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WRITING AS A LITERACY AND COMMUNICATION SKILL IN THE PROCESS OF LEARNING AND TEACHING ENGLISH AS A FOREIGN LANGUAGE AT STATE SCHOOLS OF TURKEY (FROM GRADE 4 TO GRADE 10)

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ABSTRACT

WRITING AS A LITERACY AND COMMUNICATION SKILL IN THE PROCESS OF LEARNING AND TEACHING ENGLISH AS A FOREIGN LANGUAGE AT STATE SCHOOLS OF TURKEY
(FROM GRADE 4 TO GRADE 10)
GÜLAY KIRAY

The present study aims to explore the place and importance of writing instruction in the new English Language Curriculum at state schools of Turkey starting from the 4th grade till the end of the 10th grade. The study has theoretically been informed by modern definitions of the concept of literacy and the basic approaches to the teaching of writing skills. For the purposes of the study, the theory of writing instruction has also been explored and redefined in relation to English- as –a- foreign- language teaching settings. Adopting coursebook analysis and evaluation as the research method, the study has analyzed a selected sample of English language teaching coursebook series used at state schools of Turkey. With a purpose to constitute a common ground for the selection of the coursebooks to be analyzed, the series published by the Turkish Ministry of Education have been chosen. In the first phase of the analysis, the writing activities have been analyzed with the five basic questions underlying writing instruction- "Who writes what to whom for what purpose and how?" Then, in the second phase, the writing activities have been listed and grouped as 'controlled' and 'free' practices. Lastly, the findings have suggested that there are other ways of writing instruction, which are different from the ones used in the analyzed coursebook series- more compatible with the current approaches of writing instruction and the requirements of the time-, to take into consideration while designing materials and activities to teach writing in foreign language teaching settings.

Keywords: literacy, English as a foreign language, writing instruction, coursebook analysis and evaluation, controlled writing activities, free writing activities.

ÖZ

TÜRKİYE'DEKİ DEVLET OKULLARINDA YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİ VE ÖĞRETİMİ SÜRECİNDE DÜŞÜNCE VE İLETİŞİM BAĞLAMINDA YAZMA BECERİSİ
(İLK VE ORTAÖĞRETİM KADAMELERİNDE- 4.-10. SINIFLAR)
GÜLAY KIRAY

Bu çalışmanın amacı 4.sınıftan 10.sınıfın sonuna kadar Türkiye'de devlet okullarında uygulanan yeni İngilizce Müfredatı'nda yazma becerisinin yerini ve önemini incelemektir. Çalışmanın kuramsal kısmı çağdaş okur-yazarlık tanımına ve yazma becerisi öğretiminin temel yaklaşımlarına dayanmaktadır. Bu çerçevede yazma öğretimi kuramı yabancı dil olarak İngilizce bağlamı için tartışılmış ve yeniden tanımlanmıştır. Araştırma yöntemini Türkiye'de devlet okullarında kullanılan İngilizce kitaplarının incelenmesi oluşturmaktadır. Ortak bir çerçeve belirleyebilmek adına Milli Eğitim Bakanlığı tarafından yayınlanan kitaplar seçilmiş ve incelenmiştir. Kitapların incelemesi iki aşamalı olarak yapılmıştır. Birinci aşamada, yazma alıştırmaları yazma öğretimi ve öğreniminde temel olan 5 soru ölçüt alınarak incelenmiş ve ikinci aşamada, alıştırmalar güdümlüden serbest yazmaya doğru sıralanmıştır. Bu temel 5 soru "Kim kime ne ne amaçla ve nasıl yazıyor?" sorularıdır. Sonuç olarak, kuramsal çerçeve ışığında yorumlanan bulgular, yabancı dil öğretimi bağlamında yazma öğretimi yapılırken ve yazma öğretimi için araçlar geliştirilirken kullanılabilecek, bu kitaplarda kullanılanlardan farklı- güncel yazma öğretimi ve günün koşullarıyla daha uyumlu- başka yollar da olduğunu göstermiştir.

Anahtar Sözcükler: okur-yazarlık, yabancı dil olarak İngilizce, yazma öğretimi, ders kitabı incelemesi ve değerlendirmesi, güdümlü yazma çalışmaları, serbest yazma çalışmaları.

PREFACE

The aim of the present study is to explore the significance of writing instruction in the modern world and compare it with the importance attached to the teaching of writing in foreign language teaching settings in Turkey. To this end, a selected sample of English coursebooks used at state schools of Turkey starting from the 4th grade till the end of the 10th grade have been analyzed with a focus on writing activities. From the present study, have some practical suggestions been obtained for authorities or people intrested in developing materials to teach writing skills in English as a foreign language.

This dissertation is both a product of PhD study and a strong motivation in spite of the strong difficulties of life for me. Thus, the first and the most special thanks should go to my supervisor, Prof. Dr. Tülin Polat. She has always believed in me and motivated me sometimes with a study plan and sometimes like a caring mother.

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INTRODUCTION

In the twenty-first century, age of information and globalization, demographic and technological changes lead to drastic social, political and economic changes or vice versa. Affecting both domestic and international area, satellite television, use of internet and other computer programmes have brought about the flow of information from all over the world, and this information results in turning cultures into multi-cultures. In this age it is not so much possible that there are isolated cultures. Domestic and international immigration and travel also construct new cultures and identities. For the ones who teach languages, these changes present new areas of studies and language teaching becomes more and more interdisciplinary every coming day.

Such changes, especially technological changes explained above, bring new dimensions to the act of writing, as well. However, in the process of teaching and learning foreign languages are there some unchanging principles based on the theories and models of language teaching in general and specifically of literacy and writing education. The present study firstly aims at considering those principles. The basic motive of the study is to discuss the process of teaching writing which could be adopted for the recent technological changes. Thus, the point of the departure of the study is the concept of literacy.

Learning to communicate in another language needs and brings shifts in thought, schemes, frames and cultural understanding. But these shifts do not mean accepting the new one without any questioning and giving up the old one. As it is said in the part of Common European Framework aiming to define plurilingualism and to put forward its difference from multilingualism, learning a language is not isolated for each language but it is that one person's "…experience of language in its cultural contexts (which) expands from the language of the home to that of society at large and then to the languages of other peoples…" (p.15). Thus, approaches in language teaching should be modified to go with these new demands of competence in language learning. Still, communication is defined with two mediums; oral and

written language. In the scope of this study, written communication will be focused on but the principle of literacy will be researched first. Later, the concept of literacy will be related to writing education.

Writing is the one and most important skills of language learning because it is not an automatically developing skill but it needs special attention and instruction. Further, writing as a communication skill deserves this special attention since the use of this skill enlarges the potential social setting of a person and develops the cognitive skills of an individual by both making him/her a part of various communities and activating the critical thinking and constructive skills of the person. The ability to write in mother tongue is a bonus to develop literacy skills in another language. Moreover, foreign language literacy brings new opportunities to discover new worlds in the age of technology, information and literacy.

In the light of previously stated points, the basic question of the study is how the writing activities in English as a foreign language classes have been designed. To answer this question the basis of the study has been planned to cover the analysis of coursebooks extensively used at state schools of Turkey and approved by the Ministry of Education.

The first chapter of the present study (chapter 1) the relevant literature will be reviewed. The stated chapter aims to moot the concept of literacy with its multi-dimensions and current definitions and to explain the relationship of literacy with the act of writing and developments in writing instruction.

The second chapter (chapter 2), on the other hand, will extend the topic of writing instruction by considering the process of foreign language teaching and approaches to teach writing as a whole communication skill.

The following chapter (chapter 3) will approach writing with a discussion of curriculum and curriculum design because the development of skills constructs the basic matter of language teaching curricula and writing is one of language skills.

Furthermore, writing is a skill which needs a formal and school instruction to help learners develop their writing strategies. Since the method of the study is the analysis of writing activities in couesebooks, this chapter will also give information about the new English as a Foreign Language Curriculum of the Ministry of Education, which is under ongoing construction since 2006.

The fourth chapter (Chapter 4) composes the analysis part of the study. In this chapter, coursebooks used at state schools of Turkey as a teaching material of English as a foreign language course from the 4^{th} grade to 10^{th} grade will be analyzed with a set of criteria formed from the theoretical information discussed in the literature review part of the study, examining the recent approaches to the teaching of writing.

The concluding chapter will briefly summarize the findings and the discussion of findings within the context of theoretical perspectives of the study, bring some suggestions relevant with the findings and discuss the limitations of the study.

1. WRITING IN THE CONTEXT OF LITERACY

"The noblest acquisition of mankind is SPEECH,
and the most useful art is WRITING.
The first eminently distinguishes MAN from the brute creation;
the second, from uncivilized savages."

Astle, 1781:i (as cited in Street and Lefstein,2007:124)

Writing is the one and most commonly stated component of literacy definitions of various professionals. This chapter tries to define literacy and identify the place of writing in the context of literacy. The first part of the chapter is devoted both to the presentation of the components of literacy and the evolving nature of the concept of literacy and the discussion of the relationship of literacy with writing. The second part of the chapter is specifically about teaching of writing and it discusses the approaches to the teaching of writing in the first or foreign language teaching context.

1.1. The Concept of Literacy

Literacy, simply defined as the knowledge of reading and writing, is one of the main research areas of pedagogy in terms of social and economic development. The basic question in literacy studies is how much one has to know to be literate and this question reflects the elusive nature of literacy. Although it is difficult to define, there are significant number of surveys conducted to assess the literacy level of students in the countries, which are members of OECD (Organisation for Economic Co-Operation and Development). Two of them, which are also conducted in Turkey, are PISA (Programme for international Student Assessment) and PIRLS (Progress in International Reading Literacy Study).[1]

[1] See http:// www.pisa.oecd.org/ for further information

The core feature of literacy, knowledge, brings out a broad group of literacy concepts such as 'citizenship literacy', 'geographical literacy', 'scientific literacy', 'artistic literacy' etc. As introduced by Holme (2004: 1-3) the modern concept of being literate includes not only reading and writing skills but also speaking, listening, thinking and visual skills. Even if the concept of literacy is confined to activities including only reading and writing skills, it is not easy to define because of its complex nature and this has made the field of literacy studies one that is fundamentally interdisciplinary.

1.1.1. The Definition of Literacy[2]

In the distant past, literacy was defined as the ability to speak and sing for public purposes and with the early uses of writing it started to mean recording events and traditions by specialists. The rise of Greek city-states brought literacy for certain elite groups as a kind of discriminating ability. Literacy was also redefined because of religious reasons and this definition played an important role in literacy definitions of the Western world. Religious men continued to be accepted as literate due to the ability to read and write religious texts; thus, different from the common men in the Western world. Literacy was not a mass ability but was special for intellectuals, politicians and religious men for centuries until the last 200 years in the Western world.

According to the view overemphasizing the importance of written language to define literacy, the development of literate and illiterate societies is linked with the development of alphabetic writing. But Blanche-Benveniste (1994) explains that being literate- learning how to write- was a practice of a non-native language at the time of writing development in modern languages because in those days, written language was associated with formal standard language, which is the language of

[2] All the information about the early history of the concept of literacy was compiled from William Grabe and Robert B. Kaplan, **Theory and Practice of Writing**, Longman, 1996.

law, philosophy and religion (p.65). While Latin, Greek and Hebrew were literate languages used for writing, English, French, and the like were considered "lingua illiterata" during the 12th century although these languages were used for 'trivial' purposes or in other words for personal expression such as poetry. As a result, it could be inferred that literacy is associated with written language is a historical fact, but this is linked to the official uses of language in history.

In modern times, it also took long years to change elite literacy into mass and common literacy. On the other hand, modern times brought another issue in understanding of literacy whether it should be assessed quantitatively or qualitatively. Assessed quantitatively, literacy was associated with the ability to sign in a name or fill in a form for a long time and this was the key for very basic civil rights such as voting in different parts of modern Western world. With the coming of compulsory education, literacy started to be assessed with completing the compulsory education and still quantitatively. On the other hand, qualitative assessment of literacy puts more emphasis on actual literacy practices. This emphasis derives from the functional and critical literacy theories.

Before trying to define literacy in the modern world, which is affected by social, political and technological changes worldwide, it should be noted that the history of literacy presented here is the Western history and this history could change in different cultures or at least follow a different progress. However, the scope of this study is not historical literacy survey and the information above is only to introduce the elusive nature of literacy in history like in modern times.[3]

Now, we turn to the main topic of the study, and try to present a definition of the concept, literacy. While the concept of literacy was religious before the nineteenth century, it came to be politicized later. Literacy education is accepted as a vehicle for social and of course economic re-engineering today. Towards the end of the twentieth century, literacy started to be accepted as "a fundamental human right",

[3] This elusive and changing through cultures and time nature of literacy most probably brings a problem in the acceptance of its Turkish translation as 'okur-yazarlık'.

and in turn as a contribution to "the liberation of man" (Rassoul, 1999: 86 as cited in Holme, 2004: 15).

In order to define literacy, the dimensions of literacy needs to be mentioned first. The concept of literacy brings the following three dimensions to be considered: a) individual, b) social (literacy and social practices), and c) economic (fuctional literacy). Individual dimension of literacy is defined as follows in the UNESCO report (1957):

> *"Literacy is a characteristic acquired by individuals in varying degrees from just above none to an indeterminate upper level. Some individuals are more or less literate than other but it is really not possible to speak of illiterate and literate persons as two distinct categories."*

(as cited in Holme, 2004: 11)

A measurement problem appears with the definition above. There are three approaches to the measurement of literacy. The first two are norm and criterion referencing approaches. While the norm-referencing model measures literacy according to what individuals commonly achieve, the criterion-referencing one measures according to a set criterion. These two models of measurement are opposed to the idea of each individual has different needs and goals. More recent models tries to be less norm and criterion referencing but rather tries to measure literacy according to the type of literacy skill required. The International Adult Literacy Survey (cited in Holme, 2004: 29) broke down the skills of information processing into three:

1. Prose literacy	**2. Document literacy**	**3. Quantitative literacy**
Referring to reading and writing skills including editorials, news stories poems and fiction.	Referring to reading and writing skills including job applications, payroll forms, transportation schedules, maps tables and graphics.	Referring to arithmetic operations.

Table 1: Skills of literacy in the International Adult Literacy Survey
Adopted from Holme (2004:29)

When the skills above are analyzed, it is clear that literacy is mainly associated with language but the written form of language. In fact, it is widely accepted that literacy is composed of reading and writing skills in a language. Literacy in individual dimension is a composition of cognitive skills making individuals different from others and so there must be a close look into the skills of written language use.[4] This individual cognitive development is referred as 'Great Divide' theory by Goody, Olson and Gee (as cited in Grabe and Kaplan, 1996:12). But this theory downgrades the importance of spoken language and ignores the development of oral cultures. Yet, literacy is not a set of uniform skills but culturally determined set of skills and these skills may differ from one culture and society to the other.

A great number of scholars have separated written and oral language and carried these results into society level. If one of these is cited, Ong (1982: 16-57 as cited in Holme, 2004: 205-206) differs oral societies from literate (written) societies or in other words outweighs the literate societies as follows:
Oral ones;

1. *"Associate words and actions.*
2. *Limit knowledge to what could be remembered.*
3. *Are homeostatic.*
4. *Are aggregative rather than subordinative.*
5. *Are aggregative rather than analytic.*
6. *Use language in a manner that is redundant or 'copious'.*
7. *Are conservative or traditionalist.*
8. *Stay close to the human life world.*
9. *Have discourse that is empathetic and participatory rather than objectively distanced.*
10. *Can be agnostically toned.*
11. *Remain situational rather than abstract".*

For the scholars supporting the idea of written and oral language distinction, increase in literacy results in dramatic changes in individuals and societies such as logical and deductive thought, the ability to analyze and criticize, individual awareness and even modernity etc. It is really acceptable that literacy and its rise are significant that modern societies be founded and still continue their development. However, it is also

[4] The skills of writing and reading will be analyzed elaborately under the subsequent heading: **Reading and Writing.**

crucial that spoken language not be downgraded while comparing it with written language.

Olson (1994 as cited in Street and Lefstein, 2007) explains the supports for the priority of both written and oral languages. To summarize his explanation, discovery of alphabet is a high point in cultural evolution of Greek history, but this invention is not a miracle like the discovery of the phonology of language. As a second point, writing is not only transcription of spoken language and learning to read is a matter of hearing and interpreting speech in a new way. However, it is also no more than learning how oral language is represented by symbols of alphabet. Lastly, it is unacceptable to assume that written language support the cultural, scientific development of a society and cognitive development of individuals but not oral language because Greek culture for instance was primarily oral culture depending on the power of arguments, and cognitive development can also be represented in different forms such as visually, arithmetically, orally, and so on and so forth.

Olson (1994) like Halliday (2001), changing or restructuring his view thorough time, states there is a relation between writing and speaking not a distinction. Each has weak and strong sides over the other but this traditional dichotomy should be left to develop language and mind since thought is constructed by language. The uses of written and spoken language reinforce the other according to modern conception.

Heath (1984) refers to problems related to literacy with the term “a crisis of literate skills” not “crisis of literacy skills”. He argues that becoming literate is not learning to read and write but learning to talk reading and writing. The forms of communication at home affect the literate skills in later periods of life, and the quality of schooled literacy.

1.1.2. Functional and Critical Literacy

The concept of **functional literacy** is born with the definition of UNESCO in 1957 (as cited in Holme, 2004). In 1975, UNESCO held another meeting at Persepolis and Declaration of Persepolis states the international acceptance of functional literacy.

> *"Successes were achieved when literacy programmes were not restricted to learning the skills of reading, writing and arithmetic, and when they did not subordinate literacy to the short-term needs of growth unconnected with man. … These experiments, and in particular functional literacy programmes and projects, have made a valuable contribution to the common stock of practical methods in the field of literacy and basic education. Greater use should be made of them in future efforts. … The ways and means of literacy activities should be founded on the specific characteristics of the environment, personality and identity of each people. … The methods and material means should be diversified, flexible and suited to the environment and needs of the new literates, as opposed to a uniform and rigid model."*

(as cited in Couvert, 1979:26)

The norms of the new industrial world determine the norms of societies and individual literacy development. Functional literacy refers to the acquisition of skills which are necessary to live, work and earn in a society. It is flexible to define the term because not only new technological developments bring new needs for societies in micro and macro levels but also new problems in the world such as global warming, pollution or some infectious disease make people and societies search for new ways of surviving. Thus, new concepts appear in the assessment of literacy such as 'environment literacy', 'health literacy' and 'political literacy' etc. Although this flexible nature of literacy is stated clearly in UNESCO report, today functional literacy is still not about changing the status quo. Functional literacy is more about socio-economic expansion than individual and social development. Yet, historical researchers question whether economic development support literacy development or literacy development support economic development and there is no fixed idea on this topic but contradictory.

Holme (2004:21) categorizes the problems on the idea of functional literacy into three: 1. Literacy has an economic impact or societies having powerful economy have

better literacy levels, 2. Literacy is measured by what it allows people to do and 3. Literacy shaped by the socio-economic needs and opportunities is accepted as the sufficient educational goal. What literacy allows people to do can be approached in two dimensions; skills and content. But these two dimensions are not limited to count and acts as a continuum scale rather than fixed content and skills. For example, Lankshear and Lawler (1987:63 as cited in Holme, 2004:30) divides the content of literacy into five categories as follows:

> *"- **consumer economics,** or the capacity to make informed consumer choices and manage a household budget;*
> *- **occupational knowledge:** literacy specific to the requirements of an individual's desired employment goals;*
> *- **community resources:** understanding and being able to use the resources that the community makes available to an individual in order to support and enhance their life-style;*
> *- **health:** knowledge that will ensure good health for the individual and their family;*
> *- **government and law:** understanding one's civil rights and civic obligations, knowing the functions of different, key government agencies."*

Treating literacy as a set of skills and competences brings some problems. Holme(2004:31) calls this problem as "affective problem" because it makes literacy demotivating, remote and automatist for individuals' emotional engagement with their culture and society. This problem also brings a kind of illiteracy in people's larger cultural environment.

Levine (1994:121-123) criticizes the concept of functional literacy in terms of its being only related to employability and adds one more criticism that functional literacy is "intrinsically individualistic". Individualistic literacy has a limited capacity for people to reform or reconstruct a culture or society. However, it should also be considered that individuals shape the society as much as societies shape individuals.

The concept of **critical literacy** was born with the criticism of the idea of functional literacy in terms of its being a barrier to cultural awareness. Critical literacy derives from post-modernism, critical discourse analysis and participatory pedagogy. It is a product of 'ideological' model of literacy definition. 'Ideological' model considerably

differs from 'autonomous' model. As Street (2001 as cited in Street and Lefstein, 2007:41-42) emphasizes autonomous model of literacy approach the concept with universal conceptions originated from Western cultures, and impose these conceptions to other cultures of the world. On the other hand, ideological model offers a more culturally sensitive view to literacy rather than a neutral and universal view of literacy. According to Freire (1972 in Lankshear and Mclaren, 1993 as cited in Holme, 1994:54) both naïve objectivism, seeing the world apart from the individual, and naïve subjectivism, creating a reality for each individual and leaving the collective reality unchanged, make participatory pedagogy impossible. There are six principles underpinning Freire's approach and so the critical literacy pedagogy (Lankshear and Mclaren, 1993 as cited in Holme, 1994:54):

> *"1. Students must try to understand the world through their own experiences and circumstances.*
> *2. Because the world is shaped by human consciousness we have the capacity to transform it with our learning.*
> *3. Students must understand the connection between how they lead their own lives and how they see the world in which they live.*
> *4. Connecting their circumstances to how they read the world will give students the capacity to transform that world.*
> *5. 'New makings' of the world arise from their critical understanding of how that world expresses itself as the printed word.*
> *6. Understanding how dominant discourses, or the uses of language that are called literate, is the means through which their learners can be oppressed or marginalized."*

On the other hand, Luke (1994) categorizes critical literacy as the acquisition of four competences in the scope of literacy pedagogy. These four competences are "coding, semantic, pragmatic and critical competence"[5]. This categorization of literacy into four competences is not something different from what Freire and Macedo(1987) call as **emancipatory literacy**. According to the view of emancipatory literacy, readers become subjects rather than objects and since the reality is comprehended critically, reading and writing turns into a kind of creative act.

[5] See Randal Holme, **Literacy- An Introduction**, Edinburgh University Press, 2004, p.55.

If literacy is a combination of competences, Verhoven (1994:9) takes Canale and Swain's (1980) categorization of competences making communicative competence and adapts them to the construct of literacy. The framework of communicative competence focuses on mostly oral language but this framework could be a model for written language as well.

Functional Literacy	Grammatical competence	Phonological abilities
		Lexical abilities
		Morpho-syntactic abilities
	Discourse competence	Cohesion
		Coherence
	(De)coding competence	Code conventions
		Automatization
	Strategic competence	Planning
		Execution
		Evaluation
	Sociolinguistic competence	Literacy conventions
		Cultural background knowledge

Table 2: Literacy Competence Framework
Adopted from Verhoven (1994:9)

Critical literacy as well as functional literacy is a combination of competences above in the table. However, critical literacy focuses on the sociolinguistic layer of the competence more that the other layers. Literacy as a package of competences serves as a means of life skill for personal and society development. Halliday (1973 as cited in Kucer and Silva, 2006: 9) divides the functions of language into seven and states that a text produced serves for at least one of the subsequent functions:

> *"**Instrumental:** Literacy used as a means of getting things, satisfying material needs.*
> ***Regulatory:** Literacy used to control the behaviors, feelings, or attitudes of others.*

> ***Interactional:*** *Literacy used to interact with others; forming and maintaining personal relationships; establishing separateness.*
> ***Personal:*** *Literacy used to express individuality and uniqueness; awareness of self; pride.*
> ***Heuristic:*** *Literacy used to explore the environment; to ask questions; to seek and test knowledge.*
> ***Imaginative:*** *Literacy used to create new worlds.*
> ***Informative:*** *Literacy used as a means of communicating information to someone who does not possess that information."*

Kucer (2005:307) in another book to teach literacy in school settings gives examples of classroom activities for each function in a table. In fact the list given as classroom activities exemplifies the text type of activities that could be used as materials in literacy teaching classes. The list could be extended or some of the examples could exemplify more than one function. However, the original form of the list sufficiently supports the identification of functions for the reader, and the original list could be observed below:

Function	Classroom Activities
Instrumental	Sign-up charts for activities or interest centers; picture collages with captions: things I want for my birthday, Christmas, etc.; play stores, gas stations, etc.; posters and advertisements; use of paper money; ordering supplies; things I want lists; listing of things needed for a project; shopping lists; birthday and holiday lists; library book lists; want ads; yellow pages; recipe ingredient lists
Regulatory	Directional and traffic signs; rules for care of pets, plants, etc.; written directions; schedules, notes to and from others; laws and rules; letter writing to governmental officials; newspaper editorials and letters to the editor; suggestion box; instructions and recipes; arts and crafts 'how to' books; road maps
Interactional	Letters, e-mails, and faxes to and from friends and relatives; friendship books; message boards; notes between and among teachers and students; class post office; pen pals; shared reading experiences; notes on home bulletin board or refrigerator; Dear Abby column
Personal	Books about self and family; pictures of self and family with captions;

Function	Classroom Activities
	personal experience stories; family or class albums with captions; writing and illustrating 'about me' books; what I want to be when I grow up stories; journals and diaries; student of the week bulletin board; autobiographies; family histories; Dear Abby column
Heuristic	Question box; concept books: science experiments; research/ inquiry projects; surveys and interviews; predicting the weather; model building; question and answer books
Imaginative	Creative dramatics; Readers Theatre; storytelling and writing; puppetry; science fiction books; jokes, riddles, and puns; comic books; word games; crossword puzzles
Informative	Bulletin boards; notes to others; reference materials; encyclopedias and dictionaries; newspapers and magazines; expert groups; book, record, movie reviews, television and movie guides; concept books; web sites

Table 3: Literacy Activities to Perform Language Functions
Adopted from Kucer (2005:307)

Critical pedagogists are interested in especially regulatory and heuristic functions of literacy development over societies. Street (1994:97-100) defines literacy as an element of identity and speaks of transition from an 'autonomous' view of literacy to an 'ideological' one. Street's (1994) definition of literacy accepts literacy as a competence sensitive to social and situational varieties and a part of lifelong learning rather than a universal and technical set of skills, as the followers of autonomous view of competence propose.

Another concept that appeared in the literature of literacy studies is **situated literacy**. Literacies are situated and none of literacy activities can be thought free from social practices. Barton and Hamilton (2000:8) accepts literacy as a set of social events and practices, calls this as situated literacies associated with different domains of life and the flow of time, and says some literacies are more dominant than others in the world. To sum up the words of Barton and Hamilton (2000), literacy is a set of dynamic and flexible skills like societies. So while researching literacy, successful writing as well

as unsuccessful writing require questioning and social explanation. Pardoe (2000) calls this rule of researching as “symmetry”.

What Barton (1994) calls as literacy events and practices needs to be clarified. Literacy events are all kinds of activities in everyday life where written language is used. Literacy practices on the other hand refer to the personal ways of using literacy. That these personal ways are constructed by cultural background and are not fixed and open to change should also be noted down. In Barton’s study (1994:188) Harry and Ted were friends and their sitting in the living room and planning to write a letter to the newspaper is a kind of literacy event. But their deciding who does what associated with ways of talking and writing can be called as literacy practices. Barton (1994) emphasizes the concept of “different literacies” and these literacies are associated with different domains of life.

The following table gives a list of literacy practices associated with the domains of life that are found in number of studies (as cited in Kucer and Silva, 2006: 38).

Type	**Definition**	**Example**
Daily living	Literacy activities that relate to bills and ordinary family life, including obtaining food, maintaining shelter and health, finances, shopping, paying bills, care of the children.	Shopping lists, checks, budgets
Entertainment or Recretaional guides,	Literacy activities that relate to passing the time in an enjoyable or interesting manner.	Television theatre listing and reviews, magazines, newspapers.
Spiritual	Literacy activities related to worship or metaphysical endeavors.	Hymnals, bulletins and newsletters, scripture

Type	Definition	Example
		reading, order of the service guidelines
Work-related	Literacy activities related to one's place of employment.	Office memorandums, order forms, applications
Social-interactional	Literacy activities related to written communication with friends or relatives; literacy used to build and maintain social relationships.	Friendly letters, e-mail, greeting cards
Educational	Literacy activities related to increasing one's knowledge.	Textbooks, reports, papers, "how to" materials, school forms
News-related	Literacy activities to gain information about local, state, regional, or world events, or third parties	Newspapers and news magazines, flyers and bulletins
Archival-related	Literacy activities related to materials that are saved and referred to when necessary.	Report cards, birth certificates, paid bills, insurance policies, telephone numbers, leases

Table 4: Literacy Practices
Taken from Kucer and Silva (2006:38)

1.2. Writing as a Communication Skill

Writing is a way of communication like speaking, and recently with technological developments written communication has undergone dramatic changes. Before explaining these changes it would be more expressive to start with the definition of writing as a communication skill.

According to Ellis (1994) there is no much knowledge about how writing is acquired when compared with the spoken language. However, language is a whole with its written and spoken dimensions, and communicative function of written language also depends on not only morphosyntactic level of language but also pragmatic level of language like spoken communication. A text to provide communication should involve a relationship with the following systems of language (Kucer, 2005):

Graphemic: shapes of letters of alphabet
Graphophonemic: letter-sound patterns
Orthographic: spelling patterns
Morphemic: word level
Syntactic: sentence patterns
Semantic: proposional meaning
Text-structure: organization
Genre and text-type: discoursal meaning
Pragmatic: functions and meaning

The systems of language presented above construct the communicative meaning of a text but the relationship of a text with these systems does not follow a linear processing for a reader or writer. How much a writer will depend on the listed types of knowledge while writing is based on the actual writing practice and the inner and outer contexts of text and situation.

Furthermore, this relationship of text with the systems of language has changed a lot since the new technologies have combined written text with visual and audio media

and blurs the distinction between the oral and written channel (Hyland, 2002: 75). Communication technologies have brought multimodality to written communication and this change inevitably affects the nature of the linguistic dimension of literacy and written communication. However, the fact that writing is a communicative act performed in a social context to carry out a purpose is impossible to be challenged.

1.2.1. The Relationship between Literacy and Writing

Writing and literacy are related to each other for literacy is defined with the skills of reading and writing. Literacy is also defined with connection to the needs of modern world since it is a way of participating economic and information production of people's own country and also of the world. Writing skill takes its noteworthy place due to its significance in defining the identity of a person with the real acts of writing in a society. Because literacy is much connected with the economy of nations even if it is still questionable whether literacy brings economic development or developed economy brings higher rates of literacy, the concept of literacy has vastly been politicised. Furthermore, like the other current concepts of modern education such as multi-dimensional teaching, multilingualism, or multiple intelligence theory, the definition of literacy can also be applied to the teaching of foreign languages as much as L1 although literacy is first defined for L1 contexts.

Teaching and learning writing is an indispensable part of literacy education both in L1 and FL contexts. Theories and models of teaching writing have been developed together with the evolution of the definition of literacy. The practices of literacy and acts of writing are situated, which means that instead of considering only the cognitive consequences of them, a socially situated approach of writing should be accepted because how writing is used in real contexts such as at schools, homes and workplaces by real people is important, and this approach is compatible with the acceptance of literacy as functional in society.

Although domains of literacy practices are not equal for different societies and some practices are more dominant than the others in some cultures, the context of education is one of the dominant practices of literacy in the modern world. Then, teaching writing is the crucial part of schooling since most children need to take skilled and formal teaching to become skilled writers. Thus, the teaching of writing in school contexts can be analysed and questioned in terms of whether they are compatible with the current approaches of literacy or writing and the needs of social and professional lives of learners or not.

1.2.2. Models of Writing Instruction

Knowledge of writing is one of the indispensable aspects of literacy. As one model brings the other, writing models also evolved through time related to difficulties to make people literate. Flower's (1994) model of writing can be called as Socio-Cognitive and Martin's (1992) as Discourse Model including textual and social factors but ignoring cognitive-processing factors (as cited in Grabe and Kaplan, 1996:224) . Witte in 1992 included cognitive, social and textual domains of writing in his model as a whole (as cited in Grabe and Kaplan, 1996:224). When these models are applied to writing instruction in L1 and L2 contexts, three main eras of writing instruction appear. But these three eras should be accepted as developing together with the pedagogies at the time of being.

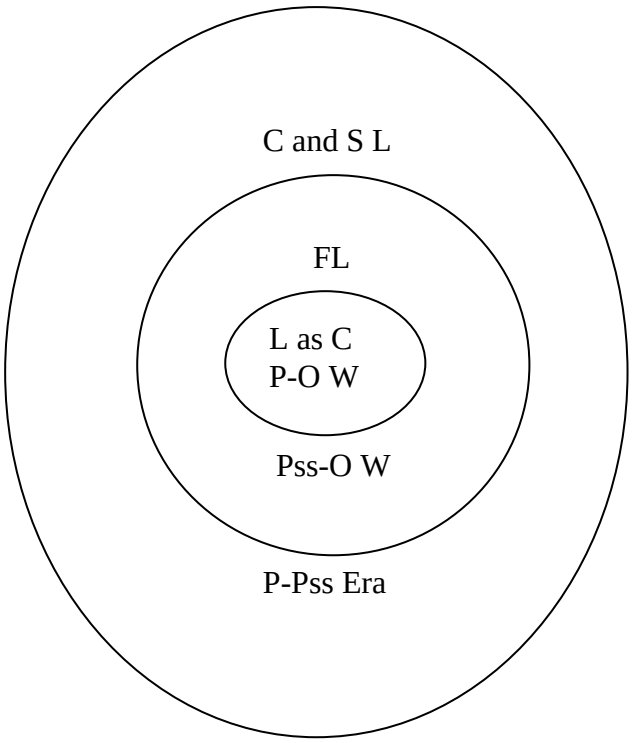


Figure 1: The relationship between literacy definitions and models of writing[6]

Product-oriented model of writing instruction is also called as **current-traditional rhetori**c. Current- traditional rhetoric is affected by structuralism and Fogarty (1959 as cited in Matsuda, 2003: 5) and can be called the father of product model. In this model good writing is seen as equal to grammatically correct writing. Literature-based and personal-experience essays are given as assignments. Form and content/style dichotomy is important and content is out of concern. What is mostly criticised in this model is that it is mainly form focused and discarding the cognitive and personal sides of writing. On the other hand, given assignments are not questioned during the teaching process in terms of what for they are given and whether they are useful for future academic or professional reasons.

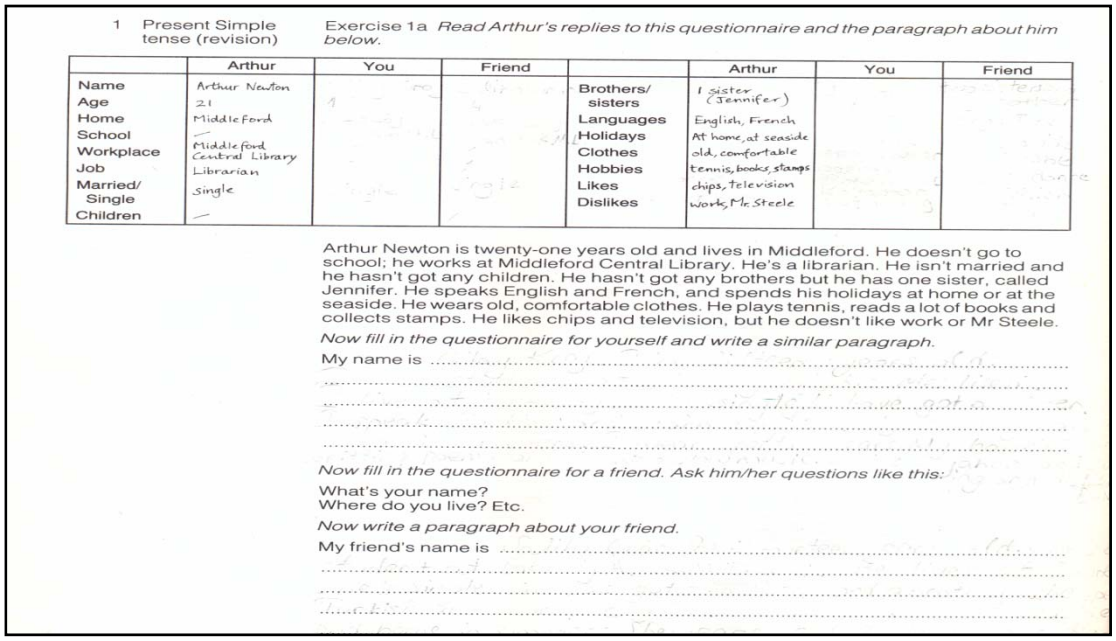
[6] L as C: Literacy as simple comprehension and composing, P-O W: Product- oriented writing, FL: functional literacy, Pss-O W: Process-oriented writing, C and S L: Critical and situated literacy, P-Pss Era: Post-process era. This figure shows the continuous nature of both literacy definitions and models of writing. Coming of a new definition or model does not mean discarding the before one.

Pincas (1982) is one of the scholars approaching writing as knowledge about the structure of a language and describes learning as “assisted imitation” (p.24). Badger and White (2000:153) referring to Pincas’ approach divides the stages of learning to write into four: “familiarization; controlled writing; guided writing; and free writing”. These stages are explained with an example in Badger and White’s article as follow (2000:153):

> *“A typical product class might involve the learners familiarizing themselves with a set of descriptions of houses, possibly written especially for teaching purposes, by identifying, say, the prepositions and the names of rooms used in a description of a house. At the controlled stage, they might produce some simple sentences about houses from a substitution table. The learners might then produce a piece of guided writing based on a picture of a house and, finally, at the stage of free writing, a description of their own house.”*

Although product-oriented approach is criticised, it cannot be said that it has been changed by process model in all contexts of education. In some parts of the world it is still used especially in L1 teaching contexts.

Below could two example activities of product-oriented approach to writing be seen. One has been purposefully taken from a recently published coursebook to illustrate the effect of product approach in teaching writing in recent times.



1 Present Simple tense (revision)

Exercise 1a *Read Arthur's replies to this questionnaire and the paragraph about him below.*

	Arthur	You	Friend		Arthur	You	Friend
Name	Arthur Newton			Brothers/ sisters	1 sister (Jennifer)		
Age	21			Languages	English, French		
Home	Middleford			Holidays	At home, at seaside		
School	—			Clothes	old, comfortable		
Workplace	Middleford Central Library			Hobbies	tennis, books, stamps		
Job	Librarian			Likes	chips, television		
Married/ Single	single			Dislikes	work, Mr Steele		
Children	—						

Arthur Newton is twenty-one years old and lives in Middleford. He doesn't go to school; he works at Middleford Central Library. He's a librarian. He isn't married and he hasn't got any children. He hasn't got any brothers but he has one sister, called Jennifer. He speaks English and French, and spends his holidays at home or at the seaside. He wears old, comfortable clothes. He plays tennis, reads a lot of books and collects stamps. He likes chips and television, but he doesn't like work or Mr Steele.

Now fill in the questionnaire for yourself and write a similar paragraph.

My name is .....

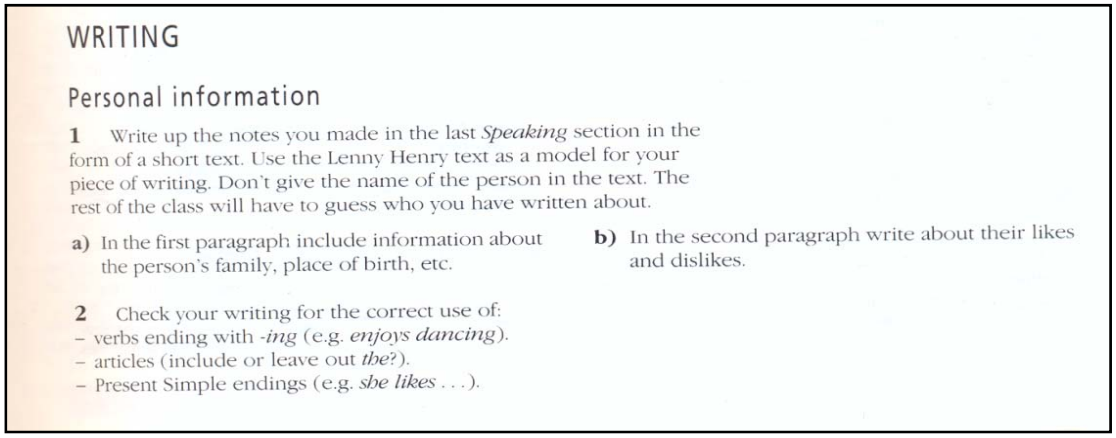
Now fill in the questionnaire for a friend. Ask him/her questions like this:

What's your name?
Where do you live? Etc.

Now write a paragraph about your friend.

My friend's name is .....

Picture 1: An activity designed according to product-oriented approach 1
Taken from Coles and Lord (1984: 4)



WRITING

Personal information

1 Write up the notes you made in the last *Speaking* section in the form of a short text. Use the Lenny Henry text as a model for your piece of writing. Don't give the name of the person in the text. The rest of the class will have to guess who you have written about.

a) In the first paragraph include information about the person's family, place of birth, etc.

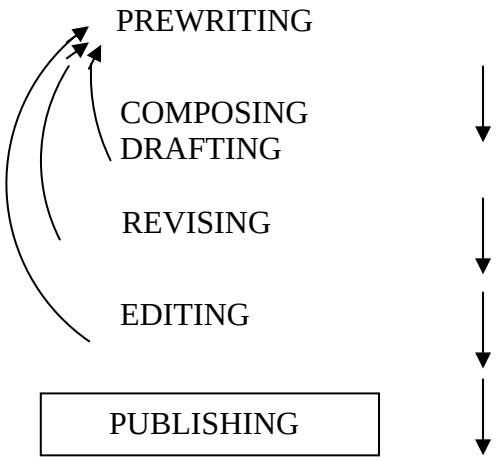
b) In the second paragraph write about their likes and dislikes.

2 Check your writing for the correct use of:
- verbs ending with *-ing* (e.g. *enjoys dancing*).
- articles (include or leave out *the*?).
- Present Simple endings (e.g. *she likes . . .*).

Picture 2: An activity designed according to product-oriented approach 2
Taken from Bell and Gower (2000:9)

Process- oriented model, on the other hand, highly depends on cognitive language view. It approaches writing as an active and individual process. How to write is a personal activity. Process of writing contains planning, drafting, revising and editing stages (Hyland, 2002). These stages are recursive and do not follow left-to-right progression. If writing as in reading instruction is thought containing pre, while and

post stages, this parting of a lesson still does not change the fact that writing entails a recursive process. Tribble (1997: 39) figures this process as follows:



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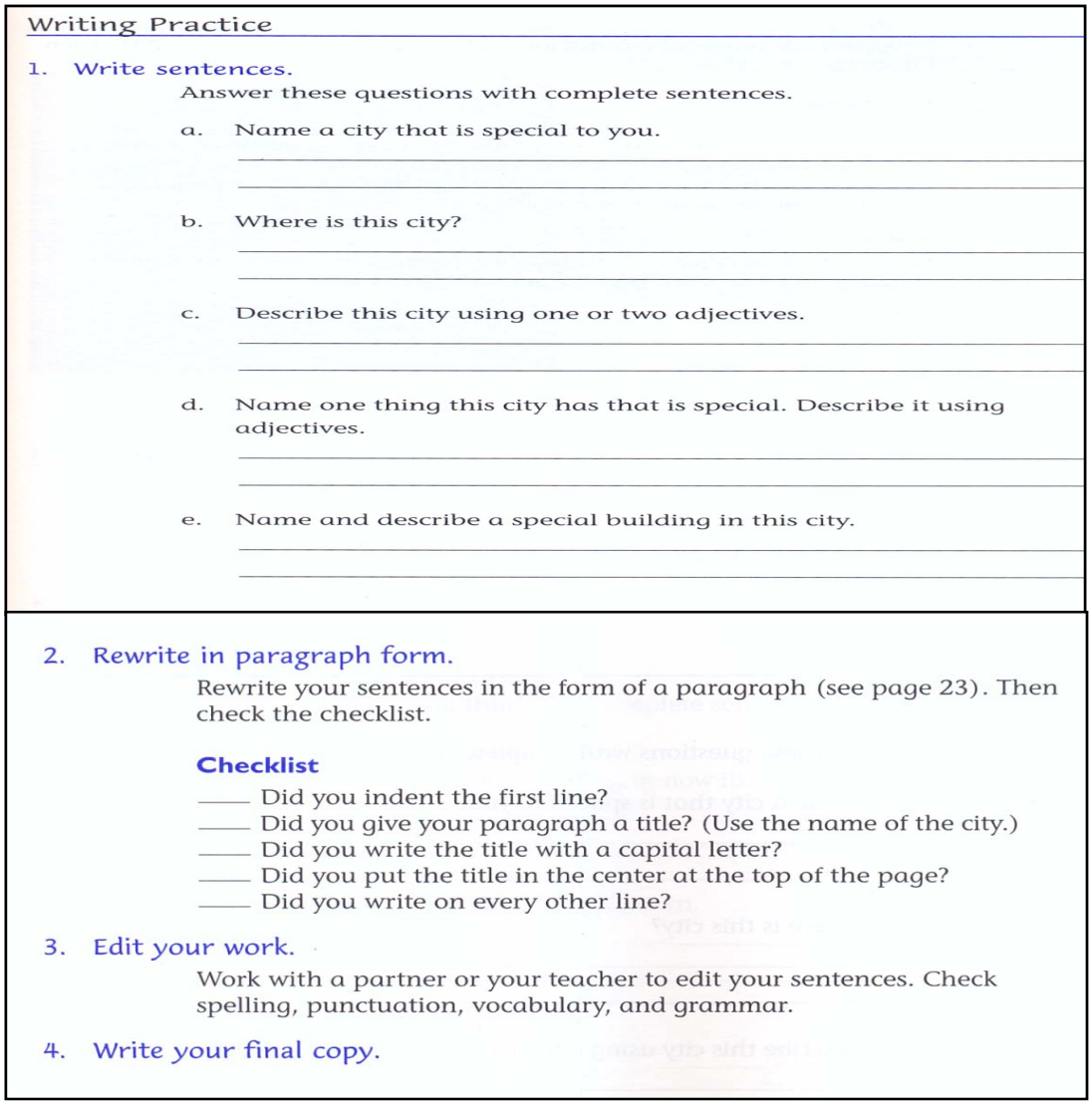
Figure 2: The process of writing
Taken from Tribble (1997:39)

In the writings of both Grabe (2001) and Hyland (2002), there is a reference to Bereiter and Scardamalia's theory of writing which proposes that writing is a recursive process and explains the differences of processes passed through by skilled and less-skilled writers.

> ***A knowledge-telling model*** *addresses the fact that novice writers plan less often than experts, revise less often and less extensively, and are primarily concerned with generating content from their internal resources. Their main goal is simply to tell what they can remember based on the assignment, the topic, or the genre.*
> ***A knowledge- transforming model*** *suggests how skilled writers use the writing task to analyse problems and set goals. These writers are able to reflect on the complexities of the task and resolve problems of content, form, audience, style, organisation, and so on within a content space and a rhetorical space, so that there is continuous interaction between developing knowledge and text. Knowledge transforming thus involves actively reworking thoughts so that in the process not only text, but also ideas, may be changed.*

(Bereiter and Scardamalia, 1987 as cited in Hyland, 2002:28)

Process model also has weak sides. Firstly, this model depends on strategies of learners and varying strategies is difficult to define so instruction with this model focuses on editing rather than constructing. (Macken-Horarik, 2002 as cited in Hyland, 2003:19). Secondly, why certain linguistic and rhetorical choices are made by individuals in the process of writing cannot be explained since the purpose of writing has not been mentioned. Thirdly, since it mostly depends on learners' motivation and responsibility, it requires little of teaching and teacher. Lastly, culture is out of focus of process- oriented model of writing.



Writing Practice

1. Write sentences.

Answer these questions with complete sentences.

a. Name a city that is special to you.

b. Where is this city?

c. Describe this city using one or two adjectives.

d. Name one thing this city has that is special. Describe it using adjectives.

e. Name and describe a special building in this city.

2. Rewrite in paragraph form.

Rewrite your sentences in the form of a paragraph (see page 23). Then check the checklist.

Checklist

____ Did you indent the first line?
____ Did you give your paragraph a title? (Use the name of the city.)
____ Did you write the title with a capital letter?
____ Did you put the title in the center at the top of the page?
____ Did you write on every other line?

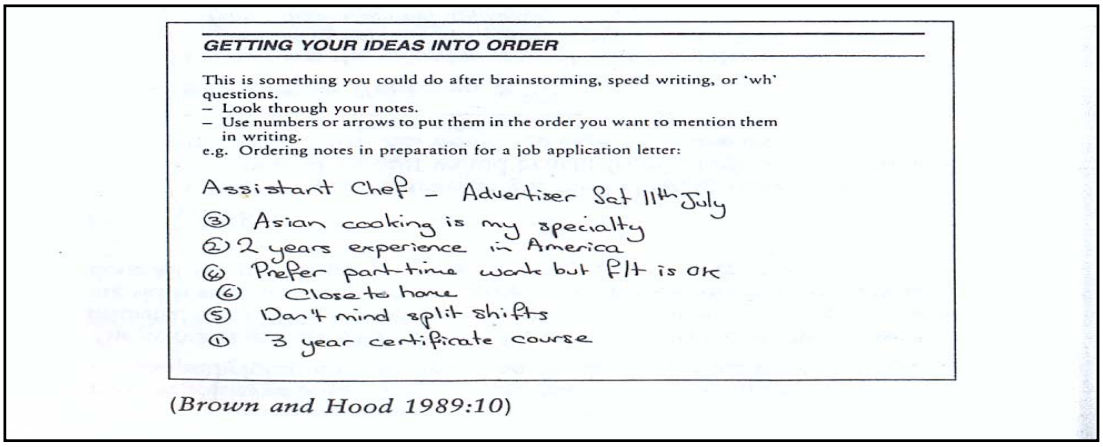
3. Edit your work.

Work with a partner or your teacher to edit your sentences. Check spelling, punctuation, vocabulary, and grammar.

4. Write your final copy.

Picture 3: An activity designed according to process-oriented approach 1
Taken from Broukal (2004: 37-38)

The above picture shows an example of process-oriented approach into writing instruction. However, it does not include a full process as explaind above since there is no idea-generating part except the questions asked, and the editing part focuses only on formal conventions of paragraph writing and accuracy. There is nothing about the content or other conventions of writing to make the students sensitive to textual choices while writing. The second picture illustrates a set of idea- generating and focusing activities, which are absent in the previously presented activity.



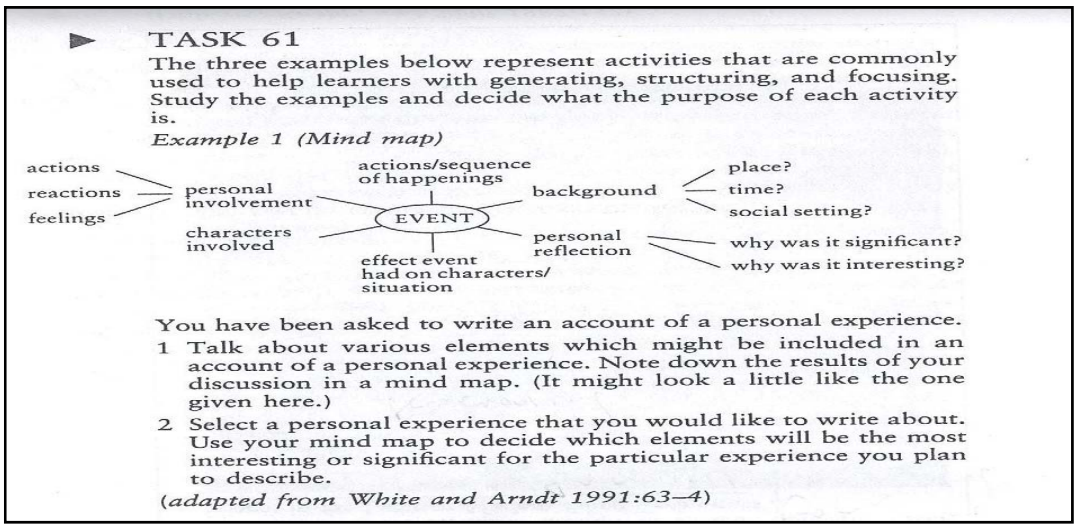
GETTING YOUR IDEAS INTO ORDER

This is something you could do after brainstorming, speed writing, or 'wh' questions.
- Look through your notes.
- Use numbers or arrows to put them in the order you want to mention them in writing.

e.g. Ordering notes in preparation for a job application letter:

Assistant Chef – Advertiser Sat 11th July
③ Asian cooking is my specialty
② 2 years experience in America
④ Prefer part-time work but F/T is ok
⑥ Close to home
⑤ Don't mind split shifts
① 3 year certificate course

(*Brown and Hood 1989:10*)



TASK 61

The three examples below represent activities that are commonly used to help learners with generating, structuring, and focusing. Study the examples and decide what the purpose of each activity is.

Example 1 (Mind map)

You have been asked to write an account of a personal experience.

1 Talk about various elements which might be included in an account of a personal experience. Note down the results of your discussion in a mind map. (It might look a little like the one given here.)
2 Select a personal experience that you would like to write about. Use your mind map to decide which elements will be the most interesting or significant for the particular experience you plan to describe.

(*adapted from White and Arndt 1991:63–4*)

Picture 4: Activities designed for idea-generating and focusing
Taken from Brown and Hool (1989:10 as cited in Tribble,1997:108)

In writing instruction there is a crucial question actually summarizing the parameters of writing. The question is that –who writes what to whom, for what purpose, why, when, where, and how. The audience and purpose of the writing are the two parameters, which are left aside in the scope of process- oriented writing instruction.

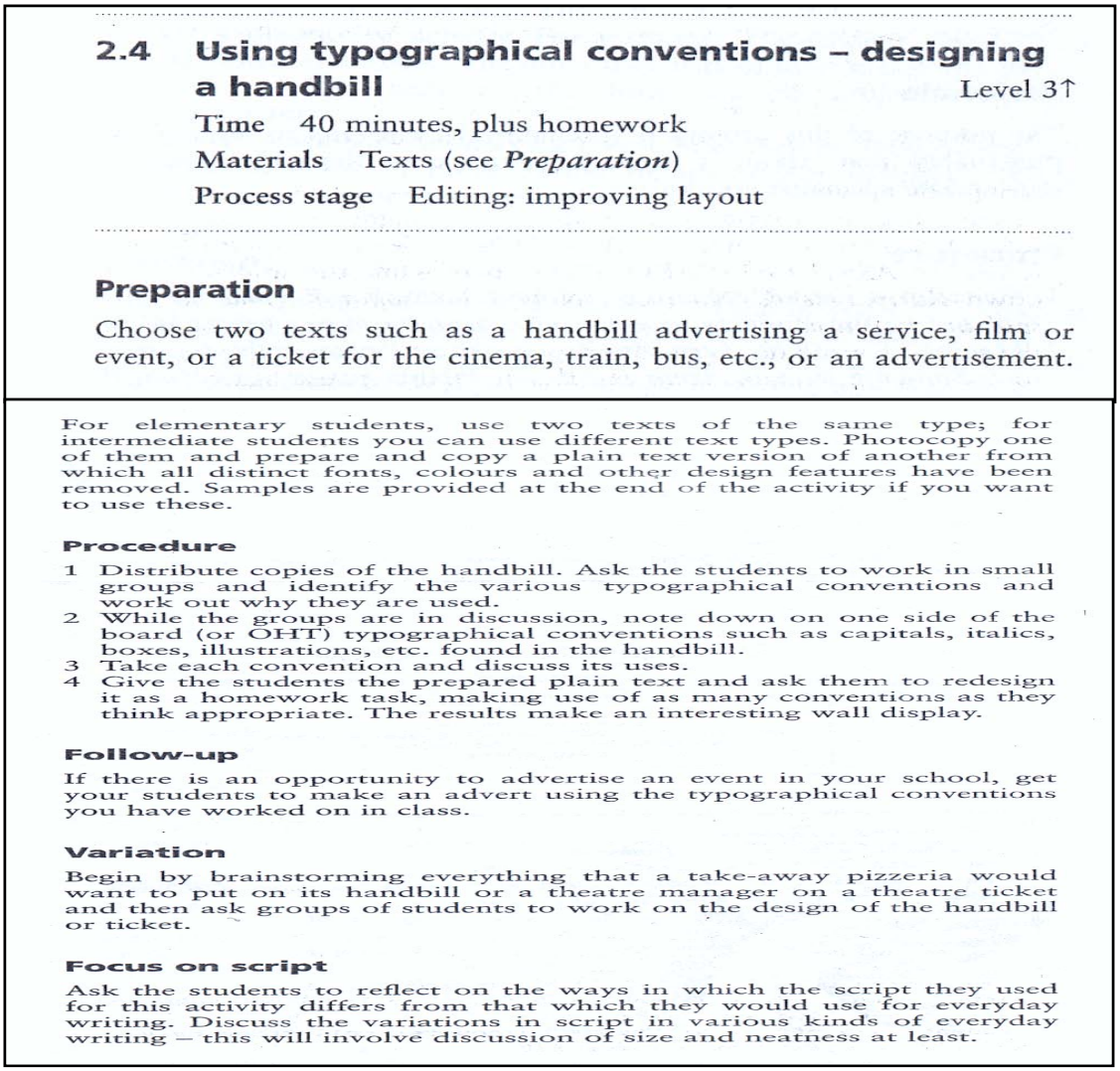
To overcome the problem of audience and purpose, **genre-based approach**, which is Australian, also appears on writing instruction at the time of process-oriented pedagogy. According to this approach, language is seen as embedded in social relations and writing as a social activity. This approach is a reflection of functional view of language. Schools of genre theory focus on rhetorical situation and text-type relationship, purposeful, interactive and sequential character of different genres and context. Texts are accepted as products performing particular functions. With genre-based approach, discursive community, which is a package of writers, readers and texts, also becomes an important concept of writing. Swales (1990 as cited in Canagarajah, 2002: 164-165) highlights the characteristics of discourse community in the following manner:

1. *"A discourse community has a broadly agreed set of common public goals.*
2. *A discourse community has mechanisms of intercommunication among its members.*
3. *A discourse community uses its participatory mechanisms primarily to provide information and feedback.*
4. *A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims.*
5. *In addition to owning genres, a discourse community has acquired some specific lexis.*
6. *A discourse community has a threshold level of members with a suitable degree of content and discoursal expertise."*

One weak side of genre-based approach is considered to have the potential promoting 'a recipe theory' which is static, decontextualized and prescriptive (Freedman and Medway, 1994 as cited in Hyland, 2003: 26). This weakness can be eliminated by focusing on similarities and variations of genres. Even if some genres are more crucial to the teaching of key genres, variations of genres must be taken into consideration while teaching writing. Since genre approaches teach how language works as communication, texts are seen as artifacts to question, compare and deconstruct. Yet, still some researchers think and support that learning about dominant genres does not lead critical analysis but critical engagement.

The first picture below is an example of genre approaches to teaching writing. The second two examples, on the other hand, could be used to supplement the main tasks

of writing by focussing on the similarities and the differences of genres. These awareness activities result in making individual choices for students while constructing and re-constructing of genres in later stages of literacy education.



2.4 Using typographical conventions – designing a handbill

Level 3↑

Time 40 minutes, plus homework

Materials Texts (see *Preparation*)

Process stage Editing: improving layout

Preparation

Choose two texts such as a handbill advertising a service, film or event, or a ticket for the cinema, train, bus, etc., or an advertisement.

For elementary students, use two texts of the same type; for intermediate students you can use different text types. Photocopy one of them and prepare and copy a plain text version of another from which all distinct fonts, colours and other design features have been removed. Samples are provided at the end of the activity if you want to use these.

Procedure

1 Distribute copies of the handbill. Ask the students to work in small groups and identify the various typographical conventions and work out why they are used.
2 While the groups are in discussion, note down on one side of the board (or OHT) typographical conventions such as capitals, italics, boxes, illustrations, etc. found in the handbill.
3 Take each convention and discuss its uses.
4 Give the students the prepared plain text and ask them to redesign it as a homework task, making use of as many conventions as they think appropriate. The results make an interesting wall display.

Follow-up

If there is an opportunity to advertise an event in your school, get your students to make an advert using the typographical conventions you have worked on in class.

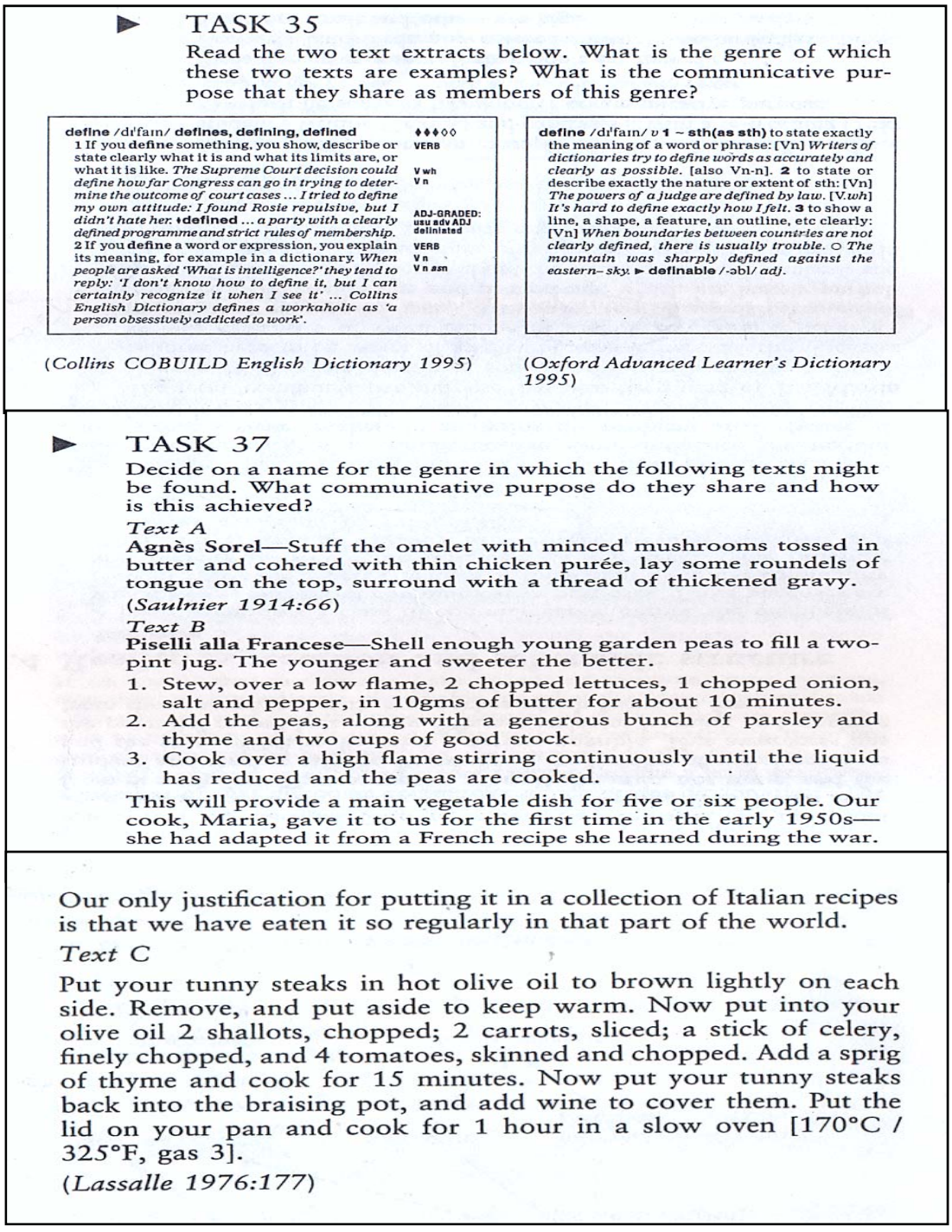
Variation

Begin by brainstorming everything that a take-away pizzeria would want to put on its handbill or a theatre manager on a theatre ticket and then ask groups of students to work on the design of the handbill or ticket.

Focus on script

Ask the students to reflect on the ways in which the script they used for this activity differs from that which they would use for everyday writing. Discuss the variations in script in various kinds of everyday writing – this will involve discussion of size and neatness at least.

Picture 5: An activity designed according to genre approaches
Taken from Brookes and Grundy (1998:50-51)



► TASK 35

Read the two text extracts below. What is the genre of which these two texts are examples? What is the communicative purpose that they share as members of this genre?

define /dɪˈfaɪn/ **defines, defining, defined** ♦♦♦◊◊

1 If you **define** something, you show, describe or state clearly what it is and what its limits are, or what it is like. *The Supreme Court decision could define how far Congress can go in trying to determine the outcome of court cases ... I tried to define my own attitude: I found Rosie repulsive, but I didn't hate her.* **♦defined** *... a party with a clearly defined programme and strict rules of membership.*

2 If you **define** a word or expression, you explain its meaning, for example in a dictionary. *When people are asked 'What is intelligence?' they tend to reply: 'I don't know how to define it, but I can certainly recognize it when I see it' ... Collins English Dictionary defines a workaholic as 'a person obsessively addicted to work'.*

VERB
V wh
V n

ADJ-GRADED: usu adv ADJ
delineated

VERB
V n
V n asn

(*Collins COBUILD English Dictionary 1995*)

define /dɪˈfaɪn/ *v* **1 ~ sth(as sth)** to state exactly the meaning of a word or phrase: [Vn] *Writers of dictionaries try to define words as accurately and clearly as possible.* [also Vn-n]. **2** to state or describe exactly the nature or extent of sth: [Vn] *The powers of a judge are defined by law.* [V.wh] *It's hard to define exactly how I felt.* **3** to show a line, a shape, a feature, an outline, etc clearly: [Vn] *When boundaries between countries are not clearly defined, there is usually trouble.* ○ *The mountain was sharply defined against the eastern– sky.* ► **definable** /-əbl/ *adj.*

(*Oxford Advanced Learner's Dictionary 1995*)

► TASK 37

Decide on a name for the genre in which the following texts might be found. What communicative purpose do they share and how is this achieved?

Text A

Agnès Sorel—Stuff the omelet with minced mushrooms tossed in butter and cohered with thin chicken purée, lay some roundels of tongue on the top, surround with a thread of thickened gravy.

(*Saulnier 1914:66*)

Text B

Piselli alla Francese—Shell enough young garden peas to fill a two-pint jug. The younger and sweeter the better.

1. Stew, over a low flame, 2 chopped lettuces, 1 chopped onion, salt and pepper, in 10gms of butter for about 10 minutes.
2. Add the peas, along with a generous bunch of parsley and thyme and two cups of good stock.
3. Cook over a high flame stirring continuously until the liquid has reduced and the peas are cooked.

This will provide a main vegetable dish for five or six people. Our cook, Maria, gave it to us for the first time in the early 1950s—she had adapted it from a French recipe she learned during the war.

Our only justification for putting it in a collection of Italian recipes is that we have eaten it so regularly in that part of the world.

Text C

Put your tunny steaks in hot olive oil to brown lightly on each side. Remove, and put aside to keep warm. Now put into your olive oil 2 shallots, chopped; 2 carrots, sliced; a stick of celery, finely chopped, and 4 tomatoes, skinned and chopped. Add a sprig of thyme and cook for 15 minutes. Now put your tunny steaks back into the braising pot, and add wine to cover them. Put the lid on your pan and cook for 1 hour in a slow oven [170°C / 325°F, gas 3].

