by the interaction of writer, reader and content. Language inevitably reflects subject matter, the writer, and the writer's view of the reader's background knowledge and expectations (Raimes, 1991, p. 421).

In the late 90's, research began to examine the close relationship between reading and writing instruction. Both were considered as cognitive and social processes. Aulls, Flood, Lapp and Kucer (cited in Langer & Flihan, 2000) state that writers and readers use similar kinds of knowledge: "knowledge about language, content, conventions, organization, structure and pragmatics" (p. 6).

## **2.2 The Reading-Writing Relationship**

Reading and writing are closely connected activities. When writing a formal letter, a corresponding article, a response, a review paper or a report one may need to read



widely and integrate other writers' ideas with one's own. Different writing tasks may require different levels of reading and research.

Many of the studies and research in the literature show that it is possible and desirable to integrate reading and writing. Once the two skills are integrated, this may lead to overall reading and writing improvement. Several studies also argue that improving reading comprehension can lead to more organized written products.

When reading and writing are integrated in the curriculum, learners can have the advantage of focusing on reading and writing skills together and so they can recycle their learning outcomes in terms of vocabulary, structures and other features of written language. Roberts (1976) summarizes this relationship between reading and writing by saying that the ability to write depends on the ability to read. He adds that students who do not do extra readings for pleasure often find it hard to produce a written output. Robert argues that supplied with reading, writing instruction could be more successful.

As with listening and speaking, reading and writing are considered related activities, and are treated as essential components of language teaching. Both skills are meaning related activities. In reading, the reader must understand what is in the text and develop meaning in the mind. In writing, the writer must convey the meaning through the text again. Therefore both skills involve a planning stage followed by generating and revising meaning. Looking from this perspective, the reader can get valuable information from the writer's style and conventions. The writer forms a model for the reader. Both writing and reading are making of meaning. According to Zamel (1992):

it has become commonplace to characterize the act of writing as a meaning making, purposeful, evolving, recursive, dialogic, tentative, fluid, exploratory process. Recent research and theory in reading have shown us that these terms can be applied as well to the act of reading, for like writing, reading is characterized by active engagement through which meaning is created (p. 463).

Even the professional writer, before the actual writing stage, does a certain amount of reading to have more and detailed information on the subject. The professional writer puts bits and pieces into his work from those readings. Many writers are affected by other writers' organization and structure. Langer and Flihan (2000) state that,

together, the work on reading and writing processes indicates that writing and reading are deeply related activities of language and thought they are shaped through use. The structures and strategies and readers use to organize, remember and present their ideas are generally the same in reading and writing (p. 5).

Researchers have been carrying out studies on how processes of reading and writing can support reading and writing respectively in the classroom and what can be done to strengthen this relationship. The latest theories of teaching writing emphasize the importance of dealing with the writing process and different genres. Badger and White (2000) have done an analysis on "product, process and genre" approaches and concluded that they are complementary. Their model is called "process genre approach to writing". In this model, the teacher, the students and the text are united with purpose, planning, drafting and product. Students produce written outputs that

are parallel to their needs. One common aim of the newest trends is to make the students aware of the processes in written communication so that they can manage on their own.

Instructors can take advantage of the connection and the natural relationship that exists between reading and writing to enhance development in their classrooms.

Shuying (2002), in her article on integrating reading and writing, state that,

the process genre approach can be successfully applied to integrate writing into the reading class. In this approach, besides linguistic knowledge, the writing genre, the schematic structure, and the writing skills of the in-class reading materials are also stressed. The writing skills are in turn utilized in guided writing. The purpose of such a teaching process is to achieve multilevel understanding of the reading materials and a sound basis for the writing level of different genres (p. 1).

Shuying talks about a model lesson plan to integrate reading and writing. She divides the lesson into several phases. At the first stage she suggests that students find the topic sentence and the main idea of the reading. She plans several activities to reach this objective stated above. Students are first asked for the gist. The instructor leads the students through guided questions. Following this, several reading comprehension activities are carried to make sure that students comprehend the text fully. Then the instructor explains the language points. The following stage is to “master the main linguistic knowledge and the language points”. Under the light of these, the instructor asks the students to “think about the purpose of writing according to the main ideas they have derived ... of the text”. The instructor is only there to lead the students, s/he does not tell them what to do but gives little hints and

clues. The instructor encourages group discussion and collaborative writing. In the group discussions, students decide on the functions of paragraphs, key vocabulary and specific writing skills. Finally, after evaluating and analyzing the reading text, students do the writing in the light of all the information they deduce from the reading.

Shanahan (1988) looks deep into the reading-writing relationship and sets principles for this relationship. These principles explain how “reading and writing can be combined to help develop a clear conception of literacy” (p. 636). Integrating reading and writing is a way of improving both reading and writing achievement of the students to a certain extent. The difficult part is to combine and integrate the two successfully. The first step must be to give equal emphasis to both. Shanahan states that many teachers believe reading and writing to be close skills, and as a result teachers neglect either one or the other. If they were close skills, students would be equally competent in both skills. Therefore the first principle is to give equal emphasis to both reading and writing. Another principle Shanahan puts forward is that “instruction should reflect the developmental nature of the reading-writing relationship” (p. 364). She states that both skills meet at metacognition, vocabulary, organization and syntax level. Being aware of this strong relationship, instructors should try to integrate reading and writing in their curriculums to take full benefit out of this relationship. What is more, the instruction should also allow the students to become aware of this similarity and think about their relationship. Students can benefit from this if they learn how to use specific skills and information in the other process. “Teachers should create such opportunities for sustained interactions between reading and writing, and than make students aware of these interactions”

(1988, p. 641). Once the students realize this, they will look for various types of information in the readings they do and this will inevitably effect their writing decisions. Knowledge is gained from reading and then through writing it is put on paper. This way students gain self-awareness. The other principles Shanahan puts forward are: “making the reading-writing connection explicit, emphasizing content and process relations, emphasizing communications, and teaching reading and writing in meaningful contexts”.

Reading and writing are related activities. However, in many approaches to reading and writing, they are treated as separate skills. In several approaches to writing like the controlled writing approach, literary model method, grammar-syntax-organization approach, real world topics approach, process approach, perceptual approach, conferencing method, communicative approach and free writing approach, reading plays little or no role in writing. When reading and writing are taught as separate skills, many students read only for information. Through this ineffective reading style, students miss the chance to analyze the text for content, structure, vocabulary, and rhetorical content and analyze their thoughts effectively.

There are a number of activities and tasks that an instructor can do in class to help students organize their thoughts. As Wong-Kam, (1988, p. 769) suggests, while reading, the students could “derive word meanings from context, deduce logical relation among ideas, infer probable conclusions based upon textual clues ...”. With the rapid needs and demands of language teaching, new approaches, activities and tasks have emerged. In integrating reading and writing, there is no one-best-way. Yet, the students must know the purpose of the activity. The instructor should make

clear the type of reading and the purpose of reading to lead the students. The activities and tasks depend on the aspect of the language to be emphasized. Wells (1993) argues that

All the activities arranged before, during and after a reading and all the specific writing assignments made along with the reading are based upon the premise that students assimilate their perceptions of a text most fully by writing in response to reading. Through activities such as note taking, goal setting, and various response-writing activities, students clarify their thoughts (p. 294).

Research shows that the strong relationship between reading and writing can be used in the language teaching process. Reading and writing can foster each other positively. The strong relationship between the two can improve the readers' ability to write. Providing the students with a variety of reading materials, encouraging them to read more on the topics of common interest and providing opportunities to write on those topics affects their writing ability positively.

As Sherman (1992) puts it, reading prior to writing can develop students' attitudes and help them to develop content as well as supplying them with necessary vocabulary. Writing in response to a reading text refines students' thoughts and shows them the path to critical thinking.

### **2.3 Empirical Studies on the Reading-Writing Relationship**

In the history of foreign language education, few topics have sparked such debate as the teaching of writing. As writing is at the heart of every student's language learning

process, it has been a principal educational focus for more than a century. Among some of the studies that have looked at issues related to reading writing relationship and how reading affects the writing outcome, several of them have direct implications for this research study.

Kennedy (1994) conducted a study to examine the effect of content area reading on students' ESL writing proficiency. He worked on an advanced ESL composition class at the University of Kentucky. The students that took part in this study were placed according to the Michigan Placement Test. The target students were mainly Asian, aged between 17 and 47, but the majority were around 20 years of age. They were divided into three groups, A, B and C. An ANOVA was run to determine that each group had approximately the same language proficiency level. Unlike the other two groups, Group A was supplied with various reading on the content. Reading came from professional writers, both native and nonnative. What is more, at the end of each reading unit, Group A was asked guided questions. Students were expected to see the readings not as models but as a source of information. All the groups had class and group discussions at the end of each session. However, Groups B and C were limited to information from personal experiences while Group A had guided questions followed by each reading and had the chance to synthesize information received from readings. After eight weeks of instruction, Kennedy asked each group to write three compositions, two for the class and one for the final. Group A students were given reading passages before the writing. All groups had peer critique sessions. For objectivity, outsiders who were trained to evaluate ESL writings marked students' compositions. Kennedy has reached several conclusions after the evaluation stage. The one that is of interest to this study is that Group A, the

experimental group, improved more than the other two groups. Still, Kennedy adds that this may have happened by chance and that further studies need to be conducted on the effect of reading on writing.

Abu Rass (2001) conducted a study with the EFL learners to whom he taught an integrated reading/writing course in Beit Berl College. In his research, he asked the students to do several readings on the selected topic before writing and found out that this way both the students' reading and writing gradually improved. Students were expected to read literature from anthologies. The aim was to expose Arab students to the English literature and the parts of the world, in authentic English. Texts were chosen to create a habit of reading in students. They did communicative activities on the texts. As assignments, students wrote paragraphs. Then they were asked to order their ideas, and write an essay. The students wrote multiple drafts and shared their writings with each other. Moreover, students wrote portfolios about their personal experiences. Rass analyzed the students' portfolios of writing to examine the effectiveness of the course. He claimed: "The improvement in proficiency level was noticeable. Students reported in their portfolios that they enjoyed taking the course. Although they complained about the amount of reading, they commented positively on the stories selected" (pp. 3-4). Rass attributed the improvement in students' proficiency level, especially the improvement in their writing that was a result of effective and critical reading. He compared pre and post written works that give evidence on the positive change in students' writing outputs.

Madylus (1990) was also in favor of integration of reading and writing instruction and she was enthusiastic to use class readers even in low levels of language



proficiency. She studied with Greek students in a composition class. Her students had several difficulties in writing, primarily in organizing their ideas. She reported that young learners really enjoyed reading before they were asked to write something. She believed in the idea that good readers became good writers and added that there was a need for explicit work on the link between writing and reading in the classroom. For reading logs, she chose the famous children's book, Harry Potter. In her choice, she considered her students age, needs and interest. She has done activities to help her students notice "what is good writing" and develop their writing skills. She argued that this helped students recognize what constituted effective writing and developed their own writing skills. Madylus concluded that it was essential to make a connection between reading and writing and that students should also be aware of the reading writing relationship.

Spivey (cited in Shanahan, 1988) carried out a research study on reading-writing relationship. She had her college students read three articles on the same topic and then write essays on those topics. She found that the essays written by the more able readers were better organized, more connected, and had higher relevance to the content than those written by the less able readers. The conclusion of Spivey's study suggests that improving students' comprehension ability directly affected their proficiency in writing; in other words good comprehension of reading material when used as a part of writing instruction can help the student end up with a quality written product.

DeCristofaro (2001) conducted a study to examine the effect of content area reading on students' ESL writing proficiency. She has conducted a survey to find out to what

extent her young students' reading would influence their writing outputs. She has picked up several short stories that matched her students' interest, such as *Grandad Bill's Song* and *The Stinky Cheese Man*. As a class, they had "read-aloud" sessions that was followed by a discussion session in class before every writing session. DeCristofaro states that her students began to borrow particular words and phrases from the readings at the beginning stages. Then they began to use similar structures that the authors of the selected books use. Finally, the students began to follow tone, flavor, structure, norms and rhetorical strategies of the authors in their writings.

Yung (1995), in her economics and finance classes, integrated reading and writing to increase students writing proficiency. She had an advanced class majoring in finance, aged 18 through 22. Their focus was on communication skills in an international business environment. They were required to attend the course two hours a week, a total of 15 weeks. Students were given articles from business magazines and articles. They were asked to record logs about the article they read each week. Those logs included students' reactions, questions on the readings and a summary of the article. In addition to this, they had 15 minutes discussion periods at the end of every lesson. The teacher also raised one or two issues. The activity emphasized critical thinking. At the end of the study, the students filled out a questionnaire and 76% of the students felt positive and was aware of the progress they made. Most of the students agreed that reading logs helped them with terms, issues and writing styles in the field of business. Yung commented that this kind of integration improved the writing ability and that it could be applied not only in finance or economics lessons but also in other classes, especially ESP (English for Specific Purposes) classes.

In conclusion, studies reviewed in the literature are in favor of integrating reading and writing in instruction. The studies show that reading effects writing outcome of second language learners positively. Therefore, as Eisterhold (1990) proposes “the relationship between reading and writing should be exploited ... and writing teachers need to be explicit in their teaching of that relationship” (p. 46).

## **CHAPTER III**

### **METHOD**

#### **3.0 Presentation**

This chapter starts with the overall design of the study. Secondly, research questions are stated. Following this, participants that take part in the study, the students and the instructors are introduced. Then, the instruments used to measure the proficiency level of the students are described. This is followed by a description of teaching writing at the Prime Ministry Education Center. Next, procedures are explained. Finally, the method of data analysis is briefly discussed.

#### **3.1 Overall Design of the Study**

The purpose of this study was to determine whether reading about a specific topic/genre affects the writing outcome about the same topic/genre positively. To reach this purpose, a quasi-experimental research design involving a treatment and a control group was used. There were 3 kinds of instruments used in this study to collect quantitative data. First, a sample KPDS proficiency exam was used to determine PM students' current proficiency levels in English language. Then, the second set of data was collected through a pre-test and a post-test and the last set of data was collected through five different writings assigned based on every week's topic.

The researcher of this study was directly involved in this study as a course instructor and as a rater of the writings and the sample proficiency exam. The researcher taught the treatment group and another instructor of the institution taught the control group. Both instructors consulted each other every week before instruction in order to make sure that there would not be a significant difference in writing instruction that would create a difference in any groups writing proficiency.

This study was conducted at the PMEC with two upper-intermediate classes. The study lasted for 10 weeks (please see Table 1). Both groups were given a sample KPDS and a pre-test of writing before instruction. For five weeks, the treatment group students received extra reading lessons with usual writing instruction. Both groups written outputs were marked on organization, content, grammar, vocabulary and mechanics. Both groups were given a post-test of writing in the last week.

To have reliable and objective marks, two other institution instructors took part in the marking of students' papers.

**Table 1:** The Design of the Study

<b>ACTIVITY</b>	<b>TIME</b>	<b>TREATMENT GROUP</b>	<b>CONTROL GROUP</b>
Sample KPDS	Week 1	Sample KPDS	Sample KPDS
Pre-test	Week 2	Pre-test	Pre-test
Paragraph Writing*	Week 2	Writing Instruction Reading Instruction	Writing Instruction
Descriptive Essay Writing*	Week 3	Writing Instruction Reading Instruction	Writing Instruction
Discursive Essay Writing*	Week 4	Writing Instruction Reading Instruction	Writing Instruction
Resume Writing *	Week 6	Writing Instruction Reading Instruction	Writing Instruction
Writing Formal Letters*	Week 7	Writing Instruction Reading Instruction	Writing Instruction
Writing E-mail Messages	Week 5	Writing Instruction	Writing Instruction
Writing Agendas	Week 8	Writing Instruction	Writing Instruction
Writing Reports	Week 9	Writing Instruction	Writing Instruction
Post-test	Week 10	Post-test	Post-test

### **3.2 Research Questions**

There are two main research questions that this study seeks to answer:

1. Will students who receive an integrated reading-writing instruction on specific topics/genres (the treatment group) score better in their writing tasks on the same topic/genres as compared to students who do not receive any special treatment (no treatment-control group)?

2. Will the students (the treatment group) who receive an integrated reading-writing instruction on specific topics/genres score better in the post-test that assesses overall writing performance as compared to students (control group) who do not receive any treatment?

### **3.3 Participants**

The participants of this study included 42 current PM students who attended the Writing Comprehension course and two instructors who taught the course. Also, two other instructors who marked the proficiency test and the students' written outputs as the second raters were participants of this study.

#### **3.3.1 Students**

This study was conducted with two EFL classes; there were 21 PM students in each class. The students who participated in this study were taking the Writing Comprehension course which is a course given at the Prime Ministry Education Center, Language Department. All the students were male between 25 and 45 years of age. Their English language proficiency, pre-determined by the KPDS exam, was upper-intermediate level. Their KPDS scores were 70 or higher. Students were randomly distributed to two classes according to their KPDS scores. No group was superior to the other in terms of language proficiency. In order to double-check this, the students were given a sample KPDS test before the course began. Also, their position or degrees in the Prime Ministry were not considered in their distribution to

classes. They were all native speakers of Turkish except one who was a bilingual of Turkish and Kurdish languages.

The students who participated in this study worked at the Prime Ministry as officials at the time this study was being conducted. They had high incomes when compared to the average of Turkish standards. They lived in Ankara. After the course, those who were successful and passed the proficiency exam were sent abroad to carry out institutional duties of the Prime Ministry.

Although the students took the course as an institutional requirement, their attitudes towards learning the target language were positive. Since those who pass the proficiency exam go abroad at the end of the course, the students were instrumentally motivated most of the time.

The majority of the students learned English in English-medium high schools, mostly private institutions, through at least seven years of education. Again, some of the students took degrees from various universities both in Turkey and abroad where the medium of instruction was English.

### **3.3.2 Instructors**

Three male and one female instructor participated in this study. Two of the instructors taught the treatment and control classes. The other two participated in the marking of the students' papers as second raters and in giving the sample proficiency test. The instructors lived in Ankara, Turkey at the time of the study. One of the



instructors was doing a master's degree at Middle East Technical University (METU). One completed a doctorate degree at the Department of Foreign Language Education in Eskisehir Anadolu University. Two of them were graduates of the Department of Foreign Language Teaching of Hacettepe University.

All four instructors had experience in the field of language teaching. They had been teaching at the Prime Ministry Education Center during the last 5 years and they had all given the writing course before. Their ages ranged between 28 to 37. All the instructors were actively working as language teachers in the Prime Ministry Education Center at the time of the study, one as a co-manager of the Language Department.

### **3.4 Instruments**

There are several instruments in this study: KPDS proficiency test, pre-test and post-test of writing, and 5 separate writing tasks.

#### **3.4.1 KPDS**

The PMEC students' level of proficiency in English was determined by *Kamu Personeli Yabancı Dil Tespit Sınavı* (KPDS). KPDS is accepted as a nationally valid and reliable proficiency exam by the Turkish Ministry of Education. All academicians, state employees and military officers in Turkey who would like to obtain the chance for promotion have to take this test. In some institutions, the test is

also used for determining the proficiency level of the test takers for placement purposes, as it was the case in this study.

KPDS is prepared and given by *Öğrenci Seçme Yerleştirme Merkezi* (ÖSYM) twice every year in May and November. It is a multiple-choice test and there are 100 questions to answer. All questions are worth 1 point and wrong answers are not subtracted from the right ones in calculating the total score.

There are 9 parts in KPDS and it tests three skills (reading, writing, and speaking). Parts of the KPDS test are, filling the blanks in a sentence that tests vocabulary and grammar knowledge, sentence completion that tests writing skills at the sentence level, translation that tests transferring skills from and to English, paragraph completion that tests writing skills at the paragraph level, finding the irrelevant statement in a paragraph that tests writing skills at the paragraph level, finding the correct statement according to a given situation that tests speaking skills, dialogue completions that test speaking skills, finding the paraphrasing statement that tests transferring skills within the target language and finally finding the correct answers based on a reading text that tests reading skills.

As the Turkish Ministry of Education recommends it, students' KPDS scores are valid for five years. At the end of every five years after the exam was taken, officials' scores are subtracted by 5 points. At the time of the course, the students' KPDS scores must be no less than 70 for them to be able to attend the course. PM students have taken KPDS at different times. Those whose grades were 70 and over

at the time the courses were offered were placed in their classes by the Language Department of P MEC.

