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THE SIGNIFICANCE AND CONTRIBUTION OF 6+1 TRAITS OF WRITING TO THE SUCCESS OF THE STUDENTS IN WRITING COURSES IN ENGLISH LANGUAGE TEACHING

M.A. THESIS

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Özlem Yazar'a ait "Yazmanın 6+1 özelliğinin İngilizce Öğretiminde Yazılı Anlatım Derslerindeki Öğrenci Başarısına Katkısı ve Önemi" adlı çalışma jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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ABSTRACT

Teaching writing skill has always been a matter of difficulty in English teaching environments. In order to come over this difficulty considerable effort has been devoted to the field by the help of different approaches and techniques. It is a fact that all the approaches and techniques have led to considerable improvements in the teaching of writing skill; however, there still occur problems stemming from lack of common terminology between the teachers and the students about the requirements of academic writing and to the point techniques to teach these.

It is a fact that especially adult learners feel more secure when they are presented with clear-cut explanations about what they are required to do. Furthermore, these clear-cut explanations not only help the learners grasp the core of the writing skill but they also ease the teacher's job while explaining the problematic areas of a student's written product. In 1980, the need for such an explanatory writing model gave way to the development of 6+1 Traits of Writing Model in the USA.

Referring directly to the teaching of writing skill, 6+1 Traits of Writing Model signifies the essentials of a written product and bases the teaching model on the teaching of these seven essential points, namely, ideas, organization, voice, word choice, sentence fluency, mechanics, and presentation. It is assumed that these are the universal qualities that make a piece of writing good.

This study aims at finding out whether there is a relationship between the success of the learners and the teaching of the 6+1 Traits of Writing in writing courses. In order to achieve this aim, a small-scale research has been conducted on 31 students studying at Başkent University, Preparatory Program. These students have been assigned into two different groups, as the Experiment and the Control Group, randomly and the ones in the Experiment Group have been instructed according to the 6+1 Traits of Writing Model. The results from both the groups have been gathered and analyzed by the use of some statistical measures. At the end of this process, the statistical results have been commented on. These results show that the students in the Experiment Group scored higher grades in 5 writing tasks out of 10. It has also been observed that in the remaining 5 tasks, the grades of the learners in the Experiment Group were equal to or slightly higher than those in the Control Group. Besides, the results gathered from the Experiment Group have been analyzed within themselves and the success rate of the learners in each trait have been found out and shown in graphs. In the following chapters of the study, the activities that can be used in the teaching of the traits and suggestions together with conclusion have been included.

To sum up, it is thought that 6+1 Traits of Writing Model can contribute to the success of the learners in writing courses to a great extent by providing the learners and the teachers with a common terminology to refer to the basics of the writing skill and some to the point techniques to teach the essential qualities of a piece of writing. Therefore, it may be a good idea to integrate these traits into the curriculum of writing courses in order to increase the success of the learners.

ÖZET

İngilizce öğretiminde, yazma becerisinin kazandırılması her zaman zorluklarla karşılaşılan bir alan olmuştur. Bu zorluğun üstesinden gelebilmek için değişik yaklaşım ve tekniklerin de yardımıyla bu alanda önemli oranda çaba harcanmıştır. Tüm bu yaklaşımların ve tekniklerin yazma becerisinin kazandırılması alanında bir çok gelişime neden olduğu bir gerçektir. Ancak, ortak terminoloji eksikliği ve bu terminolojiyi öğretmeye yönelik tekniklerin yokluğu bu alanda hala problemlerle karşılaşılmasına neden olmaktadır.

Özellikle yetişkin öğrencilerin, yapmaları gerekenlerle ilgili açık ve net bir şekilde bilgilendirildiklerinde kendilerini daha güvende hissettikleri bir gerçektir. Ayrıca bu tür açıklamalar sadece öğrencilerin yazma becerisini anlamalarını sağlamakla kalmaz, aynı zamanda öğrencilerin yazdığı metinlerdeki problemli alanları açıklarken de öğretmenin işini kolaylaştırır. 1980'de, bu tür açıklayıcı bir yazma öğretimi modeline duyulan ihtiyaç Amerika'da Yazmanın 6+1 Özelliği adlı modelin ortaya çıkmasını sağlamıştır.

Yazmanın 6+1 Özelliği doğrudan bir yazma becerisi eğitimi modeli olarak bir yazılı metinde bulunması gereken temel özellikleri belirler ve öğretim modelinin bu yedi temel noktaya dayandırılmasını öngörür. Bu özellikler: fikir(içerik), organizasyon, tarz, kelime seçimi, cümle akıcılığı, gramer ve sunum dur. Bu özelliklerin yazılı bir metnin iyi olabilmesi için gerekli olan evrensel özellikler olduğu düşünülmektedir.

Bu çalışmanın amacı, öğrenci başarısı ile yazmanın 6+1 Özelliğinin öğretimi arasında bir ilişki olup olmadığını ortaya çıkarmaktır. Bu amaca ulaşmak için Başkent Üniversitesi Hazırlık Okulunda öğrenim görmekte olan 31 öğrenci üzerinde küçük ölçekli bir araştırma yapılmıştır. Bu öğrenciler Deney Grubu ve Kontrol Grubu olmak üzere ikiye ayrılmış ve Deney Grubundakilerin yazma öğretimi dersleri Yazmanın 6+1 Özelliği Modeline uygun olarak işlenmiştir. Her iki gruptan alınan veriler istatistiki yöntemlerle analiz edilmiştir. Bu sürecin sonunda, analiz edilen verilere dayanılarak yorumlar yapılmıştır. Bu sonuçlar Deney Grubundaki öğrencilerin 10 testin 5 tanesinde anlamlı olarak daha yüksek sonuçlar aldığını göstermektedir. Geri kalan 5 testte de Deney grubu öğrencilerinin Kontrol Grubuna yakın yada az bir farkla daha yüksek sonuçlar elde ettiği gözlenmiştir. Bunların yanısıra, Deney Grubundan elde edilen veriler kendi içinde analiz edilmiş ve öğrencilerin her özellikle ilgili başarı oranları belirlenmiş ve grafiklerle gösterilmiştir. Sonraki bölümlerde bu özelliklerin öğretimine yönelik aktiviteler ve önerilerle birlikte sonuçlar açıklanmıştır.

Özet olarak, Yazmanın 6+1 Özelliği Modelinin yazma derslerindeki öğrenci başarısına büyük ölçüde katkı sağladığı düşünülmektedir. Bu model, öğrencilere ve öğretmenlere yazma becerisinin temel noktalarını belirten ortak bir terminoloji sağlamakla kalmaz aynı zamanda yazılı bir metinde bulunması gereken temel özellikleri de hedefe yönelik aktivitelerle öğretmeyi mümkün kılar. Bu nedenle bu özellikleri yazma dersi müfredatlarına entegre etmenin öğrenci başarısına katkıda bulunacağı düşünülmektedir.

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CHAPTER 1

1.0. Introduction

This section deals with the problem, aim and scope of the study, and the method. In the last part, some assumptions are presented.

1.1 Problem

Writing in a foreign language has always been a matter of difficulty for students. Although the current models that have been used so far have resulted in significant improvements, it is a fact that students still have problems on specific points, such as, organization, sentence fluency and voice. In the writing sessions, it has been observed that students feel inadequate about the required conventions of writing and; therefore, produce inappropriate writings. That is why it is thought that a new perspective and to the point techniques are needed.

In the early 1980s Northwest Regional Educational Laboratory (NWREL) put forward the 6+1 Trait Writing Model as a combination of all the required qualities in a well-prepared piece of writing. As a matter of fact, none of these traits was completely new or revolutionary in the area of writing yet this was the first time that these to the point traits were uttered as a part of the teaching and the assessment of writing skill. Being applied in several countries to students from different levels, 6+1 Traits of Writing Model proved to be helpful in overcoming the conceptual problems of the learners about writing lessons.

Not only the students but also the teachers feel the need to have clear-cut explanations through which they can present the writing lessons. During the regular peer-observations that take place four times in a year, it has been observed that a kind of common language is needed among the teachers and learners to refer to the basics of academic writing. Therefore, it is highly probable that lack of common terms and vague explanations could be the reason behind failure in writing lessons.

1.2. Aim and Scope

The aim of this study is to determine the effects of 6+1 Traits of Writing Model in writing lessons by conducting a small-scale research. By the help of this research, the impacts of the writing model will be presented and analyzed in detail.

This study also aims at revealing the relation between the success rate of the students who are instructed according to the Trait Writing model and the students who are instructed in the traditional way. To manifest this relation, the results gathered from the two different groups of students (experiment group and control group) will be analyzed by the use of statistical measures.

This study has been conducted at Başkent University and focused on 31 students who study English at the Preparatory School of Başkent University. The subjects have been selected randomly.

1.3. Method

To begin with, library and Internet research has been conducted to analyze the 6+1 Traits of Writing model and its role in language education. The fundamental reason of the study has been stated in the first chapter. The second chapter has been devoted to review of literature to provide background information about current writing approaches and techniques. The role of Trait-Writing model in writing lessons has been introduced in the third chapter. Also, the role of the teacher and the rationale for Trait-Writing have been presented in this chapter.

As the next step, the writing lessons of the experiment group have been conducted according to the Trait Writing model whereas the same lessons of the control group have been conducted in the traditional way. The results gathered from the evaluation of the written products of both the groups have been shown in charts and graphs. Lastly, suggested activities for the teaching of Trait -Writing and suggestions together with conclusion have been included in Chapter 5 and 6.

1.4. Assumptions

In this study, it is assumed that

1. the students at Başkent University Preparatory School represent students in terms of English Proficiency level.

2. the class size, the equipment used and the level of the students in experiment and control groups are equal.

3. lack of common terms and vague explanations about the conventions of academic writing are the reasons causing failure in writing lessons.

4. by the help of the research, the students in the experiment group will achieve a higher rate of success in writing lessons due to being taught the Trait-Writing model.

5. providing common terms and applying to the point activities related to Trait-Writing model will contribute to the success rate of the students in writing lessons.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter deals with the theoretical framework of the study and the different approaches to teaching writing.

The importance of writing is dealt with in section 2.1. The following section, 2.2, is devoted to popular approaches of teaching writing and lastly the 6+1 Traits of Writing model is explained in detail in section 2.3.

2.1 The Importance of Writing

Being an essential element of discourse, writing is an inseparable part of academic life. Putting the daily necessities, which can be accomplished in the native tongue, aside, the requirements of academic life force learners to achieve at least an acceptable level of writing proficiency in the target language through which they can communicate their ideas by means of written products. At this very point, the teaching of writing in an English classroom gains utmost importance. Being a foreign language for the learners, English language is equal to feeling uneasy in most classroom settings. It is a fact that almost all learners tend to find the most concrete areas of a foreign language easy to learn. For example, grammar, which can be formulated and "seen", seems to be easier than learning to write. The mood of a student writer is best illustrated by Rosen (1981:5) who states

> "The writer is a lonely figure cut off from the stimulus and corrective of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too of the tone of his voice and the aid of clues the environment provides. He is condemned to monologue; there is no one to help out, to fill the silences, put words in his mouth, or make encouraging noises".

Besides the mood of the learner, there are also other factors which are thought to have direct impacts on the quality of a writing produced by the student. It has now and then been thought that the first language of the learners interferes with their target language knowledge resulting in interlanguage errors(Stern, 1983: 174). In fact, the idea constitutes the rationale for the Direct Method and the Audio-Lingual Method, which experienced their golden era from late 1940s to early 1960s (Celce-Murcia and McIntosh, 1979). Although these methods lost their popularity by the development of more Humanistic Approaches in language teaching, the effect of the first language remained as a challenging area in language teaching. Even though there have been ideas claiming that L2 learning is totally independent from L1 knowledge, the recent researches show that this is not the case. In the area of writing, the effect of L1 seems to be a significant element. According to Stapleton(2002), the quality of L2 writing shows parallelism with the quality of L1 writing. In a study of 46 Japanese university students learning English, the results point out that "subjects who wrote well in Japanese tended to write well in English, whereas those who wrote poorly in their native language also fared poorly in English"(2002: 250). Therefore, it can be stated that the effect of L1 knowledge and ability should never be underestimated while teaching a foreign language.

In the light of this data, it will not be inappropriate to state that L1 knowledge has more effect on L2 writing than thought. Another interesting result of the study is that three key elements indicating the required features of a good written product are stated. These are: "L2 proficiency, L1 writing ability, and metaknowledge about writing" which are thought to be directly related to success in writing lessons (Stapleton, 2002: 253).

Since the L2 proficiency is a matter dealt with a whole teaching process including four skills as well as other language areas like grammar, and L1 writing ability is out of question in this study, it may be a good idea to start with the kind of metaknowledge transferred to the learner in an ordinary writing curriculum. In this part of the study, the different types of paragraph and essay writing will be examined.

2.1.1 Types of Written Discourse

There are three fundamental questions that writers face before being able to produce a well-formed writing: Why to write?, Who to write to? and lastly how to write?

One of the main concerns about getting started to write is to find the very reason for writing. In other words, it is crucial to find the answer for the question "why". In fact, Chapman and Waller(1994) assert that the answer is quite simple. They state that most people write for the same reason: "to satisfy a human need to communicate"(p.12). Despite stating a crucial fact, such an answer may be inadequate in giving a satisfactory explanation for that question. The point to be borne in mind is that everyone will have to write something in this or that way in a period in their lives whether it be a memo or a formal letter of application for a job. Therefore, understanding as well as being able to use the conventions of a sound piece of writing is a must for those who want to keep up with the latest improvements of the new millennium. Being that much important, writing lessons start at primary school and the techniques of good writing are tried to be covered during the academic life.

Obviously, the properties of a good written product do not change from one language to another. That is, whatever the language used is, a sound writing shows the features of a universally acceptable criteria. Therefore, it can be said that the learnt rules of writing are transferable from the native language to the foreign language being learnt or vice versa. Since the subject of this study covers the writing lessons conducted as a part of foreign language education, the performance abilities of the students in their native language will not be considered as a referent. Nevertheless, there is no harm in hoping that the knowledge gained by the learners during their previous education will also help them become better writers in their native language as well.

Accepting the fact that every student will have to write in their academic lives may make it easier for the students to delete their blocks built by insisting on the difficulty and uselessness of writing. Axelrod and Cooper(1991:3) indicate that

being able to write well contributes to success in college and on the job. In sum, it's an obvious fact that as a fundamental means of communication, writing will be necessary for everyone throughout his or her life. Thus, it may be a good idea to stop blocking oneself by thinking how hard it is to write and listing reasons why *not* to write. Instead, seeing the realities and acting accordingly will be of great help.

In addition to spotting why one is writing, it is of great importance to determine to whom one is writing. In the broadest sense, written products can be dealt with under two general headings: 1. Personal writings(for the eyes of only oneself), 2. Public writings(written products to be read by others). Needless to say, almost all people use personal writing as a means of relaxation and record of events, such as, diaries, memos to oneself, notes, etc. the reason for such writings is quite simple. People write because they want to. The point is that despite being of great value, such writings are out of concern for this study. That is, the subject matter of this study is the written products that are produced in order to make people do something or think of something as a result of what has been written. In order to accomplish such a realistic task in classroom settings, it is a must to give the writer a sound reason. Becoming popular with the rise of communicative approach, determining an audience for every possible piece of writing has attracted a considerable amount of attention because it not only gives a reason for writing but also shapes the written product.

Putting the points why to write and who to write to aside, this study emphasizes how to write while referring to why to write and who to write to at every point.

While teaching general English, different institutions favor different writing curriculum. Some approaches to writing suggest starting with the minimal point, such as, sentence combining, writing a topic sentence and so on while others tend to start with writing a whole paragraph and then dealing with the other points within this paragraph. No matter which way the teacher or the institutions choose to apply, the basic paragraph and essay types should be presented to the learners for further use in their academic lives.

In the twenty first century, a university graduate is expected to have the mastery of different writing types to be able to present his/her knowledge on a topic appropriately. It is known that writing purposes, therefore writing types, vary a great deal in academic writing. Students should be equipped with the theoretical information about these and should have the chance to use this information in the classroom to get feedback from their peers and the teacher. Only then can they become skilled writers and tackle with the problems in their academic lives. These different types of writing that a university graduate will need are listed by Axelrod and Cooper(1991: 14) as: describing, classifying, comparing and contrasting, explaining the causes and effects and taking a position(arguing). The requirements of the era necessitate the mastery of these writing types that are dealt with briefly in this section of the study.

Descriptive paragraphs are generally the easiest ones to produce for they do not require much knowledge on linkers. The aim of such paragraphs is to describe an object, event, person, idea or dream in such a way that the reader can "see" what the writer wants to describe. According to Axelrod and Cooper (1991) the key elements in such paragraphs are: "the order of description (from physical appearance to abstract ideas), the point of view (a person who witnessed the event or was a participant) and style(an objective description or an emotional one)"(p. 86).

The paragraphs or essays which are aimed at classifying a topic generally include reasoning through a problem which necessitates getting information that will make the reader understand the situation easily. Chapman and Waller (1994) state that the data is better understood when it is logically arranged. Thus, it can be said that classification is the process of putting information into logical categories. In the current curriculum applied to the subjects of this study, a typical example of classifying paragraphs is presented in the form of stating the advantages and disadvantages of a given subject like "living in a city" or "traveling by plane". The aim of such paragraphs is explained by Axelrod and Cooper(1991) as "evaluating the writers' organizational skills in presenting the topic and their tendency in classifying the given notion". Most generally, the writer is required to list some points in an orderly manner and support his ideas by giving examples or explaining

the reasons for the classification. Writing a classifying paragraph requires the metaknowledge about listing some features and then classifying them logically under appropriate subheadings, such as, positive and negative aspects.