(*Lassalle 1976:177*)

Picture 6: Activities for the comparison of genres
Taken from Tribble (1997:50,54-55)

Because of the weak sides of both process- oriented model and genre-based approaches into writing, in 1990s a new trend, post- process era started for L2 writing instruction. Trimbur (1994) is the one who used the term for the first time (as

cited in Matsuda, 2003). In this era literacy is seen as an ideological arena. Reading and writing are not decontextualized, impersonal information-centred activities but rather are implicated within power-relations, society, culture and individuality. What we are teaching is 'powerful literacy' in quite particular social practices. While process-oriented pedagogy depends on cognitive view, post-process (social turn) changes the emphasis from cognitive issues to social issues. Post-process might be defined as the rejection of the dominance of process at the expense of other aspects of writing and writing instruction. The term may serve a heuristic purpose as the field of L2 writing moves toward the era of multiplicity.

In the 21st century with the coming of individualism, information, clarity and hybridity concepts, L2 writing becomes to be analysed with these concepts. In capitalism, reaching the aim in the shortest time gives importance to clarity in writing. Individual ownership does the same for the concept of 'plagiarism'. On the other hand there is nothing like linear process and pure texts in terms of multiculturalism in writing (Atkinson, 2003). L2 writing should also focus on social and cultural contexts together with skills and processes of writing.

2. WRITING AS A FOREIGN LANGUAGE SKILL

Literacy in the first language
provides an opportunity
to explore and question one's self and society,
and
literacy in a foreign language or multiliteracies
to do the same for the world.

Writing, in the previous sections of the study, has been described as a literacy and communication skill. As a literacy skill, writing was first a topic of study among first languge professionals in terms of the nature of writing process, proficiency levels, or teaching and learning how to be good writer. But, later on, most studies and their results have been carried into the field of second language or foreign language teaching. In initial studies, second language settings have differed from foreign language contexts; however, in recent studies this distinction has dissapeared.

Writing in first or foreign languages are not different processes but rather a similar and complementary ones because development in both mother tongue literacy and foreign language writing support each other. Cameron (2001) accepts the forward and bacward transferability of knowledge (from first language to foreign language or vice versa) but limits it with the liguistic similarity between the two languges and some social or linguistic aspects of languages.

The literature reviewed for the purposes of the present study cover general literacy approaches and methodology of teaching writing for both first and foreign languages. Although different approaches could be used in mother tongue and foreign languge literacy education, the fact that these two approaches positively or negatively affect the proficiency levels in both languges should be considered.

2.1. Approaches to Writing in the Process of Learning and Teaching English as a Foreign Language

The three models of writing instruction explained in the previous chapter include three components of any written product: the text itself, the writer and the reader(s). Each of these components suggests itself as the starting point of text-focused, writer-focused and reader-focused research and instruction in writing. Text-focused approach focuses on the written product examining the surface structure or discourse model of the text. Writer-focused approach focuses on the cognitive and meta-cognitive processes that writers pass through while producing texts. Reader-focused approach, on the other hand, defines writing as a social activity between the writer, readers and society.

2.1.1. Text-Focused Approach to Writing

The model dominant to writing instruction accepted the text produced as a product of syntactically correct sentences. Approaching the text as an autonomous product calls for the common dichotomy, accuracy and fluency in second or foreign language teaching and writing discussions. If writing is accepted as a means of teaching language; then, it is accuracy that is focused on. But, writing grammatically correct sentences does not guarantee the quality of writing as a language skill. Fluency in writing can be defined as writers' production of a significant amount of language without hesitations, blocks and interruptions (Casanave, 2004:67). Fluency can be measured by the total number of words that a writer is able to produce in a specified time limit. Accuracy, on the other hand, is about the correct language use in word or sentence level. According to Polio (2001) neither accuracy nor fluency can be directly related to the quality of writing because in writing there are other factors such as content, discourse choices, complexity and communication strategies.

Two variations of "analysing cohesive devices in a text" could be seen below. Such activities help learners to become sensitive to the other textual features of texts rather than grammatical correctness.

Variation 1: ○
Analysing cohesive devices in a text

Materials

- Multiple copies of a text suitable for analysis of reference devices. The first part of it should be reproduced on an OHT if possible (see Example 1 below).
- Multiple copies of a text with various kinds of cohesive devices blanked out – reference items, connective expressions, lexical substitutions and so on (see Example 2).
- An OHT or copies of the original text.

Procedure

1 Give the students a copy of the text whose reference system they are to analyse. Look at the first part of it together. Draw attention to the first reference item, get students to mark it, and then ask them what it refers to. They should indicate the noun or phrase referred to with an arrow (see Example 1 below). If you have the first part of the text on OHT, it is easy to illustrate what you want them to do.

2 Ask them to follow similar procedures with the rest of the text, and check answers.

3 Now get them to work with the second text, where various types of cohesive devices have been blanked out (see Example 2). Their task is to fill in the blanks, and then compare their suggestions with the words the writer used in the original text.

Example 1

Text for analysis of reference devices.

It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language. As a means of exploring the meaning of these terms and the role of such factors, let's start by considering how native speakers of a language react to different accents of their own languages.

Suppose an Australian moves to the United States, or a Spaniard moves from Barcelona to Seville, or an American takes up residence in Great Britain. Will the Australian begin to speak with a American accent? Will the Spanish speaker lose the characteristic 'th' sound and replace it with the 's' characteristic of most other Spanish accents? Will the American begin to use different vowels in 'can' and 'can't' instead of the same vowel? It is difficult

The loss of Lardie Moonlight



A few years ago an old Aboriginal woman named Lardie Moonlight died in Boulia, a small town in western Queensland. Her death rated a few lines in the papers, but the full significance of her passing went unreported. Lardie was the last fluent speaker of the Kalkadoon language, a language of such versatility and ingenuity that it stands as a monument to human intellectual development.

It is a commonly-held belief in Australia that the Aborigines have no real language, just a few words and no grammar. Even many educated Australians think that the Aboriginal languages are primitive.

Nothing could be further from the truth. The Aborigines, like all human groups, had highly articulated languages. Indeed, no native language is primitive. All express the complex experiences of their speakers. All have large vocabularies and sets of rules for putting words together in sentences.

The death of Lardie Moonlight was not an isolated event. Every year, on average, the last speaker of yet another Australian language dies and a unique intellectual instrument passes from use as a living language, at best recorded in the barest outline. There were hundreds of different languages spoken on the Australian continent when the Europeans began to take over in the late eighteenth century. More than half of them have now perished and only a score or more will survive into the next century.

Figure 34: Example 2 original text

Example 2

Here is a text with some of its cohesive devices blanked out. The original text is reproduced in *Figure 34*.

The loss of Lardie Moonlight

A few years ago an old Aboriginal woman named Lardie Moonlight died in Boulia, a small (1) _____ in western Queensland. (2) _____ death rated a few lines in the papers, but the full significance of (3) _____ (4) _____ went unreported. Lardie was (5) _____ last fluent speaker of the Kalkadoon language, (6) _____ (7) _____ of such versatility and ingenuity (8) _____ it stands as a monument to human intellectual development.

(9) _____ is a commonly-held belief in Australia that the Aborigines have no real (10) _____, just a few words and no grammar. (11) _____ many educated Australians think that the Aboriginal (12) _____ are primitive.

(13) _____ could be further from the truth. The Aborigines, (14) _____ all human groups, had highly articulated languages. (15) _____, no native language is (16) _____. (17) _____ express the complex experiences of (18) _____ speakers. (19) _____ have large vocabularies and sets of rules for putting words together in sentences.

The death of Lardie Moonlight was not an isolated (20) _____. Every year, on average, the last (21) _____ of yet (22) _____ Australian language dies and a unique intellectual instrument passes from use as a living language, at best recorded in the barest outline. There were hundreds of different (23) _____ spoken on the Australian continent when the Europeans began to take over in the late eighteenth century. More than half of (24) _____ have now (25) _____ and (26) _____ a score or more will (27) _____ into the next (28) _____.

Variation 2: ○
Unscrambling

Materials

- Multiple copies of a text suited to the level and interests of your students, deconstructed into either scrambled sentences or scrambled paragraphs, depending on the length and complexity of the text chosen. Highlight connectives and reference devices which make the text cohere (see Example 3).
- An OHT of the original text, or copies for each group of students.
- Sets of two (different) unscrambled texts. These should be fairly short – perhaps newspaper letters. There should be enough copies for each pair of students to have one copy of each text.
- Slips of paper and text-liners.

Procedure

1 Introduce the topic and purpose of the scrambled text, and discuss how one might expect such a text to be organised. A mixed nationality group of students, for instance, reconstructed the *Wedding* text in Example 3 below. They found that, in addition to the linguistic system of reference and cohesion, their concept (or 'schema') of what a wedding involves – the elements and sequence of which appear to be fairly consistent across cultures – helped them to put the paragraphs in order.

2 Give out the scrambled text, and ask the students to reconstruct it. Stress that the highlighted cohesive linking words and reference items should help them to do this. Compare results with the original text (which can be displayed on OHP). Review the process of reconstruction and discuss the reasons for the original text having the structure it has.

3 Now ask students to work with a partner on the two unscrambled short texts. Each partner has a different text, but both follow the same procedure:
- They write out each sentence of their text on a separate slip of paper, highlighting the words and phrases which they think bind the text together.
- They exchange slips, and try to reconstruct the texts. They can check the results with the original text of their partner.

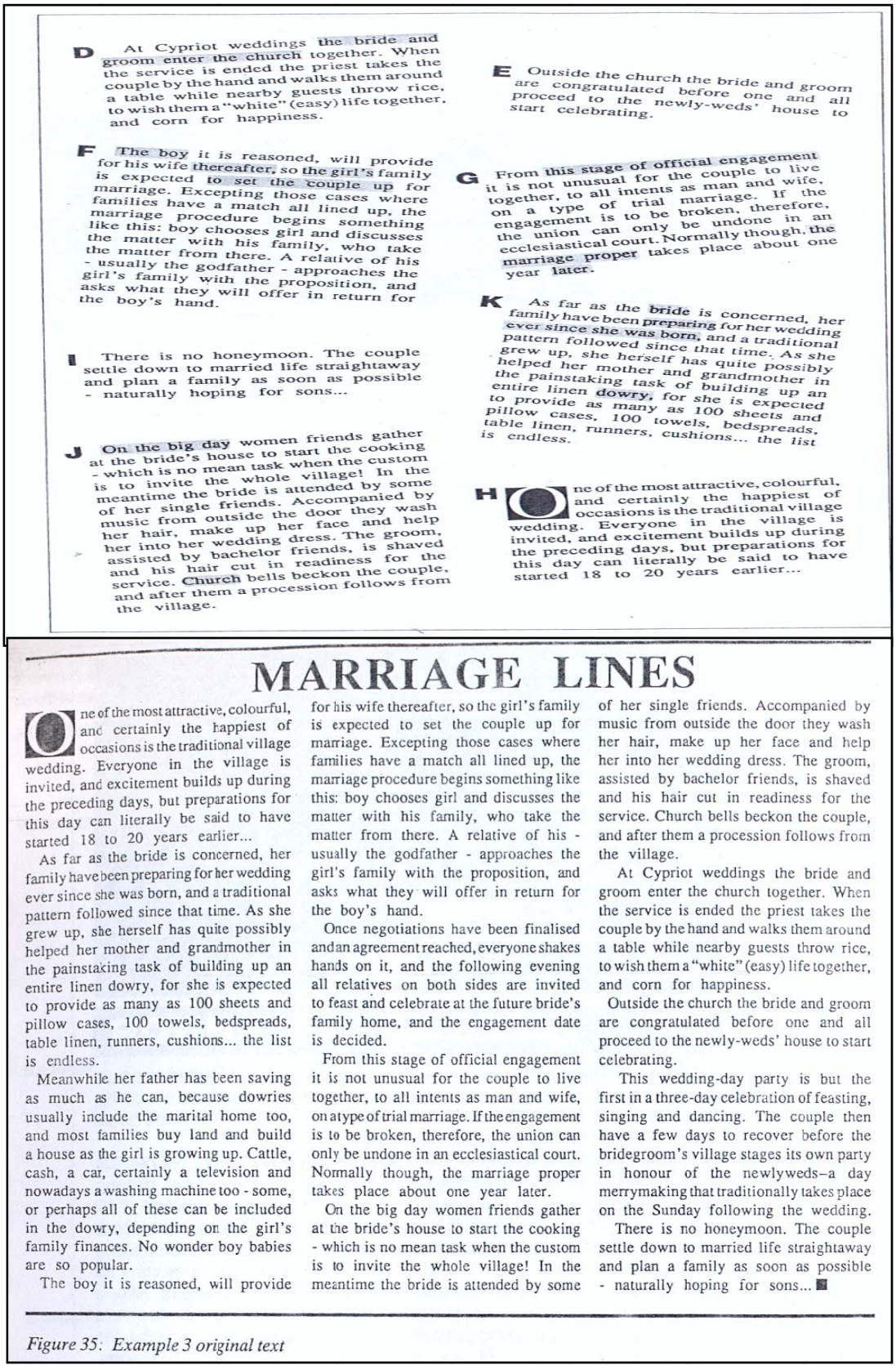
Example 3

A deconstructed text. The original text is reproduced in *Figure 35*.

A Once negotiations have been finalised and an agreement reached, everyone shakes hands on it, and the following evening **all relatives on both** sides are invited to feast and celebrate at the future bride's family home, and the **engagement date** is decided.

B **This** wedding-day party is but the first in a three-day celebration of feasting, singing and dancing. The couple then have a few days to recover before the bridegroom's village stages its own party in honour of the newlyweds–a day merrymaking that traditionally takes place on the Sunday following the wedding.

C **Meanwhile** her **father** has been saving as much as he can, because **dowries** usually include the marital home too, and most families buy land and build a house as the **girl** is growing up. Cattle, cash, a car, certainly a television and nowadays a washing machine too - some, or perhaps all of these can be included in the **dowry**, depending on the girl's family finances. No wonder **boy babies** are so popular.



D At Cypriot weddings the bride and groom enter the church together. When the service is ended the priest takes the couple by the hand and walks them around a table while nearby guests throw rice, to wish them a "white" (easy) life together, and corn for happiness.

E Outside the church the bride and groom are congratulated before one and all proceed to the newly-weds' house to start celebrating.

F The boy it is reasoned, will provide for his wife thereafter, so the girl's family is expected to set the couple up for marriage. Excepting those cases where families have a match all lined up, the marriage procedure begins something like this: boy chooses girl and discusses the matter with his family, who take the matter from there. A relative of his - usually the godfather - approaches the girl's family with the proposition, and asks what they will offer in return for the boy's hand.

G From this stage of official engagement it is not unusual for the couple to live together, to all intents as man and wife, on a type of trial marriage. If the engagement is to be broken, therefore, the union can only be undone in an ecclesiastical court. Normally though, the marriage proper takes place about one year later.

I There is no honeymoon. The couple settle down to married life straightaway and plan a family as soon as possible - naturally hoping for sons...

K As far as the bride is concerned, her family have been preparing for her wedding ever since she was born, and a traditional pattern followed since that time. As she grew up, she herself has quite possibly helped her mother and grandmother in the painstaking task of building up an entire linen dowry, for she is expected to provide as many as 100 sheets and pillow cases, 100 towels, bedspreads, table linen, runners, cushions... the list is endless.

J On the big day women friends gather at the bride's house to start the cooking - which is no mean task when the custom is to invite the whole village! In the meantime the bride is attended by some of her single friends. Accompanied by music from outside the door they wash her hair, make up her face and help her into her wedding dress. The groom, assisted by bachelor friends, is shaved and his hair cut in readiness for the service. Church bells beckon the couple, and after them a procession follows from the village.

H One of the most attractive, colourful, and certainly the happiest of occasions is the traditional village wedding. Everyone in the village is invited, and excitement builds up during the preceding days, but preparations for this day can literally be said to have started 18 to 20 years earlier...

MARRIAGE LINES

One of the most attractive, colourful, and certainly the happiest of occasions is the traditional village wedding. Everyone in the village is invited, and excitement builds up during the preceding days, but preparations for this day can literally be said to have started 18 to 20 years earlier...

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This wedding-day party is but the first in a three-day celebration of feasting, singing and dancing. The couple then have a few days to recover before the bridegroom's village stages its own party in honour of the newlyweds–a day merrymaking that traditionally takes place on the Sunday following the wedding.

There is no honeymoon. The couple settle down to married life straightaway and plan a family as soon as possible - naturally hoping for sons... ■

Figure 35: Example 3 original text

Picture 7: Activities for analysing cohesive devices in a text
Taken from White and Arndt (1991: 145-150)

In contrast to the view that they are products of current traditional paradigm, texts are accepted as communicative products relating them to the context of meanings which can be conveyed by genre choices made by writers. Halliday (2004) makes a distinction between what the writer says and what he/she means. Another strand in writing instruction is the study of rhetorical choices. In early contrastive rhetoric studies it is believed that "each language and each culture has a paragraph order unique to itself, and that part of the learning of a particular language is the mastering of its logical system" (Kaplan, 1966:14 as cited in Casanave, 2004:32). There have been considerable criticisms to this broad view of rhetoric by many researchers and scholars (Kubato, 1997; Connor, 1996; Leki, 1991; Matsuda; 1997 etc.). Thus Kaplan (1997) in his later work mentions the importance of other factors such as content, the writer's own choices of content related to the culture of society, genre types and the readers addressed in composing and choosing a specific type of rhetoric. Kramsch (1997:50-52) mentions that not only is meaning a cognitive but also a rhetorical task and lists the principles of rhetorical approach to text interpretation. These principles display how rhetoric is determined by the context, other texts (intertextuality) and culture. Texts produce schemata shared by readers and writers but these are open to analysis and co-construction; therefore, composing texts is accepted as a means of social change and construction.

The use of language to achieve communicative goals is the basic interest of genre analysis. Dudley-Evans (1997) indicates that genre approach goes with ESP approach in language teaching and he puts forward the advantages and disadvantages of it on increasing writing proficiency. Among the advantages he states that genre approach is a 'short-cut' way of increasing learners' writing proficiency in a limited time. Genre knowledge provides learners with an awareness of the conventions of writing and this in turn enables them to produce well- structured texts to the native-speaker writers. Belcher (1995) argues that "knowledge of organization, arrangement, form and genre" leads to knowledge of subject matter. However, Spack (1988) and others believe this is beyond the responsibilities of writing teachers whose responsibility is introducing the process of writing (cited in Dudley-Evans, 1997:151). Another criticised aspect of genre studies is that not any given genre can

be a stereotype but concentrating on limited number of genres can lead to a prescription of genres which is against critical reading and writing studies. This kind of prescription can prevent the awareness and development of alternative genre use of learners. Moreover, this criticism is also meaningful when the idea that patterns and types of genres in terms of the number and order of moves change from one language, native language, to the other, foreign language is considered. Genre studies are also limited in literature if Ayers' (1993 as cited in Dudley-Evans, 1997:159) term of 'part-genre' is taken into account. According to Ayers (1993), an introduction to an academic article cannot be accepted as a genre itself because it is a part of another main genre, academic article, but it has its own pattern of organization. Another danger of genre teaching for inexperienced teachers of content is that patterns of organization can vary from one field to the other; for instance. the pattern of an article can change in social sciences and positive sciences.

Bhatia (1997:136-138) identifies the stages of genre teaching as follows:

1. *Knowledge of the code: Not only the knowledge of lexico-grammatical but also semantico-pragmatic and discoursal resources in different genres*
2. *Acquisition of genre knowledge: "…the procedural knowledge (which includes knowledge of tools and their uses as well as their discipline's methods and interpretive framework, and social knowledge (in the sense of familiarity with the rhetorical and conceptual context)…"*
3. *Sensitivity to cognitive structures: awareness of genre specific syntactic and lexical choices in specialized contexts*
4. *Exploitation of generic knowledge: ability to exploit and take liberties with conventions for pragmatic effects.*

These four stages can be achieved by following a model of reading and writing related course where learners first identify and are made aware of the conventions used in specialized genres. Then, they apply this knowledge of conventions in guided writing activities and lastly learners are motivated to construct their products of genres for unique contexts of use. Hyland (2002:21) supports a three-phase approach of teaching: (1) Modelling: an explicit teacher presentation of the genre, (2) Negotiation: the discussion of the genre between the teacher and learners, and (3) Construction: learners individual construction of the genre. One more step, which is

the re-construction of genres by individual choices of convention, could be added to these three steps of genre teaching. This additional step could be based on post-process approaches to writing and Bhatia's (1997) 'exploitation of generic knowledge'.

2.1.2. Writer-Focused Approach to Writing

Writer focused approach is mainly concerned with the processes of writing. In describing these processes various ways of data collection have been used and it is very common to make a comparison of skilled and novice writers.

Writing process involves not only putting words onto some medium, i.e. on paper or electronic screen, but also composing. Composing refers to the inner cognitive processes of writers and exchanges between people (written or oral). Writers while, before or after inscribing texts, plan, re-read, revise and edit.

Elbow (1998) describes writing as a personal **expressivist process**. He stresses on how writing is learnt personally rather than how it is taught. He values spontaneity, originality and authenticity in writing, which apparently ignores audience. He advises free writing with various approaches such as "*the direct writing process*, *the open-ended process* and *the loop writing process"*. Free writing is described as writing without stopping for a specific time limit. Elbow's (1998: 14-16) statements on the benefits of free writing can be summarized as follows:

- Free writing makes it possible to get on with the problem of worrying, wondering, crossing out for which most of the writing time and energy is spent;
- It separates producing process from revising process;
- It makes learners learn to write without thinking about writing;
- It is a kind of way to get rid of depressing thoughts and feelings;
- It makes thinking about topics to write about possible while writing;
- It improves writing even if not directly producing powerful writing;

- It brings a surface of coherence to the writing since a person cannot write really incoherently while writing quickly.

Elbow (1998) introduces the direct writing process as one for the writers who don't have much time to write but much to say. Writing time is divided into two parts: the first part is for writing and the second part is for revising. It is a danger for powerful writing that writers try to write the first time without revising. On the other hand, the open-ended process of writing is for the ones who don't have much to say. So it is a technique for thinking, seeing and feeling new things while writing. The loop writing process is suggested for the ones who are bored of their topic. It brings both control and creativity together. Thus, it could be called as directed free writing.

A more research-based approach to writing is **cognitive process.** The linear process of discrete skills of writing has been criticized for a long time and today it is believed that for writing there is not only one process, but more than one. Processes change because of personal and contextual factors.

Flower and Hayes (1984 cited in Canagarajah, 2002:87) divide composing into three components: "*writer's long-term memory, the composing processor and the task environment"*. The second, the composing processor, include reviewing, translating and planning stages in writing. On the other hand, the first component, writer's long-term memory, encompasses the larger social environment of writing while the last one, task-environment, encompasses the immediate context of a writing situation. As a result, the first component of writing provides the knowledge and information into the text, and the last one is responsible for making the text coherent, clear and relevant.

Analyses of processes writers engage in can be done through concurrent accounts (think-aloud protocols) or retrospective accounts of writing. Prior (2004) explains that the first one is done while writing, but the latter is done after writing. So, there is

less recall in retrospective accounts of writing about what processes a writer passes through.[7]

In what order writers go through the processes of composing depend on other factors such as the personal traits and contextual settings and writing tasks, purposes of writing and even the specified time of writing. Thus, it is not an easy task to describe good writers in terms of writing construct.

The task difficulty in writing process is defined with the purposes of writing. Grabe (2001a: 49) categorizes the purposes of writing as follows:

> - *"writing to plan, discover, understand, learn, synthesize, interpret or critique;*
> - *writing to inform, entertain and persuade (traditional aims of discourse);*
> - *writing to apologize, invite, threaten, deny, complain, congratulate, compliment, invite, fire, reject, hire, and so forth (functional purposes)".*

[7] For different ways and stages of data collection on processes that writers engage in, see Paul Prior, "Tracing Process: How Texts Come into Being", 2004, p.p. 167-200 in Charles Bazerman and Paul Prior, **What Writing Does and How It Does It- An Introduction to Analyzing Texts and Textual Practices**, Lawrence Erlbaum Associates, Publishers, 2004.

Grabe (2001a: 50) also autlines the hierarchy of purposes in terms of difficulty in five steps:

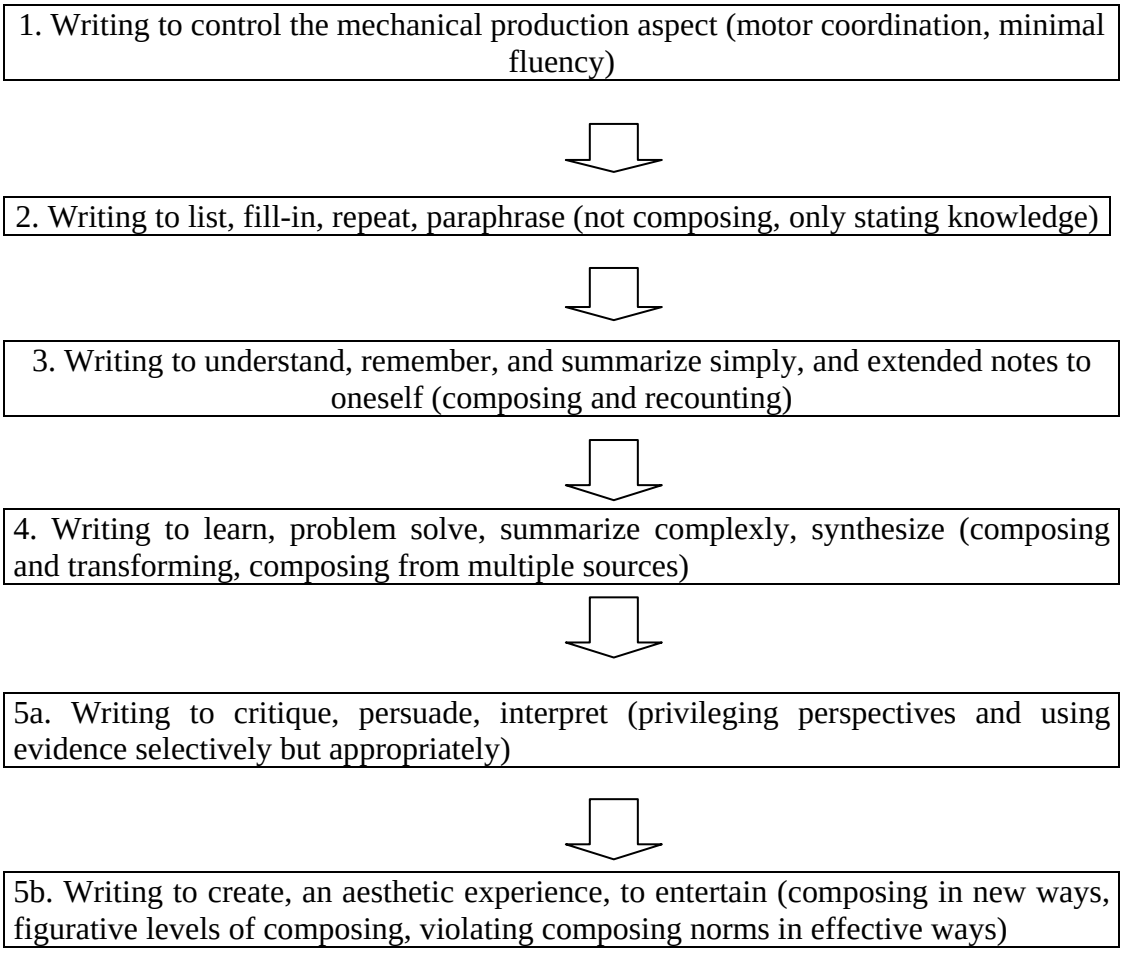


Figure 3: Hierarchy of Purposes
Adopted from Grabe (2001a:50)

The pages below are taken from White's and Arndt's (1991) book providing activities to teach writing as a foreign language. The pages illustrate a whole-procedure activity which is helpful to prepare students to write in order to perform different functions and purposes.

3.2.2 Selecting and rejecting ideas

Students frequently embark upon writing assignments with the fear that they haven't enough ideas to write about. In fact, once they have set the generating processes in motion, they are quite likely to find that the opposite is the case: there is too much information for the text they have in mind and some of it turns out to be superfluous to their purpose. Selecting useful ideas and rejecting irrelevant ones is therefore an important part of the writing process. In this activity, students work with a 'bank' of ideas created in a previous generating session, and the focus is on deciding which ideas will be useful for the text to be written.

Materials

- A 'bank' of ideas collected from a previous session (see activities in 2 *Generating* p. 17). They can be written on cards, slips of paper, OHTs or handout sheets (see *Figure 13*).

Procedure

1 Have the students, in small groups, think about a variety of different texts which could be developed from the information they have generated. They should specify a *purpose* for each text.

A group of students in Cyprus, for example, had produced ideas on the topic *Smoking* which were collected (in completely random order) onto a handout sheet and numbered for reference (see *Figure 13*). Working with this sheet, the students discussed purposes for texts to be developed from these ideas. They also thought about suitable forms for the texts, and possible audiences. They came up with the following suggestions:

A. To complain about Cyprus's bad record on smoking:
a formal letter to a local MP

B. To analyse the present situation in Cyprus:
a report for an international conference on smoking

C. To investigate reasons for people smoking:
a newspaper article

D. To persuade young people about the dangers of smoking:
a pamphlet to be distributed to youth clubs

E. To offer advice on ways of giving up smoking:
a leaflet for display in a doctor's surgery

F. To suggest action for an anti-smoking campaign:
an editorial in a local newspaper

2 Pool the suggestions made in Step 1 above and ask each group to choose one of the potential texts to work on. They then compile a list of ideas from the 'bank'.

Here, for instance, are the ideas chosen from the handout sheet on *Smoking* (*Figure 13*) by the group of Cypriot students who worked on the formal letter to a local MP complaining about Cyprus's bad record on smoking (Text A above).

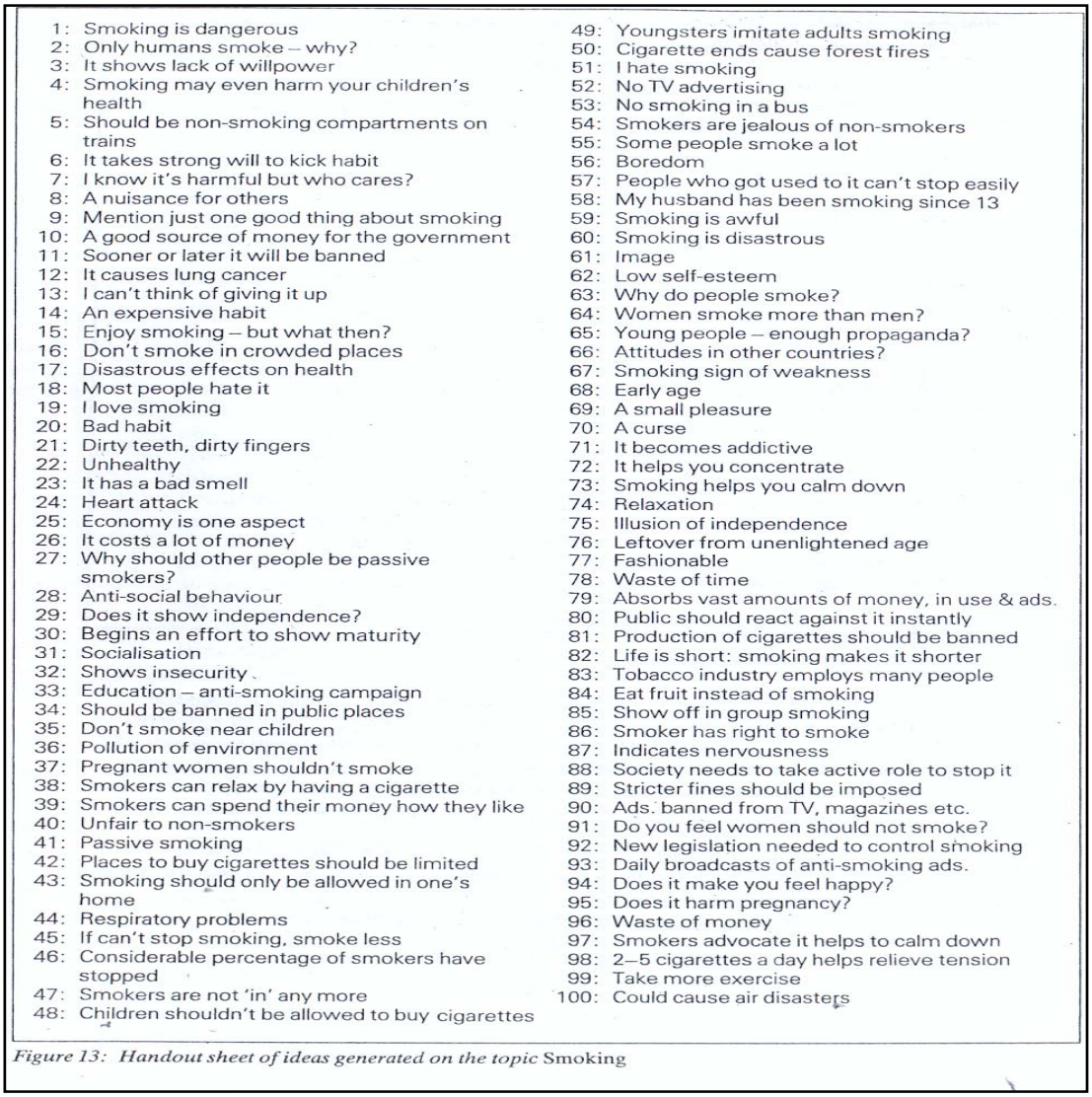
7: I know it's harmful but who cares?
10: A good source of money for the government
11: Sooner or later it will be banned
12: It causes lung cancer
25: Economy is one aspect
27: Why should other people be passive smokers?
28: Anti-social behaviour
33: Education – anti-smoking campaign
34: Should be banned in public places
35: Don't smoke near children
36: Pollution of environment
37: Pregnant women shouldn't smoke
40: Unfair to non-smokers
41: Passive smoking
42: Places to buy cigarettes should be limited
43: Smoking should only be allowed in one's home
48: Children shouldn't be allowed to buy cigarettes
65: Young people – enough propaganda?
66: Attitudes in other countries?
70: A curse
78: Waste of time
79: Absorbs vast amounts of money in use and ads
80: Public should react against it instantly
81: Production of cigarettes should be banned
88: Society needs to take active role to stop it
89: Stricter fines should be imposed
92: New legislation needed to control smoking
93: Daily broadcasts of anti-smoking ads

3 When they have selected the ideas they consider most useful for their purpose (and have added any others they may think of whilst doing so), have the groups report back to the class to compare the selections they have made.

Discuss the reasons for inclusion/exclusion of information and ideas where there are any controversial choices. Point out that, as they start work on the actual drafting of their text, they may well find that they will want to amend their original list of ideas, adding some and deleting others. They will also find that the process of drafting itself generates new ideas.

Variation: Guessing the purpose

To add an element of interest, you could get each group to decide on a purpose (and a potential text) without telling the other groups what this is. When each group has selected the ideas from the 'bank' which they think useful for their text, they exchange lists with another group, which then has to decide what purpose their partner group had in mind when they made their selection. The two groups compare findings.



1: Smoking is dangerous
2: Only humans smoke – why?
3: It shows lack of willpower
4: Smoking may even harm your children's health
5: Should be non-smoking compartments on trains
6: It takes strong will to kick habit
7: I know it's harmful but who cares?
8: A nuisance for others
9: Mention just one good thing about smoking
10: A good source of money for the government
11: Sooner or later it will be banned
12: It causes lung cancer
13: I can't think of giving it up
14: An expensive habit
15: Enjoy smoking – but what then?
16: Don't smoke in crowded places
17: Disastrous effects on health
18: Most people hate it
19: I love smoking
20: Bad habit
21: Dirty teeth, dirty fingers
22: Unhealthy
23: It has a bad smell
24: Heart attack
25: Economy is one aspect
26: It costs a lot of money
27: Why should other people be passive smokers?
28: Anti-social behaviour
29: Does it show independence?
30: Begins an effort to show maturity
31: Socialisation
32: Shows insecurity
33: Education – anti-smoking campaign
34: Should be banned in public places
35: Don't smoke near children
36: Pollution of environment
37: Pregnant women shouldn't smoke
38: Smokers can relax by having a cigarette
39: Smokers can spend their money how they like
40: Unfair to non-smokers
41: Passive smoking
42: Places to buy cigarettes should be limited
43: Smoking should only be allowed in one's home
44: Respiratory problems
45: If can't stop smoking, smoke less
46: Considerable percentage of smokers have stopped
47: Smokers are not 'in' any more
48: Children shouldn't be allowed to buy cigarettes
49: Youngsters imitate adults smoking
50: Cigarette ends cause forest fires
51: I hate smoking
52: No TV advertising
53: No smoking in a bus
54: Smokers are jealous of non-smokers
55: Some people smoke a lot
56: Boredom
57: People who got used to it can't stop easily
58: My husband has been smoking since 13
59: Smoking is awful
60: Smoking is disastrous
61: Image
62: Low self-esteem
63: Why do people smoke?
64: Women smoke more than men?
65: Young people – enough propaganda?
66: Attitudes in other countries?
67: Smoking sign of weakness
68: Early age
69: A small pleasure
70: A curse
71: It becomes addictive
72: It helps you concentrate
73: Smoking helps you calm down
74: Relaxation
75: Illusion of independence
76: Leftover from unenlightened age
77: Fashionable
78: Waste of time
79: Absorbs vast amounts of money, in use & ads.
80: Public should react against it instantly
81: Production of cigarettes should be banned
82: Life is short: smoking makes it shorter
83: Tobacco industry employs many people
84: Eat fruit instead of smoking
85: Show off in group smoking
86: Smoker has right to smoke
87: Indicates nervousness
88: Society needs to take active role to stop it
89: Stricter fines should be imposed
90: Ads. banned from TV, magazines etc.
91: Do you feel women should not smoke?
92: New legislation needed to control smoking
93: Daily broadcasts of anti-smoking ads.
94: Does it make you feel happy?
95: Does it harm pregnancy?
96: Waste of money
97: Smokers advocate it helps to calm down
98: 2–5 cigarettes a day helps relieve tension
99: Take more exercise
100: Could cause air disasters

Figure 13: Handout sheet of ideas generated on the topic Smoking

Picture 8: An Activity for purposes in writing
Taken from White and Arndt (1991: 55-57)

2.1.3. Reader-Focused Approach to Writing

As put forward above, whenever purposes of writing are taken into account, this means that writing starts to be accepted as an activity addressed to readers. Writing is a means of social engagement, interaction and construction. This view of writing is compatible with the view of 'language as ideology'.

As cited in Kumaravadivelu (2006:12) Kroskrity (2000) states the four dimensions of language ideologies: (1) Language ideologies are socially constructed; (2) They are multiple because of the multiplicity of social divisions such as class, gender etc. ; (3) People develop different degrees of awareness about language ideologies; (4) People understand differently and reconstruct the ideologies with their own socio-cultural experience.

The four dimensions above can be applied to writing and approaches of writing. Reader-focused approach values the socially constructed side of writing. There is always an on-going and two-sided relationship between writer and readers, and between the society and writer. Both writers and readers are affected by the writing construct.

However, it is very difficult for the writer even if it is not totally unpredictable to know who will be the readers of the text. In school setting, it is clear that the reader will be the teacher and this brings a problem for the authenticity of the text written. Ede and Lunsford (1984 as cited in Hyland, 2002:36) refer two models of audience. One is the audience addressed, actual or intended readers existing independently of the text. The other is audience invoked, created audience by the writer and rhetorically implied in the text. The second model of audience could be used in school settings to bring in authenticity to writing tasks.

A procedure of writing practice sensitive to the expectations of the audience could be seen below.

Variation 2:
Using advert texts

Materials

- A pool of suitable texts, mounted on strong card or paper (to survive re-use by several groups) and clearly numbered for reference. Have a supply of tasksheets ready (along the lines of that in *Figure 22*) for the students to make notes as they consider the texts.

Procedure

1 Ask students, in twos or threes, to consider each text in turn, making notes under the following headings on their tasksheets as they do so:

What audience is the text aimed at?
What is the purpose of the text?
What ideas and persuasive points are used?
Which ideas are most effective?
Which language features help to influence our reactions (as readers) to the text?

Follow this with a whole class discussion to pool opinions and conclusions, each group taking it in turn to introduce one of the texts.

2 As an extension of this activity, you could ask each group to draft an appeal or advertisement of their own. Get them to focus on evaluating their ideas in terms of the audience they have in mind.

After they have drafted their texts, groups can check each other's drafts according to the questions above.

Example

The appeal from the environmental organisation Greenpeace (*Figure 21* opposite), is an example of the kind of text we have used successfully for this activity.

PLANET EARTH IS 4,600 MILLION YEARS OLD

If we condense this inconceivable time-span into an understandable concept, we can liken Earth to a person of 46 years of age.

Nothing is known about the first 7 years of this person's life, and whilst only scattered information exists about the middle span, we know that only at the age of 42 did the Earth begin to flower.

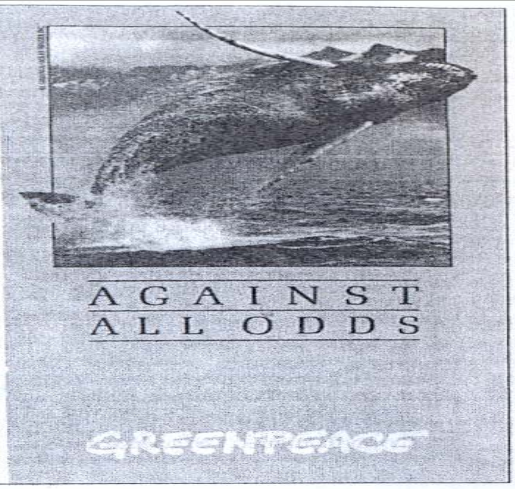
Dinosaurs and the great reptiles did not appear until one year ago, when the planet was 45. Mammals arrived only 8 months ago; in the middle of last week man-like apes evolved into ape-like men, and at the weekend the last ice age enveloped the Earth.

Modern man has been around for 4 hours. During the last hour Man discovered agriculture. The industrial revolution began a minute ago.

During those sixty seconds of biological time, Modern Man has made a rubbish tip of Paradise.

He has multiplied his numbers to plague proportions, caused the extinction of 500 species of animals, ransacked the planet for fuels and now stands like a brutish infant, gloating over this meteoric rise to ascendancy, on the brink of the final mass extinction, and of effectively destroying this oasis of life in the solar system.





GREENPEACE

Against all odds, Greenpeace has brought the plight of the natural world to the attention of caring people. Terrible abuses to the environment, often carried out in remote places or far out to sea have been headlined on television and in the press.

Greenpeace began with a protest voyage into a nuclear test zone. The test was disrupted. Today, the site at Amchitka in the Aleutian Islands is a bird sanctuary.

Then Greenpeace sent its tiny inflatable boats to protect the whales. They took up position between the harpoons and the fleeing whales. Today, commercial whaling is banned.

On the ice floes of Newfoundland, Greenpeace volunteers placed their bodies between the gaffs of the seal hunters and the helpless seal pups. The hunt has since been called off.

In the North Atlantic, Greenpeace drove its inflatables underneath falling barrels of radioactive waste. Now nuclear waste dumping at sea has been stopped.

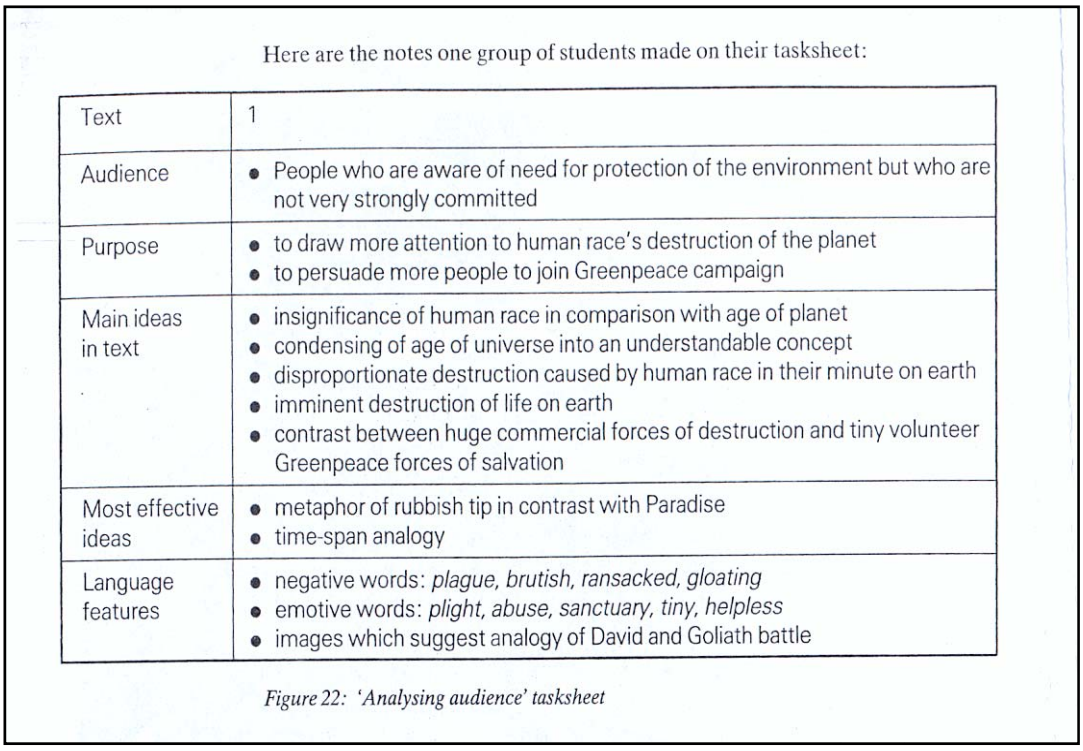
In the North Sea, Greenpeace swimmers



turned back dump ships carrying chemical wastes. New laws to protect the North Sea have been promised.

Peaceful direct action by Greenpeace has invoked the power of public opinion which in turn has forced changes in the law to protect wildlife and to stop the pollution of the natural world.

Figure 21: 'Analysing audience' text



Here are the notes one group of students made on their tasksheet:

Text	1
Audience	• People who are aware of need for protection of the environment but who are not very strongly committed
Purpose	• to draw more attention to human race's destruction of the planet • to persuade more people to join Greenpeace campaign
Main ideas in text	• insignificance of human race in comparison with age of planet • condensing of age of universe into an understandable concept • disproportionate destruction caused by human race in their minute on earth • imminent destruction of life on earth • contrast between huge commercial forces of destruction and tiny volunteer Greenpeace forces of salvation
Most effective ideas	• metaphor of rubbish tip in contrast with Paradise • time-span analogy
Language features	• negative words: *plague, brutish, ransacked, gloating* • emotive words: *plight, abuse, sanctuary, tiny, helpless* • images which suggest analogy of David and Goliath battle

Figure 22: 'Analysing audience' tasksheet

Picture 9: An activity designed for taking the audience into consideration while writing
Taken from from White and Arndt (1991: 69-72)

Bakhtin (1986 cited in Hyland, 2002: 36) accepts language as dialogic, which means there is an ongoing conversation between writer and reader(s). Writers, while taking the audience into account in their writing, also recognise the intertextuality between texts and become sensitive to the needs of audience by doing so.

Almost any language written is related to another text which has been produced before. This kind of reference could be done explicitly or implicitly. In the list that Bazerman (2004: 88-89) gives as the techniques of intertextual representation, direct quotation, indirect quotation, mentioning of a person, document or statements could be accepted as explicit reference to other texts; on the other hand, using recognizable terminology, certain language and forms could be done through explicit or implicit ways of reference.[8]

[8] For the levels of intertextuality, see Charles Bazerman, "Intertextuality: How Texts Rely on Other Texts", 2004, p.p. 83-96 in Charles Bazerman and Paul Prior, **What Writing Does and How It Does**

Intertextuality is also a part of tracing writings of learners. This analysis could be carried out by examining four main layers of intertextuality in the texts of novice writers according to Prior (2004: 174-179):

1. *"relating a text to an initiating text: an instructor's assignment on the syllabus could be an example of initiating text, which will control what follows in learners' writing.*
2. *relating a text to source text(s): here comes the problem of plagiarism.*
3. *tracing a series of texts produced by the writer.*
4. *relating a text to talk".*

Writing is not only a part of social interaction (interaction between writer(s) and reader(s)) but this kind of interaction also leads to a kind of reproduction of discourse and change of legitimate ideology of language. Thus, it means that language both shapes and is shaped by society.

An anti-foundalist approach to composition studies supported by Bizzell (1992), echoing the words of others, is the contemporary approach to writing. It means that if learners of good writing become aware of the conventions of especially the academic discourse, they can resist to them and change them.

Canagarajah (2004:126-129) synthesizes the postmodern theories of knowledge which is reflected and shaped by language and summarizes them with the following characteristics:

Knowledge is;

"- open to change,
-personal,
-rhetorical,
-social,
-constructed by people
-contested"

To distinguish all three approaches to writing, the model of Canagarajah (2004: 40) could be used. He adds another approach as content-focused separately. This

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It- An Introduction to Analyzing Texts and Textual Practices, Lawrence Erlbaum Associates, Publishers, 2004.

approach in this paper has been covered under the titles of text-focused, writer-focused and reader-focused approach to writing.

	Form-focused	***Writer-focused***	***Content-focused***	***Reader-focused***
L1 basis	Current-traditional paradigm	Cognitive process theory	Writing Across Curriculum (WAC)	Social process
Linguistic connection	structuralist	Transformational generative	Communicative competence	Sociolinguistic
Philosophical basis	Behaviorist, structuralist, Skinnerian, normative, deductive	Rationalist, nativist, Cartesian, empirical, inductive	Social cognitive, Vygotskyan, normative, situational/ naturalistic	Social constructivist, Wittgensteinian, relativistic, ethnographic
Ideological basis	Instrumental	Interactional	Reproductive	Reproductive

Table 5: Four approaches into writing

Taken from Canagarajah (2004:40)

2.1.4. Writing Activities from Controlled to Free Writing

Writing is a developmental process. Although teaching and learning the skill of writing comprises a rather considerable part of education process at schools both for native language and foreign language education, it is also a life-long developing process of learning. Kucer (2005) underlines the fact that how a skill is learnt and taught determines how it is used in real life. The problem of language teaching in that sense is that the items of a language, especially of a foreign language, should be divided into small enough teachable units. However, writing as a literacy skill is a whole in its nature with “cognitive, linguistic and sociocultural” dimensions (Kucer, 2005). That is why it is very difficult to divide it into units. But, it could be made

possible to teach writing in school settings by working with the same task or various tasks concerning different dimensions of literacy in a developmental way.
Kucer (2005) defines the literacy process as it develops like spiral and in a recursive manner. Development like a spiral means that every person shows different proficiency levels in literacy practices throughout his/her life. These proficiency levels depend on the variety and demands of literacy practices. Thus, a person being an independently proficient user of a literacy strategy in one context of literacy could perform the same purpose or strategy rather unsuccessfully in another context. The educational implication of this nature of development of literacy is that teaching of writing activities should be designed in a way that would reflect the variations in contexts and task demands and task demads in terms of the use of strategies.

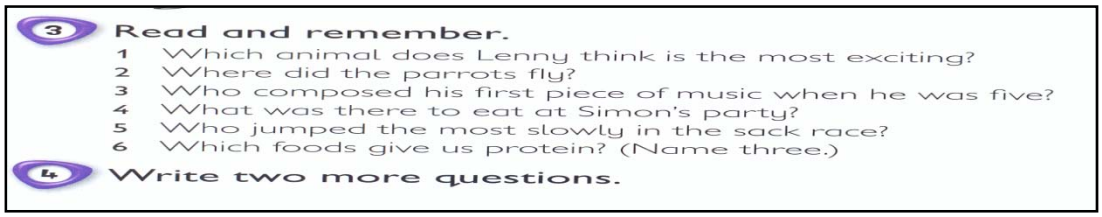
What Kucer (2005) sets as a second principle of literacy development is that it is a recursive process. On surface level the development may seem upward but, in deeper levels it is not so, which means a student could become unable to use a strategy; for example, organizing his/her ideas whenever he/she starts to write something for a different purpose like to complain not to report the results of a survey. The reason of this decline or loss of development could depend on the facts that like in other areas of learning, overgeneralization plays role in learning to write, or whenever new things are learned the first lost item is the most recently learned strategy. As a result, another educational implication is that like contexts strategies to practice should be varied but they should also be sufficiently repeated in language classrooms.

Depending on the developmental nature of writing proficiency, writing activities in language classrooms should show a balanced distribution from controlled to free writing. Because writing is not an automatically acquired language skill, even in mother tongue contexts. Different from reading, even “emergent literacy”, which means learning without any teaching in first language, has not been defined specifically for writing (Cameron, 2001). Grabe and Kaplan (1996) divides the teaching of writing into four subsequent steps: “controlled, guided, parallel and free writing”. Although these steps are adopted into intermediate level of learners in their book, it is also possible to extend them into other level contexts of teaching language

since these steps are the products of Language Experience Approaches (p. 318). Controlled activities are exemplified with the following activities by Grabe and Kaplan(1996:317): "… changing a paragraph from first person to third person, filling in certain cloze gaps, adding a final sentence, combining simple sentences, or filling out an outline from a matching text." The function of such activities is to construct a framework for more complex tasks in writing. Free writing, on the other hand, is the step following the step of writing by modeling a text read. This step of writing should promote fluency and creativity not only accuracy in writing. Nation (2009:109) names free activities as "independent tasks" although he does not draw a distinction between free and controlled writing. Nation (2009) makes the distinction between "independent" and "guided" tasks, which is the difference between his and Grabe's and Kaplan's (1996) grouping of writing activities.

In their study on social literacy practices among the Vai, Scribner and Cole (1978 as cited in Street and Lefstein, 2007) makes a distinction between textual and non-textual uses of literacy. What they define as non-text are the practices of writing such as "individual written characters as labels or marking devices (e.g. marking chairs lent for a public meeting with the names of owners, identifying one's house, clarifying information displayed in technical plans and diagrams), record-keeping, list-making…" (p. 111) and so on and so forth. Such a distinction looks very similar to the distinction of Grabe and Kaplan (1996) when the example activities are analyzed. Thus, it could be stated that controlled writing activities are not on the textual level but a framework for textual level creative writing.

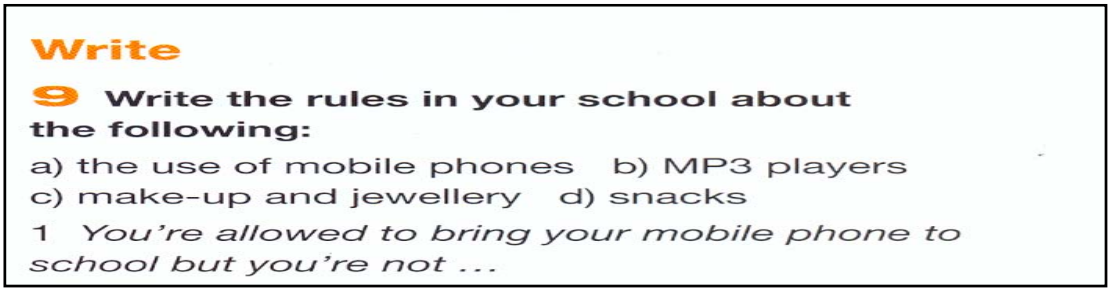
Below are examples of controlled, guided, parallel and free writing practices from various sources seen.


3 Read and remember.

1 Which animal does Lenny think is the most exciting?
2 Where did the parrots fly?
3 Who composed his first piece of music when he was five?
4 What was there to eat at Simon's party?
5 Who jumped the most slowly in the sack race?
6 Which foods give us protein? (Name three.)

4 Write two more questions.

Taken from Nixon and Tomlinson (2008: 79)



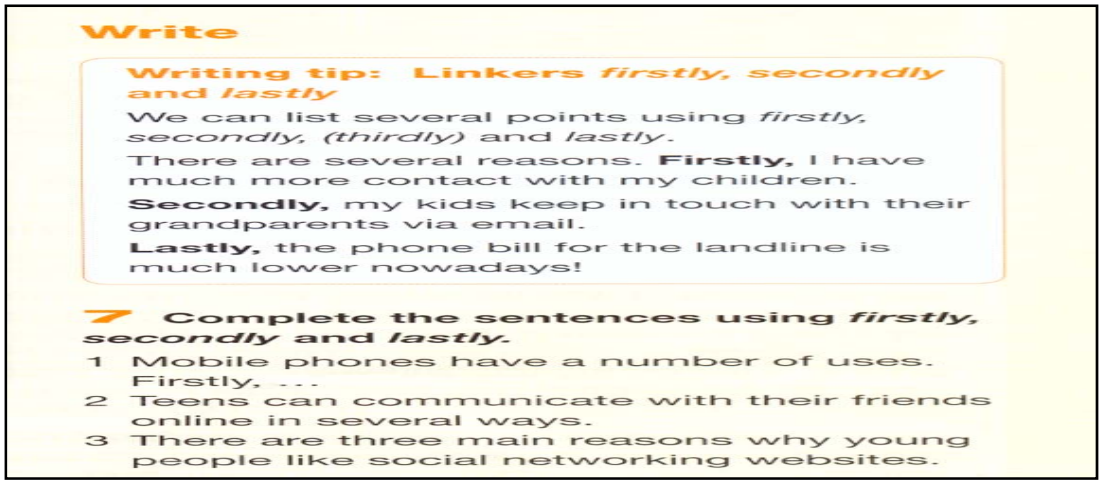
Write

9 Write the rules in your school about the following:

a) the use of mobile phones b) MP3 players
c) make-up and jewellery d) snacks

1 *You're allowed to bring your mobile phone to school but you're not ...*

Taken from Freebairn and et. al. (2010:31)



Write

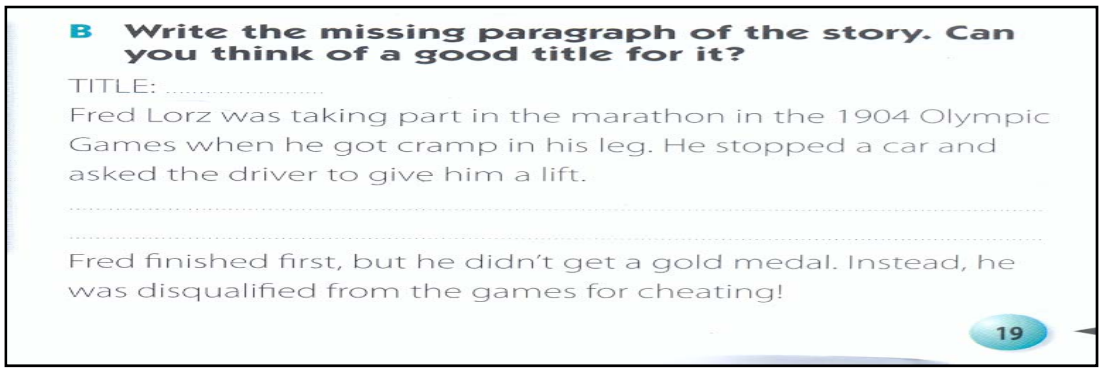
Writing tip: Linkers *firstly, secondly* and *lastly*

We can list several points using *firstly, secondly, (thirdly)* and *lastly*.
There are several reasons. **Firstly,** I have much more contact with my children.
Secondly, my kids keep in touch with their grandparents via email.
Lastly, the phone bill for the landline is much lower nowadays!

7 Complete the sentences using *firstly, secondly* and *lastly*.

1 Mobile phones have a number of uses. Firstly, ...
2 Teens can communicate with their friends online in several ways.
3 There are three main reasons why young people like social networking websites.

Taken from Freebairn and et. al. (2010:69)



B Write the missing paragraph of the story. Can you think of a good title for it?

TITLE: .....

Fred Lorz was taking part in the marathon in the 1904 Olympic Games when he got cramp in his leg. He stopped a car and asked the driver to give him a lift.

.....

.....

Fred finished first, but he didn't get a gold medal. Instead, he was disqualified from the games for cheating!

19



5 Writing

A Read Jason's text message to his friend.

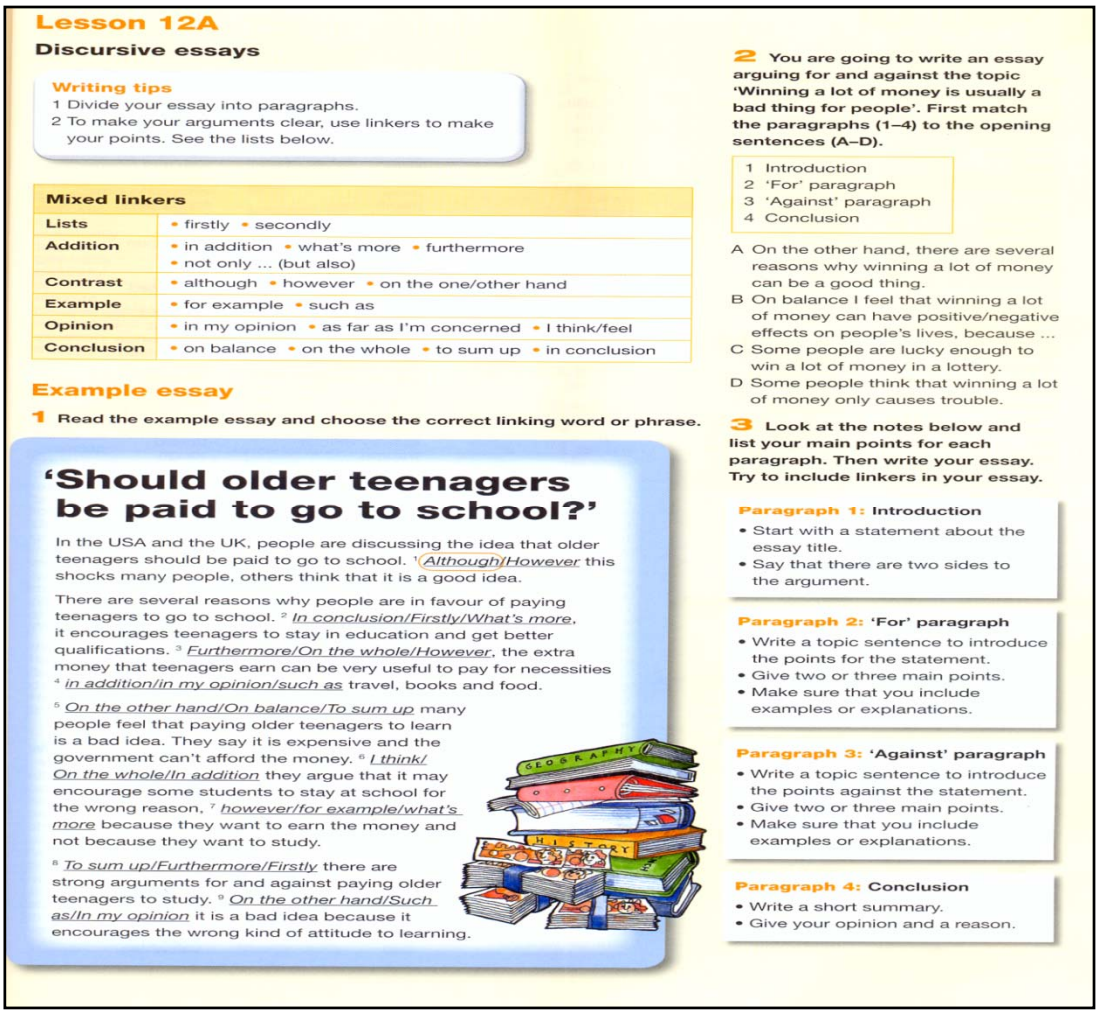
1 What has he just done?
2 How does he feel?

Hope you OK. Guess what? Have just played in football match for school team! I scored goal and we won match! Have never played for school before and am very proud! Here's photo of me after match!

B Rewrite Jason's text message in complete sentences.

Taken from Prodromou and Crawford (2006: 19,29)

Picture 10: Activities of controlled practice



Lesson 12A

Discursive essays

Writing tips
1 Divide your essay into paragraphs.
2 To make your arguments clear, use linkers to make your points. See the lists below.

Mixed linkers	
Lists	• firstly • secondly
Addition	• in addition • what's more • furthermore • not only … (but also)
Contrast	• although • however • on the one/other hand
Example	• for example • such as
Opinion	• in my opinion • as far as I'm concerned • I think/feel
Conclusion	• on balance • on the whole • to sum up • in conclusion

Example essay

1 Read the example essay and choose the correct linking word or phrase.

'Should older teenagers be paid to go to school?'

In the USA and the UK, people are discussing the idea that older teenagers should be paid to go to school. [1] *Although/However* this shocks many people, others think that it is a good idea.

There are several reasons why people are in favour of paying teenagers to go to school. [2] *In conclusion/Firstly/What's more*, it encourages teenagers to stay in education and get better qualifications. [3] *Furthermore/On the whole/However*, the extra money that teenagers earn can be very useful to pay for necessities [4] *in addition/in my opinion/such as* travel, books and food.

[5] *On the other hand/On balance/To sum up* many people feel that paying older teenagers to learn is a bad idea. They say it is expensive and the government can't afford the money. [6] *I think/ On the whole/In addition* they argue that it may encourage some students to stay at school for the wrong reason, [7] *however/for example/what's more* because they want to earn the money and not because they want to study.

[8] *To sum up/Furthermore/Firstly* there are strong arguments for and against paying older teenagers to study. [9] *On the other hand/Such as/In my opinion* it is a bad idea because it encourages the wrong kind of attitude to learning.

2 You are going to write an essay arguing for and against the topic 'Winning a lot of money is usually a bad thing for people'. First match the paragraphs (1–4) to the opening sentences (A–D).

1 Introduction
2 'For' paragraph
3 'Against' paragraph
4 Conclusion

A On the other hand, there are several reasons why winning a lot of money can be a good thing.
B On balance I feel that winning a lot of money can have positive/negative effects on people's lives, because …
C Some people are lucky enough to win a lot of money in a lottery.
D Some people think that winning a lot of money only causes trouble.

3 Look at the notes below and list your main points for each paragraph. Then write your essay. Try to include linkers in your essay.

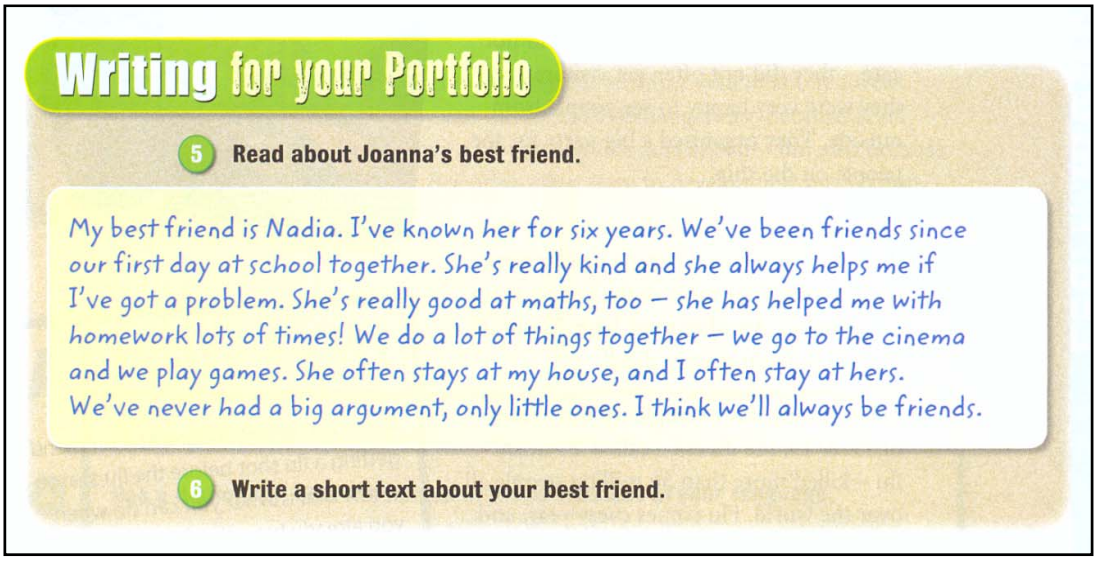
Paragraph 1: Introduction
- Start with a statement about the essay title.
- Say that there are two sides to the argument.