As language learning is an ongoing process, some students may have improved more than the others or the proficiency level of some students may have decreased in time. Therefore, in order to re-determine the students' proficiency level at the time this study was conducted, the researcher gave another proficiency test to both groups. The students' took a sample KPDS Proficiency Exam (please see Appendix A). The reason for not using another proficiency test was that students might not be familiar with other types of tests and this might have affected their performance. What is more, at the end of courses, they were to take the May 2004 KPDS, therefore the students were to be more willing to take KPDS rather than other types of proficiency tests.

The students took the test under the researcher's and other instructors' supervision. A total of 180 minutes were given to the students to complete the test.

### **3.4.2 The Pre-test and the Post-test of Writing**

Another instrument used in this study was a pre-test of writing (please see Appendix B). The same pre-test was given to both groups in order to be able determine whether the treatment and control groups were close to each other in terms of their writing proficiency. The pre-test was given before the treatment, in the second lesson. Sixty minutes were given to complete the writing task. The students were allowed to use monolingual dictionaries. After students' writings were scored, both groups of

students were given feedback on their output as usual. The reason for having a writing test before instruction was to see if one group was superior to the other in terms of writing skills since the groups were randomly placed according to the KPDS test and the KPDS test partially tests writing abilities only at the sentence or paragraph level. The PMEC language department had prepared the pre-test and used it for testing writing proficiency with past students. The topic of writing was on EU, which appealed to both groups since PM officials often come across with this content while they carry out their institutional duties.

After instruction, both groups were given a post-test of writing (please see Appendix C) in order to determine whether the treatment group improved more compared to the control group in their general writing performance. Like the pre-test, the PM language department prepared the post-test task. Sixty minutes were given to complete the writing task. The topic of the writing task was again on EU.

In order to have inter-rater reliability, both the pre-test and post-test writing outcomes were collected and photocopied by the researcher. One instructor read and marked both groups' written outputs using the BUSEL scoring sheet (please see Appendix D). Then another instructor rated the same written outputs independently using the same scale. By using the Pearson correlation, the inter-rater reliability analyses were done and the results were significant at 0.01 level. The correlation coefficient for the pre-test scores was 0.81 that was an average value and indicated a positive correlation between the scores of the raters. The correlation coefficient for the post-test scores was 0.83, and indicated a positive correlation between the scores of the raters.

### **3.5 Teaching Writing at the Prime Ministry**

In this section, writing sessions, professional writing as applied in the PMEC, treatment and scoring are explained.

#### **3.5.1 Writing Sessions**

Until the 2001 semester, writing in the PMEC was taught as two separate courses, formal and informal writing. Two different teachers gave these courses and the students took only one of them. Then, it was decided that it was more practical to integrate the two because in real life students needed both forms equally. In accordance with this need, a new book was written: the current textbook used in the writing course, called *Writing Comprehension*. Two instructors who currently teach the course prepared the book. The book is an adaptation of several other books and follows the process approach to writing.

The book's main aim is to raise the writing level of students to a certain degree so that the students will be able to carry out written transactions in English successfully once they go to work abroad. The goals and objectives of the specific course for writing are:

#### **WRITING**

**Goal 1:** Students will be able to present their ideas in an organized way.

#### **Objectives:**

1. They will be able to identify the parts of a paragraph, essay, letter and CV.

2. They will be aware of the functions of these different parts.
3. They will identify the main and supporting ideas of a given paragraph or text.
4. They will distinguish the irrelevant or repeated ideas in a paragraph or text.
5. They will outline given essays writing both the main and supporting ideas.
6. They will underline different discourse markers in different types of essays.
7. They will use these discourse markers to form logical connections between sentences and paragraphs in a gapped text.
8. They will be able to write a well-organized essay of their own.
9. They will use the relevant information from the readings they have covered in class to write an essay.

**Goal 2:** The students will be able to apply the process writing stages to their essays.

**Objectives:**

1. They will be able to write a thesis statement and topic sentences.
2. They will be aware of the importance of process writing.
3. They will be able to brainstorm ideas to write an essay.
4. They will be able to categorize ideas from brainstorming into an outline.
5. They will be able to write a well-organized essay using the outline and cohesive devices.
6. They will be able to identify each other's essays using an error code provided by the teacher.
7. They will be able to rewrite their essays acting on the feedback provided by the teacher and the peers.
8. They will be able to use quotations referring to writer and source of quotation.
9. They will be able to give a bibliography of sources used.

**Goal 3:** Students will form a positive attitude to writing.

**Objectives:**

1. Students will be able to eliminate negative attitudes about writing caused by not knowing what to write through the help of process writing.
2. They will be satisfied by the outcome through the help of the teacher's feedback.
3. They will build up confidence in writing by breaking down the process into stages.

The textbook consists of eight main chapters. The first week starts with paragraph writing. The focus of first week is on writing topic sentences, supporting sentences and concluding sentences. In the following week's lesson on essay writing, students practice writing introduction, development and conclusion paragraphs. In the following weeks, they practice writing discursive essays, e-mail messages, curriculum vitae, formal letters, agendas, and reports. The book focuses on several rhetorical patterns such as classifying, exemplifying and describing. Improving vocabulary, using correct punctuation supplement and appropriate structures are parts of the lessons. The teachers of the course are allowed to supply the lessons with exercises and extra activities, especially when the level of the book does not match the proficiency level of the students.

Two class hours were dedicated to each week's topic and the course lasted 10 weeks. Every week, one chapter of the book was covered. At the end of each week, the students were asked to perform a written output on the week's topic. A series of 5

writing tasks on specific topics/genres were used in the process of this research study in order to be able to answer the first research question of this study. For five weeks, both groups took writing lessons, 2 hours a week. As it will be mentioned in the following paragraphs, each week, a different topic was covered. For each week's topic, the students in the treatment group received an extra reading lesson that was between the two writing lessons. The topics/genres were paragraph writing, descriptive essay writing, discursive essay writing, resume writing and formal letter writing. For institutional concerns, writing e-mail messages, agendas and reports were not included in the study.

### **3.5.2 Professional Writing at the Prime Ministry Education Center**

Doing professional writing is a significant part of the duties of PMEC learners. Officials of the Prime Ministry who go abroad to carry out formal duties need to do professional writing with the officials of that foreign country and the representatives of other countries and institutions in that country. The instructors of the PMEC teach the student officials to develop a number of forms and formats of writing. Students are helped to master writing conventions to enable them to exchange ideas more smoothly in writing.

Once the officials of the Prime Ministry go abroad, they carry out their written communication through several formats such as e-mail messages, formal letters, reports and agendas. For those who go abroad to work for the first time, professional writing is a new experience. The students' past writing experiences forms the base on which they develop their writing. Any piece of written work is done through several



steps. Professional writing is no exception. It is a process of planning, drafting, revising and publishing or sending. The writers are required to use several cognitive tasks such as describing, summarizing, identifying problems, expressing purpose, classifying, comparing and contrasting, describing cause and effect, expressing expectancy and so on.

Professional writing is different from typical school writing. The first difference is that school writing can be done on a variety of topics depending on purpose. In professional writing, topics are limited to that of the work you have to accomplish. Again, the writing purposes are limited. Generally, the purpose is to inform, share information or to persuade someone or an institution. What is more, in professional writing, students learn to write for a specific audience. They do not need to include a lot of background information since the parties know each other and it would be a waste of valuable time. The written outputs need to be brief, meaningful and to the point. In school writing, there are several tones that are practiced. In professional writing, the tone must be polite, respectful and absolutely formal. At all times, since the writer represents his country and the institution, officials do collaborative writing in order not to make serious mistakes that may result in political disasters.

In professional writing, there are several formats as guidelines. The students at the Prime Ministry Education Center must be aware of these formats to establish a more successful written communication once they go abroad. In the following paragraphs, specific topics and genres of written communication that PM officials need to be proficient in are explained.

In today's world, much of the written communication is done through the Internet. Therefore, the students at the Prime Ministry Education Center must be familiar with e-mail messages. They may have sent and received hundreds of mails to their friends and family before. However, sending e-mails in the professional context is different. The main reason for this is that the audience is different. The relationship with the audience is distant and it must be formal.

The mail message must start with the sender's title and his surname in the greeting section of the e-mail and it must close with the sender's name and title at the end. The writing piece must start with the initials of the institution at all times. The language must be formal. The spelling must be standard. There should not be any short forms of a word or phrase. Capitalization and punctuation must be standard. Date and subject columns must always be filled.

Once the students of the Prime Ministry Education Center go abroad to carry out institutional duties, they have to write daily and weekly reports both to Turkish Prime Ministry and to the representatives of the country they go to work. These reports communicate information between parties. The officials of the Prime Ministry write proposal reports. In these reports, they try to find solutions to a problem, come up with a recommendation or suggest an improvement. Proposal reports may also suggest solutions or ask for permission to take some act in something. Writing these memos, the officials are required to use an easy-to-read and professional font. The font size must be 12, which is the standard font size of international writings. There must be 1.25 inches on both sides of the paper. Block style must be practiced in writing, that is, each line should start at the left margin and

there must be single space between the lines. Paragraphs are separated through blank lines. Lists must be bulleted, headings and subheadings underlined. All these serve for the purpose of better comprehension of the information.

Since the officials represent Turkey once they are abroad, the quality of their writing also represents the quality of the workplace and the country. Since they write to an external audience, poor writing will lower down the impression about our country. Therefore, proofreading is very significant in order not to make a lazy or careless mistake. In professional writing, the writers must be sure that there is enough background information to let the reader understand the purpose of the text, enough details and reasons to support the idea they put forward. They should not have any left out words in their writing. They should not only check for grammar but also for formal spelling and formal punctuation in professional writing.

### **3.5.3 Treatment**

In this study, there were two groups, the control group and the treatment group. For the sake of this study, two groups had different treatments for five weeks. During this study, one of the groups (control group) did not have any special treatment other than what was given under normal circumstances. They followed the routine. The treatment group however received extra reading input and reading activities related to the final writing of that week. The reading activities were done outside the regular class time, in addition to writing. 1 hour of reading was given for 2 hours of writing.

At the end of each week's lesson, both of the groups were asked to perform a written task.

In the reading sessions, the students were provided with exercises, activities and tasks introducing the writing topic and genre that would follow. Students were lead to critical thinking and brainstorming. The selected reading texts were related to the following writing topic in terms of topic and genre. First, the students were asked to study specific characteristics of the genre in which the text was written. Next, the students were asked to skim the passage and identify the writer's attitude towards the topic. Then, they were required to re-read the text and answer comprehension questions as well as several multiple-choice questions. As the following step, they worked on idiomatic expressions used in the text. As the final step, the class had an evaluation section on the text. The reading sessions were between the two writing sessions and the students took extra classes for these extra reading activities and tasks.

The extra readings that the students got before the writing served for interacting with the text in a meaningful way. Supplying students with texts that matched their needs provided them with comprehensible language input. They had the chance to learn new field vocabulary in context. What is more, they saw the format of each particular genre. The students did not focus on the contextual details only; they created a meaning out of the text and read with a purpose. Depending on the text, a variety of strategies were used (e.g. predicting what will happen next, previewing headings and illustrations). There were critical thinking sessions towards the end of every reading lesson that led the students do brainstorming and purposeful meaning making. The

students interacted with the text, making use of their background knowledge as well as what was on the text. This process was hoped to prepare the students for the writing.

Earlier, PM students used to see reading as the act of finding a particular idea in a given text. Since the PM students take the KPDS exam to determine their proficiency level and to take a promotion, they used to do this kind of reading. They did not try to understand the text but read it to find a predetermined answer to the questions. They read the text only to answer the following questions.

Both groups had two hours of writing instruction every week. The treatment group had a 1-hour extra session for the integrated reading instruction. In the following sections, the details of what was covered in each week will be explained.

### **3.5.4 Week 1: Paragraph Writing**

The first week of the course was on paragraph writing (see Appendix F-1 for the lesson plan). In the first writing lesson, students were taught the rules of writing a paragraph. In the extra reading session, the content was smoking which appealed to the class majority of which were active smokers. In the pre-reading activity, the students were asked to talk about their smoking habits that prepared the class and served as a transition for the while and post-reading activities. The while reading and post reading tasks served to prepare the students in the treatment group for the writing task of the week where the students in both groups wrote a paragraph on the effects of smoking. Since the pre and post-reading activities served as transitions for

the writing task, through them, the treatment group students generated ideas cooperatively. Treatment group students were lead to produce their writing outputs built upon the content introduced in the previous reading lesson.

### **3.5.5 Week 2: Descriptive Essay Writing**

The second week's task was on descriptive essay writing (see Appendix F-2 for the lesson plan). In the first writing lesson, both groups were taught the rules of writing a descriptive essay. In the extra reading lesson, the content was friendship, which appealed to the official students since they have to make new friends once they go abroad to carry on institutional duties. In the pre-reading activity, guided questions were asked which served to lead students think about the issue of friendship. This also served as a transition for the coming activities. The while reading and post reading activities prepared the treatment group students for the writing task of the week where the students in both groups were given three topics about friendship and asked to write a descriptive essay on one of them. The post-reading activity served to help students generate ideas and reflect their own experiences with what they learn. The reading lesson helped students in the treatment group to built content and generate ideas for the writing lesson.

### **3.5.6 Week 3: Discursive Essay Writing**

The third week's task was on writing discursive essays (see Appendix F-3 for the lesson plan). In the first lesson, both groups were taught the rules of writing a discursive essay. In the extra reading lesson, the content was tourism. This content

was chosen because some of the students work as attaché of tourism once they go to work abroad. In the extra reading lesson, as the pre reading activity, guided questions were asked to make students think of the impacts of tourism which serves as a transition for the following reading activities. In the while and post reading activities, students worked on vocabulary exercises, comprehension questions and they took down notes on impacts of tourism which all served to prepare students in the treatment group for the writing task of the week where the students in both groups were asked to write about the positive impacts of tourism in Turkey. Before the writing task, the students in the treatment group worked on a graphic organizer that helped them to generate ideas and organize their thoughts that they developed in the reading lessons.

### **3.5.7 Week 4: CV (Resume) Writing**

The fourth week's task was on writing resumes (see Appendix F-4 for the lesson plan). In the first lesson, both groups were taught the rules of writing a resume. In the extra reading lesson, the topic was exploring carriers. In the pre-reading activity, the students were asked to pick a carrier and take notes on the work conditions, nature of the job, and job outlook. The pre-reading activity was a transition for the while and post reading activities where the students worked on real resumes to spot mistakes and evaluate them. These activities prepared the students in the treatment group for the writing task of the week in which the students in both groups prepared a resume to apply for a job in a foreign country. Before the writing task, students made a list of phrases and types of language that they were to find in a resume. They were told to make use of ideas they have learned in the previous lessons.

### **3.5.8 Week 5: Formal Letter Writing**

The fifth week's task was on writing formal letters (see Appendix F-5 for the lesson plan). In the first lesson, both groups were taught the rules of writing a formal letter. In the extra reading lesson, for the pre-reading activity, the treatment group students carried on an activity on the part of a formal letter that served as a transition for the following while and post reading activities. The while and post reading tasks served to prepare the students for the writing task of the week where the students in both groups were asked to apply for a job in a foreign country through a well prepared letter. Since the pre-reading and post-reading activities served as transition for the writing task, through them, the treatment group students generated and organized their ideas. The students were told to produce their writings built upon the information introduced in the reading lessons. Before the writing task, treatment group students made a list of phrases and types of language that they would find in a formal job application letter. The students were led to use ideas that they learned from the previous reading lesson.

### **3.5.9 Scoring**

In this study, the Analytic Writing Criteria (please see Appendix D), prepared by the curriculum department of the Preparatory School of Bilkent University, was used to mark the written outputs of the PMEC officials.



The scoring sheet was currently being used by Bilkent University at the time this study was being conducted. It includes content, organization, grammar, vocabulary, and mechanics criteria and ground rules like length and adequacy.

Before the scoring, the instructors had a 1-hour training session on how to use the analytic scoring guide. In addition to the score, raters also gave qualitative feedback to the students' writings. They were reminded that they should motivate the students with the type of feedback they provide to the written outputs. Too many error corrections on a written output would be discouraging to the adult learners and would decrease their level of motivation.

Secondly, in order to promote autonomous learning, the instructors were advised to give comment in forms of opinions, ideas and suggestions instead of evaluative and direct comments. The instructors should not be doing proofreading to hunt for the errors and correcting those errors should not be the major concern. A fine balance must be established between error correction and content development. This does not mean that errors are not to be treated at all. The instructors were advised to provide the opportunity for the officials to reassess and redraft their work themselves.

What is more, trying to control or give judgments on the written output could result in the students losing ownership. In other words, students feel discouraged once they get negative feedback only. Therefore, instructors should also tell the students about their strong sides in order to motivate them.

In writing comments on students' written outputs, instructors used well-developed marginal or end comments. Adult students do not like to see red ink all over their papers. Instructors should also be careful with their comments. Instead of giving an evaluative comment such as "Do not give an advice in your beginning paragraph", the instructor had a facilitative comment and said "I feel it would be better if you omitted this point". Students were given the responsibility to improve the shortcomings of their work. Finally, students were informed about the analytic writing criteria.

After the written outputs of the PMEC officials were collected, two raters scored the papers. The compositions were photocopied and the scorers worked on their own and did not consult each other during the scoring process. A block of paper hid the names of the writers so that the classroom teachers did not favor any of the students. At the end of scoring, the researcher collected the results. As mentioned in the previous paragraphs, inter-rater reliability analyses were done using the Pearson Correlation and the scores different raters assigned to the writing outcomes were not significantly different from each other.

### **3.6 Procedures**

As the first step, an independent samples t-test was run to compare the experimental and control groups' mean scores on the sample KPDS to find out if there was a difference between the groups' English proficiency levels.

As the second step of data analysis, the mean writing scores of both experimental and control groups were calculated separately for the pre-test before the study. As the next step, in order to compare these mean scores and to find whether there was a difference between the two groups of means, an independent samples t-test was used. It was run to find out if there was a statistically significant difference in the pre-test scores of the control and the treatment group at the beginning of the study.

As the next step, a series of 5 independent samples t-tests were conducted on the writing scores (a total of 5) of both control and experimental groups to answer the first research question of this study.

Finally, an independent samples t-test was run for the post-writing test scores to answer the second research question to see whether the students who received extra reading sessions on each week's topic would score better on a general writing task compared to the group that did not receive any extra treatment other than writing.

## CHAPTER IV

### RESULTS

#### 4.0 Presentation

In this chapter, first, sample *Kamu Personeli Yabancı Dil Tespiti* exam scores of the Prime Ministry students are analyzed. Next, students' pre-test and post-test results are presented and analyzed. Then, the writings that the students did during five weeks of treatment (a total of five writings) are reported and results are examined. Finally, results are summarized.

#### 4.1 KPDS Scores

The PM students were given a sample KPDS exam (please refer to Appendix A) in order to determine their general English proficiency level. It was a multiple-choice test and there were 100 questions to answer. All questions were worth 1 point and wrong answers were not subtracted from the right ones. In order to calculate the test-takers grade all the right answers were calculated.

The sample KPDS test that was taken by the Prime Ministry students consisted of nine main parts: filling in the blanks in a sentence, sentence completion, translation, paragraph completion, finding the irrelevant statement in a paragraph, finding the correct statement according to a given situation, dialogue completion, finding the paraphrasing statement, and finding the correct answer based on a reading text.

The scores were evaluated as follows: 90-100 Level A, 80-90 Level B, 70-80 Level C, 60-70 Level D, 50-60 Level E. A total of 43 PM students took the test (please refer to Appendix E-1) and there were no A levels, 21 B levels, 16 C levels, 3 D levels and, 2 E levels, and one of the students took 37.

When the students' sample test scores were compared with their previous KPDS scores (please refer to Appendix E-2) that they took before they came to the Education Center, it is seen that 21 of the students raised their grades, 20 of the students decreased their level and 1 student's score was the same.

One of the purposes of giving a sample KPDS test to PM students was to see whether there were any differences between the groups in terms of their proficiency levels that would affect the reliability of this study. Once the mean scores were analyzed through an independent samples t-test in between the groups, the control group's mean score was 76.3 and the treatment group's mean score was 76.5. The groups' scores were close to each other. The p value was 0.434 and the result was not significant since  $p > 0.05$ .

However, another purpose of the sample test was to see if there were any students in either of the groups whose proficiency level had decreased over the years. (KPDS scores are valid for 5 years and for every five years they are subtracted by 5 points). One of the students (in the treatment group), who was the only student who came to the Language Education Center without a KPDS score, scored 37 on the sample test. This student's level was far below the rest of the class. Therefore this student's score

was not taken into consideration in the calculation of the means of the groups, and this student did not participate in this study.