Comparison and contrast paragraphs generally deal with two or more notions. In this case, the writer is required to work on two different cases and find similarities and/or differences between them. The topics for such paragraphs or essays can either be chosen from similar concepts like traveling by plane and traveling by car or from totally different ones, such as, growing up a child and a plant. The rationale is that the writer is required to work out the different and the similar points on the given topic(Rosenthal and Mckay, 1980). Once more, the ideas should be supported with examples, explanations and descriptions. The point is that while working on the given product, the writer should also select the appropriate linkers from his/her metaknowledge about comparing and contrasting.

Cause and effect paragraphs are generally studied through two different forms: focus on cause, focus on effect. This means that "the supporting sentences become a list of either effects(what a certain situation has led to) or causes (reasons or explanations why something happened)" (Chapman and Waller,1994: 126). The aim is achieved by listing the causes and/or effects of a given topic. Selecting the appropriate linkers, presenting the ideas in a logical order and concluding the written product in a supportive manner are the key points.

Unlike explanatory paragraphs or essays, persuading essays require a higher proficiency level as well as greater analytical thought. Moreover, writing an argumentative essay requires mastery in writing all kinds of explanatory essays. The reason is that to be able to write for and against views and organize them well, a writer should be good at producing the other types of paragraphs and integrating them in such a way that they will help to build a well organized argumentative essay (Chapman and Waller, 1994: 130). As usual, the appropriate linkers and an acceptable style are the requirements of a well-built essay

In sum, it is apparent that students need to use different types of writing to communicate what they mean in their academic lives. In this sense, writing can even

be considered as a means of achieving individual and social goals. As Chapman and Waller(1994) state "when we make the students write we want them to see the potential of writing for organizing experience, clarifying thinking, discovering new ideas, communicating information, arguing a debatable issue and investigating a problem"(p.53). Therefore, it is important to equip the learners with the required metaknowledge on different types of writing.

2.2. Approaches to Teaching Writing

The improvements in the area of language teaching have always given way to the improvements in teaching writing so that both can develop hand in hand. Needless to say, every approach to language teaching brings its philosophy about learner, teacher and the materials to be used. For example the Behaviorist Approach gave way to the Stimuli-Response type of teaching which displayed itself in he Audio-Lingual method in 1950s and early 1960s whereas one of the latest approaches, the Humanistic Approach, attached importance to the human needs and emotions by leading to the Communicative Language Teaching in 1970-80s(Celce-Murcia and McIntosh, 1979). Improving in the same direction, the ongoing trends in language teaching have become much more related to human psychology and the individuality of the person, like The MI Theory in the late 1980s and NLP in late 1990s and 2000. The significant point is that no matter which approach or method is used, the very aim of all is to transfer the information in a better way. Therefore, having a look at the traditional and popular approaches in teaching writing will be of great use in understanding the strengths and weaknesses of all. There exist several approaches to writing proposed by scholars in different sources. However, in this study, the classification of Raimes(1984) has been accepted as the basis for the traditional approaches together with the latest trends in language teaching, such as, the MI Theory.

2.2.1. The Controlled-to- Free approach

With the development of the Audio-Lingual Method in around 1950s, language-teaching environments experienced a period in which the mastery of

grammatical and syntactic features dominated the other skills. Raimes(1984: 6) states that in this approach, accuracy is more important than fluency so "the students are presented with such activities that they can write a lengthy passage with few mistakes". The key point is that these activities are so controlled that the job of the learner is limited to, for example, changing the tenses or rewriting a passage by changing the pronouns. Badger (2002) classifies such approaches as "Product/Text based Approaches". He states that in writing lessons, conducted with such an approach, planning gets a minor role and creativity is not allowed until the learner achieves a high level in the target language(Badger, 2002). Therefore, it can be stated that such an approach attaches the utmost importance to the latest product in a writing lesson.

There is a strict sequence in the presentation of the lesson. First of all the learners are presented with a sample text on which they make analysis and become familiar with the kind of text they will produce. This activity is followed by a controlled writing activity in which the students make mechanical changes on a given text. In the early levels, this is thought to be enough.(Raimes, 1984) As the learner progresses, the controlled writing activity is followed by "guided writing". The students are given some patterns including the type of the sentences they will produce as well as the linking words they are required to use. Students take the sample text as a guide and try to produce a similar one. The last step covers "Free Writing", in which students are allowed to express their own ideas and try to produce some free compositions(Raimes, 1984: 7). Needless to say, this step is achieved by high-level students.

2.2.2 Free Writing Approach

As stated in the previous section of this study, there are different attitudes to writing among scholars. While some put the quality of writing to the first place by attaching importance to the appropriate use of syntax, grammar and organization, some others claim that the quantity of writing should be the starting point for the development of the writing skill. The Free Writing Approach to teaching writing

stems from the ideas of the latter. Raimes (1984) states that around intermediate level, the concern for fluency rather than accuracy is favored in this approach. Therefore, the content and the reasonably good transfer of ideas are thought to be more important than the accuracy of the written text.

In Free Writing Approach, the learners are required to write as much as they can on a given topic. Raimes(1984) states that the teacher according to the common interests of the learners generally determines the topics. Then, the learners start writing on the topic for a limited time. As stated before, the focus is on the product; how much one can write in a specific time on a specific topic. Generally, these written texts are not corrected. The only reason for reading them is to comment on the ideas or the content. It is thought that this approach makes the learners feel confident and become fluent in writing.

Becoming a fluent writer is a positive outcome of this approach yet only fluency is not enough to be a good writer. It is a known fact that in academic writing, the quantity of a written text constitutes only one part of a whole. The quality of the content, together with grammar, syntax, organization and appropriate style, seems to be as important as the length of it. Unless it is organized well, a lengthy passage presents nothing more than conflict. In sum, it is obvious that despite having some positive effects on the writing speed of the learners, the Free Writing Approach falls short in accomplishing the needs of an academic writer.

2.2.3 The Paragraph-Pattern Approach

Unlike the two approaches mentioned previously, the Paragraph-Pattern Approach puts the emphasis on organization rather than mechanics or fluency. In fact, this approach can be classified as one of the "Genre Approaches" which are explained by Badger(2002) as "types of writing concerned with the knowledge of language in context and the development of writing as a response input in form of texts". In his article, Badger(2002) states that this kind of approaches favor "the presentation of a sample text followed by the analysis of the text by manipulating language elements and finalized by the production of the target text". Raimes (1984)

puts forward the reason for this process as making the learners familiar with the target language organization(p.8). It is asserted that every culture has its own way of organizing the thoughts and thus the written form of them. Therefore, it's important to familiarize the learners with the "English" qualities of a written text.

The rationale of this approach is that the L1 knowledge of the learners do not help them in the L2 writing process. Since every language has its own way of organizing and transferring the ideas, it is of great importance to display good examples of the target language discourse in order to enable the learners to internalize the new patterns of the new language. Actually, it is true that there is a notion as "metaknowledge" about all languages. Yet the recent studies show that the significant elements in a good piece of writing are the same for all languages. This is best illustrated by a research done on Japanese students shows that there is a positive correlation between L1 writing ability and L2 writing ability(Stapleton, 2002: 250). Moreover, the studies conducted by the Northwest Regional Educational Laboratory have revealed that there is a set of features that are universally accepted as the key elements of a good piece of writing(www.nwrel.org). In conclusion, despite leading to the improvement of an important element of writing, that is organization, this approach seems to be far away from being satisfactory.

2.2.4 The Grammar- Syntax- Organization Approach

After going through the period of one-element at a time, the scholars found it necessary to suggest a new approach combining two or more elements, which led to the development of the Grammar-Syntax-Organization Approach. According to this approach, learners are able to cope with more than one element simultaneously. Therefore, as Raimes(1984) states "they devise writing tasks that lead students to pay attention to organization while they also work on the necessary grammar and syntax"(p. 8). The accomplishment of the task is achieved by reviewing the key points, such as linking words, organizational patterns, etc. or the preteaching of these.

It is obvious that integrating the required elements of a good piece of writing is a fruitful idea. However, this approach still lacks some crucial elements other than grammar, syntax and organization. That a written text is still not good enough even if it is grammatically accurate, syntactically well-formed and well organized is a fact. Some significant elements, such as, sentence fluency, voice, word choice and presentation are also crucial for a piece of academic writing to be acceptable. In short, despite contributing a lot to teaching writing, the Grammar-Syntax-Organization Approach still seems to be inadequate in developing the required skills.

2.2.5 The Communicative Approach

Like in the teaching of the other skills, the Communicative Approach favors "real-life like" teaching of the writing skill. In other words, the teaching of writing is achieved by giving an acceptable reason to the learners and specifying an audience, like in real life. While considered from this perspective, the Communicative approach can be classified as a "Process-Genre Approach" in which "the learners are given a situation that gives rise to a particular genre of writing". The learners produce some writing according to their own needs supported by the teacher, their peers and sample texts (Badger, 2000). Since the classroom teaching is aimed to be presented like a part of the real life, the readers not only read and evaluate the ideas but also react to them by doing something or writing a reply.

It is a fact that the Communicative Approach has led to a revolutionary shift from formal classroom teaching to student-centered, real life-like teaching. However, it still has some weak points, such as, not supporting the learners with adequate metaknowledge about specific kinds of writing and underestimating the value of mechanics and style. Besides, this approach falls short in determining the limits and equipping the learners with complete, clear-cut explanations about the key elements of a good piece of writing.

2.2.6 The Process Approach

Recently, there has been a shift from the approaches dealing with the "product" handed in at the end of a writing lesson to the actual "process" of writing.

In fact, language teaching professionals have accepted this approach with great enthusiasm since the focus of the previous approaches was on the last, written form of the product on which some corrections (mainly grammatical)were made. In his article Lindsay(2001: 34) states that the approach favors the use of "drafting, revising and getting feedback at different stages in the process of writing an essay". After going through this process, the learner is required to present a good written product. Furthermore, the process is thought to be an effective way of transferring knowledge through getting the comments of the others in the process.

The most important difference between the Process Approach and its ancestors is that the students are not required to tackle with a topic in a restricted time by themselves. Instead, they are encouraged to take it easy with the time and use it as a tool to learn as much as they can. It is an obvious fact that the approaches before the Process Approach had been criticized about being strict on mechanical aspects and limiting the time. The tendency was to present a topic to the learners (whether it be a communicative one or a controlled piece of writing) and require them to sit and write whatever they think is related to the topic. It was the latest product that attracted the attention. With the development of the Process Approach, the rehearsing or the pre-writing activities gained importance. Since it is the process that makes a difference, the time devoted to the writing tasks is allocated to different processes during the writing lessons. The students start with pre-writing activities during which they brainstorm about the given topic, have some discussion and share ideas, read related materials, etc. in order to gather the information they will put on the paper on this specific topic. After the pre-writing process, the learners choose the ideas they want to mention in their writing and prepare a draft. This draft is not evaluated nor is it corrected. The aim is to comment on the content(ideas) in the draft. After getting the comments, students revise their drafts and get the ideas of the peers and/or the teacher. The last step constitutes the editing and presentation part, which means that the product is ready after a process of exploration and information transfer. As stated before, this product is thought to be a good one after experiencing all these stages (Raimes, 1984: 10; Badger 2000: 155). In sum, it can be said that the

Process Approach is an adapted kind of "learning by doing" type of approaches highlighting the significance of the feedback and the process itself.

Besides having so many good points, the Process Approach has its own drawbacks as well. The first criticism is about the time it requires. Being referred to as a "time-consuming" approach by Lindsay(2001), the Process Approach requires much more time than an ordinary curriculum can devote. Generally, there is a fixed pacing about what to be taught and when to be taught in most of the schools. While trying to keep up with the loaded pacing, teachers generally tend to apply traditional teaching methods by conducting a short session of prewriting which is followed by the immediate writing process on a, hopefully, communicative topic. The product is again evaluated through error correction. Therefore, the core of the Process approach is overwhelmed by the heavy burden on the shoulders of the teachers.

The second criticism is about the "feedback" element of the process writing. As the students revise their drafts in the light of the feedback they get, it is a must for the provider of the feedback to be efficient. In small classes, where the teacher is able to comment on the papers of all the learners together with the peers, there seems to be no problem. However, in large classes where the preferred method is to make only the peers provide the feedback, the comments made may be insufficient. For sure, peer-editing and the feedback provided is of great value. Yet, the teacher can never be sure whether the learner is on the right track or not until s/he sees the latest product, which is against the rationale of the approach. It should always be borne in mind that there is always a possibility that the feedback may also lead the learner to a totally wrong direction. On the other hand, if not educated especially on it, it is always difficult for the students to provide feedback. When a student reads a paragraph or an essay written by one of his peers, s/he tends to either ignore the weaknesses or overemphasize them by trying to correct the errors. Therefore, in such an approach, it is of great importance to acknowledge the learners on how to provide appropriate feedback, which is a matter of time, unfortunately.

The last criticism comes from those who think that it is not appropriate to use the same processes in all kinds of texts(Badger, 2000: 156). It is asserted that this process does not attach importance to the kind of texts writers produce. The same

procedure is used for each and every kind of writing, which is not only inappropriate but also unnecessary as well. In other words, this approach does not signify the important elements in writing. It ignores the teaching of these elements and leaves this part to the students themselves. Moreover, since it does not present clear-cut explanations, it is considered to be a vague way of learning. In sum, being one of the most recent approaches, the Process Approach received compliments as well as criticisms.

2.2.7 The Multiple Intelligences Theory

Although the Multiple Intelligences theory is not concerned with bringing a development to the teaching of writing skill, it has inevitably contributed to the area as well. Howard Gardner (1980) suggested the idea of multiple intelligences as "a detailed study of individual differences in learning". Yet, the theory has been welcomed and supported by the scholars from different fields. Accepting the fact that each and every learner is unique and adapting the teaching materials to as many intelligence types as possible have led to changes in curriculum after taking place in actual teaching settings(Armstrong, 1993: 39).

The application of the theory in writing classrooms is achieved through varying the topic in such a way that it will include at least three or four intelligence types. For example, if the writing topic is about "The damages caused by the earthquake", the logical/ mathematical learners can write on the financial loss by using graphs, charts etc, while the visual learners describe the setting so that the reader can "see" what has been written. On the other hand, interpersonal learners can conduct a research as a group and produce a text by gathering the information that has been collected by the members of the group. In fact, such examples can be extended. In short, the Multiple Intelligences theory starts at the point of the Communicative Approach and goes further by putting emphasis on the individual differences.

However, for every plus, there is a minus. Being a general theory of individual differences, the Multiple Intelligences Theory falls short in explaining the

essentials of a writing lesson. Nonetheless, teachers can make great use of the theory in different stages of their lessons, such as, the pre-writing stage. In sum, it can be said that the Multiple Intelligences Theory is a useful one if it is integrated into a kind of curriculum that supports the learners by providing clear-cut explanations about the essentials of academic writing.

In conclusion, all the approaches that have been discussed in this section so far fall short in one aspect or the other and are somehow inadequate in responding to needs of the learners. It is a fact that all these approaches have been used for some time in language teaching environments but since they are not sufficient enough, there has always been a tendency to find a better way of teaching the writing skill. Most scholars generally favor an eclectic method in which they combine the good points of all the approaches. However, lack of standardization and the problems faced because of the features of the approaches that do not overlap have led the researchers to the development of such a writing model that it will both include the best points of all the approaches and be an independent model with its own explanations and teaching techniques. This is how the 6+1 Traits of Writing Model has been developed by the Northwest Regional Educational Laboratory.

2.3. 6+1 Traits of Writing

Seeing that the current approaches to teaching writing do not result in fruitful teaching and learning, in America, in 1980s the professionals of the field came together and tried to find the features that assign a piece of writing the quality of being good. In order to achieve their aim, they compiled a variety of written products and classified them according to their quality(www.nwrel.org). The idea was that "if they could find out the common qualities in a good piece of writing, then they could work out a teaching model based on the transfer and the development of these qualities"(www.nwrel.org). It is also stated that "the need for a shared vocabulary to be used with students, parents, and the community also contributed a lot to the development of the Trait Writing". Additionally, the evaluation of the written products will be made in an analytical manner which will decrease the human factor, in other words subjectivity, to some extent.

No matter which method is used, one shared concern of the scholars was "the amount of thought, time and energy devoted to this process to make it valid, honest and reflective of what students do" while they are engaged in the writing process.

> ""The researches have led to the idea that has long been known by all the scholars by heart: the teaching of the writing skill should be based on a kind of instruction mirroring what good writing looks like. And, before transferred to the students, the teachers needed to define the required criteria that constitute the core of good writing for themselves"(www.nwrel.org).

In short, the teachers found out that writing was influenced by the same seven traits which are: 1) ideas, 2) organization, 3) voice,4)word choice, 5)sentence fluency 6)conventions, and 7) presentation.

2. 3. 1. Ideas

Ideas constitute the most important part of a written text. Culham (1997) states

> "Ideas are the heart of the main theme of one's writing along with the accompanying details that enrich and develop that theme. Ideas are strong when the message is clear. The writer chooses details that are interesting, important, and informative; often the kinds of details the reader would not normally anticipate or predict".