Paragraph 2: 'For' paragraph
- Write a topic sentence to introduce the points for the statement.
- Give two or three main points.
- Make sure that you include examples or explanations.

Paragraph 3: 'Against' paragraph
- Write a topic sentence to introduce the points against the statement.
- Give two or three main points.
- Make sure that you include examples or explanations.

Paragraph 4: Conclusion
- Write a short summary.
- Give your opinion and a reason.

Taken from Freebairn and et al. (2010:139)



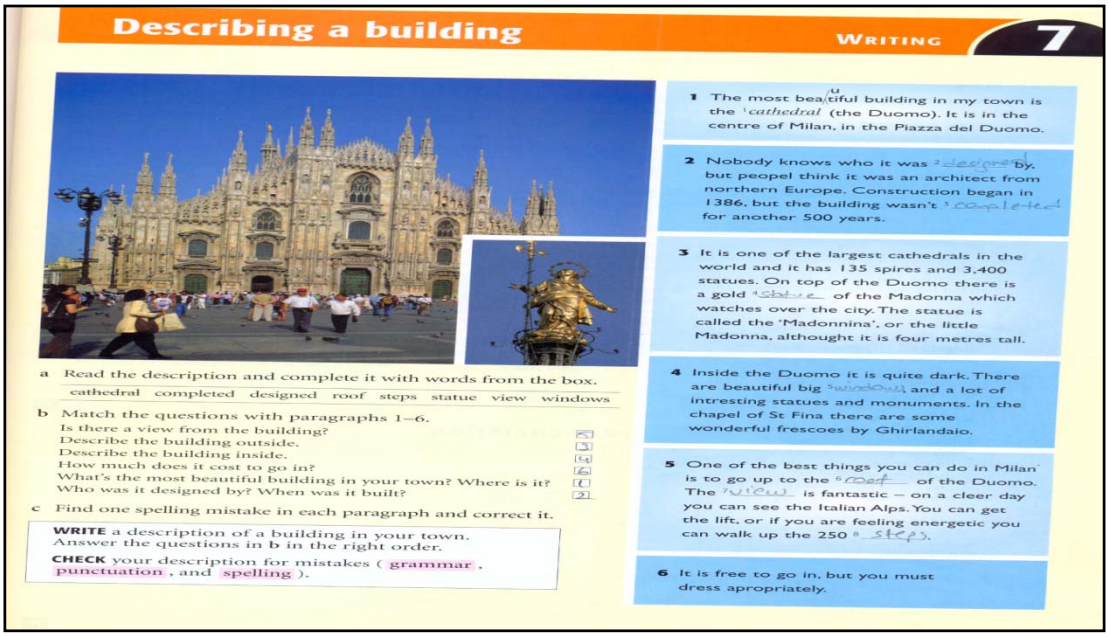
Writing for your Portfolio

5 **Read about Joanna's best friend.**

My best friend is Nadia. I've known her for six years. We've been friends since our first day at school together. She's really kind and she always helps me if I've got a problem. She's really good at maths, too – she has helped me with homework lots of times! We do a lot of things together – we go to the cinema and we play games. She often stays at my house, and I often stay at hers. We've never had a big argument, only little ones. I think we'll always be friends.

6 **Write a short text about your best friend.**

Taken from Puchta and Stranka (2008: 11)



Describing a building

WRITING 7

1 The most beautiful building in my town is the ¹*cathedral* (the Duomo). It is in the centre of Milan, in the Piazza del Duomo.

2 Nobody knows who it was ²designed by, but peopel think it was an architect from northern Europe. Construction began in 1386, but the building wasn't ³completed for another 500 years.

3 It is one of the largest cathedrals in the world and it has 135 spires and 3,400 statues. On top of the Duomo there is a gold ⁴statue of the Madonna which watches over the city. The statue is called the 'Madonnina', or the little Madonna, althought it is four metres tall.

4 Inside the Duomo it is quite dark. There are beautiful big ⁵windows and a lot of intresting statues and monuments. In the chapel of St Fina there are some wonderful frescoes by Ghirlandaio.

5 One of the best things you can do in Milan is to go up to the ⁶roof of the Duomo. The ⁷view is fantastic – on a cleer day you can see the Italian Alps. You can get the lift, or if you are feeling energetic you can walk up the 250 ⁸steps.

6 It is free to go in, but you must dress apropriately.

a Read the description and complete it with words from the box.

cathedral completed designed roof steps statue view windows

b Match the questions with paragraphs 1–6.

Is there a view from the building? 5
Describe the building outside. 3
Describe the building inside. 4
How much does it cost to go in? 6
What's the most beautiful building in your town? Where is it? 1
Who was it designed by? When was it built? 2

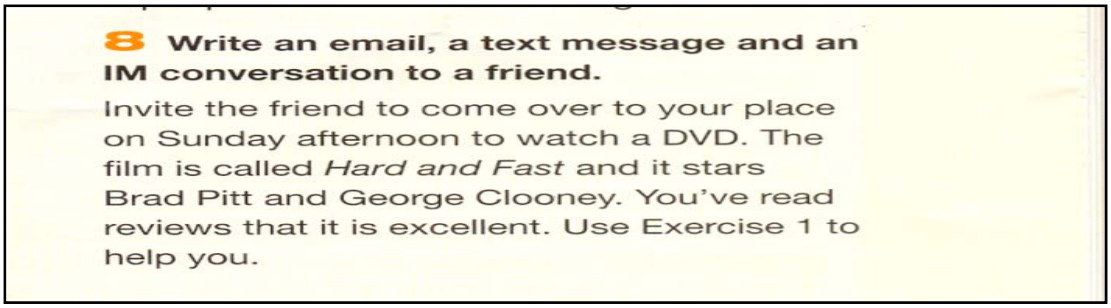
c Find one spelling mistake in each paragraph and correct it.

WRITE a description of a building in your town. Answer the questions in b in the right order.

CHECK your description for mistakes (grammar , punctuation , and spelling).

Taken from Oxenden and et al. (2005:85)

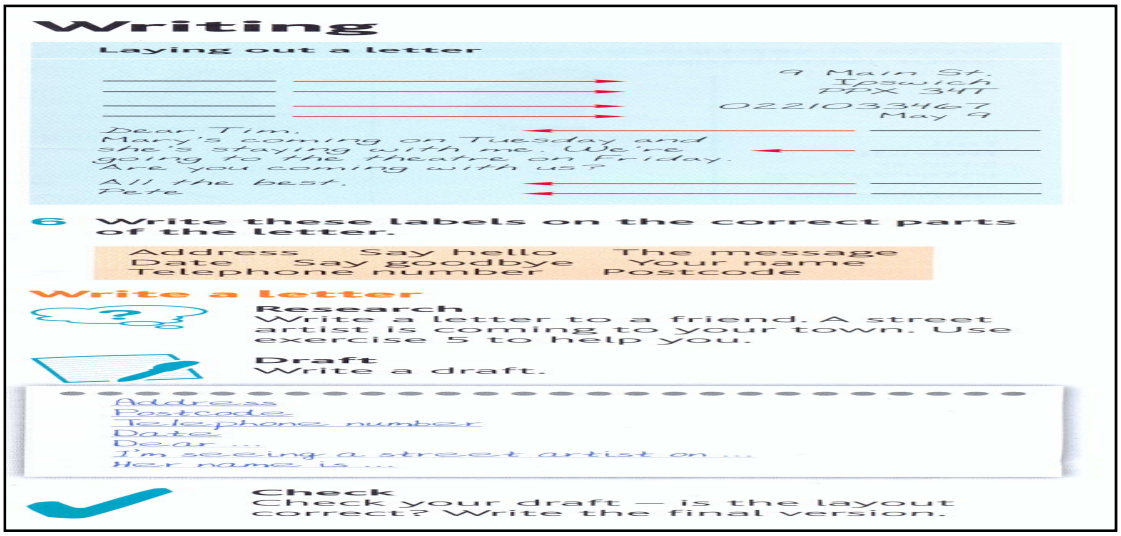
Picture 11: Activities of guided and parallel writing practice



8 **Write an email, a text message and an IM conversation to a friend.**

Invite the friend to come over to your place on Sunday afternoon to watch a DVD. The film is called *Hard and Fast* and it stars Brad Pitt and George Clooney. You've read reviews that it is excellent. Use Exercise 1 to help you.

Taken from Freebairn and et. al. (2010:69)



Writing

Laying out a letter

9 Main St.
Ipswich
IP8X 3HT
02210334671
May 9

Dear Tim,
Mary's coming on Tuesday and she's staying with me. We're going to the theatre on Friday. Are you coming with us?
All the best.
Pete

6 **Write these labels on the correct parts of the letter.**

Address Say hello The message
Date Say goodbye Your name
Telephone number Postcode

Write a letter

Research
Write a letter to a friend. A street artist is coming to your town. Use exercise 5 to help you.

Draft
Write a draft.

Address
Postcode
Telephone number
Date
Dear ...
I'm seeing a street artist on ...
Her name is ...

Check
Check your draft — is the layout correct? Write the final version.

Taken from Elsworth and Rose (2009:55)
Picture 12: Activities of free writing practice

2.2. The Relationship of Writing with Other Language Skills

Reading is a skill related to basic comprehension and beyond basic comprehension. Basic comprehension skills could be listed as word recognition, processing of words, sentences and discourse clues, deducing meanings from the text, making inferences and connections to the background knowledge, strategic variety in reading according to goals and monitoring comprehension (Pressley, 2006). Beyond basic comprehension, reading also includes search skills, critical reflection on the text and using the information from the text for later literacy practices.

Writing is also a language skill including lots of abilities like reading. What is more is that reading abilities themselves are essential components of writing abilities.

However, the difference of writing skill from reading is that writing requires reflection on language choices as much as the meaning especially in foreign or second language writing. Reading, on the other hand, requires reflection on meaning as a sub-skill rather than reflection on language choices.

Writing incorporates various purposes and processes. Grabe (2001b:20-21) states that purposes for writing include to plan, organize, comprehend, integrate, learn, critique or more general to explain, report, narrate, persuade, synthesize, entertain, and discover. Good writers should be aware of their purposes metacognitively and consider their potetial audiences.

There have been lots of studies aiming to show reading enhances writing or vice versa and both reading and writing enhance learning. Grabe (2001a:37-38), depending on this information in literature introduces some guidelines for teachers and curriculum designers about reading and writing relations in course design.

> *"Many activities and skills for combining reading and writing need to be practiced if they are to be strong foundations for the more complex tasks required in academic disciplines. For example, summarizing texts, synthesizing multiple sources, working with graphic organizers for reading comprehension, examining discourse features and genre structure, and building strategies for working with texts and writing are essential skills that are not easily developed by students on their own. …*
> *Students should have opportunities to work with reading and writing tasks in the contexts of an integrated curriculum. Such curricular support provides extended opportunities to develop topical knowledge, synthesize information, build complexity and motivation, and engage in real academic tasks at a high level of sophistication and demand. …"*

The research of Carson (2001), which is a part of general academic needs analysis among undergraduates and graduates, turned into a paper in Belcher and Hirvela (2001). According to the results of this research reading and writing skills are crucial for all academic fields and further integration of skills is extremely important.

On the other hand, there is a relation between writing and speaking not a distinction (Olson: 1994). Each has weak and strong sides over the other but this traditional

dichotomy is wrong if one wants to develop his/her language and mind since thought is constructed by language and the uses of written and spoken language reinforce the other according to modern conception.

Heath (1984) defines literacy problems with the term “a crisis of literate skills” not a “crisis of literacy skills”. He argues that becoming literate is not learning to read and write but learning to talk reading and writing as Halliday (2001) supports the idea that there is a tight relationship between spoken and written language.

3. WRITING AND CURRICULUM DEVELOPMENT

One major work in designing a course in any domain of study and production of materials of teaching is overviewing of the curriculum. This chapter will look into and discuss the framework of curriculum design with its components in general and the elements of syllabus in language teaching in particular.

3.1. Fundamentals of Writing and Curriculum Development

Johnson (1989) defines curriculum as a decision making process with all the participants such as authorities, theorists, teachers and students. The framework of curriculum design covers policy making with goals, objectives and methods, pragmatic considerations of time and material or human resources and the interaction of participants in the process of decision making. Coherence of all three dimensions should be evaluated during and after curriculum design; in other words, during the process of decision making.

Brown (1995) adopts from Richards and Rodgers (1982) and summarizes curriculum development with three main headings: Approach, Design and Procedure. The Approach of a curriculum includes theory of language and theory of learning. The Design, on the other hand, means the goals, specified objectives, contents and their organization, specification of the roles of teachers, learners and materials. Finally, the Procedure is the third main heading in curriculum development describing the instructional practices, i.e. activities and tasks.

What is done to specify the needs of participants in teaching and learning is called as needs analysis. The participants of needs analysis are not only learners but also the requirements of the course defined by administrators, teachers themselves and even the literature review in terms of the theory of language and learning. When all these factors are taken into account, this is the first step of a possible coherent curriculum design.

Brown (1995) identifies the participants of a curriculum as four. These are (1) the target group- learners in a program, teachers and even administrators-; (2) the audience- teachers, teacher aides, program administrators and any governing bodies and supervisors-; (3) the needs analysts- people or person responsible conducting the needs analysis and (4) the resource group- parents, future employers and/or professors of the other content courses. Whoever the participants in a curriculum design are, there are different philosophies at the background of implementation of needs analysis using the needs as the bases of a curriculum. According to Stufflebeam (1977 as cited in Brown, 1995: 38-39) four philosophies arise in needs analysis. "Discrepancy philosophy" is one where needs are grouped according to the differences of aimed objectives and the actual performance of learners. The other one, "democratic philosophy" describes needs as changes desired by the majority of the participants in a curriculum design. In the "analytic philosophy", hierarchy of language development defines the needs in a curriculum. According to this philosophy, the level of student or what they know so far should be defined to decide on the desired needs. The last one of the philosophies at the background of needs description is "diagnostic philosophy" in which a need is anything harmful if it is absent.[9] Thus, in description of needs, the daily needs of modern time concerning learners are analyzed and these needs are reflected upon needs analysis in general.

There are many dichotomies in needs analysis that should be studied for the conductors of needs analysis. One dichotomy is between *situation* and *language needs*. Situation needs include the needs of human aspects of a specific program. On the other hand, language needs cover the general ones and reasons to study language with present and future implications. According to Brown(1995), it is really difficult to distinguish these two while conducting a needs analysis but it is still advantageous for analysts while deciding on the importance of needs and selecting and grading the needs to set goals and objectives.

[9] These philosophies were also discussed in Richard, Berwick, "Needs Assessment in Language Programming: From Theory to Practice", 1984, p.p. 53-54 in Robert Keith Johnson, **The Second Language Curriculum**, Cambridge University Press, 1984.

Objective versus *subjective* needs are another dichotomy in needs analysis. Objective needs are the ones determined by data analysis on the situation, the learners and their present proficiency and skills levels etc. On the other hand, Brindley (1984, as cited in Brown, 1995:40) defines subjective needs as the desires, wants and expectations of learners.

The last but not the least, *linguistic* content versus *learning process* dichotomy is also a dichotomy. While linguistic content of needs include the needs defined linguistically, learning process needs are more about affective domain and about how students learn and the process and techniques of teaching.

Another issue in needs analysis is what instruments are used in gathering data for needs analysis. Although each instrument can be used separately and together with others, each has both advantages and limitations in terms of reliability, validity and usability. These instruments can be listed as follows: data collection on existing information such as records or system analysis, literature review etc.; tests such as proficiency, placement, diagnostic and achievement test; observation such as case studies, diary keeping, inventories etc.; interviews; meetings; and questionnaires.[10] Brown (1995) relates the roles of analysts with using one or more of these instruments in needs analysis. According to Brown (1995:46), the role of a needs analyst is an outsider if he/she is using exiting information data collection, tests or observation techniques in needs analysis. On the other hand, if he/she is using interviews, meetings and questionnaires, he/she could be described as the one who is actively involved in gathering and drawing out information. Even though Brown (1995) differentiated these data collection instruments into different types, sometimes in real practices of needs analysis some of them could be used together and the needs analyst could have both the role of an outsider and a facilitator. Brown (1995:52-55) also adds two more techniques to the above ones in terms of language

[10] For an example of real needs analysis see James Dean Brown, **The Elements of Language Curriculum- A Systematic Approach to Program Development**, Heinle and Heinle Publishers, 1995.

teaching environment. One of them is discourse and the other one is text analysis. Text analysis can be thought as course book evaluation in some settings.

Another distinction in needs analysis is the types of needs. Berwick (1989) divides the types into two as ‘felt’ and ‘perceived’ needs. ‘Felt’ needs refer to student-centered approach of planning whereas ‘perceived’ needs refer to teacher-centered approach. Berwick (1989), while doing this distinction, also advises taking into account both types of needs in curriculum design and establishing a balance of learner and teacher-centered approach in design of needs analysis.

In his research, Brindley (1989), defines three approaches to needs analysis referring to a survey conducted with teachers. These three approaches to needs analysis are ‘language proficiency’, ‘psychological/humanistic’ and ‘specific purposes’ views of language teachers to needs analysis. Both ‘language proficiency’ and ‘specific purposes’ orientation include more objective needs than ‘psychological/ humanistic’ orientation. But, ‘psychological/humanistic’ approach of needs analysis can be evaluated on the basis of ‘felt’ needs rather than ‘perceived needs’.

After needs analysis, as the second and third required elements of curriculum development, ends specification refers to goals and objectives and means specification to the method(s) of teaching. Goal setting can be called as definition of target proficiencies aimed at the end of teaching or a period with a time limit. Ibe (1976) emphasizes that objectives that are too broad create a difficulty at the evaluation stage of a curriculum and this results in another difficulty in defining what to assess stage and developing instruments of assessment stage of curriculum development. Thus, goals should be grouped into more specific objectives and this specification, more than what Ibe (1976) explains, also helps while both deciding on means specification or how to teach specification and choosing and designing needed materials to teach. Since setting goals and objectives is as crucial as it is stated previously, knowing the requirements of writing goals and objectives is one of the first requirements for program developers to construct a coherent language

curriculum. Brown (1995: 78) summarizes the steps of narrowing down needs to goals and goals to objectives as follows:

> *"1. Examine the needs of the students as discovered and presented in the needs analysis documents.*
> *2. State the needs of the students in terms of realizable goals for the program.*
> *3. Narrow the scope of the resulting goal statements:*
> *a. By analyzing them into their smallest units*
> *b. By classifying those units into logical groupings*
> *c. By thinking through exactly what it is that the students need to know or be able to do to achieve the goals*
> *4. State the smaller more specific goals as objectives with as much precision as makes sense in the context…"*

The two domains of language learning, both cognitive and affective[11], are taken into consideration while sorting and narrowing needs, goals and objectives. Setting objectives is criticized by some people in teaching field for some reasons. Firstly, objectives are accepted as associated with behaviorism. Secondly, some teaching and learning activities are impossible to be set as objectives and measurement of them could be as much impossible since some things cannot be quantified. Thirdly, objectives can force teachers to focus on only specific things expressed as objectives; thus, objectives can become stereotype and limit the freedom of teachers Lastly, language teaching can be expressed in objectives but not language learning. The cons of setting objectives overweigh the pros, though. Brown (1995: 96) lists the following cons of objectives in his book: Objectives help teachers

> *"(1) to convert the perceived needs of the students into teaching points; "(2) to clarify and organize their teaching points; (3) to think through the skills and subskills underlying different instructional points; (4) to decide on what they want the students to be able to do at the end of instruction; (5) to decide on the appropriate level of specificity for the teaching activities that will be used; (6) to develop tests and other evaluation instruments; (7) to adopt, develop, or adapt teaching materials that maximally match the students' needs; (8) to develop professionally by letting them focus on just what it is that they are trying to accomplish in the classroom; (9) to evaluate each learner's progress, as well as overall program effectiveness, by permitting the systematic study,*

[11] In language learning cognitive domain refers to the knowledge of language items and language skills. The affective domain on the other hand refers to aspects of learning including feelings, acceptance, biases, emotions etc.

> *modification, and improvement of their perceptions of students' needs, course objectives, test, materials, teaching, and evaluation procedures; (10) to contribute to and learn from an ongoing process of curriculum development that draws on the collective energy and strengths of all of the teachers in a program to lessen the load of each individual."*

Brown (1995: 96-97) also maintains that objectives should display certain characteristics in order to realize the advantages and avoid the disadvantages. According to Brown, objectives should (1) range in type and specificity; (2) be flexible to respond the changing needs of different students; (3) be developed by all participants such as all teachers, authorities, theorists and students; (4) not be prescriptive; and (5) be specific to particular programs.

There are lots of learning opportunities as called by Garcia (1976) to attain stated objectives. These opportunities can be activities, tasks or classroom procedures. Garcia (1976:8-9) repeats the proposal of Tyler (1950) as the criteria of organizing learning opportunities. One of these criteria is "continuity" which means the repetition of curricular elements over time. The other is "sequence" referring to the repetition of elements gradually and adding new elements through time and different courses. The third of the criteria, on the other hand, is the "integration" of curricular elements so that they can reinforce each other. This is a holistic approach to curriculum development which means each course is designed separately in terms of syllabus design but also works in an integrative manner to attain the general goals of education system in a way coherent with the needs of modern world. As a result, any change and improvement in one or more areas of curriculum brings a change also in other areas of curriculum. This is flexible curriculum design instead of fixed curriculum design in line with the developments of modern age and improvement.

Additionally, any curriculum not concerned with materials and their specification and organization is apt to fail. Materials should be open to analysis, evaluation and revision and they have an active role on classroom procedures. Materials chosen are fed with the theory of language and theory of language learning. Littlejohn and

Windeatt (1989) put forward the criteria of material development or evaluation with the following 6 categories:[12]

1. *Subject matter of materials:* This criterion includes what topics, strategies, language items and what tasks and activities are included in materials. The analysis of this parameter can be affected by the theory of language and learning in coherence with the other elements of the curriculum.
2. *Views of knowledge and how it is acquired:* Materials are sources of legitimate knowledge and the scope of knowledge affects the offered ways of presenting this knowledge. The view of knowledge and its suggested ways of acquisition in materials should be analyzed with reference to the demands of modern times.
3. *Views of nature of language learning:* The way materials present the subjects and activities give an impression to learners on the nature of language learning whether it is accumulation and manipulation of linguistic items, practicing functions in different contexts or producing language by adapting it into situations and roles of language users.
4. *Role relations:* These relations include the interaction of teachers and learners with each other and even with the material itself.
5. *Opportunities for the development of cognitive abilities:* Language learning as any other kind of learning is a factor affecting other learning or cognitive abilities. Learning a language does not only include language use and production but also cognitive development of learners. So that, the potential of materials in terms of opportunities for cognitive development is another parameter to be evaluated.
6. *Values and attitudes in materials:* Since language is a socially constructed act, values presented as legitimate should be also questioned in terms of the modern views of presenting cultures.

[12] Only the names of the criteria have been taken from the source cited above and these titles have been interpreted by the researcher.

Learning and teaching acts can be defined as classroom implementations of the curriculum design or in other words what is happening in the classroom during the teaching process. Starting from 1980s, learning and teaching acts have been defined as tasks and tasks have been defined as follows by different scholars in the literature:

> *"A piece of work undertaken for oneself or for other, freely or for some reward. … Tasks are the things people will tell you they do if you ask them and they are not applied linguists."* (Long, 1985: 89)

> *"An activity or action which is carried out as the result of processing or understanding language (i.e., as a response)."* (Richards et all., 1985:289)

> *"A piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, or at work."* (Crookes, 1986:1)

> *" An activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process."* (Prabhu, 1987: 24)

> *" One of a set of differentiated, sequenceable, problem-solving activities involving learners and teachers in some joint selection from a range of varied cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu."* (Candlin, 1987: 10)

> *" Any classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right."* (Nunan, 1993: 59)

> *" A task is an activity in which meaning is primary, there is some sort of relationship to the real world; task completion has some priority and the assessment of the task is in terms of task outcome."* (Skehan, 1998: 95)

> *"Tasks are a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome."* (Common European Framework, 2000:143)

> *"A task is an activity or goal that is carried out using language, … Tasks require students to negotiate meaning and engage in naturalistic and meaningful communication."* (Richards and Rodgers, 2001: 11)

All these definitions reveal one or more features of tasks such as their being a part of real life, goal or objective directed, meaningful and their having one or more assessable outcomes. Thus, while selecting, grading and sequencing tasks to use in language classrooms, these features should be analyzed well.

Candlin (1987) offers six principles to sequence tasks. (1) *Cognitive load* refers to sequencing that is made considering cognitive difficulty of tasks from simpler to more difficult. (2) *Communicative stress,* on the other hand, focuses on the degree of communicative competence. (3) *Particularity* and *generalizability* refer to whether tasks are routine or original. Routines are accepted simpler than non-routine tasks. (4) *Code complexity* and *interpretive density* show the two layers of understanding. While code complexity refers to lexico-syntactic difficulty, interpretive density refers to interpretation of meaning and its complexity. (5) *Content continuity* principle takes into account the degree of authenticity and here the needs of learners play an important role. This principle plays more important role in ESP and EAP[13] classes. (6) *Process continuity* means how learners perform a task in terms of language forms, discourse information, thinking skills, content knowledge and how tasks follow each other. Johnson (1982 as cited in Markee, 1997:96) calls this principle as "task dependency".

To analyze the cognitive complexity of tasks, Dubin and Olshtain (1986:99-100) adapt the taxonomy of cognitive objectives of Bloom (1956) and list seven categories as a scale to assess cognitive potential of tasks or classroom activities. These categories are as follows from the lowest potential to the highest:

1. *"Memory: Recalling or recognizing information.*

[13] ESP stands for English for Specific Purposes and EAP stands for English for Academic Purposes.

2. *Translation: Changing information into a different symbolic form or language.*
3. *Interpretation: Discovering relationships among facts, generalizations, definitions, values, and skills.*
4. *Application: Solving a life-like problem that requires the identification of the issues and selection and use of appropriate generalizations and skills.*
5. *Analysis: Solving a problem in the light of conscious knowledge of the parts and forms of thinking.*
6. *Synthesis: Solving a problem that requires original, creative thinking.*
7. *Evaluation: Making a judgment of good or bad, right or wrong, valuable or useless, according to standards designated by the learner".*

Dubin and Olshstain (1986:98-99) also present another scale to assess the communicative potential of teaching and learning activities in language classrooms, which is another valuable criterion to sequence tasks. The scale for assessing the communicative potential of tasks from the least interactive to the most interactive as follows:

1. *"New information is received (exposure only)*
2. *No information is processed: focus is on form*
3. *New information is received, but there is no verbal reaction*
4. *New information is transferred*
5. *New information is used or applied*
6. *New information is expressed*
7. *New information is negotiated"*

Curriculum evaluation is the third step following program design and implementation. But, different from design and implementation steps, evaluation can take place before, during and after designing and implementing a curriculum. Evaluation of a program, curriculum or syllabus aims to assess the effectiveness and efficiency of the program and attitudes and feelings of curriculum participants such as teachers, administrators and students about the program. Effectiveness of a program is about the outcomes mostly coming from quantitative testing and efficiency is about using the time to achieve the goals of the program. Brown (1995) suggests some questions to assess all three; i.e. effectiveness, efficiency and attitudes. These questions show that assessing a curriculum should be applied to all elements of curriculum design. Effectiveness, efficiency and attitudes of teachers,

administrators and students should be evaluated for needs, objectives, materials and learning and teaching acts. Thus, only assessing the language outcomes of students by tests, either norm or criterion- referenced, is not a reliable way of evaluation of a program.

Approaches to curriculum evaluation fall into four categories: *Product-oriented, static characteristic, process-oriented and decision facilitation* approaches. Brown (1989 and 1995) cites from other scholars and defines these four approaches. *Product-oriented* approaches are concerned with goals and objectives and whether they have been achieved or how much they have been achieved. *Static characteristic* approach to evaluation is a kind of professional evaluation conducted by outside experts. This type of approach to evaluation of a program is followed for institutional or academic accreditation processes. *Process-oriented* approaches differ from the previous two since they focus on unexpected outcomes different from the objectives and suggest a kind of on-going evaluation. Stake (1967 as cited in Posner, 1992: 236-237) states the importance of three levels of judgment. One is the prior conditions existing before learners and teachers interact or before the implementation of a program. This level of judgment is called as *"antecedents"*. *"Outcomes"* on the other hand refer to achievement of goals and *"transactions"* comprise the process of teaching and learning. According to Stake, a transaction is the interaction of learners with other learners, teachers, counselors, instructional materials etc. Transaction level of judgment highlights the dynamic nature of evaluation. Lastly, *decision facilitation* approaches accept helping in making decisions as the most important function of curriculum evaluation. In decision facilitation approaches, evaluation is considered as a cyclic and collaborative process. Prabu (1971 as cited in Brown, 1995:223) defines evaluation as including three steps: defining standards (but this step is a collaborative work of participants as stated above), determining if a discrepancy exists between the program performance and standards and using this information to change performance of the program or standards. The evolution of approaches to evaluation has been progressive and to evaluate a program a researcher can benefit from all these four approaches while evaluating, analyzing or changing a program.

To formulate a particular approach to evaluate a particular approach, evaluators should consider the dimensions of evaluation. Although Brown (1989 and 1995) presents these dimensions in his writing as dichotomies at first, he also indicates that these are called as dimensions in his study since they are complementary rather than mutually exclusive. First dimension is about the purpose of the information and the distinction is between the *formative* and *summative* evaluation. Formative evaluation takes place before the development of a program, so the purpose of the information collection is developing a curriculum. On the other hand summative evaluation takes place after the implementation of a curriculum and its aim is to determine how effective and efficient a program has been. Second dimension is about the types of information and the distinction is made between *process* and *product* evaluation. Product evaluation is based on outcomes whereas process evaluation is based on teaching and learning activities and practices. Third and the last dimension is about the types of data and analysis. One data collection and analysis model is quantitative and the other is qualitative. In quantitative data collection and analysis, measurement depends on numbers and statistics. On the other hand; qualitative data collection and analysis consists of holistic information depending on mostly observations that may not readily be turned into quantities or numbers. All these dimensions of evaluation can be used as complementary to develop a new curriculum or change and improve an already existing one since evaluation is an indispensable part of program development and it is a broader term than assessment and testing.

3.2. The New Curriculum of English as a Foreign Language in the Context of National Education in Turkey

As it is written in the Primary Education Curricula (for various grades) of the Ministry of Education in Turkey, the ultimate aim of education is to ready students for the needs of their future life and to make them have a job to satisfy their personal needs and to be a part of social and national production.

In the curricula of Ministry of National Education, language learning is accepted as a process-learning, which means learning strategies rather than forms. This process approach is directly transferred into teaching of writing as it is stated in the aims and objectives of primary education curriculum.

Writing skill in a foreign language is also a part of self-development as much as other skills. Learning is described as a life-long activity and literacy skills in a foreign language play an important role in future education of learners at all grades. In the curricula of English language courses at various levels, as much as other spoken skills written communication skills as well are mentioned with a reference to the units of coursebooks and aims of tasks are stated for each unit.

Task-based methodology is another important concept of curricula and it is regarded as one of the important guidelines of materials design to teach English. In the primary schools' language teaching curriculum, importance of teaching English is explained and task-based methodology is defined as follows:

> *"In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca, in other words, the means of communication among people with different native languages. Furthermore, English is the official working language of the United Nations and NATO of which Turkey is a member. Most of the scientific meetings, conferences, symposiums and the like are held in English. Additionally, most of the (approximately 2/3) literature in the various fields of science and technology are in English and at least half, if not more, of the business meetings and agreements, and international trade are done in English. These facts increase the general educational value of English, and make it an indispensable part of the school curriculum."*

English Language Curriculum for Primary Education (2006:16)

> ***"Task-Based Learning**: In task-based learning the focus is on carrying out communicative tasks without specific focus on form. Learners begin by carrying out a communicative task, without*

worrying about the form. After they have done the task, they report and discuss how they accomplished this. Only at the end is there a specific focus on features of language form."

English Language Curriculum for Primary Education (2006:13)

The general aims of national education and language teching share the same points in the 9th and 10th grade curricula of Teaching English as a Foreign Language. Language teaching is accepted as a four-skill teaching process and rhe importance of writing as a communication skill is confirmed. While the grade 9 curriculum defines writing as the skill to develop the last compared with other language skills and focuses on the linguistic development of learners to get ready to write, the curriculum of grade 10 identifies writing as a process-skill and lists the stages of writing process as "idea generating, first draft, second draft and evaluation" (p.12).

Above given general information on the curricula will give a start to the analysis of coursebooks and the curricula's approaches to language learning and teaching will lead and ease the interpretations done in the analysis or discussion parts of the study as curriculum is the essence of any teaching and learning acts.

3.3. The Place of Writing Instruction in the Curriculum of English as a Foreign Language in Turkey

Before starting with the context of education in Turkey, it could be beneficial to have a look at the descriptors of writing skill in Common European Framework, which also has an important effect on the design of language curriculum of Turkey. In Common European Framework, various types of genres and texts are covered. These genres and text-types can be listed from simple to higher-order ones in all six levels (A1/A2/ B1/ B2/ C1/ C2) as follows:

Letters (greeting cards-postcards-introducing yourselves letters-greeting, addressing, asking or thanking letters-letters to friends asking for or giving news and narrating events-letters asking for more complete or more specific information about products-

personal letters expressing feelings and attitudes of your own-letters to the editor-formal letters to complain, or in favor of or against something-letters in appropriate styles (application, requests, offers to authorities and clients)-letters explaining yourselves in ironical, ambiguous and humorous way); notes; e-mails, faxes, circulars; CVs; descriptions (events-a plot of a film or a book or an account of a concert-detailed experiences, feelings and events); summaries (articles-putting together information from different sources and relating it in a coherent summary-ideas of others-factual texts and literary works); argumentative texts (decisive points and supporting details-presenting points of view with detailed examples and reasoning-evaluate information and facts); reviews (books or films-review of a paper or a project giving reasons for your opinion-critical reviews of cultural events (film, music, theatre, literature, radio, TV)); compositions; reports; articles (research articles).

The list above shows that the portfolio follows a genre-based approach to writing and it is sensitive to the purposes of writing as purposes have been described in Grabe (2001a). On the other hand, as it could be clearly understood from the descriptors, “who is writing what to whom for what purpose and how” is taken into consideration while describing what learners can do. In Common European Framework (p.23) reference levels for writing are generally described as follows:

,

A1	A2	B1	B2	C1	C2
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 for 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.

Table 6: CEF Reference Levels in Writing

Highly compatible with the Common European Framework, English Language Curriculum for Primary Education states the skills attained at the end of each grade of teaching and learning for writing proficiency. [14]

When the new curriculum of primary education is analyzed, the aimed proficiency level for writing is A2 according to the proficiency levels of Common European Framework. But, A2 proficiency level is divided into 3 sub-levels and English as a foreign language teaching programme of primary school covers the first 2 sub-levels of A2 level. A1 level is not a part of teaching English as a foreign language in Turkey due to the fact that foreign language learning starts at the 4th grade and till

[14] To see the writing skills attained at the end of 4th, 5th, 6th, 7th and 8th grades check **English Language Curriculum for Primary Education (Grades 4,5, 6, 7, 8)**, T.C. Milli Eğitim Bakanlığı, Talim Terbiye Kurulu Başkanlığı,2006, Ankara.

that grade students learn literacy skills in their mother tongue, Turkish, and Turkish alphabet is also a Latin alphabet so, learners start foreign language learning with ready general motor literacy skills.

When students start secondary school education, their foreign language level in English is accepted as the third sub level of A2. At the end of 2- year foreign language education (grades 9 and 10), students are aimed to use literacy skills in English at B1 level.

The approach to the teaching of writing skill in a foreign language classroom has been described in both 9th and 10th grade foreign language programs as a communication skill but not a mechanical skill. The researcher will attempt to analyze what writing skill in the curricula of grade 9 and 10 encompasses will with a list of key terms in the following structure:[15]

Writing is …….

1. *a means of communication*
2. *a dynamic skill*
3. *a skill having a role in the development of other language skills*
4. *a skill having a role in the development of thinking skills*
5. *a comprehension skill*
6. *a production skill*
7. *a style and genre problem*
8. *a recursive process*

The previous summary definition of writing skill gives an idea that this kind of approach to the foreign language writing skill is not very different from the literacy skills tried to be defined in the first two chapters composing the literature review part of the study.

[15]The accuracy of the information can be checked from the website of Ministry of Education, **www.meb.gov.tr,** with the following title: **orta öğretim kurumları genel liseler 9. ve 10. sınıf ingilizce dersi öğretim programı.**

On the other hand, it is without any doubt coursebooks are essential materials used in language teaching settings as a potential for language teaching activities, or even as syllabi in some teaching environments. Should the pedagogical context of Turkey be considered, foreign language teaching starts at 4th grade and primary education includes 8 grades in total. Since 2006-2007 academic year, a new curriculum for primary schools has been started to be applied and new coursebook series have been proposed to be used at state primary schools in each grade to teach English as a foreign language. The new English language curriculum for general state high schools is also ready for the 9th and 10th grades and a coursebook is written for both grades.

Hence, the scope of this thesis will cover the primary school coursebooks and coursebooks for 9th and 10th grade students studying at state schools. The coursebooks are available with various choices for both primary schools and general high schools. Each year a new series of coursebooks has been added to the choice list for different levels since the 2006-2007 academic year. The series of coursebooks are written sometimes by a singular author and sometimes by a commission and published by different publication companies. The list of the coursebooks which could be used at state schools of Turkey has been updated since the researcher started the present study. The list of the books is published every year in January by the Ministry of Education. The contemporary English coursebooks will be listed by the researcher at the end of the study in the *Appendix* part.

4. ANALYSIS OF WRITING PRACTICES IN ENGLISH AS A FOREIGN LANGUAGE COURSEBOOK SERIES USED AT STATE SCHOLLS OF TURKEY FROM GRADE 4 TO GRADE 10

The present chapter of the study includes the analysis of the writing tasks appearing in the coursebooks published by Turkish National Education Ministry for grades starting from the 4th till the 10th. The analysis is based on a two phase study, which is called as the integrated model of analysis by the researcher. The first phase analyzes the writing practices with a checklist of criteria drawn from the theoretical background of literacy and writing education. The following phase identifies the same writing activities as controlled and free, which could shed further light on the findings of the first phase.

4.1. The Aim and the Method of the Study

The aim of this thesis study is to examine the importance of writing proficiency in primary and secondary education settings because of the increasing emphasis on literacy skills all around the world. Till 1990s, language teaching was mostly described with oral communication skills and linguists did not accept the written form of language as natural language deserving to be defined. However, in modern times, to be a full and productive world citizen literacy skills have gained importance and there have been numerous studies on how to teach literacy skills in the first and second or foreign language teaching settings and how literacy development affect the general language proficiency.

The importance of literacy skills and writing has been reflected on the new curricula of Turkish Ministry of Education for English as a foreign language courses. New coursebooks have been written to achieve the aims of new curricula since material design is an indispensable stage of curriculum design as explained in the third chapter, *3. WRITING AND CURRICULUM DEVELOPMENT*. Thus, in the study, the method of examination will be a kind of coursebook evaluation.

In fact, coursebook evaluation is done to choose a coursebook (Cunningsworth, 1995 and Grant, 1987). But, there is also "in-use evaluation" of which function is to redesign the coursebook chosen, to adopt it to the needs of school programme or to change the choice (Grant, 1987: 121). In the present study the classification of the type of evaluation is "in-depth evaluation which is more penetrating in its approach and has its own agenda." (Cunnigsworth, 1995: 2) To do so a clear framework of analysis should be predetermined by preparing a set of criteria. Then, the analysis is to be done as objectively as possible before the value judgements are given based on the same criteria.

For the scope of the present study, the series for each grade from the 4th grade till the 10th grade written by the commission of Turkish Ministry of Education and published by the State Publication Office will be analyzed. The reason of this choice has been relied on the fact that there is no single serial of coursebooks written by the same person or the same commission for each grade of English language teaching at state primary and general secondary schools. Each year coursebooks for the English courses like other courses are tendered for a contract by Turkish Ministry of Education to prepare the coursebook choice lists obligatory for all the state schools and optional for the private schools. Among all these series the only serial of coursebooks which always takes place in the list is the one written by the members of Turkish Ministry of Education commission, which are the topic of the present analysis. The names of the coursebooks analyzed for each grade are as follows:

	Spot on 6	
Time for Englih 4	**Spot on 7**	**Breeze 9**
Time for Englih 5	**Spot on 8**	**Breeze 10**

When the numbers of state schools (primary or general secondary) are calculated, it is evident that it is great number although each year the number of schools choosing above listed coursebooks could change and to know the exact number is not possible without asking from the Ministry of Education itself.

Among the above named coursebooks, **Time for English 4** and **5** include 14 units in total and each unit includes at least a writing activity sometimes named as *Writing Time* and sometimes as *Reading and Writing Time* or *Speaking and Writing Time.* **Spot on** books include 16 units of study with a *Writing Spot, Speaking and Writing Spot* etc. Lastly, **Breeze** books consist of 6 main chapters each containing 3 parts with a writing activity.

In this study each writing activity appearing in each unit of the above listed coursebooks will be analyzed but except for *Consolidation* chapters for the 4th, 5th and 6th grades since they are designed only to recycle the previously learned items and to recycle them. Thus, these chapters do not provide any new and different activities for writing. On the other hand, grade 9 and 10 coursebooks include extra *Performance Task* sections at the end of each main chapter and these will also be analyzed in the scope of this study since they are all writing activities. However, *Task* sections of all other coursebook series will be excluded from the scope of the study as they should be analyzed with a different criteria based on task-based teaching and only some of them are writing activities but not all.

The parameters of analysis developed by the researcher could be seen in ***Table*** 7. The evaluation criteria are all for writing tasks[16], activities or practices covered in the above named coursebook. The first phase of analysis is based on the literature on contemporary literacy and writing instruction. Then, the second phase is to determine the types of writing activities. Analysis of coursebooks will be separately done for each grade coursebook. After this detailed analysis, the findings will be discussed for all the coursebooks in general. The *4. 10. Findings and Discussion* part of the study will also cover the suggestions of the researcher to adapt some activities which are unable to satisfy the necessities of the criteria by the help of literature review compatible with the aims of foreign language teaching curriculum and the new directions in writing instruction.

[16] In this study 'task', 'activity' and 'practice' terms are used interchangeably out of the principles of 'task-based methodology'.

4.2. The Integrated Model of Analysis

Writing is a crucial part of literacy development in native or second and foreign languages. In modern times level of literacy started to be defined with the needs of individuals in their professional, academic or everyday lives. The framework of literacy covers the components of communicative competence; grammatical, discourse, (de)coding, strategic and sociolinguistic competences and Canale and Swain's components of communicative competence (as cited in Verhoven , 1994:9) match with the components of writing skill. To understand literacy and writing skill development, domains of life should be taken into consideration. Domains of life are listed as daily living, entertainment or recreational, spiritual, work related, social-interactional, educational, news related and archival related in many studies and these domains of life construct the framework of writing instruction taking needs of learners into account.

The model of the present study has been called as the integrated model. The reason why it is called as the integrated model is that it compiles all the contemporary literature while pre-determining the criteria and it is a two-phase analysis. The **first phase** compiles the genre-based and process-oriented models of writing instruction and text, reader and writer focused approaches to writing. In writing instruction, there is a crucial question actually summarizing the parameters of writing. The question is that- who writes what to whom, for what purpose, why and how (Grabe and Kaplan, 1996:203). The question above is a kind of summary of the parameters of contemporay models of writing instruction. Depending on this key question the researcher created some further questions referring to each question word of this key question.

While teaching writing or writing any piece of text, who the writer is a factor to decide on how to write. Thus, setting writer roles for learners while completing a writing task is a lot beneficial for the quality of writing instruction. Another approach to this parameter in writing is its being about how writing process alters from one

writer to the other. On the other hand, what is written is about text construction parameters in writing. Topic selection and genre identification are indispensable pillars of good writing. As much as the role of the writer, the audience is also another major issue to create a text and generate meaning. Grabe and Kaplan (1996: 207-208) lists five parameters of audience and reader-writer relationship in textual variation and these parmeters can be turned into questions to be raised while analyzing writing tasks in the coursebooks. The question 'for what purpose' is another variant in composing. In terms of this variant the functions of language and writing purposes should be analyzed. Lastly, how a text is produced includes all the previously stated factors, such as purposes, audience, writer, text-type, etc. in writing. Writing is constructed by taking all these factors into account. Morover, writing is a personal process including some steps recursively but not in a linear way during the process of composing and this is an indispensable point of writing instruction and writing activities as well.

The following table shows the criteria produced by the researcher:

Who?	**1.** How much reference is there to the **age, gender, status, knowledge on the topic or the task,** etc. of the writer in writing activities? **2.** Any awareness steps included in activities for learners to make them aware of what stages they are passing through and difficulties they are experiencing while composing?
What?	**1.** What topics are covered in coursebooks for writing activities? Topics from **a)** family, **b)** community, **c)** regional life, **d)** national life, **e)** universal concerns, etc. **2.** How many macro or micro genres are covered in coursebooks while teaching writing with activities? **a)** notes, **b)** postcards, **c)** letters, **d)** e-mails, **e)**

	poems, **f)** paragraphs/ essays, - listing, - classification, - process and sequence, - narration, - compare and contrast, - cause and effect, - problem-solution, - argumentative, etc., **g)** summaries, **h)** reports, etc.
To Whom?	**1.** How much is the reader or audience intended or is it an abstraction? **2.** Are the features of the audience mentioned in the activities or not? -the number of readers (one person/ a small group or general audience) -the extend to which readers are known or unknown -the question of the status of the audience -the extend of shared background knowledge by the reader(s) and the writer(s) -the extend of shared topical knowledge by the reader(s) and the writer(s)
For What Purpose?	**1.** How many of the functions below are learners required to produce in completing writing tasks? ***Instrumental:*** *Literacy used as a means of getting things, satisfying material needs.* ***Regulatory:*** *Literacy used to control the behaviors, feelings, or attitudes of others.* ***Interactional:*** *Literacy used to interact with others; forming and maintaining personal relationships; establishing separateness.* ***Personal:*** *Literacy used to express individuality and uniqueness; awareness of self; pride.* ***Heuristic:*** *Literacy used to explore the environment; to ask questions; to seek and test knowledge.* ***Imaginative:*** *Literacy used to create new worlds.* ***Informative:*** *Literacy used as a means of communicating information to someone who does not possess that information.* Halliday (1973) as cited in Kucer and Silva (2006:9)

How?	**1.** How many of the steps of writing are included in the development of each writing task in the coursebooks?[17] **a)** assessing the writing situation (reflecting on the topic, purpose, audience, text-type or in other words on variables of writing) **b)** exploring and planning (discovering, generating ideas, finding support, refining, and organizing) -brainstorming -free-writing -clustering -question-answer -outlining -keeping a journal, etc. **c)** drafting (expressing in rough form) **d)** revising (revising drafts with a checklist of macro choices of text production such as content, audience, purpose, tone, unity, coherence, development, organization, etc.) **e)** editing and proofreading (checking for micro choices such as word choice, sentence structure or accuracy, spelling, punctuation, etc.) **2)** Are the previously stated steps included in the coursebooks recursively or in a linear way?

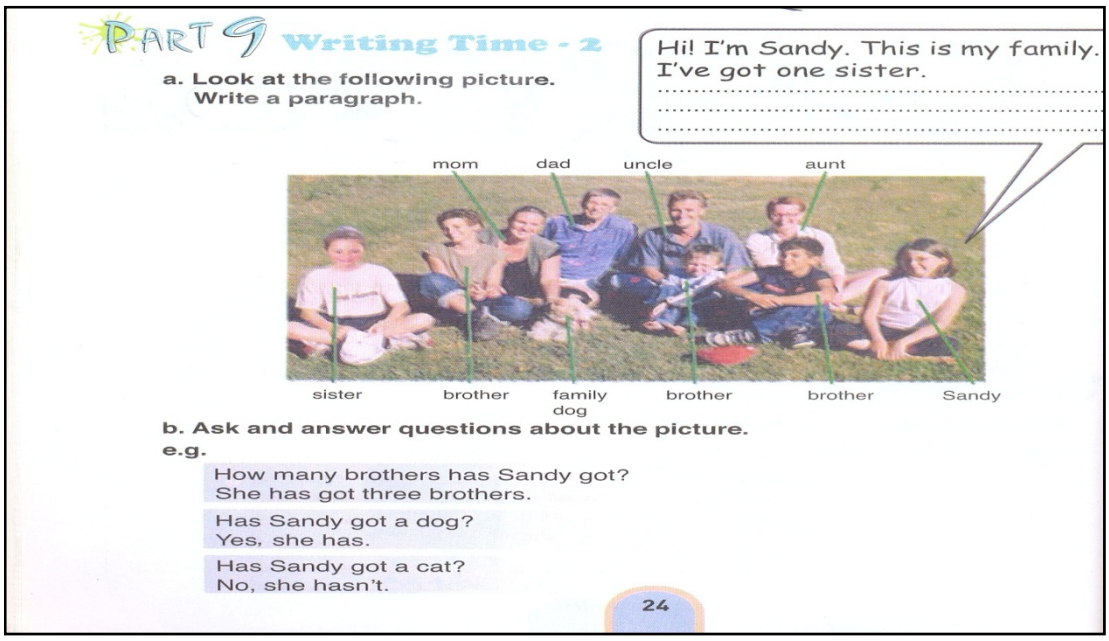
Table 7: The Checklist of Criteria

[17] The steps of writing process have been taken from Peter, S. Gardner, **New Directions- Second Edition- Reading, Writing, and Critical Thinking**, Cambridge University Press, 2005.

The **second phase** of the analysis divides the activities as controlled and free writing activities. The function of controlled activities is to be a framework for more complex tasks in writing. Free writing, on the other hand, is the step following the step of writing by modeling a text read. This step of writing should promote fluency and creativity not only accuracy in writing. In fact, between controlled and free writing stages of learning to write there are guided and parallel writing stages as described by Grabe and Kaplan (1996:317). However, for the scope of this study, the other two stages have been excluded since the aim of the study is to see the progression of writing skill for the learners and to see the distribution of activities of only the first and end stages could give more significant results to be interpreted.

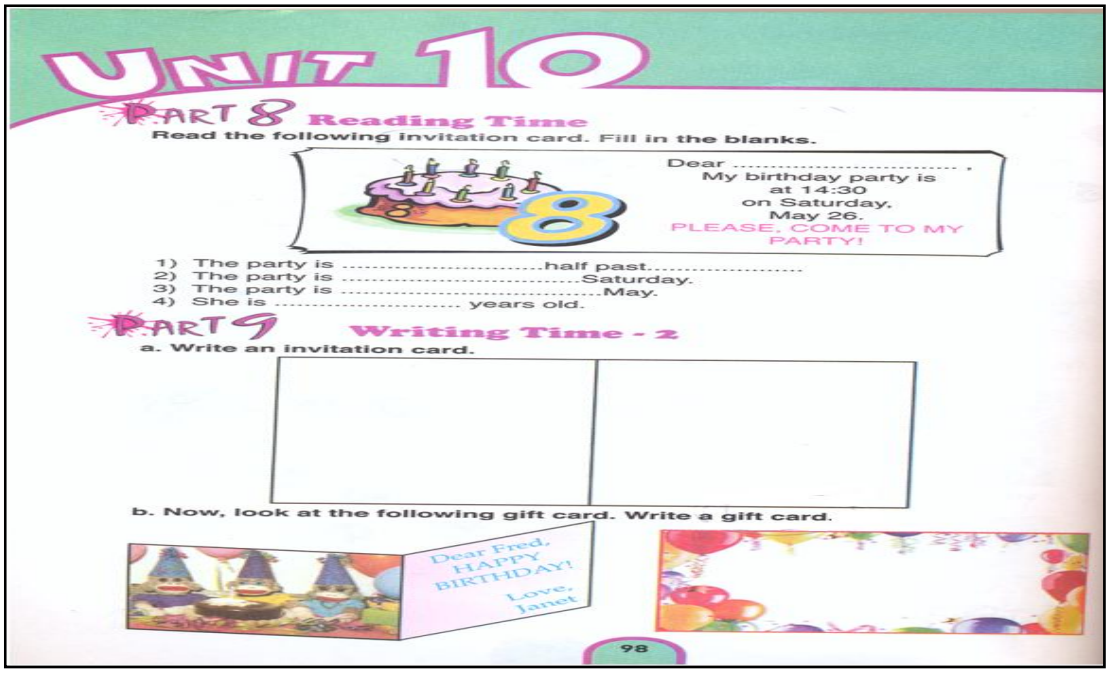
4.3. 4th Grade Coursebook Writing Activities

There is no direct reference to **'who'** the writer is in the 4th grade coursebook. Writers are always referred to as simply 'you' and one is likely to assume that it refers to the students studying English as a foreign language. Sometimes they are asked to write assuming the role of some other person; for example, in Unit 3 students are asked to write a paragraph by looking at a picture of a girl at about the same age with them. But here the writer does not have a specified role. The sole aim of the writing activity appears to be to practise the use of the first person singular and related language items such as subject pronoun use, 'I', and possessive adjective use, 'my'.



Picture 13: Grade 4 p. 24

On the other hand, in Unit 10 writers are expected to write an invitation card and a gift card, which is a very situational activity. Even then, writers are not assigned a role for this activity, either.



Picture 14: Grade 4 p. 98

The same is also true for the activity in Unit 14 which is filling a form; thus, naturally seeking a role from the writer. However, this writing activity does not specify a role for the students as writers although the nature of the activity can make room for suc a specification.

In general, the 4th grade coursebook could be regarded that it includes writing activities to practise language, but not to teach writing as a socially constructed activity since it does not specify roles for writers, which is the first to set an objective to write.

The second criterion to analyze the writing practices of the 4th grade coursebook, **'what'** of the writing activities, has been divided into the first of which is the topic. The following list illustrates the **'topic'** of each unit in the 4th grade coursebook:

Unit	**Topic(s)**
1	Cartoon characters **2,3**[18]
2	Classroom language and classroom objects **1**
3	Family introduction and family members **1**
4	Clothes **1**
5	Body parts **3**
6	Home objects and parts of a house **3**
7	Animals and body parts **3**
8	School subjects **1**
9	Timetables related with school subjects **1**
10	Birthdays **1**
11	Food and drinks **3**
12	Seasons and weather conditions/ food and drinks and clothes **3**
13	Toys **3**
14	Physical appearance: height, weight, body and face description **3 (**characters from different countries)

Table 8: 4th Grade Coursebook Topics

As can be clearly seen on Table 8, the topics of the 4th grade coursebook are divided between the nearest environment of the students, personal and family life, and the

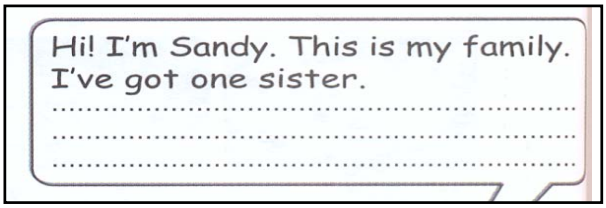
[18] The numbers next to the topics on the tables 8,9, 10,11,12,13,15 represent the group name of the topics. Number 1 represents 'personal and family life', number 2 represents 'national and regional life', and number 3 represents 'outer life'.

outer environment. The outer environment covers both the issues from other countries of the world and the topics that are out of the personal and family life of the students; namely, the topics not directly about the students' personal possessions, preferences, habits and their family members have been excluded from the *personal and family life* topic. Thus, topics such as animals, seasons, holiday types, other countries' festivals, famous characters or sites, or topics of universal concern like hygiene, technology, nature and so on are grouped as *outer life* topics within the borders of this study.

For the 4th grade coursebook, only the topic of unit 1 can be named as both national regional and outer life topic. Because in this unit the students write about cartoon characters both peculiar to their own culture such as Nasreddin Hodja and characters of other cultures or universal characters.

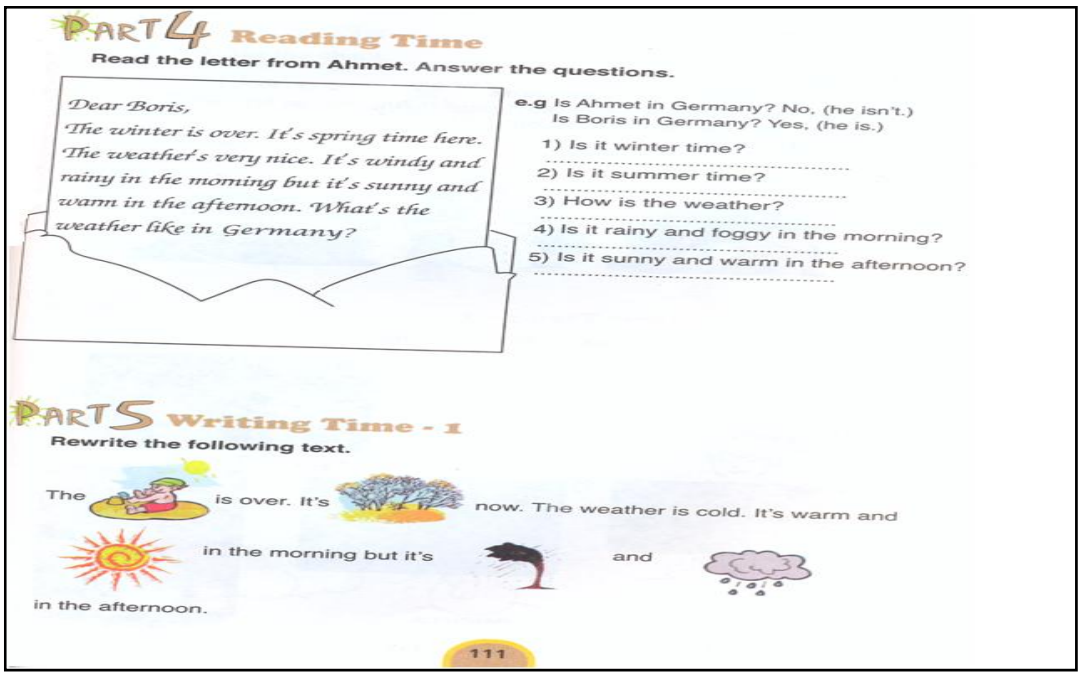
The topics of units 2,3,4,8,9,10 are grouped as topics of family and personal concern because the students write about their uniform, their classroom, their family, their timetables and school subjects, and their birthday.

The second sub-criterion of 'what' is what **'genres'** are practiced for the students to write.The only macro and micro genres covered in the 4th grade coursebook are *letter, invitation card, weekly schedule of school subjects, poster, identity card*, and in terms of paragraph writing, *description*. Unit 3 wants the students to write a letter, simply introducing the picture given. However, the layout of the writing space provided does not represent letter writing although it starts with 'Hi!'



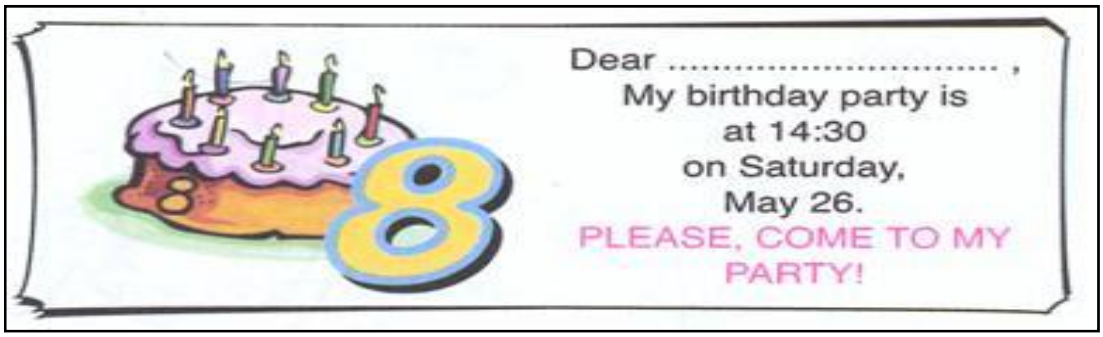
Picture 15: Grade 4 p.24

The other letter writing practice appears in unit 12 but the writing part does not require the students to write a letter as it is represented in the model text of reading activity. The writing activity only asks the students to verbalize the words for the pictures and write the picturized information.



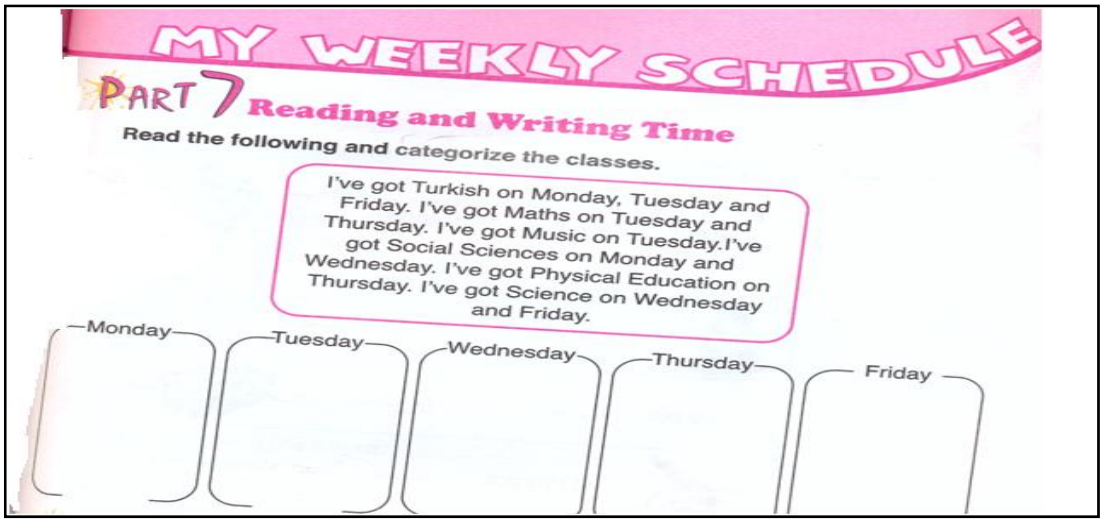
Picture 16: Grade 4 p 111

Unit 10 introduces a party invitation card in reading part of the unit, and in the writing part the students are required to prepare a similar invitation card for their own birthday parties. This appears as *the only genre specific writing practic*e both in layout and for the language used in the card.



Picture 17: Grade 4 p. 98

The other genre specific writing activity is included in unit 13 with an identity card. But what the students are asked to do is only to fill out the identity card with the necessary information. Thus, this activity cannot be accepted as a composing activity. The same fact appears in unit 8 and 9, asking the students to complete their weekly schedule by referring to the previously given information for the former, and to fill a table with the information given in the reading part for the latter.



Picture 18: Grade 4 p. 75

Similarly, paragraph writing activities cover no genre study. These activities include sentence level production to describe the students' school uniform, a cartoon character, an animal by using 'have got and has got'. That is why it is not possible to consider such activities as paragraph level composing and to describe them as activities teaching descriptive pattern in writing.

In conclusion, it could be stated without any hesitation that the writing practices for the students in the 4th grade coursebook include almost no genre specific study but rather studies on mechanical, word or phrase level and sentence level production, and punctuation; so, it is correct to name none of these writing activities as examples of composing.

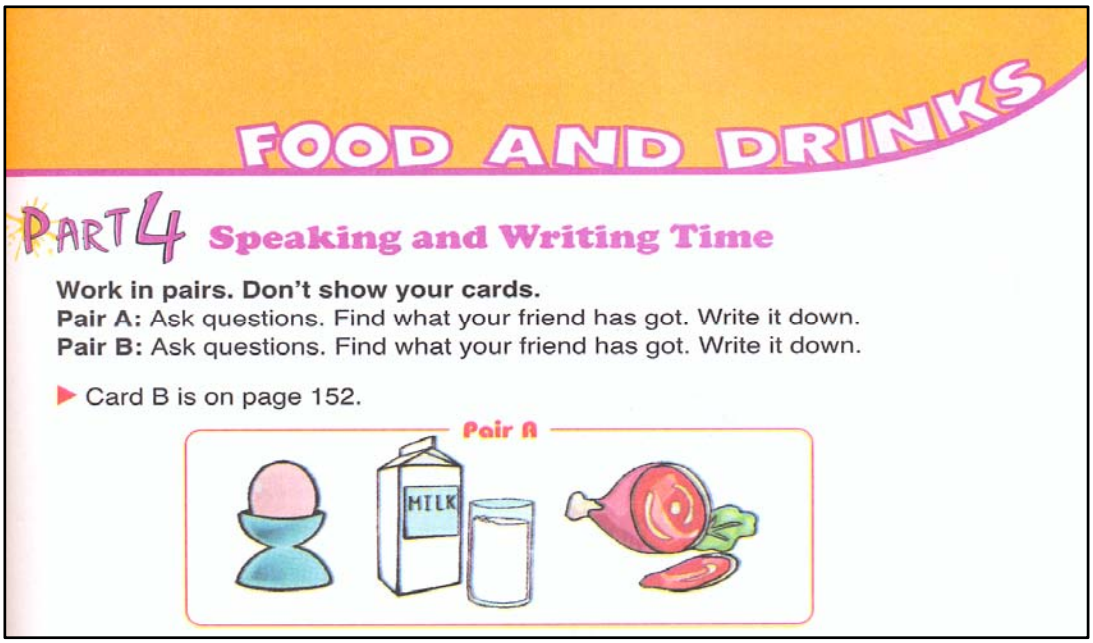
The third criterion of **'to whom?'** is a total abstraction in the 4th grade coursebook. The most striking example can be given from the 10th unit, which was given as an example for the criterion above which is about the role of writers. In this writing activity, the students are asked to write a gift card and an invitation card. Yet, they neither have a writer role nor are occupied with any information about the audience, in other words, the potential reader(s).

In terms of the **'purpose'** of writing, there is no direct or indirect purpose to write something in any of the units. In units 3, 4, 10, 11 and 14 there is a purpose for writing but these purposes are not explicitly stated or described by the coursebook writers.

In unit 3 the learners are asked to write a paragraph from the mouth of Saly introducing her family by looking at the picture; thus, the purpose of writing can be called as *informative*. Again in Unit 4 the learners are required to write about their school uniform, but this time about their own school uniform. Still, the purpose here can be named as *informative*. Similarly, in unit 14, the students fill in identity cards with the given information by their partners, which is another writing activity carrying *informative* function, and can be called as info-gap activity as the literature dictates.

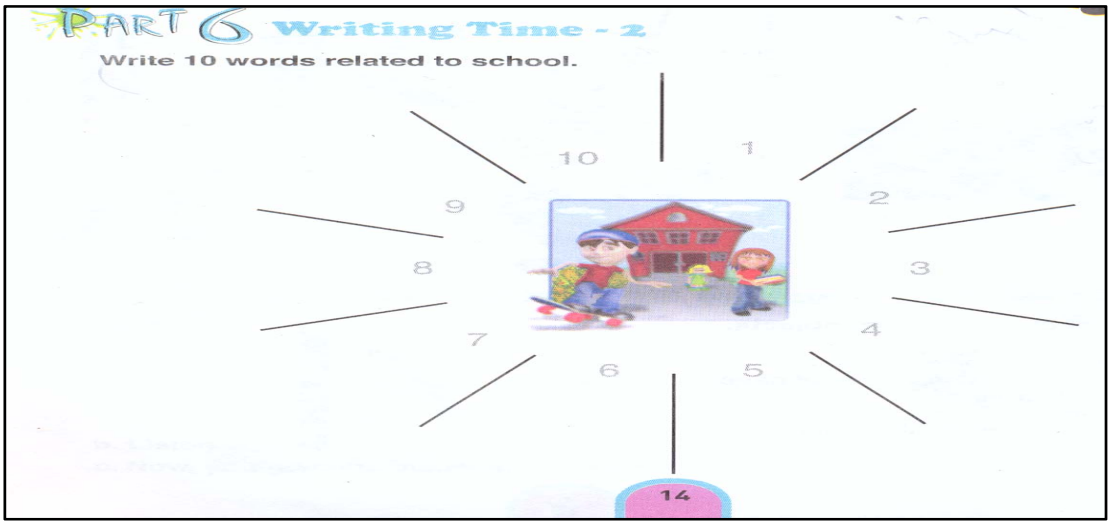
The purposes in Unit 10 are both *instrumental* and *interactional* since the learners are expected to produce an invitation and gift card by copying the model cards. However, as stated above these purposes are not stated directly since the reason of writing is not situated.