## **4.2 Analysis of Pre-test and Post-test**

In order to obtain quantitative data on the writing proficiency level of the Prime Ministry students, a pre-test and a post-test were administered. A pre-test was given to both groups before the extra reading treatment began. Its aim was to compare the control and the treatment groups and see whether one was superior to the other in terms of writing proficiency. After five weeks of extra reading treatment given to the treatment group, a post-test was administered to determine whether the overall writing ability of the treatment group were better compared to the control group.

### **4.2.1 Results of the Pre-test**

The students were distributed randomly to their classes according to their KDDS scores. In order to determine whether the two groups were similar in terms of their writing ability, a pre-test was given to both groups at the beginning of the study.

The distribution of the scores of the treatment group on the pre-test ranged from 10 to 18, with a range of 8. The mean score for this pre-test was 14.4 (SD=2.44) out of 20. The mode was 13 and the median was 14.

In the control group, the distribution of the scores for the pre-test ranged from 10 to 18, with a range of 8. The mean score for this pre-test was 14.7 (SD=2.1941) out of

20. The mode was 14 and the median was 15.

For the pre-test results of both groups, an independent samples t-test was conducted (see Table 2) in order to determine whether there was a significant difference between the treatment and the control groups' mean writing scores. The results of the t-test showed that the p value was 0.587. The result was not significant since  $p > 0.05$ .

**Table 2:** Independent Samples T-test Results for the Pre-test

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>sd</b>	<b>t</b>	<b>Df</b>	<b>P (sig.)</b>
Treatment	21	14.4	13	14	2,44	,533	20	,587
Control	21	14.7	14	15	2,19			

#### **4.2.2 Results of the Post-test**

For five weeks, both groups received writing lessons 2 hours a week and five different topics were covered in these lessons. The treatment group received extra 1-hour reading lessons for every week's topic. After five weeks, both groups were given a post-test in order to determine whether the treatment group's writing ability were better compared to the control group's. The results of this post-test served to answer the second research question of this study and showed whether giving extra reading lessons improved students overall writing ability.

In the treatment group, the distribution of the scores for the post-test ranged from 11 to 18, with a range of 7. The mean score for this post-test was 14.5 (SD=1,98) out of

20. The mode was 15 and the median was 14.

In the control group, the distribution of the scores for the post-test ranged from 12 to 18, with a range of 6. The mean score for this post-test was 14.8 (SD=1,74) out of 20. The mode was 15 and the median was 15.

For the post-test results of both groups, a t-test was conducted (see Table 3) in order to determine whether there was a significant difference between the treatment and the control groups' mean scores. The results of the t-test showed that the p-value was 0.573. The result was not significant since  $p > 0.05$ . Therefore, the extra reading treatment given to the treatment group proved no significant difference in terms of improving students' writing ability.

**Table 3:** Independent Samples T-test Results for the Post-test

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>sd</b>	<b>t</b>	<b>Df</b>	<b>P (sig.)</b>
Treatment	21	14.5	15	14	1,98	,573	20	,573
Control	21	14.8	15	15	1,74			

### **4.3 Analyses of Students' Written Outputs**

#### **4.3.1 Week 1- Paragraph Writing**

In the treatment group, the distribution of the scores for the “paragraph writing” task



ranged from 12 to 18, with a range of 6. The mean score for this test was 15 (SD=1,84) out of 20. The mode was 14 and the median was 15.

In the control group, the distribution of the scores for the “paragraph writing” task ranged from 13 to 17, with a range of 4. The mean score for this test was 14.5 (SD=2,08) out of 20. The mode was 17 and the median was 15.

For the “paragraph writing” scores of both the treatment and control groups, a t-test was conducted (see Table 4) in order to determine whether there was a significant difference between the treatment and the control groups’ mean scores. The results of the t-test showed that the p value was 0.347. The result was not significant since  $p > 0.05$ . Therefore, the extra reading treatment given to the treatment group proved no significant difference in terms of improving students’ writing ability concerning paragraph writing.

**Table 4: Independent Samples T-test Results for the Paragraph Writing**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>sd</b>	<b>t</b>	<b>Df</b>	<b>P (sig.)</b>
Treatment	21	15	14	15	1,84	-,963	20	,347
Control	21	14.5	17	15	2,08			

#### **4.3.2 Week 2- Descriptive Essay Writing**

In the treatment group, the distribution of the scores for the “descriptive essay writing” ranged from 12 to 18, with a range of 6. The mean score for this test was

15.1 (SD=1,75) out of 20. The mode was 16 and the median was 15.

In the control group, the distribution of the scores for the “descriptive essay writing” ranged from 12 to 18, with a range of 6. The mean score for this test was 14.5 (SD=1,8323) out of 20. The mode was 15 and the median was 14.

For the “descriptive essay writing” scores of both the treatment and control groups, a t-test was conducted (see Table 5) in order to determine whether there was a significant difference between the treatment and the control groups’ mean scores. The results of the t-test showed that the p value was 0.144. The result was not significant since  $p > 0.05$ . Therefore, the extra reading treatment applied to the treatment group has proven no significant difference in terms of improving students’ writing ability concerning descriptive essay writing.

**Table 5:** Independent Samples T-test Results for the Descriptive Essay Writing

Group	N	Mean	Mode	Median	sd	t	Df	P (sig.)
Treatment	21	15.1	16	15	1,75	-1,521	20	,144
Control	21	14.5	15	14	1,83			

#### 4.3.3 Week 3- Discursive Essay Writing

In the treatment group, the distribution of the scores for the “discursive essay writing” ranged from 12 to 18, with a range of 6. The mean score for this test was 15.4 (SD=1,82) out of 20. The mode was 17 and the median was 15.

In the control group, the distribution of the scores for the “discursive essay writing” ranged from 12 to 18, with a range of 6. The mean score for this test was 15 (SD=2,38) out of 20. The mode was 16 and the median was 16.

For the “discursive essay writing” scores of both the treatment and control groups, a t-test was conducted (see Table 6) in order to determine whether there was a significant difference between the treatment and the control groups. The results of the t-test showed that the p value was 0.550. The result was not significant since  $p > 0.05$ . Therefore, the extra reading treatment given to the treatment group proved no significant difference in terms of improving students’ writing ability concerning discursive essay writing.

**Table 6:** Independent Samples T-test Results for the Discursive Essay Writing

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>sd</b>	<b>t</b>	<b>Df</b>	<b>P (sig.)</b>
Treatment	21	15.4	17	15	1,82	-,608	20	,550
Control	21	15	16	16	2,38			

#### **4.3.4 Week 4- CV (Resume) Writing**

In the treatment group, the distribution of the scores for the “resume writing” ranged

from 13 to 18, with a range of 5. The mean score for this test was 15.2 (SD=1,70) out of 20. The mode was 16 and the median was 15.

In the control group, the distribution of the scores for the “resume writing” ranged from 11 to 18, with a range of 7. The mean score for this test was 14.8 (SD=2,20) out of 20. The mode was 14 and the median was 15.

For the “resume writing” scores of both the treatment and control groups, a t-test was conducted (see Table 7) in order to determine whether there was a significant difference between the treatment and the control groups. The results of the t-test showed that the p value was 0.335. The result was not significant since  $p > 0.05$ . Therefore, the extra reading treatment given to the treatment group proved no significant difference in terms of improving students’ writing ability concerning resume writing.

**Table 7:** Independent Samples T-test Results for the Resume Writing

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>sd</b>	<b>t</b>	<b>Df</b>	<b>P (sig.)</b>
Treatment	21	14.8	14	15	2,20	,987	20	,335
Control	21	15.2	16	15	1,70			

#### **4.3.5 Week 5- Formal Letter Writing**

In the treatment group, the distribution of the scores for the “formal letter writing” ranged from 11 to 19, with a range of 8. The mean score for this formal letter writing

was 15.2 (SD=2,18) out of 20. The mode was 15 and the median was 15.

In the control group, the distribution of the scores for the “formal letter writing” ranged from 11 to 17, with a range of 6. The mean score for this test was 14.9 (SD=1,93) out of 20. The mode was 16 and the median was 15.

For the “formal letter writing” scores of both the treatment and control groups, a t-test was conducted (see Table 8) in order to determine whether there was a significant difference between the treatment and the control groups’ mean scores. The results of the t-test showed that the p value was 0.516. The result was not significant since  $p > 0.05$ . Therefore, the extra reading treatment given to the treatment group proved no significant difference in terms of improving students’ writing ability concerning writing formal letter. Still, the treatment groups’ overall mean score was 15.2 and the control groups overall mean score was 14.9 which shows that the treatment group scored better than the control group although the difference was not statistically significant.

**Table 8:** Independent Samples T-test Results for the Formal Letter Writing

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Mode</b>	<b>Median</b>	<b>sd</b>	<b>t</b>	<b>Df</b>	<b>P (sig.)</b>
Treatment	21	15.2	15	15	2,18	-,661	20	,516
Control	21	14.9	16	15	1,93			

#### **4.4 Summary of the Significant Results**

According to the sample KPDS given to the groups before the treatment, the treatment and control groups' mean proficiency scores were not significantly different from each other in terms of language proficiency. This finding indicated that this study could be conducted.

According to the results of the pre-test that was given before the treatment, two groups were not significantly different from each other in terms of writing ability. This finding indicated that the groups were comparable in terms of their written performance.

According to the results of the post-test that was given after the treatment, two groups were not significantly different from each other in terms of writing ability. This finding answered the second research question and indicated that the extra reading treatment did not create any positive difference in the treatment group's writing ability when compared to the control group.

According to the results of the writing tests given after each week's topic, two groups were not significantly different from each other on all five tasks. This finding answered the first research question and indicated that the extra reading treatment given every week did not create any positive difference in the treatment group's writing ability on specific topic/genres when compared to the control group. Although the overall mean scores of the treatment group students were slightly

higher compared to the overall mean scores of the control group, the differences were not statistically significant.

## **CHAPTER V**

### **CONCLUSION**

#### **5.0 Presentation**

In this chapter, first, the summary of the study is presented. Secondly, the results of the study are reviewed and discussed. Then, the assessment of the study is given. Finally, implications for further research and teaching are presented.

#### **5.1 Summary of the Study**

This was a quasi-experimental study conducted with treatment and control groups. It aimed to determine whether reading about a specific topic/genre affect the writing outcome positively about the same topic/genre. The study also aimed to find out whether extra reading instruction integrated into writing would improve overall writing ability.

This study was conducted with two upper-intermediate language classes at the Prime Ministry Education Center. There were 43 subjects who were all Turkish. There were 21 students in the control class and 22 in the treatment class. One student in the treatment group did not participate in this study since his KDPS score was far too low compared to the rest of the students. The researcher of this study taught the treatment group and one of the institution instructors taught the control group.



All the data collected in this study was quantitative. The first instrument used to collect data was the sample KPDS proficiency test that was given to re-determine PMEC students' current proficiency level in English at the time of the study. The results of the test proved that one of the students KPDS level was very low and he was eliminated from the study.

A pre-test and a post-test of writing were used to analyze whether one group's writing proficiency was superior to the other before and after the treatment. The pre-test showed that the control and the treatment groups were comparable to each other in terms of writing proficiency concerning organization, content, vocabulary, grammar and mechanics.

After the sample KPDS test and the pre-test, the treatment group students received extra reading lessons for five weeks. During this time, the control group students did not receive any extra treatment other than what was in the curriculum. The results of the five writing tests given each week on separate topic/genre showed that giving extra reading lessons to the treatment group prove no significant differences in their writing ability on specific topic/genre when compared to the control group.

After the treatment, both groups were given a post-test of writing to evaluate both groups' progress and see whether the treatment group improved more compared to the control group. The results prove that giving extra reading lessons to the treatment group did not improve their overall writing ability more when compared to the control group who did not receive any extra treatment.

### **5.3 Results of the Study**

This study aimed to answer 2 research questions:

1. Will students who receive an integrated reading-writing instruction on specific topics/genres (the treatment group) score better in their writing tasks on the same topic/genres as compared to students who do not receive any special treatment (no treatment-control group)?
2. Will the students (the treatment group) who receive an integrated reading-writing instruction on specific topics/genres score better in the post-test that assesses overall writing performance as compared to students (control group) who do not receive any treatment?

In order to answer these questions, quantitative data were collected through PMEC students' writings. The mean scores of groups were compared through using SPSS for Windows.

In order to answer the first research question, the treatment group students were given extra reading treatment for five weeks and each week the mean scores of both groups' writing scores were compared. For all five weeks, the treatment groups' scores were slightly higher but once the mean scores were compared through the SPSS, it was found that the difference between the scores was not statistically significant.

In order to answer the second research question, a post-test of writing was administered to both groups at the end of the treatment. The mean score of the treatment group was 14.5 and the mean score of the control group was 14.8 for this post-test. An independent samples t-test was conducted in order to determine whether there was a significant difference between the post-test mean scores of the treatment and the control group. According to the results of the post-test, p value was 0,573. The result was not significant since  $p > 0.05$ . Therefore the different treatment given to the treatment group students proved no significant difference in the treatment groups' writing ability.

### **5.3 Assessment of the Study**

This was a quasi-experimental study and 42 students participated in this study. The students were randomly distributed to 2 classes according to their KPDS scores. The researchers' class was selected as the treatment class and the other class was the control class. Students' academic background, age, position at the Prime Ministry, level of motivation or learning abilities were not considered in this selection of the treatment group. Therefore, the results may have been caused by the individual differences such as the ones stated above. What is more, personal abilities of the institution instructors who gave the course may have influenced the students' writing proficiency. In the light of these points, the same study with different instructors or different student groups may have given different results.

Grounded in the previous work on reading-writing relationship in a foreign or second language, this study was designed to test the premise that prior reading before

writing on a specific topic would result in improved written outputs. The researcher of this study hypothesized that the learners would have enough language input after they were exposed to some reading material on the same writing topic.

As mentioned previously, studies in the field of reading-writing relationship support this hypothesis, that reading and familiarity of topic enhances writing output of language learners. Most of the previous studies focused on topic familiarization, however in our study we focused more on the content, vocabulary, and rhetorical organization. Like many of the researchers such as Chen (1995) who provided background knowledge before writing sessions, and Leki (1994) who analyzed students' writing needs, in our study we tried to show a positive relationship between reading input and written output.

However, students in the Turkish Prime Ministry Language Learning Center did not show statistically significant improvements in their writing outputs after they had taken reading instruction before each writing task.

#### **5.4 Implications for Teaching**

The results of this study showed that there was not a significant difference in students writing proficiency between the groups neither during the treatment nor after the treatment. Although the treatment group students scored slightly better during treatment, the difference was not significant. Therefore, it can be said that the extra reading treatment results in no changes in students' writing when they write on the same topic/genre and, it does not improve their overall writing ability.

However, many of the studies and research in the literature show that it is possible and desirable to integrate reading and writing. Once the two skills are integrated, this leads to overall reading and writing improvement. Several studies also argue that improving reading comprehension can lead to more organized written products. When reading and writing are integrated in the curriculum, learners can have the advantage of focusing on reading and writing skills together and so they can recycle their learning outcomes in terms of vocabulary, structures and other features of written language. Roberts (1976) summarizes this relationship between reading and writing by saying that the ability to write depends on the ability to read. He adds that students who do not do extra readings for pleasure often find it hard to produce a written output. As Sherman (1992) puts it, reading prior to writing can develop students' attitudes and help them to develop content as well as supplying them with necessary vocabulary. Writing in response to a reading text refines students' thoughts and shows them the path to critical thinking.

Perhaps, the treatment may have helped the learners in many respects but these were not observable through the tests given in this study. Interviews with students or learning logs may display these positive changes. It is also possible that students' writing proficiency improve after some time. Therefore, perhaps a delayed post-test of writing might yield positive changes in the experimental groups' writing performance.

### **5.5 Implications for Further Research**

The literature review on reading-writing relationship shows that there have been

many studies conducted on the effects of prior reading on writing outcomes of language learners. However, not many researchers have focused yet on the effects of writing on reading. This area seems to be an interesting one to be researched.

Moreover, such as reading and writing skills, listening and speaking skills also have a strong relationship that researchers can take advantage of. Further research might focus on this relationship between listening and speaking.

This study was conducted with PM adult students who have passed the critical age of learning a language. The results of this study suggest that giving extra reading to a group of adult students does not influence writing proficiency very much. Therefore, the same study may be conducted with a younger group.

In this study, the treatment lasted only for five weeks due to time limitations. The same study may be repeated in a longer period of time, with more hours for every topic/genre.

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## APPENDICES

### APPENDIX A

#### SAMPLE PROFICIENCY TEST

**Adınız :**

**Süre : 180 dakika**

**SORULARDA (1-24) CÜMLEDE BOŞ BIRAKILAN YERLERE UYGUN DÜŞEN KELİME VEYA İFADEYİ BULUNUZ.**

1. Asthma is a common \_\_\_\_\_ in which the airways lining the lung become inflamed.

- A) diagnosis
- B) disease
- C) fury
- D) patient
- E) recovery

2. From the report released today it appears that oil tankers suffer their major \_\_\_\_\_ on their return journeys.

- A) spills
- B) costs
- C) repairs
- D) drills
- E) crews

3. People curious to get some idea of what it is like to be black in a country \_\_\_\_\_ by whites need look no further than Dennis Williams's new novel Crossover.

- A) tempted
- B) undermined
- C) perpetrated
- D) run
- E) deemed

4. It is plain that the United Nations will not lift the sanctions unless the Iraqi government fully \_\_\_\_ with the Security Council resolutions.

- A) matches
- B) elaborates
- C) complies
- D) resumes
- E) accomplishes

5. When the chairman tried to explain his views to the shareholders at the \_\_\_\_ general meeting, he was shouted down by them with cries of "Resign!".

- A) annual
- B) minimal
- C) essential
- D) ultimate
- E) recurrent

6. Because of their high toxic contents, none of these chemicals can \_\_\_\_ be permitted for export to any country.

- A) fruitfully
- B) adequately
- C) presently
- D) notoriously
- E) equivocally

7. I don't know how we are going to \_\_\_\_ the expected surge of immigrants into the country.

- A) look over
- B) run through
- C) put out
- D) take down
- E) cope with

8. The Jewish immigrants, who \_\_\_\_\_ the boat in England, formed the bulk of the ethnic groups arriving in a country historically wary of foreigners.

- A) took after
- B) got off
- C) turned up
- D) made up
- E) showed off

9. As the decade \_\_\_\_\_ to wind down, Mark Morris \_\_\_\_\_ as our century's youngest great choreographer.

- A) has begun / had stood
- B) will begin / is standing
- C) was beginning / has stood
- D) begins / stands
- E) is beginning / has been standing

10. Of the many attempts that \_\_\_\_\_ to regulate language one way or another, very few \_\_\_\_\_ .

- A) were made / had succeeded
- B) have been made / have succeeded
- C) are made / succeeded
- D) could have been made / will succeed
- E) are being made / may have succeeded

11. An acorn, left to itself becomes an oak, and a geneticist \_\_\_\_\_ its DNA to make it grow into an elm may justly be said \_\_\_\_\_ with its natural course.

- A) altering / to have interfered
- B) having altered / to interfere
- C) to alter / having interfered
- D) being altered / interfered
- E) to have altered / to be interfering

12. In the past few months, our company director \_\_\_\_\_ more mettle than most industrialists \_\_\_\_\_ in an entire career.
- A) had shown / have done
  - B) showed / would do
  - C) shows / did
  - D) was showing / may have done
  - E) has shown / do
13. If they \_\_\_\_\_ what sort of a person he was, they \_\_\_\_\_ him their support.
- A) would know / didn't give
  - B) knew / won't give
  - C) had known / wouldn't have given
  - D) would have known / hadn't given
  - E) have known / haven't given
14. I don't imagine he wrote the speech \_\_\_\_\_ but \_\_\_\_\_ did so, certainly made a good job of it.
- A) for them / whomsoever
  - B) of his / somebody
  - C) by him / they
  - D) himself / whoever
  - E) themselves / whichever
15. As \_\_\_\_\_ of our employees can afford cars of \_\_\_\_\_ own, they all have to rely on public transport.
- A) few / them
  - B) some / his
  - C) none / their
  - D) most / our
  - E) many / its
16. There are situations \_\_\_\_\_ the best way to heal the patient is to help him die peacefully.

- A) from where
- B) in that
- C) whence
- D) for whom
- E) in which

17. He's certainly going to recommend that the changes in the structure of the company be introduced step by step, and \_\_\_\_ .