Successful writers do not tell readers things they already know. They give new insight into area or relay information in a fresh way(www.nwrel.org). For example, descriptions or character development in a story are shown through examples, rather than just told in fact.

2.3.2 Organization

Organization refers to the logical flow of a piece of writing, which shows the internal structure of a piece of writing. It is what carries the reader from beginning to middle to end.

> "In writing, organization is simply the ability to sequence the parts of a story so that they make sense. The piece begins meaningfully and creates in the reader a sense of anticipation that is ultimately, systematically fulfilled" (www.nwrel.org).

Organizational structure can be based on comparison-contrast, deductive logic, point-by-point analysis, chronological history of an event. "Events proceed logically; information is given to the reader in the right doses at the right times so that the reader never loses interest or the 'big picture' that the writer is driving at"(www.nwrel.org).

In a quality writing, according to Shull and Sullivan(2001), connections are strong, which is another way of saying that bridges from one idea to the next hold up. It is stated that "the piece closes with a sense of resolution, tying up loose ends, bringing things to closure, answering important questions while still leaving the reader something to think about"(www.nwrel.org).

2. 3.3. Voice

The voice is the writer coming through the words, the sense that a real person is speaking to the audience and cares about the message. It is stated that "Voice is the heart and soul of the writing, the magic, the wit"(www.nwrel.org).

Good writers can vary their voice depending on the purpose of the message. For instance, a personal letter carries a different tone than a letter to one's insurance company. "A good writer also varies his or her voice with the form of writing being used at the time; expository, persuasive or descriptive; and then within that category to set the correct mood" (Culham, 1997). Correct voice is largely a factor of correct

word choice, but other factors are involved, as well, such as length of the sentences and the flow of those sentences.

The best way to teach voice to the students is to get them to personalize the writing topic because it is put forward that when the writer is engaged personally with the topic, he or she "imparts a personal tone and flavor to the piece that is unmistakably his or hers alone" (www.nwrel.org).

2. 3. 4. Word choice

Word choice is explained as "the use of rich, colorful, precise language that communicates not just in a functional way, but also in a way that moves and enlightens the reader"(www.nwrel.org). It is a known fact that in aparagraphwhich aims at describing, choice of vocabulary clarifies the vision of the reader. "In expository writing, strong word choice clarifies and expands ideas and in persuasive writing, careful word choice moves the reader to a new vision of things"(Shull and Sullivan, 2001).

Correct use of word choice is characterized not so much by an exceptional vocabulary that impresses the reader, but more by the skill to use everyday words well. The writing is striking, yet natural.

2. 3. 5. Sentence fluency

Sentence fluency refers to the rhythm and flow of the language, the sound of word patterns, and the way in which the writing plays to the ear(Shull and Sullivan, 2001). It is pointed out in the formal website of the Northwest Regional Educational Laboratory that "good writing is free of awkward word patterns that slow the reader's progress. Sentences vary in length and style, and are so well crafted that reading aloud is a pleasure" (www.nwrel.org). The appropriate use of transitional words and connectors make it easy to understand the logical links among the sentences.

2. 3. 6. Conventions

"Conventions are simply those rules of grammar and punctuation that make one's writing readable". There is evidence of editing and proofing in a finished piece of writing such that the spelling, paragraphing and punctuation are mostly correct, even on harder words and longer sentences(www.nwrel.org).

2. 3. 7. Presentation

Presentation is the final phase of writing. It includes the layout of the paper as well as the eligibility of the handwriting. In other words, it refers to the final picture of the written product and its appropriateness.

CHAPTER 3

DATA COLLECTION AND THE ANALYSIS OF THE DATA GATHERED

3.0 Introduction

This chapter of the study is devoted to the analysis of the data gathered from the evaluation of the written assignments of the students in both the Experiment and the Control Group and the interpretation of the data results. Section 3.1 includes how the data is collected from both the Experiment Group and the Control Group. Section 3.2 deals with the analysis of the data by the use of different statistical measures. Section 3.3 includes the interpretation of the data.

3.1 Data Collection

The subjects of this study were 31 English Language School, Preparatory Program C stream students studying at Başkent University. This research was conducted in the spring semester of 2002-2003.

The data collected for this research comes from the results of the written assignments of the actual classroom applications of 6+1 Traits of Writing for the Experiment Group and the Traditional Approach for the Control Group. Both the groups had the writing lessons with the same teacher and for the same amount of time. With the Control Group, the writing lessons were conducted according to the syllabus and the Traditional Approach. On the other hand, the Experiment Group worked on exactly the same topics but with different activities related to the fostering of 6+1 Traits of writing.

After each writing session, the students in both the groups were required to write paragraphs on a specific topic. In both the groups, students had the chance to peer-edit their friends' works. The Control Group went over the written works through a holistic approach (during which they generally concentrated on grammar). However, the Experiment Group used a checklist provided by the teacher(Appendix 1). At the end of each session, their works were collected by the teacher and

evaluated and the results of the evaluation of these written products have been used as the data for the analysis.

The results gathered from the evaluation are used to find out the different achievement levels of the students in the Experiment and the Control Group. Additionally, the results of the Experiment Group are used to display the success rate of the students in each of the Traits separately.

3.2. Data Analysis

3.2.1. Control Group and Experiment Group

First of all, the data collected from both the Experiment Group and the Control Group have been listed and analyzed by using statistical methods. Secondly, the differences between the Experiment and the Control Group have been presented by the use of tables for each written assignment. Then, the general situation has been shown and interpreted.

In addition to this, the data gathered from the Experiment Group has been analyzed to reveal the success rate of the students in each Trait. The results have been demonstrated in graphs. Lastly, the general situation among the traits has been shown and interpreted.

3.2.1.1. Background Information

In this study, 31 students who are studying at Başkent University, English Language School, Preparatory Program are taken as test subjects. There are 16 students in the Experiment Group and 15 students in the Control Group. The students in both the groups were labeled as equal in their level of English proficiency by the standard examination of the institution at the beginning of the second term. The proficiency level of the students were Pre-Intermediate/Intermediate at the beginning of the semester and at the end of the semester they graduated from the school with an Upper-Intermediate- Advanced level of proficiency in English.

All the students in both the groups belonged to the same age category ranging between 18 and 23. There were 2 college graduates in the Control Group and 1 in the Experiment Group. Only 1 student from the Control Group and 2 students from the Experiment Group were "repeat students" studying the same programme for the second time. All the students in both the groups had studied English at high school yet they were placed in C stream at the beginning of the first term by referring to the results of the Proficiency Exam provided by the institution.

At the beginning of the second term, the students had been mixed and the ones with similar level of English proficiency had been placed in the same classes. Therefore, it can be stated that the students in the two classes chosen for the study were in the same level of proficiency in English. The two classes were assigned as Experiment and Control randomly. Both the groups had English lessons for the same amount of time and with the same teacher. They studied English through four skills: reading, writing, listening and speaking.

3.3. The Interpretation of the Data Gathered from the Experiment and the Control Group

As the statistics show, the research was conducted on 31 students.

The following tables illustrate the comparison of the results gathered from the Experiment and the Control Group. The value of p shows that there does not exist a meaningful difference between the results of the Experiment and The Control Group when it is higher than .1. The results present a meaningful difference when the value of p equals to .0 or is smaller.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
HOLIDAY	experim	16	4.69	.7	.537	29	.597
	control	15	4.47	1.4			

Table 1

According to the results of the analysis in Table 1 a meaningful relationship does not obtain among the grades of the students in both the Experiment and the Control Group in the written work with the topic "The Worst Holiday"[$t_{(29)}$= .537; p> 0.05]. As can be seen in Table 1, the average of the grades of the Experiment Group is =4.69 while the grades of the Control Group displays an average of $\overline{X}$=4.47. So, the value of p is .597 which is not found meaningful statistically. Such a result in the first written task may be interpreted as showing the equality of the two groups in terms of proficiency level and background information in writing.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
FILM_BOOK	experim	16	5.09	1.68	.601	29	.554
	control	15	4.80	.98			

Table 2

T-test results in Table 2 display that a meaningful difference does not obtain between the Experiment and the Control Groups [$t_{(29)}$= .601; p> 0.05]. The Experiment Group presents an average of $\overline{X}$=5.09 and the Control Group $\overline{X}$=4.80. The results are not meaningful in statistical terms.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
INF_LETT	experim	16	5.75	1.26	1.144	29	.262
	control	15	5.17	1.57			

Table 3

The results of the "Informal Letter 1" do not present a meaningful difference between the Experiment and the Control Group [$t_{(29)}$= 1.144; p> 0.05]. According to the analysis of the data, the average of the Experiment Group has been found $\overline{X}$=5.75 and the Control Group $\overline{X}$=5.17. A meaningful difference does not obtain between the Experiment and the Control Group.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
FAMILY	experim	16	6.38	.83	4.387	29	.000
	control	15	5.13	.74			

Table 4

There exists a meaningful difference between the Experiment and the Control Group [$t_{(29)}$= 4.387; p< 0.05] in the analysis of the data gathered from the written assignment "Family/Ideal Parents". The average of the Experiment Group is $\overline{X}$=6.38 while the average of the Control Group is $\overline{X}$=5.13. Therefore, it may be stated that the success rate of the students in the Experiment Group on this test is higher as the students in this group get used to the conventions of Trait-Writing.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
FAVOURIT	Experim	16	6.09	1.00	1.357	29	.185
	control	15	5.60	1.02			

Table 5

The results of the analysis present that there does not prevail a meaningful difference between the Experiment Group and the Control Group in the task "Favourite Place" [$t_{(29)}$= 1.357; p> 0.05] as shown in Table 5. The Experiment Group has an average of $\overline{X}$=6.09 while the Control group's average is $\overline{X}$=5.60.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
OBTRUSIVE	experim	16	6.25	1.15	6.064	29	.000
	control	15	3.40	1.45			

Table 6

There exists a meaningful difference between the Experiment and the Control Group[$t_{(29)}$= 6.064; p< 0.05] in the analysis of the data gathered from the written assignment "An Obtrusive Building". The average of the Experiment Group is $\overline{X}$=6.25 while the average of the Control Group is $\overline{X}$=3.40. Therefore, it can be stated that the success rate of the students in the Experiment Group on this test is higher as a result of the application of Trait-Writing.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
LETT_2	experim	16	6.25	1.37	2.319	29	.028
	control	15	4.90	1.85			

Table 7

There exists a meaningful difference between the Experiment and the Control Group[$t_{(29)}$= 2.319; p< 0.05]in the analysis of the data gathered from the written assignment "Informal Letter 2". The average of the Experiment Group is $\overline{X}$=6.25 while the average of the Control Group is $\overline{X}$=4.90. The higher success rate of the students in the Experiment Group when compared to those in the Control Group can be interpreted as a positive impact of 6+1 Traits of Writing model on student writers in the Experiment Group.

Writing Topic	GROUP	N	$\overline{X}$	S	t	Df	p
FRIENDS	experim	16	6.06	.98	3.754	29	.001
	control	15	4.27	1.62			

Table 8

There exists a meaningful difference between the Experiment and the Control Group in the analysis of the data gathered from the written assignment "Friendship" [$t_{(29)}$= 3.754; p< 0.05] in Table 8. The average of the Experiment Group is $\overline{X}$=6.06 while the average of the Control Group is $\overline{X}$=4.27. The difference between the success rates of the students in the Experiment Group and the Control Group in this test may be considered as a consequence of the progress the students in the Experiment Group have made.

Writing Topic	GROUP	N	$\overline{X}$	S	t	df	p
LIVING	experim	16	6.41	1.28	3.363	29	.002
	control	15	4.73	1.4			

Table 9

There exists a meaningful difference between the Experiment and the Control Group in the analysis of the data gathered from the written assignment "Living In the Country" [$t_{(29)}$= 3.363; p< 0.05]. The average of the Experiment Group is $\overline{X}$=6.41while the average of the Control Group is $\overline{X}$=4.73. The success rate of the students in the Experiment Group in this test can be traced to the application of Trait-Writing.

Writing Topics	GROUP	N	$\overline{X}$	S	t	df	p
COMP	experim	16	6.38	1.15	1.415	29	.168
	control	15	5.73	1.37			

Table 10

The results of the analysis present that there does not prevail a meaningful difference between the Experiment Group and the Control Group in the task "Letter of Complaint" [$t_{(29)}$= 1.415; p> 0.05]. The Experiment Group has an average of $\overline{X}$=6.38 while the Control group's average is $\overline{X}$=5.73. Statistically, the value of p, .168, does not signify a meaningful difference.

General Situation

Writing Topics	GROUP	N	$\overline{X}$	S	t	df	p
HOLIDAY	experim	16	4.69	.77	.537	29	.597
	control	15	4.47	1.41			
FILM_BOOK REVIEW	experim	16	5.09	1.68	.601	29	.554
	control	15	4.80	.98			
INF_LETT 1	experim	16	5.75	1.26	1.144	29	.262
	control	15	5.17	1.57			
FAMILY	experim	16	6.38	.83	4.387	29	.000
	control	15	5.13	.74			
FAVOURITE PLACE	experim	16	6.09	1.00	1.357	29	.185
	control	15	5.60	1.02			
OBTRUSIVE BUILDING	experim	16	6.25	1.15	6.064	29	.000
	control	15	3.40	1.45			
INF_LETT_2	experim	16	6.25	1.37	2.319	29	.028
	control	15	4.90	1.85			
FRIENDS	experim	16	6.06	.98	3.754	29	.001
	control	15	4.27	1.62			
LIVING IN THE COUNTRY	experim	16	6.41	1.28	3.363	29	.002
	control	15	4.73	1.49			
LETTER OF COMPLAINT	experim	16	6.38	1.15	1.415	29	.168
	control	15	5.73	1.37			

Table 11

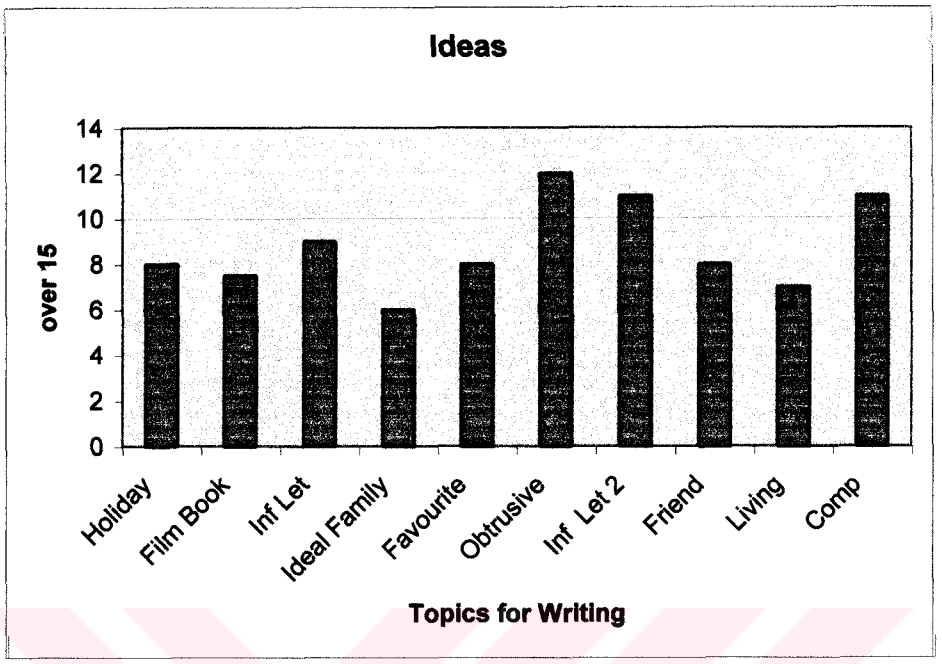
Table 11, which illustrates the general situation between the results of the Experiment Group and Control Group, displays that a meaningful difference obtains in 5 of the assignments out of 10. It was hypothesized that the students in the Experiment Group would be more successful in the writing lessons because of the

application of the 6+1 Traits of Writing. Table 11 shows that the Experiment Group is more successful than the Control Group in 5 of the assignments. In the other 5 assignments, although the average success rates of the students in the Experiment Group are again higher than those in the Control Group, the slight difference is not accepted as meaningful statistically.

It can clearly be seen in Table 11 that the differences between the results of the two groups intensify through the end of the research process. In other words, the fourth assignment (Ideal Family), the sixth (Obtrusive Building), seventh (Informal Letter 2), eighth (Friendship) and ninth one (Living in the Country) present the significant differences between the two groups. Therefore, it can be stated that as the students internalize the Trait-writing in time, the success rate increases.