The purpose of the writing activity in Unit 11 can be called as *heuristic* because it is aimed to find out what food and drinks the friends of the students have got although it is not clear if it is a writing or a speaking activity. Even though it is regarded as a both speaking and writing activity, to write down the results of the speaking does not require an authentic reason to write for this age group and grade students.



Picture 19: Grade 4 p. 103

Lastly, the writing activities in the 4th grade coursebook are also analyzed with the criterion of **'how'**, in other words, the process of writing. The activity in Unit 2 seems like a planning stage activity which is a vocabulary study preceding a writing activity. However, this is a fallacy because this activity does not turn into another writing activity.



Picture 20: Grade 4 p. 14

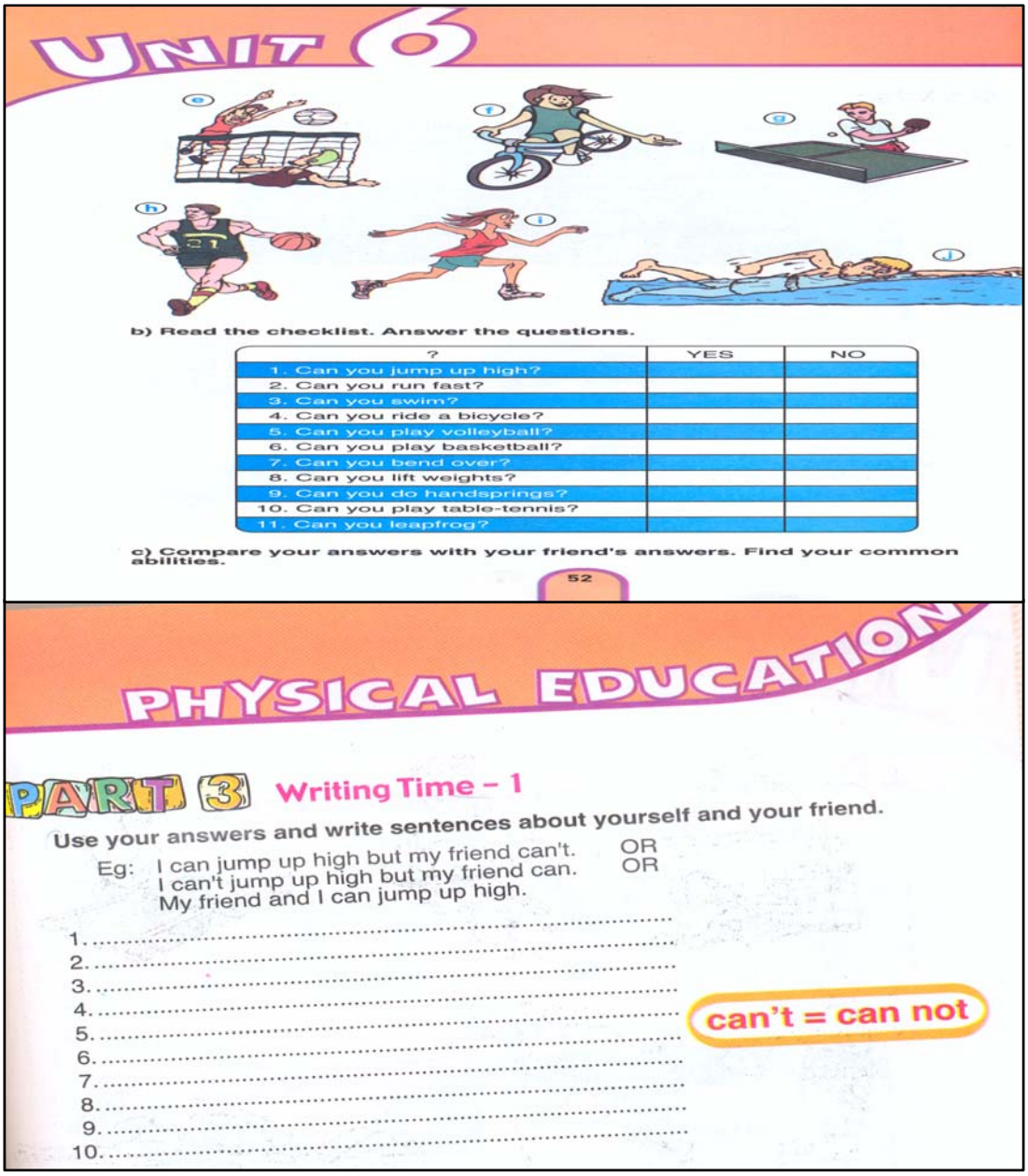
In Unit 3, the learners use a picture to write but this is not a part of writing process. It could be accepted only as a supporting material. On the other hand, in Unit 10, this time an invitation and a gift card are used as support materials to write. In general, it could be stated that the 4th grade coursebook does not approach writing as a full and recursive process with its writing activities. The activities include only some simple supportive materials to help the students to write.

Whenever the writing activities are evaluated with the type of activity **(controlled or free)**, the 4th grade coursebook is totally composed of controlled activities. The activities practicing controlled writing are as follows:
filling in missing letters, words, blanks, speech bubbles and forms; completing sentences; putting words into order; correcting mistakes; writing words, names of objects, numbers, sentences, names of school subjects, food, liquids.

The only free-like activities are in unit 3 and 10. In unit 3, the students write a paragraph describing a picture using 'have got'. Although, the instruction calls for writing a paragraph, it is sentence writing, in fact. Thus, this activity is also a controlled writing activity. On the other hand, unit 10 asks the students to write an invitation and thank you card, which seems like a free writing activity. However, such a writing activity is not a free writing because the students write by modelling a similar text. Thus, this is parallel writing not free writing.

4.4. 5th Grade Coursebook Writing Activities

For the purposes of the criterion, **'who?',** the only writer role is 'you' subject in most of the units of the 5th grade coursebook. In unit 4 this student role is more clear with the instruction 'write the rules of your classroom.' The activity in Unit 6 is a good example specifying the writer as a real person to answer about his/her own abilities, but not giving any specific information about the age, gender and status of the writer.



Picture 21: Grade 5 p.p.52-53

In Unit 7 the writer is a created character whose name is Bruce. When we read the letter we see that this character is a student and at about the same age with the real students. And the relationship between the writer and the reader is defined as friendship.

Secondly, the **'topics'** covered in the 5th grade coursebook can be listed as follows:

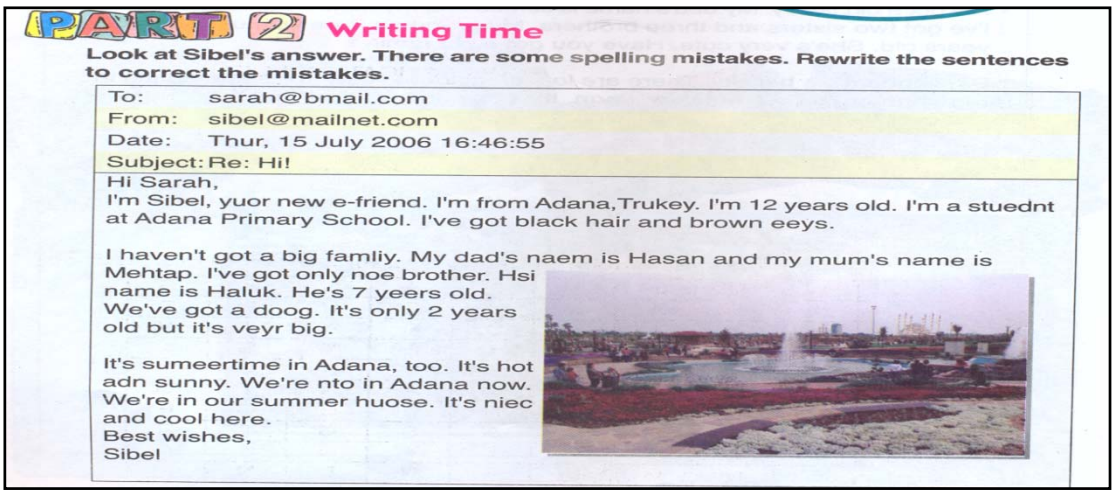
Unit	Topic(s)
1	Countries- My country **2**
2	Regions- My region **2**
3	Cities **3**
4	Classroom rules **3**
5	Stationary objects **3**
6	Physical exercises **1,3**
7	Food and dishes **1,3**
8	Favourite activities **1,3**
9	Farm life **3**
10	Cartoon characters **3**
11	Professions and tools **3**
12	Health problems **3**
13	Fun at the park **3**
14	Household responsibilities **3**

Table 9: 5th Grade Coursebook Topics

In units 6,7 and 8, the students write about both their own and others' abilities or likes and dislikes. Depending on this information, the topics of these units are named as not only personal but also outer life topic. As can be seen, in the 5th grade coursebook, the topics are mostly about the outer life rather than the personal and national life of the students.

As another point, the 5th grade coursebook is very similar to the 4th grade coursebook in terms of the **'genres'** of writing activities, as the ones in the 5th grade coursebook are also poor since the only genres introduced as macro genres to the students are *e-mail, letter* and *menu* writing.

The e-mail writing is introduced in the reading part of unit 1 but the students do not write an e-mail. They only check and correct the spelling of the readily written e-mail in unit 1.



PART 2 Writing Time

Look at Sibel's answer. There are some spelling mistakes. Rewrite the sentences to correct the mistakes.

To: sarah@bmail.com
From: sibel@mailnet.com
Date: Thur, 15 July 2006 16:46:55
Subject: Re: Hi!

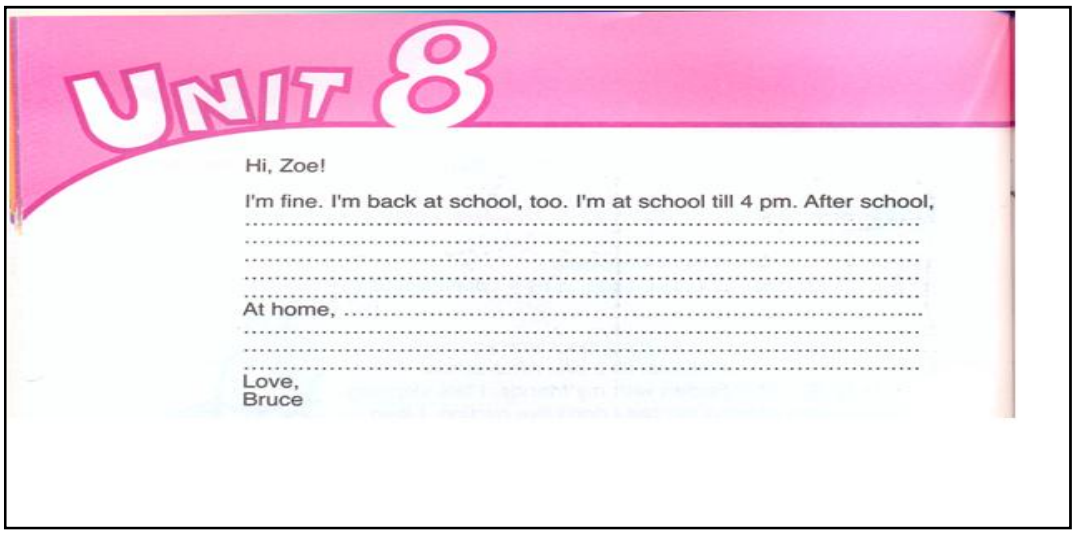
Hi Sarah,
I'm Sibel, yuor new e-friend. I'm from Adana,Trukey. I'm 12 years old. I'm a stuednt at Adana Primary School. I've got black hair and brown eeys.

I haven't got a big famliy. My dad's naem is Hasan and my mum's name is Mehtap. I've got only noe brother. Hsi name is Haluk. He's 7 yeers old. We've got a doog. It's only 2 years old but it's veyr big.

It's sumeertime in Adana, too. It's hot adn sunny. We're nto in Adana now. We're in our summer huose. It's niec and cool here.
Best wishes,
Sibel

Picture 22: Grade 5 p. 4

Unit 8 includes a letter writing and unit 11 a letter completion. The activity in unit 8 emerges as a very successful one as it introduces a genre, letter, as it illustrates the start and end of a letter for the first time. This could be indicated as different at least from the other previously given letter format in the 4th grade coursebook.



UNIT 8

Hi, Zoe!

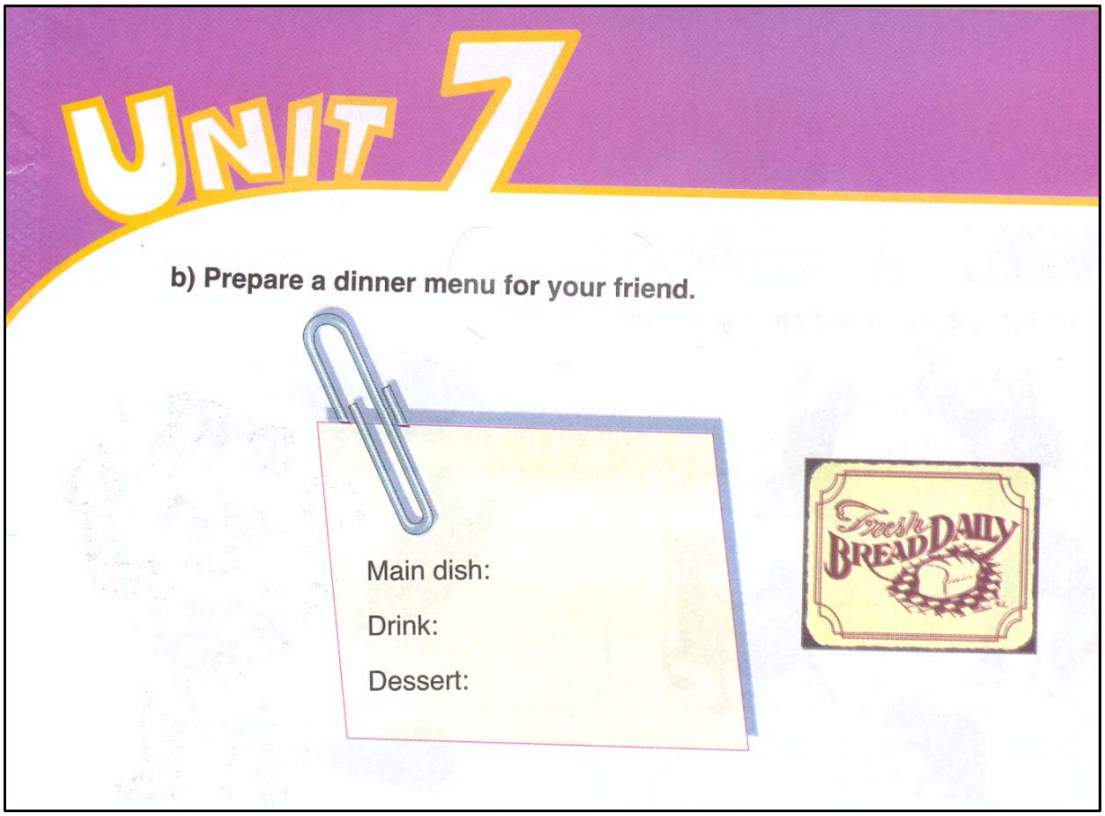
I'm fine. I'm back at school, too. I'm at school till 4 pm. After school,
.....
.....
.....
.....
.....
At home, ...
.....
.....
.....
Love,
Bruce

Picture 23: Grade 5 p.74

The other genre specific writing is in unit 7. What the students are required to write is a dinner menu, which is very appropriate to practice an authentic writing confronting with the language level of the students because of the content's linguistic simplicity in word and phrase level.

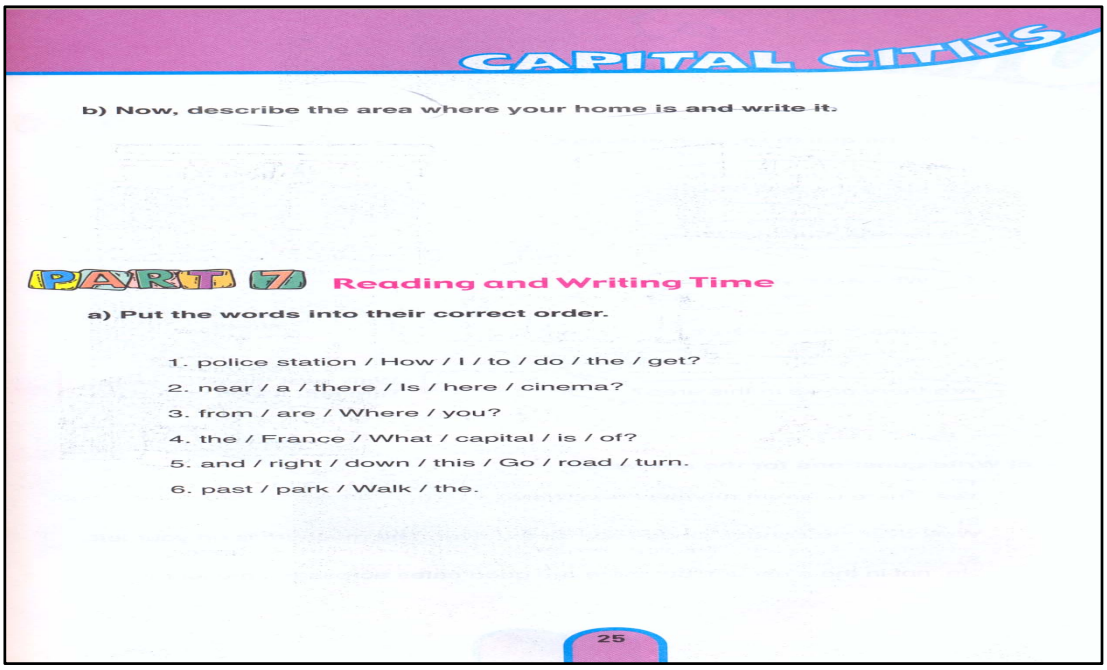
The writing activities in all the other units either wants the students to answer questions, complete sentences, complete the information in tables, dictate the listened information, or writing some sentences to describe school area or neighborhood, likes and dislikes of the students, a cartoon character, and pictures in order to practice using the structures of 'present simple, there is/are and have/has got' correctly.

Next, the only reference to **'who the readers'** are and what role they are attained is in unit 7. In the unit, the role of the reader is a 'friend'. The other writing activities specify no direct or indirect readership for the students before they start to write.



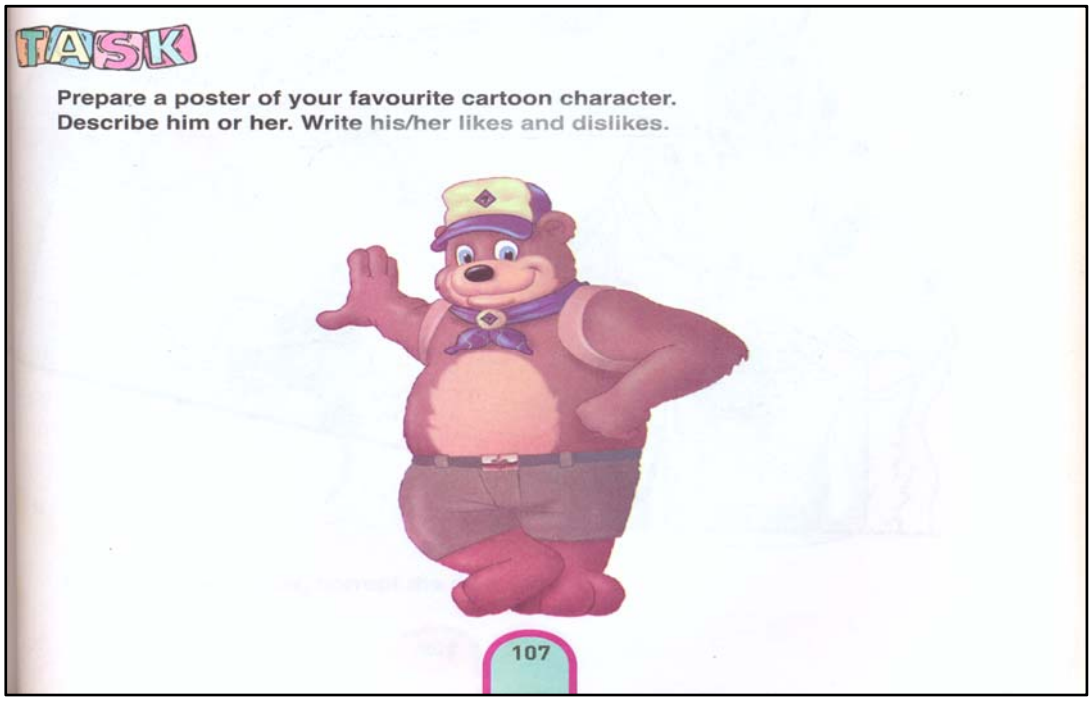
Picture24: Grade 5 p.68

As for purposes, there is no specified purpose in any of the units but some of them include a kind of indirectly stated purposes. In unit 3 the purpose is giving directions, and this purpose can be named as *informative*.



Picture 25: Grade 5 p. 25

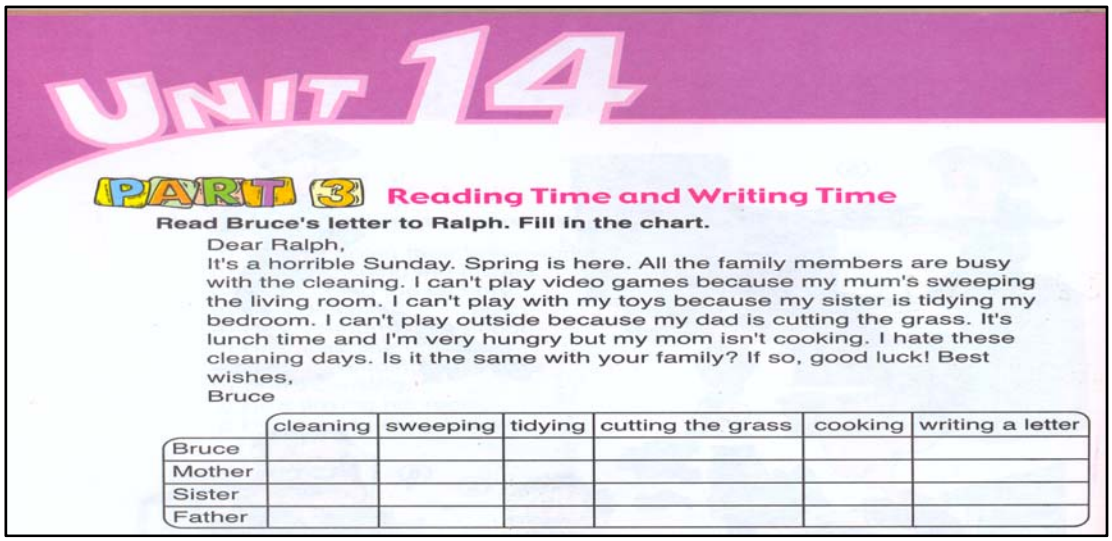
In unit 8 the text type of writing is a letter, so the purpose here is *interactional*. The task in Unit 10, which is shown below, is a good example for *imaginative* purpose. Although it is said that the students are going to write about their favourite cartoon character, what is understood from other parts of the unit is that it could be an imaginative character as well rather than a cartoon character.



Picture 26: Grade 5 p. 107

On the other hand, the task in unit 12 which is about finding a personal remedy for a bad cough and writing the instructions can be accepted as having *regulatory* writing purpose since it is a kind of giving advice activity.

Another conspicuous feature of the 5th grade coursebook is that reading and writing are used together and writing activities generally have the function of checking reading comprehension. To illustrate, the activities in unit 1, reading a text and filling in a table with the information in the text; in unit 7, writing down the positive, negative sentences and questions in a text by identifying the structure of the sentences; in unit 8, filling in a chart with the information appearing in a reading text and in unit 14, filling in a chart after reading a letter could be stated as examples of this kind. One example has been taken from unit 14 and it can be seen below:



UNIT 14

PART 3 Reading Time and Writing Time

Read Bruce's letter to Ralph. Fill in the chart.

Dear Ralph,
It's a horrible Sunday. Spring is here. All the family members are busy with the cleaning. I can't play video games because my mum's sweeping the living room. I can't play with my toys because my sister is tidying my bedroom. I can't play outside because my dad is cutting the grass. It's lunch time and I'm very hungry but my mom isn't cooking. I hate these cleaning days. Is it the same with your family? If so, good luck! Best wishes,
Bruce

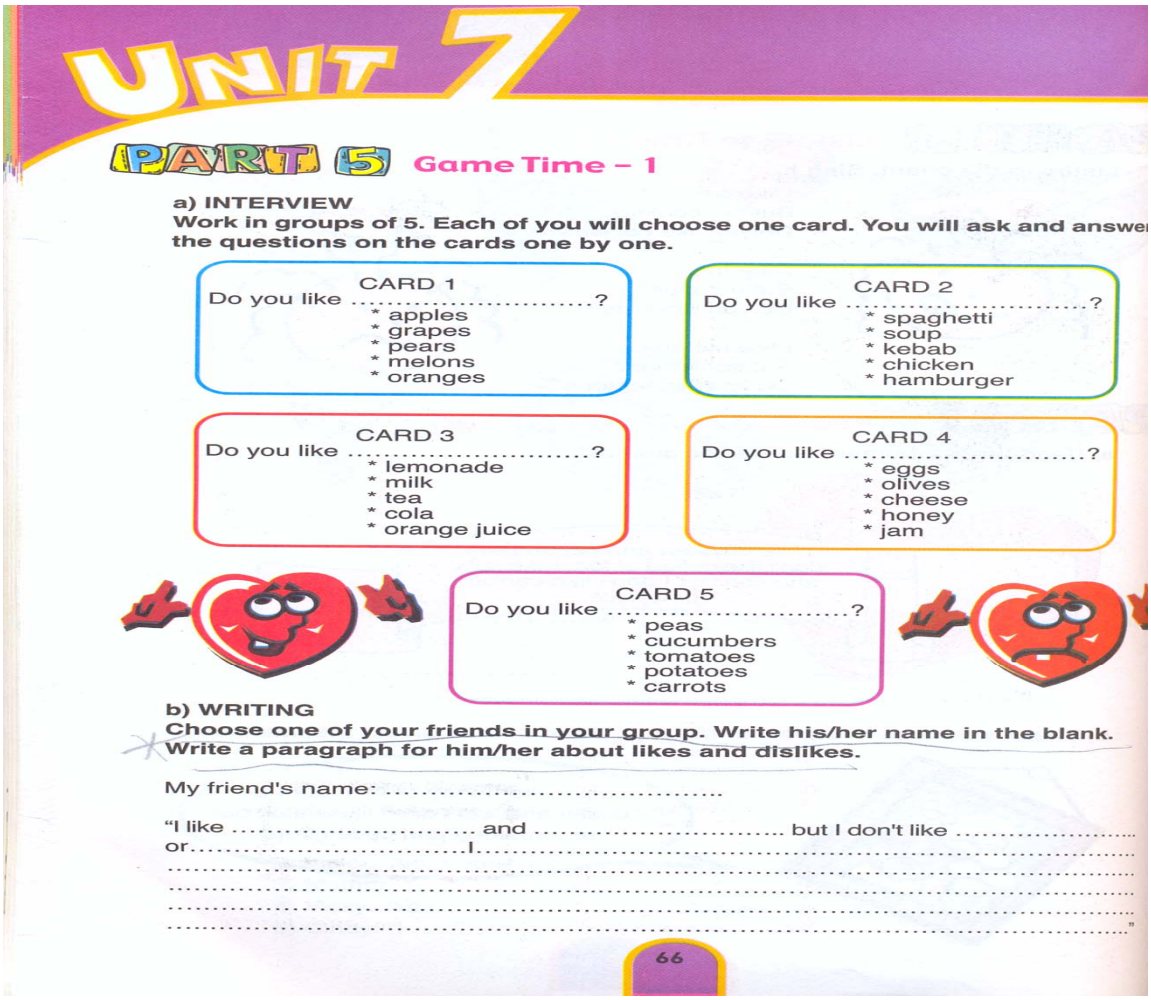
	cleaning	sweeping	tidying	cutting the grass	cooking	writing a letter
Bruce						
Mother						
Sister						
Father						

Picture 27: Grade 5 p.142

Finally, the 5th grade coursebook does not include writing as a recursive process to answer the **'how?'** criterion. Only Unit 3, 6, 7 and 9 include the planning stage of writing process by the help of some different ways of planning. The planning stage of the writing activity in Unit 3 is a kind of thinking stage. Learners are expected to describe the area where their home is located and then asked to write about this topic.

Although thinking is a way of planning, except the instruction, there is nothing to direct the students to be able to apply planning process into their writing process.

Unit 6, on the other hand, presents a checklist to make the learners think about what they are going to write about their abilities. Unit 7 achieves the same goal by some leading interview questions and the learners this time write about their likes and dislikes.



UNIT 7

PART 5 Game Time – 1

a) INTERVIEW
Work in groups of 5. Each of you will choose one card. You will ask and answe
the questions on the cards one by one.

CARD 1
Do you like .....?
* apples
* grapes
* pears
* melons
* oranges

CARD 2
Do you like .....?
* spaghetti
* soup
* kebab
* chicken
* hamburger

CARD 3
Do you like .....?
* lemonade
* milk
* tea
* cola
* orange juice

CARD 4
Do you like .....?
* eggs
* olives
* cheese
* honey
* jam

CARD 5
Do you like .....?
* peas
* cucumbers
* tomatoes
* potatoes
* carrots

b) WRITING
Choose one of your friends in your group. Write his/her name in the blank.
Write a paragraph for him/her about likes and dislikes.

My friend's name: .....

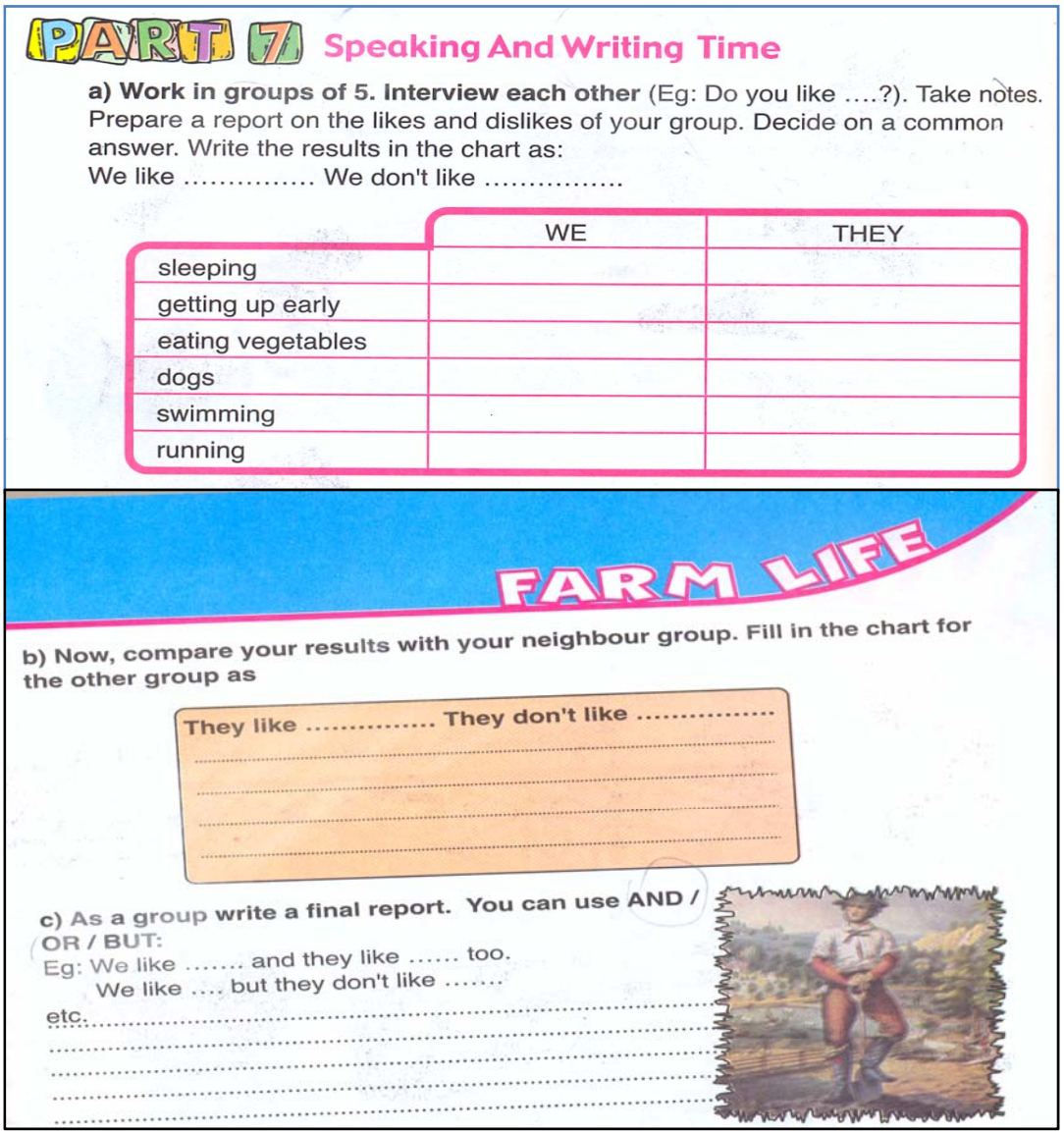
"I like ..... and ..... but I don't like .....
or.....I.....
.....
.....
.....
....."

66

Picture 28: Grade 5 p.66

In Unit 9, writing is combined with a speaking activity. The planning stage of writing includes two steps. At the first step the students interview one another as a group by looking at a chart about their likes, and then as a second step they are expected to compare their results by filling a chart. The last part of the writing activity can be

called as a final report. The students use the information in the chart, and turn it into a kind of prose writing by using such conjunctions ‘and, or, but’.



PART 7 Speaking And Writing Time

a) Work in groups of 5. Interview each other (Eg: Do you like ….?). Take notes. Prepare a report on the likes and dislikes of your group. Decide on a common answer. Write the results in the chart as:
We like …… We don't like ……

	WE	THEY
sleeping		
getting up early		
eating vegetables		
dogs		
swimming		
running		

FARM LIFE

b) Now, compare your results with your neighbour group. Fill in the chart for the other group as

They like …… They don't like ……

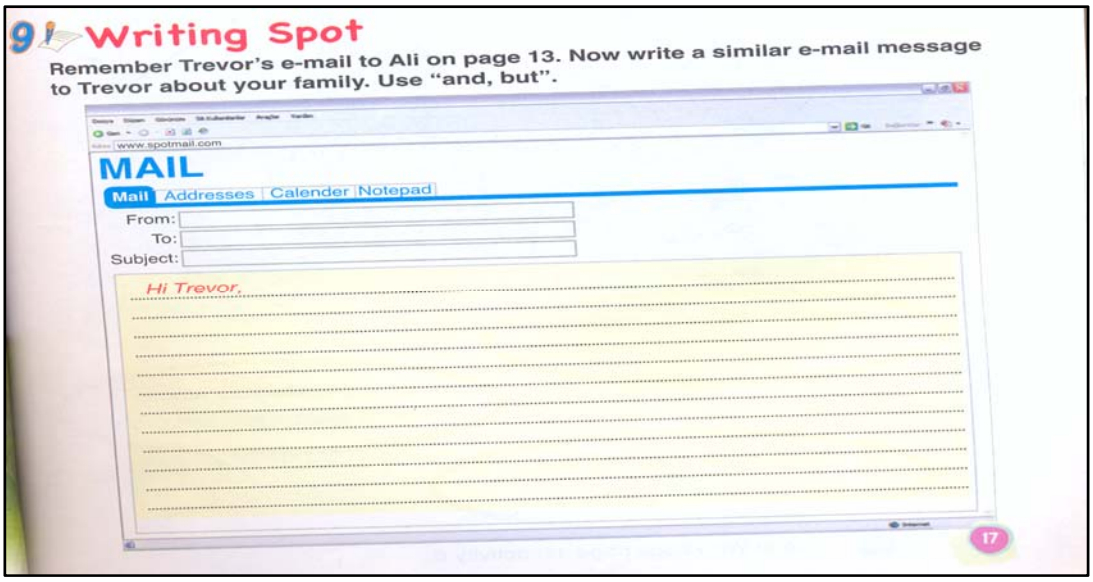
c) As a group write a final report. You can use AND / OR / BUT:
Eg: We like ……. and they like …… too.
We like …. but they don't like …….
etc.

Picture 29: Grade 5 p.p. 84-85

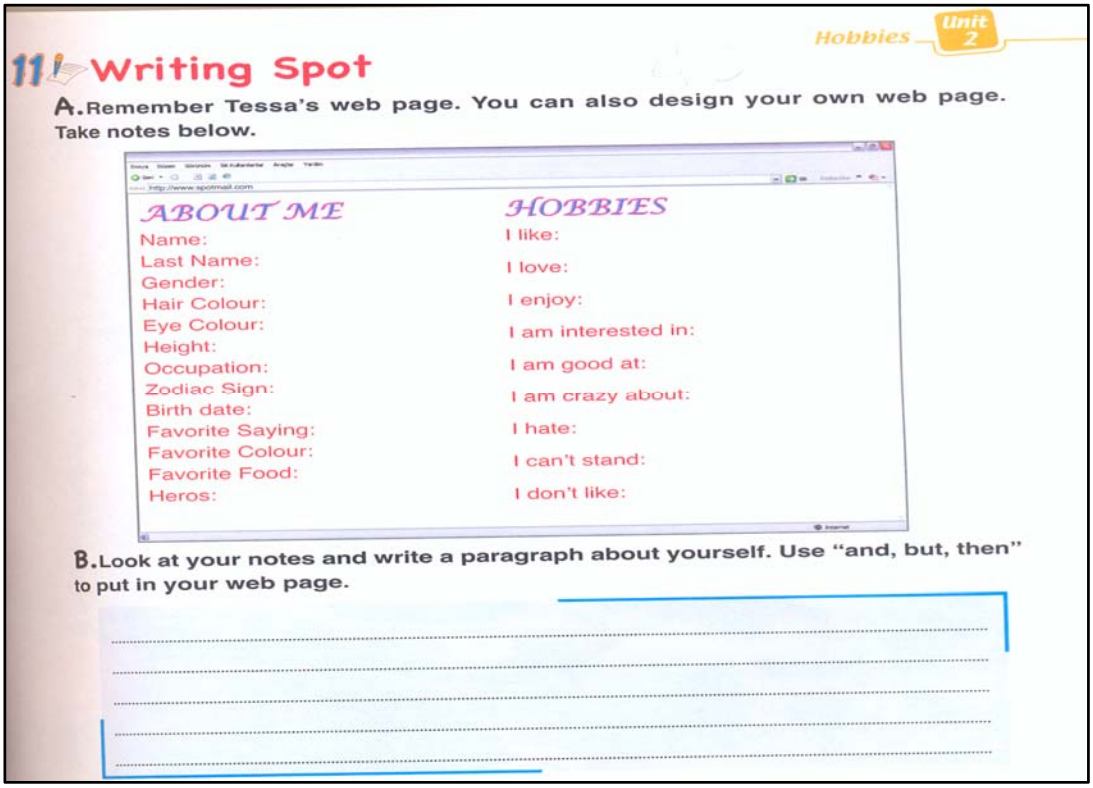
Last but not least to say about the 5th grade writing activities is that all of them are samples of **controlled** writing activities. The activities are word, phrase or sentence level production; substitution drills; correcting spelling mistakes; putting or correcting punctuation marks; putting words into correct order; filling in chart; answering questions.

4.5. 6th Grade Coursebook Writing Activities

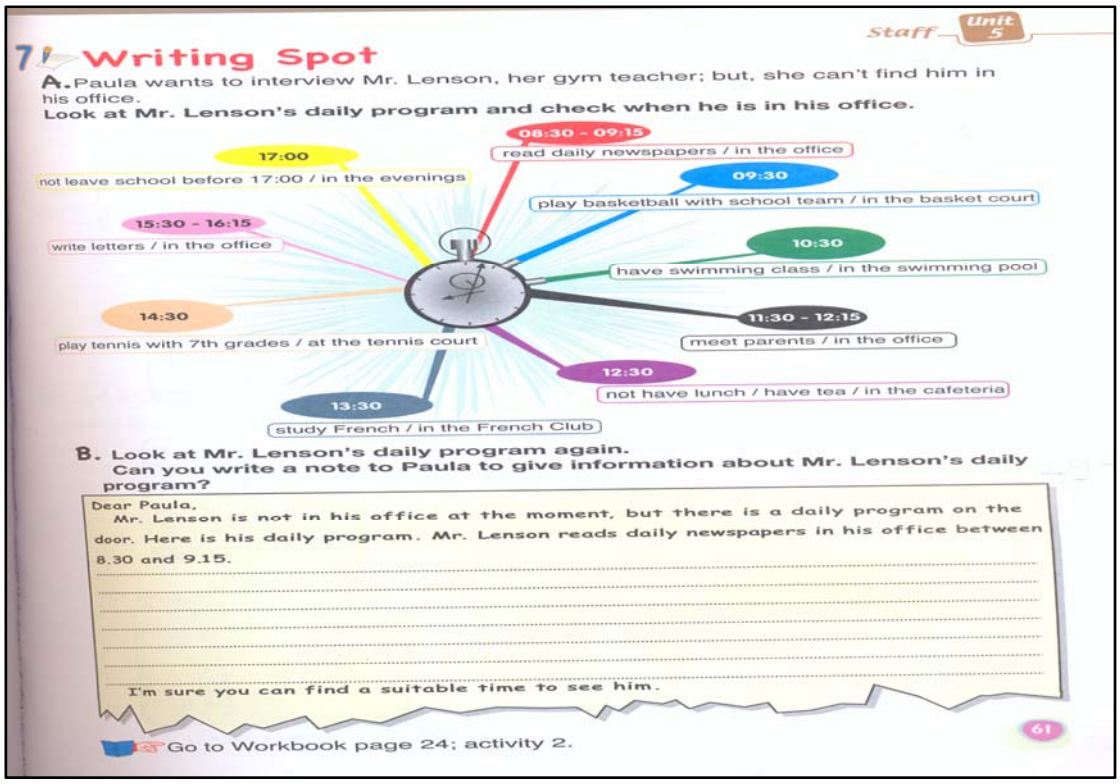
In the 6th grade coursebook **'the writer'** is generally referred to as 'you'. To exemplify the following pages taken from the coursebook can be used.



Picture 30: Grade 6 p. 17



Picture 31: Grade 6 p.29



Picture 32: Grade 6 p.61

Different from the commonly used 'you' as the writer identification, the students are asked to assume different roles in a number of writing tasks. In Unit 8, for instance, the writer is defined as a 13-year-old girl or boy but there is no other specific information about the writer. In Unit 13, the learners are given role cards and they write as if they are characters in the role cards. Role cards give information only about the nationality of the characters. Lastly, in unit 16, the learners are required to imagine themselves as a girl from the North Pole and write about their lives in the North Pole.

For the question of **'what'**, the topics of the units in the 6th grade coursebook could be summarized as follows:

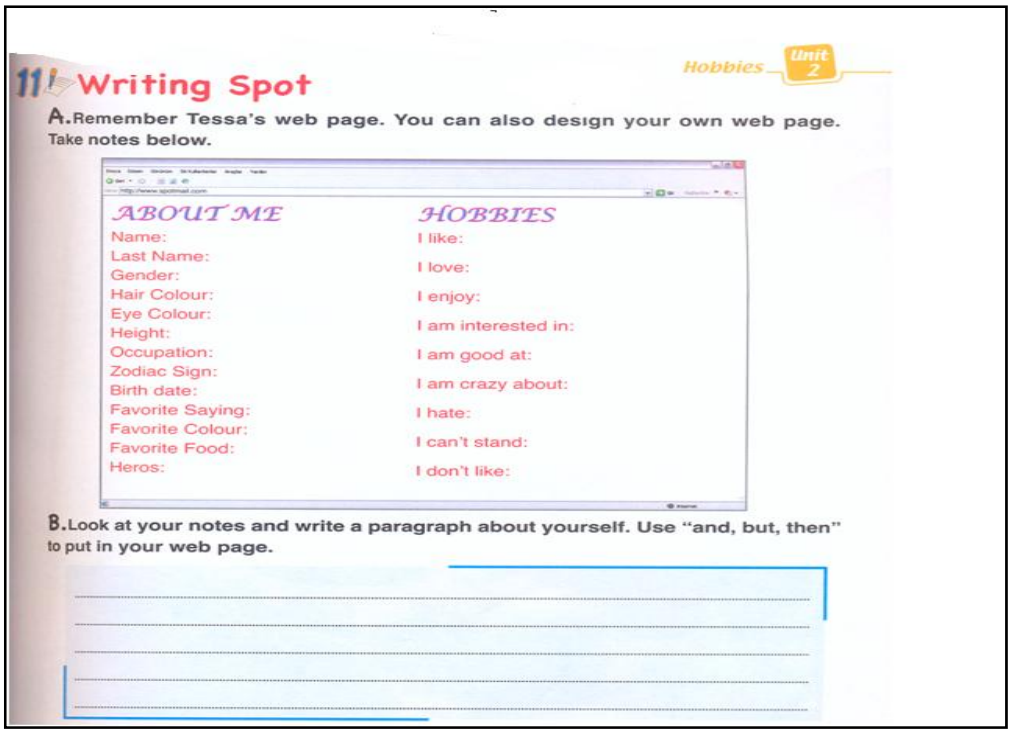
Unit	Topic(s)
1	Family life and physical description **1**
2	Hobbies and interests **1**
3	Food and drinks **3**
4	Daily routines **3** (of another character)
5	School staff **3**
6	Weather conditions and clothes **3**
7	Hygiene (Health problems) **3**
8	Parties **1,3**
9	Animals **3**
10	Games and sports **3**
11	Traffic rules **3**
12	Holiday types **3**
13	National holidays **2,3**
14	Maths problems **3**
15	Science language **3**
16	Life styles- North Pole **3**

Table 10: 6th Grade Coursebook Topics

The 6th grade coursebook mostly depends on outer life topics. Even the topic of unit 4 is about the outer life topic since the students do not write about their own routines but about a character's daily routines. On the other hand, the topic of unit 8 can be named as both personal and outer life topic. Although the students write a birthday card for themselves, they are also introduced to a new culture by writing 'thank you' cards.

The **'genres'** of the writing practices in the units of the 6th grade coursebook are listed and explained above for each unit exemplifying a genre. Unit 1 practices the description of family members and it presents a follow up of the 5th grade coursebook, in the sense that the activity of the 5th grade coursebook includes the description of a picture also by using 'have/has got'. The writing practice of unit 1 of the 5th grade coursebook is in the form of e-mail message, which is different from the writing activity of the 5th grade coursebook.Yet, it is difficult to accept this activity as a genre-specific practice because the students are required to use very limited language forms to describe the family members, and this kind of activity could be called as a controlled writing activity rather than a composing activity.

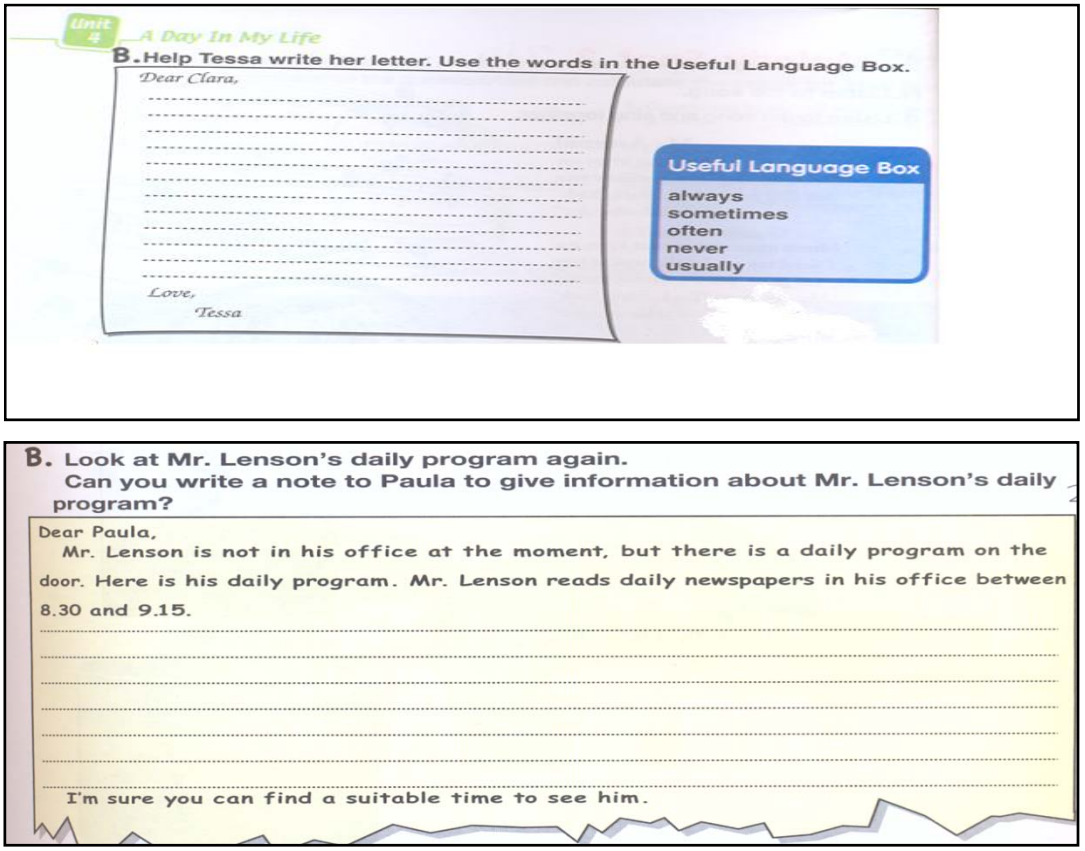
The activity of unit 2 is a good one to exemplify a genre-specific writing for the 6th grade language level students. The students are required both to complete the information on a web-page for themselves and to write a paragraph about themselves by using 'and, but, then' referring to the notes they have taken. The uses of conjunctions show that the students start to compose above sentence level.



Picture 33: Grade 6 p. 29

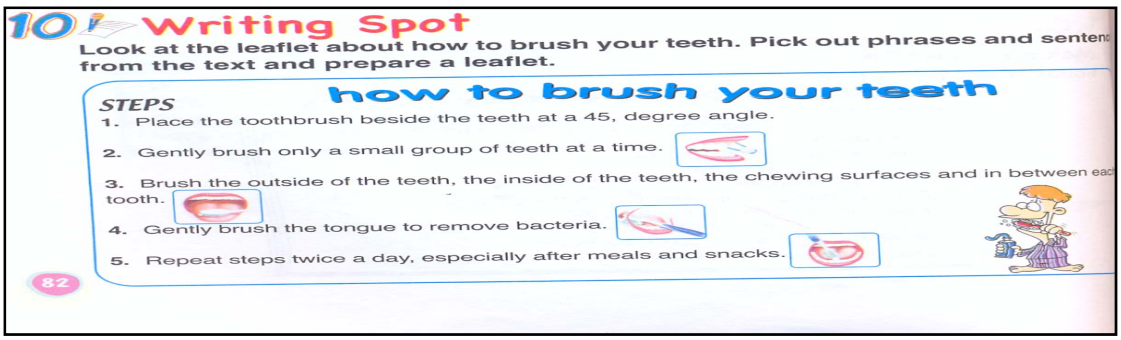
In unit 3, the students read a recipe but they are not asked to write one. Thus, this unit lacks a genre-specific writing practice. In unit 4, the students help Tessa, a character in the coursebook, to write a letter about her daily routines. Yet, this activity does not look like a practice of letter genre in spite of containing the start and closure of letter genre since its aim is probably only practising the use of 'present simple with adverbs of frequency' and it limits the language use of the students, which also limits the authenticity of the purpose of writing and the coherence and cohesion of the text. On the other hand, in the writing activity of unit 5, the students

are instructed to write a note, not a letter, to give information about someone's (Mr. Lenson's) daily programme but it looks like a letter with the start of it like the previous writing activity. However, either activity is not a good representative of letter or note writing with both their layout and textual features.



Picture 34 : Grade 6 p.p. 50,61

Unit 6 practices advertisement genre with a model text and a following writing activity. Unit 7 introduces the genre of leaflet but what the students practice in this writing part is not clear from the instructions so it is hard to name this activity as a genre-specific writing activity.


10 Writing Spot

Look at the leaflet about how to brush your teeth. Pick out phrases and senten
from the text and prepare a leaflet.

how to brush your teeth

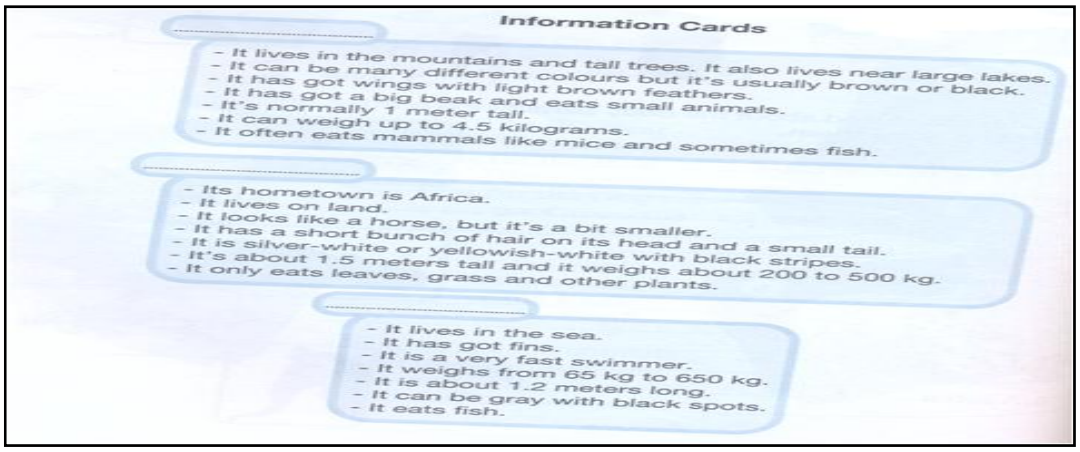
STEPS

1. Place the toothbrush beside the teeth at a 45, degree angle.
2. Gently brush only a small group of teeth at a time.
3. Brush the outside of the teeth, the inside of the teeth, the chewing surfaces and in between eac
tooth.
4. Gently brush the tongue to remove bacteria.
5. Repeat steps twice a day, especially after meals and snacks.

82

Picture 35 : Grade 6 p.82

In unit 8, the students prepare an invitation card, which could be surely called as a genre study. Unit 9 requires the students to write information cards for animals like the ones given in reading part.


Information Cards

- It lives in the mountains and tall trees. It also lives near large lakes.
- It can be many different colours but it's usually brown or black.
- It has got wings with light brown feathers.
- It has got a big beak and eats small animals.
- It's normally 1 meter tall.
- It can weigh up to 4.5 kilograms.
- It often eats mammals like mice and sometimes fish.

- Its hometown is Africa.
- It lives on land.
- It looks like a horse, but it's a bit smaller.
- It has a short bunch of hair on its head and a small tail.
- It is silver-white or yellowish-white with black stripes.
- It's about 1.5 meters tall and it weighs about 200 to 500 kg.
- It only eats leaves, grass and other plants.

- It lives in the sea.
- It has got fins.
- It is a very fast swimmer.
- It weighs from 65 kg to 650 kg.
- It is about 1.2 meters long.
- It can be gray with black spots.
- It eats fish.

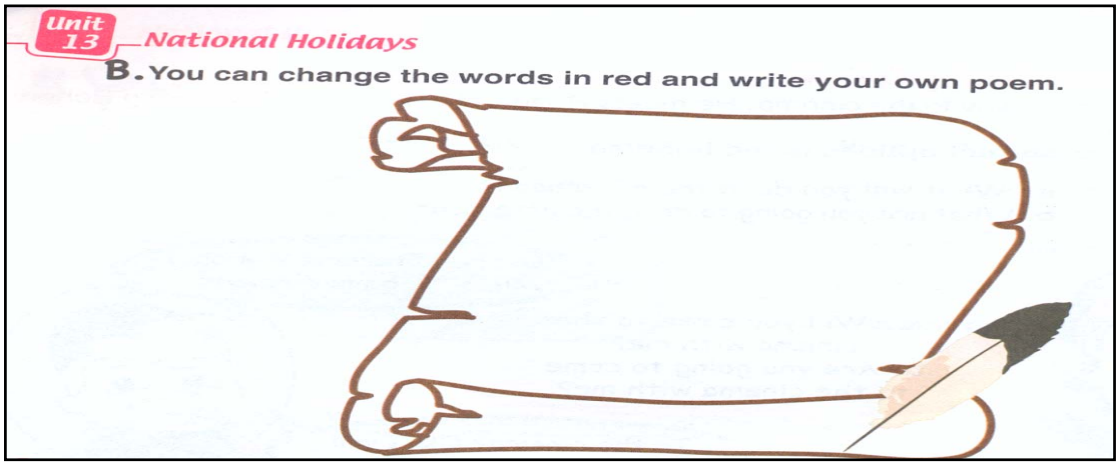
Picture 36 : Grade 6 p. 106

Unit 10 writing activity apparently aims to develop description writing of the students. The students describe their favourite game and the rules of this game. However, this development is only in using numerous forms of language but not in textual level because this description also looks far from being a fine example of descriptive paragraph writing. In the coursebook paragraph writing is not studied as a specific organization of writing.

Unit 11 wants the students to write warning notes to verbalize the traffic signs but the activity does not include a specific genre to practice. The reading part of unit 12

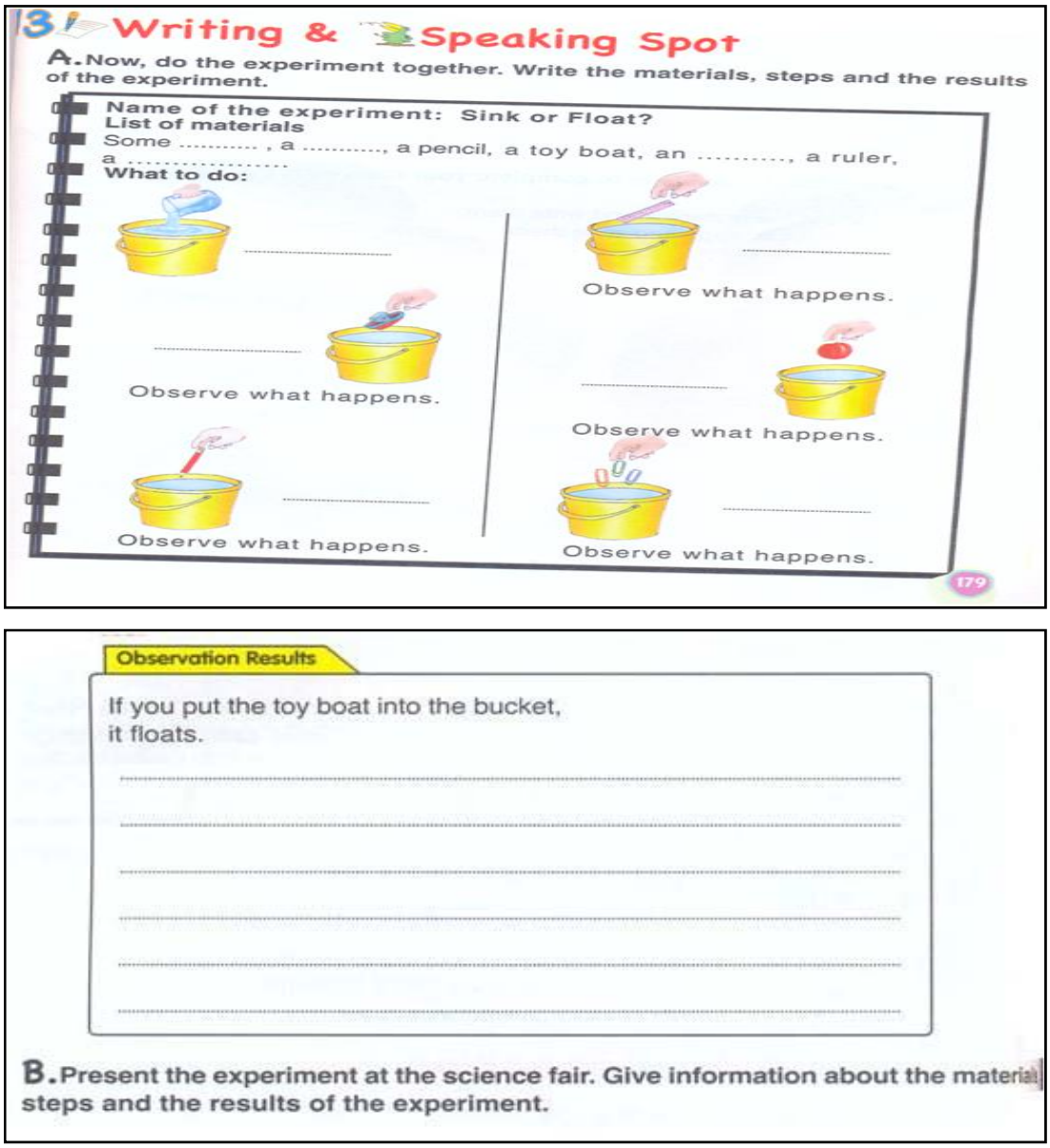
exemplifies the genre of brochure. The writing parts, on the other hand, practice filling in a hotel registration form and writing a postcard. In unit 13, the students write reminder notes, which is not a specific written genre. However, unit 13 introduces the poetry to the students for the first time although the activity includes a very limited, word level production.





Picture 37: Grade 6 p.p. 157- 158

Unit 14 relates the field of language learning to science learning with mathematical problems but there is no specific genre covered in this unit. Unit 15, on the other hand, wants the students to write a simple experiment page with the list of materials, the steps and the results of the experiment, which could be beneficial for the students to use language during their school studies in the following years.



3 Writing & Speaking Spot

A. Now, do the experiment together. Write the materials, steps and the results of the experiment.

Name of the experiment: Sink or Float?
List of materials
Some ..... , a ....., a pencil, a toy boat, an ....., a ruler, a .....
What to do:

Observe what happens.

Observe what happens.

Observe what happens.

Observe what happens.

Observe what happens.

179

Observation Results

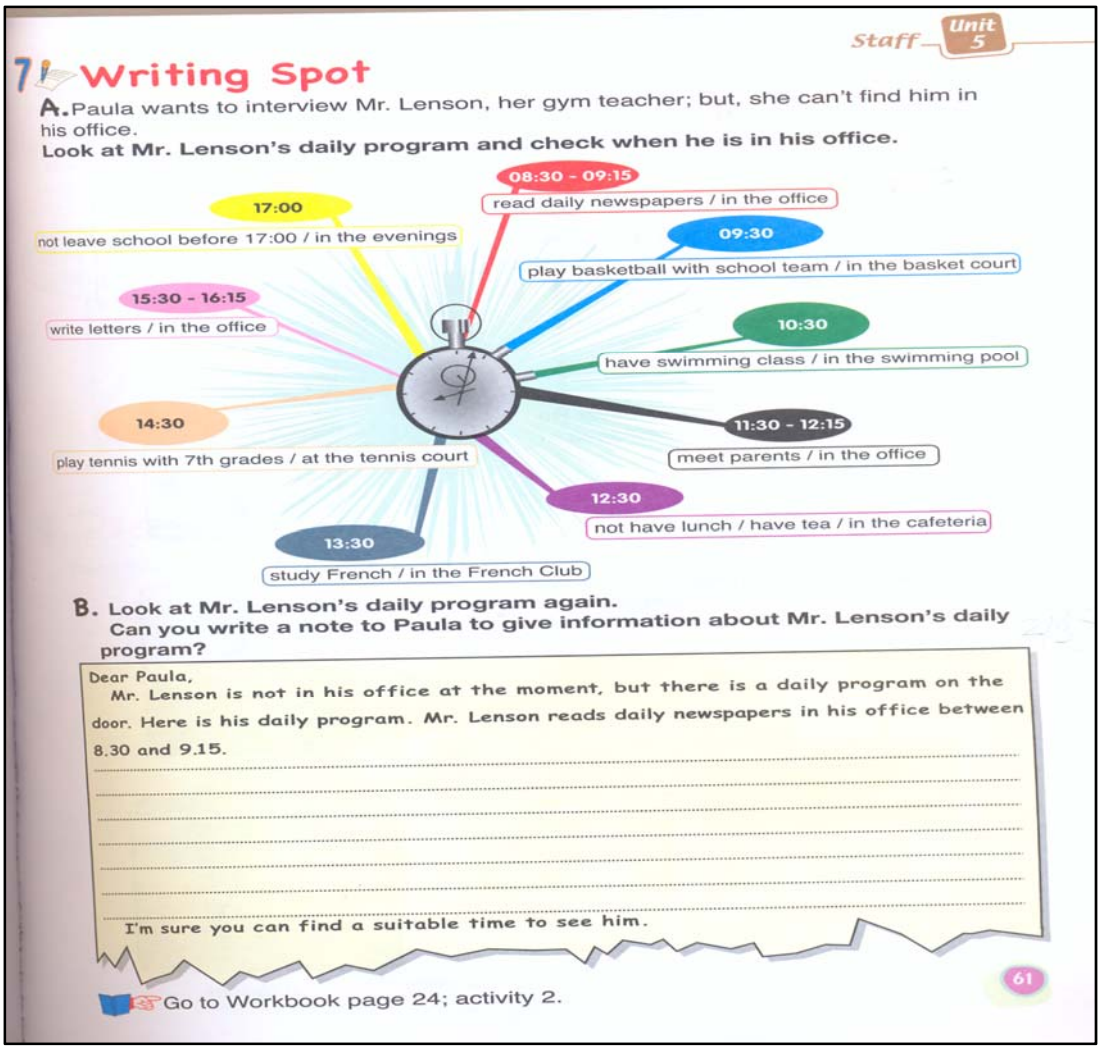
If you put the toy boat into the bucket, it floats.

B. Present the experiment at the science fair. Give information about the materials, steps and the results of the experiment.