- A) so I am
- B) so am I
- C) so do I
- D) I do, too
- E) I also do

18. Do you really believe that the party programme \_\_\_\_ it now stands, is democratic \_\_\_\_ to influence the vote in our favour.

- A) as / enough
- B) since / also
- C) where / as well
- D) such as / too
- E) that / even

19. Private investments play \_\_\_\_ important a part in the country's long-running economic expansion \_\_\_\_ no government dares to increase taxation on personal savings.

- A) too / that
- B) such / as
- C) much / so
- D) so / that
- E) as / as

20. His proposals \_\_\_\_ the new social security policy seems more viable than any of the others.

- A) by way of
- B) due to
- C) owing to
- D) in case of
- E) as regards

21. \_\_\_\_ the recent rise in unemployment largely affects eastern Germany, there is considerable unrest in western Germany, too.

- A) Since
- B) In case
- C) Although
- D) Unless
- E) Untill

22. \_\_\_\_ he was campaigning for re-election last year, he promised that \_\_\_\_ re-elected, he would undertake to restructure the party.

- A) Wherever / lest
- B) Because / while
- C) As / since
- D) While / unless
- E) When / if

23. \_\_\_\_ the terms of the forthcoming trade agreement, Japan wins parity \_\_\_\_ the United States.

- A) Through / above
- B) By / of
- C) From / from
- D) Under / with
- E) After / over

24. We have yet to take \_\_\_\_ consideration the problem of how large future national armies should eventually be, regardless \_\_\_\_ their current size.

- A) onto / at

- B) in / in
- C) for / with
- D) under / from
- E) into / of

**25-34 SORULARDA , VERİLEN İNGİLİZCE CÜMLENİN TÜRKÇE DENGİNİ BULUNUZ.**

25. I would like to make it absolutely clear at the outset that I do not approve of the measures proposed by the consulting firm.

- A) Hemen kesin olarak açıklayayım ki danışman firma tarafından ortaya konulan görüşlerin hiçbirini kabul etmiyorum.
- B) Öncelikle danışman firmanın bizimle ilgili görüşlerine katılmadığımı kesin olarak açıklamak isterim.
- C) Başta şunu kesinlikle belirtmek isterim ki danışmanlık şirketinin önermiş olduğu önlemleri onaylamıyorum.
- D) Danışmanlığımızı yapan firmanın sunmuş olduğu çözümlerin hiçbirini uygun bulmadığımı baştan açık olarak ifade ediyorum.
- E) Öncelikle ve kesin bir dille ifade etmek isterim ki danışmanlık şirketinin bize ilettiği önerileri hiçbir zaman olumlu bulmadım.

26. In his talk he stressed that economic relationships are complicated and changeable, since everything happens at once.

- A) Konuşmasında, ekonomik ilişkilerin karmaşık olduğunu ve sürekli değiştiğini, bunun da her şeyin bir anda olup bitmesine yol açtığını ileri sürdü.
- B) Yaptığı konuşmada, her şeyin bir anda olup bitmesinin nedeninin ekonomik ilişkilerdeki karmaşıklık ve değişkenlik olduğunu iddia etti.
- C) Olayların bir anda olup bitmesi sonucu ekonomik ilişkilerin ne denli çapraşık ve farklı olduğunu konuşmasında açıkça ortaya koydu.
- D) Konuşmasında da belirttiği gibi, ekonomik ilişkiler hem karmaşık hem de değişken, çünkü her şey aniden ortaya çıkıyor.



E) Konuşmasında, herşey bir anda olup bittiği için ekonomik ilişkilerin karmaşık ve değişken olduğunu vurguladı.

27. In Latin America and Eastern Europe, where interventional methods in the past were put into effect most susterely, it is governments, not outside economists, that today speak most favourably in support of market economics.

A) Geçmişte devlet müdahalesini esas alan ve bizzat uygulayan Latin Amerika ve Doğu Avrupa hükümetleri, yabancı uzmanlardan daha istekli bir şekilde pazar ekonomisini destekleyici konuşmalar yapmaktadır.

B) Bugün Latin Amerika'da ve Doğu Avrupa'da pazar ekonomisini destekleyenler, yabancı ekonomistlerden çok, geçmişte aşırı müdahaleci yöntemler uygulamış olan hükümetlerin bizzat kendileridir.

C) Geçmişte müdahaleci yöntemlerin en sert şekilde uygulamaya konulduğu Latin Amerika'da ve Doğu Avrupa'da, bugün pazar ekonomisi lehinde en olumlu konuşanlar yabancı ekonomistler değil, hükümetlerdir.

D) Bugün Latin Amerika'da ve Doğu Avrupa'da pazar ekonomisinin yararlarından söz edenler, sadece yabancı uzmanlar değil, geçmişte aşırı devlet müdahalesini benimsemiş olan hükümetlerin kendileridir.

E) Eskiden aşırı müdahaleci uygulamaların olduğu Latin Amerika'da ve Doğu Avrupa'da bugünkü hükümetler pazar ekonomisini yabancı ekonomistlerden daha fazla övmeye yönelmektedir.

28. Two months ago the Czech finance minister told his people that the country's four biggest banks would be fully privatised by the end of this year.

A) Ülkedeki en güçlü dört bankanın bu yıl sonunda tümüyle özelleştirileceği Çek Maliye Bakanının iki ay önce halka yaptığı bir konuşmada açıklanmıştı.

B) Çek Maliye Bakanı iki ay önce halkına, ülkenin en büyük dört bankasının bu yıl sonuna kadar tümüyle özelleştirileceğini söyledi.

C) Çek Maliye Bakanı, ülkedeki dört büyük bankanın bu yıl sonunda tümüyle özelleştirileceğini iki ay öncesinden halka duyurdu.

D) Çek Maliye Bakanının iki ay öncesinden halka açıkladığına göre, ülkedeki en büyük dört banka bu yıl sonundan önce tümüyle özelleştirilmiş olacak.

E) Çek Maliye Bakanı, bu yıl sona ermeden ülkedeki en güçlü dört bankanın tümünün özelleştirilmesi gerektiğini iki ay önce halkına söylemişti.

29. Our company, a partner in an international consortium and headquartered in Istanbul, is looking for water resources engineers who have at least ten years of experience in irrigation engineering and land development.

- A) Uluslararası bir konsorsiyumun ortağı olan ve merkezi İstanbul'da bulunan şirketimiz, sulama mühendisliği ve arazi ıslahında en az on yıl tecrübesi olan su kaynakları mühendisleri aramaktadır.
- B) Merkezi İstanbul'da bulunan şirketimiz uluslararası bir konsorsiyumun ortağıdır ve sulama mühendisliği ile toprak ıslahında en az on yıl çalışmış olan su mühendislerini istihdam etmektedir.
- C) Sulama yöntemleri ve bölge kalkınmasında en az on yıllık tecrübe sahibi olan su mühendisleri arayan şirketimiz uluslararası bir konsorsiyumun üyesidir.
- D) İstanbul'da kurulmuş ve sulama işleri ile toprak ıslahında en az on yıllık tecrübeye sahip su mühendisleri arayan şirketimiz uluslararası bir konsorsiyum üyesidir.
- E) Uluslararası bir konsorsiyuma dahil olan ve ana merkezi İstanbul'da bulunan şirketimiz, sulama işlerinde ve arazi ıslahında çalıştırılmak üzere su kaynaklarında en az on yıllık tecrübeye sahip su mühendislerine ihtiyaç duymaktadır.

30. In the Renaissance, the discovery of perspective gave artists the power to put onto a flat surface the world as it is seen by the naked eye.

- A) Sanatçılar, dünyayı, düz bir yüzeye çıplak gözle görüldüğü biçimde yansıtma olanağını ancak Rönesansta, perspektifin bulunması ile elde ettiler.
- B) Rönesansta sanatçılar, perspektifin bulunmasıyla çıplak gözle gördükleri dünyayı düz bir yüzeye yansıtma fırsatını elde etmişlerdir.
- C) Perspektifin bulunması, Rönesans sanatçılarına, dünyayı çıplak gözle görüldüğü durumuyla bir düzleme aktarma yolunu açmıştır.
- D) Rönesansta, perspektifin bulunması sanatçılara dünyayı çıplak gözle görüldüğü şekliyle düz bir yüzeye aktarma gücü vermiştir.
- E) Rönesans sanatçıları perspektifi bularak, dünyayı çıplak gözle görüldüğü düz bir yüzeyde göstermeyi başarmışlardır.

31. At a press conference today the Prime Minister of Yemen announced that his Government had been granted a loan by the World Bank to assist the implementation of the Rural Development Project started two years ago.

- A) Bugün yaptığı bir basın toplantısında Yemen Başbakanı iki yıldan beri sürdürülen Köy Kalkınma Projesi için Dünya Bankası'nca hükümetine kredi sağlanacağını açıkladı.

B) Bugün yaptığı bir basın toplantısında, Yemen Başbakanı iki yıldan beri uygulanmakta olan Köy Kalkınma Projesi'nin sonuçlandırılması amacıyla Dünya Bankası'nın hükümetine kaynak sağladığını söyledi.

C) Yemen Başbakanı bugün bir basın toplantısı yaparak, iki yıl süreyle uygulanacak olan Köy Kalkınma Projesi'nin tamamlanabilmesi için hükümetin Dünya Bankası'ndan kredi isteyeceğini belirtti.

D) Bugün bir basın toplantısında konuşan Yemen Başbakanı, iki yıl önce başlatılan Köy Kalkınma Projesi'nin yürütülebilmesi için hükümetin Dünya Bankası'ndan yeni bir kredi sağladığını bildirdi.

E) Bugün bir basın toplantısında, Yemen Başbakanı iki yıl önce başlatılmış olan Köy Kalkınma Projesi'nin uygulanmasına katkıda bulunmak amacıyla Dünya Bankası tarafından hükümete kredi verildiğini açıkladı.

32. Oceans not only absorb carbon dioxide and other gases from the atmosphere but also hold and transport vast amounts of heat through a network of currents.

A) Okyanusların atmosferdeki karbondioksidi ve diğer gazları emmesi ve yüksek miktardaki ısıyı tutarak taşınması, ancak akıntuların oluşturduğu bir şebeke sayesinde gerçekleşmektedir.

B) Okyanuslar, atmosferdeki karbondioksidi ve diğer gazları emmez, ancak yüksek miktarlardaki ısıyı emerler ve çeşitli akıntularla taşırlar.

C) Okyanuslar, akıntuların oluşturduğu bir ağ yardımıyla, hem atmosferdeki karbon dioksidi ve diğer gazları emer hem de büyük müktarlarda ısıyı tutarak taşırlar.

D) Okyanuslar sadece atmosferdeki karbondioksidi ve diğer gazları emmekle kalmaz, aynı zamanda muazzam miktarlarda ısıyı tutarlar ve bir akıntı şebekesi aracılığıyla taşırlar.

E) Okyanuslar, akıntuların oluşturduğu bir şebeke sayesinde, hem atmosferdeki karbon dioksidi ve diğer gazları emiyorlar hem de çok yüksek miktarlara varan ısıyı tutarak her tarafa taşıyorlar.

33. Prince Sihanouk has always voiced his firm commitment to one principle: he is prepared to make any sacrifice necessary for the people of Cambodia.

A) Prens Sihanouk bir ilkeye kesin bağlılığını hep ifade etmiştir: o Kamboçya halkı için gerekli her türlü özveride bulunmaya hazırdır.

B) Prens Sihanouk bir ilke ile ilgili taahhüdünü hep hatırlatmıştır: o kendisini Kamboçya halkı gerekli gördüğü zaman kurban etmeye hazırdır.

C) Prens Sihanouk'un daima bağılı olduğu bir ilke vardı: o Kamboçya halkı için kendisini her zaman kurban etmeye hazırdır.

D) Prens Sihanouk daima bir ilkeye bağılı olduğunu söylemiştir: Kamboçya halkının refahı için gerekli özveride bulunmaya isteklidir.

E) Prens Sihanouk'un daima bağılı olduğunu söylediğı bir ilke vardır: kendisi, Kamboçya halkı gerekli görürse özveride bulunmaya hazırdır.

34. It is grossly unfair to blame the recent economic crisis in Asia on investors, bankers and politicians.

A) Asya'da görülen son ekonomik bunalımla ilgili olarak sadece yatırımcıları, bankacıları ve siyasetçileri hedef almak oldukça yanlış bir tutumdur.

B) Asya'da ortaya çıkan ekonomik bunalımın sorumlusu olarak bugünkü sanayicileri, bankacıları ve siyasetçileri görmek büyük bir yanılgıdır.

C) Asya'daki son ekonomik bunalımın suçunu yatırımcılara, bankacılara ve siyasetçilere yıkmak tamamen haksızlıktır.

D) Asya'daki son ekonomik bunalıma yatırımcıların, bankacıların ve siyasetçilerin yol açtığını söylemek çok yanlış olur.

E) Sadece sanayicileri, bankacıları ve siyasetçileri yakın geçmişte Asya'da ekonomik bir bunalım yaratmakla suçlamak tamamen yanlıştır.

**35-44 SORULARDA , VERİLEN TÜRKÇE CÜMLENİN İNGİLİZCE DENGİNİ BULUNUZ.**

35. Ülkenin en kalabalık kenti ve İsviçre bankacılığının kalbi olan Zürih, kendi okullarında dil öğretiminin iyileştirilmesi için bir danışma kurulu oluşturdu.

A) Zurich, one of the most crowded cities in the country and the main centre of Swiss banking, has decided to establish a working committee for the improvement of language schools.

B) Zurich, the most populous city of the country and the heart of Swiss banking, set up an advisory committee for the improvement of language teaching in its own schools.

C) The first of the advisory committee to be set up for the advance of language teaching in schools was in Zurich, which is an extremely crowded

city and the heart of banking centre of Switzerland.

D) For the development of language teaching in schools a special committee was set up for Zurich, since it was a very crowded city and the heart of banking in Switzerland.

E) Zurich, which is an over-populated city and has been the heart of banking in Switzerland has launched a policy for efficient language teaching in its schools in line with the advisory committee's recommendations.

36. İngiliz ihracatçılar, hükümetlerine, sterlinin ulaştığı düzeyden olduğu kadar, tırmandığı hızdan da şikayet etmektedir.

A) British exporters denounce the government for the level sterling has reached as well as for the speed at which it has climbed.

B) British exporters are criticising the government as much for the speed with which the sterling has risen as for the level it has reached.

C) British exporters blame the government for the rapidness of the rise of the sterling as well as for the level to which it has risen.

D) It is as much the speed at which sterling has climbed as the level to which it has risen that has made British exporters criticise their government.

E) British exporters complain to their government as much about the speed with which sterling has climbed as about the level it has reached.

37. 1960'ların sonlarında İngiltere'de Wilson hükümeti, ücret artışlarının enflasyon üzerindeki etkisini kontrol edebilmek için sendikaların desteğini kazanmaya çalıştı.

A) Having won the Unions' support in Britain in the late 1960s, the Wilson government was able to control inflation by cutting down on wage increases.

B) Later in 1960s in Britain, the Wilson government won the Unions' support thus making it possible to control the effect of wage increases upon inflation.

C) With view to controlling the effect of wage increases upon inflation in Britain, the Wilson government began, towards the end of the 1960s, to ask for more support from the Unions.

D) In the late 1960s in Britain, the Wilson government tried to win the Unions' support in order to control the effect of wage increases on inflation.

E) the Wilson government won the support of the Unions in the late 1960s in Britain by controlling the effect of wage increases on inflation.

38. Kamuoyu yoklamaları farklılık gösterir, ancak Avustralyalıların yaklaşık üçte ikisi cumhuriyet istediklerini açıkça söylemektedir.

A) Opinion polls are inconclusive, but roughly two-thirds of all Australians are clearly pleased to have a republic.

B) Opinion polls may vary, but well-over two-thirds of the Australians admit that they want a republic.

C) Opinion polls conclusively show that roughly two-thirds of the Australian people actually want a republic.

D) Opinion polls are unreliable, but nevertheless it is apparent that two-thirds or so of the Australian people are in favour of a republic.

E) Opinion polls vary, but about two-thirds of the Australians openly say that they want a republic.

39. Sovyetler Birliği çöktüğünden beri, sermaye kaçıışı, komünizm sonrası Rusya'nın başlıca ekonomik hastalıklarından biri olmuştur.

A) Ever since the Soviet Union collapsed, capital flight has been one of post-communist Russia's chief economic plagues.

B) Once the Soviet Union collapsed, capital flight became the most persistent of all post-communist Russia's economic headaches.

C) Following the collapse of the Soviet Union, post-communist Russia's economy has been plagued by the capital flight.

D) Capital flight has, ever since the Soviet Union collapsed, been one of the most feared economic problems of post-communist Russia.

E) Following the collapse of the Soviet Union and the start of the post-communist era, Russia's economy has suffered on account of capital flight.

40. Hindistan'da suçun giderek daha az önemli bir sorun olduğu düşüncesi tamamen yanıltıcıdır.

A) It would be quite wrong to assume that crime is becoming a less serious problem in India.

- B) The idea that crime is becoming a less significant problem in India is completely misleading.
- C) It would be most unfair to infer that the problem of crime is steadily being disregarded in India.
- D) The idea that the problem of crime is on the decrease in India is completely wrong.
- E) The view that crime in India is steadily ceasing to be a major problem is rather disturbing.

41. 1970'lerdeki büyük petrol bunalımından beri, Uluslararası Enerji Kurumu alternatif enerji kaynakları bulmak için yapılan araştırmaları teşvik etmiş ve desteklemiştir.

- A) Since the great oil crisis of the 1970s, the International Energy Agency has encouraged and supported research carried out to discover alternative energy sources.
- B) Since there was a great oil crisis in the 1970s, the International Energy Agency has been encouraging and supporting research into alternative energy sources.
- C) Following the serious oil crisis of the 1970s, the International Energy Agency has been encouraging and subsidizing any research pertaining to alternative energy resources.
- D) Following the great oil crisis of the 1970s, the International Energy Agency has encouraged research that might lead to the discovery of alternative energy sources.
- E) The great oil crisis of the 1970s convinced the International Energy Agency of the need to support research into the development of alternative energy resources.

42. Avrupa'da ortak bir pazar için ilk planı daha 1943-44'lerde tasarlayan, eski Hollanda Dışişleri Bakanı J. W. Beyen idi.

- A) Back in 1943 or 1944, it was a former Dutch foreign minister J. W. Beyen, who first announced a plan for a common market in Europe
- B) As early as 1943-44, the first plan for the common European market was drawn up by J. W. Beyen, Holland's former foreign minister.

C) The first plan for Europe's common market dates from 1943-44 and was drawn up by J. W. Beyen, a former Dutch foreign minister.

D) It was J. W. Beyen, a former Dutch foreign minister, who as early as 1943-44, drafted the first plan for a common market in Europe.

E) As far back as 1943-44, J. W. Beyen, who at the time was the Dutch foreign minister, drew up the first plan for a European common market.

43. Bizimki sadece küçük bir nakliye şirketi olduğu için navlunda indirim yapmamız maalesef mümkün değildir.

A) Since ours is only a small transport company, I'm afraid it is impossible for us to make a discount on the sea freight.

B) Because our transport company is rather small, we sometimes manage to offer a discount on the sea freight.

C) Though ours is quite a small transport company, it shouldn't be impossible for us to arrange a discount on the sea freight.

D) I am sorry but, as this is only a small transport company, it would be unreasonable to expect a discount on the sea freight.

E) A small transport company such as ours cannot reasonable be expected to offer any discount on the sea freight.

44. Dicle üzerinde yapılan kaya dolgu yeni baraj, en şiddetli depremlere dayanacak kadar sağlamdır.

A) The new rock-fill dam built on the Tigris has been designed so as to stand firmly even in the event of violent earthquake.

B) There is a new rock-fill dam on the Tigris which has been constructed to be strong enough to withstand the most severe of earthquakes

C) The new rock-fill dam, constructed on the Tigris, is strong enough to withstand the most severe earthquakes.

D) Even an extremely violent earthquake could not damage the new rock-fill dam constructed on the Tigris.

E) The new rock-fill dam on the Tigris was built so solidly that even a severe earthquake couldn't pose a threat.