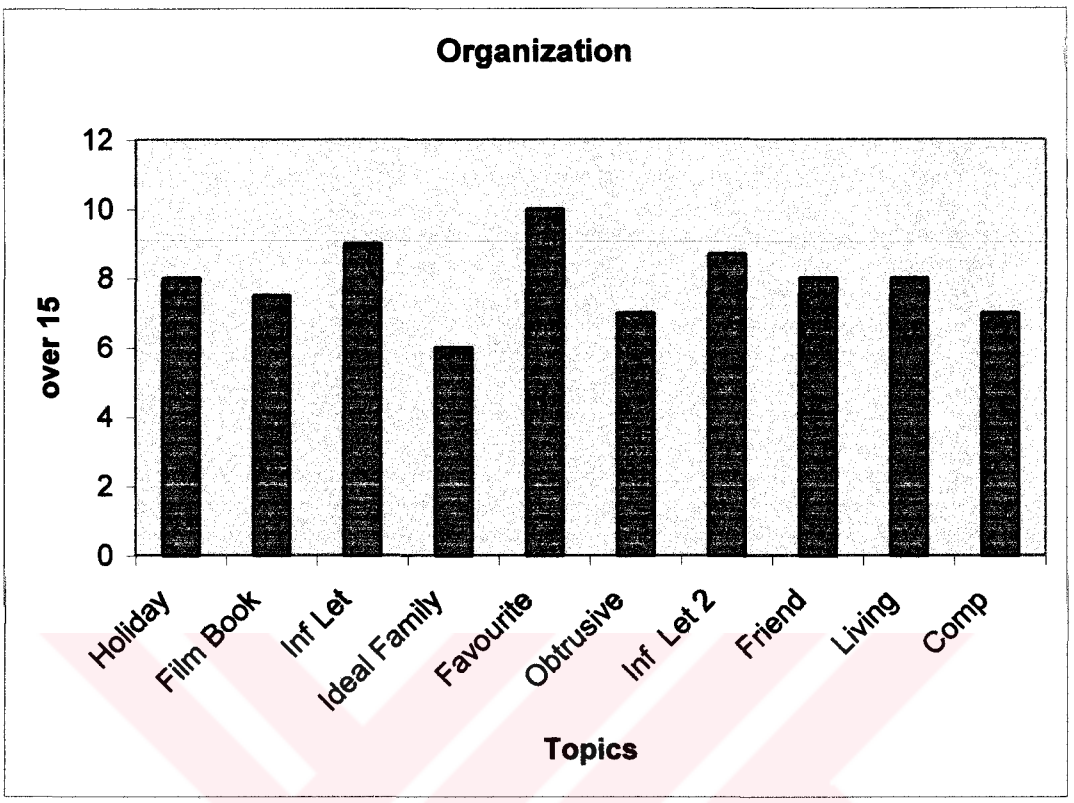
3.4 Interpretation of the Data Gathered from the Experiment Group

In addition to the contrastive analysis of the results gathered from the Experiment and the Control Group, the written assignments of the Experiment Group have also been used to display the success of the students in each trait.



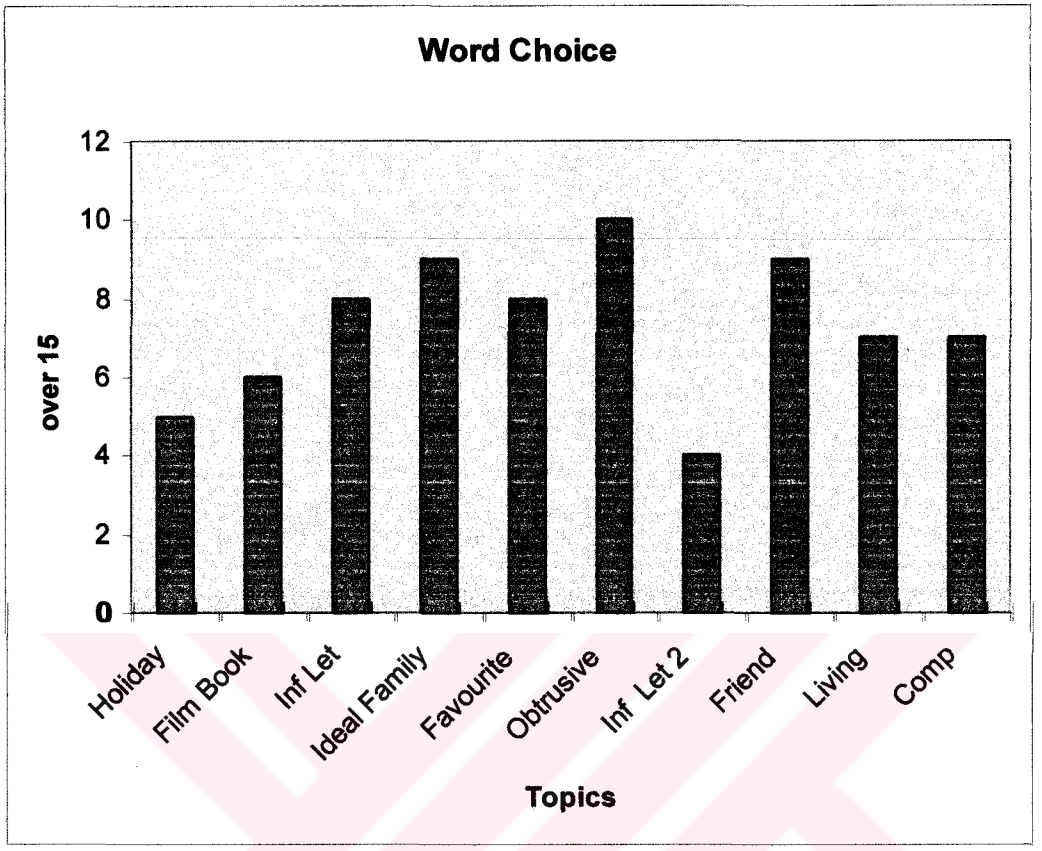
Graph 1

Graph 1, which illustrates the success rate of the students in "ideas", presents that the success of the students in this trait reaches the highest point in the assignment with the topic "Obtrusive Building" while the lowest rate can be seen in the assignment "Ideal Family". As stated before, ideas constitute the core of a written product. Being able to generate sound and appropriate ideas in writing requires time and effort. The awareness of the learners on a given topic and their interests are other major points that determine the ability of the learners while expressing their ideas.



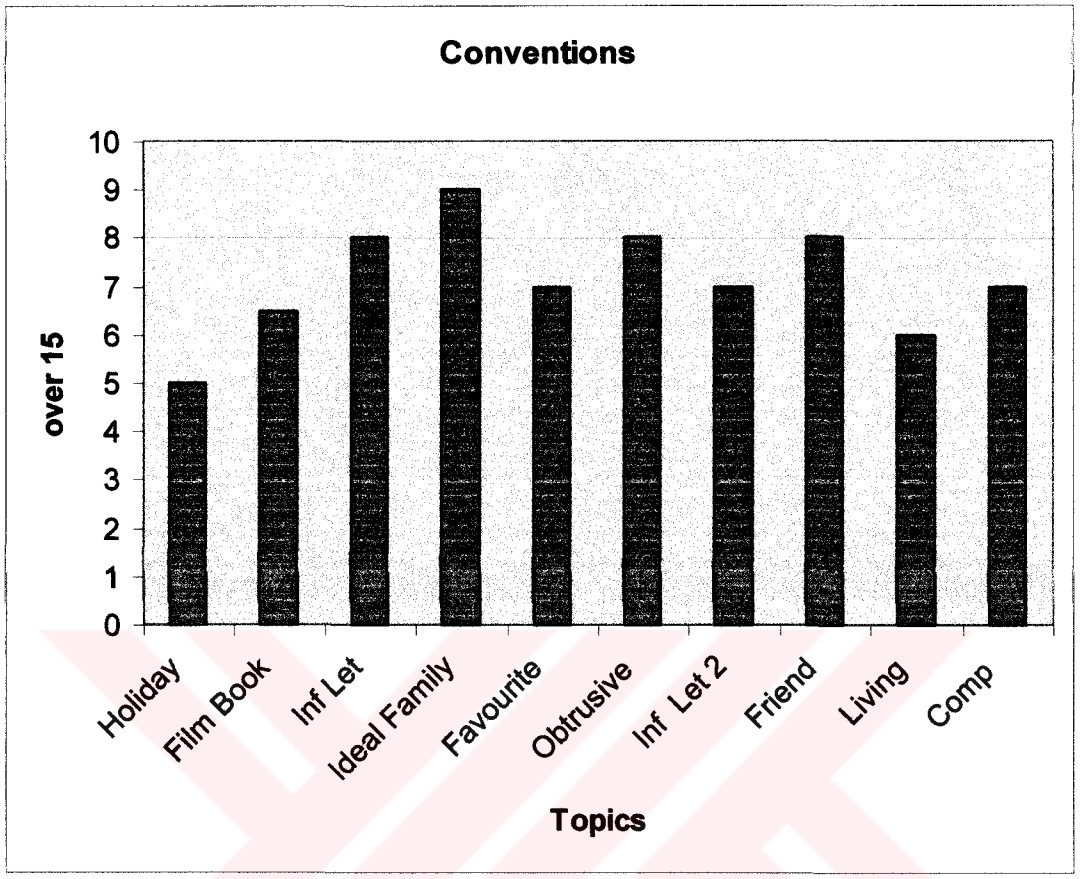
Graph 2

As it can be seen in Graph 2, demonstrating the achievement rate of the students in "Organization", the students are most successful in the written assignment "Favorite Place" and least in the "Ideal Family". Organizing ideas requires a high level of critical thinking and necessitates a good command of organizational skills. It can be seen in Graph 2 that the success of the students show a slight decrease as the topics become more complex and require better organizational skills.



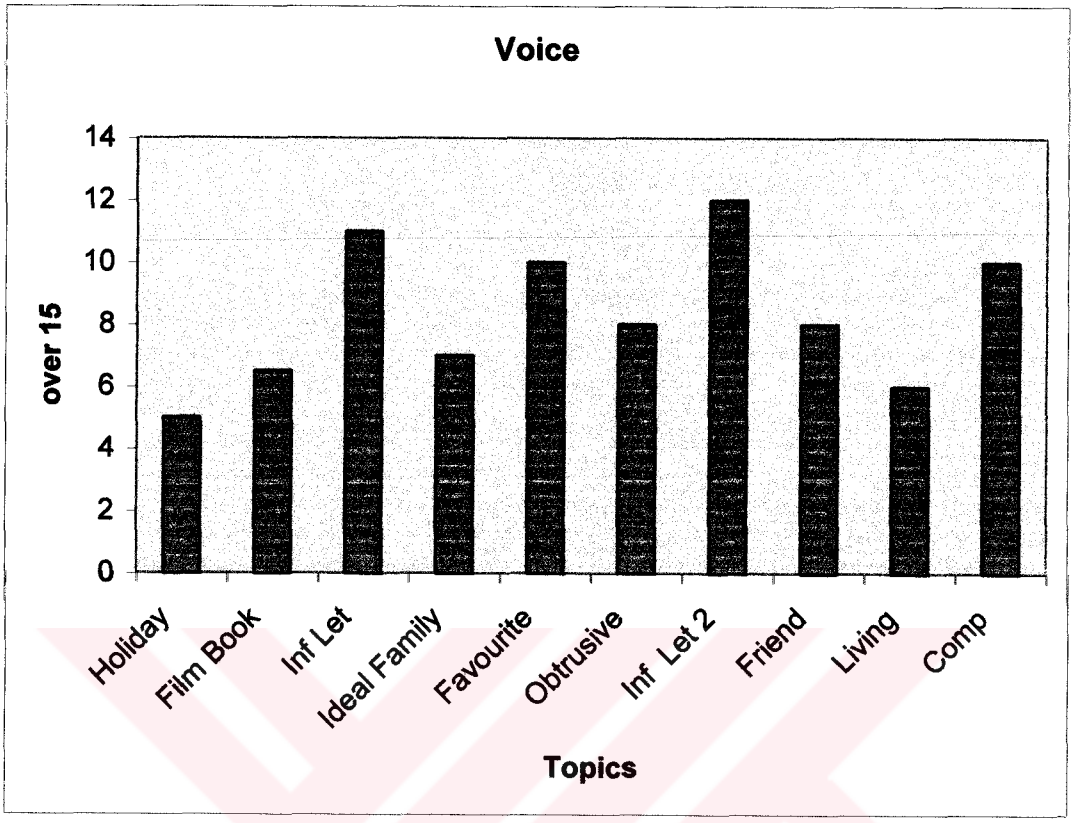
Graph 3

The data about the success of the students in "Word Choice" in Graph 3 reveals that the written assignment "Obtrusive Building" is the one getting the highest success rate in this trait. The assignment with the topic "Informal Letter 2" seems to be the least successful one in this trait. Since word choice is related to the creativity of the students in choosing and combining the best words for a given topic, the decrease in the success rate on this trait can be related to the types of writing and the topics.



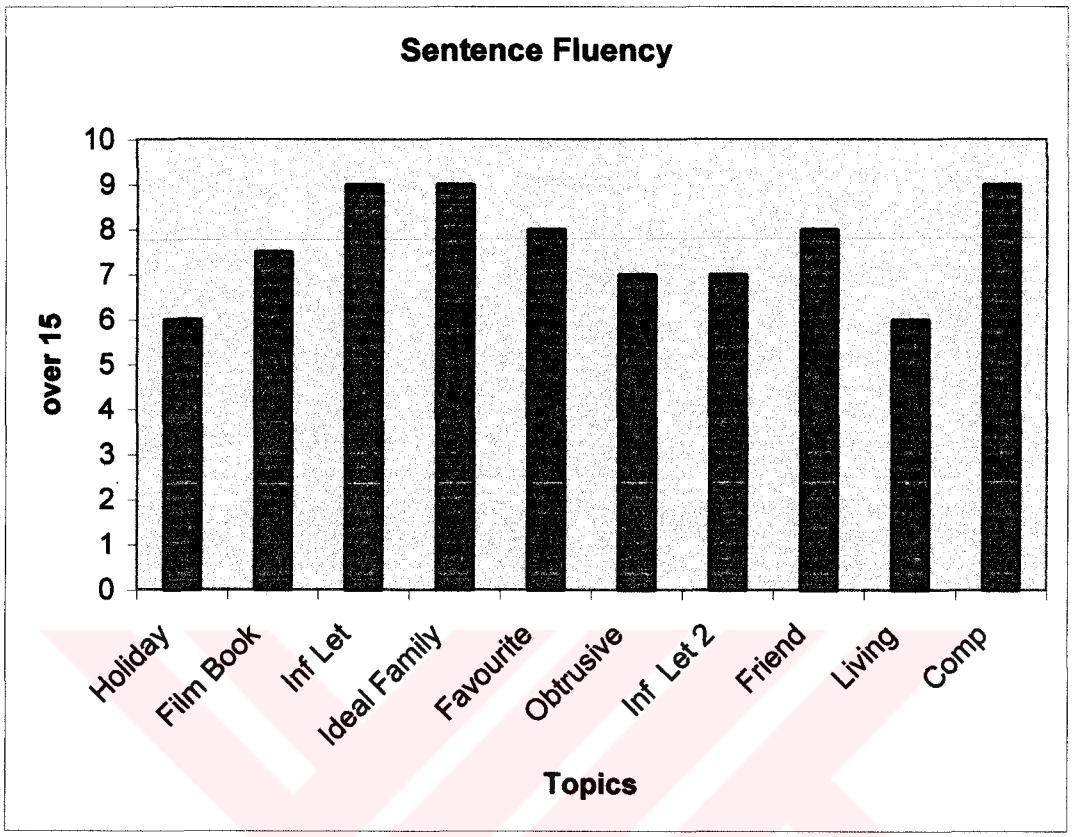
Graph 4

Graph 4, illustrating the success rate of the students in "Conventions" trait, shows that the students got the highest grades on this trait in the assignment "Ideal Family" while the grades seem to be the lowest in the assignment "The Worst Holiday". As this trait mainly concentrates on the rule-governed parts of the writing skill, namely grammar and punctuation, the decrease in the success rate can be traced to the complexity of the structures required for specific topics.



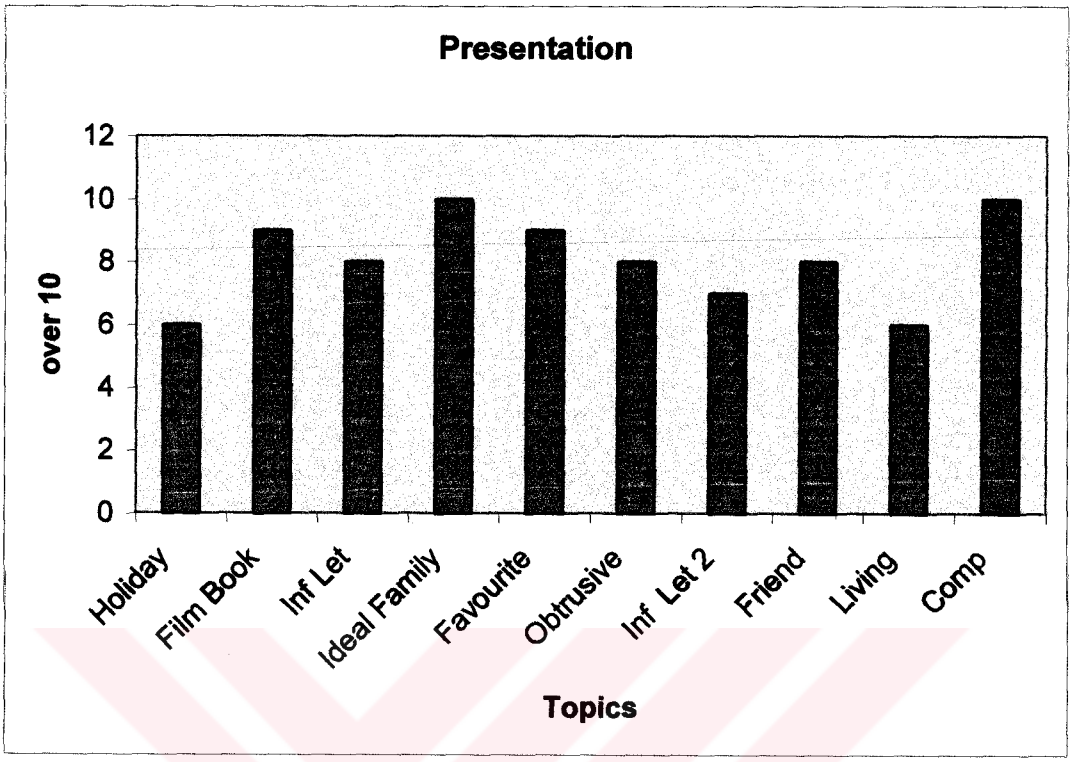
Graph 5

It can clearly be seen in Graph 5 that the students got the highest grades on the "Voice" trait in the assignment "Informal Letter 2". The success rate of the students on this very trait seems to be the lowest in the assignment "The Worst Holiday". Being the most personal trait, voice presents itself in the most appropriate way in personal topics. As students feel like themselves in writing, their success in voice seems to increase.