Picture 38: Grade 6 p.179-180

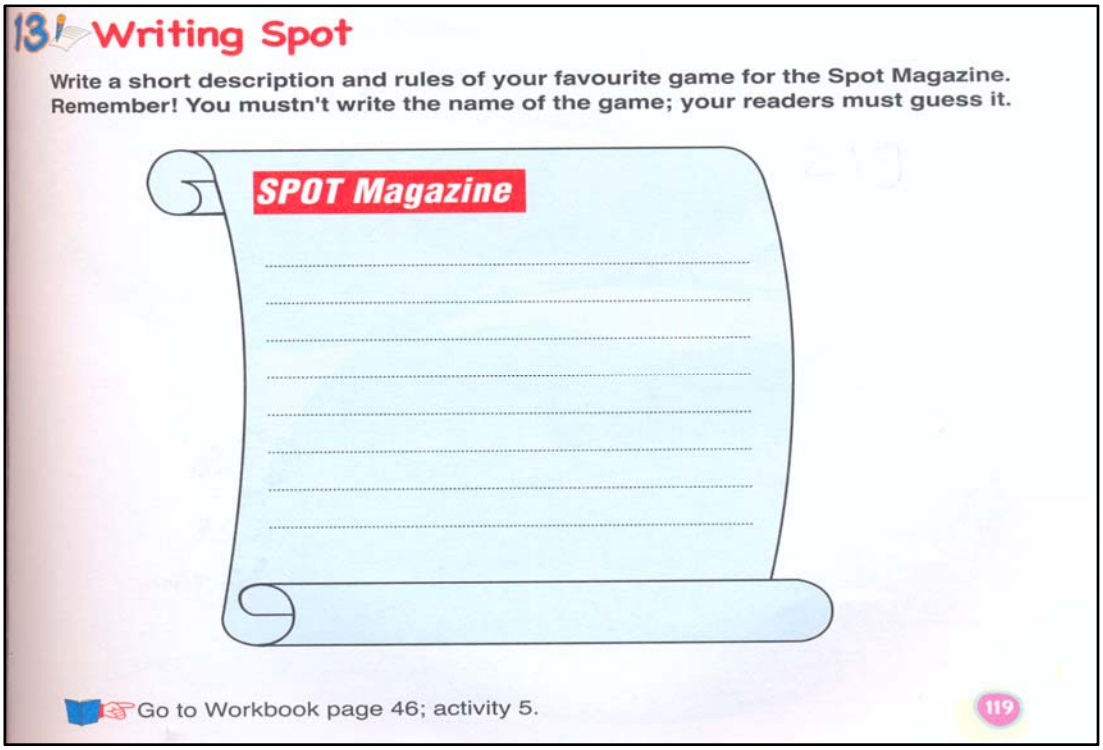
Lastly, unit 16 asks the students to write a letter. It is difficult to call this activity as applying genre approach to teaching writing but it is a good example of showing the development of the students through free writing because what the students are going to write is not limited different from the other forms of writing limiting the students to use some specific language structures.

In the 6th grade coursebook, there are some main characters used in writing activities. They are members of Thompson family; Mr. and Mrs. Thompson, and children of them, Trevor, his twin sister Tessa and Jack. Thus, most of the writing and other skills activities use them and the other people who are friends or neighbours of them as characters of **'to whom'** the writing activities are addressed.



Picture 39: Grade 6 p.61

In unit 6, the students are taught to write an advertisement but here the reader is an abstraction. In Unit 10, what the students write are for the Spot Magazine, magazine of Trevor's and Tessa's school, however; there is no specific information about the readers of the magazine.


13 Writing Spot

Write a short description and rules of your favourite game for the Spot Magazine.
Remember! You mustn't write the name of the game; your readers must guess it.

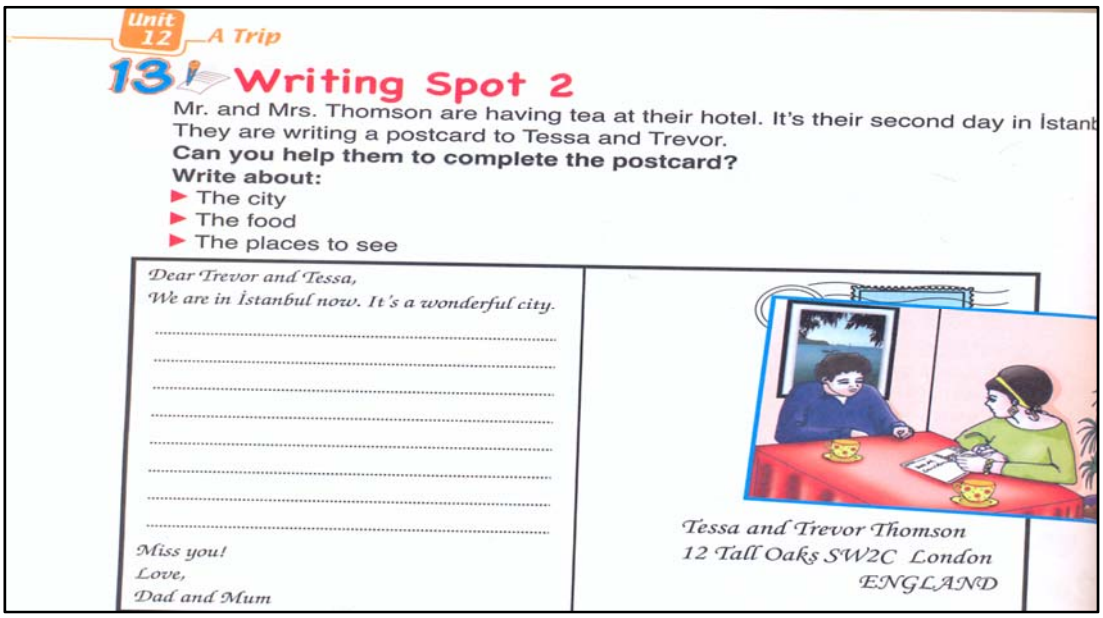
SPOT Magazine

Go to Workbook page 46; activity 5.

119

Picture 40: Grade 6 p.119

In unit 11, writers are father and mother, and the readers have the role of daughter and son, who are the two main characters of the coursebook with the names Trevor and Tessa.


Unit 12 A Trip

13 Writing Spot 2

Mr. and Mrs. Thomson are having tea at their hotel. It's their second day in İstanb
They are writing a postcard to Tessa and Trevor.
Can you help them to complete the postcard?
Write about:
- The city
- The food
- The places to see

Dear Trevor and Tessa,
We are in İstanbul now. It's a wonderful city.

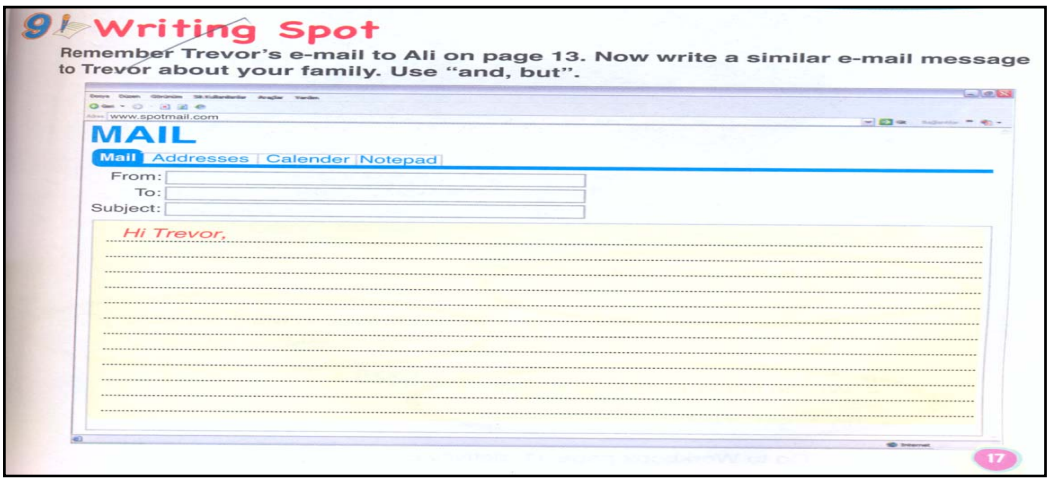
Miss you!
Love,
Dad and Mum

Tessa and Trevor Thomson
12 Tall Oaks SW2C London
ENGLAND

Picture 41: Grade 6 p.144

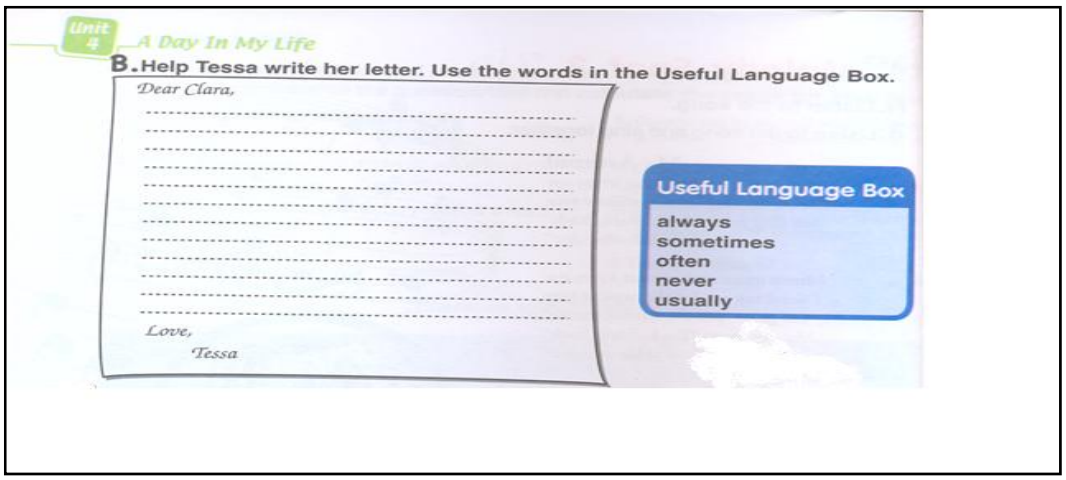
In the last unit, the readers are the audience of the writing task are the readers of the Culture World Magazine as it is the same with the writing task of unit 10.

Grade 6 coursebook includes no clear and direct **'purposes'** to lead the learners to write with a particular purpose. However, the writing activities in units could be analysed by decreasing the perfectionist approach to the criterion to check the purposes of writing tasks for the students. Analysed with such a less perfectionist approach, the first 4 units include writing tasks which only ask the students to give *information* about their personal life such as their family and habits, or to recite the given information at 'Writing Spot' part of the coursebook.



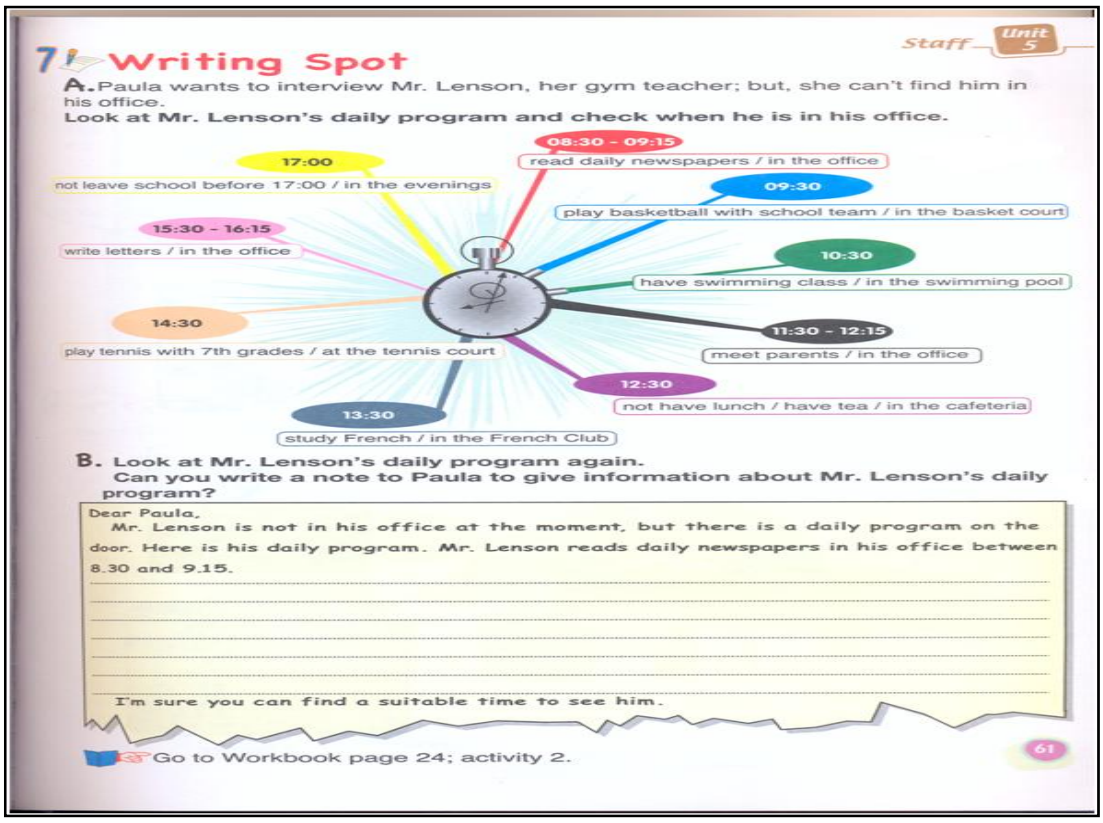
Picture 42: Grade 6 p.17





Picture 43: Grade 6 p.p.49-50

Unit 5, on the other hand, directly instructs the students to write a note to Paula to give *information* about Mr. Lenson's daily programme by looking at the daily programme of him.



Picture 44: Grade 6 p. 61

The following two units, unit 6 and 7, practice *regulatory* purpose in writing. While in unit 6, the students are aimed to prepare an advertisement, in unit 7, they prepare a leaflet. But in unit 7, the writing task is a really confusing one as it asks the students to read the leaflet about how to brush your teeth and then wants them to write a leaflet again about the same topic. As it could be understood from the phrase 'pick up phrases from the leaflet', it seems as a rewriting activity. Thus, the writing task of unit 7 should be excluded from the total number of tasks aiming to practice regulatory function.


10 Writing Spot

Look at the leaflet about how to brush your teeth. Pick out phrases and senten
from the text and prepare a leaflet.

how to brush your teeth

STEPS

1. Place the toothbrush beside the teeth at a 45, degree angle.
2. Gently brush only a small group of teeth at a time.
3. Brush the outside of the teeth, the inside of the teeth, the chewing surfaces and in between eac
tooth.
4. Gently brush the tongue to remove bacteria.
5. Repeat steps twice a day, especially after meals and snacks.

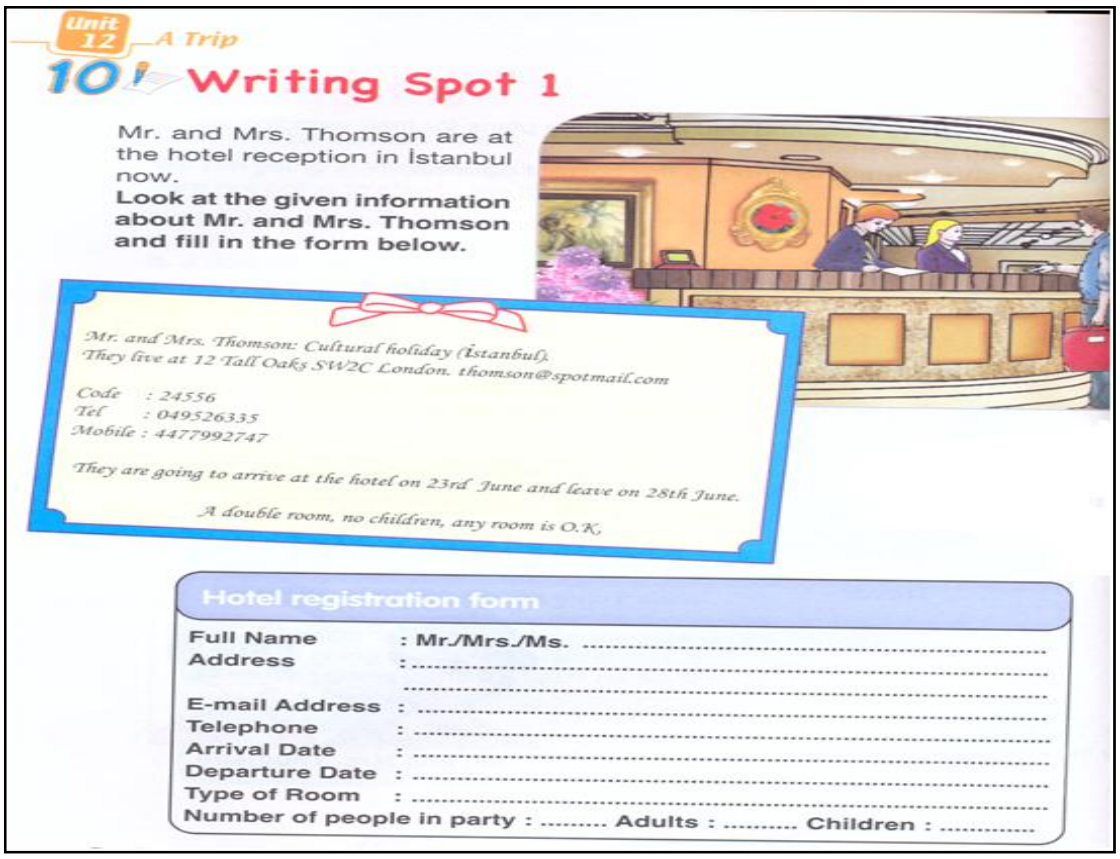
82

Picture 45: Grade 6 p. 82

However, the task on page 84, which is in the scope of unit 7, wants the students to prepare a poster for hygiene campaign and this is a good example of *regulatory* function of literacy events. Preparing a poster is a good example of another important literacy practice, which is combining visual and written information to able to affect people and regulate their behaviours.

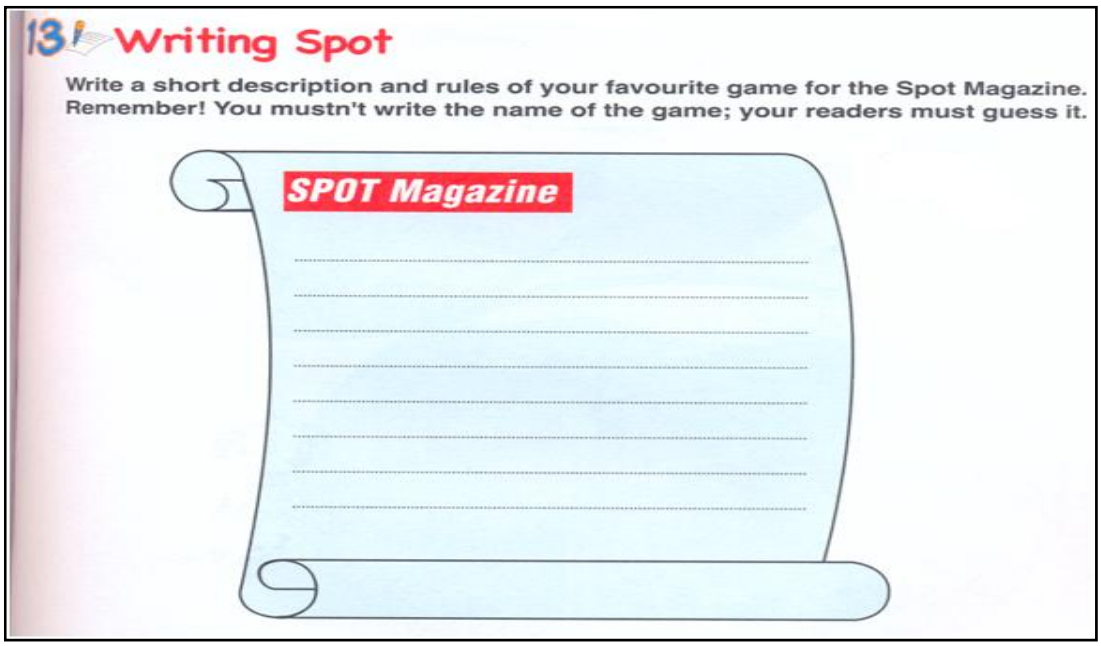
Unit 8 and unit 12 aim to make the students to use *instrumental* literacy function as they instruct the students to write a party checklist and to fill a hotel registration form. One thing to be mentioned about the task in unit 12 is that it asks the students

to fill in the hotel registration form on the basis of the information given on Mr.and Mrs. Thompson previously, so not with their personal information. Personalization of the activity could have made it more real-like, the design of it as it is, in contrast, practices another literacy activity, using the information and relating it to the writing.



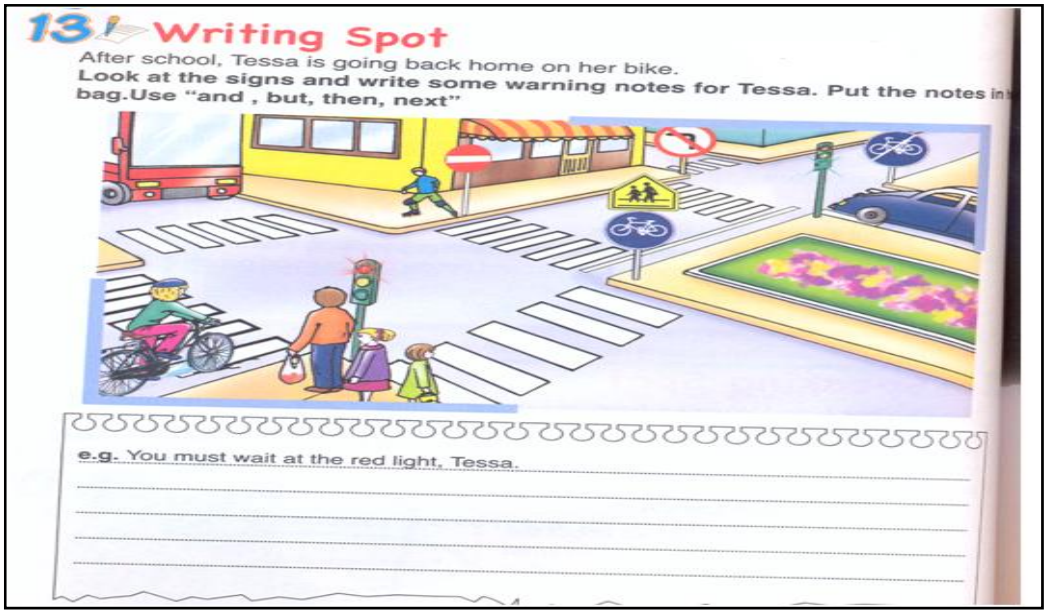
Picture 46: Grade 6 p. 142

The writing part of unit 9 could be considered to an *imaginative* function in writing since it includes the description of an imaginary character. The instruction of the activity states that the students will write an information card, though. Unit 10 aims the students to write a short description of their favourite game to 'Spot Magazine'. This activity could be accepted as *informative* but a little regulatory, as well. Because it asks the students to write the rules of the game.



Picture 47: Grade 6 p. 119

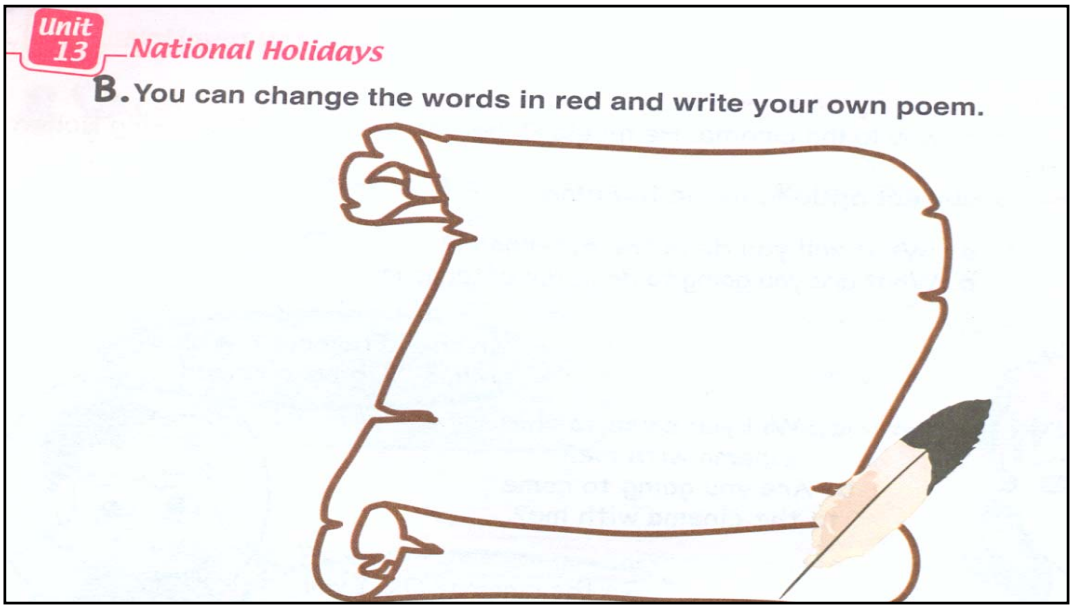
Unit 11 aims to teach 'must' as a linguistic item and the students write warning notes to 'Tessa', an imaginative character in the coursebook, about the traffic signs. Thus, this activity exemplifies the *regulatory* function.



Picture 48: Grade 6 p. 132

Unit 13 and 14 provide the students with opportunity for a very limited production, so for the scope of this study, this type of activities can not be evaluated in terms of their writing literacy function. For example, unit 13 can be good example of imaginative function as a reading material for young learners; nevertheless, it can not exemplify a writing activity.



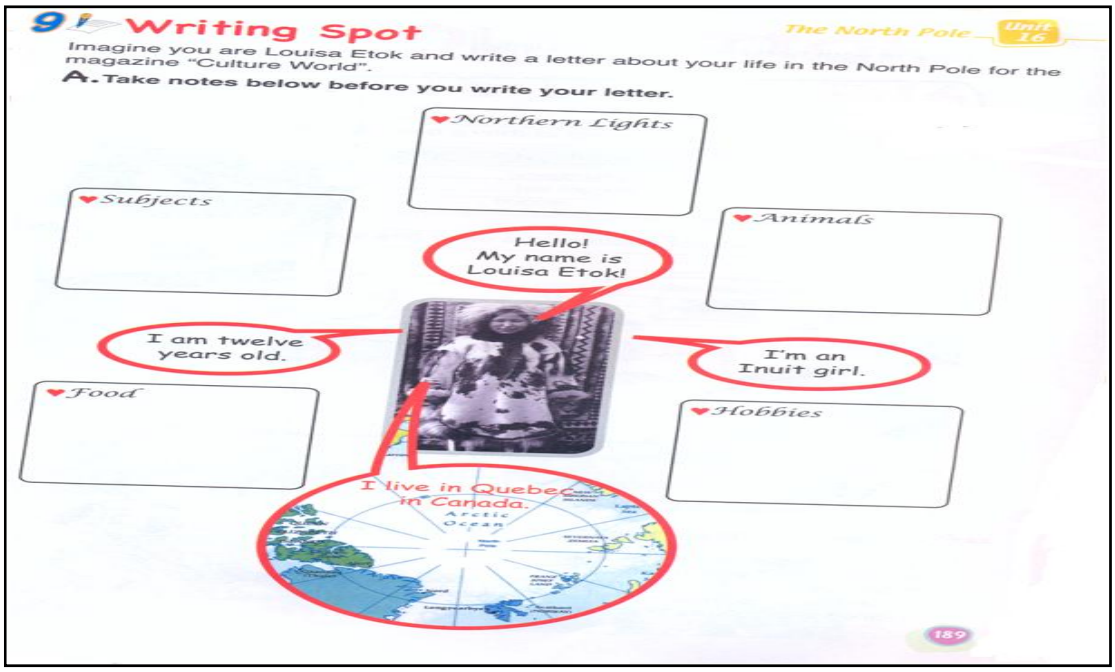


Picture 49: Grade 6 p.p. 157-158

In unit 13 there is another writing activity which is about writing an e-mail to your friend about next year's Children's Day in Turkey, and this is meant to practice the *informative* function of writing.

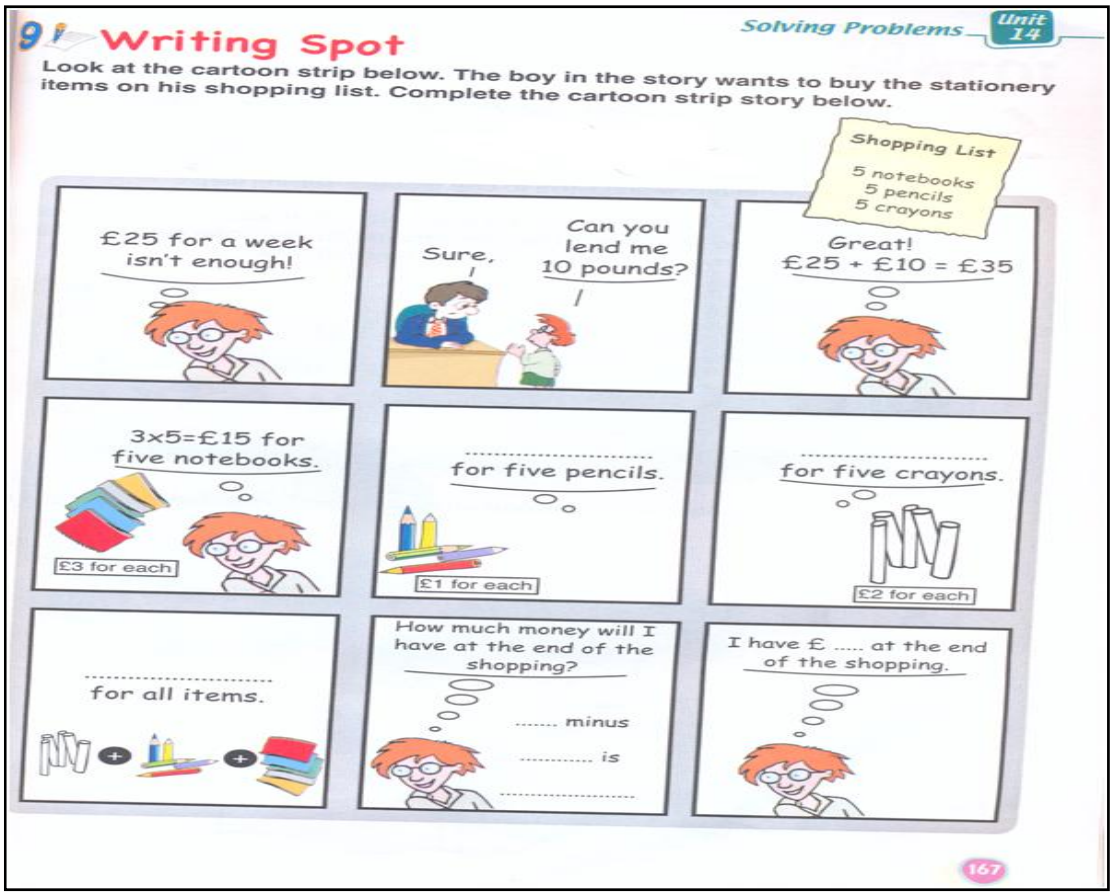
The writing part of unit 15 makes the student do an experiment and write the results of the experiment. The topic of the activity is scientific but the writing practice does not exemplify the scientific discourse. The writing practice could be said to have *instrumental* function as it aims the students to remember the results of their experiment. Actually, the aim of the overall unit looks as if the unit teaches 'will future' and 'if construction' by the help of scientific context.

Lastly, the task in unit 16 is 'writing about your life'. If it is assessed as an activity making the students write about their own lives, it could be falsely thought that its function is personal function. In reality, it is achieving *imaginative* function because the students are required to imagine themselves as an imaginary character from the North Pole and write about her life.



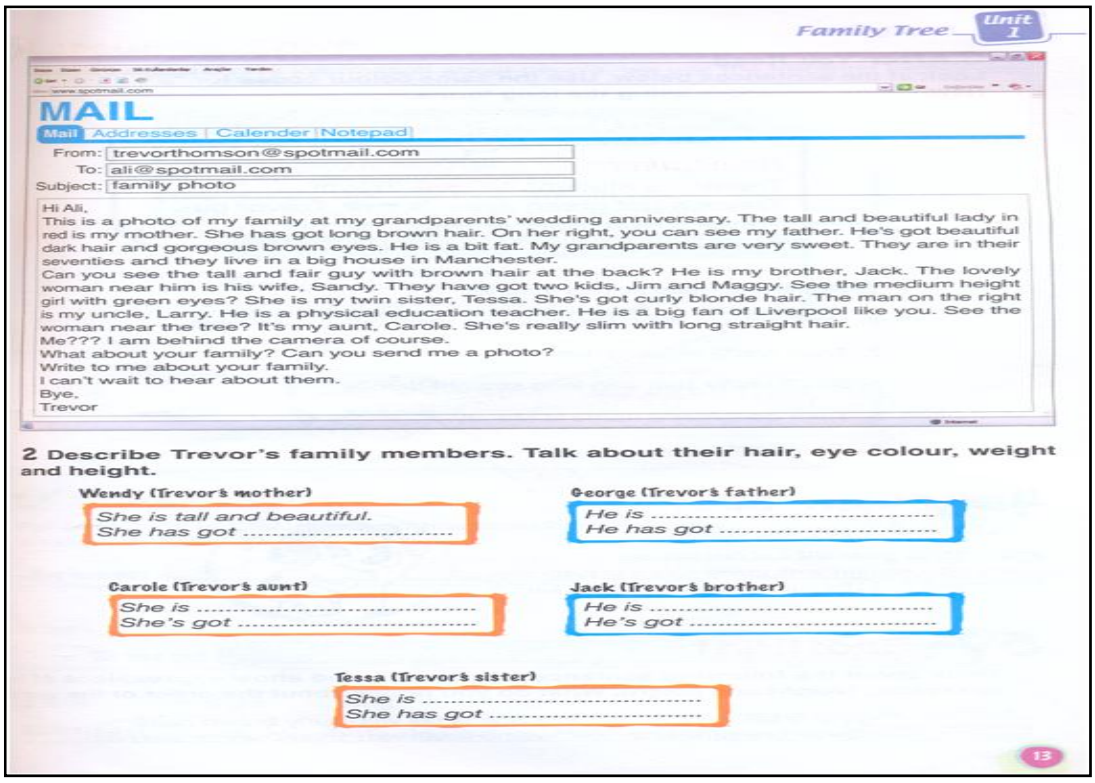
Picture 50: Grade 6 p. 189

In respect of **'how'** to write, firstly, it should be noted that there is not a recursive and full process approach to writing instruction in the 6th grade coursebook but to ease the process there are some mediums used in most of the units except unit 3, 7, 11, and 14. Unit 3 requires only limited production at sentence level from the students. The activity in unit 7 is not clear in terms of what it asks the students to produce in written form because the model text is a leaflet on how to brush your teeth, and what the students are wanted to write is again a leaflet on the same topic. In unit 11, the students' production is at sentence level the same with unit 3. For planning and getting ready to write, only the visuals could be identified as a helping device for the students. Unit 14 asks the students to complete the blanks in a cartoon strip story, so it is not like a writing activity but more or less a drill activity.



Picture 51: Grade 6 p. 167

In unit 1 a model text on page 13 and some titles are used to guide the students to write.

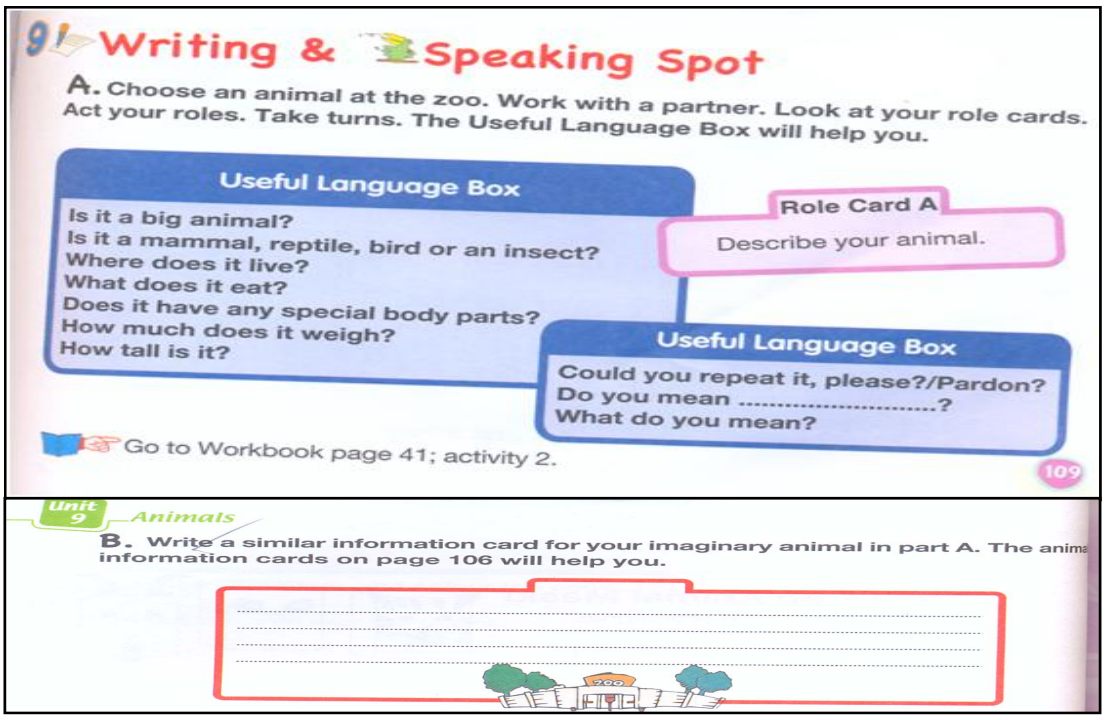


Picture 52: Grade 6 p. 13

Unit 2 writing task wants the students to use previously taken notes, and this could be accepted as a planning step. Unit 4, on the other hand, asks the students to put the pictures in order, and then write a letter about Tessa's weekend activities to her friend, Clara. Unit 5 makes the students use a daily programme while they are writing down a note. In unit 6, some helpful questions are asked to the students to think about their writing task, which is another brainstorming tool like the medium used in unit 2, which is using previously taken notes. The questions asked are the following ones.

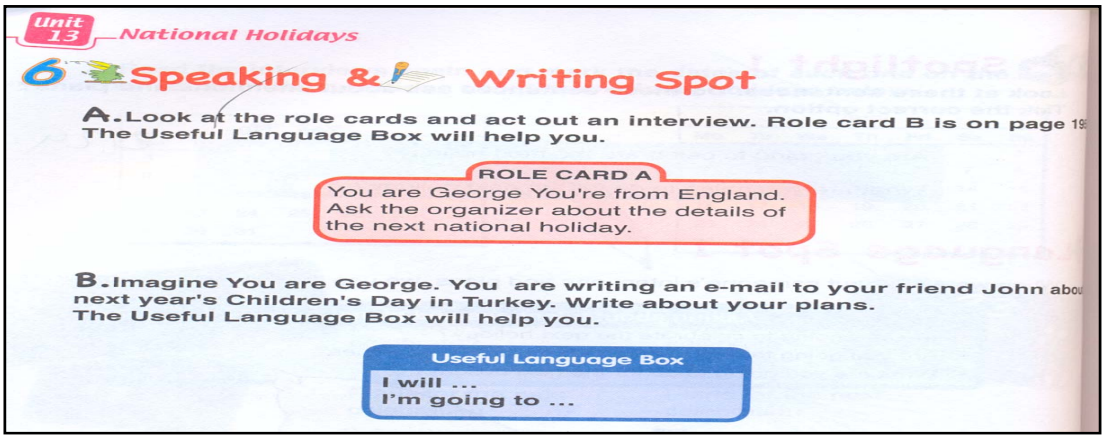
> *Where is the camp?*
> *How much does it cost to stay in the camp?*
> *What happens on a typical day at camp?*
>
> (Kurt, Buldur and et all. , 2009: 73)

Unit 8, like unit 1, uses a model text to help the students write. Unit 9 and unit 10 integrate 'speaking' skill with the writing skill. Moreover speaking held in these units is a tool of brainstorming step of writing process.



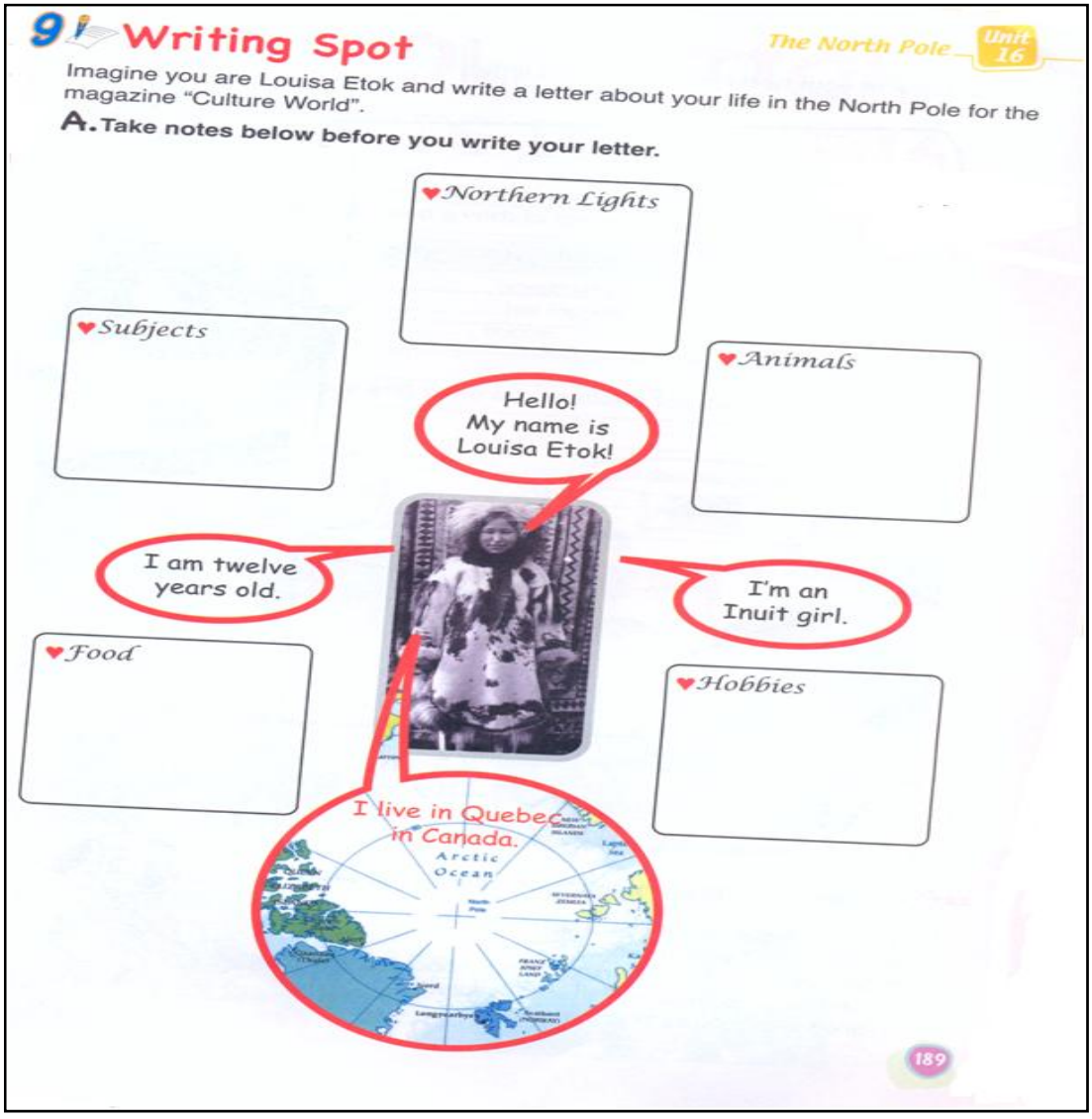
Picture 53: Grade 6 p. 109-110

In unit 12 the students fill in the hotel registration form with the help of given information about Mr. and Mrs. Thomson. Unit 13 includes an interviewing activity to get ready for writing.



Picture 54: Grade 6 p. 154

What the students use as a planning tool to write in unit 15 is completing an experiment page to write down the results of the experiment. In the last unit of the coursebook, unit 16, what the students do as a preparatory writing task is taking notes.



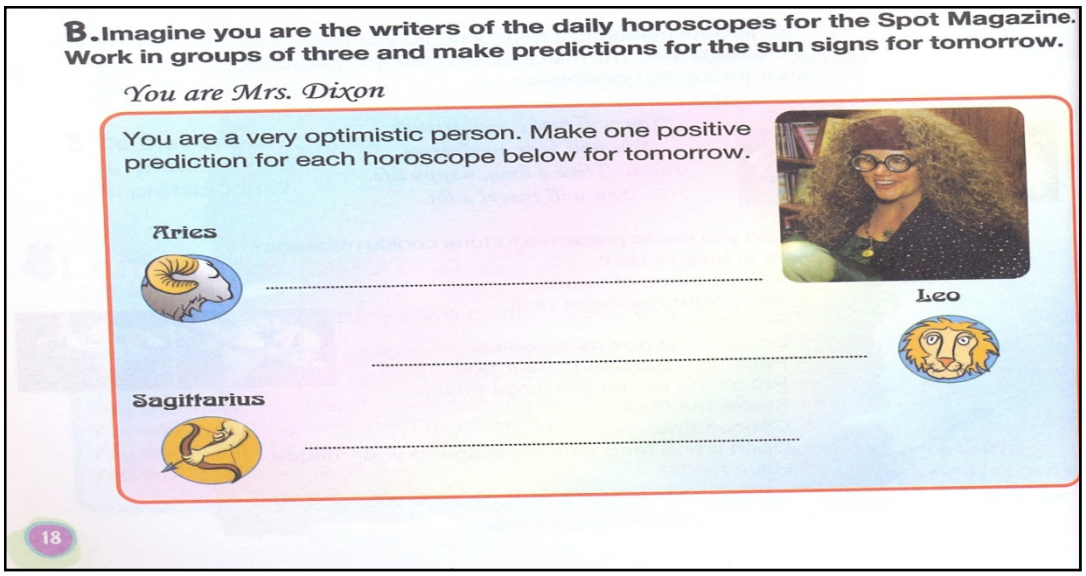
Picture 55: Grade 6 p. 189

For the evaluation of the 6th grade writing activities with the criterion **controlled or free** writing, only the units 1, 12 and 16 include free writing practices. In unit 1, the students write an e-mail about their families. Although they are given a model text, they are not expected to write a parallel e-mail. Thus, the activity of unit 1 could be named as free writing activity. Unit 12 and 16 require the students to write a postcard

and e-mail without being given a parallel text, so these activities could be listed under free writing activities.

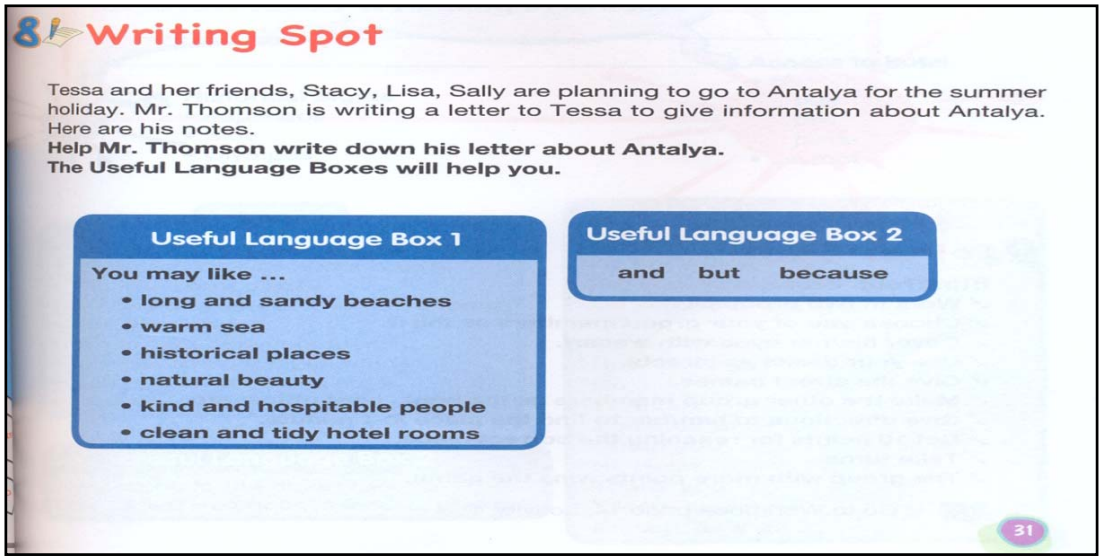
4.6. 7th Grade Coursebook Writing Activities

The first unit is quite a good start identifying **'who'** the writer is as the writer of daily horoscope, and what is better is what the students will write, especially the vocabulary choice, will change according to what mood they are going to choose: optimistic or pessimistic. This is a kind of changing styles activity adapted to the early levels of language teaching.



Picture 56: Grade 7 p. 18

There are no directly stated roles in the other units, though. Unit 2 and unit 5 activities ask the learners to assume the roles of Mr. and Mrs. Thompson respectively. In other words, the tasks ask them to imagine themselves as father and mother; however, the tasks do not require the students take the roles into consideration while producing the written product.



8 Writing Spot

Tessa and her friends, Stacy, Lisa, Sally are planning to go to Antalya for the summer holiday. Mr. Thomson is writing a letter to Tessa to give information about Antalya. Here are his notes.
Help Mr. Thomson write down his letter about Antalya.
The Useful Language Boxes will help you.

Useful Language Box 1

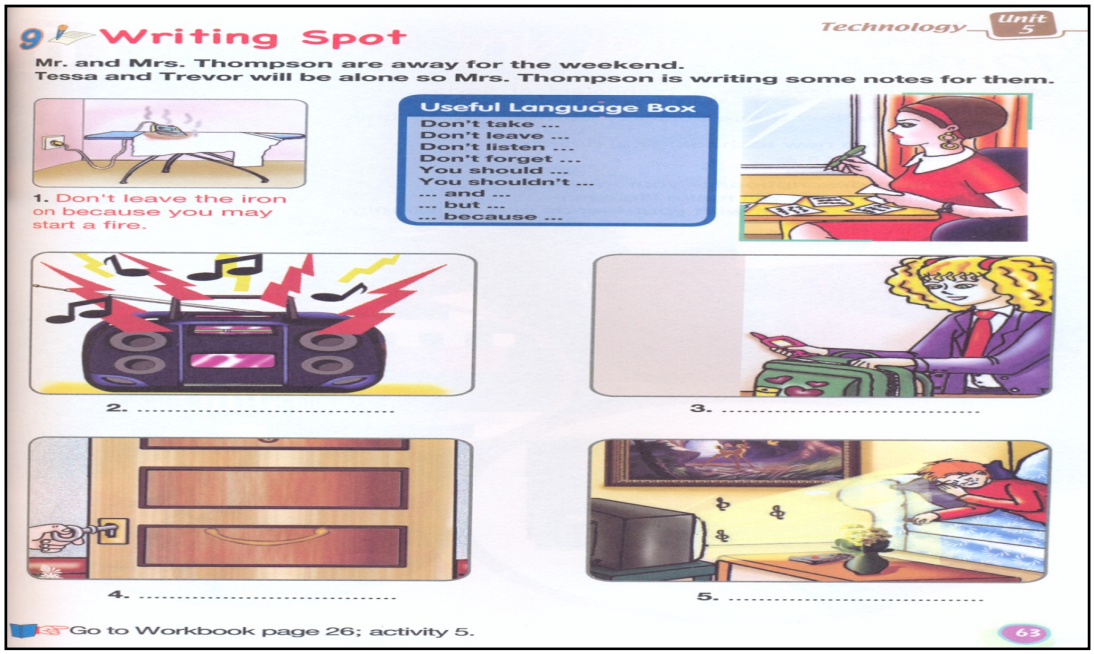
You may like ...
- long and sandy beaches
- warm sea
- historical places
- natural beauty
- kind and hospitable people
- clean and tidy hotel rooms

Useful Language Box 2

and but because

31

Picture 57: Grade 7 p. 31



9 Writing Spot

Technology unit 5

Mr. and Mrs. Thompson are away for the weekend.
Tessa and Trevor will be alone so Mrs. Thompson is writing some notes for them.

Useful Language Box
Don't take ...
Don't leave ...
Don't listen ...
Don't forget ...
You should ...
You shouldn't ...
... and ...
... but ...
... because ...

1. Don't leave the iron on because you may start a fire.

2. .....

3. .....

4. .....

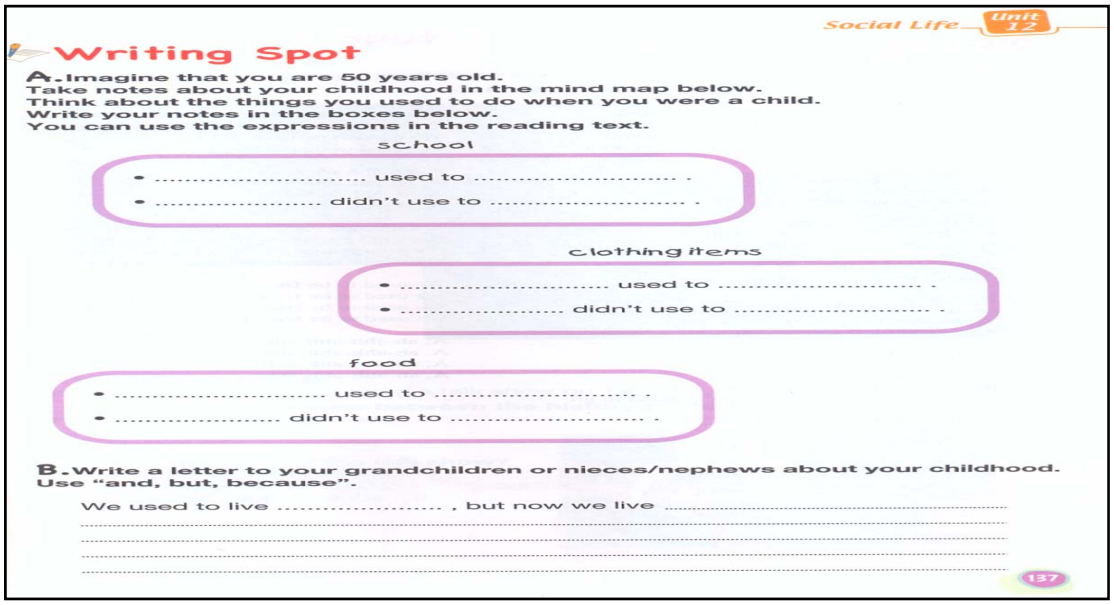
5. .....

Go to Workbook page 26; activity 5.

63

Picture 58: Grade 7 p.63

Unit 12 wants the students to imagine themselves as if they were 50 years old and write about their past life. But this activity is like a grammar teaching activity and promotes product approach to teaching but not very much process and integrated approach.



Picture 59: Grade 7 p. 137

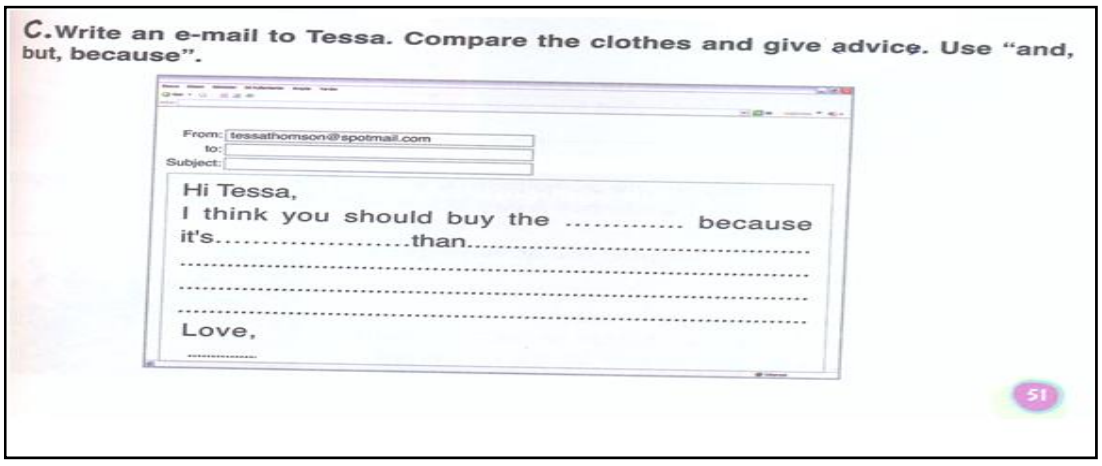
In terms of **'what'** to write, while the following table lists the **'topics'** of each unit, the consequent explanation discusses the '**genres'** covered in the units.

Unit	**Topic(s)**
1	Horoscopes **3**
2	Tourist attractions and transportation **2**
3	Nature **3**
4	Computers and Internet **3**
5	Technology **3**
6	TV programmes **2,3**
7	Family album **1,2** (life of Atatürk)
8	Inventions and discoveries **3**
9	Tales and legends **2,3**
10	Amazing incidents **3**
11	Personal skills **1,3** (mostly other people successful people)
12	Social life and changing life styles **3**
13	Technology **3**
14	Animals **3**
15	Developments in science **3**
16	Emotions and thoughts (Inner world) **1**

Table 11: 7th Grade Coursebook Topics

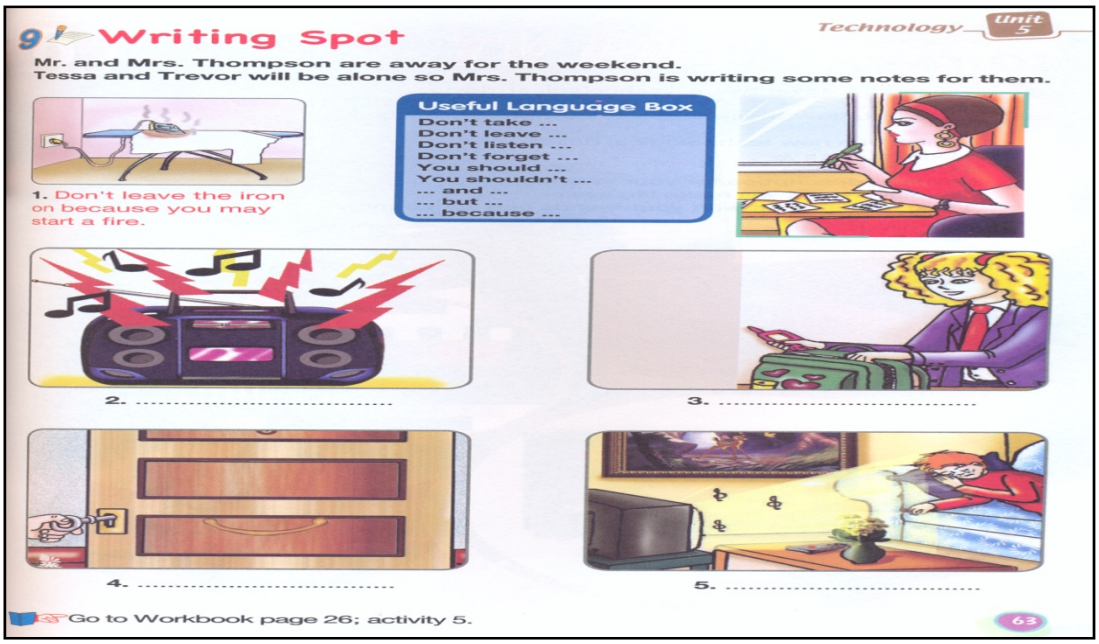
About the topics of units, the only point to be noted down is that the 7th grade coursebook like the 5th and 6th garde coursebooks tries to make the students acquainted with the outer world.

The 7th grade writing tasks start with writing a horoscope page, which is a good start as a writing activity with a specific genre but the production of the students is limited with writing one prediction for each horoscope sign. This makes the activity weak to reflect genre-specific features. The writing practice included in unit 2 is writing a letter. Letter genre is usually used also in other grades coursebooks as a macro genre without any micro specification of the genre such as job application, thank you, or a letter of excuse, and so on. The letter genre here is a personal letter in macro level like all the other examples of letter in other units of the 4th, 5th and 6th grade coursebooks. The end task of unit 2 includes another writing practice which is a preparation of a poster like the following writing activity in unit 3. The task in unit 2 requires the students to prepare a poster to attract tourists to their country and in unit 3 to write a poster including a slogan to protect the environment. In unit 4, the students write an e-mail to give advice to Tessa, a character in the coursebook, about what to wear for her friend's birthday party. Although the writing activity in unit 4 looks more or less like an e-mail writing practice with the layout of the page given, it is not more than practising e-mail writing in macro level rather than micro level like the other e-mail writing practices in other grade coursebooks.



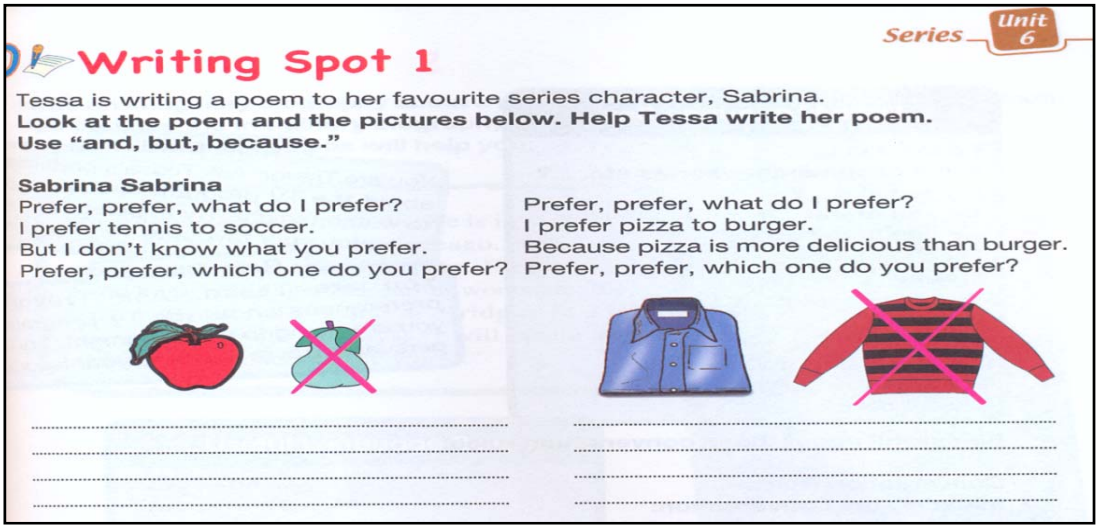
Picture 60: Grade 7 p. 51

The other genre exemplified and practised in unit 4 is web page design. The genre of unit 5 is note writing. But it looks more like practising the aimed language structures, ‘modals of advice and imperative form’ rather than practising genre-specific writing.



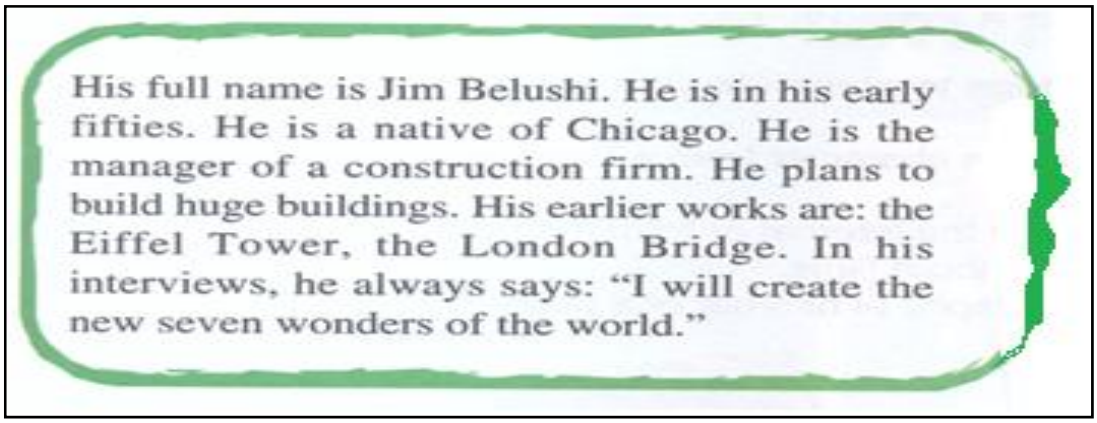
Picture 61: Grade 7 p. 63

Unit 6 introduces poetry writing with a very simple feature of poetry that is repetition of words.

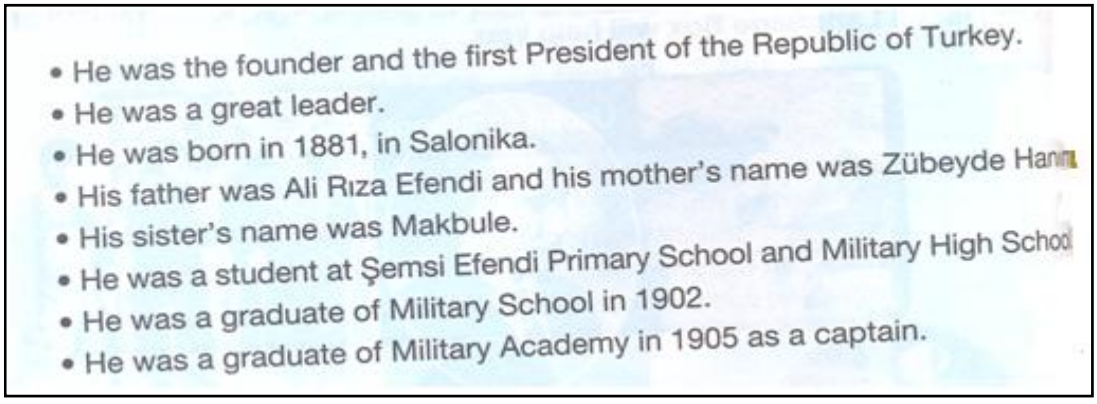


Picture 62: Grade 7 p. 75

The other genre of unit 6 is biography. The example text given is not like a full biography but rather like introducing someone. On the other hand, the genre of the following unit, unit 7, is a biography, as well. The students are asked to put the sentences into chronological order, which is the accepted pattern of biography writing, about the life of Turkey's great leader, Atatürk. In conclusion, these two activities should be accepted as two complementary activities for the sake of teaching writing biography, and could be together counted as one practice of biography genre.


His full name is Jim Belushi. He is in his early fifties. He is a native of Chicago. He is the manager of a construction firm. He plans to build huge buildings. His earlier works are: the Eiffel Tower, the London Bridge. In his interviews, he always says: "I will create the new seven wonders of the world."

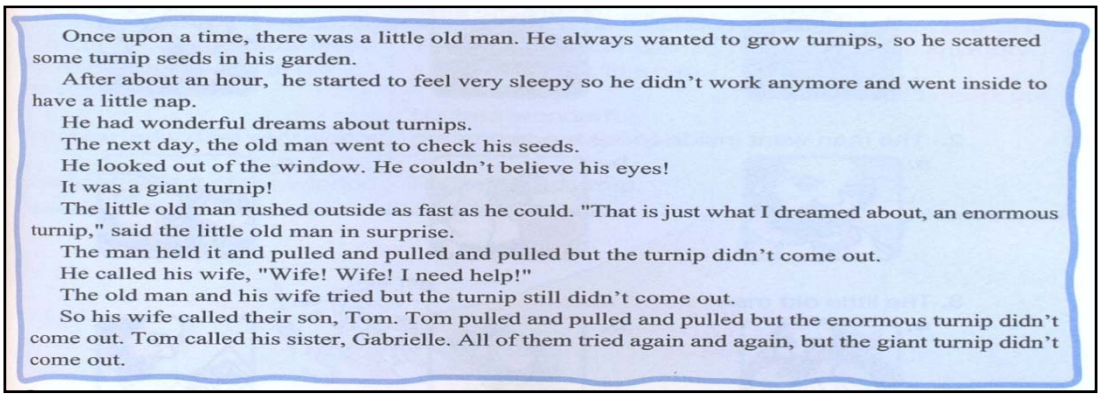
Picture 63: Grade 7 p. 88


- He was the founder and the first President of the Republic of Turkey.
- He was a great leader.
- He was born in 1881, in Salonika.
- His father was Ali Rıza Efendi and his mother's name was Zübeyde Hanım.
- His sister's name was Makbule.
- He was a student at Şemsi Efendi Primary School and Military High School.
- He was a graduate of Military School in 1902.
- He was a graduate of Military Academy in 1905 as a captain.

Picture 64: Grade 7 p. 89

The writing practice of unit 8 is paragraph writing using 'and, but, because' and not containing a specific pattern of paragraph writing. The genre of unit 9 is writing a

tale by combining the events and characters of two tales included in reading and listening parts of the unit. The language of the genre is exemplified with the tale given to the students to read.



Once upon a time, there was a little old man. He always wanted to grow turnips, so he scattered some turnip seeds in his garden.

After about an hour, he started to feel very sleepy so he didn't work anymore and went inside to have a little nap.

He had wonderful dreams about turnips.