**45-52 SORULARDA, VERİLEN CÜMLEYİ UYGUN ŞEKİLDE  
TAMAMLAYAN  
İFADEYİ BULUNUZ.**

45. Before Freud shed light on dreams and extraordinary role of the subconscious,  
\_\_\_\_\_ .

- A) there are many who have grasped their significance
- B) educated people in particular regarded dreams as meaningless and pointless
- C) many traditional ways of interpreting dreams are being analyzed
- D) the relationship between stress and dreams would surely have been recognised
- E) many great writers still draw on the principles of human psychology

46. \_\_\_\_\_ until Thomas Paine published The Common Sense and sparked off the American Revolution.

- A) George Washington considered himself a loyal British subject
- B) Idealism hasn't often been a determining factor
- C) Voltaire's influence would have been more pervasive,
- D) That was a period of radical change in all spheres
- E) They were the people responsible for shaping the national character of the United States

47. \_\_\_\_\_ that scientists are now sending out "e prints" instead of preprints of unpublished articles.

- A) Prior to the internet, it was not possible
- B) One change that the advent of the internet has brought is
- C) The internet has indeed opened many doors
- D) The benefits of technology should not be overrated

E) Among academics, technological advances attract less attention

48. Though Hong Kong used to be one of the world's most alluring shopping centres, \_\_\_\_\_ .

A) competition seems to be growing even keener

B) this was no longer the case

C) it might have remained a fashionable holiday resort

D) others did not share this opinion

E) it is now one of its most expensive

49. I would naturally have felt extremely disappointed \_\_\_\_\_ .

A) since he must have been by far the best applicant

B) unless the competition has had very few entrants

C) even though the two teams were extraordinarily well matched

D) if they hadn't sent us an invitation to the concert

E) as the first prize went to a racist author

50. The speaker from China has pointed out \_\_\_\_\_ .

A) so that preserving agricultural land is his government's primary economic policy

B) that terracing the soil is one conservation method used widely in his country to control erosion

C) since urban renewal has completely changed the look of the cities in his country

D) as regards the fact that a handful of industrial nations monopolized deep sea fishing until the early 1970's

E) while rich tropical forests are vanishing at the rate of some 11 million hectares a year

51. The overall quality of life in today's world cannot be improved \_\_\_\_ .

- A) just as population growth would strain the global urban environment
- B) while the underdeveloped countries were ignored completely by international agencies like the United Nations and the World Bank
- C) as the population of that part of the world rose from 800 million in 1960 to 1.2 billion in 1985
- D) unless the developed countries are prepared to offer a helping hand to the underdeveloped
- E) whenever the OECD declines to support a series of projects for the development of poorer countries

52. Some avalanches move no faster than 40 kilometres per hour, \_\_\_\_ .

- A) while others have been estimated to have a speed of about 300 kilometres per hour
- B) even if the damage they did was minimal compared with the destruction caused by hurricanes and earthquakes
- C) despite the fact that snow lying on a steep slope is always liable to avalanche
- D) for the wind sometimes reaches a force almost equal to that of a tornado
- E) so that in such areas measures may be taken to prevent large avalanches

**53-58 SORULARDA, VERİLEN CÜMLEYE ANLAMCA EN YAKIN OLAN CÜMLEYİ BULUNUZ.**

53. His career took off to a brilliant start, but since then his record hardly seems deserving of mild praise, let alone glory.

- A) His career record has not lived up to his early promise, so he really does not merit either our approval or our praise.

B) His career began with a stunning success, but then he did nothing to earn either the praise or the approval he now receives.

C) In spite of his early promise, his career record shows nothing deserving of the special praise or glory he seems to expect.

D) He was amazingly successful at the start of his career but afterwards he has done nothing to merit even a moderate amount of approval and certainly not renown.

E) Had his career record been in line with the brilliant start he made, he would most certainly have earned high honours and great renown.

54. International conventions have long been prohibiting the use of chemical weapons during war, but how effective is this likely to be?

A) If various international bodies agreed to a long-term ban on chemical warfare, couldn't the ban be put into effect?

B) Can such international bodies be relied upon to ban effectively and in the long-term the use of chemical weapons in time of war?

C) For many years now, chemical warfare has been banned by international agreement, but can the ban be enforced?

D) How effective might the prohibition of chemical warfare be if it had the backing of so many international bodies?

E) Over a period of very many years various international agreements have been drawn up to prohibit the use of chemical weapons in wartime, but they have hardly been effective, have they?

55. I surely couldn't have been expected to forgive him readily as this wasn't the first time he'd tried to cheat me.

A) It was only natural that I should have been unwilling to forgive him as he had behaved dishonestly towards me on other occasions.

B) As he'd tried to cheat me on several previous occasions, I felt I was right not to forgive him this time.

C) It was impossible for me not to forgive him even though he'd tried to deceive me several times before.

D) I might have been willing to forgive him if this had been the first I'd caught him cheating me.

E) Since this wasn't the first time he'd attempted to deceive me I was obviously not going to forgive him.

56. Nothing exercises the British Press so much as an apparent threat to the welfare of the British Press.

A) The well-being of the British Press is apparent in the way it shows a united front in the face of attack.

B) It is only when the British Press is being criticized that it really shows its mettle.

C) The one time when the British Press really wakes up and acts is when it feels its own well-being is endangered.

D) The British Press has had much practice in upholding its own interests in the face of opposition.

E) Should its own freedom be threatened, the British Press would unite to withstand attack.

57. Though diplomatic efforts to forestall the bombardment have been intensified, there is apparently no progress towards an agreement.

A) Every known means of diplomacy has been tried, but peace seems to recede and the expected attack to be quickly approaching.

B) Reconciliation remains a remote hope, for diplomatic channels apparently lack the necessary authority to check an attack.

C) In spite of diplomatic efforts to the contrary, the bombardment was a violent one and all hopes of an agreement were shattered.

D) Though they are desperately in need of a truce, they can find no way to achieve one and now await the attack.

E) Reconciliation seems no nearer, even though a massive effort is being made to find a diplomatic solution and so avoid a bombardment.

58. The last time I saw your brother was when I ran into him at the station when I was on my way to Glasgow.

A) The last time I went to Glasgow I happened to meet your brother at the station.

B) I haven't seen your brother since a chance meeting at the station with him when I was setting off for Glasgow.

C) Your brother and I finally met at the station as it happened that I was going to Glasgow.

D) Your brother and I finally met on the Glasgow train just as it was leaving the station.

E) As the Glasgow train drew out of the station I got a last glimpse of your brother.

59-64 SORULARDA, PARÇADA BOŞ BIRAKILAN YERE UYGUN DÜŞEN CÜMLEYİ BULUNUZ.

59. Most of our misconceptions of art arise from a lack of consistency in the use of the words "art" and "beauty". \_\_\_\_\_. We always assume that all that is beautiful is art, or that all art is beautiful, that what is not beautiful is not art, and that ugliness is the negation of art. This identification of art and beauty is at the bottom of all our difficulties in the appreciation of art.

A) The painter usually expresses himself by the representation of the visible world

B) The relation between art and religion is one of the most difficult questions that we have to face

C) Expressionism in modern art is a distinct movement, having little or nothing in common with cubism.

D) It might be said that we are only consistent in our misuse of these words

E) Some people are quite unaware of the importance of proportion in architecture, and have no sense of shape, surface and mass

60. At the beginning of this century, a group of writers from scattered midwestern towns came together in bustling, commercial Chicago. From the rough immediacy of the city, they forged a style that was distinctively and unsparingly realistic. \_\_\_\_\_. In fact, the critics were soon to describe Chicago as the literary capital of the US.

A) Most of them, however, eventually moved away from Chicago

B) The 'Chicago Renaissance', fuelled by these writers, soon captured the attention of the rest of the nation

- C) It is now a commonplace of literary criticism that there is a close relationship between cities and their writers
- D) Chicago is indeed a city of absorbing contrast, and not least in the field of architecture
- E) American realism differs in many obvious ways from European realism

61. Italy is the great country of fountains, and the fountains of Rome are world famous.

\_\_\_\_\_. It was built in the time of Pope Clement XII about the middle of the eighteenth century. The fountain and the palace behind it are a good example of the baroque style of architecture, which gives a feeling of magnificence, movement and excitement.

- A) The Fountain of Trevi, in Rome, is one of the most magnificent in the city
- B) This style is especially effective for fountains because of the moving water
- C) The water is brought underground from a spring many miles outside the city
- D) A statue of Neptune in the fountain is surrounded by numerous other figures
- F) The city of Rome has been the capital of Italy ever since it was founded thousands of years ago

62. \_\_\_\_\_. His principal equipment in a leather couch for patients to lie on and a cabinet of mysterious drugs of one kind or another to send them off to sleep. He is particularly interested in the dreams of his clients and may use some form of hypnosis to study their repressed thoughts and secret emotions.

- A) More and more large firms are realizing the advantages offered by psychiatry
- B) No one may prescribe drugs or surgery in treating mentally sick individuals unless he is medically qualified
- C) It is important to realize that psychologists are first and foremost trained as scientists rather than as medical experts
- D) Psychologists are primarily concerned with behaviour and its abnormalities

E) The popular image of a psychiatrist is a fairly well-defined one

63. The Federal Republic of Germany, founded in 1949, had as its first Chancellor Dr. Konrad Adenauer. His Christian Democrat government produced conditions of stability and confidence in which Germany rebuilt her shattered prosperity and a viable parliamentary democracy. Further, his work in building a special relationship with France, culminating a treaty of friendship, was a dramatic contrast to the long tradition of enmity towards France. \_\_\_\_\_ .

A) Even so, Adenauer's successor Dr. Erhard was a loyal supporter of the Atlantic Alliance

B) Moreover, he strove relentlessly for German reunification within the boundaries of 1937, stressing West Germany's right to speak for the whole Germany

C) The Brandt Government's main achievements were in the field of foreign policy

D) On the other hand, Brandt had built up his reputation as mayor of West Berlin before he was elected Chancellor

E) Indeed, the tensions within the government were heightened by protracted negotiations between the coalition partners over policies to counter the sharply rising trend of unemployment.

64. 1972 was not an easy or a successful year for the Heath Government in Britain. It was a year of confrontation with the trade unions. \_\_\_\_\_. Indeed, it was even forced to adopt certain policies similar to those which it had attacked so vehemently when it had been Opposition.

A) Finally, after 1972, there was industrial action in protest against the Government's prices and incomes policy

B) These problems were aggravated by persistently high levels of unemployment, especially in certain regions

C) It was also a year in which the pressure of circumstances forced the Government to abandon many of the initiatives it had started in 1970



D) Moreover, negotiations with the EEC started immediately after the general election in 1970

E) Consequently, a 90-day standstill was imposed on wages, and prices and charges for goods and services were similarly frozen

65-70 SORULARDA, ANLAM BAKIMINDAN HANGİ CÜMLENİN PARÇAYA UYMADIĞINI BULUNUZ.

65. (I) The Morley Gallery has once again caught the attention of the public. (II) Its exhibition programme is richly varied and focuses on the less well-known painters. (III) In the current exhibition, some of the paintings of Joseph Hayward, a promising young painter, are on show. (IV) The Gallery is situated on the outskirts of London, but within easy reach of the metro. (V) Examples of his early work, such as a large watercolor of a garden, are also included.

A) I

B) II

C) III

D) IV

E) V

66. (I) A camera is now being developed that scans the electromagnetic radiation emitted by the human body. (II) The police, after all, never do show any enthusiasm for technological innovations. (III) It may prove to be a great asset in crime detection as hidden objects – which distort that radiation show up as cold spots. (IV) It can detect weapons and drugs hidden beneath layers of clothing. (V) Moreover, it has apparently no dangerous side effects.

A) I

B) II

C) III

D) IV

E) V

67. (I) There are clever lawyers and dull ones; fast runners and slow ones, good cooks and bad ones. (II) However, when it comes to investment, this human variety seems to disappear. (III) Those who manage money and prepare market analysis for companies are naturally well-paid. (IV) Numerous studies suggest that “exceptional” investment managers simply do not exist. (V) In any given period, each has no more than an even chance of doing better than the market index.

A) I

B) II

C) III

D) IV

E) V

68. (I) Agricultural teaching in West African schools invariably meets with apathy. (II) Even so, agricultural education is a necessity, but it should be directed towards the farmer himself. (III) He needs instruction in new techniques. (IV) The majority of these students acquire a lifelong distaste for all forms of activity. (V) He also needs information on new and profitable cash crops and potential local markets.

A) I

B) II

C) III

D) IV

E) V

69. (I) The basic strategy of the war on poverty during 1960's was to try to give everyone entering the job market comparable skills. (II) Of these, the best mechanism for breaking this vicious circle seemed to be educational reform. (III) This meant placing great emphasis on education. (IV) Many people imagined that if schools could equalize people's cognitive skills, this would equalize their bargaining power as adults. (V) In such a system nobody would end up very poor or, presumably very rich.

A) I

B) II

C) III

D) IV

E) V

70. (I) As forests are cut down, many wild animals are finding it harder to survive. (II) Sadly the range of the leopard, for instance, is but a fraction of what it formerly was. (III) They are, for instance, no longer to be found in Europe proper. (IV) Fortunately, there are instances of such endangered species managing to re-establish themselves. (V) In the Caucasus and northern Iran there are still some, but their numbers are decreasing rapidly.

A) I

B) II

C) III

D) IV

D) V

E)

71-76 SORULARDA, VERİLEN DURUMDA SÖYLENEBİLECEK İFADEYİ BULUNUZ.

71. Your sister has announced that she is going to be married at the end of the year. You've heard plenty about the young man, and all to his credit. So you are quite happy about the marriage; but still you do want to meet him first. You say:

A) This is all rather sudden, isn't it? What does he do for a living?

B) Well, this is a surprise. Tell me all about him.

C) I hope you're not acting impulsively! Is there something you're trying to hide as we still haven't met him.

D) I'm so glad I know you've made an excellent choice and you certainly deserve to be happy.

E) Well, congratulations and all my best wishes. But I do hope you'll bring him round to meet us before the wedding.

72. For a while now a friend has been having trouble with a group of workmen in his factory, and matters are now coming to a head. You feel he is behaving in too harsh a

manner and want to point this out to him in a tactful way so as not to offend him. You say:

- A) My advice to you is to make no concessions whatsoever and let those leave who want to leave.
- B) Your trouble is you're too hard on them. I'm surprised you've got any workmen left.
- C) I can't understand the problem. Please explain it again to me.
- D) There's always trouble in the workforce everywhere. Just ignore it.
- E) Are you sure this is the correct approach that you are taking? They might respond better to a gentler treatment.

73. Some time ago, a friend persuaded you to employ his son in the personnel department of the firm of which you are a director. Within a short time you began to regret having done so, for the young man had turned out to be lazy and unprincipled. You express your regrets to a colleague, saying:

- A) Oh well, we can send him to another department if that's what you want.
- B) I'm glad I was able to help a friend in this way.
- C) If I had known then what he was like, I would never have taken him on.
- D) I expect he'll resign as soon as his contract expires.
- E) I don't suppose any of the other candidates would have been any better.

74. A friend of yours, who is the manager of a company, tells you that he has dismissed one of his employees, an engineer, for immoral conduct in the workplace. He further informs you that he has received several threatening telephone calls from this same person. Your friend is very upset and comes to you for advice. You feel firm action must be taken. So you say:

- A) Next time he calls, just tell him politely that you are upset by his calls.
- B) If he calls again, tell him you are going to take legal action. And do so!
- C) If I were you, I would ignore the whole matter.
- D) As far as I understand it, you seem to be in for a lot of trouble.

E) As a matter of fact, telephone calls of this kind don't need to be taken seriously.

75. As an eminent scholar you've been invited to give a series of lectures in South America. Since recently you find you get tired easily, you feel the journey would be very exhausting for you; so, you decline the invitation, giving your reason at the same time. You say:

A) I'm afraid I cannot accept your kind invitation because, for a person of my age, the journey would prove too tiring.

B) I have to turn down the invitation since I understand it is unsafe to travel in your country.

C) Thank you for the invitation but I no longer accept invitations that involve much travelling as I cannot afford the time.

D) I would like to accept your invitation, but tell me first how much travelling is involved.

E) Though I fear the journey will be rather tiring for me, I will look forward to visiting South America.

76. You learn that a close colleague of yours in the Economics Department has been nominated for the Nobel Prize in economics. You feel thrilled for him and call him immediately to congratulate him. He tells you that he doesn't expect to receive the prize because there will, almost certainly, be other candidates better than him. Thereupon, to encourage him, you say:

A) You are probably right. You'll just have to wait and see how it turns out.

B) True. And after all one never knows how much the issue is affected by politics.

C) If I were you, I'd not raise my hopes too high.

D) Surely you are one of the leading economists in the world and have as much chance as any one else.

F) You should feel pleased that at least you've been nominated.

77-82 SORULARDA, KARŞILIKLI KONUŞMANIN BOŞ BIRAKILAN  
KISMİNDA  
SÖYLENMIŞ OLABİLECEK SÖZÜ BULUNUZ.

77. Interviewer: Did you get the overwhelming support of the women in your constituency?

Newly-Elected Woman Representative: \_\_\_\_\_

Interviewer: How do you account for that?

Newly-Elected Woman Representative: I suppose the issues I talked about were not of primary concern to them.

- A) Probably. There are more women than men in the constituency.
- B) I really have no idea.
- C) Yes, I suppose so. But the men voted, too.
- D) Yes, and I have already thanked them.
- E) No, I don't think I did.

78. Brian: Have the police asked for your version of the story yet?

Peter: No, not yet. But they did say I should try to avoid discussing the matter.

Brian: \_\_\_\_\_

Peter: Did they really? It all seems extremely serious.

- A) They've been saying that to everyone, but to no effect.
- B) Well, we do try not to. But it's on everyone's mind.
- C) They told me the same thing.
- D) I gave my version yesterday. But they didn't seem interested.
- E) But that's not easy as they very well know.

79. John: Clare seemed very animated! What was she talking to you about?

Brenda: Oh. Her new job. And the people she is working with.

John: \_\_\_\_\_

Brenda: She may do. Let's hope so.

- A) Does she look like making a success of it this time.
- B) What's she doing there? Is she a receptionist.
- C) What's the salary like? Is she satisfied?
- D) I hope this will prove to be a satisfactory post for her.
- E) I suppose you told her she was lucky to get any job at all.

80. Mr. Robinson: What's happened to the phone? I've been trying to get you all afternoon.

Mrs. Robinson: It is out of order.

Mr. Robinson: \_\_\_\_\_

Mrs. Robinson: I think all the lines in our neighbourhood are being changed.

- A) Are you sure?
- B) Do you know why?
- C) Since when?
- D) When did that happen?
- E) Who said so?

81. Andrew: How was your holiday in Budapest? Did you find it expensive?

Rogar: \_\_\_\_\_

Andrew: Really? I didn't realize you'd even been there before.

Rogar: Oh yes. I was stationed there for nearly five years. I only left in 1993.

- A) It's a most interesting city. You really should see it for yourself.
- B) I suppose it was. But I was there on business, so it was all on the firm.
- C) I was much too busy to do any shopping.
- D) There were some beautiful hand-made articles that you could buy very cheaply.

E) No. But I know the city well, so I can manage cheaply.

82. Edward: I hear Jane has had another novel published. Have you read any of the reviews?

Barry: No. And frankly I'm not very interested in her any longer.

Edward: \_\_\_\_\_

Barry: That was true five or six years ago, but not any longer.

A) I overheard Whitten saying this is her best novel ever.

B) Why is that? I thought she was generally regarded as quite the most gifted of our younger novelists.

C) Actually I was planning to include her in my thesis.

D) Is her work really as erudite as so many of your reviews suggest?

E) Would you agree that her early work is largely autobiographical but that she is now using more abstract themes.

83-85 SORULARI, AŞAĞIDAKİ PARÇAYA GÖRE CEVAPLAYINIZ.

Eliminating poverty is largely a matter of helping children born into poverty to rise out of it. Once families escape from poverty they do not fall back into it. Middle-class children rarely end up poor. The primary reason poor children do not escape from poverty is that they do not acquire basic mental skills. They cannot read, write, calculate or articulate. Lacking these skills, they cannot get or keep a well-paid job. The best mechanism for breaking this vicious circle is to provide the poor with better educational opportunities. Since children born into poor homes do not acquire the skills they need from their parents, they must be taught these skills in school.

83. The writer makes the point that, once people have overcome poverty, \_\_\_\_\_

A) the skills of reading and writing cease to be important for them.

B) they cease to mix socially with the poor.

C) they soon learn to adopt middle-class manners and ways.



- D) it is most unlikely that they will ever become poor again.
- E) they become eligible for well-paid employment in industry.