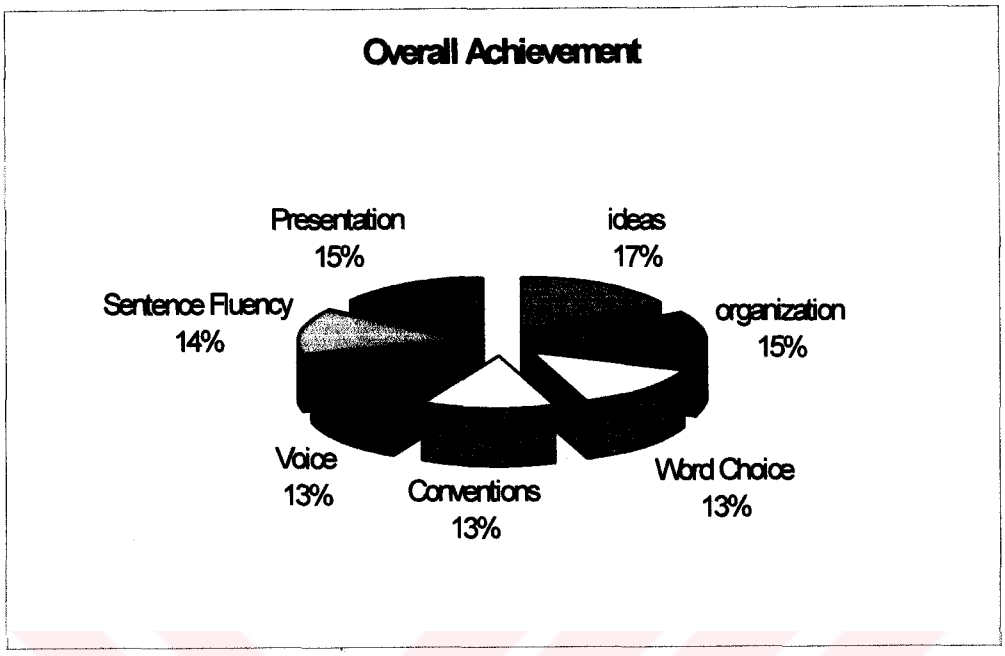
Graph 6

The achievement rate of the students in the "Sentence Fluency" trait seems to have reached the highest point in three assignments: "Informal Letter 1", "Ideal Family" and Letter of Complaint" . The success rate seems to be the lowest in the assignment "The Worst Holiday" as seen in Graph 6. Students seem to be more successful in sentence fluency while writing about personal topics. However, their success tends to decrease in imaginary topics, which can be related to the difficulty of time sequencing and ordering the events on imaginary topics.



Graph 7

Graph 7 obviously illustrates that the students were most successful on "Presentation" trait in the assignments "Ideal Family" and "Letter of Complaint". On the other hand, the success rate is the lowest in the assignment "The Worst Holiday". Being the last trait and dealing mainly with the face value of a written product, presentation seems to get high success rate when the students have enough time to rewrite their paragraphs while working on relatively easy or rule-governed types of writing.



Overall Achievement

It can be seen in the above chart that, in the overall evaluation, all the traits are equally developed in the writing skills of the students in the Experiment Group. Students seem to have grasped the rationale for Trait-Writing and attached equal importance to each of the traits, which contributed to their success in writing. The activities for the teaching of the 6+1 Traits of Writing , which will be suggested in the following chapter, seem to have achieved the predetermined aims.

CHAPTER 4

SUGGESTED ACTIVITIES FOR THE TEACHING OF THE 6+1 TRAITS OF WRITING AND 6+1 TRAITS OF WRITING IN WRITING COURSES

4.0 Introduction

This chapter of the study deals with the place of 6+1 Traits of Writing in Writing courses and presents activities suitable from elementary to upper intermediate students for the teaching of the 6+1 Traits of Writing.. The role of the teacher in the application of the Trait –Writing is explained in section 4.1. and the following section, 4.2. is devoted to the needs of the students in a writing class where 6+1 Traits of Writing is applied. In the following part, the activities are provided separately for each trait. However, some of the activities can be used for the development of more than one trait; therefore, the related traits are mentioned as well.

4.1. The Role of the Teacher

Teachers assume different roles in different phases of a lesson. It is a fact that the role of a teacher depends on the proficiency level of the students as well as the tasks used. In the teaching of the 6+1 Traits of Writing model, the role the teacher assumes is a crucial one. Firstly, the teacher should present the rationale of Trait-Writing to the students. It is of utmost importance to get the students to understand the basics of the Trait-Writing from the first lesson no matter what the proficiency level of the students is. The suggested activities to begin with are put forward by Northwest Educational Laboratory (NWREL).

> "Try brainstorming the qualities of good writing. Another way to get at the same thing is to brainstorm a list of favorite authors and ask what makes them favorites. Next, you might share what teachers of writing value. Student writers are often surprised and pleased to see that they value much the same things teachers value and that, contrary to many students' beliefs, teachers really do look for lots more than neatness, commas and correct spelling." (www.nwrel.org).

After familiarizing the students with the rationale of Trait- Writing, it may be a good idea to allocate one lesson to the discussion on the contents of each trait. The students in the experiment group of this study were asked to prepare posters for each trait after the discussion session. Later, these posters were hung on the walls of the class so that they can be referred to during lessons.

Since each of the seven traits in the Trait-Writing model deals with a different concept of the writing skill, it is up to the teacher to choose which one to start with. However, it makes sense to begin with ideas. As Shull and Sullivan (2001) state "after all, the message is the foundation of everything else. Without something else to say, why write?". The next step might be dealing with voice and cycle back the organization. As conventions are dealt with all through the instruction, word choice, sentence fluency and presentation may follow the organization.

The time spent on each trait depends on the achievement of the students. It is stated that most teachers spend one to two weeks per trait(Culham, 1997); however, as stated before, the amount of time to be spent on each trait depends on the students' developing an in-depth understanding.

Another important and advantageous feature of Trait-Writing model for the teachers is that they do not need to change what they are already doing. Northwest Regional Educational Laboratory (NWREL) puts forward that "the Analytical Trait model is intended to support, not replace, the writing progress approach...the traits are not a curriculum in and of themselves"(www.nwrel.org). It should be borne in mind that teaching the traits means teaching the criteria that define quality performance.

The important point to remember is that although the traits are taught separately, they are the vital parts of a whole and therefore the students should be made aware of the fact that they are expected to combine all in a quality writing. Writing is such a complicated task that breaking it into manageable chunks makes it easy to teach and learn as well. Actually, the traits are never really separated; while dealing with one trait the teacher may refer the students to another related trait and show the transition among them(www.nwrel.org).

In sum, the role of the teacher is important in the teaching of the Trait-Writing model. First, the teacher should understand the relations among the traits and familiarize himself with the model. Only then can he make the students aware of the importance of the 6+1 Traits of Writing and their place in the students' progress. Additionally, it is the responsibility of the teacher to decide on the trait to be presented first and time allocation for each trait. Lastly, the proficiency level and the in-depth understanding of the student are the points to be considered by the teacher while making transitions among the traits.

4.2. The Needs of the Students

Learning a foreign language has its own difficulties on the side of the students. Apart from the stress of failure, the vague nature of the languages makes it scarier for the learners to form acceptable concepts about the target language. It is a well-known fact that students feel more secure when they deal with relatively concrete parts of the language, such as, grammar. They need to know the limitations, work on appropriate samples, and work out the relations to internalize the language. Being a complex skill, writing requires a higher level of critical thinking in the internalization process. Therefore, the students need to be taught how to write. As Byrne(1979: 29) states

> "The ability to write is all too often assumed, especially if the learners are mature, they can write reasonably well in their mother tongue...since writing is a different way of communicating from speech, it follows that writing skills will require special teaching too".

6+1 Traits of Writing model provides both the students and the teachers with a common vocabulary for talking and thinking about writing. In this way, the concepts about the writing skills in the minds of the students become clearer.

Another problem on the side of the students is that they tend to consider writing as a task to be completed in lesson, not a means for communication. Therefore, the students have to be shown how writing functions as a system of communication and how people communicate through the written medium. They

need to understand that any piece of writing, no matter to whom it is addressed, has a communicative purpose(Byrne, 1979: 30). Since the Trait-Writing model has stemmed from the research done on quality writings, it supports the exposure of learners to the appropriate written form of the language as a teaching technique. Additionally, the traits make it easier for the students to maintain contact with the reader in order to get their message across.

The complexity of the writing skill and lack of clear-cut rules are still other areas of difficulty for the students. During teaching practices and peer observations, it has been observed that students, like the teachers, are in need of breaking the complex skills of writing into more achievable parts. This is what the trait-Writing aims at. Shull and Sullivan(2001) point out that 6+1 Traits of Writing model helps students break down the task and understand it better.

All in all, students need to learn the rationale for the writing skill by means of shared vocabulary, exposure to appropriate, quality writings and breaking the concepts to be learnt into smaller manageable chunks. The role of the teacher in this process is to present the learners the related terms, familiarize them with the rationale of Trait-Writing and guide the students whenever the need arises. Activities that can be of great help for teachers and that can efficiently be used while teaching the Trait-Writing Model have been presented in the following part in this chapter.

4.3. Ideas

Before suggesting some activities for this trait, it may be a good idea to have a look at the suggested supporting techniques for ideas by the Northwest Regional Educational Library. According to the scholars, the teaching of ideas trait should be supported by:

- Pre-writing (brainstorming, reading, discussion, drawing pictures, thinking, reflecting, taking notes, listing, clustering)
- Recalling experiences
- Borrowing ideas from other writers

- Keeping journals
- Identifying the purpose for writing
- Moving from broad topic to focused theme
- Learning to observe carefully
- Developing thinking skills(www.nwrel.org)

ACTIVITY 1: GENERATING IDEAS

Level: Elementary

Procedure:

1. Write on the board:

"My favorites"

2. Share with students some of your favorites: places, activities, foods, people, songs, books and so on.

3. Have the students create their own lists.

ACTIVITY 2 : COMPLETING THE STORY

Level: The activity can be used in all levels as long as the beginning of the story is adapted accordingly.

Related Traits: Organization, Sentence Fluency, Word Choice

Procedure:

1. Divide the class into groups of three.
2. Write a starting sentence of a story on the board
3. Ask the students to create a story in their groups and write it down
4. For example

T: Once upon a time, there was a rich beautiful girl and a poor handsome boy in a country. One day they saw each other and fell in love. They wanted to get married but…

5. The students can be required to tell the story orally first and then note it down.

Student 1: but the girl's father didn't want them to marry.

Student 2: So he locked his daughter into a room……

ACTIVITY 3: MUSICAL CHARACTERS

Level: Pre-intermediate to upper intermediate

Related Traits: Organization, sentence fluency, presentation

Preparation

Choose two pieces of instrumental music which you guess will be unfamiliar to the students but which will make an impact on them. The greater the contrast between the two pieces, the more interesting the activity becomes. A sample worksheet is provided below:

A Personal Record Form

Part 1

Male/Female:

Nationality:

Age:

Height:

Profession:

Hair Colour:

Eye Colour:

Other distinguishing marks:

Part 2

Please write any other information concerning physical appearance, personality, family, habits, etc.

Procedure

1. Hand out the worksheets, two per student.

2. Tell the class they are going to fill in the questionnaires for people they don't know but whom they are going to hear described. The description is slightly unusual- it's in music. The students must imagine the person the music could represent and write an outline of them using the worksheet.

3. Play the first piece of music once. Allow students time to write.

4. Then, play it again and pause a little longer.

5. Play it a third time and wait for the class to finish writing.

6. Compare the results in groups r altogether

7. Repeat the procedure for the second piece of music. In the final discussion ask students to focus on the differences between the two characters they have written about.

8. The students may choose one of the characters and write a descriptive paragraph or they can concentrate on the differences and similarities and write a comparison and contrast paragraph.

Source: (Baudains and Baudains, 1990: 25)

ACTIVITY 3: GIFT EXCHANGE

Level: Pre-intermediate to Upper intermediate

Related Traits: Sentence fluency, word choice, presentation

Procedure

1. To make sure that everyone gets presents, have every student put his or her name on a slip of paper and drop it into the box. Students choose a name at random each time they are ready to give another present.

2. Together with the class, create a list on the board of what people like to give and receive as presents.

3. On the board write the following formulas.

Dear_____,
I would like to give you_____for a present because_____.

Yours,

Dear_____,
Thanks so much for_____. It was _____
_____.

Sincerely,

4. Students pick anyone in class and get busy sending that person a "present". That is, everyone creates a present note.

5. When a student finishes his or her 1present" note, he or she folds it, delivers it to the recipient, and returns to his or her desk to write either a thank-you note or another "present" note.

6. Each time students receive a "present" note, they immediately write and deliver a thank-you note.

7. Students talk to the whole class about their favorite "presents".

Source: (Pollard and Hess, 1997: 76)

ACTIVITY 4: FACES

Level: The activity can be used in all levels as long as the sentence clues are adapted accordingly.

Related Traits: conventions, word choice

Preparation

1. Students look through magazines to find pictures of people

2. Students bring the pictures into the class and spread these out in a central place(teacher's desk, a table)

Procedure

1. Each student chooses a picture someone else found.

2. Each student takes out a piece of paper.

3. Students sit in groups of five.

4. Dictate the following sentences

"My name is....."

"I live in .....with....."

5. Students write these sentences on their papers , complete them, and attach the paper to their picture with a paper clip.

6. Students pass the paper with the picture to the person on their right.

7. Students read what is on the paper they received and study the picture.

8. Dictate: " Recently, I have been very happy because_____."

9. Repeat steps 7 and 8.

10. Students clip and pass again.

11. Dictate: Today is my birthday. All I really want is _____"

12. Students clip and pass again.

13. At this stage, each picture has returned to the person who started it.

14. In their groups, students read their stories aloud.

15. Each group chooses their favorite story to be read in front of the class.

Source: (Pollard and Hess, 1997: 76)

ACTIVITY 5: SELLING FREEZERS TO ESKIMOS

Level: Pre-intermediate to Upper Intermediate

Related Traits: Word Choice, organization, presentation

Procedure:

1. Write a nonsense word on the board-ie.."murplotz"

2. Put students in groups of three and ask them to write a brief advertisement that would convince someone to buy a murplotz. Read the advertisements aloud.

3. The teacher may require the students to prepare a poster to be shown on the billboards for "murplotz".

4. Students discuss what makes advertisements convincing.

(Adapted from Ur and Wright, 1992: 73)

ACTIVITY 6: THE DRUG ADDICT

Level: Intermediate-Upper Intermediate

Related Traits: Voice, Organization, Sentence Fluency, Presentation, Word Choice

The topic of drug abuse can be exploited best after a local event.

Procedure:

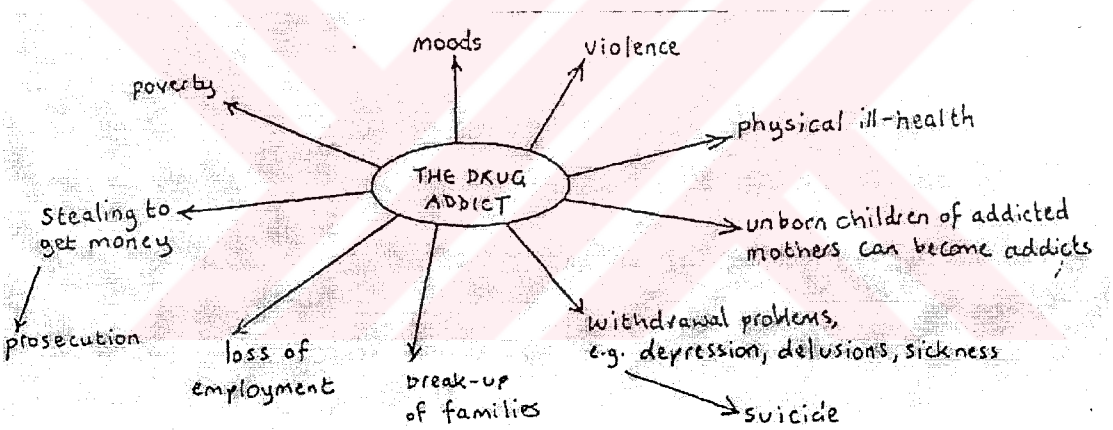
1. Explain to students that they are going to write part of an information brochure for young people warning against the use of drugs. Read or show them these opening lines from such a brochure:

Drug addicts are people who become "hooked" on hard drugs and cannot stop taking them. Plenty of drug addicts have said that if they had known the whole story from the beginning they would not have started. Would you open a medical box and experiment by taking some of the pills you found in it? You are not likely to be so stupid. So why take drugs? Life for a drug addict is very hard…

2. Students are going to finish the extract by describing the effects of drug addiction. Ask them individually to make mind map of the effects of drug addiction.