The next day, the old man went to check his seeds.

He looked out of the window. He couldn't believe his eyes!

It was a giant turnip!

The little old man rushed outside as fast as he could. "That is just what I dreamed about, an enormous turnip," said the little old man in surprise.

The man held it and pulled and pulled and pulled but the turnip didn't come out.

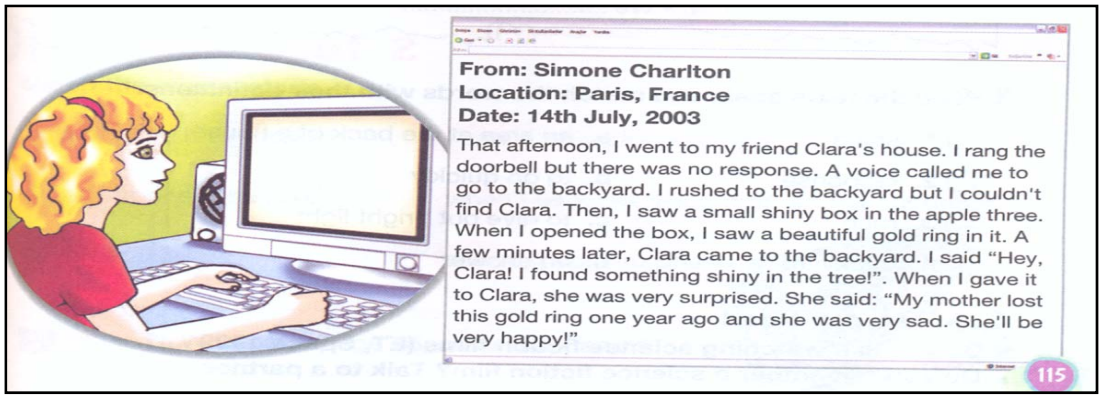
He called his wife, "Wife! Wife! I need help!"

The old man and his wife tried but the turnip still didn't come out.

So his wife called their son, Tom. Tom pulled and pulled and pulled but the enormous turnip didn't come out. Tom called his sister, Gabrielle. All of them tried again and again, but the giant turnip didn't come out.

Picture 65: Grade 7 p. 103

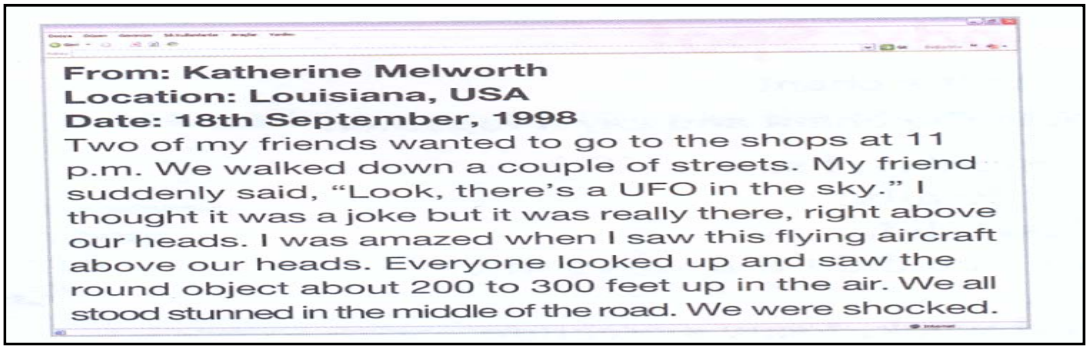
The genre practised in unit 10 is writing an anecdote, the non-fiction and shorter form short story. The following model texts are given to the student in reading parts.



From: Simone Charlton
Location: Paris, France
Date: 14th July, 2003

That afternoon, I went to my friend Clara's house. I rang the doorbell but there was no response. A voice called me to go to the backyard. I rushed to the backyard but I couldn't find Clara. Then, I saw a small shiny box in the apple three. When I opened the box, I saw a beautiful gold ring in it. A few minutes later, Clara came to the backyard. I said "Hey, Clara! I found something shiny in the tree!". When I gave it to Clara, she was very surprised. She said: "My mother lost this gold ring one year ago and she was very sad. She'll be very happy!"

115

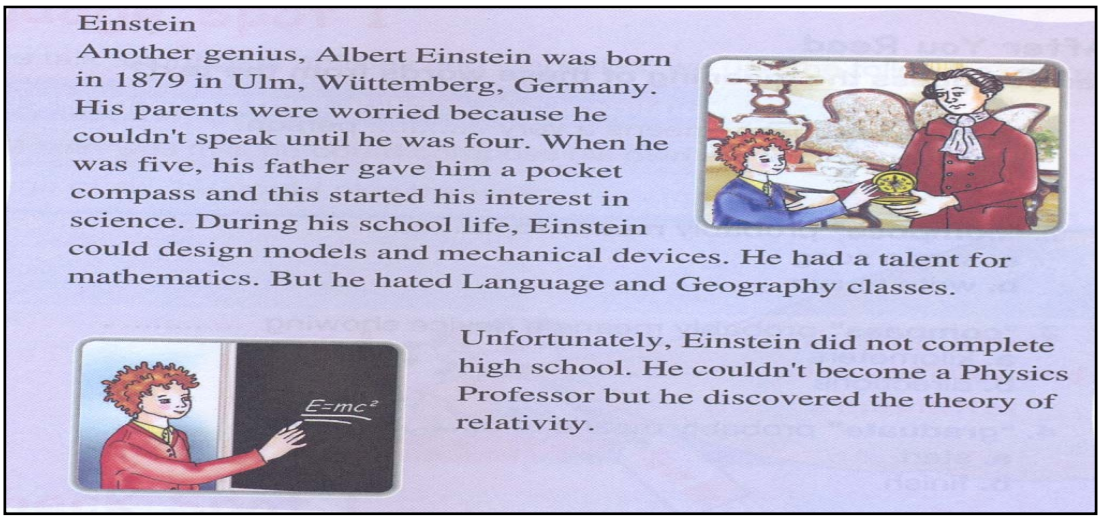


From: Katherine Melworth
Location: Louisiana, USA
Date: 18th September, 1998

Two of my friends wanted to go to the shops at 11 p.m. We walked down a couple of streets. My friend suddenly said, "Look, there's a UFO in the sky." I thought it was a joke but it was really there, right above our heads. I was amazed when I saw this flying aircraft above our heads. Everyone looked up and saw the round object about 200 to 300 feet up in the air. We all stood stunned in the middle of the road. We were shocked.

Picture 66: Grade 7 p.p. 115-116

In unit 11, the students are told to write a short story but what they actually do is a kind of complimentary study to write biographies. It is a kind of intertextuality since biographies include facts but not fiction in fact. However, some of them include imaginative parts for different purposes of writers such as to attract the attention of readers or because of not being sure of the reality of the information as the person is from very old periods of time and there is no one known to report the life of the person. Thus, what the students write in unit 11 is only a different practice of biography writing, not writing a short story in fact.

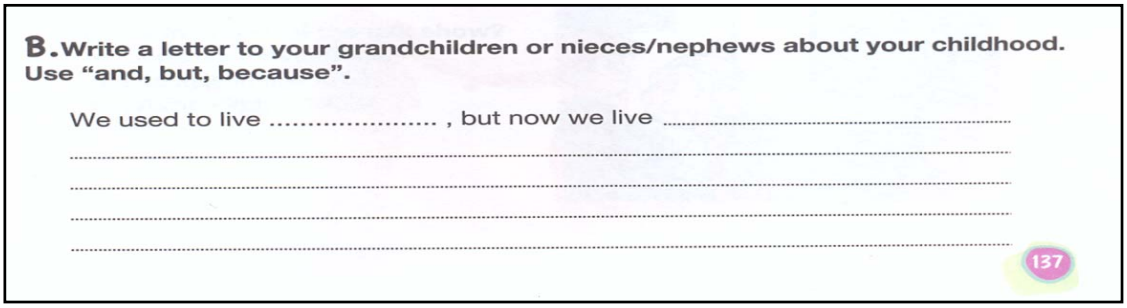

Einstein

Another genius, Albert Einstein was born in 1879 in Ulm, Wüttemberg, Germany. His parents were worried because he couldn't speak until he was four. When he was five, his father gave him a pocket compass and this started his interest in science. During his school life, Einstein could design models and mechanical devices. He had a talent for mathematics. But he hated Language and Geography classes.

Unfortunately, Einstein did not complete high school. He couldn't become a Physics Professor but he discovered the theory of relativity.

Picture 67: Grade 7 p. 123

Because there is no letter format and it does not start like a letter, the genre of unit 12 writing practice cannot be named as letter writing although it is stated so. Thus unit 12 could be noted as not practising a genre in writing.


B. Write a letter to your grandchildren or nieces/nephews about your childhood. Use "and, but, because".

We used to live ..... , but now we live .....

.....

.....

.....

.....

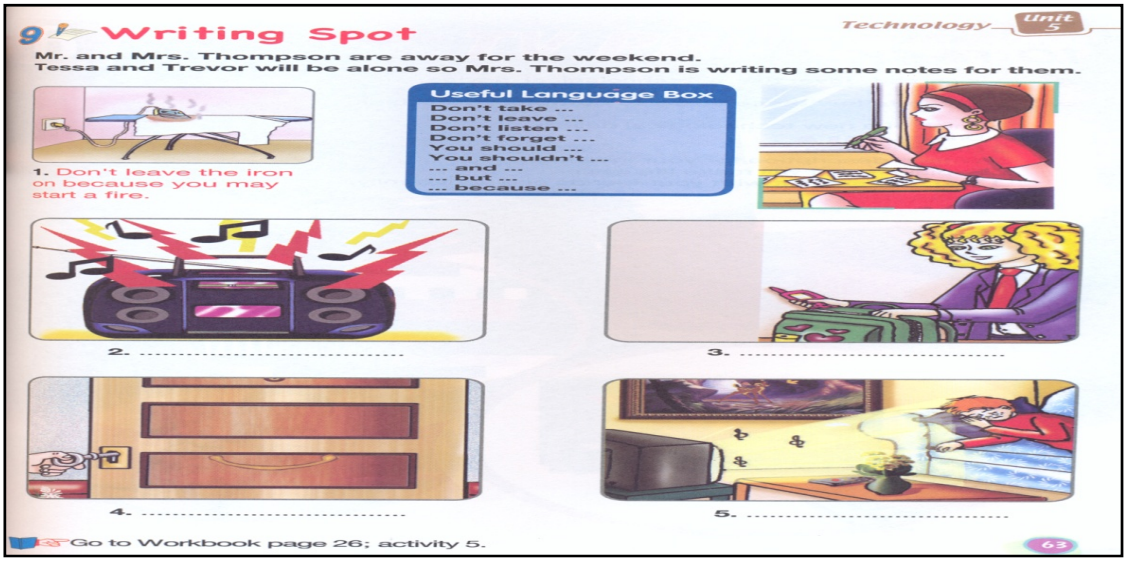
137

Picture 68: Grade 7 p. 137

The writing activities of units 13, 14 and 15 could be named as not containing any specific genre to practice because the activity of unit 13 is to write pros and cons of TV as a list at sentence level, the activity of unit 14 is to write dialogues which is not a part of written discourse except for being a part of other genres like short stories, novels, etc., and the activity of unit 15 is only to practise the use of 'second conditional' at sentence level.

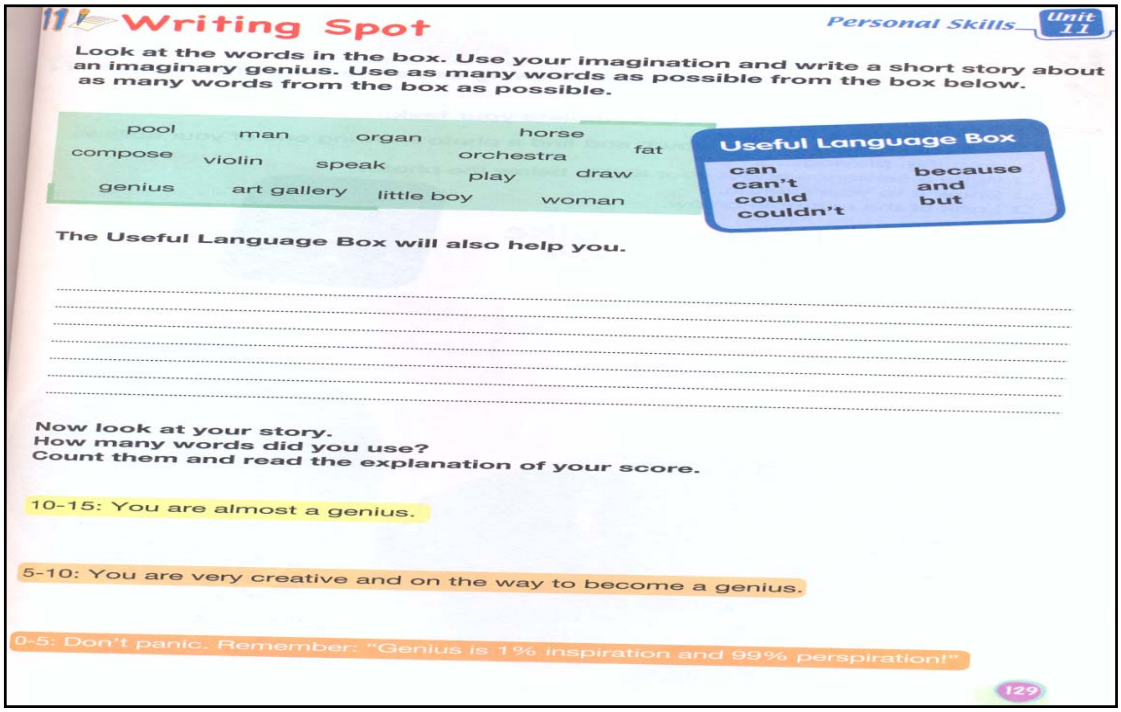
As a last point, unit 16 requires the students to write a letter asking for advice and suggestions, which could be called as a micro genre of letter genre.

In some units of the grade 7 coursebook, the readers of the writing tasks, to **'whom'** the writing is addressed, are stated in the instructions of the activities. Nonetheless, the students are not instructed overtly or covertly to be able to write by taking the potential reader(s) into consideration. The units including the address to reader roles are units 2, 4, 5, 8, 11, 12 and 16. In unit 2, the writer is father and the reader is his daughter, Tessa. Tessa is an imaginative character of the coursebook at about the same age with the students. Unit 4 puts Tessa into the reader role and the students are wanted to write an e-mail to her. In unit 5 the students are regarded as parents, and the potential readers of the writing activity are their children.



Picture 69: Grade 7 p. 63

In unit 8 the students write a paragraph about ‘The First Voyage to the Moon’, and the potential reader is probably their teacher as it is stated that the students write their paragraph by looking at the notes of Tessa and Trevor, who are studying at the library for their homework. Unit 11, with its writing task, puts the writers into reader role as well. The task asks the students to check their own writing and read the evaluation below to see how many words they can use while writing to check their writing production.


11 Writing Spot

Personal Skills Unit 11

Look at the words in the box. Use your imagination and write a short story about an imaginary genius. Use as many words as possible from the box below.

pool man organ horse fat
compose violin speak orchestra play draw
genius art gallery little boy woman

Useful Language Box
can can't could couldn't because and but

The Useful Language Box will also help you.

Now look at your story.
How many words did you use?
Count them and read the explanation of your score.

10-15: You are almost a genius.

5-10: You are very creative and on the way to become a genius.

0-5: Don't panic. Remember: "Genius is 1% inspiration and 99% perspiration!"

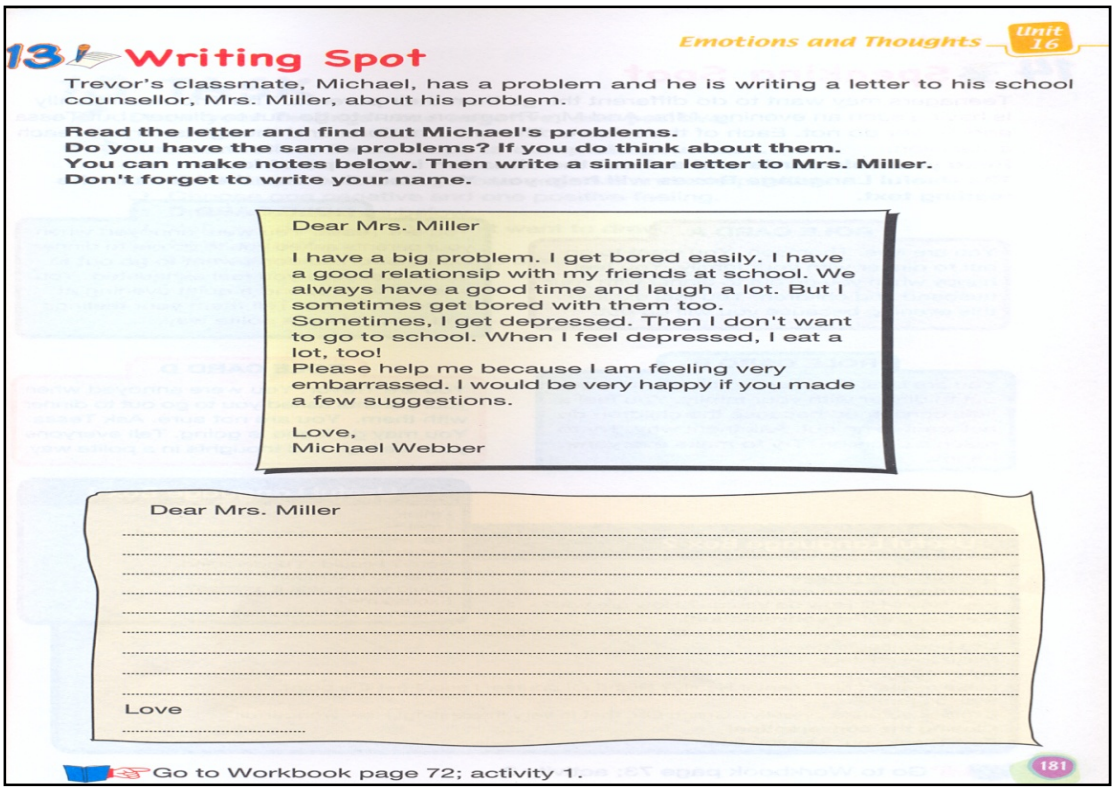
129

Picture 70: Grade 7 p. 129

In unit 12, the role of the students is a woman or a man at the age of 50, and they write a letter to their grandchildren about their childhood.

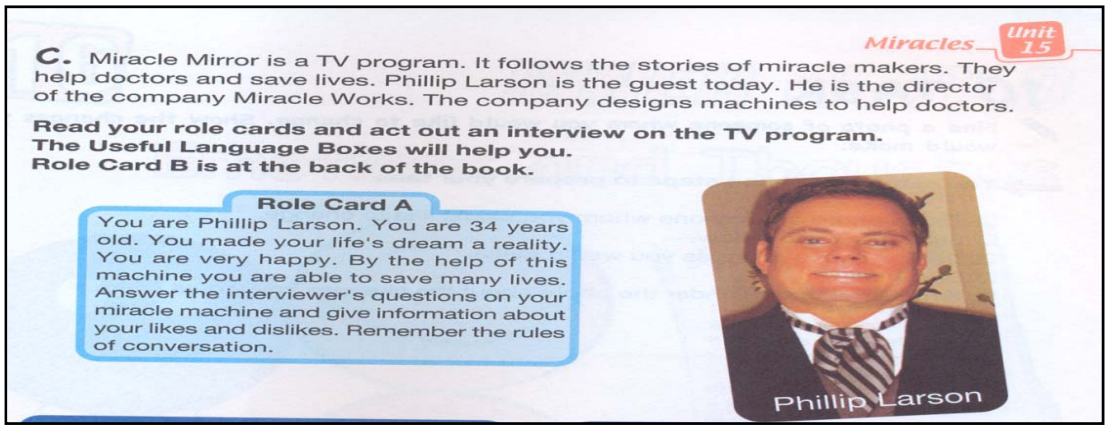
The last unit, unit 16, is an interesting example to mark the importance of the potential reader in the practice of writing in terms of the choice of language structures and lexical items. In unit 16, the students write to the school counsellor about their personal problems. But the beginning and the ending of the letter are given beforehand. The ending phrase is ‘Love’; however, the appropriacy of this

ending is questionable in terms of the appropriate language use keeping in mind the genre and the context of the written discourse.



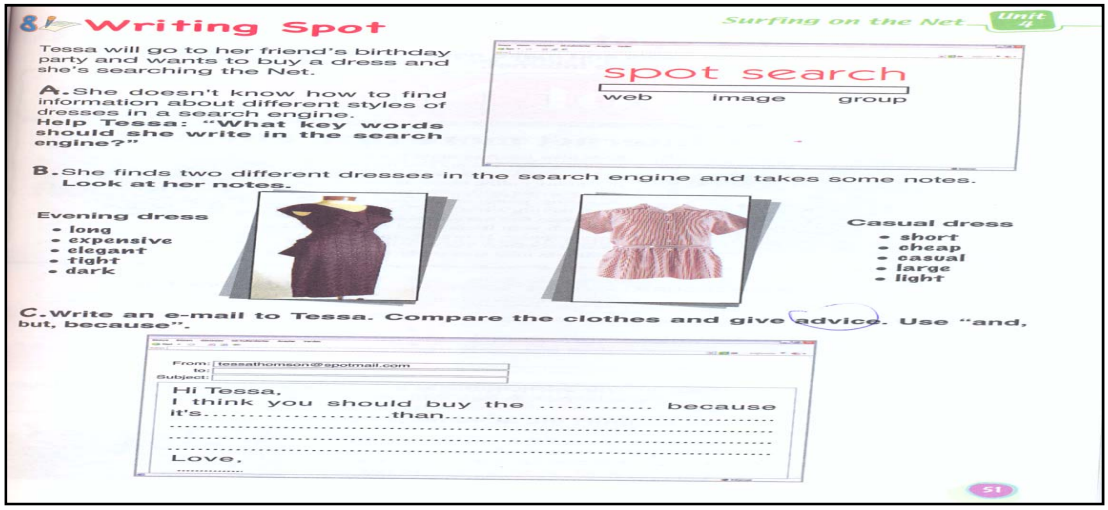
Picture 71: Grade 7 p. 181

It could be acceptable first to state the results of the analysis of unit 14 and 15 for the **'purposes'** of writing practices. The writing tasks of these units are quite interesting and striking, as these tasks want the students to write down a conversation and an interview between two people. These types of writing practices are totally out of the scope of writing skill as a literacy activity. Because, according to the latest views of literacy and writing, writing can not be abstracted from the purpose of writing which is closely related with the genre. What is practiced in unit 14 and 15 could be stated as note taking which is only the beginning preparatory step of transactional speech. The activity of writing down the phrases you are going to speak is not appropriate to practice even interactional speech, either.



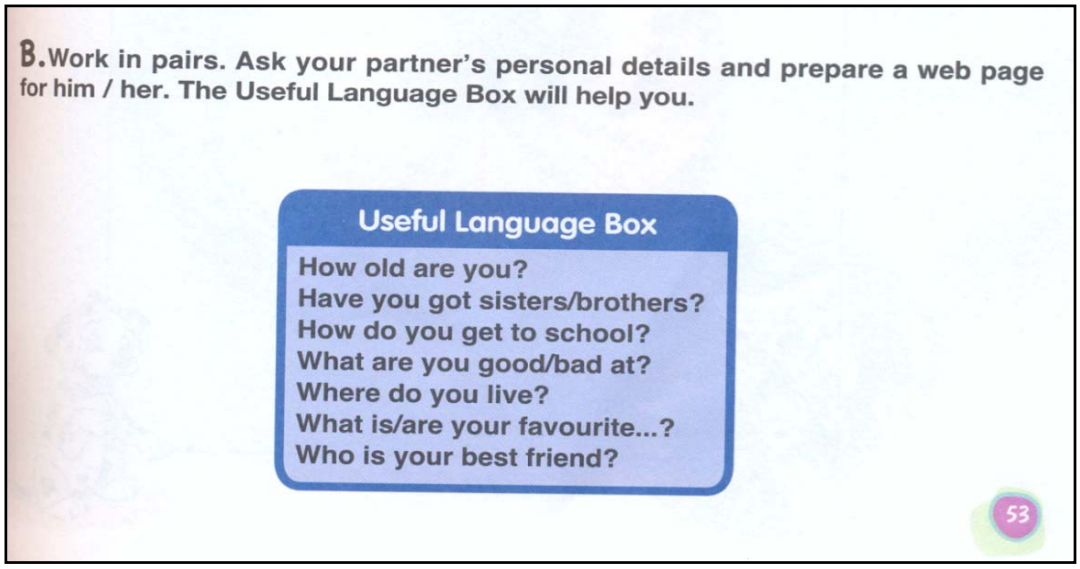
Picture 72: Grade 7 p. 171

Unit 1 gives the writers the role of a writer of daily horoscopes specifying their mood as optimistic and pessimistic. This writing event can be called as an *imaginative* writing for the students to make predictions for the sun signs. In unit 2, the students write an *informative* letter about Antalya but imagining themselves as Mr. Thompson. The writing task of unit 3 makes the students prepare a poster about protecting environment, and the language that the students are expected to use should convey suggestion and offer functions. Looking at the specification of the steps of preparing a poster, it is not wrong to call this literacy event as to achieve the *regulatory* function. The following unit fulfils the practising of advice function; thus, the aim of the writing activity can also be grouped as the *regulatory* function of writing events.



Picture 73: Grade 7 p. 51

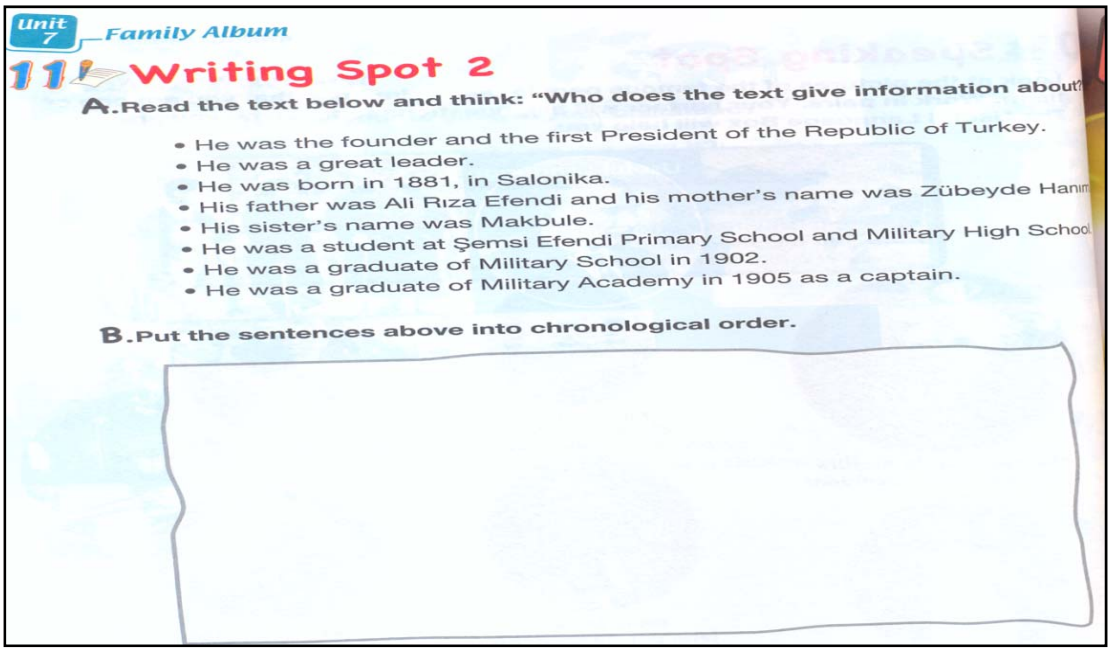
Unit 4 includes another writing activity, or in other words another 'Writing Spot', which is an exception, and this activity is designed to make the students prepare a web page for their partners, who are their friends in the classroom. As it could easily be understood from the example genre given before the writing activity, this activity is designed to write to give information, so its function is *informative.*



Picture 74: Grade 7 p. 53

The other unit, unit 5, is again to practice the *regulatory* function in writing. The activity asks the students to write notes to the children, who will stay at home alone for the weekend, as their mother. The language that the students will use is to warn the children about their daily activities at home.

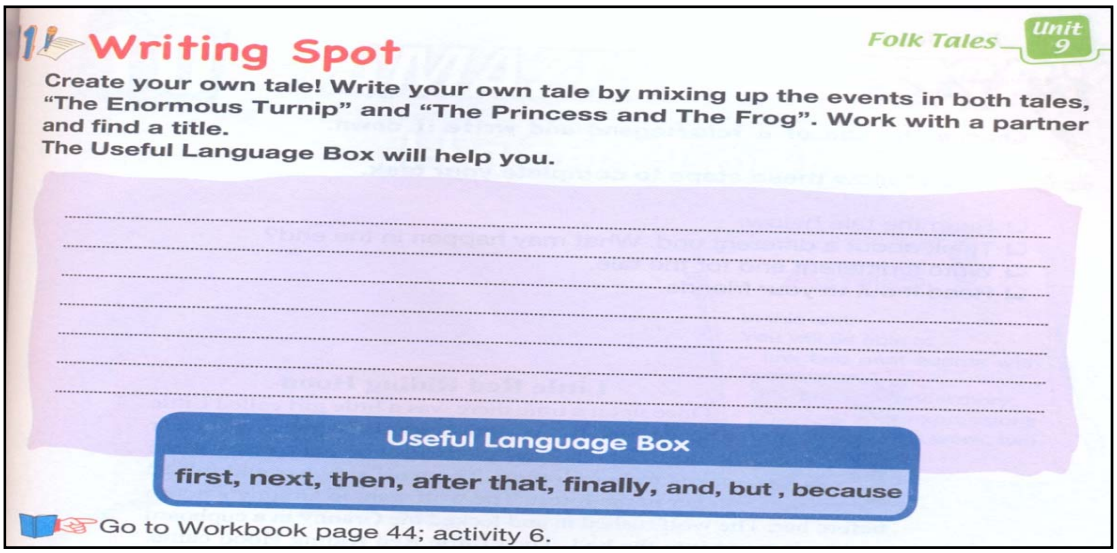
Unit 6 includes two writing parts for the students, and the first one is completing a poem, which could be called as having *imaginative* function, the other one is writing a biography of someone, which practises *informative* function of writing. The two writing activities of unit 7 can be called as limited written production but not a real literacy event. The students only answer some questions about their years at primary school in the first activity, and in the other activity, they put the given information into chronological order about Atatürk, the founder of the Turkish Republic.



Picture 75: Grade 7 p. 88

In unit 8, the students write an informative paragraph about 'The First Voyage to the Moon'. However, in general these types of paragraph writing activities in all the 7th grade or in other level books look as a way of practising language, specifically the uses of such conjunctions 'and, but, because' rather than practising written literacy.

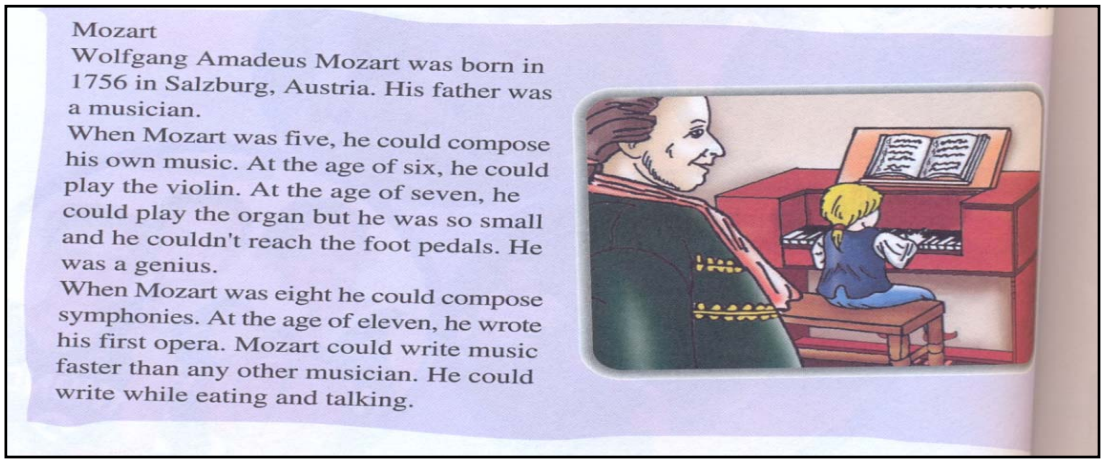
Unit 9 and the writing activity in it achieve the *imaginative* function of language because the unit is all about tales. What is more is that the writing activity is a good example of practising intertextuality. The students are wanted to mix two tales and create a new tale with their imagination. Actually, the aim of this activity is mainly practising some language of storytelling such as 'first, next, then, and, but, because', still it is a fruitful activity to develop the writing skill of the students.



Picture 76: Grade 7 p. 109

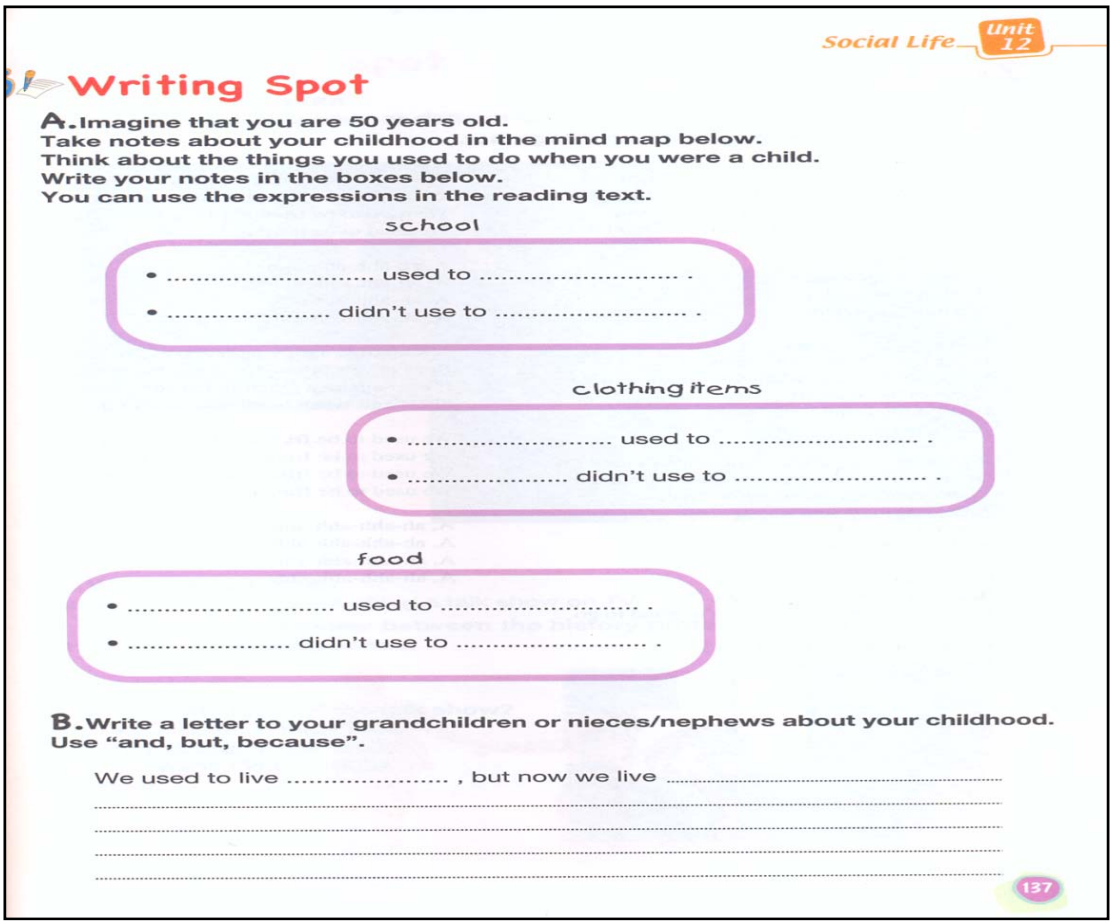
Unit 10 also serves the *imaginative* function and focuses on the language of storytelling. The students, this time, write the story of Tessa, who is one of the main characters of the coursebook.

The writing spot of unit 11 looks at the first sight as an activity to practice imaginative function as it was in the previous two units since it instructs the students to use their imagination and write a short story about an imaginary genius. In fact, when analysed more carefully, it is clearly seen that this activity is achieving *informative* language function. The example reading texts in previous pages also proves this fact.



Picture 77: Grade 7 p.p. 122

The writing activity in Unit 12 realizes the *informative* function just like the previous unit.



Social Life Unit 12

Writing Spot

A. Imagine that you are 50 years old.
Take notes about your childhood in the mind map below.
Think about the things you used to do when you were a child.
Write your notes in the boxes below.
You can use the expressions in the reading text.

school

- ..... used to ..... .
- ..... didn't use to ..... .

clothing items

- ..... used to ..... .
- ..... didn't use to ..... .

food

- ..... used to ..... .
- ..... didn't use to ..... .

B. Write a letter to your grandchildren or nieces/nephews about your childhood.
Use "and, but, because".

We used to live ..... , but now we live .....

137

Picture 78: Grade 7 p. 137

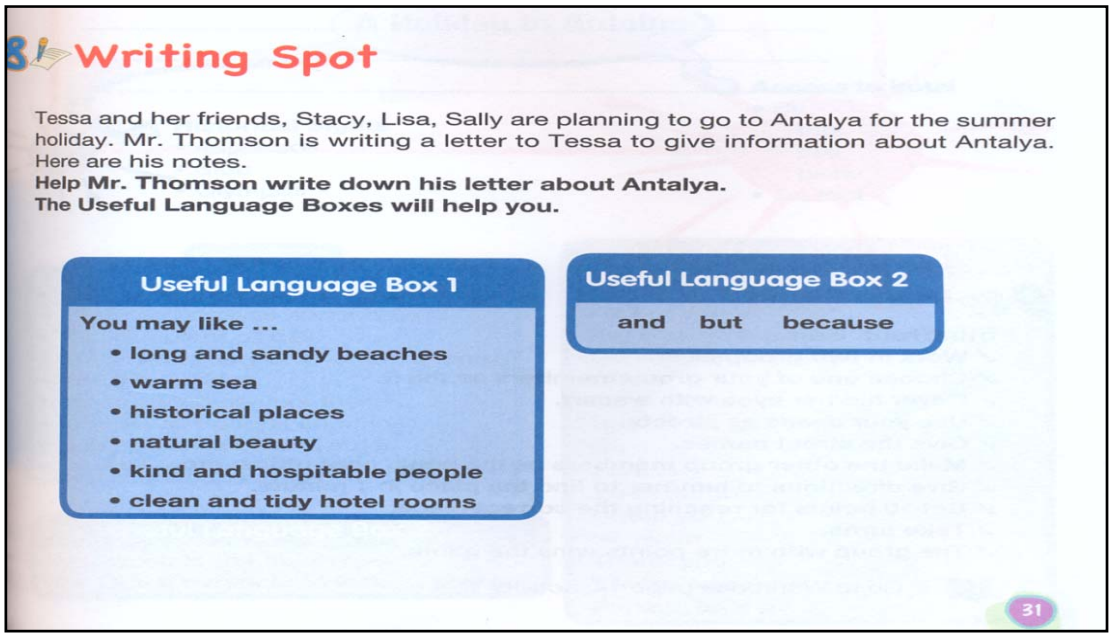
The students, on the other hand, in unit 13 write about the pros and cons of TV. Since this writing activity requires the students to reflect their opinions on an issue, it could be called as a personal writing. However, what they are actually wanted to write is a kind of slogan, so this is an example of *regulatory* function in writing.

In the last unit, the students ask for suggestions about their personal problems from the school counsellor, and this realizes the *instrumental* function of writing.

As for the criterion of **'how'**, 7th grade coursebook does not include a whole writing process in any units as it is the same phenomenon in other grade coursebooks.

However, if it is analysed in a detailed way, it is possible to see some examples of planning to write.

In unit 1, the students work as a group, and even though it is not clearly stated, but implied, they write as a group. This decreases the difficulty of the writing task for the students. In unit 2, on the other hand, the students use the readily written notes while writing, which can be called as a brainstorming step to write.



3 Writing Spot

Tessa and her friends, Stacy, Lisa, Sally are planning to go to Antalya for the summer holiday. Mr. Thomson is writing a letter to Tessa to give information about Antalya. Here are his notes.

Help Mr. Thomson write down his letter about Antalya.
The Useful Language Boxes will help you.

Useful Language Box 1

You may like ...
- long and sandy beaches
- warm sea
- historical places
- natural beauty
- kind and hospitable people
- clean and tidy hotel rooms

Useful Language Box 2

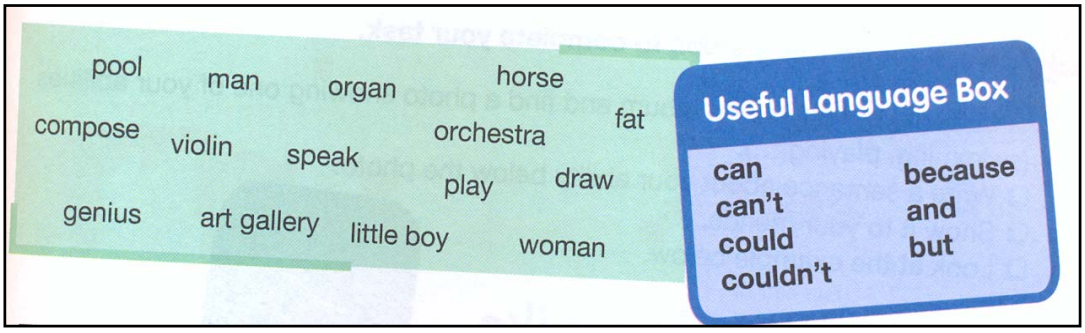
and but because

31

Picture 79: Grade 7 p. 31

In unit 3, the students are given a procedure to write explaining what to do to prepare a poster as follows: 'Think, look at the example poster, and plan your poster'. This is a good example to prepare the students to internalise the writing process though the activity does not instruct the students about what to do to get prepared to writing in a detailed way. In the following unit, unit 4, the students use ready notes to be able to write for the first writing activity, and for the other writing activity, they ask some personal questions to their friends to be able prepare a web page for their friends. In Unit 5 and 6, some visuals are used to make the students think about what they are going to write. Unit 7 does not contain a real writing activity as it is stated above while analysing for what purpose the students write, but it is only a limited

production. In unit 8, the students use ready notes in the coursebook to realize the written production. In unit 9, the students are reminded the tales which they probably know before, and they use this background information for their written production. In unit 10, the students use some visuals to construct the story. In unit 11, there are only some words to use for the students in their writing. However, it is the only self evaluation example in all the other coursebooks except the 9th and 10th grade coursebooks.



Picture 80: Grade 7 p. 129

In unit 12, the students use a mind map to activate their opinions under the following titles: 'School, clothing items, food', and take notes before they start to write their letters. The writing activity of unit 13 includes only the planning and thinking about step of writing; however, what the students are wanted to write down is only a slogan about watching TV.

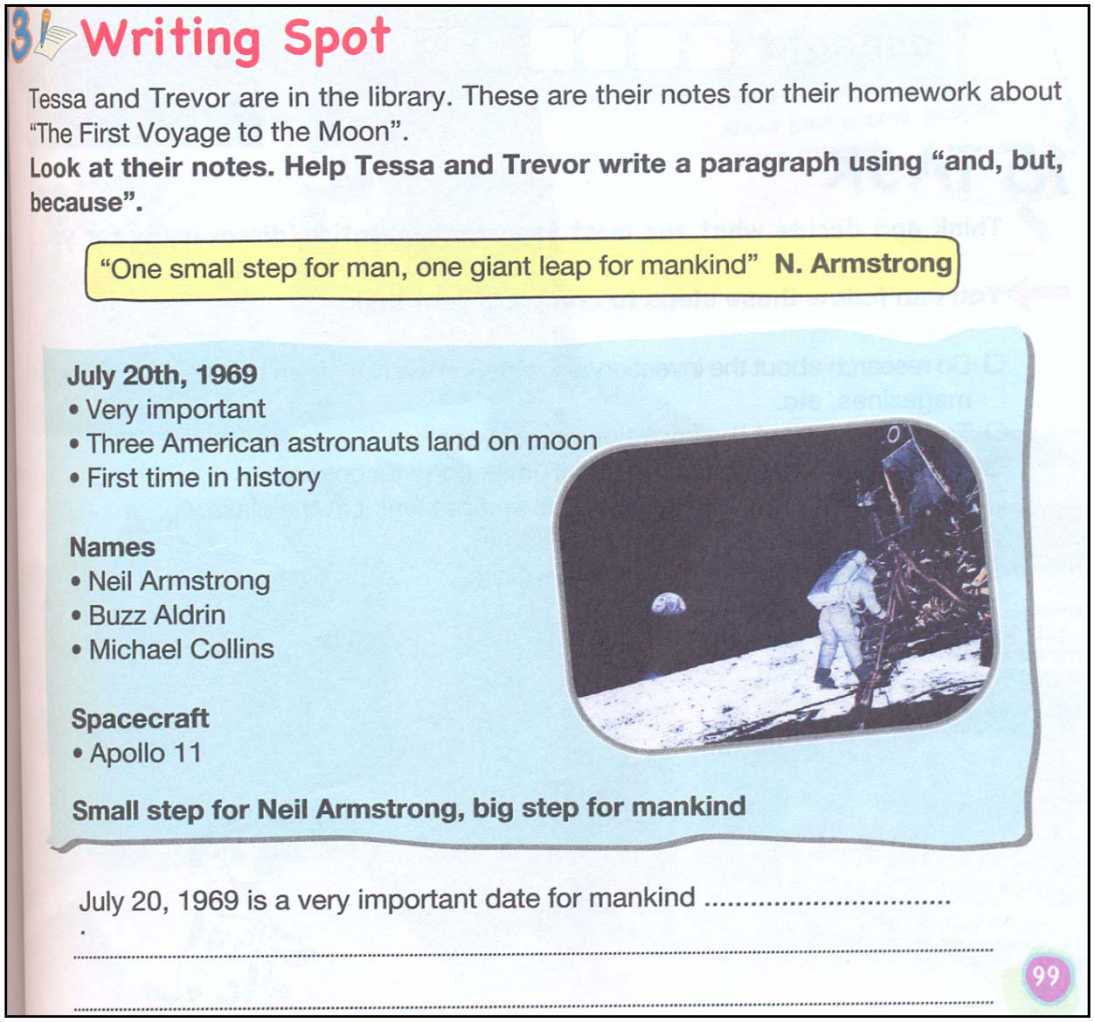
Unit 14 and 15 do not include any writing activity as stated before since the activities want the students to write a conversation and an interview.

To state lastly, unit 16 instructs the students in its writing part to read a model text and take notes before they write their letters to the school counsellor. Thus, this type of instruction can be grouped as a planning step activity in writing process.

Only unit 2 and unit 8 writing activities do not include a model text; thus, these activities exemplify **free** writing practices. The other units are either at sentence

level, which means limited production, or they are supplemented with a text for students to take as a model. That is the reason why they are called as **controlled** activity in the study.

Below the activity on page 118 of the grade 7 coursebook illustrates a controlled activity and the activity on page 99 is an example a free activity in the same coursebook.



3 Writing Spot

Tessa and Trevor are in the library. These are their notes for their homework about "The First Voyage to the Moon".
Look at their notes. Help Tessa and Trevor write a paragraph using "and, but, because".

"One small step for man, one giant leap for mankind" **N. Armstrong**

July 20th, 1969
- Very important
- Three American astronauts land on moon
- First time in history

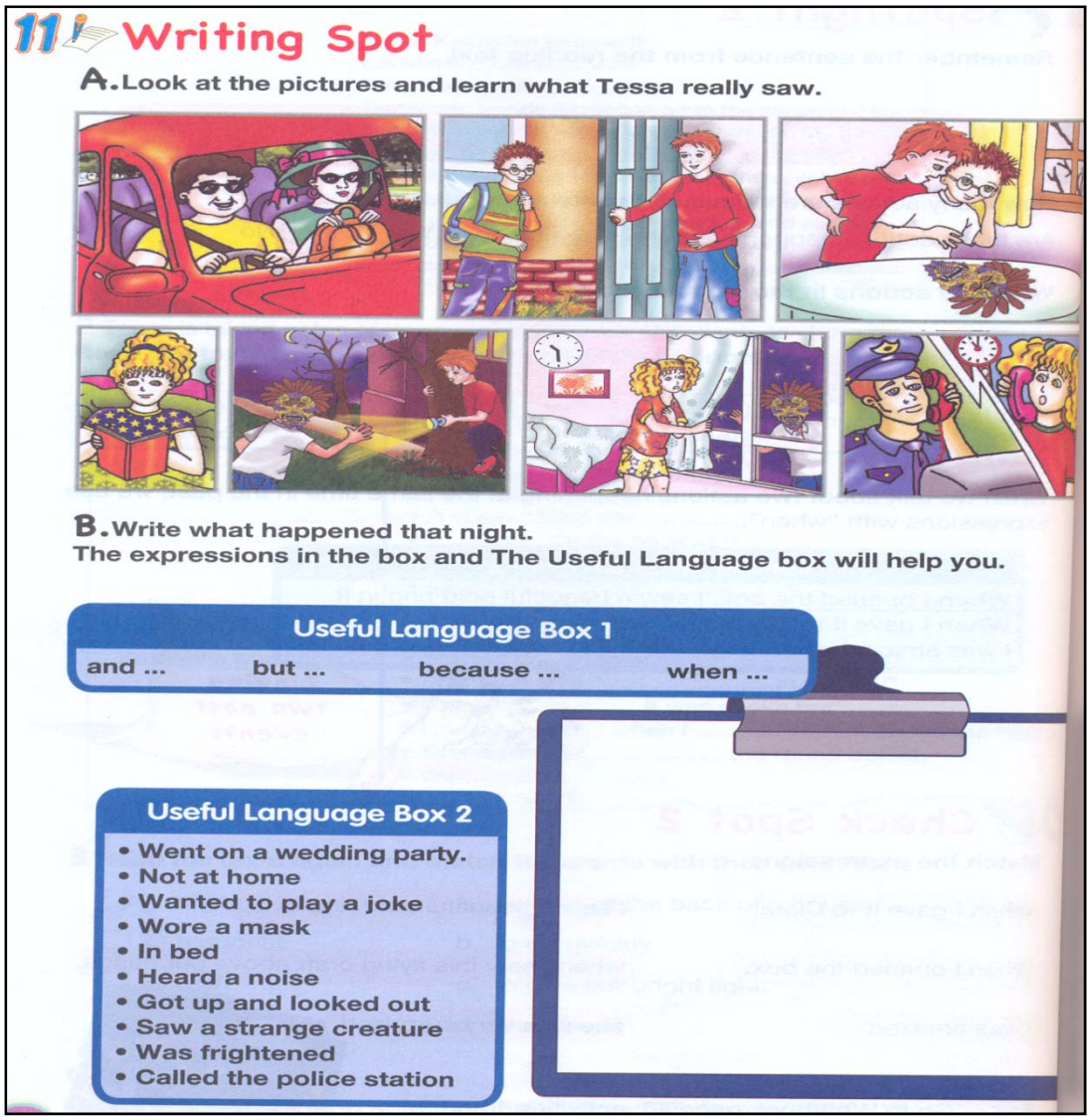
Names
- Neil Armstrong
- Buzz Aldrin
- Michael Collins

Spacecraft
- Apollo 11

Small step for Neil Armstrong, big step for mankind

July 20, 1969 is a very important date for mankind .....
.....
.....

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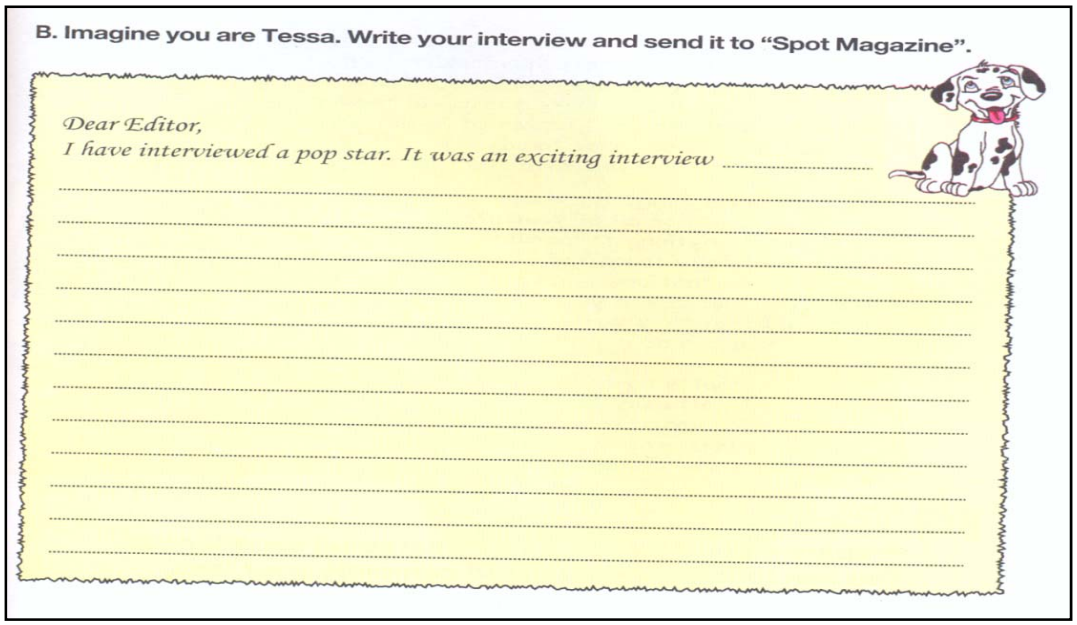
Picture 81: Grade 7 p.p. 118,99

4.7. 8th Grade Coursebook Writing Activities

8th grade coursebook reflects a more simplified view on **'the role of the writer'**. Most of the units generally call the students with their real personality as a teenager and a school student and do not assign any other imaginative roles to them. In only three of the units, unit 7, 8, and 10, the students are called as 'you are Tessa and/or Jim'. However, this calling is not very different from calling the students as 'you' for the fact that these are the teenagers in the coursebooks, grade 6, 7 and 8, and the

students can easily identify themselves with these characters through 3 different grade coursebooks.

The other role assigned to the writers is being a magazine writer and the interviewer of this magazine, Spot Magazine, a school magazine. In unit 3, the students interview a famous pop star and then write the summary of the interview for Spot Magazine. The same type of writer role is repeated in unit 7, and the students interview a pop star, but this time they write the results of their interview, not the summary, which seems as the only difference between unit 3 and 7 writing activities.

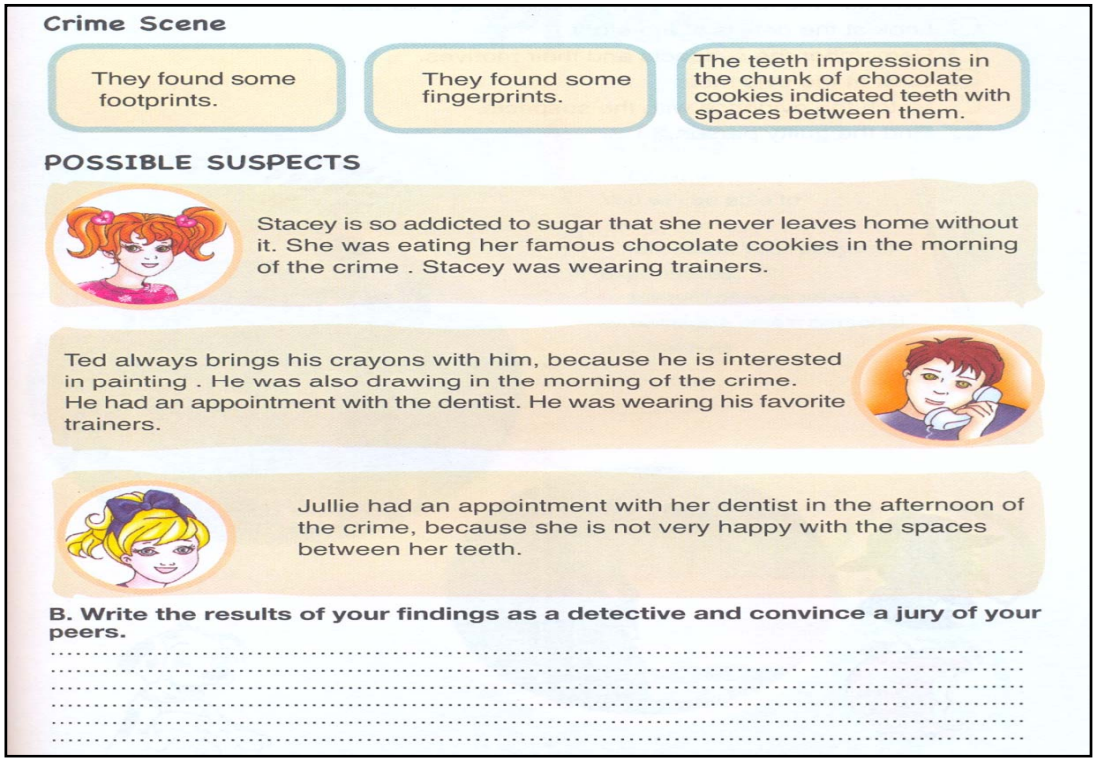


Picture 82: Grade 8 p. 85

In unit 9, the students are asked to write an article by interviewing a living scientist, Linda Buck. This is a writing activity integrated with a speaking activity.

On the other hand, in unit 11 and 14, the students write their own ideas to the Spot Magazine, and the activities do not contain any interviewing before they start to write. The only noteworthy activity assigning a role to the writer(s) in the coursebook is in unit 6. In the writing part of the unit, the students are assigned a detective role, and they interrogate the possible suspects to find out the guilty person,

and then they write down the results of their findings. One point to be noted is that it is not a murder scene but a kind of simple crime scene happened at the school about a boy or a girl breaking the aquarium in the laboratory. This point is important because of the students' age group and since the learning and teaching activities should not include violence like a murder.



Picture 83: Grade 8 p. 73

The **'topics'** included in the 8th grade coursebook is shown in *Table 12* and the **'genres'** introduced are explained in the following the table.

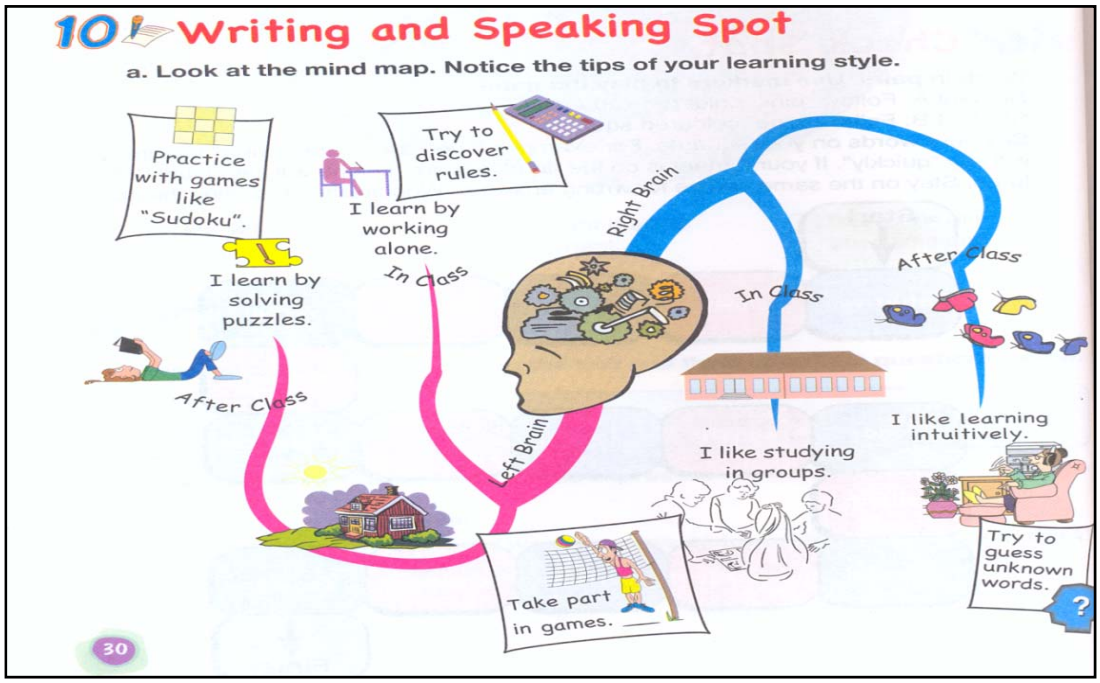
Unit	Topic(s)
1	Friendship rules **3**
2	Learning styles **1,3**
3	Body care **3**
4	Dreams **3**
5	Turkish Independence War **2**
6	Detective stories **3**
7	Personal experiences **3**
8	Daily routines and responsibilities **3**
9	Success stories (scientists) **3**
10	Modern short story **3**
11	Personal goals **3**
12	Personality types (strengths and weaknesses) **1**
13	Language Learning **3**
14	Precautions **3**
15	Holiday activities **1**
16	Empathy **3**

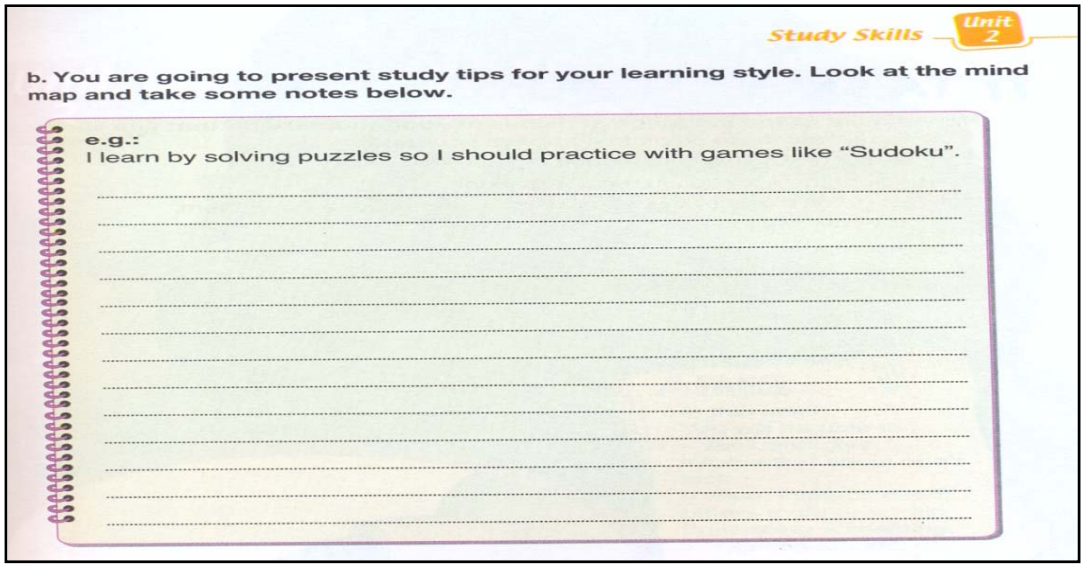
Table 12: 8th Grade Coursebook Topics

Like the 7th grade coursebook, 8th grade coursebook includes topics mostly corresponding with the outer life topic because what the students write about is about other people, who are mostly the characters appearing in the coursebook.

The 8th grade coursebook is certainly weaker, or in other words, does not include much genre-specific writing practice compared with especially the 7th grade coursebook. The 8th grade coursebook could be stated to contain more reading comprehension studies than genre-specific writing study, or to contain more practice of language forms and use at sentence level than text level written production. The units not including a genre in writing activities are unit 1, 2, 4, 6, 11, 14 and 16.

In unit 1, the students write down their advices on what to do to be good at English subject, and in unit 2 study tips for a specific learning style.



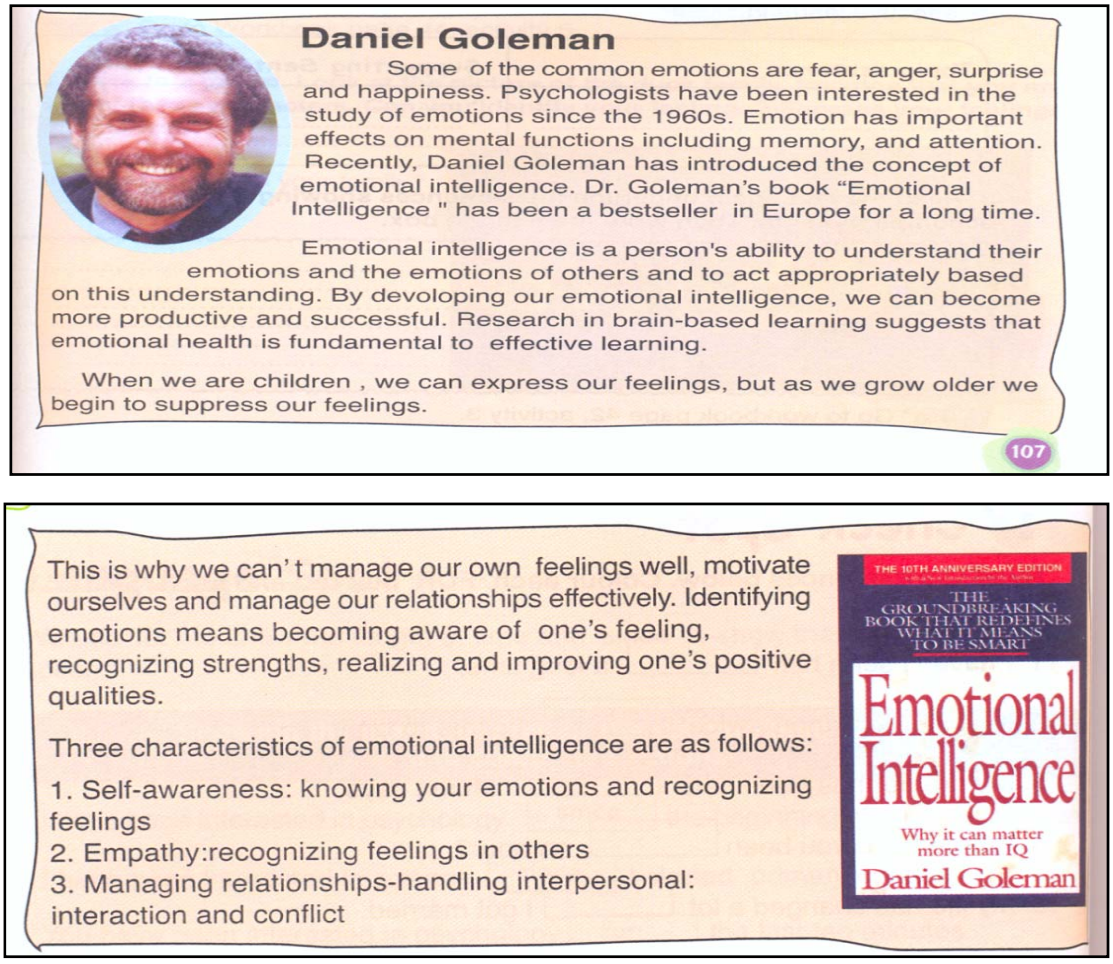


Picture 84: Grade 8 p.p. 30-31

In unit 4, the students write down the scene they have imagined or dreamed, and in unit 6, the results of their findings about a crime after analysing the clues, and listening what the suspects say as imaginary detectives.

In unit 11, the students are required to turn the visual information on Neuro Linguistic Programming (NLP) into verbal information as a writing activity. Unit 14

includes only note taking practice of composing to write an article but the students are not required to write an article later. On the other hand, what is meant with the phrase of article writing is not clear. For example in unit 9, it is stated that the students will write an article but there is no genre study to make the students learn about the organization of the genre. The model text given as an example of article, which is shown below, does not exemplify the article genre either.