84. According to the writer, if poverty is to be overcome, \_\_\_\_\_

- A) the only effective means for this would be to provide better education.
- B) more well-paid jobs should be offered to the poor.
- C) all children, regardless of their social class, should receive the same formal education.
- D) middle-class children should be given better educational opportunities.
- E) the education of children should be based on mental skills alone.

85. The main argument of the passage is that \_\_\_\_\_

- A) the elimination of poverty can only be achieved if the poor and the rich attend the same school.
- B) middle-class children do not need to learn basic mental skills at school, since they learn them at home.
- C) the children of the poor must learn basic mental skills at school so that they can escape from poverty.
- D) since basic mental skills are not being taught efficiently at schools, educational reform is essential.
- E) child born into a poor family will inevitably stay poor all through his life.

86-88 SORULARI AŞAĞIDAKİ PARÇAYA GÖRE CEVAPLAYINIZ.

Not just in substance but in manner too, Robin Trevelyan, who is the Prime Minister's new righthand man, is a politician in the old style. He avoids the flourish which characterizes modern politicians. His speeches are at best unemotional, at worst dull. He is all but incapable of inspiring an audience. His face is inexpressive, solid almost. He evades making promises and is completely lacking in vision. He is a politician whose talent has never been to inspire the mob.

86. We can understand from the passage that Robin Trevelyan \_\_\_\_\_

- A) cannot keep his real feelings from the public eye.
- B) has, with his speech, always been able to sway public feeling.
- C) is, with his dramatic speeches, a typical politician of our time.
- D) is trusted and valued by the prime minister.
- E) is one of those rare politicians who really understands the psychology of the people.

87. With regard to the Prime Minister's new righthand man, it is pointed out in the passage that one of his shortcomings as a politician is \_\_\_\_\_

- A) his lack of any genuine belief in his own party.
- B) his inability to follow someone else's lead.
- C) his reluctance to commit himself or articulate a vision.
- D) his tendency to scorn public opinion.
- E) his fondness for modern political manners.

88. In this passage, the writer has set out to \_\_\_\_\_

- A) highlight the rare political qualities of the present Prime Minister.
- B) criticise modern British politics in the person of the Prime Minister.
- C) portray the ideal type of a politician in our time.
- D) account for the failure of the Prime Minister's previous adviser
- E) present a concise study of the political personality of the Prime Minister's new adviser.

89-91 SORULARI, AŞAĞIDAKİ PARÇAYA GÖRE CEVAPLAYINIZ.

Work is central in British culture. When someone asks one 'What do you do?', they really mean 'What work do you do?'. When a woman is asked 'Do you work?', what is meant is 'Are you doing a paid job?'. Yet many people without a paid job work at

other kinds of productive activities. Women, notably, perform an unpaid 'double shift' in the home as housekeepers and mothers. To confine the term 'work' to paid employment, therefore, restricts it far too narrowly. There are many other kinds of work, some of which can take more time and energy than we put into our paid employment from the voluntary working in the garden to repairs to the house or the car. In other cultures, work is not as highly valued as this; some people value leisure more, and work only as much as they need in order to provide basic necessities.

89. The writer suggests that people tend to regard the word 'work' as \_\_\_\_

- A) referring only to paid employment.
- B) being limited only to voluntary work.
- C) relating only to physical effort.
- D) interchangeable with "leisure".
- E) an activity with an end-product.

90. The writer points out that, unlike the case in Britain, in some cultures \_\_\_\_

- A) work in any form is highly respected.
- B) unpaid activities such as housework make up virtually the whole of a woman's day.
- C) voluntary work is held in high respect.
- D) it is leisure, not work, that is of primary importance.
- E) people are unwilling to work to meet even their basic necessities.

91. According to the passage, unpaid jobs \_\_\_\_

- A) are invariably more pleasurable than paid ones.
- B) can be quite as time-consuming as paid ones.
- C) are always assigned to women rather than to men.

D) are not readily available in Britain.

E) are rarely taken on by people who go out to work.

92-94 SORULARI, AŞAĞIDAKİ PARÇAYA GÖRE CEVAPLAYINIZ.

Alcohol, nicotine and caffeine are psychoactive drugs that are freely available in our society. Their wide spread use shows that they provide a common solution to the problems of vast numbers of individuals. The extent and the nature of their use is not , however, uniform but varies with the particular sub-culture involved. To take alcohol, for example, there are wide differences between the drinking habits and rituals of merchant, seamen and businessmen, between Italians and Jews. Each sub-group in society will have a conception of what the permissible and desirable effects of alcohol are, how much it is necessary to drink to achieve this desired state; what is normal and what is deviant drinking behaviour.

92. It is pointed out in the passage that psychoactive drugs such as alcohol, nicotine and caffeine are widely used because \_\_\_\_\_

A) sub-groups in society identify themselves with them.

B) people with problems find them helpful

C) their effects have been proved to be harmless

D) they are much cheaper than many other drugs and legally obtainable

E) society at large regards them as harmful

93. According to the author, the consumption of alcohol in the world \_\_\_\_\_

A) is particularly widespread among members of sub-cultures

B) is directly related to the economic prosperity of each sub-group

C) varies from race to race, culture to culture and class to class

D) is closely linked with the increase of deviant drinking behaviour

E) made the practices and behaviour of sub-cultures in society more uniform

94. The writer points out that there is little agreement among sub-groups \_\_\_\_\_

- A) about the extent to which psychoactive drugs should be produced
- B) about the benefits of psychoactive drugs
- C) as regards why businessmen drink so much
- D) as to why Italians and Jews have different drinking habits
- E) as to how much alcohol can be properly consumed

95-97 SORULARI, AŞAĞIDAKİ PARÇAYA GÖRE CEVAPLAYINIZ.

In the early 1970s, there was a great deal of optimism about improving women's position, ending male privilege and doing away with gender divisions and even gender difference. Equal opportunities legislation was enacted in many countries, and the voice of the women's movement was heard criticising discrimination between the sexes in every sphere of working life. Now it is clear that legislation can make only a marginal difference to entrenched patterns of job segregation and inequality. The voices of feminism, too, are varied; some demand equality with men while others pursue the revaluation of women's skills and 'womanly' virtues.

95. It is pointed out in the passage that many people in the early 1970s \_\_\_\_\_ .

- A) realised that a majority of women were not genuinely interested in job segregation
- B) were doubtful as to whether legislation could improve the position of women in society
- C) actively took part in women's demonstrations against male aggression and dominance in the workplace
- D) confidently expected the elimination of the inequality existing between the sexes
- E) were scarcely aware of there being any discrimination between the sexes

96. According to the author, legislation against gender discrimination \_\_\_\_\_

- A) has contributed surprisingly little towards the improvement of women's position in society
- B) has been grossly neglected especially in less prosperous countries

C) has, in many countries, already made the position of women fully equal to that of men

D) has brought about balance in society that satisfies the women's movement everywhere

E) has been fully successful in eradicating job segregation in industrial countries

97. According to the passage, there are people in the feminist movement who \_\_\_\_ .

A) argue that women don't deserve equal opportunities with men in working life

B) believe that women's qualities have been undervalued and should be reassessed

C) are convinced that women would have a stronger position if they kept their femininity

D) believe that the movement is far from achieving any of its original objectives

E) are concerned that the legislation against sex discrimination in working life may be revoked in the near future

98-100 SORULARI, AŞAĞIDAKİ PARÇAYA GÖRE CEVAPLAYINIZ.

All of us are born, all of us will die; but there is infinite variety in the nature and circumstances of these two events themselves and in what happens to our bodies and our minds in between. Some individuals, for example, are born without difficulty and grow uninterruptedly during childhood and adolescence, suffering at worst only minor infectious diseases and accidents. As adults, they reproduce their kind. They age gradually until, in extreme old age, they die peacefully without pain or discomfort. This is an idealised picture of how we would like things to be, rather than the reality that most people experience. Death comes to many of us, not when we are old, but during or before birth, in infancy, in adolescence, in early adulthood or in middle age.

98. One point made by the author in this passage is that we, as human beings, \_\_\_\_ .

A) must face the fact that accidents in old age are inevitable

B) have all similar opportunities but use them differently

- C) all enjoy a happy childhood and a healthy adolescence
- D) ought to take certain measures to avoid infectious diseases in childhood
- E) have widely differing experiences of birth, life and death

99. The writer points out that, though most people expect life to be free of care and death easy, \_\_\_\_ .

- A) this is not likely to happen either in adolescence or in adulthood
- B) they have to strive hard to attain this idealised condition
- C) this is, in fact, very rarely the case
- D) for many people a worthwhile life has more to it than this
- E) this is seldom the case except in old age

100. In this passage the writer points out the disparity between \_\_\_\_ .

- A) the basically fortunate lives of the majority and the tragic experience of a small minority
- B) what everyone expects of life and what he actually achieves in life
- C) the early happy years of our lives, and the later tragic ones
- D) the near ideal life experience of the few and the actual life experience of the majority
- E) the happier middle years of a person's life and the more trying later year

## **APPENDIX B**

### **THE PRE-TEST OF WRITING**

**CLASS :**

**NAME :**

**TIME : 60 Minutes**

#### **FIRST WRITING**

Turkey is the only pluralist secular democracy in the Muslim world and has always attached great importance to developing its relations with other European countries. On the basis of EC Treaty's article 237, Turkey applied to EC for full membership in 1987. There are different views in Turkey that are "for" and "against" this membership.

In no more than 300 words, please write an essay of five paragraphs arguing **FOR TURKEY'S MEMBERSHIP TO EC.**

You may use the space below to outline your essay.



## **APPENDIX C**

### **THE POST-TEST OF WRITING**

**CLASS :**

**NAME :**

**TIME : 60 Minutes**

#### **FINAL WRITING**

Turkey is the only pluralist secular democracy in the Muslim world and has always attached great importance to developing its relations with other European countries. On the basis of EC Treaty's article 237, Turkey applied to EC for full membership in 1987. There are different views in Turkey that are "for" and "against" this membership.

In no more than 300 words, please write an essay of five paragraphs arguing **AGAINST TURKEY'S MEMBERSHIP TO EC.**

You may use the space below to outline your essay.

## APPENDIX D

### ANALYTIC WRITING CRITERIA

#### GROUND RULES

1. Relevance/Adequacy of Content

If the piece of writing is totally irrelevant, to the task set, it will not be marked and thus receive a zero.

2. Length

If the length of the piece of writing is 30 % more/less than the specified word limit, it will not be marked and thus receive a zero.

#### PART I - CONTENT

- Is there an understanding of the task?
- Are all points given in the task included?
- Is there any repeated or irrelevant information?

**4**

- Answer is completely relevant to the task set AND
- All the points given in the task are included AND
- Main points are sufficiently expanded.

**3**

- Answer is mostly relevant to the task set with some repetition AND/OR
- Most of the points given in the task are included but more detail could have been given.

**2**

- Answer has some relation to the task AND/OR
- Points covered consist of irrelevant and/or repeated information AND/OR
- Points covered lack details.

**1**

- Answer is full of irrelevant information.

## **PART II - ORGANISATION**

- Do ideas flow, building on one another?
- Is there a sense of introduction, development and conclusion?

**4**

- The text is clearly and logically organized AND
- The text is easy to follow.

**3**

- The text is adequately organized AND/OR
- The text requires some effort on the part of the reader.

**2**

- The text is illogically organized AND/OR
- The text forces the reader to reread and interpret

**1**

- No sign of organization.

## PART III - GRAMMAR

- Are target structures well formed and complete?
  - Are target structures used accurately?

4

- Almost no major inaccuracies. Some minor inaccuracies AND
- Grammar does not hinder communication.

3

- Some major inaccuracies. Some minor inaccuracies AND/OR
- Some hindrance to communication due to grammar.

2

- Many major inaccuracies. Many minor inaccuracies AND/OR
- Grammar makes communication difficult.

1

- Almost all target grammatical structures are inaccurate AND/OR
- The message is not clear.

## PART IV - VOCABULARY

- Is the vocabulary adequate for the task set?
  - Is the correct form used?

4

- Accurate use of a range of vocabulary.

3

- Adequate use of vocabulary for the task.
- Some examples of misuse.

2

- Frequent misuse AND/OR
- Very limited range of vocabulary.

1

- Vocabulary is inadequate for the task set AND/OR
- The message is not clear.

## PART V - MECHANICS

- Is there an understanding of the basic use of punctuation?
  - Has attention been given to spelling?
- Is the writing legible and reasonably well presented?

**4**

- Well presented.

**3**

- Good use of basic punctuation marks and capitalization AND
- Very few spelling mistakes.

**2**

- Some problems with the use of basic punctuation marks and capitalization AND/OR
- Some problems with spelling.

**1**

- Careless presentation AND/OR
- Major problems with the use of basic punctuation marks and capitalization AND/OR
- Major problems with spelling AND/OR
- The presentation, punctuation and/or spelling make the message unclear.

**APPENDIX E-1**

**STUDENTS' KPDS SCORES (TREATMENT GROUP)**

<b>STUDENT</b>	<b>YEAR</b>	<b>SCORE</b>	<b>CURRENT SCORE</b>
1	2000	80	80
2	2000	81	81
3	1988	82	72
4	1997	76	71
5	2001	78	78
6	1998	77	77
7	1996	76	71
8	2002	74	74
9	2002	78	78
10	2003	81	81
11	1991	89	79
12	1999	77	77
13	1999	82	82
14	2000	86	86
15	1993	88	78
16	2003	74	74
17	1999	76	76
18	-	..	..
19	2000	72	72
20	2001	79	79
21	1992	82	72
22	2003	77	77

### STUDENTS' KPDS SCORES (CONTROL GROUP)

STUDENT	YEAR	SCORE	CURRENT SCORE
1	2001	82	82
2	2002	78	78
3	1996	81	76
4	1997	82	77
5	2003	84	84
6	1995	76	71
7	1999	82	82
8	1990	88	78
9	2002	74	74
10	2000	77	77
11	2000	82	82
12	1998	82	77
13	1999	85	85
14	2003	81	81
15	2002	70	70
16	2003	76	76
17	1999	81	81
18	1989	84	74
19	1999	75	75
20	2001	78	78
21	1995	82	77



**APPENDIX E-2**

**STUDENTS' PROFICIENCY SCORES (TREATMENT GROUP)**

	<b>SECTION 1 (1-24)</b>	<b>SECTION 2 (25-44)</b>	<b>SECTION 3 (45-52)</b>	<b>SECTION 4 (53-58)</b>	<b>SECTION 5 (59-64)</b>	<b>SECTION 6 (65-70)</b>	<b>SECTION 7 (71-76)</b>	<b>SECTION 8 (77-82)</b>	<b>SECTION 9 (83-100)</b>	<b>TOTAL</b>
<b>S.1</b>	16	18	7	5	6	5	6	6	16	85
<b>S.2</b>	16	19	6	5	5	5	6	6	15	85
<b>S.3</b>	12	15	4	5	4	4	5	4	9	62
<b>S.4</b>	17	16	6	4	5	5	5	5	14	77
<b>S.5</b>	19	17	5	5	4	5	5	5	16	81
<b>S.6</b>	19	14	7	6	5	6	4	4	15	80
<b>S.7</b>	12	13	4	3	3	4	2	2	8	51
<b>S.8</b>	21	17	6	5	5	4	6	5	15	84
<b>S.9</b>	16	16	6	6	5	5	5	4	13	76
<b>S.10</b>	18	14	6	6	6	5	5	5	15	80
<b>S.11</b>	16	16	7	6	6	6	4	6	15	82
<b>S.12</b>	16	15	5	5	6	5	5	4	15	76
<b>S.13</b>	20	18	5	6	6	5	4	5	15	84
<b>S.14</b>	21	17	7	6	6	4	6	6	15	88
<b>S.15</b>	16	17	6	6	6	5	4	5	14	79
<b>S.16</b>	15	17	7	6	5	5	5	4	13	77
<b>S.17</b>	17	18	8	6	5	6	4	6	15	85
<b>S.18</b>	9	8	2	3	2	3	1	2	7	37
<b>S.19</b>	16	16	5	6	5	4	5	6	13	76
<b>S.20</b>	15	17	7	6	5	5	5	5	15	80
<b>S.21</b>	17	17	7	6	5	4	6	3	16	81
<b>S.22</b>	15	17	6	5	6	4	5	5	15	78

**STUDENTS' PROFICIENCY SCORES (CONTROL GROUP)**

	<b>SECTION 1 (1-24)</b>	<b>SECTION 2 (25-44)</b>	<b>SECTION 3 (45-52)</b>	<b>SECTION 4 (53-58)</b>	<b>SECTION 5 (59-64)</b>	<b>SECTION 6 (65-70)</b>	<b>SECTION 7 (71-76)</b>	<b>SECTION 8 (77-82)</b>	<b>SECTION 9 (86-100)</b>	<b>TOTAL</b>
<b>S.1</b>	17	15	6	6	6	4	6	5	15	80
<b>S.2</b>	19	17	5	5	4	5	6	5	15	81
<b>S.3</b>	16	14	6	4	5	4	4	4	14	71
<b>S.4</b>	17	14	5	6	5	4	5	6	12	74
<b>S.5</b>	19	16	7	5	6	6	6	6	15	86
<b>S.6</b>	12	11	4	3	5	4	4	4	11	58
<b>S.7</b>	16	17	6	5	6	5	5	5	14	79
<b>S.8</b>	14	13	5	4	5	5	5	4	12	67
<b>S.9</b>	16	17	6	5	6	5	4	5	14	78
<b>S.10</b>	16	17	6	6	6	5	4	5	14	79
<b>S.11</b>	17	15	7	6	6	6	4	6	15	82
<b>S.12</b>	17	14	6	6	6	4	5	6	15	79
<b>S.13</b>	17	16	6	6	6	4	5	6	14	80
<b>S.14</b>	18	18	6	5	6	5	6	6	14	84
<b>S.15</b>	17	13	5	4	5	5	4	5	13	71
<b>S.16</b>	16	14	6	4	5	5	4	5	13	72
<b>S.17</b>	21	18	7	5	6	5	2	6	16	86
<b>S.18</b>	13	13	6	4	4	3	4	5	11	62
<b>S.19</b>	14	15	5	6	5	4	5	6	14	74
<b>S.20</b>	18	14	6	6	6	5	5	5	15	80
<b>S.21</b>	21	15	7	4	4	5	5	5	15	81

**APPENDIX F-1**

**WEEK 1: PARAGRAPH WRITING**

**PARAGRAPH WRITING**

**LESSON 1**

- ✓ What is a paragraph?
- ✓ Topic of a paragraph.
- ✓ The topic sentence.
- ✓ Support.
- ✓ Unity.
- ✓ Coherence.
- ✓ Samples.
- ✓ Exercises.

## LESSON 2 (extra reading lesson)

### READING FOCUS

#### AIMS OF THE LESSON:

◆ By the end of the lesson the students will be able to:

- Guess the topic from the pictures,
- Predict the content of the reading text
- Scan the text to check their guesses,
- Guess vocabulary from the context,
- Skim the text for reading comprehension,
- Talk about their own smoking habits.

#### ESTIMATED TIME OF THE LESSON

~60 minutes.

#### MATERIALS

- ☞ pictures of smokers  
(Appendix 2-a).
- ☞ reading texts and questions  
(Appendix 2-b)
- ☞ Board and Board-marker.
- ☞ Handouts: scanning and true-false exercises.  
(Appendix 2-c)

#### PROCEDURES

##### **Step 1: PRE-READING (10 minutes)**

☞ Pictures of smokers are put up on the wall and students are asked to guess the topic

(t<>ss).

☞ Students are asked several questions on 'smoking':

- ▶ Who are the smokers in this class?
- ▶ Have you tried giving up smoking?
- ▶ How many cigarettes do you smoke a day? Are you *hooked on* smoking?
- ▶ Who are the non-smokers?
- ▶ How do you feel when other people smoke near you in a closed place (indoors)?
- ▶ Are you a *second hand* smoker?

- ☞ The words in italics (*hooked on*, *bad-tempered*, *gesticulate* and *secondhand smoking*) are taught to students (t<>ss). They are asked to guess the meaning.
- ☞ The students are asked to talk about their own smoking habits in pairs (s<>s).

### **Step 2: WHILE-READING (30 minutes)**

- ☞ The reading texts are distributed to the students (Appendix 2-b). They are told to work in pairs (s<>s).
- ☞ The scanning questions are distributed. In pairs students scan the texts and do the exercise (s<>s).
- ☞ Answers are elicited (t<>ss).
- ☞ The skimming questions are distributed. Students work individually and do the exercise (s).
- ☞ Answers are elicited (t<>s).