3. Then, take ideas from the students and make a "class map" of ideas on the board. A sample mind map is provided below:

4. Ask students to work in small groups and complete the brochure by stating the effects of drug addiction.



Source: (Hedge, 1988: 133)

ACTIVITY 7: OPENNING A STORY

Level: Intermediate/Upper Intermediate

Related Traits: Organization, Voice, Sentence Fluency

Preparation:

1. Find some interesting and intriguing opening sentences from novels and short stories or make up your own. The following are some examples suitable for upper intermediate students:

It was impossible to keep track of the days, imprisoned in this dark and crowded cell.

David had come back. He was there, standing in front of me, with that same arrogant look on his face as when I had last seen him.

I had decided to spend the whole of that Saturday afternoon at home. Little did I know what adventures were about to start.

The girl shaded her brown eyes from the sun, and looked up at the graceful birds wheeling above the ship.

Procedure:

1. Take one of the story openings and discuss it with the class. Ask them how they think the story could continue. Elicit as many ideas as you can about characters, setting in time and place, and possible events.

2. Ask students to work in pairs and give them some questions to direct their discussions. Possible questions might be:

- Which of these sentences do you think is most effective as a story opener?
- What sort of story do you think it opens?
- How do you think the story might continue?

3. Hold a feedback session with the class and elicit their opinions.

4. Arrange students in pairs(or in groups of four with other students who chose the same opening sentences). The students make up a plan for the story which develops from the opening and write their own stories beginning with the sentence they chose.

(Adapted from Hedge, 1988: 43)

4.4. Organization

In order to support the development of the organization trait, the students should be aware of the following:

- Learning to write ideas that hook the reader
- Sequencing points or events in a logical/interesting way
- Getting rid of "deadwood"
- Identifying the turning point in a story or most important point in a paragraph
- Connecting supporting ideas to a larger theme
- Linking ideas together for the reader
- Setting up a problem-then solving it
- Learning to craft conclusions that tie up loose ends(www.nwrel.org)

ACTIVITY 1: THE STORY QUIZ

Level: the activity can be used in all levels as long as the questions are prepared accordingly.

Related Traits: Sentence Fluency, Conventions, Voice, Ideas

Preparation

1. Prepare seven comprehension questions about a text from the syllabus in advance. Write each question on a separate piece of white card. Do not number the questions. This makes one set. The sets need to be duplicated for each group of four people in the class.

Procedure

1. Divide the class into groups of four and sit them side by side at tables.

2. Explain that you are going to hand out a series of questions. When the answers to these questions are put together thy will make a story. Students have

complete freedom to arrange the sequence of the questions and answer them as they think best. Each group will have a different story from the same questions

3. Hand out the cards.

4. Tell the students to decide the sequence in which they want to tackle the questions and put them face up on the table in this order.

5. Ask the students to discuss the answers, beginning with the first card. When the group has agreed on this answer, they turn over the card and write it on the back. This card now stays on the table with the answer showing and the group goes on to the next question. The activity continues in this way with the students turning over one card at a time, until all the questions have been answered.

6. In the end ask the students to connect the ideas by using transitional words and read their stories to each other. This can be done as a whole class activity, the teacher may re-form the groups so that each member comes from a different team and has a different story to read.

(Adapted from Baudains and Baudains, 1990: 18)

ACTIVITY: JUMBLED SENTENCES

Level: the activity can be used in all levels as long as the sentences to be put in order are adapted accordingly

Related Traits: Sentence Fluency

Procedure:

1. Show the picture below to the students and ask their opinions about being messy (the reasons, the effects) so that the students can personalize the subject.

2. Put the students in groups of three and tell them that they will work on some jumbled sentences and try to put them in order to have a whole paragraph.

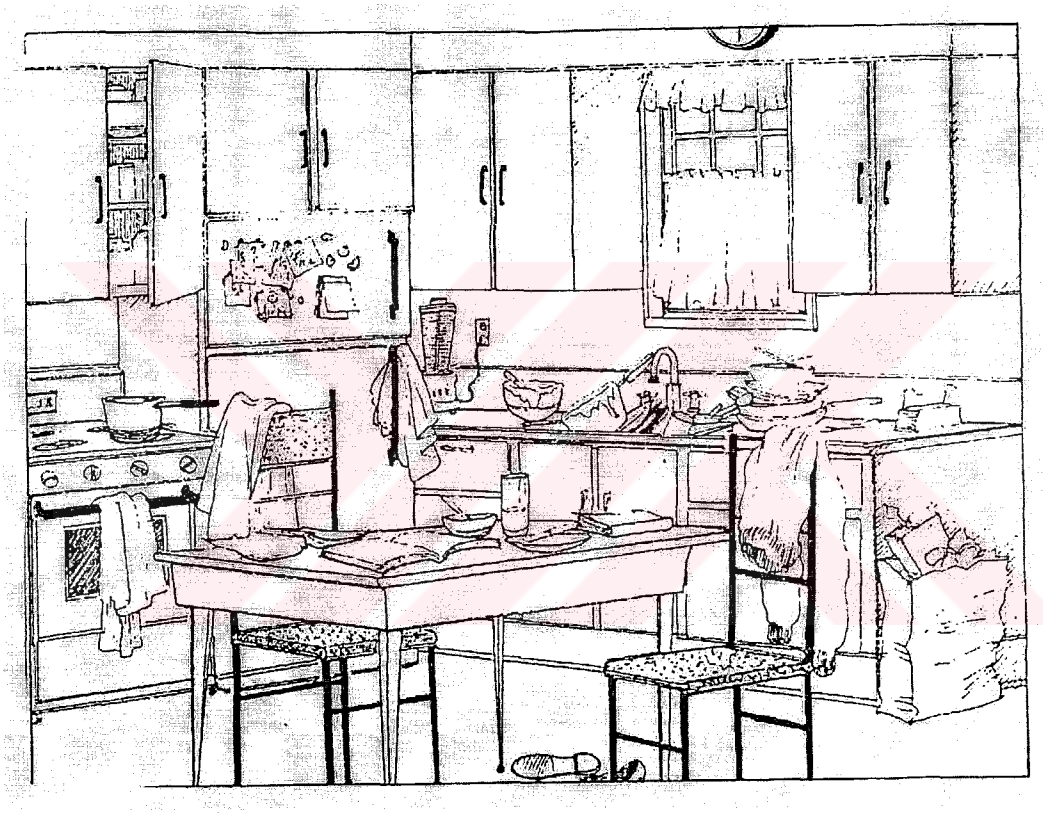
a) It was founded by Sandra Felton, a high school mathematics teacher, who got tired of finding socks in the living room and shoes in the kitchen.

b) They can also attend an annual seminar.

c) Many of the members of Messies Anonymous are women with jobs outside the home.

d) Messies Anonymous is an organization that tries to help messy people change their ways.

e) These women get help from the organization's quarterly newsletter and can buy Messies Manual, a 157-page book written by Mrs. Felton.



Source: (Wong, Glendinning and Mantell, 1987:8)

ACTIVITY: DESCRIBING PROCESSES

Procedure:

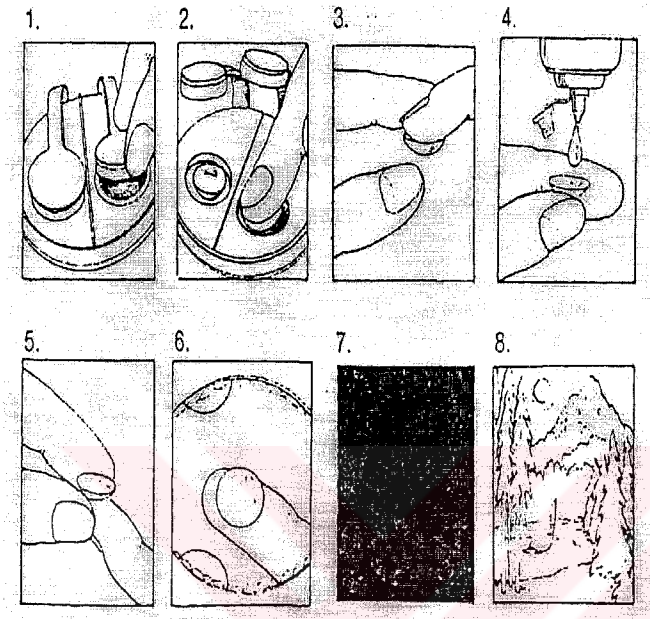
1. Make sure that your students are familiar with what contact lenses are and why they are used.

2. Put the students into groups of three

3. Provide the students with the following pictures and instructions.

4. Ask the students to write a description of how to put in contact lenses in a coherent paragraph by using the appropriate markers.

5. You can revise the required vocabulary by eliciting from the students.



How to Put In Contact Lenses

1. Open lens case.
2. Remove lens by touching it with your right index finger.
3. Grasp lens with thumb and index finger of your left hand.
4. Apply one drop of wetting solution to concave surface.
5. Place lens on right index finger, concave side up.
6. Use middle fingers of the left and right hand to hold eye open. Touch lens to cornea.
7. Blink.
8. Enjoy the scenery. Life is beautiful with contact lenses.

To mark the beginning:

First,……. The first step is…..

The first thing you do is……

To mark the next step:

Next,… The next step is….

To mark following steps:

Then,… After this step,…

After you do this,… Now…

To show the last step:

Finally,… The last step is…

Source: (Wong, Glendinning and Mantell, 1987:33)

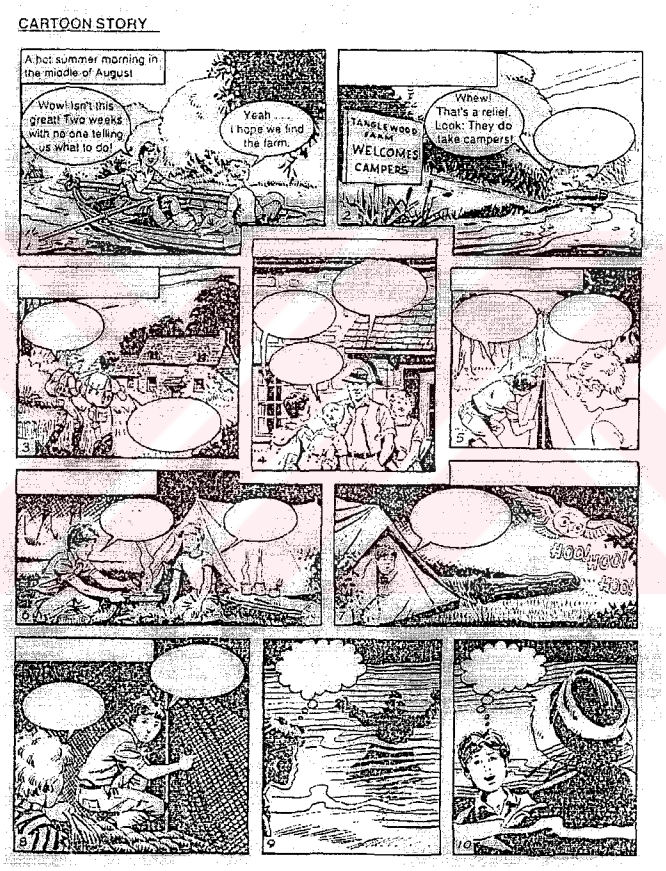
ACTIVITY: CARTOON STORY

Level: Pre-Intermediate to Upper Intermediate

Related Traits: Ideas, Word Choice, Sentence Fluency, Voice, Presentation

Preparation

Make copies of a cartoon story. An example is provided below:



Procedure

1. Point out to your students the conventions of a cartoon story, namely

a) the caption at the top of a picture, which usually says something about the time sequence;

b) the bubble with round lines which is a speech bubble;

c) the bubble with wavy lines which is a thought bubble

2. Ask students to skim through the story individually in order to get an impression of the time sequence and then ask them to match the following captions with pictures 2-8.

A little while later…

During the afternoon…

As the farm came in sight…

Suddenly as they followed a bend in the river…

As evening darkened into night…

Before going outside to investigate…

3. Ask students to work in pairs. First ask them to check eachother's captions and then ask them to make up captions for the last two pictures.

4. Still working in pairs, the students should make up the speech for each frame of the story.

5. Discuss the possible endings with the class.

6. Ask students individually to write the story, paying attention to the time sequence, and ask them to make up their own titles depending on their choice of ending.

Source: (Hedge, 1988: 121)

4.5. Voice

It is recommended that the voice trait be supported by

- Helping writers feel safe, accepted , and free to share their writing
- Valuing and encouraging diversity
- Rewarding risk-taking
- Enabling the students to hear and appreciate the voices of others
- Helping students connect to a real audience

- Asking students to revise by adding voice to a flat piece
- Asking students to intensify and share writing with strong voice(www.nwrel.org)

ACTIVITY: COMPARING

Level: Pre-Intermediate to Upper Intemediate

Procedure

1. Provide some examples of written products that have either good voice or inadequate voice.

2. The students are required to compare these products, choose the better ones and then discuss the qualities of them.

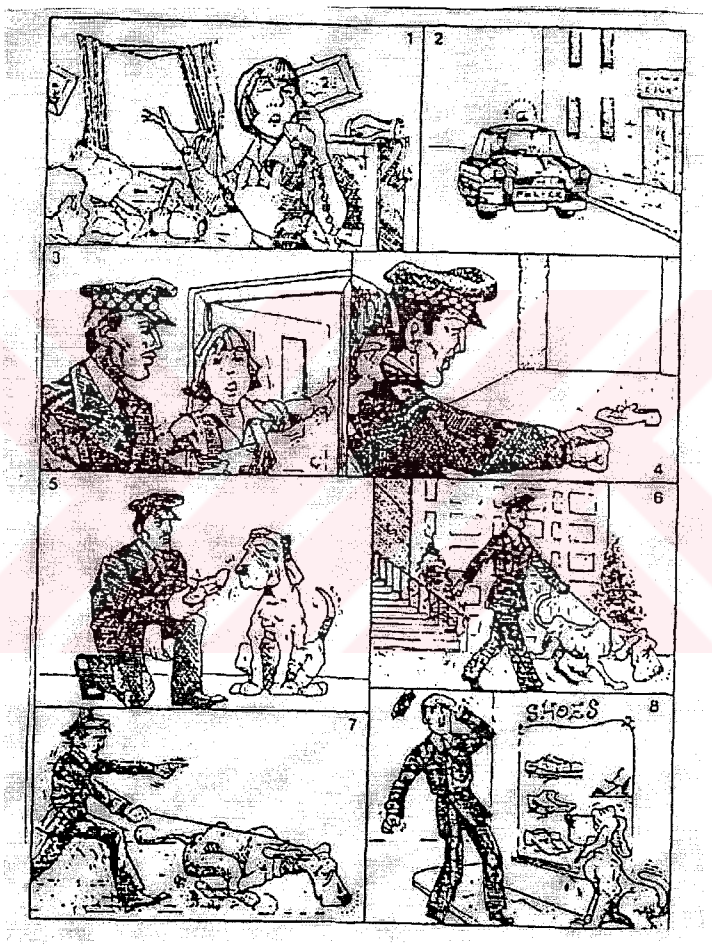
ACTIVITY: THE THIRD EYE (PICTURE STORY)

Level: Intermediate /Upper Intermediate

Related Traits: Ideas, Organization, Word Choice, Presentation

Preparation

Make enough copies of a picture story. An example is provided below:



Procedure

1. Hold a discussion on robbery as a whole class and elicit the important vocabulary items.

2. Put students in groups of three

3. Hand out the picture story or show it on the OHP. Have students discuss the events in the story.

4. Assign one of the two different characters to each group and ask them to write the events from the point of view of this person. An example is provided below:

Group 1

Imagine that you are the policeman who looks after the dog. Write your report on this matter.

Group 2

Imagine that you are the woman in this story and that you want to explain what happened to your husband who is on a business trip to New York. Write a detailed e-mail and describe to him what happened.

(Adapted from Hedge, 1988: 164)

ACTIVITY: ACCIDENT REPORT 1

Level: Pre-Intermediate to Upper Intermediate

Related Traits: Ideas, Organization, Sentence Fluency, Word Choice

Procedure:

1. Begin by discussing some of the things that cause accidents. These can be listed on the board:

Causes of accidents

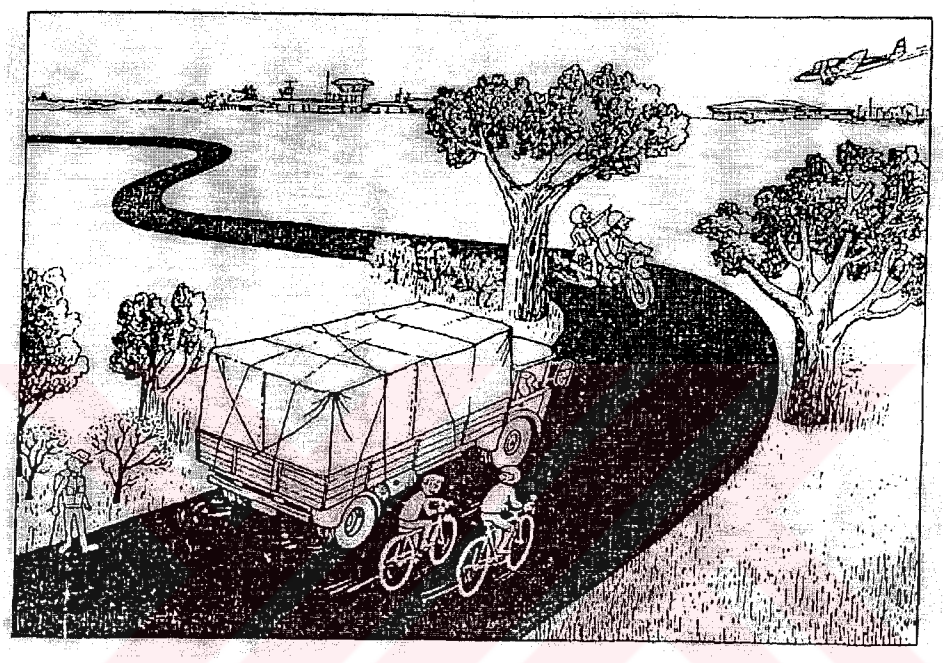
- driving fast
- driving carelessly
- mechanical problems
- weather conditions
- pedestrians

Meanwhile examples of the language used to describe road accidents can be provided or elicited.