Daniel Goleman

Some of the common emotions are fear, anger, surprise and happiness. Psychologists have been interested in the study of emotions since the 1960s. Emotion has important effects on mental functions including memory, and attention. Recently, Daniel Goleman has introduced the concept of emotional intelligence. Dr. Goleman's book "Emotional Intelligence " has been a bestseller in Europe for a long time.

Emotional intelligence is a person's ability to understand their emotions and the emotions of others and to act appropriately based on this understanding. By devoloping our emotional intelligence, we can become more productive and successful. Research in brain-based learning suggests that emotional health is fundamental to effective learning.

When we are children , we can express our feelings, but as we grow older we begin to suppress our feelings.

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This is why we can't manage our own feelings well, motivate ourselves and manage our relationships effectively. Identifying emotions means becoming aware of one's feeling, recognizing strengths, realizing and improving one's positive qualities.

Three characteristics of emotional intelligence are as follows:

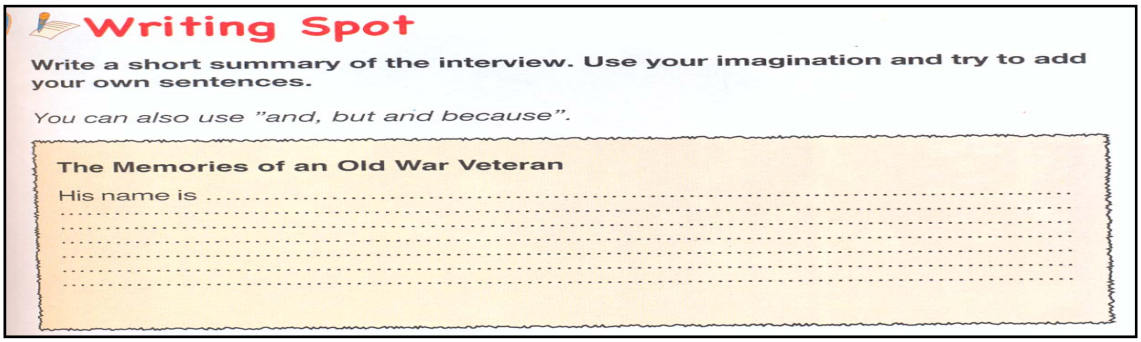
1. Self-awareness: knowing your emotions and recognizing feelings
2. Empathy:recognizing feelings in others
3. Managing relationships-handling interpersonal: interaction and conflict

Picture 85: Grade 8 p.p. 107-108

The writing activity of unit 16 is also genre-free since it asks the students to re-write the message of the story told in Mr. Thomson's diary entry.

As a second point, the units of 3, 5, 7,10,12 and 13 aim to practice summarizing as a genre but fails to do so because the before or after writing activities do not give a

clear instruction to the students on how to summarize. Moreover, what is meant with summary could be a kind of report of interviews done prior to writing activities rather than a summary, and this is a different genre from summary. The activity of unit 5 could be one of the examples to be given to display this fact.


Writing Spot

Write a short summary of the interview. Use your imagination and try to add your own sentences.

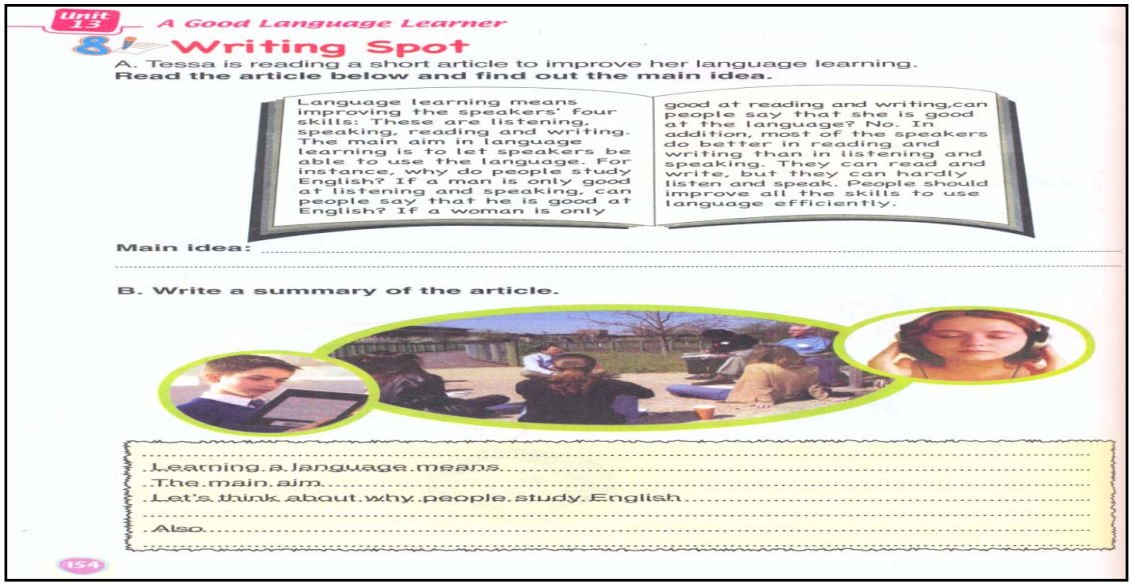
You can also use "and, but and because".

The Memories of an Old War Veteran

His name is .....

Picture 86: Grade 8 p. 63

Only the summarizing activity of unit 13 looks a bit more guided than the others to instruct the students on how to summarize as it includes some helpful phrases and instructs the students to write down the main idea of the text beforehand.


Unit 13 A Good Language Learner

8 Writing Spot

A. Tessa is reading a short article to improve her language learning. Read the article below and find out the main idea.

Language learning means improving the speakers' four skills: These are listening, speaking, reading and writing. The main aim in language learning is to let speakers be able to use the language. For instance, why do people study English? If a man is only good at listening and speaking, can people say that he is good at English? If a woman is only good at reading and writing,can people say that she is good at the language? No. In addition, most of the speakers do better in reading and writing than in listening and speaking. They can read and write, but they can hardly listen and speak. People should improve all the skills to use language efficiently.

Main idea: .....

B. Write a summary of the article.

Learning a language means .....
The main aim .....
Let's think about why people study English .....
.....
Also .....

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Pictures 87: Grade 8 p. 154

The only genres either practised or introduced in the 8th grade coursebook are in units 8 and 15. The genre in unit 8 is a diary entry, and in unit 15 is a hotel registration

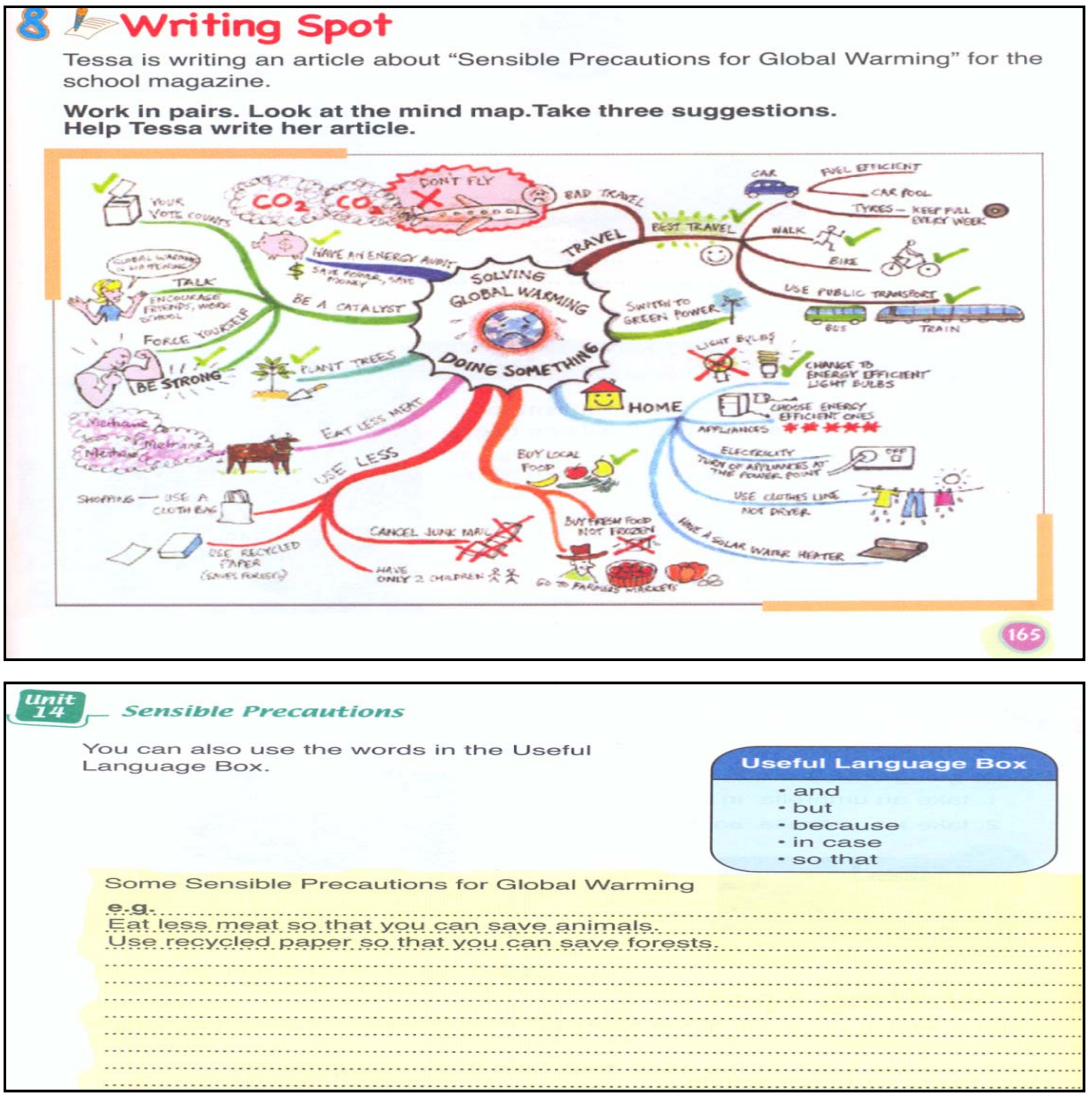
form. The first is a composing activity and the latter is only a filling activity not including the composing.

To answer the criterion of **'to whom'**, in nearly all units, the students write to the Spot Magazine, a school magazine. If any reader role is assigned for the writing activities, this is the only statement of a reader role. Nonetheless, it is more true to state that there is no reader role assigned in writing activities as it is the same for writer roles.

In unit 1, the students are instructed to give advice to their friends, which could be important to realize the 'advising' function by taking the power relationship into consideration.

Lastly, the writing activity of unit 6 introduces the students to write to convince a jury, which could be a necessary detail if the style of writing is affected by the factors such as; whether the reader is one or more people, he/she is in equal position with the writer or not, the writer knows the reader(s) or not, and so on.

In terms of the **'purposes'** writing, the writing activity of unit 1 could be said to have a *regulatory* function, asking the students to write advices for their friend who has problems in language learning. Unit 6 also practices the *regulatory* function of language with its writing activity asking the students to convince the jury with a detective role by writing a report of their findings about the guilty person of the crime. Another activity including a *regulatory* aim in writing is the one in unit 14. This activity makes the students write down some suggestions to protect the environment and to take precautions against Global Warming.

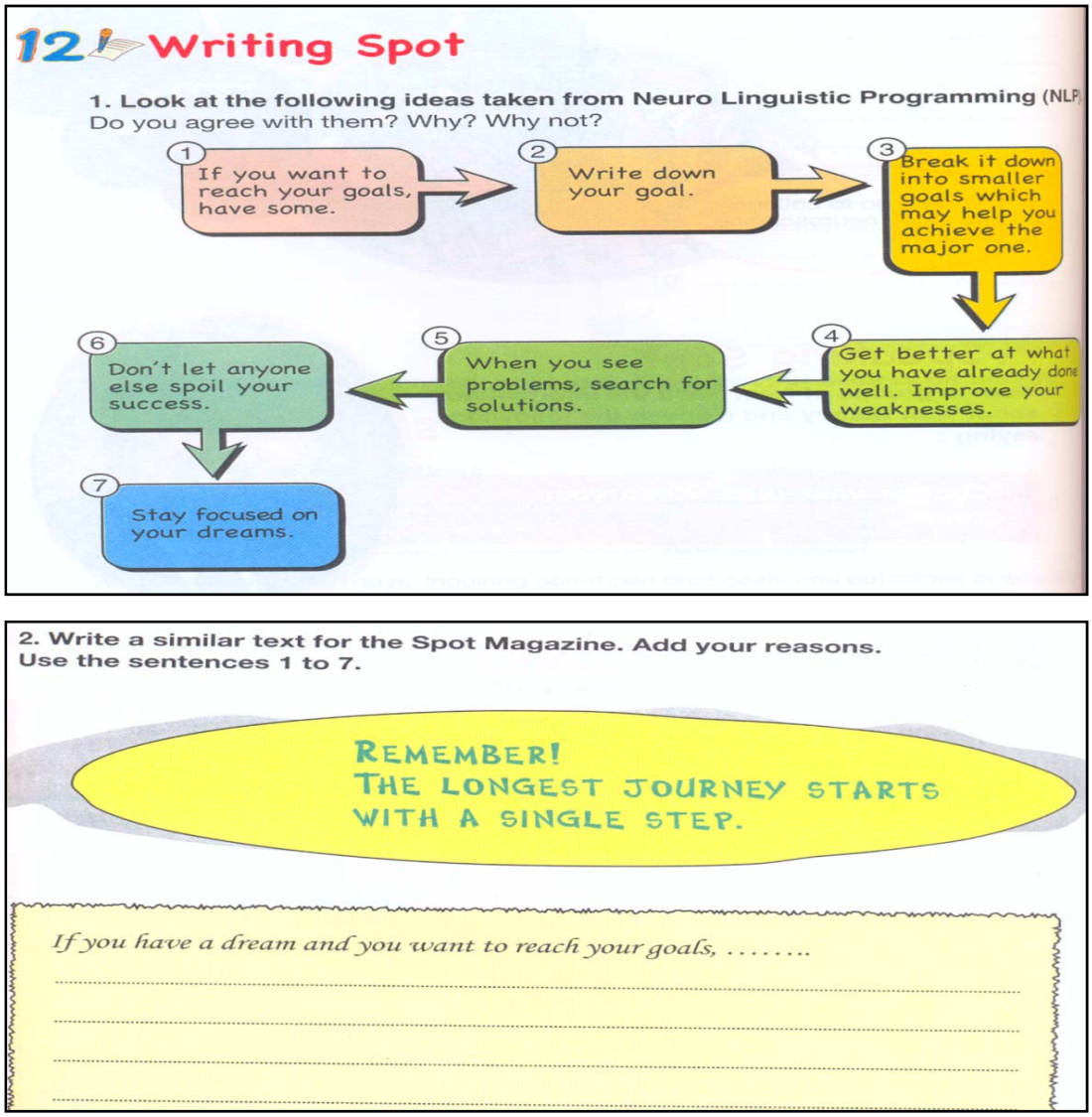


Picture 88: Grade 8 p.p. 165-166

Unit 2 gives the students a task to think about their learning styles, so it could be called as a kind of activity realizing *personal* function. This type of writing conveying personal function is also crucial in terms of autonomous and life long learning. Another unit containing such a self discovery for the learners in terms of their personal strengths and weakness is unit 12. The writing activity asks the students to write about their strengths and weakness, which is realizing *personal* function in writing like the one in unit 2. The other units attaining a *personal* function in writing and asking for the opinions of the students are units 8, 11, 15 and 16.

Firstly, unit 8 asks the students to write a diary entry about their feelings of the weekend by imagining themselves as Tessa, a character of the coursebook, who could not fulfil the expectations of her mother in terms of household duties. Writing a diary is an example of personal function in writing.

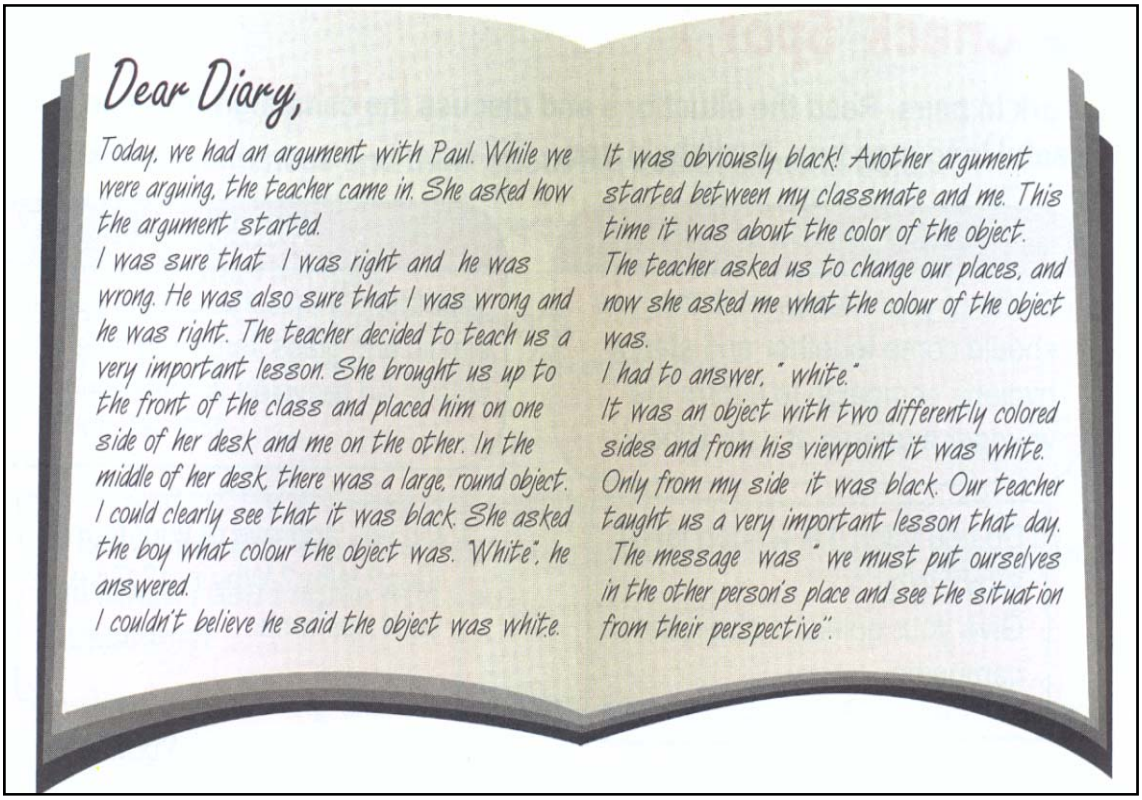
In unit 11, the students are given a mind map for Neuro Linguistic Programming , and they are wanted to agree or disagree with these ideas to write a text. 'Do you agree with them?' question makes it easier to understand that this activity realizes personal function.



Picture 89: Grade 8 p.p. 132-133

The writing activity of unit 15 asks for the future plans of the students themselves although this is not enough to call this activity as a writing event to practice personal function in writing. This activity could be called as a kind of *informative* writing as well. If the audience is not clearly stated, sometimes it is rather difficult to name a purpose for any writing events.

Unit 16 lastly asks the students to read a story and write the message of the story. The story is a diary entry of Mr. Thomson; in other words, it is a personal story. Therefore, it is clear that what the students are expected to write is not a universal moral for a folk tale possessed by most of the people in a culture, rather a very personal opinion. That is the reason this activity is also called as an activity to practice *personal* function in literacy.



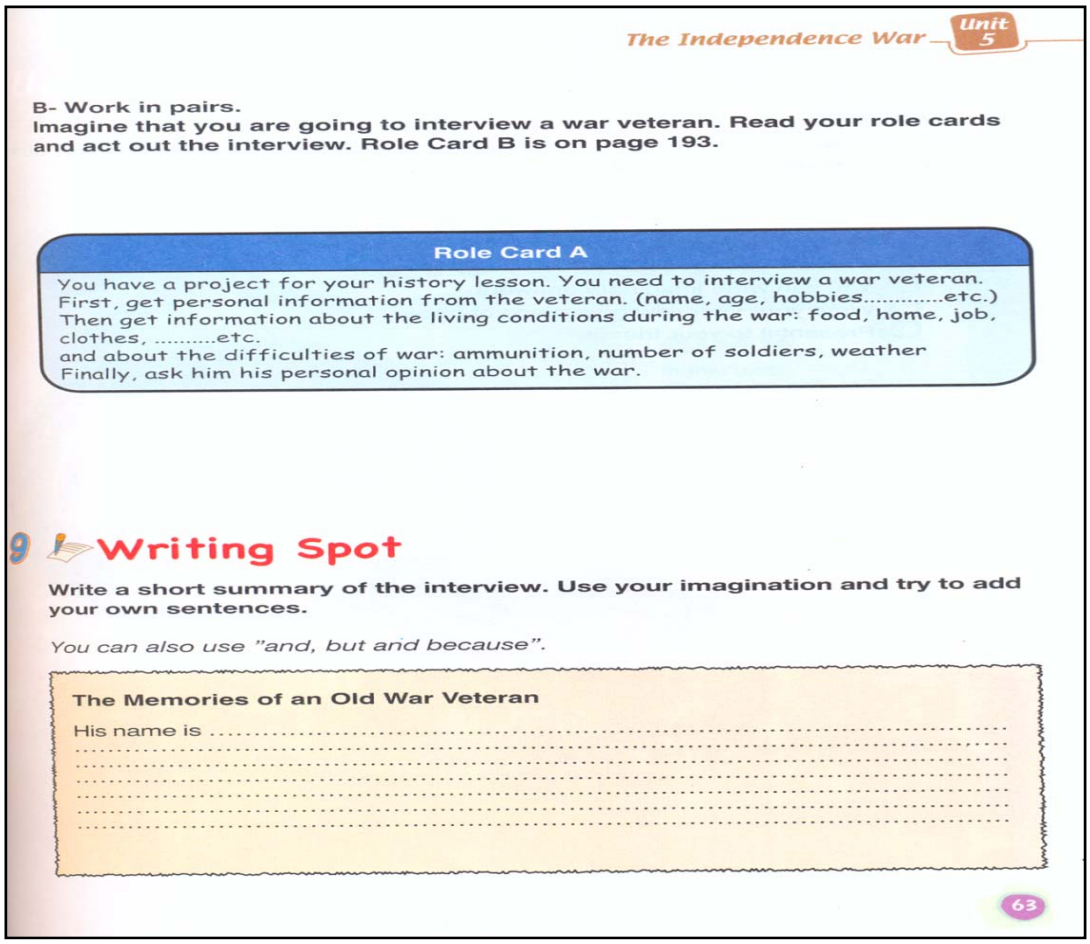
Dear Diary,

Today, we had an argument with Paul. While we were arguing, the teacher came in. She asked how the argument started.
I was sure that I was right and he was wrong. He was also sure that I was wrong and he was right. The teacher decided to teach us a very important lesson. She brought us up to the front of the class and placed him on one side of her desk and me on the other. In the middle of her desk, there was a large, round object. I could clearly see that it was black. She asked the boy what colour the object was. "White", he answered.
I couldn't believe he said the object was white. It was obviously black! Another argument started between my classmate and me. This time it was about the color of the object.
The teacher asked us to change our places, and now she asked me what the colour of the object was.
I had to answer, " white."
It was an object with two differently colored sides and from his viewpoint it was white. Only from my side it was black. Our teacher taught us a very important lesson that day. The message was " we must put ourselves in the other person's place and see the situation from their perspective".

Picture 90: Grade 8 p. 188

Another aim of writing to be classified in the 8th grade is *informative* function. The students are asked to interview a pop star, a war veteran and a living scientist, and

then they write the summary or results of their interviews to the school magazine. Therefore, these writing practices could be named as informative writing activities. The units including such activities are units 3, 5, 7, and 9.



The Independence War — Unit 5

B- Work in pairs.
Imagine that you are going to interview a war veteran. Read your role cards and act out the interview. Role Card B is on page 193.

Role Card A

You have a project for your history lesson. You need to interview a war veteran.
First, get personal information from the veteran. (name, age, hobbies.....etc.)
Then get information about the living conditions during the war: food, home, job, clothes, ...etc.
and about the difficulties of war: ammunition, number of soldiers, weather
Finally, ask him his personal opinion about the war.

9 Writing Spot

Write a short summary of the interview. Use your imagination and try to add your own sentences.

You can also use "and, but and because".

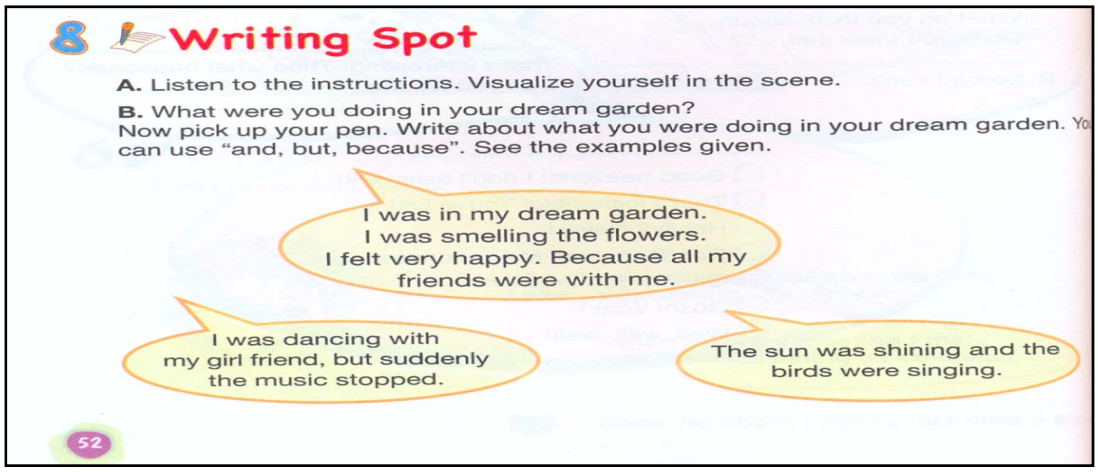
The Memories of an Old War Veteran

His name is .....

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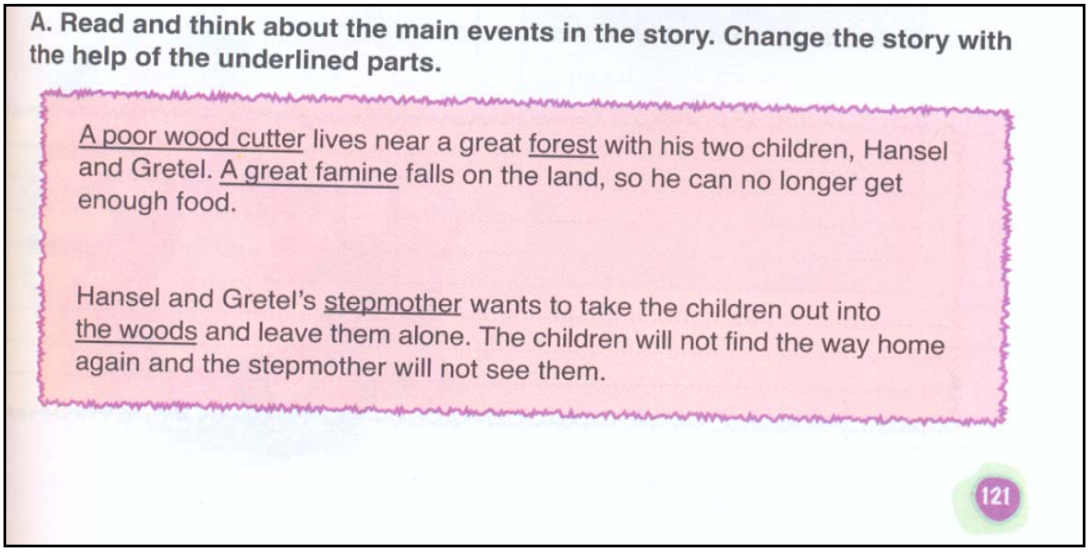
Picture 91: Grade 8 p. 63

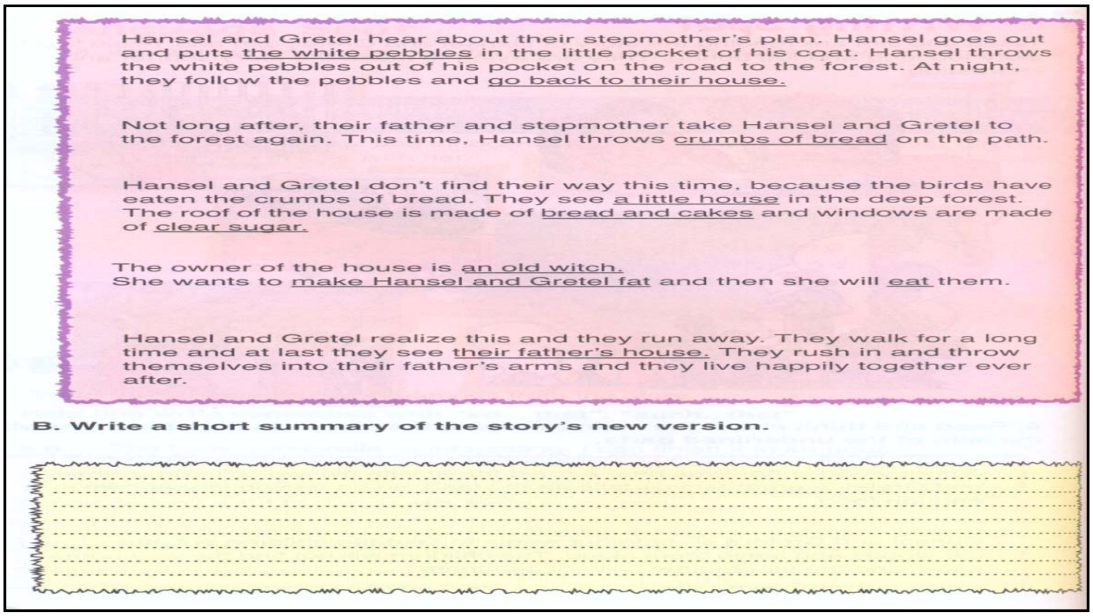
The last aim of writing practised in the 8th grade coursebook is the *imaginative* function of writing. Unit 4 makes the students visualize themselves in a dream garden and write down the scene they have imagined. What is really aimed to be practiced here is the 'past tenses', especially 'past progressive tense'; however, it is still true to call the activity as realizing imaginative function of writing.



Picture 92 : Grade 8 p.p.52-53

In unit 10, the students change the story of 'Hansel and Gretel' and write down the summary of the new version. Changing the story could be an example of imaginative writing practice but it is not really clear if the students will change the story or they will only make it shorter. When the instructions of the writing activity read, it is more clearly seen that the students are only wanted to change some lexical phrases in the story like a substitution drill, and make the story shorter; thus, it is not acceptable to call this activity as practising the imaginative writing aim.





Hansel and Gretel hear about their stepmother's plan. Hansel goes out and puts the white pebbles in the little pocket of his coat. Hansel throws the white pebbles out of his pocket on the road to the forest. At night, they follow the pebbles and go back to their house.

Not long after, their father and stepmother take Hansel and Gretel to the forest again. This time, Hansel throws crumbs of bread on the path.

Hansel and Gretel don't find their way this time, because the birds have eaten the crumbs of bread. They see a little house in the deep forest. The roof of the house is made of bread and cakes and windows are made of clear sugar.

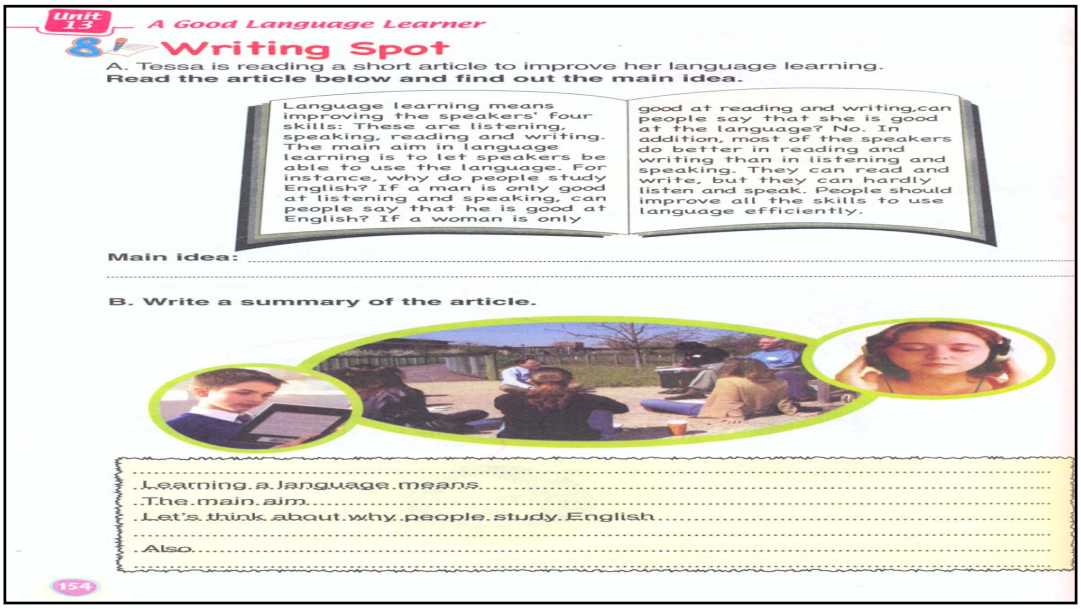
The owner of the house is an old witch.
She wants to make Hansel and Gretel fat and then she will eat them.

Hansel and Gretel realize this and they run away. They walk for a long time and at last they see their father's house. They rush in and throw themselves into their father's arms and they live happily together ever after.

B. Write a short summary of the story's new version.

Picture 93: Grade 8 p.p. 121-122

Another similar activity practising only reading comprehension, so could be called as a reading activity rather than a writing activity is included in unit 13. What the students are wanted to write is a summary of a short article. Summarizing is a writing practice; nevertheless, in terms of the purpose of writing, this writing activity does not contain a writing aim but a reading comprehension aim.



Unit 13 — A Good Language Learner

Writing Spot

A. Tessa is reading a short article to improve her language learning.
Read the article below and find out the main idea.

Language learning means improving the speakers' four skills: These are listening, speaking, reading and writing. The main aim in language learning is to let speakers be able to use the language. For instance, why do people study English? If a man is only good at listening and speaking, can people say that he is good at English? If a woman is only good at reading and writing,can people say that she is good at the language? No. In addition, most of the speakers do better in reading and writing than in listening and speaking. They can read and write, but they can hardly listen and speak. People should improve all the skills to use language efficiently.

Main idea: .....

B. Write a summary of the article.

.Learning.a.language.means.....
.The.main.aim.....
.Let's.think.about.why.people.study.English.....
.....
.Also.....

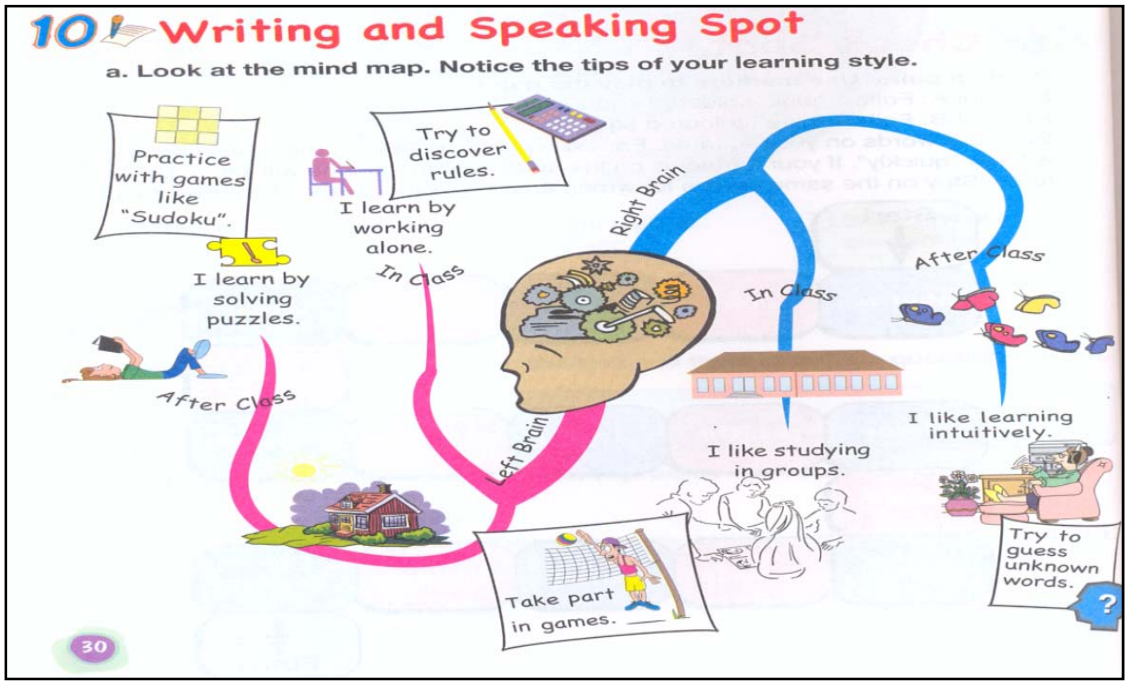
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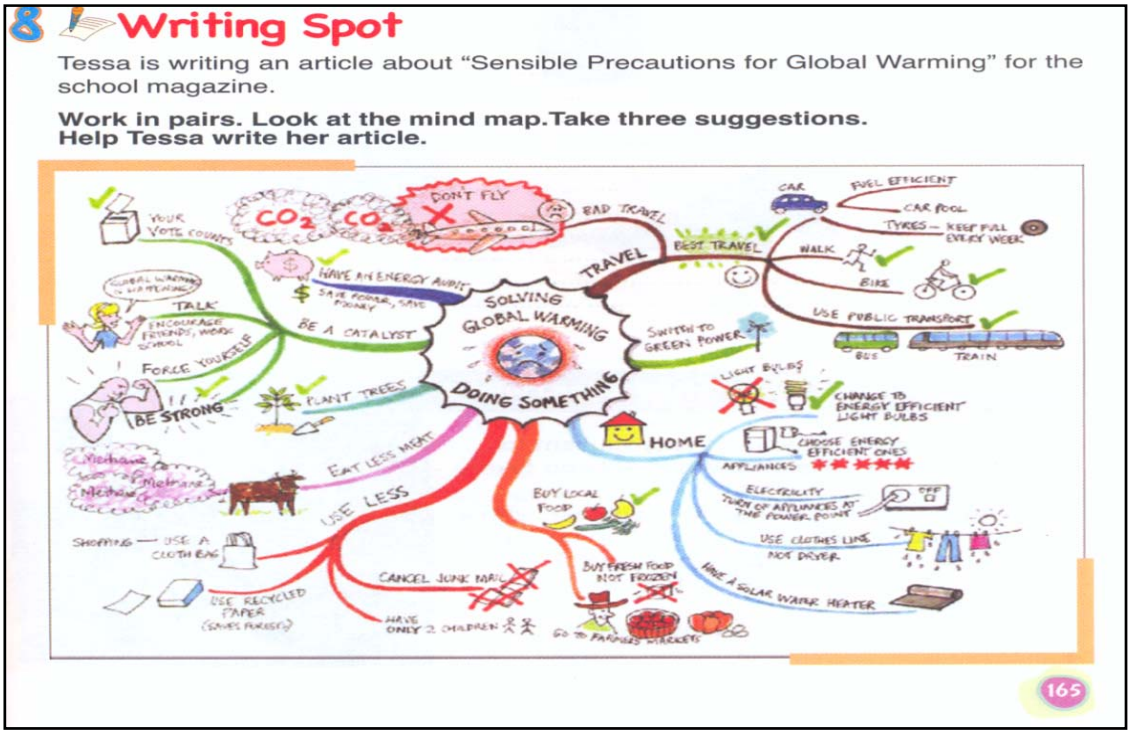
Picture 94: Grade 8 p. 154

To explain the **'how to write'** criterion for the 8th grade coursebook, in the 8th grade coursebook, there are only various types of devices used to help develop ideas and opinions on the topic of writing but there are no other steps of writing process included in writing tasks as it has been noted for the other grade coursebooks.

Only the first unit writing activity instructs the students to check their writings with their friends'. Nonetheless the instruction, *'You can ask for help from your teacher and check with your friends.'*, is not clear whether it is for idea development; in other words to be used as a planning step, or it is leading the students to revise what they have written due to the lack of any checklist of revising.

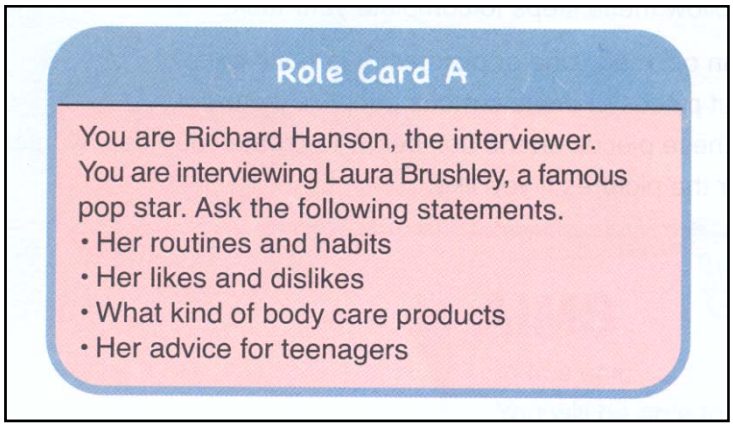
All the other units of the coursebook use types of some preparatory devices. Unit 2 and 14 writing activities include a kind of elaborated mind map decorated with some colourful visuals to prepare the students to write about their learning styles and global warming.

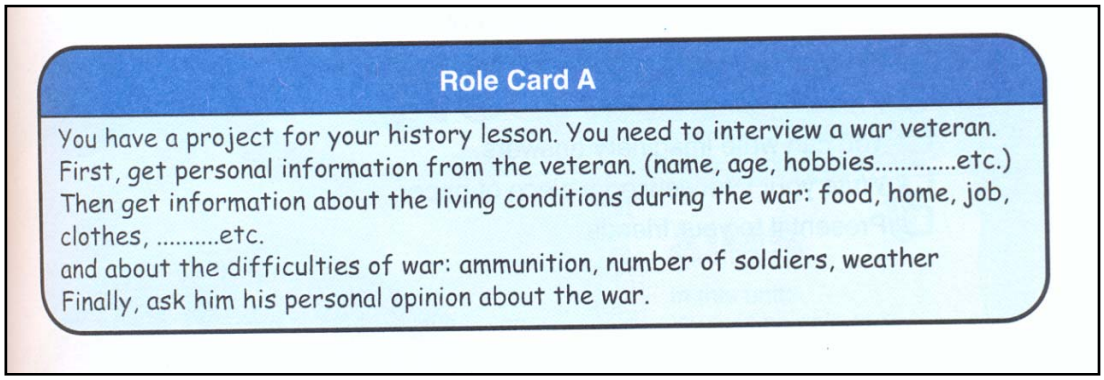




Picture 95: Grade 8 p.p. 30,165

Unit 3, 5 and 9 writing activities exemplify the integration of speaking with writing, and these speaking activities are used for the purpose of preparing the students to write down. In each of these units, role cards are given and in these role cards the students are given the main points to ask questions to the people they are interviewing, and the writing task requires writing down the results of their interviews.

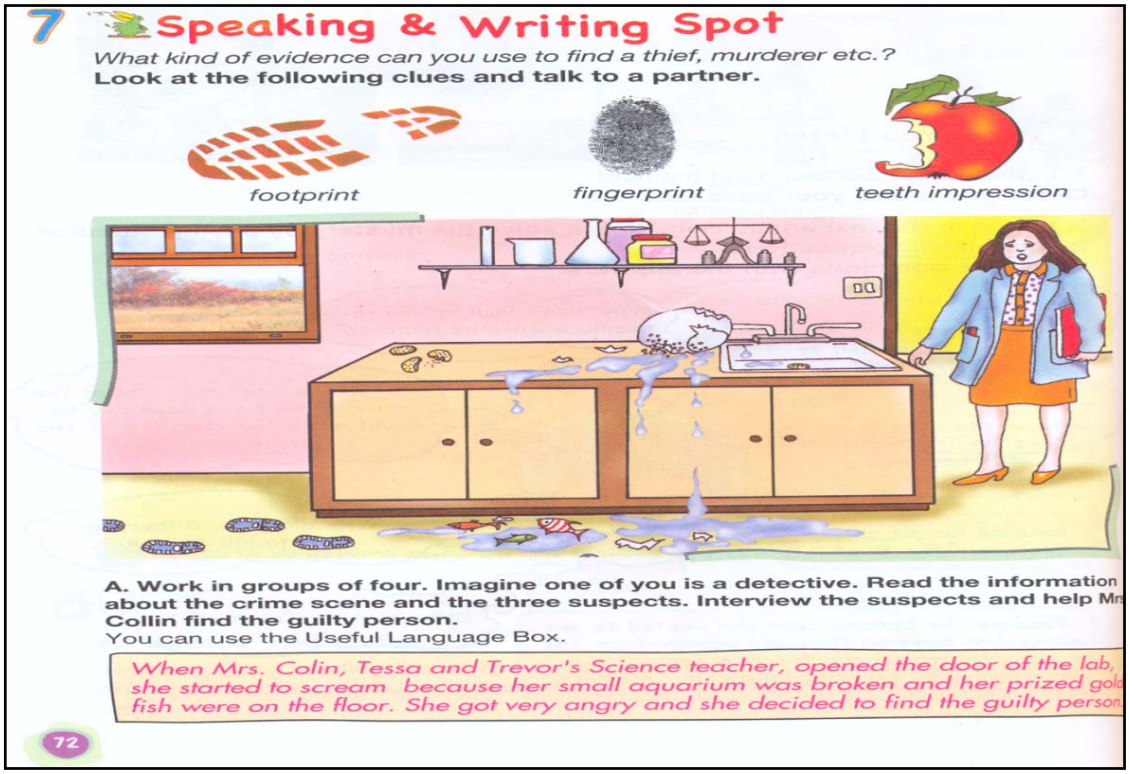


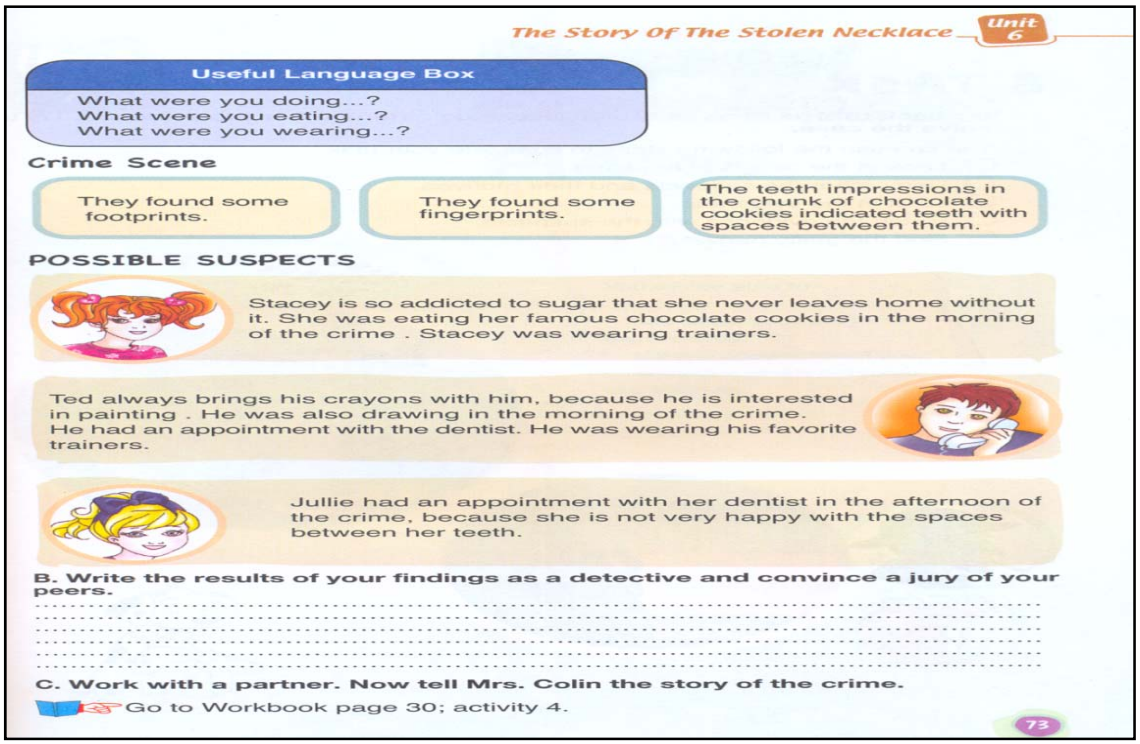


Picture 96: Grade 8 p.p. 41,63

In unit 4, the students are occupied with some example sentences to direct them what they are expected to write while visualizing themselves in an imaginary garden. This type of exemplifying can be advantageous for the learners to start writing while it also decreases the freedom of the students during their imagination. The example sentences, *'I was in my dream garden. I was smelling the flowers. I felt happy. Because all my friends were with me. I was dancing with my girl friend, but suddenly the music stopped. The sun was shining and the birds were singing'*, demonstrates that the expectation from the learners is to produce sentences using 'past continuous', and some cohesive devices like 'because, but, and'.

Unit 6 also integrates the writing activity with speaking in a very detailed way. Before the students start their writing, first they interview the suspects of the crime. Prior to interviewing, there are some helpful points in terms of language use and vocabulary use for the students to make them interview the suspects. Some helpful words, *'footprint, fingerprint, teeth impression'*, are given to the learners accompanied with visuals, then the crime scene is both visualized with a picture and summarized verbally, later 'the useful language box' gives the language structures that can be used while asking questions to the suspects, and some information on the possible suspects, *'Stacey, Ted, Jullie'*, is located on page 73.



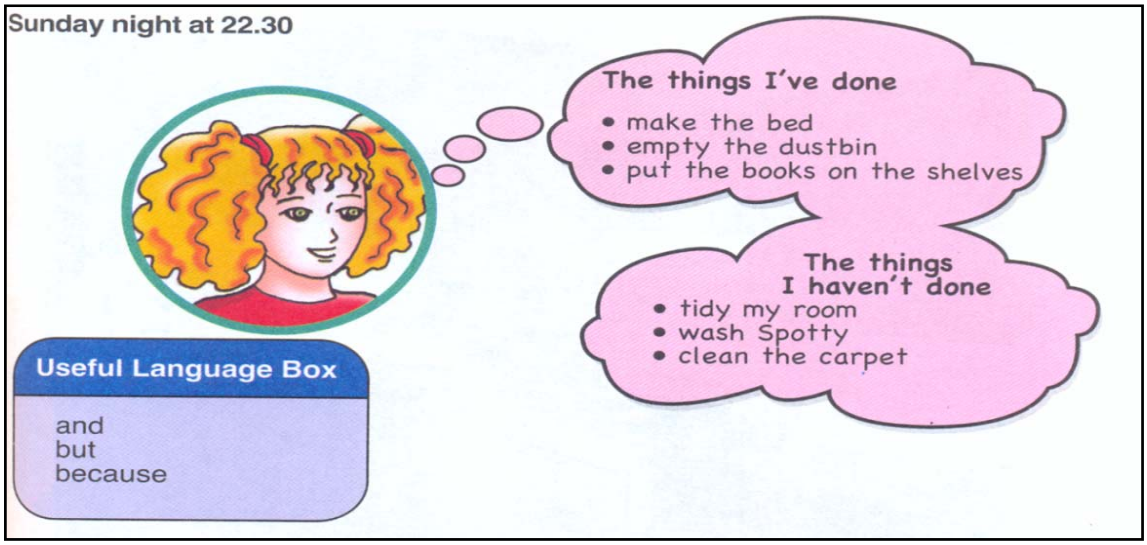


Picture 97: Grade 8 p.p. 72-73

Unit 7 is an example of integration of writing with speaking, too. This time not a role card is given but the students are provided with ‘useful language box’ including the

possible questions to ask the pop star aiming to practice ‘present perfect tense’ to talk about personal experiences.

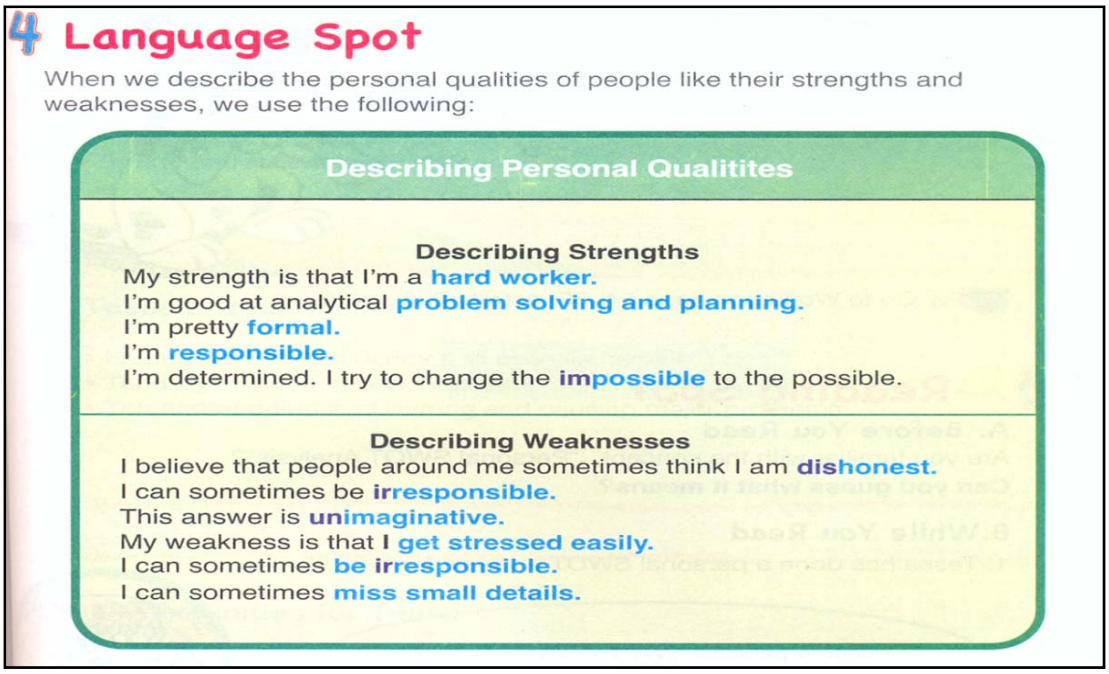
In unit 8, the students write down the diary entry of a character of the coursebook, Tessa. What is used to ease the idea development of the students is Tessa’s idea bubbles.



Picture 98: Grade 8 p. 99

Unit 10, as identified before, does not contain a writing task but a kind of substitution activity changing the underlined lexical phrases in the story, ‘Hansel and Gretel’. Then they are asked to summarize their new story; however, they are not instructed how to write a summary.

In unit 11, the students are given, prior to their writing, an idea diagram including the steps of NLP training. In unit 12 the students are to summarize their personal strengths and weaknesses by looking at the information on the ‘language spot’



4 Language Spot

When we describe the personal qualities of people like their strengths and weaknesses, we use the following:

Describing Personal Qualitites

Describing Strengths

My strength is that I'm a **hard worker.**
I'm good at analytical **problem solving and planning.**
I'm pretty **formal.**
I'm **responsible.**
I'm determined. I try to change the **impossible** to the possible.

Describing Weaknesses

I believe that people around me sometimes think I am **dishonest.**
I can sometimes be **irresponsible.**
This answer is **unimaginative.**
My weakness is that I **get stressed easily.**
I can sometimes **be irresponsible.**
I can sometimes **miss small details.**

Picture 99: Grade 8 p. 139

Unit 13 does not provide a clear writing activity since it only wants the students to read a short article, write down its main idea, and summarize it. This kind of activity is a reading comprehension activity more than a writing activity. If the fact that there is no apparent instruction on how to summarize is taken into consideration, this identification can be better proved.

In unit 15 there is no preparatory activity to make the students ready for writing. The unit is about holiday activities but this topic even is not successfully related to the writing activity as the writing activity is about the weekend plans of the students.

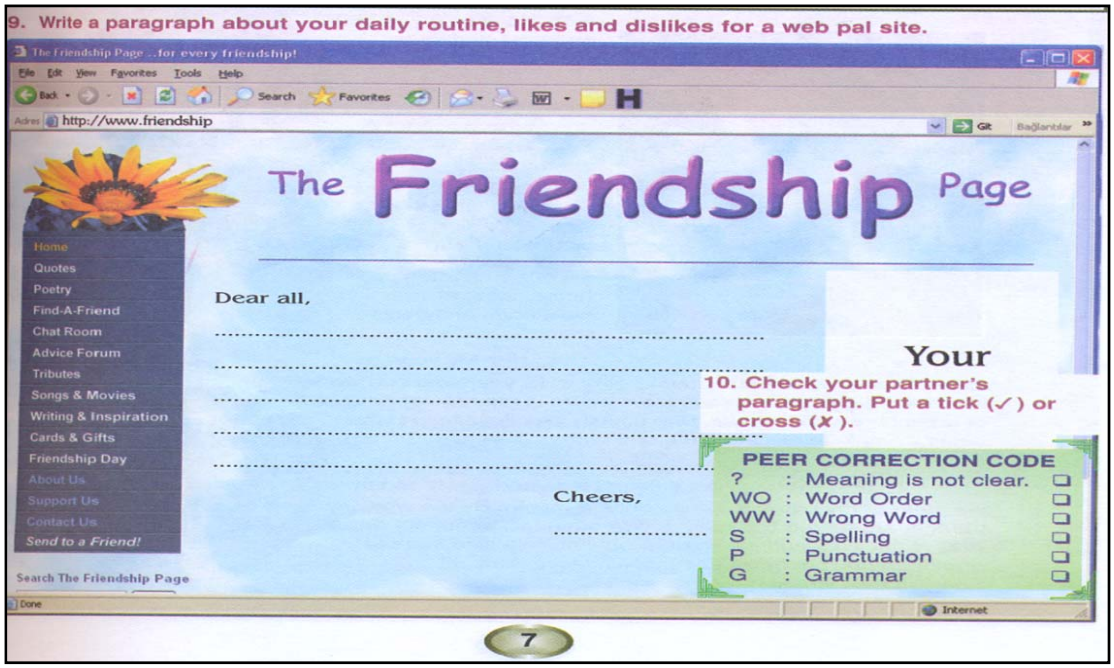
The last unit, unit 16, asks for only limited production from the students, which is writing down the message of the story on the previous page; thus, there is nothing to note down about the steps of writing process in this unit.

Grade 8 coursebook practice reading more than writing as explained previously; what is more, what the students write is the report of the interview they conduct in the general of the coursebook. Other activities, on the other hand, depend on

sentence level production to practice specific forms of language such as 'perfect tense' in unit 8. Some activities look like a preparation stage of writing. For example, in unit 15, the students write their plans for the weekend as a list. This could be a helpful idea generating device for another text producing. However, here it is not more than a **controlled** writing practice. Thus, there is no single **free** activity to list for the 8th grade coursebook.

4.8. 9th Grade Coursebook Writing Activities

In the first unit of the 9th grade coursebook, the students are assigned no specific **'writer roles'**. In fact, they are called as 'you', and no specific imaginative role is attained for them.



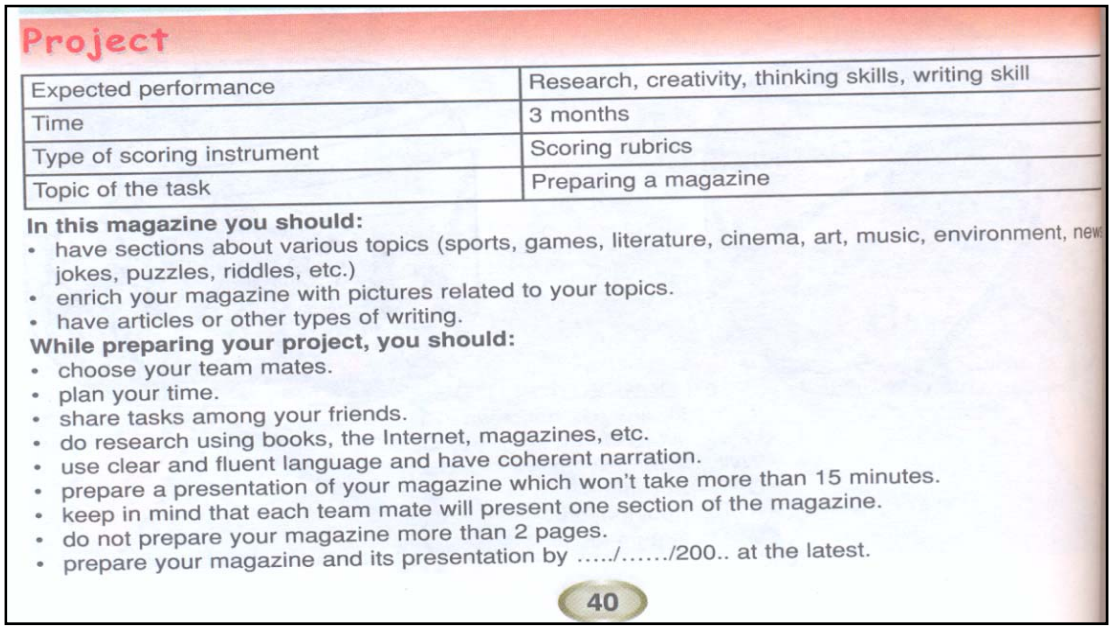
Picture 100: Grade 9 p. 7

Unit 2 does not specify a role for the students, except Part II either. In part II, the introduction of the situation shows that the role of the students as writers is a customer having problems with his/her new cell phone, so they write a complain letter to the company. The introduction of the situation is as follows:

You have the new cell phone but there are many things wrong with it. Write a letter to the company. State your complaint considering the following points and the new delivery date. Use "and, but, because, first, second, third, finally" and the letter above as a model.

(Baydar, İnci, et all, 2010: 33)

In the same unit there is also a project work asking the students to prepare a magazine. When the instructions of the work are checked, it is seen that their role is not a magazine writer but rather a magazine editor because the students prepare different pages of a magazine and choose the articles and pictures to put on the magazine rather than composing their own writings.



Project

Expected performance	Research, creativity, thinking skills, writing skill
Time	3 months
Type of scoring instrument	Scoring rubrics
Topic of the task	Preparing a magazine

In this magazine you should:
- have sections about various topics (sports, games, literature, cinema, art, music, environment, new jokes, puzzles, riddles, etc.)
- enrich your magazine with pictures related to your topics.
- have articles or other types of writing.

While preparing your project, you should:
- choose your team mates.
- plan your time.
- share tasks among your friends.
- do research using books, the Internet, magazines, etc.
- use clear and fluent language and have coherent narration.
- prepare a presentation of your magazine which won't take more than 15 minutes.
- keep in mind that each team mate will present one section of the magazine.
- do not prepare your magazine more than 2 pages.
- prepare your magazine and its presentation by ...../...../200.. at the latest.

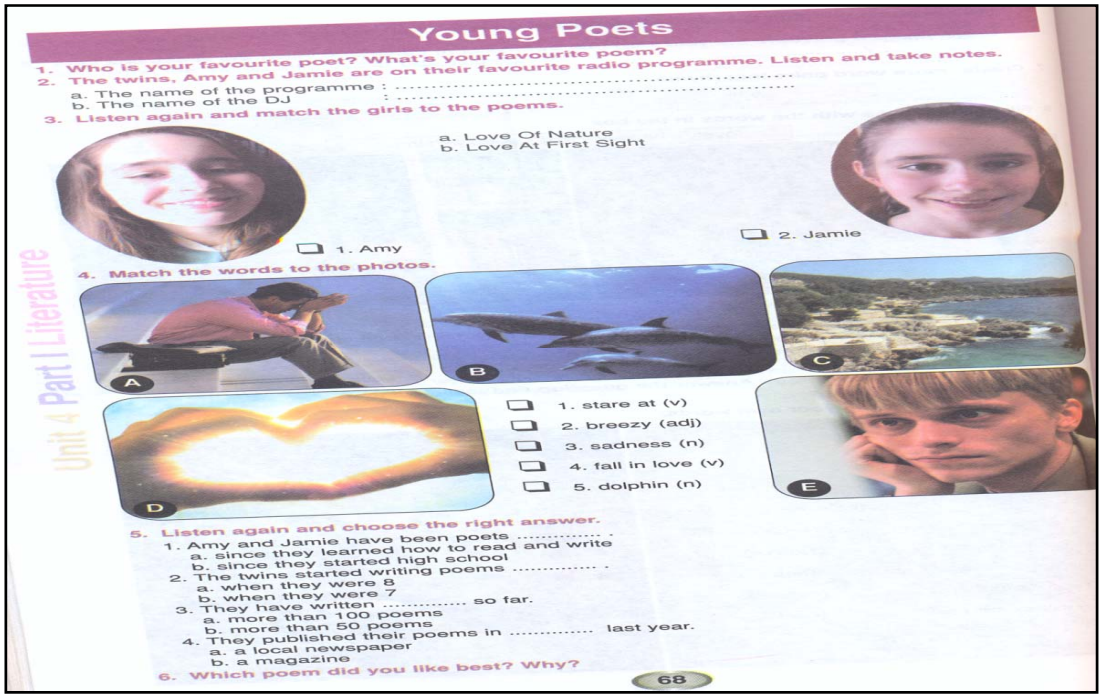
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Picture 101: Grade 9 p.40

In unit 3, part II gives the students the task of completing the e-mail of Oscar. Oscar is introduced as a disabled athlete before the writing task; thus, it could be true to state that the students studying the coursebook in the writing activity are expected to put themselves into the shoes of Oscar.

The writing task in unit 4 part I is the most striking one in terms of the role of the writer throughout the coursebook. The students are requested to be a young poet,

Jamie, and write down a diary entry. But, what is more interesting is that the young poet, Jamie, is characterized as an outgoing person, not a shy one as opposed to her twin sister. On the other hand, before the writing task the students listen to a radio programme where these twins are guests, so the students have some information about them before they start to write.



Picture 102: Grade 9 p. 68

In part II of the same unit students are asked to be 'Barbara', a character in a conversation. This character is not specified with any age group or social group, so their role is abstract for the students while doing the writing task. Part III, on the other hand, wants the students to write a story of a young girl in their country, but who the writer is plays no role in the writing task to lead the students in a specific style.

In unit 5 part II, the students write problem letters as who they are, and in return they reply their friend's problem letter as 'Agony Aunt', a woman replying problem letters in a newspaper. This 'Agony Aunt' character appears in their home culture as well. If the students have read this page of a newspaper in their mother tongue

previously, it is rather probable that they will have some ideas about this character's style of writing. In other parts of unit 5, there is no specific writer role assigned to the students. This is also true for each part of the following unit, unit 6.

In conclusion, it is not wrong to state that 9th grade coursebook does not give much importance to the specification of the writer roles. On the other hand, it is clearly understood from the variety of genres that text-type is given priority in the coursebook rather than a writer-focused approach. The variety of **'genres'** are listed and explained in ***Table 14*** following ***Table 13,*** showing the **'topics'** of each part of each unit.

Unit	**Topic(s)**
1	Part I: Likes and dislikes –Daily routines **1** Part II: Work life- Jobs **3** Part III: Party- Birthday **1** Performance Task: Jobs **3**
2	Part I: International attraction sites- Travelling **3** Part II: Products with mistakes- Cell phone **3** Part III: School of the future **3** Performance Task: Future hero and heroine **3**
3	Part I: Holiday **3** Part II: Sports- Disabled people **3** Part II: Sports events **3** Performance Task: Olympics **3**
4	Part I: Feelings **3** Part II: Concert **3** Part III: Story of a girl **3** Performance Task: Films **3**
5	Part I: Ways of communication **3** Part II: Communication problems **3** Part III: Internet **3** Performance Task: Personal Web-page **1**
6	Part I: Tourism – Space tourism **3** Part II: Types of holiday **3** Part III: Tourist attractions **2,3** Performance Task: Your town or city **2**

Table 13: 9th Grade Coursebook Topics

The 9th grade coursebook is richer in genres for the writing activities when compared to the other grade coursebooks. The following table roughly lists the covered genres, and the characteristics of these genres are commented on in detail under the table.