### **Step 3: POST-READING (20 minutes)**

- ☞ The class is divided into two groups.
- ☞ One group is asked to talk about and take notes on “for smoking in public places” and the other group “against smoking in public places”. (s<>s).
- ☞ After the preparation of the lists one member from each group presents their list and writes items on the board (s<>s).
- ☞ The members of the other group are free to add items to the list (s<>s).

**APPENDIX 2-a**



## APPENDIX 2-b

### **Pierce Bowman (actor)**

In 26 years I probably haven't gone without a cigarette for more than 6 hours, except when I am asleep. I smoke the second I wake up, and would be uncertain how to approach the day without one. No, I have never tried to give up. In New York, anti-smokers are very aggressive; people gesticulate at you in the street. But in England, I have only been subjected to *exaggerated* waves of the hand in restaurants, or to whispered comments. I certainly hope that our six-year old daughter won't smoke.

### **Ambrose Huxley (editor)**

I refuse to employ non-smokers. They always gang up try to stop everyone else from smoking. Anti-smokers are so bossy. There is nothing to prove that *secondhand smoking* causes cancer. Actually, I gave up recently because I was wheezy and very short of breath, but it won't last. I tried to stop once before. I had electric shock treatment, which was extremely expensive, and I stopped for three months, but then I went back to it.

### **Ann Gore (journalist)**

I started when I was at university. Everyone else seemed to be doing it. I only realized I was *hooked* when I discovered I'd run out late and walked for miles through the pouring rain to find a shop that was still open. I tell people that I smoke about 30 cigarettes a day but it can be much more. When I am on a story, and existing on two ours sleep a day, I smoke non-stop although

I don't even enjoy it and am aware of the fact that it leads to lots of health problems.

### **Adrian Daniels (dancer)**

I retained an old fashion image of smoking. I see it as attractive and rebellious, and was a pre-10-year old smoker. A lot of dancers smoke. It is the hanging around and tension that you get. I am sure I would notice in my dancing if I stopped, but I have never tried. I think smoking can cause health problems. Most of my friends smoke and my partner does too. I suppose I might be more self-conscious about it if they didn't.

### **Lillian Carter (doctor)**

Most doctors don't smoke. There are only about 8 % of us who still do, but two years ago I replaced my cigarette habits with cigars. My wife forced me to give up. I was on around 15 a day. It all started when I was at university. There was a lot of hanging around and talking, and smoking was very much a part of that. Now I limit myself to two cigars a day. My views are changing. Now I believe that smoking is anti-social.

### **Kate Clements (model)**

I started to smoke at boarding school when I was 14, but gave it up pretty quickly. Two weeks after I'd quit, the head teacher found an empty packet in my drawer and I was suspended from school for two weeks. I thought, "If I am going to be suspended anyway, I might as well smoke." Now I get through 10-15 a day. At the end of each photographic shoot, I will light up. I have tried to give up but gained weight and became so *bad-tempered* that I started again. Even at 21, I am short of breath, have chest pains and feel lousy. I know that these problems are caused by smoking.



## APPENDIX 2-c

### SCANNING EXERCISE

**Instructions:** read through the texts in which six people talk about their smoking habits. Answer the following questions. Be careful, there may be more than one possible answer for each question. In the spaces provided, write the initials of the speaker.

1.     has never tried to stop smoking
2.     does not believe in the harmful effects of smoking.
3.     was punished after s/he stopped smoking
4.     admits having smoking-related health problems
5.     started smoking as a student
6.     had special treatments to stop him from smoking.
7.     stopped smoking for the sake of her/his child.

APPENDIX 2-c

**TRUE-FALSE EXERCISE**

**Instructions:** read the following statements and decide whether they are true or false. If it is a false statement, write the correct version in the space provided.

1. The editor admits that secondhand smoking is hazardous for health.

---

2. The actor says that anti-smokers in England are ruder towards the smokers than the ones in New York.

---

3. The dancer thinks that if his friends and partner did not stop smoking, he would not be self-conscious now.

---

4. The doctor used to think that smoking helped people become sociable.

---

5. The reason why the model wants to stop smoking is that it makes her put on weight and lose her temper quickly.

---

6. The journalist smokes continuously when she is busy writing a story.

---

# LESSON 3

## WRITING FOCUS

### AIMS OF THE LESSON:

- ◆ By the end of the lesson the students will be able to:
- ☑ Make a list of effects of smoking in public places,
- ☑ Use the verbs and the expressions that they have learned in the previous lessons,
- ☑ Justify their ideas,
- ☑ Give examples to support their ideas,
- ☑ Write a well-organized paragraph.

### ESTIMATED TIME OF THE LESSON

~60 minutes.

### MATERIALS

- ✍ Peer evaluation check-list  
(Appendix 3).
- ✍ Board.
- ✍ Board-marker.
- ✍ paper and pencils.

### PROCEDURES

#### **Step 1: PRE-WRITING (10 minutes)**

- ☞ The class is divided into two groups.
- ☞ The groups are told that one of the groups will be ‘for’ smoking in public areas and that other group will be ‘against’ it. Each group is asked to make a list (s<>s).
- ☞ In their groups students are told to use the ideas and phrases they have learned from the previous lessons.

- ☞ After the preparation of the lists one member from each group presents their list and another member writes the items on the board (s<>s).
- ☞ The members of the other group are free to add items to the list (s<>s).

### **Step 2: WHILE-WRITING (35 minutes)**

- ☞ The students are given the following situation:

“You are a famous journalist and you write for a Sunday newspaper published in English in Turkey. Your editor tells you to write a short paragraph on smoking in public areas; especially in bars, cafés and restaurants. He forgets to tell you whether you should write for or against smoking; so for this time you are free to express your own opinion and ideas on the issue”.

- ☞ The students are told to work individually (s).
- ☞ They are asked to use the information they have previously developed in groups (s).

### **Step 3: POST-WRITING (15 minutes)**

- ☞ Students are grouped into four, five students in each group (ss).
- ☞ Three of the essays are randomly chosen and distributed to the groups, each group having one essay.
- ☞ The groups are given the peer-evaluation checklist. In their groups students read the essay and fill in the checklist (ss).
- ☞ If there is any time left, each student goes over his own essay considering the items on the checklist (s).

APPENDIX 3

**PEER EVALUATION CHECKLIST**

**Read through your friends paragraph and complete this checklist.**

1. Does the writer clearly state the thesis statement ?

yes       no

2. Does the writer establish a need or purpose for writing this paragraph ?

yes       no

3. Is the thesis statement effective ?

yes       no

4. Does the paragraph discuss effect adequately ?

yes       no

5. Do the ideas stated in the paragraph flow smoothly ?

yes       no

6. Is there coherence in the paragraph ?

yes       no

7. Does the rest of the paragraph support the thesis ?

yes       no

8. Make a list of the recurring grammatical errors in the space provided below.

---

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**APPENDIX F-2**

**WEEK 2: DESCRIPTIVE ESSAY WRITING**

**DESCRIPTIVE ESSAY WRITING**

**LESSON 1**

- ✓ The thesis statement
- ✓ The introduction
- ✓ The developmental paragraphs
- ✓ The conclusion
- ✓ Outline
- ✓ The example essay

## **LESSON 2 (extra reading lesson)**

### **READING FOCUS**

#### **AIMS OF THE LESSON:**

- ◆ By the end of the lesson the students will be able to:
  - ✓ appreciate the importance of having friends around.
  - ✓ predict the content of a passage by looking at the titles
  - ✓ identify synonymous words through contextual clues
  - ✓ learn about five main functions of friendship

#### **ESTIMATED TIME OF THE LESSON**

~60 minutes.

#### **MATERIALS**

- The pre-reading prediction activity sheet (Appendix 2-a)
- The passage about “functions of friendship” (Appendix 2-b)
- The vocabulary handout (Appendix 2-c)
- White board and board marker

#### **PROCEDURES**

##### **Step 1: PRE-READING (10 minutes)**

- The teacher asks some guiding questions to make the students think about the issue of friendship individually.

“Do you think a human being can live alone with any people in his/her life? Why?

Why not?”

“Why do you think we need to make friends?”

“What differentiates a close friend from a stranger?”

- ”Today we are going to study a text named “friendship functions”. Before we start reading it, let me show you the main titles in the text.” Then he distributes the prediction activity handout (Appendix 2-a).
- He introduces the vocabulary items on the sheet. Then he asks them to look at the handout and try to match the statements with one of the friendship functions above.
- After the students finish the activity, he doesn’t immediately give the correct answers.

### **Step 2: WHILE-READING (20 minutes)**

- He asks them to read the whole text to check to see if they matched the examples and friendship values correctly.
- After the students read the text and compare their answers with the original text he asks them to underline the topic sentences in each paragraph.

### **Step 3: POST- READING (15 minutes)**

- The teacher distributes a vocabulary handout in which there are some phrases and what he wants the students to do is to find similar words in meaning in the text to fill in the blanks provided.
- The teacher asks the students to reflect upon their own experiences and ideas about the same issue and wants them to choose one of the five friendship values that they believe in and write about a personal example to illustrate that value.
- He asks for volunteers to share their paragraphs with the rest of the class.



## APPENDIX 2-a

### Pre-reading activity:

In this text, five values of friendship are described. The box on the right contains glosses that will help you understand the names for these five values.

- a) a utility value
- b) an affirmation value
- c) an ego-support value
- d) a stimulation value
- e) a security value

<b>Utility:</b>	usefulness
<b>Affirmation:</b>	statement of truth
<b>Ego:</b>	sense of one's importance
<b>Stimulation:</b>	the source of new and interesting ideas
<b>Security:</b>	a sense of being safe

**APPENDIX 2-c**

Look in the text for the expressions in the left hand column. Use the headings from the text to help you find the part of the text where they appear. Then find another expression in the text with a similar meaning. Write the missing word in the blank in the right hand column.

<b>Need satisfaction</b> 1- to fulfill needs 2- to select friends	To ..... our needs To .....friends
<b>Five friendship values</b> 3-to establish friendships 4-to assist us doing something	To..... friends with people To ..... us to do something
<b>Pleasure and pain functions</b> 5-to augment one's pleasure 6-to alleviate the pain 7-to be down	To..... pleasure To ..... pain To be .....

## LESSON 3

### WRITING FOCUS

#### AIMS OF THE LESSON:

- ➡ By the end of the lesson the students will be able to:
  - ✓ reinforce vocabulary and structures already mastered in the previous lessons
  - ✓ write a well-organized essay
  - ✓ use the previously learnt content in their personal writing
  - ✓ justify their ideas with clear evidence and support

#### ESTIMATED TIME OF THE LESSON

~60 minutes.

#### MATERIALS

- ✎ Poem  
(Appendix 3-a).
- ✎ Board.
- ✎ Board-marker.
- ✎ paper and pencils.

#### PROCEDURES

##### **Step 1: PRE-WRITING (10 min)**

- The teacher starts the lesson with a poem. He distributes the poem and asks the students to identify the dominant friendship value that was discussed in the reading lesson.
- He allows them to use dictionaries when necessary.

- After reading the poem, the teacher asks the students some questions related to the poem to make sure that they have grasped the main idea lying in the poem: “What may be the reason for the poet to write such a poem? Who can summarize the poem with just one sentence?”

**Step 2: WHILE WRITING (35 minutes)**

- He provides with some options to write about and tells the students to write an essay on one of the topics. Then students have 30 minutes to finish this task.

- write an essay describing the process of the development of a friendship you yourself experienced. How did it begin and develop? Does it survive? If so what do you care about most to maintain it? If not, why and how it ended? Any lessons you got from this friendship. Any advice?

- Write an essay about the role of friends in our lives. It can be specific to an experience you went through or you can use your imagination where you describe the ideal friendship in your minds.

- Imagine that someone from another country wants to live in Turkey and intends to make good friends here. She has requested you to give some information to make good and lasting friendships. You are asked to write a one-page essay to this person and give some and clues which will prove helpful for this person while making friends.

**Step 3: POST-WRITING (15 min)**

- After students finish writing, they exchange their papers with their partners and proofread each other’s work and give feedback for improvement following the criteria given by the teacher.

•After the students polish their essays, the teacher lets the volunteers to share their work with their friends. If not, he nominates some students at random to read their essays.

**Appendix 3-a** source: (<http://www.netpoets.com/poems/friends/0121010.htm>)

## Always

by Tara Simms

When you need a shoulder to cry on,  
Remember that I have a warm embrace,  
Ready to offer comfort.

When you think I'm being too tough,  
Remember that which does not kill you  
Makes you stronger.

When you need a friend to listen,  
Remember that I am here for you,  
Always.

When you doubt me,  
Remember that I once knelt at your feet,  
Washing them in service to you.

When you lose faith in yourself,  
Remember that I never did,  
Nor ever will.

**APPENDIX F-3**

**WEEK 3: DISCURSIVE ESSAY WRITING**

**DISCURSIVE ESSAY WRITING**

**LESSON 1**

- ✓ The thesis statement
- ✓ The introduction
- ✓ The developmental paragraphs
- ✓ The conclusion
- ✓ Outline
- ✓ The example essay

## **LESSON 2 (extra reading lesson)**

### **READING FOCUS**

#### **AIMS OF THE LESSON:**

- ◆ By the end of the lesson the students will be able to:
  - ✓ skim a text to find out what the text is about
  - ✓ predict the content before reading a text by using the titles and pictures
  - ✓ answer explicitly stated information by doing comprehension questions
  - ✓ justify their answers to the questions given about the text.
  - ✓ Deduce the meanings of unknown words in a text while reading the text

#### **ESTIMATED TIME OF THE LESSON**

~60 minutes.

#### **MATERIALS**

- board and board marker.
- Comprehension questions (Appendix 2-a).
- Vocabulary Exercise (Appendix 2-b).

#### **PROCEDURES**

##### **Step 1: PRE-READING (15 minutes)**

- The teacher asks some guiding questions to make the students think about the issue of *impacts of tourism* individually.
- The teacher asks students to name several significant impacts and asks one of the students to write them on the board.
- "Today we are going to study a text named "impacts of tourism". Before we start reading it, let me show you 2 of the main titles in the text" (culture & environment).

- The teacher calls attention to the unknown words and introduces the vocabulary items.
- The teacher asks students to define the items in their own words.
- The students share information with each other
- Some of the answers are written on the board.

**Step 2: While-reading (30 minutes)**

- He asks them to read the whole text to check to see if they matched their examples and impacts of tourism in the text correctly.
- After the students read the text and compare their answers with the original text he asks them to underline the topic sentences in each paragraph.
- Teacher distributes the comprehension questions (Appendix 2-A) and asks Ss to find the answers individually.
- Teacher asks students to check their answers with their friends first

**Step 3: POST- READING (15 minutes)**

- The teacher distributes a vocabulary handout (Appendix 2 B) in which there are some phrases. What he wants the students to do is to match the underlined words with the correct meaning.
- The teacher asks the students to reflect upon their own experiences and ideas about the same issue and wants them to choose one of the four impacts of tourism that and take down notes about a personal example to illustrate that value.
- He asks for volunteers to share their notes with the rest of the class.



## **APPENDIX 2-a**

### **COMREHENSION QUESTIONS**

**Dir: Read the text and answer the questions below**

1. In 1984 which regions of the work received the most tourists, and why do you think this is the case?
2. What are the two main reasons why people travel?
3. What reasons does the writer give for the future expansion of tourism?
4. Do you agree with the writer's opinion in paragraph 6 about how tourism affects? (please justify your answer)
5. What are the four main impacts of tourism according to the text?
6. What is the reason why the exact definition of what tourist changes?
7. What is the exact definition of tourist from the individual 2 point of view?
8. What is tourism?
9. What are the most important components of the tourism and travel industry?
10. Name three positive effects of tourism in your own words.

**APPENDIX 2-b**

**VOCABULARY EXERCISE**

**Dir: Read the given sentences and match the underlined words with their correct meanings given below. Note that there are more definitions than words.**

1. The town, which made a living out of fishing, turned into major resort after the discovery of archeological remains.
2. There was an apple orchard here. They cut down the trees to build a swimming pool.
3. The woodwork on the windows were damaged by the rain.
4. The main infrastructure problems we have are the lack of electricity, running water and a decent road.
5. There are no asphalt roads in that part of the country, so the best vehicle to use is a jeep.
6. In the past women used to weave their own fabrics, rugs and carpets themselves.
7. Her monthly income is more than \$5,000.

1.resort

2. orchard

3.woodwork

4. infrastructure

5. vehicle

6.weaving

7.income

a. parts that are made from wood

b. a small hotel

c. doing something together

d. a place that a lot of people go for holiday

e. the amount of money one earns or gets from other sources.

f. an area of land on which fruit trees are grown.

g. machines used to carry people from one place to another.

h. making something using threads & a loom.

## LESSON 3

### WRITING FOCUS

#### AIMS OF THE LESSON:

- ➡ By the end of the lesson the students will be able to:
- ✓ generate ideas at the brain storming stage
  - ✓ categorize ideas from brainstorming into an outline
  - ✓ write a well organized essay using the outline and cohesive devices
  - ✓ build up confidence in writing by breaking down the process into stages.

#### ESTIMATED TIME OF THE LESSON

~60 minutes.

#### MATERIALS

- ✎ Board.
- ✎ Board-marker.
- ✎ paper and pencils.
- ✎ Mind-map (Appendix 3-a).
- ✎ Outline (Appendix 3-b).

#### PROCEDURES

##### **Step 1: PRE-WRITING (10 minutes)**

- The teacher distributes a graphic organizer (Appendix 3 A). He asks students to note down their ideas.
- He tells the students that they may use the notes they have taken during the reading lesson.
- He allows them to use dictionaries when necessary.

- He asks the students to compare their graphic organizers with other students.
- The teacher elicits students answers and asks one of the students to write them on the board.

**Step 2: WHILE-WRITING (50 minutes)**

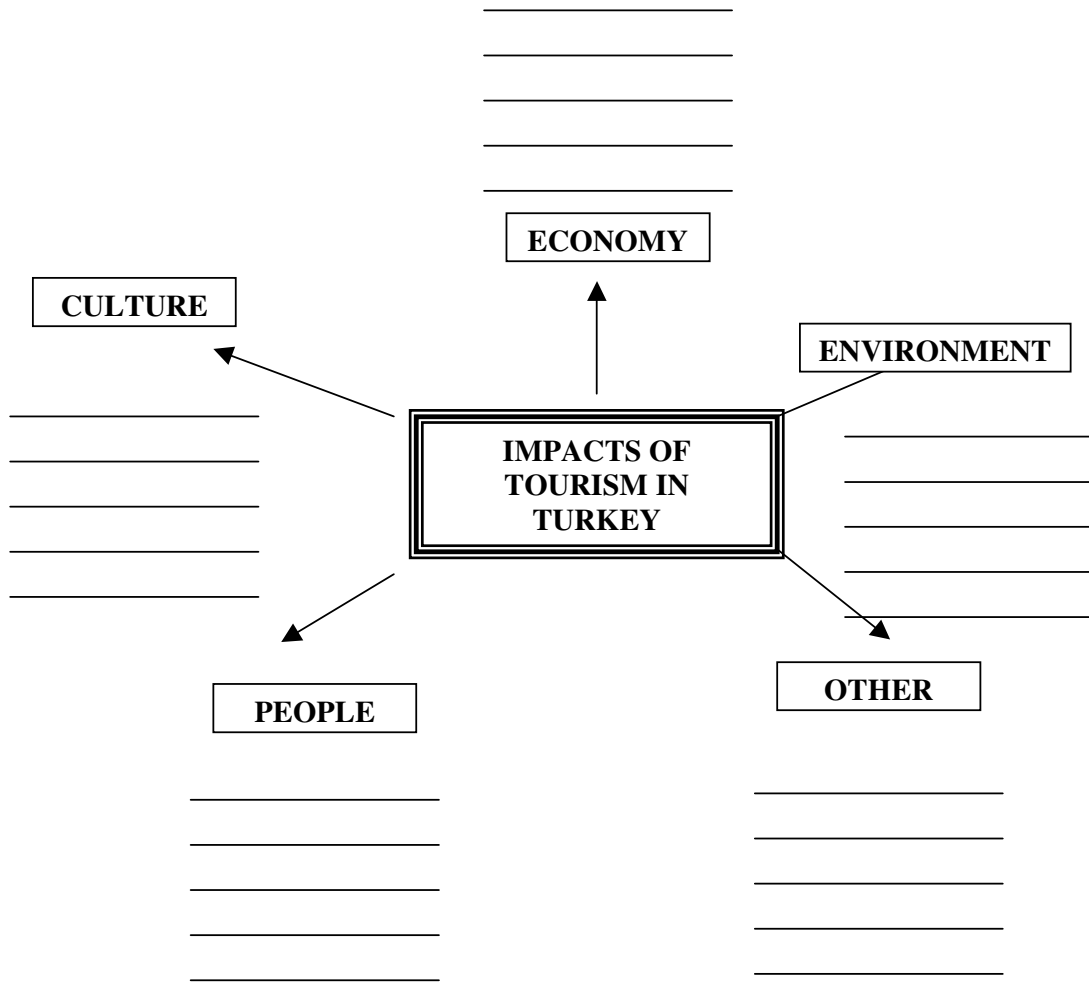
- ☞ The students are given the following situation:

“You are working as a attaché of tourism in the embassy of a foreign country. The ambassador asks you to write a discursive essay on the *positive impacts of tourism in Turkey*. He informs you that your piece of writing will be sent to the other embassies”.