Features of accidents

- vehicles collide/get damaged/run people over/knock people down
- people get killed/injured/taken to hospital

2. Show the picture below and relate the items to what is shown in the picture



3. Ask students to write a report on what happened individually or in groups.

4. If the students need further help, you can give the first sentence of the report and provide some phrases to be used as in the example:

CYCLIST KILLED ON AIRPORT ROAD

One cyclist was killed and another was badly injured when they collided with a motorcycle on the road to Winton Airport yesterday afternoon. The collision occurred_____

_____where?_____. According to the driver of the lorry_____(Adapted from Byrne, 1979: 91)

ACTIVITY: AN ACCIDENT REPORT 2

Level: Intermediate-Upper Intermediate

Related Traits: Ideas, Organization, Sentence Fluency, Word Choice

Procedure:

* Two articles from different newspapers describing the same event are needed for this activity.

It's me, Dad!

By Maria Morris

A brave young ambulance driver on a mission of mercy didn't know she was on the way to save the life of someone very dear.
For when Maxine Tabberer arrived in an ambulance at the scene of a horrific accident she found that the unconscious victim was her own father.
Maxine, of Queens Road, Carterton, was completely stunned... but she knew she had to pull herself together and do her job.
And it was 28-year-old Maxine's gentle voice calling out to her dad that brought him back to life.

Voice

"It was a marvellous miracle," said 63-year-old Mr Walter Morgan of Alvescot Road, Carterton.
"If it hadn't been for hearing my daughter's voice, I probably wouldn't be here today," he said.
Mr Morgan had broken an arm, a leg and three ribs in a head-on collision with a Land Rover. He was on his way back to work at lunchtime, to RAF Brize Norton where he is a senior storekeeper, when the accident happened. His new Talbot car and the Land Rover were completely wrecked, but the other driver was, luckily, unhurt.
Maxine, who has worked as an ambulance driver in Witney for nearly a year, was out on a routine call when a radio message asked them to re-route to Carterton for a traffic accident.
"When we were nearly there, another message came, saying something about a close relative. But it just didn't occur to me that it could be mine," she said.
"It was a terrible shock to see my father lying there.
"I quickly went through in my mind what to do and checked for bleeding and fractures.
"I think it was a comfort to him that I was there."

Daughter's voice 'saved my life'

Accident victim Walter Morgan believes that the sound of his daughter's voice saved his life.
Mr Morgan of Alvescot Road, Carterton, was lying unconscious with multiple injuries after a car crash when his daughter, ambulance driver Mrs Maxine Tabberer, arrived on the scene.
Maxine is based at Witney ambulance station and was called to the accident at RAF Brize Norton.
Mr Morgan, 63, said "She called out 'Dad' to me. I thought I had been having a bad dream and she was waking me up.
"I'm convinced that if it hadn't been for the sound of her voice, I would not have woken up and would not be here today.
"I was out cold and apparently my blood pressure was very low. I think her voice brought me round and her presence reassured me. She was wonderful."
Mr Morgan was given oxygen and taken to the John Radcliffe Hospital, Oxford, in Maxine's ambulance. He spent a week in hospital being treated for a broken leg, broken arm and three broken ribs.
The accident with a Land Rover happened as he was returning to work at RAF Brize Norton where he is a senior storekeeper. Mr Morgan, who acts as the 'eyes' for his wife Madge who is a blind bowls champion representing England, is now recovering at home.
His daughter Maxine, who lives in Queens Road, Carterton, said: "It was a great shock when I arrived at the scene of the accident and saw my father lying there.
"He was in a pretty bad way. He didn't come round until I started talking to him, and he was in a state of shock."

1. Ask the whole class to imagine themselves as reporters about to investigate a near-fatal accident. What would they want to find out about it?

2. Elicit some categories of information from the class and write them on the board. Supply your own predetermined categories as well. Appropriate categories might be written as questions:

- What sort of incident was it?
- Where did it take place?
- When did it happen?
- Who was involved?
- What happened to each of the people?
- What was the outcome?
- How did the people feel?

3. Divide the class into two and give each group a different version of the article.

4. Students read their own articles and make notes, detailing the information they can find for each category.

5. Put the students in pairs. Each pair should consist of a student who has read article A and one who has read article B. ask each pair to compare notes and add any extra details their partner gives them.

6. Ask students to write up their own articles from the notes they have made and to make up their own headlines.

(Adapted from Hedge, 1988: 39)

4.6. Word Choice

In order to improve the students' skills in this trait, the activities should be supported by

- Reading- anything and everything

- Brainstorming: How else could you say it?
- Learning to use vocabulary resources with skill, discretion and restraint
- Playing with language , dialects, formal and informal word usage
- Building power through action verbs
- Making language precise not just correct(www.nwrel.org)

ACTIVITY: STRONG VERBS

Level: Pre-Intermediate to Upper Intermediate

Related Traits: Ideas, Sentence Fluency, Voice

Procedure

1. Tell the students what "strong verbs" means

A strong verb is a verb with muscles. All alone, it can carry just as much, or even more meaning than a string of weaker words.

Examples:

(Pretty Weak): The lights shine off and on in the distance as little boat moves from side to side in the water.

(Strong): the light glimmer in the distance as the little boat drifts in the water.

A. Find a strong verb in the box to use in place of the underlined words in the sentences. Rewrite the sentences by using the strong verb.

Crackled	glared	gripped	strolled
	hollered	studied	

1. She looked angrily at me.
2. The fire made little noises.

3. We looked very closely at the moth.
4. He held the bat tightly.
5. They called very loudly.
6. She walked slowly in the garden.

1. She **glared** at me.
2. The fire **crackled.**
3. We **studied** the moth.
4. He **gripped** the bat.
5. They **hollered.**
6. She **strolled** in the garden.

B. Choose at least three strong verbs from activity A above. Write a brief narrative paragraph in which you use the three words.

Source: (Null, 1998)

ACTIVITY: FREE VERSE

Level: Intermediate/Upper Intermediate

Related Traits: Ideas, Voice,

Preparation

1. Make seven questions appropriate to the level of the students which will elicit statements about physical and emotional sensations. Try to find questions which students may not have considered before and which will challenge their imagination and powers of expression.

A sample set of questions can be like the following:

How do you feel when you wake up and you know it's Sunday?

How do you feel if you hear someone shouting your name very loud?

What is the happiest sound in the world?

What does spring smell like?

What does hair feel like?

How can you describe the sensation of putting your hand in ice-cold water?

What is the taste of lemon?

Procedure

1. Explain to the students that you are going to ask a number of questions to which they must give written answers. The answers need not be written in complete sentences. An answer can be in note form; a short phrase or a single word.

2. Read out the questions one by one, allowing time for the students to write but without waiting too long. Students should be writing spontaneously.

3. At the end of the session, ask students to study what they have written and expand their texts to make a piece of free verse by putting a new word or words after the last one they have written on each line.

4. Students can post the work on the walls and the class circulate and read them in five to ten minutes.

(Adapted from Baudains and Baudains, 1990: 31)

4.7. Sentence Fluency

The Sentence Fluency trait should be supported by

- Reading aloud to develop ear for language
- Listening to others read aloud
- Combining sentences in longer pieces of text
- Practicing free writing to make writing flow
- Playing with sentences (beginning in different ways, revising problem sentences, working toward parallel structure, building sentence length and variety)

(www.nwrel.org)

ACTIVITY: COLUMN WRITING

Level: Intermediate/Upper Intermediate

Related Traits: Ideas, Organization

Procedure:

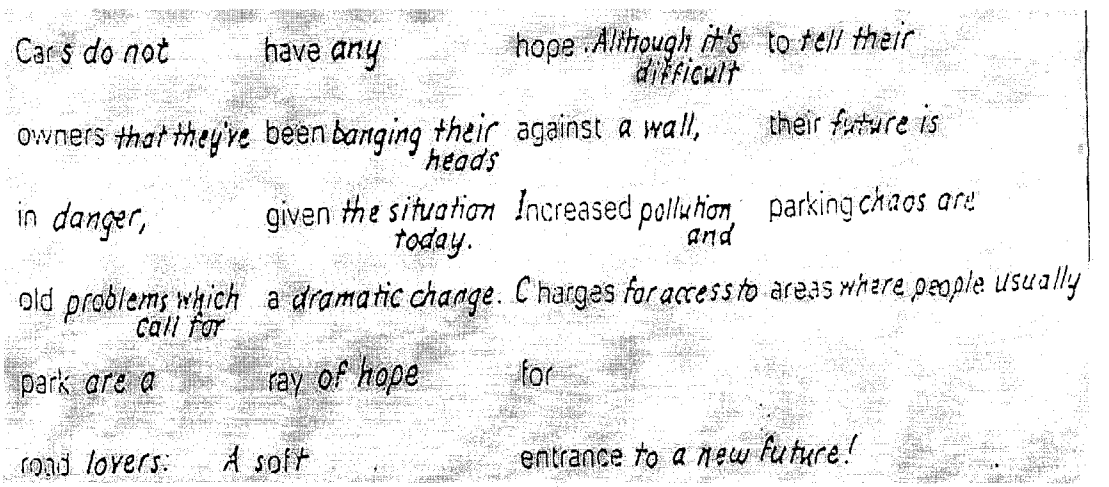
1. Explain to the students that you are going to dictate a sentence and the students are going to write it in an unusual way. Instead of going horizontally across the page, they must write the words vertically one under the other in four columns(it is a good idea to show an example on the board)

2. Dictate the sentence, telling the students when to begin a new column.

3. The aim now is to fill the horizontal spaces with a word or words which will combine with the existing ones to make a complete text. The choice of topic is up to the students. The text can be divided into any number of sentences, but they must be related and the passage as a whole has to have meaning as well as being grammatically and syntactically correct. Students work individually or in pairs

4. To finish, put the frame on the board or the OHP and compare different student texts(colored chalk/pens are useful to distinguish the insertions).

A student sample:



Source: (Baudains and Baudains, 1990: 31)

4.8. Conventions

The conventions trait can be supported by

- Identifying reasons for editing
- Learning to distinguish between revision and editing
- Keeping editing in its rightful place
- Learning and using editing symbols
- Thinking like an editor
- Developing a proofreader's eye through regular practice
- Practicing editing skills on someone else's text
- Doing one's own editing

ACTIVITY: EDITING 1

Level: Elementary - Upper Intermediate(the activity can be used in all levels as long as the difficulty level of the paragraph is adapted accordingly).

Procedure

1. Hold a discussion on common spelling mistakes made by the students.
2. Put the students in pairs and hand out the paragraph with the spelling mistakes.
3. Ask the students to underline the spelling mistakes with a colored pen or pencil and rewrite the paragraph by correcting the mistakes.

The earth has lots of meaning to me. I lik it cause it is where I live. There are butiful things in the would lick tres, flours, and rocks. But the best things on the earth are my reltives. My relatives are vary nice. They will do anything for you, and I am glad they are hear.

(13 errors)

(Adapted from Lewis, 1989)

ACTIVITY: EDITING 2

Level: Elementary - Upper Intermediate(the activity can be used in all levels as long as the difficulty level of the paragraph is adapted accordingly).

Procedure

4. Hold a discussion on common punctuation and capitalization mistakes made by the students.

5. Put the students in pairs and hand out the paragraph with the spelling mistakes.

6. Ask the students to correct the punctuation and capitalization mistakes with a colored pen or pencil.

The earth has, lots of meaning, to me. I like it, because it is where I live there are beautiful things in the world like trees flowers and rocks? But the best things on the earth are my relatives my relatives are very nice. They will do anything for you, and i am glad they are here (12 errors)

(Adapted from Lewis, 1989)

ACTIVITY: REMEMBER THE PICTURE

Level: Elementary to Upper Intermediate

Related Traits: Ideas, Word Choice

Procedure:

1. Divide the class into groups of four or five students.

2. Ask the class, "What is a sentence?". Elicit their ideas and write a useful working definition on the board. For example:

"A sentence is a group of words that
make sense together,
are a complete thought, and
have a subject and a verb

3. Show an interesting picture, preferably one with many details. Students should try to remember everything in the picture. Make sure that everyone gets a good look. Then put the picture away.

4. In their groups, students generate as many sentences as they can about the picture. Ask them to refer to the definition of a sentence on the board and state that only complete and correct sentences will win points for the team. A recorder writes the sentences as the ghroup generates them(give five minutes)

5. All recorders go to the board to write the sentences their group has produced.

6. Each group is assigned to watch a recorder who is not their own. Their task is to spot incorrect or faulty sentences.

7. When a sentence is not acceptable, it is erased; only sentences that are grammatically and factually correct stay up on the board

8. The group whose recorder has the most correct sentences on the board is the winner

9. In the end, show the picture again. Students notice what they had forgotten about it and generate more sentences.

(Adapted from Pollard and Hess, 1997: 73)

CHAPTER 5

CONCLUSION

The 6+1 Traits of Writing model, proposed by the Northwest Regional Educational Laboratory, provides both the students and the teachers with a shared terminology and an understanding of the features of quality writing. Actually, lack of common vocabulary items to refer to the basics of the writing skill and the difficulty of forming concepts in the minds of the learners about this constitute the main problematic areas in writing classes. Therefore, it is thought that this model can contribute to the success of the learners in this skill to a great extent if adapted and used appropriately.

According to the Trait –Model, a written product should be of quality in 7 traits. These traits are: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. All these traits have been put forward after intensive study on student writings and are thought to be the basics of writing classes.

In the light of the data gathered with reference to the 6+1 Traits of Writing model, it has been revealed that the students feel more secure and therefore create better writings when they are aware of what is expected from them and guided accordingly.

When the great number of failures in writing classes considered, the lack of predetermined conventions appears as a significant problem and the Trait-Writing Model is thought to be the solution for this.

To begin with, this study mainly seeks to investigate the ways to overcome problems observed in writing classes caused by the vagueness of the writing instructions. Therefore, not only the problems faced by the teachers and the students due to shortcomings of the current approaches and teaching instructions are pointed out, but also different activities related to 6+1 Traits of Writing model are suggested to guide the writing instructions in EFL classrooms.

This study starts with an introduction chapter in which the problem, which is the low success rate of the learners in writing courses, aim and scope which constitute the probable solution to the problem, and the method together with the assumptions are delineated.

The next section includes a literature review to analyze the different approaches to teaching writing and provide background information for the 6+1 Traits of Writing model. In this chapter, the importance of writing, different approaches to writing and lastly, the 6+1 Traits of Writing model have been studied in detail.

The following chapter concentrates on the analysis of the data collected from both the Experiment and the Control Group. The results of the T-Test have been delineated in this chapter with reference to both the groups and their achievement scores. Additionally, the results gathered from the Experiment Group have been analyzed within themselves and the success tendency of the learners in each trait have been worked out and shown in graphs.

Chapter 4 starts with the role of the Trait-Writing model in writing classes. The role of the teacher and the needs of the students are delineated with reference to 6+1 Traits of Writing model. This chapter goes on with the suggested activities for the teaching of the 6+1 traits of writing. Activities for each trait have been provided separately yet the related traits have also been mentioned for each activity.

As stated before, the aim of this research is to find out the relation between the success of the students and the teaching of the writing courses according to the 6+1 Traits of Writing Model. The low success rate of the students in especially writing lessons has given way to the assumption that if the students are made aware of the common terminology for academic writing and understand the rationale for the basics of producing an academic text through the use of related activities, their prejudices against writing courses may be overcome and therefore their success may increase.

In order to reveal the students' ideas about their own academic improvement in writing courses, the self assessment grid for the European Language Portfolio

(Appendix 3) has been given to both the Experiment and the Control Group. The students in both the groups have been required to fill out the questionnaire about the self-evaluation of their own achievement. The results of the questionnaire present that while the students in the Control Group see themselves in the B2 point of the Writing Skill Scale, the ones in the Experiment Group consider themselves in the B1 point of the same scale. In other words, the students in the Experiment Group consider themselves in a higher level of proficiency in writing courses than those in the Control Group, which shows that the self-esteem of the learners in writing courses has also increased. Besides, the statistical analysis of the data gathered from both the Experiment and the Control Group shows that the students in the Experiment Group have scored higher grades in written assignments.

Since the main aim of any teaching curriculum is to transfer the knowledge to the students in the best and the most convenient way possible, the Trait Writing Model may respond to the shortcomings in the area of teaching writing skills. It is a fact that 6+1 Traits of Writing Model provides both the learners and the teachers with valuable shortcuts to the basics of academic writing. By sharing a common terminology, the teachers and the students can understand each other better and pinpoint the problematic areas more easily. Additionally, explicit reference to what is required from the students eases the students' job and makes them feel more secure and self-confident. On the other hand, teachers also get the advantage of knowing what to expect from the students and organizing their plans with the activities that will give way to the teaching of the seven traits of academic writing.

It is an obvious fact that every institution designs its curriculum in such a way that the highest student achievement can be achieved. Adaptation of different approaches and techniques generally result in an eclectic method in which the most convenient parts of each are taken. The problem with such tendencies is that they cause lack of standardization and lead to subjective evaluation of different approaches and techniques. On the other hand, the use of 6+1 Traits of Writing Model in writing courses will not only solve the problem of standardization but also serve as a good model which can be integrated into any teaching curriculum. As stated before, Trait-Writing Model is not new or revolutionary. It is like a basket in

which the best parts of different techniques and models are ready to be adapted and used by different institutions for different purposes.

Efficient learning is the keyword for all the professionals in the field of teaching. It is known that everyday, new ideas flourish to ease the teaching-learning process yet it is also known that this is a never-ending process and there will always be a better way than "the best" way of yesterday. Therefore, teaching professionals should always be ready to adapt and make use of the new models proposed. Being one of the latest ones, the 6+1 Traits of Writing Model is a promising model for those professionals for the teaching of writing skill.

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Appendix 1

CHECKLIST FOR SELF EVALUATION

Six Traits of Writing

Sound Ideas

___ It all makes sense and it has a purpose.

___ I know this topic well.

___ I have included interesting details not everyone would think of.

___ Once you start reading you will not want to stop.

Good Organization

___ Starts out with a bang!

___ Everything ties together and flows from idea to idea.

___ It builds to the good parts.

___ My ideas are broken into logical chunks of paragraphs.

___ At the end it feels finished and makes you think.

Voice

___ This really sounds like me and what I think!

___ My reader can tell that I care about this topic.

___ My reader can identify with my characters.

___ I want you to read this and feel something.

Word choice

___ This is the best way to say this.

___ I can picture the setting, actions, and mood!

___ My words are new ways to say everyday things.

___ Listen to the power in my verbs.

___ Some of the words linger in my mind.

Sentence Fluency

___ My sentences begin in different ways.

___ Some sentences and paragraphs are short and some are long.

___ It just sounds good as it is read aloud.

___ My sentences have power and punch.

Conventions

___ Capitals are used correctly.

___ Periods, commas, and quotations marks are in the right places.

___ Almost every word is spelled correctly.

___ I remembered to indent each paragraph.

Presentation

____My handwriting is eligible.

____My paper seems nice when I look at it.

____All the margins seem equal.

(Source: www.nwrel.org)

Appendix 2

EVALUATION CRITERIA FOR 6+1 TRAITS OF WRITING

IDEAS AND CONTENT RUBRIC

Rating of 5 (Strong):

The paper is clear, focused, and interesting. It holds the reader's attention. Ideas are fresh and original. Related details support the main idea.

- ☐ The writer writes from experience and seems to know a lot about the topic.
- ☐ The writing has balance; some ideas are more important than others.
- ☐ The topic has been narrowed to something specific.
- ☐ The writer stays on topic, and it is easy to tell what the point or main idea of the paper is.
- ☐ Supporting details "show" what happens instead of "telling" what happens.

Rating of 3 (Developing):

The paper is somewhat clear and focused. It holds the reader's attention most of the time. It contains some details to support the main idea. The main idea may not be clear.

- ☐ The writer has an everyday understanding of the topic, but doesn't add anything new.
- ☐ The writer seems to be writing from experience and the ideas are reasonably clear, but they aren't detailed or specific.
- ☐ The main idea may not be clear or may not be original.
- ☐ The writer has begun to define the topic, but hasn't narrowed it enough to be specific.
- ☐ Not enough information is provided, leaving the reader with unanswered questions.

Rating of 1 (Beginning):

The paper has no clear sense of purpose or main idea. There is no real message.

- ☐ There is not very much information or it is not clear.
- ☐ The writer repeats the same information or seems to have written a list of thoughts.
- ☐ The writer is still in search of a narrowed topic.
- ☐ Everything is as important as everything else; there is no clear main idea.

ORGANIZATION RUBRIC

Rating of 5 (Strong):

The order makes sense and is easy to follow. The paper contains an effective lead and conclusion. The ideas are connected with transitions.

- ☐ The paper contains an inviting lead that grabs the reader's attention.
- ☐ The main idea is supported by details that fit where they are placed; sequencing makes sense and helps the reader understand what is written.
- ☐ The ideas are connected with smooth transitions.
- ☐ There is a strong conclusion that brings an ending to what is written.
- ☐ The reader doesn't have to think about the organization to understand what is written.

Rating of 3 (Developing):

The paper moves from point to point without too much confusion. The paper contains a lead and a conclusion. Some ideas are connected with transitions that may be weak.

- ☐ The paper contains a lead that can be identified, but it is weak.
- ☐ The writer spends too much time on one area and not enough time on another.
- ☐ The order is hard to follow, or too easy and predictable.
- ☐ The transitions between ideas are unclear or do not seem to fit.
- ☐ The conclusion is weak or does not bring an ending to what is written.
- ☐ The organization, though weak, does not seriously get in the way of the main point.

Rating of 1 (Beginning):

The writing does not have a clear sense of direction. The ideas are put together with no connections. The lead and/or conclusion cannot be identified.

- ☐ There is no real lead to begin the paper.
- ☐ There is no recognizable pattern to the ideas. They seem to be a list of thoughts that confuse the reader.
- ☐ There are no transitions between ideas. The reader gets lost easily.
- ☐ There is no conclusion.

SENTENCE FLUENCY RUBRIC

Rating of 5 (Strong):

The paper has an easy flow and rhythm. It is easy to read aloud. The writing sounds natural--the way someone might talk. The sentences have different beginnings, lengths, and structures.

- ☐ The writing sounds natural, with one sentence flowing effortlessly into the next.
- ☐ Varied sentence beginnings guide the reader readily from one sentence to the next.
- ☐ Variation in sentence structure and length adds interest to the text.
- ☐ Fragments, if used at all, work well. Most sentences are complete.
- ☐ Dialogue, if used, sounds like people talking.

Rating of 3 (Developing):

The text moves along efficiently, but lacks rhythm and grace. It may sound technical or mechanical instead of pleasant and musical.

- ☐ Simple sentences are okay, but compound sentences and complex sentences are not.
- ☐ The sentences make sense, but do not seem skillfully written.
- ☐ There is some variety in sentence beginnings, length, and structure.
- ☐ Fragments sometimes work, but mostly do not work; they seem to be the result of error.
- ☐ The reader has to hunt for clues to see how one sentence should flow into the next.
- ☐ Some parts of the text sound good when read aloud, others are choppy and sound funny when read aloud.

Rating of 1 (Beginning):

The paper is difficult to follow or read aloud. Most sentences are incomplete or run together.

- ☐ The sentences do not sound natural. The text is not at all like a person would talk.
- ☐ The reader may have to pause or read the sentences again to understand what is meant.
- ☐ There is no variety in sentence beginnings, length, or structure.
- ☐ There are several fragments or most of the sentences run together with no connections.
- ☐ The reader cannot make sense of the connections between sentences.

VOICE RUBRIC

Rating of 5 (Strong):

The paper shows the writer's personality. The writer has written the paper to be read, not just as an assignment. There is a connection between the writer and the reader.

- ☐ The paper is honest and sincere; it is written from the heart.
- ☐ The language helps the reader "see" what is happening in the writing.
- ☐ The writer shows his feelings and emotions in the paper.

☐The writer cares about the topic.
☐The reader gets a real sense of humor, sadness, happiness, suspense, excitement, etc. from the writing.

Rating of 3 (Developing):

The paper has some personality, but the reader has a hard time connecting with the writer. The writing may sound familiar, not really new or unique.

☐The paper has some moments of honesty and sincerity.
☐The voice may be strong on occasion, then hide behind general language that isn't very specific.
☐The writing hides as much of the writer's personality as it shows.
☐The writer seems afraid to show how he really feels.
☐The reader only sometimes gets a sense of humor, sadness, happiness, suspense, excitement, etc. from the writing.

Rating of 1 (Weak):

The paper has no personality. It sounds like an encyclopedia article, with only the facts. The writer seems to have no feelings about the topic.

☐The reader cannot sense any sincerity or honesty in the paper. The reader has no connection to the writer.
☐The writing is not very exciting throughout most of the paper. There are no highs or lows.
☐The writing is factual and does not cause the reader to feel anything about the topic.
☐The writer doesn't seem to care about the topic at all.

WORD CHOICE RUBRIC

Rating of 5 (Strong):

The writing creates a mental picture for the reader. The writer uses powerful action verbs, accurate adjectives, and precise nouns. The language is natural.

☐Powerful action verbs give the writing energy.
☐The adjectives are as descriptive and accurate as possible.
☐The nouns are specific, not general.
☐Slang and clichés are not used very much.
☐The language is natural and not overdone. Words are used correctly.

Rating of 3 (Developing):

The language is functional, but it is difficult for the reader to get a mental picture. The writer uses everyday language well, but may rely on clichés and slang. The writer may repeat or misuse some words.

☐ The writing gets the message across, but with language that doesn't really capture the reader's imagination.
☐ The writer may use slang and clichés, but not to the point that it bothers the reader.
☐ The writer may misuse words, but the reader can usually figure out what was meant.
☐ The writer seems to avoid using new words, but the paper may have one or two good moments.
☐ The paper may contain a few energetic verbs, accurate adjectives, and specific nouns.

Rating of 1 (Beginning):

The writer's vocabulary is limited. The writer has a hard time finding the right words to get his message across to the reader.

☐ The language is not energetic, accurate, or precise. The message is difficult for the reader to picture in his/her mind.
☐ The writer relies on the same words and avoids using new words. Clichés and slang are overused.
☐ Words are incorrectly used, making it difficult for the reader to understand what the writer meant.

WRITING CONVENTIONS RUBRIC

Rating of 5 (Strong):

The writer uses standard writing conventions very well to make the paper easy to read. There are very few errors, and the reader hardly notices them. Only light editing is required to turn the writing into a final draft.

☐ The paragraphing is obvious and makes the paper easy to read.
☐ The writer uses correct grammar that makes it easy for the reader to understand what is written.
☐ Capitalization is correct, and punctuation is smooth and helps the reader move from idea to idea without thinking about it.
☐ Spelling is correct, even on difficult words.
☐ The writer may make mistakes on purpose for stylistic effect.

Rating of 3 (Developing):

There are mistakes in conventions, but the reader can figure out what is meant by reading some parts of the paper more than once. Mistakes are not severe, but are distracting. Some editing is required to turn the paper into a final draft.

☐ Paragraphing is inconsistent. Paragraphs sometimes run together or begin in the wrong places.
☐ End-of-sentence punctuation is usually correct, but punctuation within sentences may be

incorrect or missing.

- ☐ Grammar mistakes are not severe enough to cause the reader not to understand the meaning.
- ☐ Capitalization is generally correct.
- ☐ Spelling is mostly correct.

Rating of 1 (Beginning):

Numerous errors in conventions distract the reader and make the paper difficult to read. The errors are so severe that they cause the reader to have difficulty in understanding the message. Much editing is required to turn the paper into a final draft.

- ☐ Paragraphing may be irregular, absent, or too frequent. It makes the organizational structure of the paper difficult to follow.
- ☐ Basic punctuation and capitalization are left out or incorrect.
- ☐ Grammar errors are very noticeable causing the reader to have trouble with the meaning.
- ☐ Spelling errors are frequent, even on common words.

(Source: www.nwrel.org)

Friendship is very important, because people need to a lot of things. for example the people want to tell the problem If people tell to problem, people is relaxed If you have a good friendship, you must be honestly, loyalty and helpfulness, but honestly is the most important. For example If your friends aren't honestly, you won't trut to your friend If there isn't trust, there isn't anything.

Friends mustn't to lie because a lot of badness 'es mother is lie. To be caught between time good tell lie. Because, sometimes you must be tell lie. At past, real friendship isn't important for me, but I know the meaning. They are necessary for my life.

MY FAVOURITE PLACE

Ankara is the capital city of Turkey. It is in the iddle of "iç Anadolu Bölgesi". One of favourite ports f Ankara is Tunalı which is in the centre and includes arum, Cafe dē Cafe, Mc Donalds, Mado. Cafe dē Cafe is e my favourite place which is a very hillarious cafe. is two-storeyed and made of wood. There are lots of ood chairs, tables and sofas. There is a beautiful view. is a place of private beauty.

I like there very much. because; I listen to qualified usic, eat perfectly meal and it has very exciting decore. am very relaxed and I feel very well there. However eople usually talk and make noise. There is always ry crowded.

In conclusion; I feel very well and I think people feel etter, too You can listen live music and eat really delicious al. It's a real quality. I'm sure you enjoy so much in ere. Therefore you must go there.

23 Mustafa Kemal Street
Bilkent Ankara Turkey

02.05.2003

Dear Jone

How are you ? I'm fine. How is your'doughter and son ? Now I'm in Ankara. My parent are in Sakorya.

Do you remember you invited me to Australia. I went to university so I didn't come to Australia but now I have summer holiday and I want to come to Australia. Then I want to go to your school because I think you're a good teacher. I want to do English pratic. What I annoys that I don't do English pratic in Turkey so I must come to Australia.

Your doughter and single therefore you get sad. Now Do your doughter or son are married ? I remember you want to have grandchildren.

Best wishes

(122 words)

Bastent University
Baglica Campus
Antara

April 9th

Dear Tarkan

I watched you last year and I love you more. You sing a song very woll. I think you are very successfull in your job. I wrote this letter to invite you to Antara again.

I love there are lots of person love you much.

I hope you live in Antara after now. Because we miss you much. I want to be a famous and successful person like you. I will be a profetional communication and billing person but we will be a same aim.

I hope I will be successful like you I will be of help in may country

Thank you again to reading my letter. If you a have time, I would be very grateful. if you could back to me

Good lucky in your future career

Love

Everyone has many friends. Especially everyone wants to make best friends. If you want to have a good friend, you must be honest faithful, respectful and share your problem with her or him. In addition dont tell lies to your friend that is you are honest. You and your friend Must know to keep secret You must say all the things because you friend and like a sister or brother. For example I have a lot of friend and only one good friend. I trust her and I can share all things with her. She is like a sister. Finally, you must make a sacrifice.

KUŞADASI

My most favaurite place is Kusadasi. Kusadasi is a county of Aydin. has a really beautiful sea. Kusadasi has a lot of hotel, motel, rding house and holiday village. For instance Marti Hotel, İmbat Hotel, am holiday village... Between Ankara to Kusadasi takes eight hours car. On the other hand if you want to go there by bus, ya'll nd between nine and ten hours.

I like Kusadasi because I like summer holiday. if you go to Kusadası ı can stay in an expensive hotel or cheap hotel. Kusadasi has some ecific beaches, for instance ladies beach, tusan and Milli Park. In e afternoon ladies beach has alot of big waves I like swimming ere in the afternoon. Every year a lot of tourists visit Kusadasi. his year the tourist will be practice for my English because now can speak English and I can chat them despite I can't speak y well.

I like Kusadasi we are go there for our holiday. I hope we'll there this year too. I suggest everyone to go there for liday or only for see Kusadasi.

Dear Sir or Madam,

I am writing to complain about your hotel, where I stayed two weeks. When I saw your hotel's brochure I decided to choose yours' for my holiday. But when I was in your hotel, there were four different problems.

Firstly, the hotel didn't looks like the brochure. Although it was far from the sea, we walk two hours for went the sea. In addition there is no-conditioning and it was very dirty so everywhere was smell bad. I was not satisfied your service which is the food wasn't good and wasn't fresh.

In conclusion, next year I won't come your hotel and if my friends want your hotel for their summer holiday, I will say all of the problem about your hotel.

Yours Faithfully

= LIVING IN A COUNTRY =

Living in a country has both advantages and disadvantages. On the plus side, there are fresh air and clean nature. Because of this people are healty. Also the life is cheaper than city. For instance, you can buy fresh brea also, all food are cheap and fresh. There is no traffic problem so there is no air pollution.

However, for every plus there is a minus. For one thing if you look for a job, you won't take a job, whatever you want. Because there is unemployment. And the life at country is boring. At the country people don't educate enough so there is few high school and no university. In addition there is a transportation difficulty. People don't travel whenever they want.

In conclusion, I think although the country life is calm and peaceful the lifestyle of city have more advantages.

	A1	A2	B1	B2	C1	C2
standing	*I can understand familiar words and* very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	*I can understand phrases and the* highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	*I can understand the main points of* clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
ıing						
	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can *understand short simple personal letters.*	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
ıng						
ıing	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions *with precision and relate my contri*bution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I *do have a problem I can backtrack and* restructure around the difficulty so smoothly that other people are hardly *aware of it.*
n ıction						
ən ction	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms *my family and other people, living con*ditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences *and events, my dreams, hopes and* ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
ıg ıg	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the *personal significance of events and* experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about *complex subjects in a letter, an essay* or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader *in mind.*	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles *which present a case with an effective* logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.