- ☞ The students are told to work individually (s).
- ☞ They are asked to use the information they have previously developed in the other lessons. (s).
- ☞ The teacher distributes an outline to the students.

**APPENDIX 3-a**

**MINDMAP**



## **APPENDIX 3-b**

### **OUTLINE**

#### **Introduction:**

Thesis statement \_\_\_\_\_

#### **Body**

I Topic sentence \_\_\_\_\_

Supporting ideas •

Examples •

•

•

II Topic sentence \_\_\_\_\_

Supporting ideas •

Examples •

•

III Topic sentence \_\_\_\_\_

Supporting ideas •

Examples •

•

#### **Conclusion**

- Summary

- Concluding remarks

**APPENDIX F-1**

**WEEK 4: CV WRITING**

**CV (RESUME) WRITING**

**LESSON 1**

- CV Writing Rules

- Name:

Full name. If preferred form of address is different from first name, either underline or add in parentheses.

- Date of Birth:

Day, month, year

- Nationality:

Citizenship and any permanent residency.

- Education:

Degree, subject, institution, year. (No abbreviations. Tertiary and above).

- Other Training:

Any additional specialised training.

- Languages:

Working proficiency or better only. Indicate level of proficiency.

- Professional Memberships:

Professional society memberships (include any position, e.g. Treasurer, President).

- Countries of Work Experience:

List.

- Areas of Expertise:

List.

- Employment Record:

List chronologically, beginning with current position and working backwards

- Additional Relevant Experience:

Any relevant information (e.g. community work, part-time farming, conference presentations)



## **LESSON 2 (extra reading lesson)**

### **READING FOCUS**

#### **AIMS OF THE LESSON:**

- ◆ By the end of the lesson the students will be able to:
  - ☑ describe do's and don'ts of writing resumes
  - ☑ review sample resumes and critique them
  - ☑ note down what a resume should include
  - ☑ spot the mistakes in a resume.

#### **ESTIMATED TIME OF THE LESSON**

~60 minutes.

#### **MATERIALS**

- Board
- Board marker
- Sample resumes (Appendix 2-a)
- Paper and pencil
- Sample Resumes

#### **PROCEDURES**

##### **Step 1-PRE-READING (20 minutes)**

- The teacher introduces the topic of exploring careers.
- The teacher asks the students to identify 5 different careers that are of interest to them.
- One of the students writes the list of carriers on the board.
- Students form groups of 4 (5 groups) and select a carrier from the list.
- Students, in their groups, take notes on the nature of the work, working conditions, training, job outlook for the occupation that interests them, and why they think they would be well suited for this occupation.

- They note down what the resume should include. They are told that not all resumes are the same, but there are some common elements that they all should include.

**Step 2: WHILE-READING (30 minutes)**

- The teacher passes out sample resumes to the students (Appendix 2-A).
- The students are told that they own a big firm and that they are to evaluate the resumes.
- The students are asked to spot the mistakes in these resumes, in their groups.
- The teacher monitors the progress.

**Step 3: POST-READING (10 minutes)**

- All groups get the sample resumes.
- They read the resumes silently.
- The groups announce the mistakes they find while others follow from the copies.
- Common mistakes are written on the board.

## APPENDIX 2-a

### Resume #1

#### Derrick Crane

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214 Ford St. #53      Ann Arbor, MI 77843      313-555-0447      dcrane@stu.umich.edu

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#### Education

**B.S. in mechanical engineering, focus in automotive engineering,** University of Michigan, Ann Arbor, MI, May 1998.

#### Experience

**Co-op engineer,** General Motors Corp., Detroit, MI, Fall 1997.  
Worked on advanced test project that involved mechanical design, CAD/CAM composites technology, automobile structures, and coordination among project groups.

**Mini-Baja team participant,** University of Michigan, Fall 1996-Spring 1997.  
Worked on six-member team of students that designed and built a miniature stock car and competed in National Society of Automotive Engineers-sponsored competition.

**Summer intern,** Southwest Research Institute, Emissions Control Department, San Antonio TX, Summer 1996.  
Assisted in experimental and literature research, prepared figures and data for technical papers, and computed engineering calculations.

**Assistant mechanic,** Dewey's Garage, Lansing, MI, Summers 1993, 1994, 1995.  
Performed oil changes, tire rotations, radiator flushes and other tasks, and ran errands for family-owned automobile repair shop.

#### Related Coursework

Calculus, physics, thermodynamics, deformable solids, statics, materials science, basic circuits, fluids mechanics, controls, heat transfer, vibrations, statistics, design, turbomachinery, automotive engines, automotive structural design.

#### Computer Skills

CAD, AutoCAD, MathCAD, C++, Word, Excel.

#### Honors and Activities

Daniel M. Joseph Prize in Mechanical Engineering, 1997.

Tau Beta Pi engineering honor society, inducted 1997.

Society of Automotive Engineers, campus chapter, 1995-present.

Peer tutor in Calculus I and II.

Intramural basketball, 1994-1996.

## Resume #2

### MEG A. HERTZ

**Current Address**  
12 Gates Lane  
Boulder, CO 23849  
(614) 555-6145

**Permanent Address**  
34 Apple Court  
Glendale, CA 19058  
(714) 555-7145

**E-mail Address and URL**  
hertz@ucolo.edu  
<http://www.ucolo.edu/cao/hertz>

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**OBJECTIVE**            A position in software development.

**EDUCATION**            **B.S. in Computer Science, expected May 1998**  
University of Colorado, Boulder, CO  
Cumulative G.P.A. 3.66

**WORK EXPERIENCE**      **Freelance Computer Consultant, September 1997-present**  
Create World Wide Web home pages and customize computer systems for clients in the Boulder, CO, area.

**Intern, June-August 1997**  
Microsoft Corp., Redmond, WA  
Worked as software design engineer intern on SNA Server 3.0. Implemented name-space providers (Windows 95/NT DLLs written in C) for a variety of network protocols, including TCP/IP, Netware IPX, Lanman, Banyan VINES, and AppleTalk.

**Undergraduate Research Assistant, September 1996-May 1997**  
University of Colorado Laboratory for Computer Science  
Worked with Professor Daniel S. Patel in the parallel and distributed operating group. Ported UNIX applications to XOK, a prototype exokernel implementation for the Intel x86.

**Lab Attendant, September 1995-May 1996**  
Center for Academic Computing, University of Colorado  
Maintain computer hardware and assist users on Windows 95 and Macintosh operating systems and various software packages.

**Crew Leader, Summers 1993 and 1994**  
Mimi's Muffins, Glendale, CA  
Supervised crew and managed bakery's daily operations.

**COMPUTER SKILLS**            **Languages and Software**  
C, C++, Java, LaTeX, HTML, Word, WordPerfect.

**Operating Systems**  
UNIX (Linux, Ultrix, SunOS), Windows 95, Macintosh.

## Resume #3

### **SHELLY FISHER**

1105 Poseidon St.  
Northridge, CA 91330  
805/555-8051  
shellfish@watermark.com

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#### **OBJECTIVE**

A position in marine biology.

#### **EDUCATION**

**Bachelor of Science Degree in Marine Biology, 1998**  
California State University-Northridge, Northridge, CA

**Summer research work, Washington Institute of Marine Biology, 1996 and 1997**  
University of Washington, Seattle, WA

#### **RELATED EXPERIENCE**

##### **Marine Biology**

- Researched and collected data for a one-week study on Santa Cruz Island.
- Investigated existence and population of invertebrae in the Caprellae family in Morro Bay.
- Gained thorough knowledge of identification of marine species during summer studies at Washington Institute of Marine Biology. Projects included:
  - Preparing study skins of marine birds.
  - Reconstructing bone skeletons of marine fish and mammals.

##### **Organization/Coordination**

- Coordinated and wrote marine biology research projects.
- Designed a study of kelp files in a marine biology research project; located species and measured quantity.
- Photographed coverage through a microscope of an animal behavior study.
- Organized projects for an aviation company, working closely with engineers and customers; project involved blueprints, correspondence, and manual updates.

##### **Professional Profile**

- Highly organized and dedicated, with a positive attitude.
- Able to handle multiple assignments under high pressure and consistently meet tight deadlines.
- Have excellent written, oral, and interpersonal communication skills.
- Thrive on working in a challenging environment.

#### **EMPLOYMENT HISTORY**

**Cashier, Norita's Corner Store, Los Angeles, CA, 1995-present.**

**Assistant Manager, Katchur Development Inc., Seattle, WA, summers 1996 and 1997.**

**Documentation Clerk, Mackes Aircraft, El Segundo, CA, summer 1995.**

## Resume #4

### Raphael Chiaroscuro

98 Warhol Way  
Madison, NJ 07940  
973/555-2468  
rchiaro@cyberspace.com

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### Education

#### Drew University, Madison, New Jersey

B.A. degree in art, May 1998. Chair, campus art festival, Spring 1997.

### Internships

#### Gerard's Design Studio, Clinton, New Jersey

Fall 1997

- + Contributed to all aspects of a cutting-edge, multi-faceted design firm.
- + Developed mechanicals for U.S. Museum of Film Profiles magazine.
- + Transformed Speed Demon Bicycle Company's logo to evoke new-millennium look.
- + Assisted with layout for style guide to be used by comics firms for licensing.

#### New Jersey Magazine, Morristown, New Jersey

Summer 1996

- + Assisted in day-to-day operations of the art department and in each aspect of production schedule.
- + Contributed to redesign of magazine cover. Recommended changes in type faces, colors, and sizes.
- + Helped evaluate and provide solutions for layouts.

#### KY Berger Design, Hoboken, New Jersey

Summer 1994

- + Provided extensive clerical support for office, including billing, data entry, and filing.

### Work Experience

#### Sherwood's Forest Cafe, Easton, Pennsylvania (freelance)

Summer 1997

- + Graphic design: Designed log, letterhead, business cards, and brochure.
- + Advertising: Developed and implemented ad campaign, including media purchasing.
- + Interior design: Worked with architect to develop funky, eclectic bar and interior environment.

#### Claudia's Cabinets, Summit, New Jersey

September 1996-May 1997

- + Created window and furniture displays and developed visual marketing skills and strategies.
- + Trained and supervised new hires in stocking and inventory.

### Computer Skills

#### Macintosh programs

- + Macwrite, Quark Express, Photoshop, Aldus Freehand, Pagemaker, Type Styler, and Illustrator.

#### IBM programs

- + Microsoft Publisher and Window Works.

## LESSON 3

### WRITING FOCUS

#### AIMS OF THE LESSON:

- ◆ By the end of the lesson the students will be able to:
- ☑ Use the verbs and the expressions that they have learned in the previous lessons.
- ☑ Justify their ideas.
- ☑ Create their own resumes.

#### ESTIMATED TIME OF THE LESSON

~60 minutes.

#### MATERIALS

- ✎ Board.
- ✎ Board-marker.
- ✎ paper and pencils.
- ✎ Carrier box.
- ✎ Peer evaluation check-list (Appendix 3-a).

#### PROCEDURES

##### **Step 1: PRE-WRITING (15 minutes)**

- ☞ The class is divided into two groups.
- ☞ The groups are told that they should make a list of phrases or types of language that they would find in a resume. Each group is asked to make a list (s<>s).
- ☞ In their groups students are told to use the ideas they have learned from the previous lessons.
- ☞ After the preparation of the lists one member from each group presents their list and another member writes the items on the board (s<>s).

- ☞ The members of the other group are free to add items to the list (s<>s).

**Step 2: WHILE-WRITING (45 minutes)**

- ☞ The teachers asks the students to randomly pick a carrier from the box which he prepared before the lesson.
- ☞ The students are given the following situation:

"You are thinking of going abroad but you have to find a job there first. Using the papers you have picked, prepare a resume suitable for sending to the company expressing interest in the job"

- ☞ The students are told to work individually (s).
- ☞ They are asked to use the information they have previously developed in groups (s).

**Step 3: POST-WRITING (if there is time)**

- ☞ Students are grouped into four, five students in each group (ss).
- ☞ Three of the resumes are chosen and distributed to the groups, each group having one essay.
- ☞ The groups are given the peer-evaluation checklist (Appendix 3-A). In their groups students read the resume and fill in the checklist (ss).



**Appendix 3-a**

RESUME' CRITERIA	Excellent	Good	Poor
Student's Name _____ Carrier _____	<b>5</b>	<b>3</b>	<b>0</b>
Follows the correct outline format.			
Adequate information given on qualifications and job skills.			
Proper paragraph or bullet form.			
Key information easily identified.			
Correct use of word processing skills.			
Information presented is clear, easy to understand, and well organized			
Information is easy to read			
Organized in Sections			
Contact information			
Spelling			
<b>Total score</b>			

## APPENDIX F-5

### WEEK 5: FORMAL LETTER WRITING

## FORMAL LETTER WRITING

### LESSON 1

#### - Letter Writing Rules

- 1) Your Address
- 2) The Address of the person you are writing to
- 3) Write the date
- 4) Dear Sir or Madam
- 5) Yours Faithfully

#### - Abbreviations used in letters

#### - An outline for a covering letter

- 1) Opening Paragraph
- 2) Paragraph 2
- 3) Paragraph 3
- 4) Closing Paragraph

#### - An outline for a letter of enquiry

- 1) Opening Paragraph
- 2) Paragraph 2
- 3) Paragraph 3
- 4) Closing Paragraph

## **LESSON 2 (extra reading lesson)**

### **READING FOCUS**

#### **AIMS OF THE LESSON:**

- ◆ By the end of the lesson the students will be able to:
  - ☑ order a set of cards to create a formal letter
  - ☑ Guess vocabulary from the context
  - ☑ Find the deliberate mistakes in the formal letters
  - ☑ Fill out a questionnaire on formal letter writing

#### **ESTIMATED TIME OF THE LESSON**

~60 minutes.

#### **MATERIALS**

- A set of cards to order (Appendix 2-a)
- OHP
- Photocopies of letters (Appendix 2-b)
- True/False Exercise (Appendix 2-c)
- White board and board marker

#### **PROCEDURES**

##### **Step 1-PRE-READING (20 minutes)**

- The students are asked “how they applied for their current or ex professions”.
- The students are asked “what kind of information should be available in a job application letter”.
- The set of cards (pieces of a job application letter) are distributed to the students.
- The students are asked to order the cards in pairs.
- The teacher circulates during the activity to provide any assistance required.
- The correct version is displayed on the OHP.

- The words in italics (*commanding officer*, *accompany* and *vacancy*) are taught to students (t<>ss). Students are asked to guess the meaning.

**Step 2- WHILE-READING (25 minutes)**

- The students are distributed the two letters.
- They are asked to read them silently.
- In pairs they are asked to find the deliberate mistakes
- The correct answers are elicited on the OHP

**Step 3- POST-READING (15 minutes)**

- The true/false exercises are distributed.
- This time the students are told to work alone.
- A mystery prize is offered to the winner(s).

**APPENDIX 2-a**

27 Cavendish Road  
London NW6 2DT

The Personnel Officer  
Secure Guards Ltd  
320 The High Street  
London SE8 OER

20/6/00

Dear sir,

I am applying for the post of Security Guard advertised in "The Standard" yesterday and I am enclosing a copy of my CV as requested.

As you can see, I have worked for five years as the Prime Minister's personal bodyguard and before that I was in the army. My commanding officer and the Prime Minister can both supply you with references and their addresses can be found on my CV.

My experience in the army included working in Northern Ireland and the Falklands. I have also accompanied the Prime Minister on his overseas trips. I notice that the advertised vacancy involves working overseas and I am very keen on travelling, which is why I have chosen to apply for this post.

I hope you will give my application serious consideration and I look forward to hearing from you.

Yours faithfully,

Richard Strong

Richard Strong

## APPENDIX 2-b

### **HOW NOT TO WRITE A FORMAL LETTER!**

**There are grammar mistakes, spelling mistakes, punctuation mistakes, mistakes in the order of the paragraphs, and also mistakes in the lay-out. Work in pairs and see how many you can find!**

19 avenue road

Ealing W6 OER

Majestic Hotel

Bournemouth

Hampshire HR4 PMT

The nineteenth of January

dear Julia Rambert,

I am interesting in the job of Waitress advertised on "Metro" this morning and I am enclosing a copy of my CV.

I hope you will consider my application carefully and I look forward to hear from you.

I am working as waitress in my own country since five years before I came here and my former employer can provide you with a referee.

I imagine that you cater mainly for overseas tourists so I belief my language skills would be usefull. In addition to speak both portuguese and english, I also can understand spanish.

yours faithfully,

Maria Chagas

Maria Chagas

---

19 Avenue Road  
Ealing W6 OER

The Majestic Hotel  
Bournemouth  
Hampshire HR4 PMT

19/6/00

Dear Julia Rambert,

I am interested in the job of Waitress advertised in "Metro" this morning and I am enclosing a copy of my CV.

I worked as a waitress in my own country for five years before I came here and my former employer can provide you with a reference.

I imagine that you cater mainly for overseas tourists so I believe my language skills would be useful. In addition to speaking both Portuguese and English, I can also understand Spanish.

I hope you will consider my application carefully and I look forward to hearing from you.

Yours sincerely,

Maria Chagas

Maria Chagas

## **APPENDIX 2-c**

### **HOW MUCH DO YOU KNOW ABOUT WRITING FORMAL LETTERS?**

**Read the following statements, then decide if they are true or false:**

1. When the letter starts *Dear sir* we end it with *Yours sincerely*,
2. You can end a letter to someone you know with *Best wishes*,
3. The first paragraph of the letter should explain your reason for writing.
4. You should start a new paragraph for each sentence.
5. You should leave a space between each paragraph.
6. *Ms* is the title used for a married woman.
7. *Master* is the title used for a man.
8. If you are writing a formal letter, it is not a good idea to use contractions.  
(*I'm* is the contraction of *I am*; *can't* is the contraction of *cannot*)
9. When you are writing an application for a job, it is a good idea to say what a wonderful person you are. For example, *I am intelligent, honest and I work very hard*.
10. When you apply for a job, it is a good idea to use a recycled envelope.



## LESSON 3

### WRITING FOCUS

#### AIMS OF THE LESSON:

- ◆ By the end of the lesson the students will be able to:
- ☑ Make a list of information they need to apply for a job.
- ☑ Use the verbs and the expressions that they have learned in the previous lessons.
- ☑ Justify their ideas.
- ☑ Use the internet to locate a job opening.
- ☑ Write a well-organized formal letter.

#### ESTIMATED TIME OF THE LESSON

~60 minutes.

#### MATERIALS

- ✎ Computer(s) with internet access.
- ✎ Board.
- ✎ Board-marker.
- ✎ paper and pencils.

#### PROCEDURES

##### **Step 1: PRE-WRITING (10 minutes)**

- ☞ The class is divided into two groups.
- ☞ The groups are told that they should make a list of phrases or types of language that they would find in a formal letter. Each group is asked to make a list (s<>s).
- ☞ In their groups students are told to use the ideas they have learned from the previous lessons.

- ☞ After the preparation of the lists one member from each group presents their list and another member writes the items on the board (s<>s).
- ☞ The members of the other group are free to add items to the list (s<>s).

**Step 2: WHILE-WRITING (50 minutes)**

- ☞ The students are given the following situation:

“You are thinking of going abroad but you have to find a job there first. Using the internet, find a job opening in a field that interests you. Prepare a cover letter and resume suitable for sending to the company expressing interest in the job”.

- ☞ The students are told to work individually (s).
- ☞ They are asked to use the information they have previously developed in groups (s).