Units	**Genres**
Unit 1	Paragraph, invitation card, job advertisement, report and poster
Unit 2	Paragraph (2), complaint letter, magazine, report and poster
Unit 3	e-mail (2), paragraph, report and poster
Unit 4	Diary entry, postcard, story, report and poster
Unit 5	Quiz, letter (2), report and poster
Unit 6	Paragraph (2), brochure

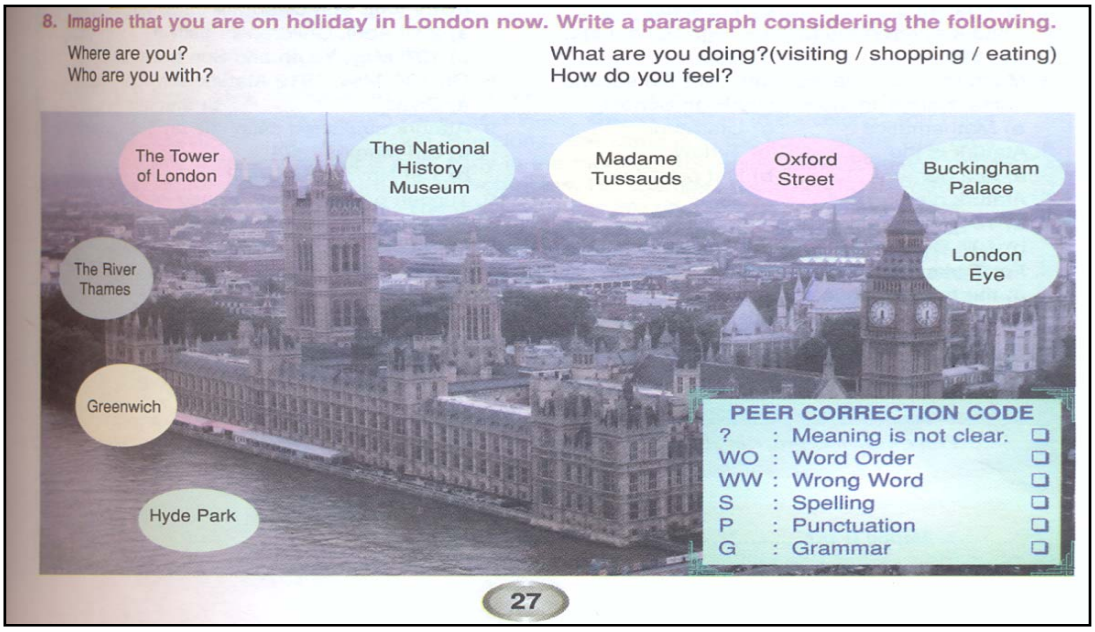
Table 14: 9th Grade Coursebook Genres

Firstly, the paragraph writing practices should be analysed. When these activities have been studied, it is clearly seen that there is no paragraph writing instruction for the students. For instance, unit 1 paragraph writing practice depends on practising the target language form to state likes and dislikes and what the students are expected to write is writing a paragraph for a web pal site. The layout of the given space to write more or less resembles to an authentic web site. Thus, to categorize this writing activity as a paragraph writing or a more specific genre practice is questionable.

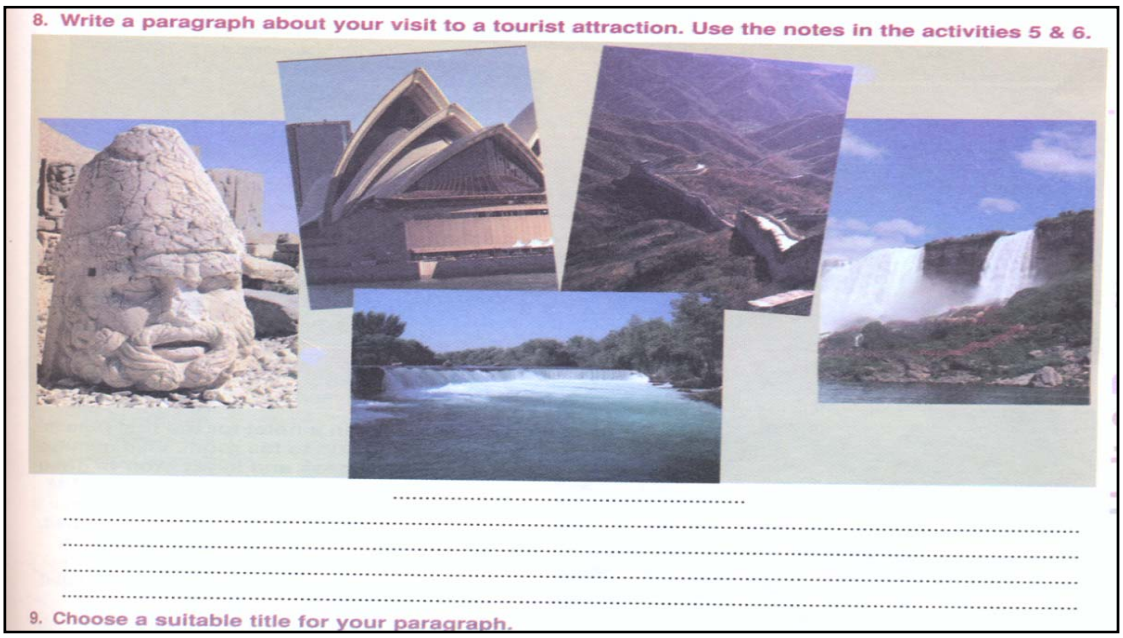


Picture 103: Grade 9 p. 7

For the other paragraph writing activities in other units, there is no specific paragraph writing instruction concerning the textual features of a paragraph or pattern variety. What the students are instructed is a mere naming of the required written product as 'paragraph'. The following examples are from units 2 and 6.

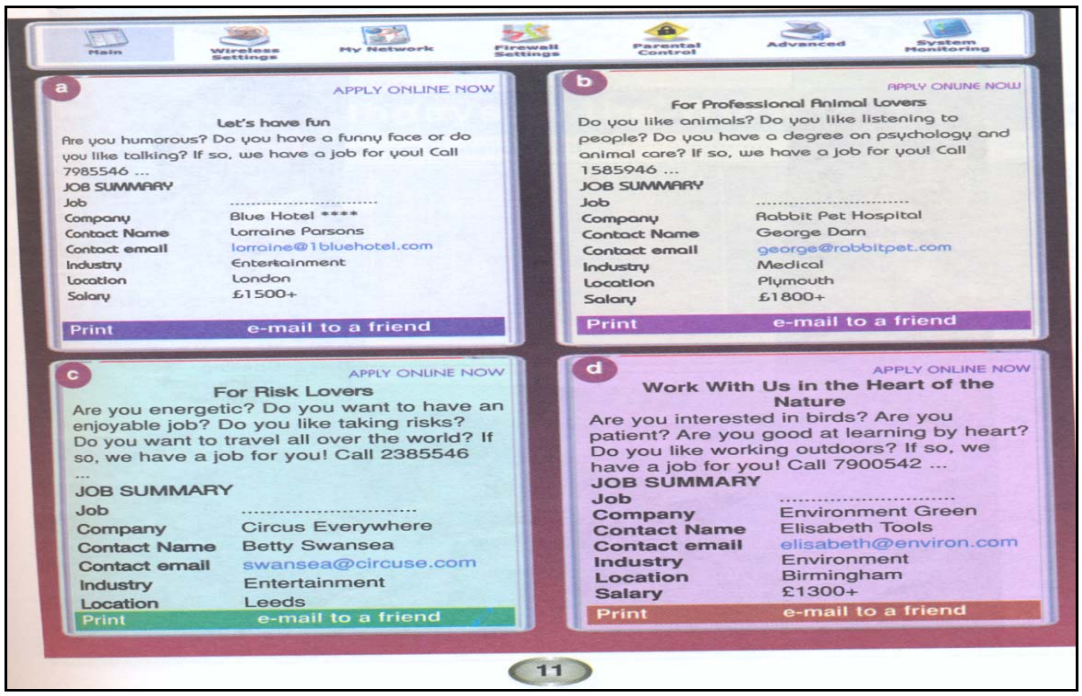


Picture 104: Grade 9 p. 27

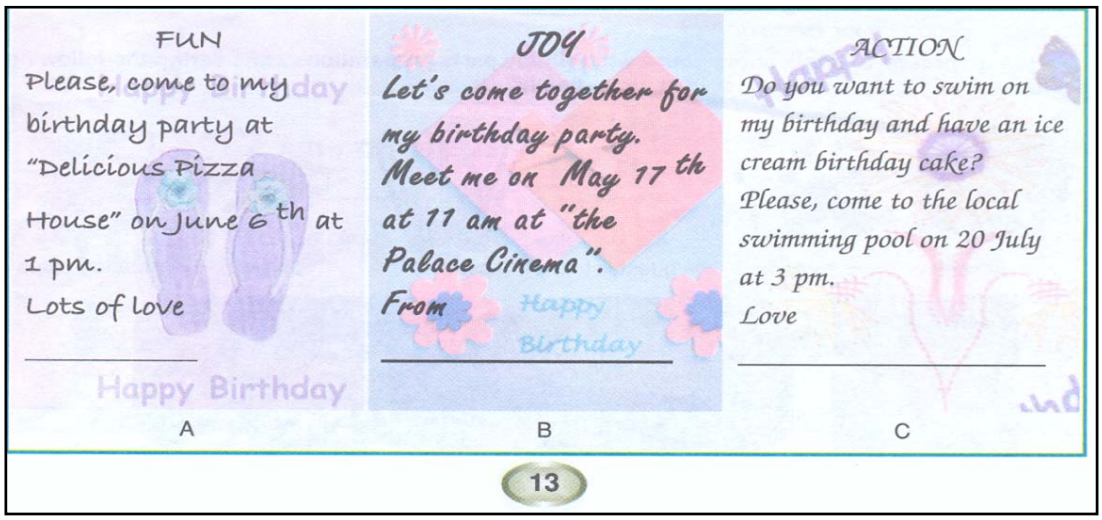


Picture 105: Grade 9 p. 119

Secondly, in unit 1, the activities of writing an invitation card and job advertisement are good examples of genre-specific writing including a model text study prior to the writing activities.



Picture 106: Grade 9 p. 11

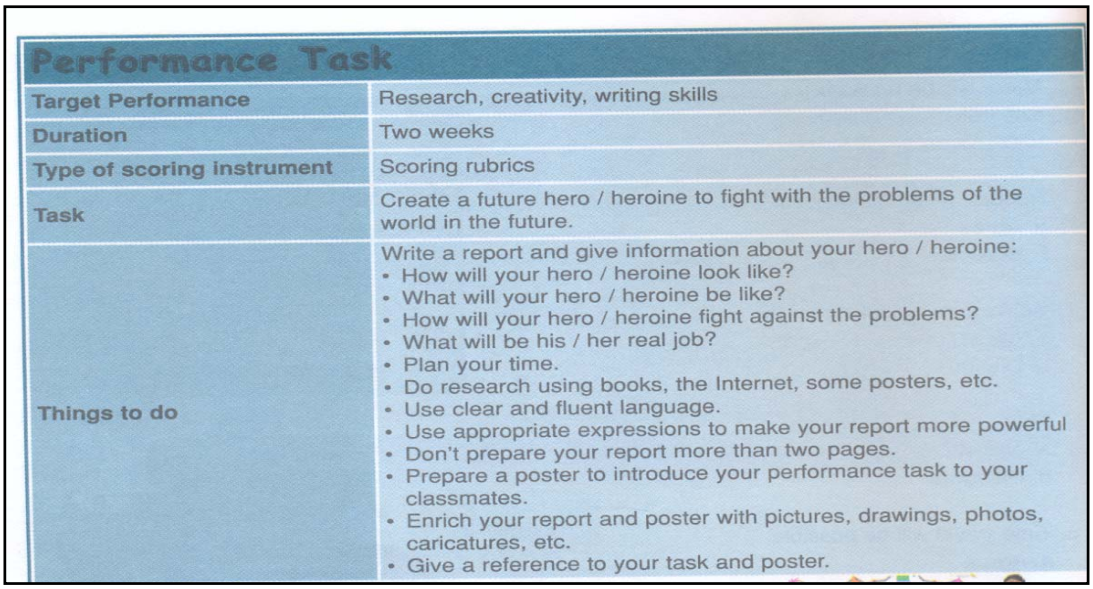


Picture 107: Grade 9 p. 13

The same point is true for the complaint letter writing in unit 2, and letter writing in unit 5.

Lastly, the project works and performance tasks are the other writing activities to be separately analysed. The only project work in the coursebook which is in unit 2 wants the students to prepare a magazine. This is a 3 month study, and it is guided and regularly checked by the teacher in terms of content, and organization. Thus, it could be stated that the project work is a reflection of genre approach to writing instruction. Performance tasks are also long time writing practices like the project work. The required written product from the students is reporting the results of their topical research and preparing a poster except the last performance task coming after the last unit. The last performance task requires the students to prepare a brochure about their town or city. To make the genre-specific writing practice more successful, the teachers should regularly check the works of the students and comment on not only the usage of language but also on the genre-specific linguistic and textual choices of the students.

When considering the criterion of **'to whom'**, the writing tasks in the 9th grade coursebook are aimed is also an abstraction like the roles of the writer. When the performance tasks are analysed, it is clearly seen that they are about preparing posters and in preparing posters it could be beneficial to know who the readers are and their characteristics but this reader role is not stated in the steps of preparing a poster which are given to the students. The performance tasks focus more on the topic of the poster and less on the writing process.



Performance Task	
Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Task	Create a future hero / heroine to fight with the problems of the world in the future.
Things to do	Write a report and give information about your hero / heroine: • How will your hero / heroine look like? • What will your hero / heroine be like? • How will your hero / heroine fight against the problems? • What will be his / her real job? • Plan your time. • Do research using books, the Internet, some posters, etc. • Use clear and fluent language. • Use appropriate expressions to make your report more powerful • Don't prepare your report more than two pages. • Prepare a poster to introduce your performance task to your classmates. • Enrich your report and poster with pictures, drawings, photos, caricatures, etc. • Give a reference to your task and poster.

Picture 108: grade 9 p. 42

Except for the performance tasks, the other writing tasks, one for each part of the units; in other words, if calculated 18 writing tasks in the 9th grade coursebook, generally leave the reader as an abstraction for the students. Only some of them introduce a reader group. These writing tasks are as follows:

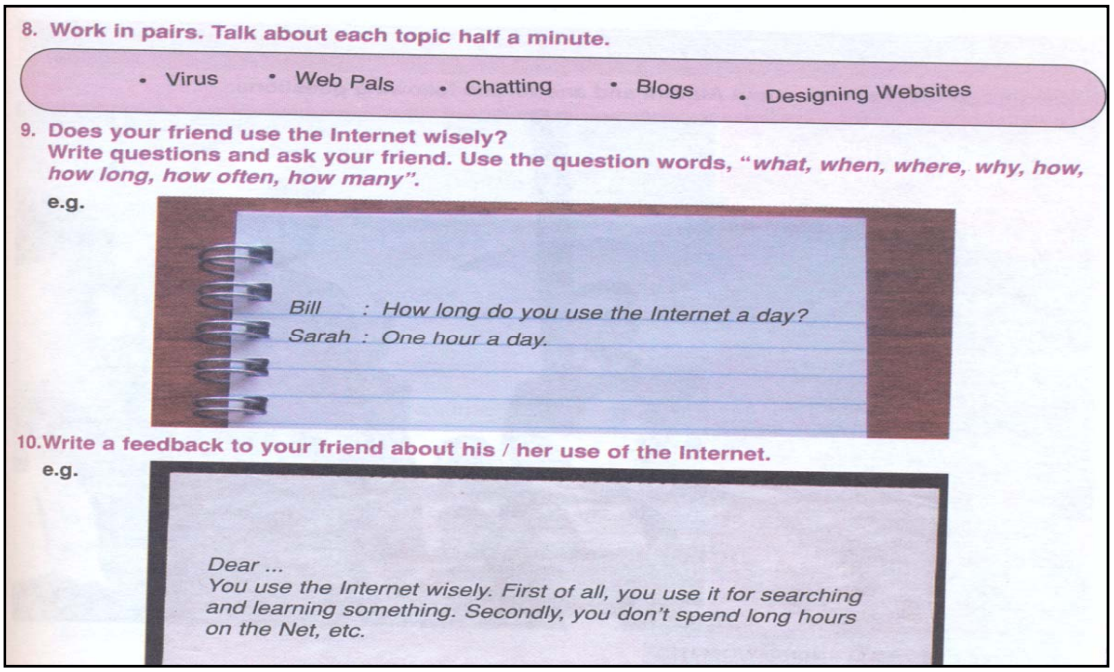
In unit 1 part II, the students write to Allan as it is understood from the start of the invitation card, 'Dear Allan'. Yet, giving the name of the reader does not free the activity from being an abstraction in terms of the target reader of the written text since the age group and social relationships are not specified.

Secondly, in unit 2 part II, the students write to the company where they have bought their cell phone but not a specific person they know there. That is the reason that the letter starts like 'Dear Sir/ Madam'. This specification of the reader(s) is really advantageous for the students in that this leads them about their choices in letter writing when the reader(s) is unknown to the writer.

Thirdly, in unit 3 part II the e-mail is written to Danny; however, it is still an abstraction for the students as it has been explained for unit 1 part II writing practice.

Fourthly, in unit 4 part II, the students write their postcard to Laura. But different from the thirdly written explanation, it is clearer for this writing task that Laura is a friend of the writer. Thus, it is a little better in terms of power relationship specification.

Fifthly, in unit 5 part II, the students write to Agony Aunt, and as a second writing task they answer to the problem letter this time as Agony Aunt. In part III, a feedback of an interview about the students' use of the internet is given to the friends. In this writing practice both the writer(s) and reader(s) are real personalities rather than imaginative characters.


8. Work in pairs. Talk about each topic half a minute.

• Virus • Web Pals • Chatting • Blogs • Designing Websites

9. Does your friend use the Internet wisely?
Write questions and ask your friend. Use the question words, "*what, when, where, why, how, how long, how often, how many*".

e.g.

Bill : How long do you use the Internet a day?
Sarah : One hour a day.

10. Write a feedback to your friend about his / her use of the Internet.

e.g.

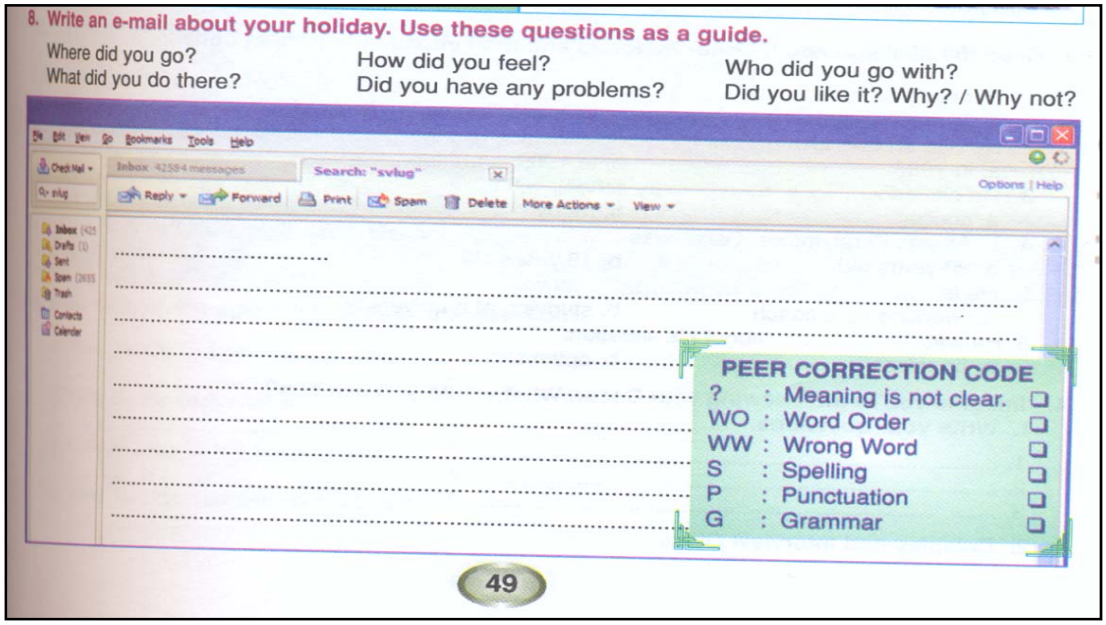
Dear ...
You use the Internet wisely. First of all, you use it for searching and learning something. Secondly, you don't spend long hours on the Net, etc.

Picture 109: Grade 9 p. 99

In unit 1 part I and unit 6 part I, the readers are neither abstract nor a specific single reader, but a group of readers reading the web pal site and the tourism brochure as it is stated in the introduction of the activities. This information is not as important as the genre information for these writing tasks; nonetheless, it could be interesting for the students to use some general public calling phrases like 'you all, everybody, most

of the people, etc.' but these phrases themselves are not focused on in the writing tasks, rather the language structure and vocabulary use are focused on.

The last but the most striking example about who the reader is appears in the writing task of unit 3 part I. In this unit, the students are told to write an e-mail about their holiday; yet, they are not directed about who to. Especially because the writing task is e-mail writing between at least one writer and one reader, it is really unnatural not to call any reader. It could be explained as the students have been let free to choose to write whomever they like but this explanation should have been placed into the instructions of the writing task.

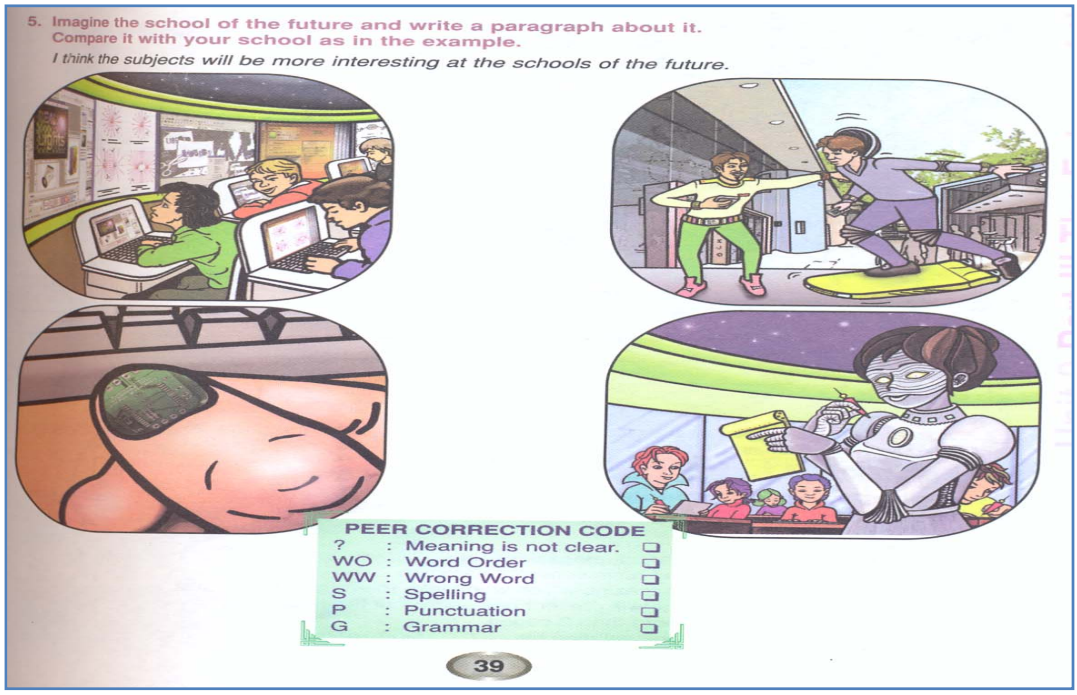


Picture 110: Grade 9 p. 49

To note for the **'purposes'** of writing, the 1st unit writing activity performs the *interactional* purpose because of the name of the web pal site the students are wanted to write. It is a friendship page and the students write about their likes and dislikes to the readers of the page. Their writing should reflect the students' personality and be as attractive as possible to attract more people's attention to contact with the students. However, the instruction given to the students to write does not clearly focus on the style of writing. They are only instructed to write a grammatically correct paragraph about their likes and dislikes.

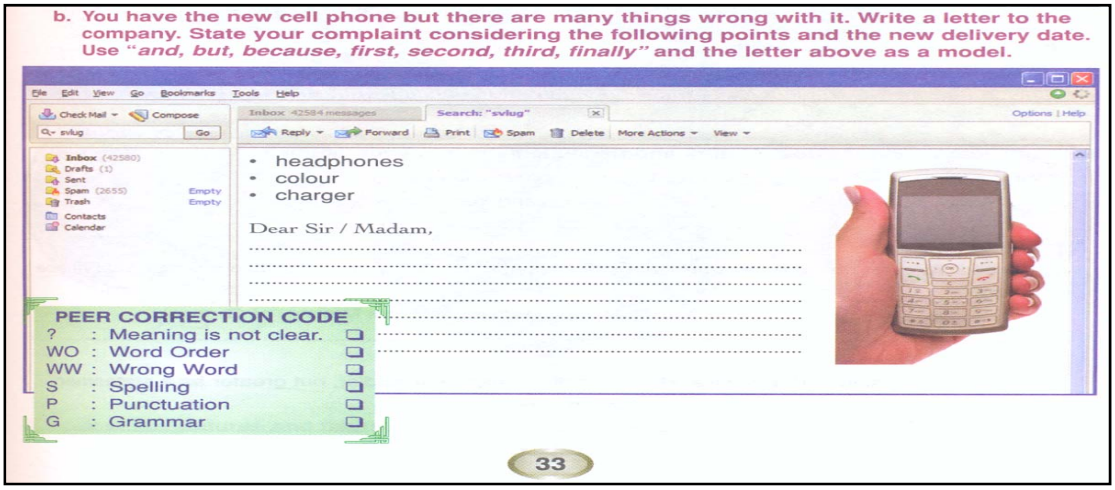
The second writing task, on the other hand, is preparing a job advertisement. This task could be accepted as achieving the *instrumental* purpose of writing because, in such a writing, the writer aims to get the attention of the readers with the proper qualifications for the job. The third writing activity in unit 1 is writing an invitation card, which makes it *instrumental* just like the previous part's writing activity in terms of the function of writing practice. The students are expected to write a card to invite their friend to their birthday party.

The following unit, unit 2, includes two *informative* and one *instrumental* function writing tasks. One of these writing activities conveying informative function is to write about an imaginative holiday. What the writers will write is a paragraph as it could be understood from the instructions. In terms of topic, which is writing about an imaginative holiday in London, this writing practice could be seen as practicing the imaginative function of writing too. Nevertheless, it is not an imaginative writing task as some of the information the students are going to write, in other words, the names of the visited places are given with the visual. Thus, it cannot be accepted as a full creative work. The other function could have been interactional function in writing but it is not so since the text type of writing is not a letter or e-mail to share the personal experiences, or it does not fulfil the requirements of personal writing because this writing is not writing a diary entry or so. Depending on all these reasons, the writing task in unit 1 part I could be accepted as practising only the informative function of writing. Part III writing exercise also practices the informative function. Although the topic of writing is imaginative, the writing task itself is informative since the students only write a paragraph about what the schools of future will be like. What is meant with paragraph writing is not very different from writing discrete sentences, and even the rules of writing a well-developed paragraph is not included in the activity.



Picture 111: Grade 9 p. 39

Compared with the other two tasks explained above, the writing activity of unit 2 part II is a fine one in terms of having a clear function of writing, instrumental function. This task makes the students write a letter, but actually it looks like an email, when the visuals are checked, to complain about the cell phone they have bought recently. The aim of the writer should be to persuade the reader to change the cell phone.

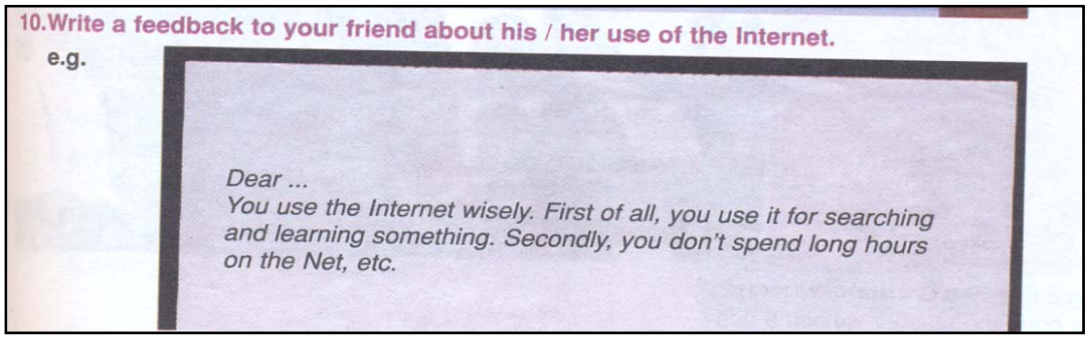


Picture 112: Grade 9 p. 33

When the first writing activity of unit 3 is compared with the first writing activity of unit 2 (both interactional), the writing practice included in unit 3 part I is much more *interactional* since it asks the students to write an e-mail about their adventurous holiday, but not a paragraph, different from the one in unit 2. Because one of the functions of e-mail writing is the interactional function, this activity should be accepted as a kind of activity constructing an interaction between the writer and the reader by sharing personal experiences. However, the one in unit 2 was writing a paragraph, so it has been named as informative in the previous paragraph. The second writing activity of unit 3 also practices *interactional* purpose in writing for it instructs the students to pretend themselves as a disabled athlete and share their experiences and feelings with their friend, Danny, via e-mail. It is a type of socializing interaction between people. The third activity of the same unit is *informative.* Unit 3 part III writing practice is about writing a paragraph about a sports event giving information on such topics as the name, place, date, atmosphere, winners of the sports event.

Unit 4 starts with a personal writing. The students are asked to write a diary entry by pretending to be young poet, Jamie, who is an out-going person and has been to a radio programme about her writing. This activity certainly includes *imaginative* and creative function but one more direct function aimed here is defined by the text type, and here what the students write is a diary entry, making the task practice *personal* function. The second activity of unit 4 is writing a postcard about the concert Barbara and Thomas have been to share their experiences with their friend, Laura. Thus, this activity could be accepted as practising the *interactional* function, as well as the other activities having interactional value explained above. The third activity of unit 4 asks the students to write a story about a young girl in their country, and this activity could be named with the *imaginative* function of writing even though the production expected from the learners is not evaluated with the devices of storytelling in terms of their limited language production, thus not being a genre-specific writing activity.

Unit 5 part I writing activity is a first for all grade coursebooks because it asks the students to prepare a quiz as a writing task, and this is naturally *heuristic* function of writing. Before this activity, some activities, especially the performance tasks, ask the students to interview some people but what they are expected to write has always been a report or a poster. However, for this task what the students are expected to produce in the written format is quiz questions. Thus, the purpose of writing is the heuristic function, which means to write for the purpose of seeking knowledge. The second activity is both *instrumental* and *regulatory* since it leads the students to write a letter to Agony Aunt about their problems to get suggestions, which makes it instrumental, and to write a letter of suggestion by pretending as Agony Aunt, giving the activity the purpose to regulate things in other words to control the behaviours or feeling of others by suggesting solutions. Part III writing activity could be *informative* or regulatory. However, when the starting example sentences of the task are checked, it is clearly seen that the students are led to write their feedback neutrally by using only simple present tense, and they are not expected to suggest their own ideas. The feedback the students write is about the results of the interview they have done with their friends about their habits of using the Internet.

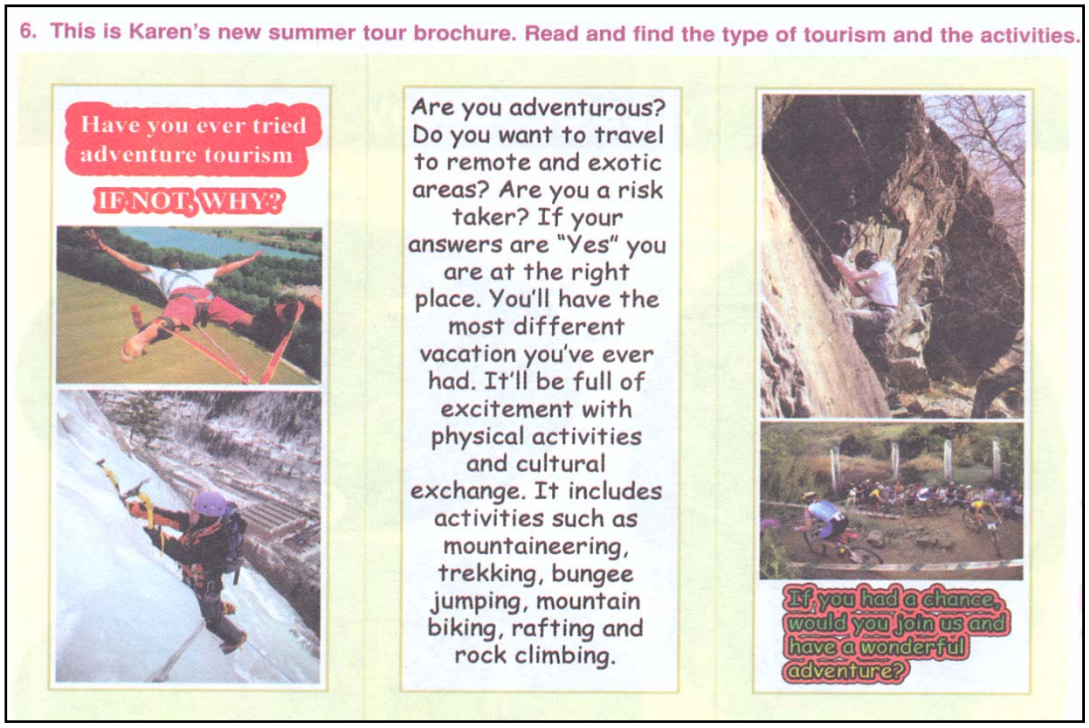

10. Write a feedback to your friend about his / her use of the Internet.

e.g.

Dear ...
You use the Internet wisely. First of all, you use it for searching and learning something. Secondly, you don't spend long hours on the Net, etc.

Picture 113: Grade 9 p.99

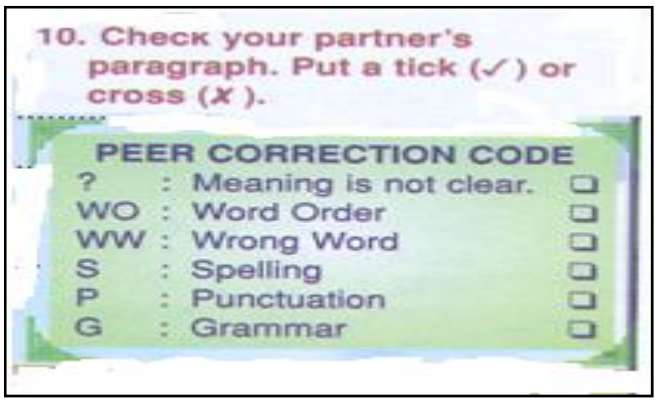
Unit 6 part I writing activity is preparing a space travel brochure by modelling the previously presented text about adventure tourism. When the model text analysed, it is more clearly understood that the writing task aims to practise the *instrumental* function of writing although it is not stated in the instructions of the writing activity. It practises the instrumental function because this brochure is to advertise the space tourism to people.



Picture 114: Grade 9 p.106

Part II activity does not include a function because it is not a writing task, either. It is dialogue writing and this type of writing is not accepted as writing practice within the scope of this study as it has been previously stated. Part III writing activity is writing a paragraph about a visit to a tourist attraction, and there is no other purpose of writing practised except for the purely *informative* function of writing.

There is more to say about the writing **'process'** for the writing practices in the 9th grade coursebook than the other grade coursebooks the analyses of which have been previously written. In the 9th grade coursebook, the writing activities do not only cover the planning stage but also the editing stage. Each writing task in each unit and part in the 9th grade coursebook includes a 'peer correction code' for the students. This 'peer correction code' could be accepted as the editing stage of writing. However, the checklist given to the students to tick or cross sometimes for their own writing and sometimes for their friends' is about the micro choices in text production, not the macro ones like the content, purpose, tone and organization of the text. The micro choices given to the students could be seen in the picture below.



Picture 115: Grade 9 p. 7

Moreover, how this checklist can be used in the classroom is not clearly explained in the student's book. The teacher's manual, on the other hand, express the aims of each activity, and most of the writing activities include a re-writing and editing stage for the students to successfully complete the tasks. For instance, the first writing activity of the first unit aims the following purposes as it has been stated in the teacher's book:

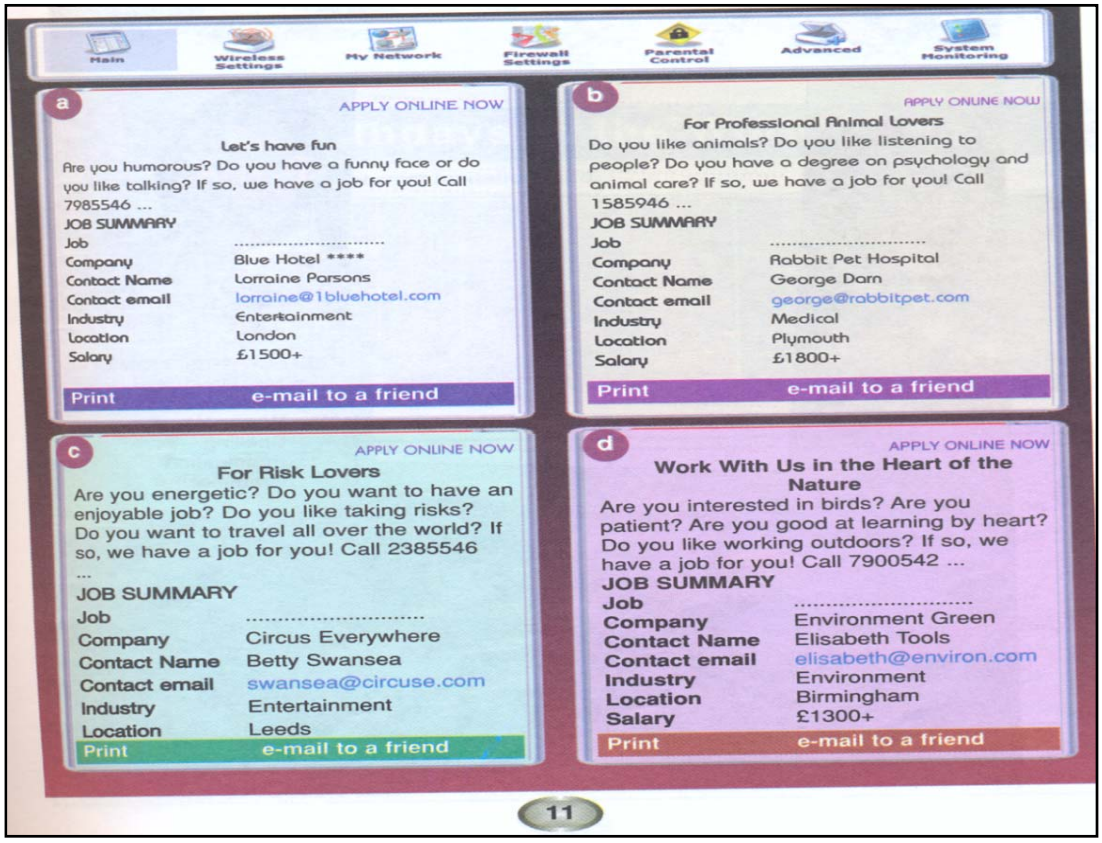
- *The aim of the activity is to write short paragraphs about themselves, their daily routines, etc.*
- *Ss work in pairs and talk about their friends' personal information, appearance and daily routines.*
- *Ss make peer correction.*
- *They rewrite their paragraphs considering the mistakes.*
- *Ss revise and edit their works.*
- *They put them in their portfolios.*

(Baydar, İnci and et all., 2010b: 15)

Secondly, another step of writing process included in writing practices is the planning part. Each writing activity is about the content of the unit and the part or there are listening, reading or vocabulary studies prior to the writing tasks. It is still necessary to note the devices used in each part of each unit to make the students ready for the writing activity.

The first activity of the 1st unit is writing about personal information like daily routines, likes and dislikes, and the previous listening and speaking activity shares the same topic with this writing practice. Moreover, what is focused here is not actually getting ready for the writing practice but rather the language structure, which is common for most of the units in other coursebooks analysed for this study.

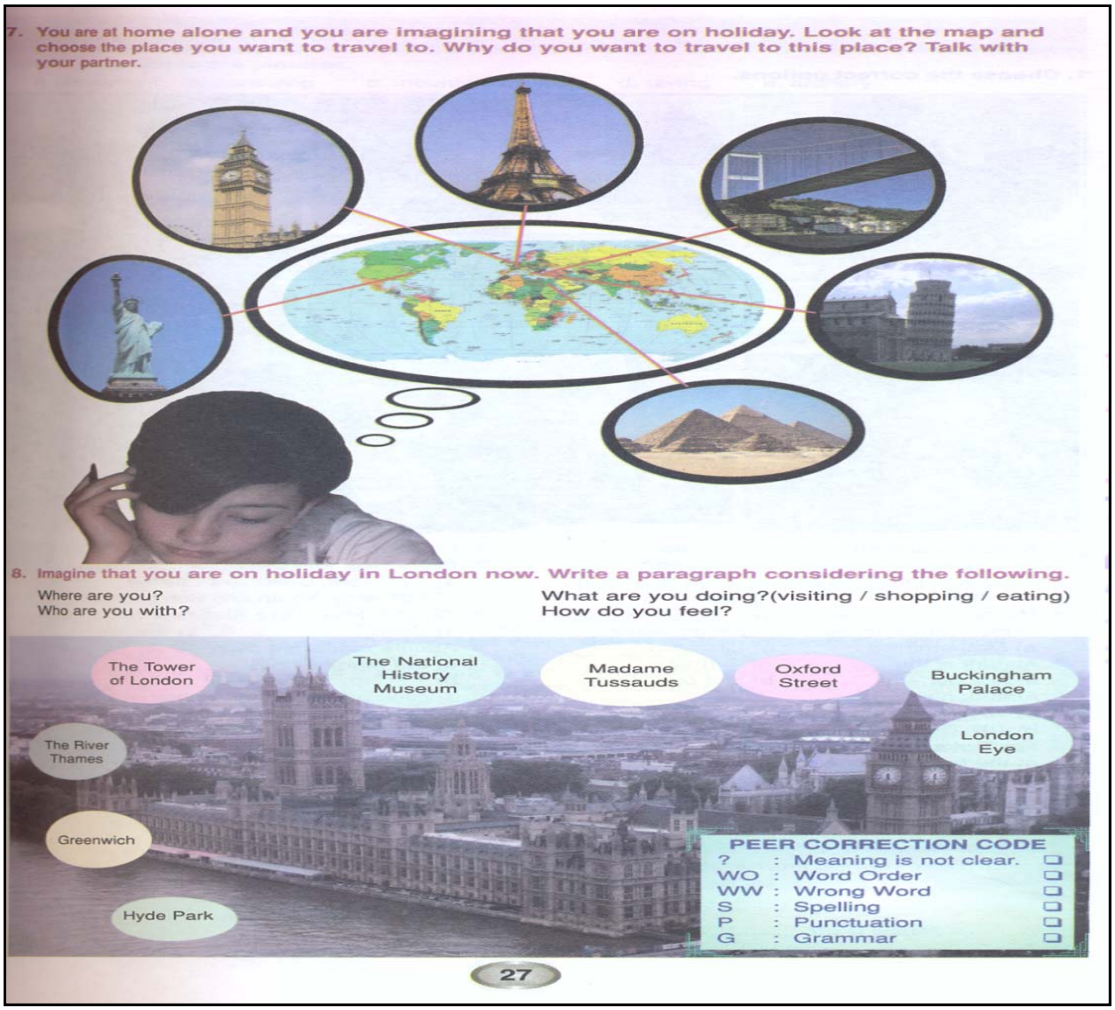
The second activity of unit 1 asks the students to write a job advertisement, which is a specific genre in terms of language choices and the layout. The students are introduced to this genre in the previous reading part of the unit before they are asked to write a job advertisement.



Picture 116: Grade 9 p. 11

The third writing activity is about writing an invitation card, and this genre is introduced to the students with both a listening and a reading activity, as well as it has been done for the second writing activity of unit 1.

Unit 2 part I writing activity gives a world map to the students and make them think about where they would like to go on holiday with the help of some pictures, which could be regarded as another kind of brainstorming activity.



Picture 117: Grade 9 p. 27

The reading which is presented before the writing activity of unit 2 part II is much more about the genre of the writing, which is a complaint letter about a product you

have purchased to the company. Students work on the complaint letter which is about another product, then they write another complaint letter about their new cell phone.

For the third writing activity of unit 2, it could be said that the listening and the discussion with their partners about the topic is helpful to activate the imagination of the students about what the future school will be like.

In unit 3 part I, the students are given guiding questions to plan what they will write. The guiding questions here are the following ones: *'Where did you go? What did you do there? How did you feel? Did you have any problems? Who did you go with? Did you like it? Why? /Why not?'*

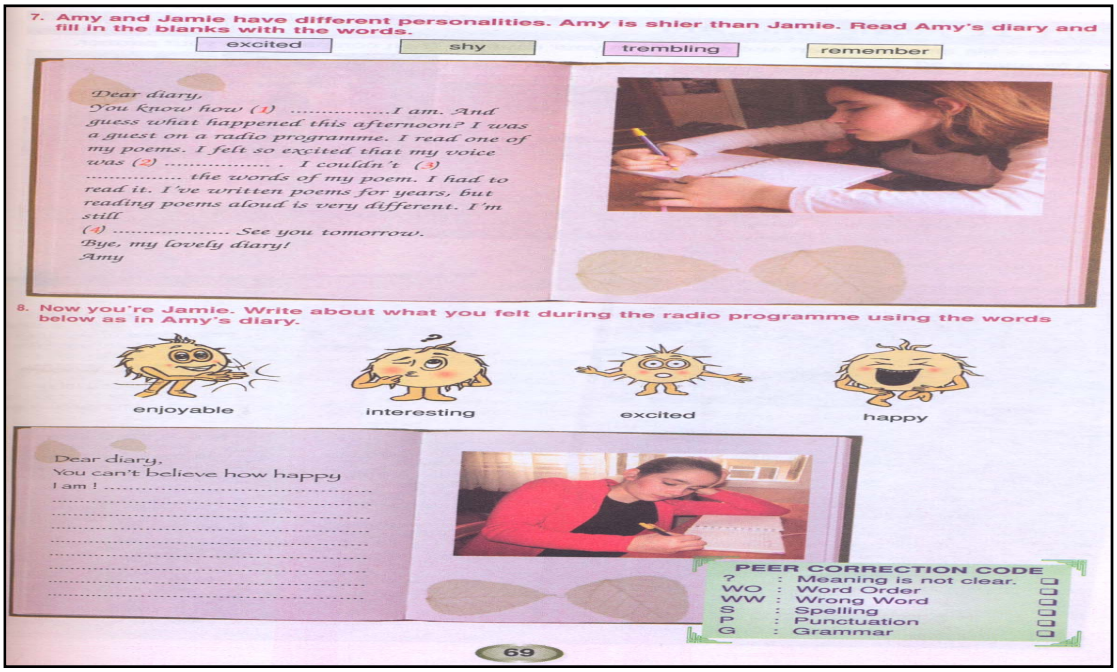
In part II, a timetable of a disabled athlete is given to the students to make them write down an e-mail to their friends about the race as if they were the athlete. What is more advantageous for the students is that the timetable is given until seven o'clock p.m. and they are wanted to guess what he could have done in the evening. This activity leads the students to think about the topic more thoroughly

.

Part III writing activity is important since it is the first activity about the organization of text writing. The students are asked to write a paragraph about a sports event, and to do so they are given some titles so that they can write in an organized way. The order of their writing should be as follows:

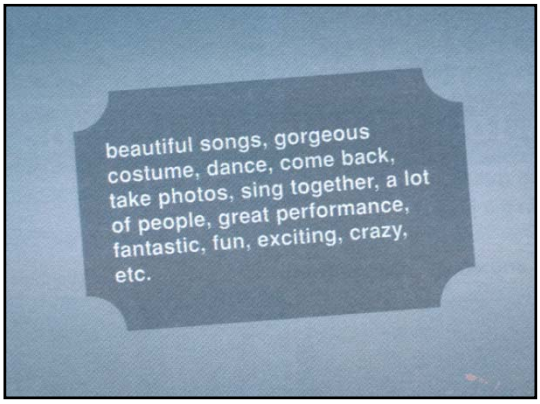
-The name of the sports event -The place -The date -National or international
-The importance -The atmosphere -The winners

In unit 4 part I, the students are given a diary entry of a character, Amy, a young poet. Then they are expected to write down the diary entry of her twin sister, Jamie, who is not as shy as Amy. What is really expected from the students is to keep in their minds the personality of the character; however, the previous diary entry, the students have read, could not be regarded as a sufficiently helpful activity in terms of changing their writing style when the writer changes.



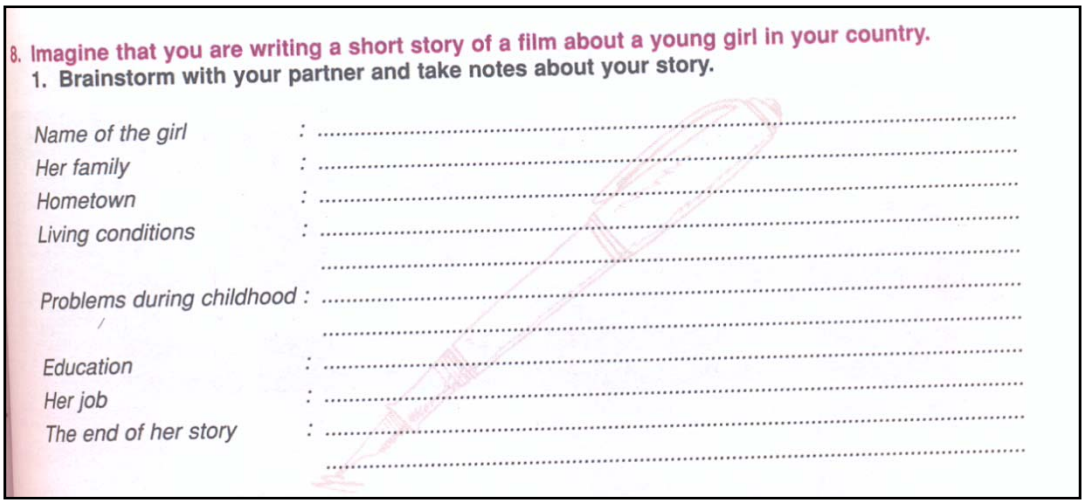
Picture 118: Grade 9 p. 69

The second writing activity of unit 4 is eased for the students by the help of some phrases about what Barbara did and felt.



Picture 119: Grade 9 p. 74

The following part of unit 4 has a writing task, too. This task makes the students write a story by taking a story, read in the reading section, as a model. For this activity the student are led to brainstorm under specific titles with their partners.


8. Imagine that you are writing a short story of a film about a young girl in your country.
1. Brainstorm with your partner and take notes about your story.

Name of the girl :
Her family :
Hometown :
Living conditions :
Problems during childhood :
Education :
Her job :
The end of her story :

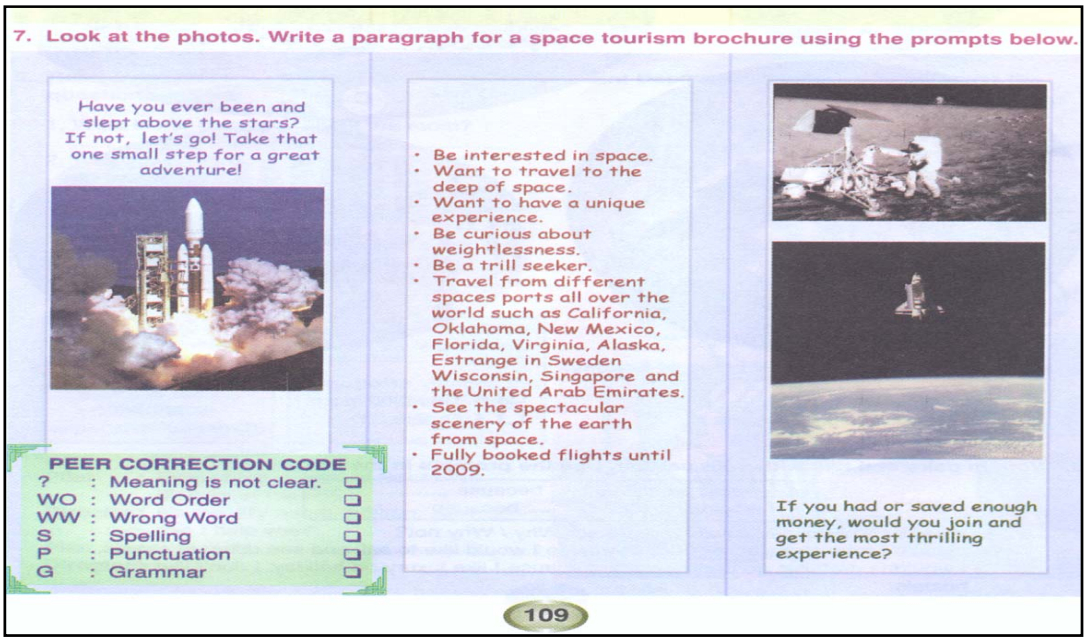
Picture 120: Grade 9 p. 79

The first part of unit 5 is about 'Ways of Communication', and the students get some information on the topic with other reading and listening activities before the writing activity in the coursebook. The order of activities like reading, listening or speaking prior to writing activity is not only a characteristic of this unit but also all the other units. As a writing activity, the students are expected to prepare a quiz to see how well their partners can communicate. The example question is *'Do you use body language while speaking?'*. For the researcher, this activity looks too much challenging for the students since it could be really difficult for them to transfer all the information they have had throughout the unit to prepare this quiz, and it is not clearly stated for the students what they are really expected to do. Moreover, this activity cannot be considered as a writing activity according to the checklist of criteria of the study.

Unit 5 part II writing activity takes the advantage of the reading part in terms of text type and content of the writing. The reading part also includes a letter to and from Agony Aunt the same as the writing activity calls the students to write down.

The third activity of unit 5 is writing the feedback of an interview with one friend to the same friend. Thus, the interview part constitutes all the content of writing but in written form, which is good to identify the differences between the spoken and written language.

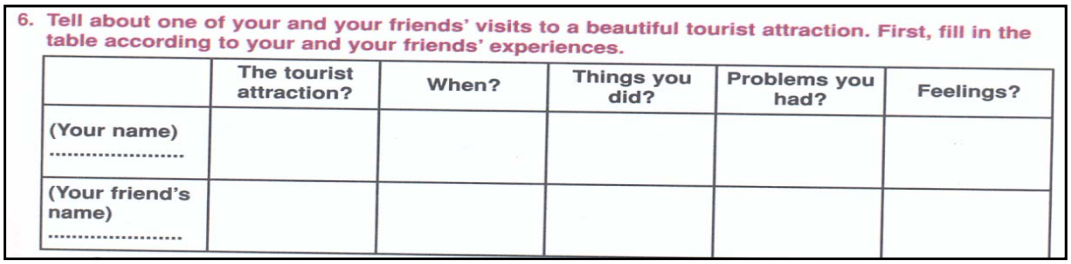
In unit 6 part I, elaborated information is given to the learners to make them ready for writing. The following picture from the coursebook summarizes this information.



Picture 121: Grade 9 p. 109

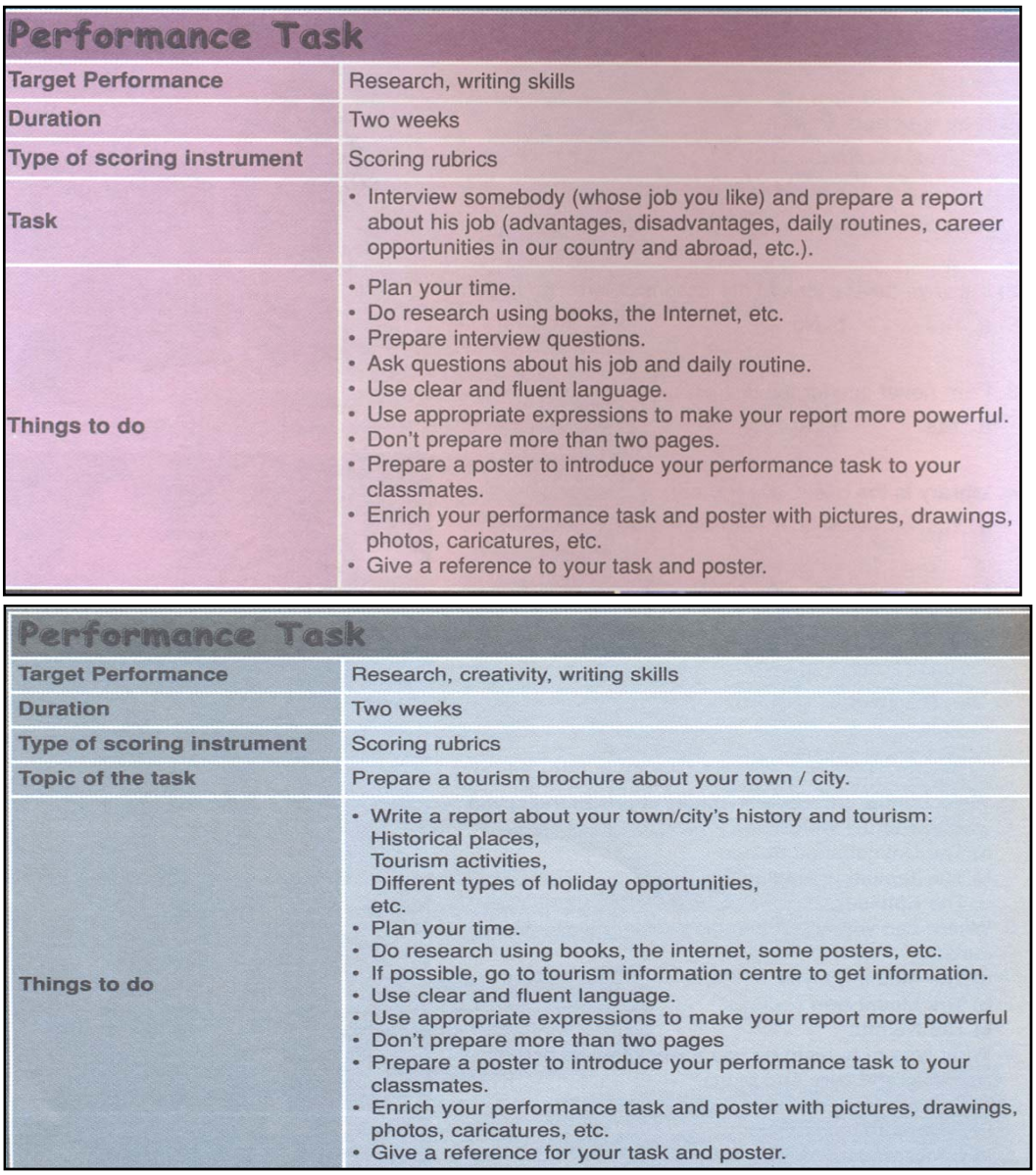
Unit 6 part II activity is surely not a writing activity as it asks to write a dialogue. Writing a dialogue is only a kind of classroom activity which is not probable to practice in real life as a writing event; thus, it is not wrong to call it as an artificial and non-profit writing task.

The last writing activity of the 9th grade coursebook is paragraph writing about a visit to a tourist attraction, and the students are at first guided to fill in a form about their partner's and their own visit there. This guidance is a device to outline their writing. The table that they are wanted to fill in is given below.



Picture 122: Grade 9 p. 119

Another point to mention within the scope of this study is that each unit has a performance task and some have a project work. Both performance tasks and project works include writing practices. Thus, when they are analysed , it is seen that the students are given 'things to do' to be able to perform the writing task. The things that the students are wanted to do are more or less the same for each unit. One example from unit 1 and one example from the last unit, unit 6 are given below to see comparatively.

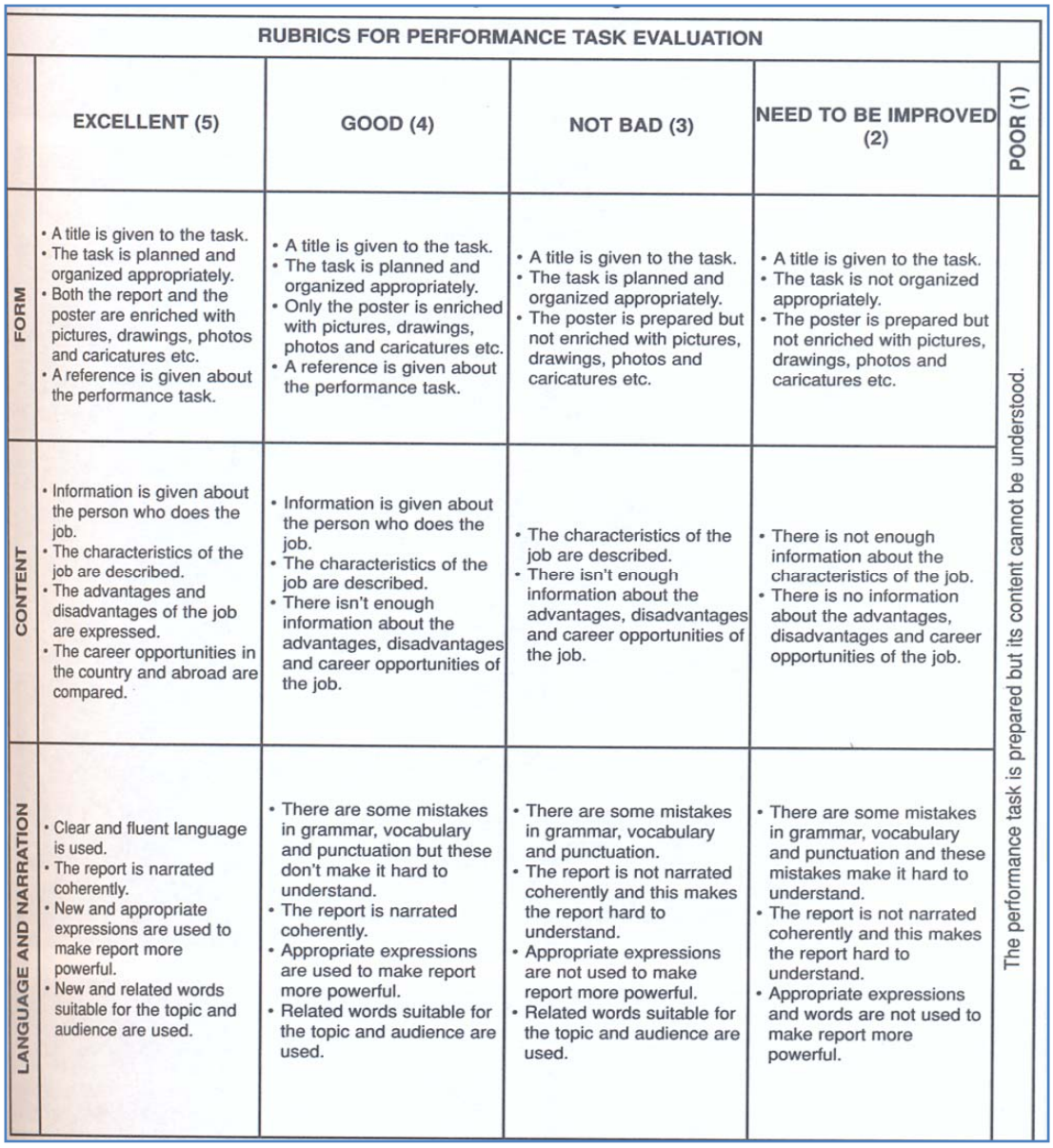


Performance Task	
Target Performance	Research, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Task	• Interview somebody (whose job you like) and prepare a report about his job (advantages, disadvantages, daily routines, career opportunities in our country and abroad, etc.).
Things to do	• Plan your time. • Do research using books, the Internet, etc. • Prepare interview questions. • Ask questions about his job and daily routine. • Use clear and fluent language. • Use appropriate expressions to make your report more powerful. • Don't prepare more than two pages. • Prepare a poster to introduce your performance task to your classmates. • Enrich your performance task and poster with pictures, drawings, photos, caricatures, etc. • Give a reference to your task and poster.

Performance Task	
Target Performance	Research, creativity, writing skills
Duration	Two weeks
Type of scoring instrument	Scoring rubrics
Topic of the task	Prepare a tourism brochure about your town / city.
Things to do	• Write a report about your town/city's history and tourism: Historical places, Tourism activities, Different types of holiday opportunities, etc. • Plan your time. • Do research using books, the internet, some posters, etc. • If possible, go to tourism information centre to get information. • Use clear and fluent language. • Use appropriate expressions to make your report more powerful • Don't prepare more than two pages • Prepare a poster to introduce your performance task to your classmates. • Enrich your performance task and poster with pictures, drawings, photos, caricatures, etc. • Give a reference for your task and poster.

Picture 123: Grade 9 p.p. 20,122

The performance tasks are evaluated with rubrics by teachers, and these rubrics are given with a table in the teacher's book. The main points to be evaluated are form, content and language and narration. These rubrics are necessary ingredients of process approach to writing. However, the overall analysis of writing activities shows that in the coursebook writing is used as a means of teaching language, so if writing is used for the sake of language teaching, it could be wrong to call the approach of the coursebook as process approach writing instruction by taking only the rubrics for performance task evaluation as criteria.



RUBRICS FOR PERFORMANCE TASK EVALUATION

	EXCELLENT (5)	GOOD (4)	NOT BAD (3)	NEED TO BE IMPROVED (2)	POOR (1)
FORM	• A title is given to the task. • The task is planned and organized appropriately. • Both the report and the poster are enriched with pictures, drawings, photos and caricatures etc. • A reference is given about the performance task.	• A title is given to the task. • The task is planned and organized appropriately. • Only the poster is enriched with pictures, drawings, photos and caricatures etc. • A reference is given about the performance task.	• A title is given to the task. • The task is planned and organized appropriately. • The poster is prepared but not enriched with pictures, drawings, photos and caricatures etc.	• A title is given to the task. • The task is not organized appropriately. • The poster is prepared but not enriched with pictures, drawings, photos and caricatures etc.	The performance task is prepared but its content cannot be understood.
CONTENT	• Information is given about the person who does the job. • The characteristics of the job are described. • The advantages and disadvantages of the job are expressed. • The career opportunities in the country and abroad are compared.	• Information is given about the person who does the job. • The characteristics of the job are described. • There isn't enough information about the advantages, disadvantages and career opportunities of the job.	• The characteristics of the job are described. • There isn't enough information about the advantages, disadvantages and career opportunities of the job.	• There is not enough information about the characteristics of the job. • There is no information about the advantages, disadvantages and career opportunities of the job.	
LANGUAGE AND NARRATION	• Clear and fluent language is used. • The report is narrated coherently. • New and appropriate expressions are used to make report more powerful. • New and related words suitable for the topic and audience are used.	• There are some mistakes in grammar, vocabulary and punctuation but these don't make it hard to understand. • The report is narrated coherently. • Appropriate expressions are used to make report more powerful. • Related words suitable for the topic and audience are used.	• There are some mistakes in grammar, vocabulary and punctuation. • The report is not narrated coherently and this makes the report hard to understand. • Appropriate expressions are not used to make report more powerful. • Related words suitable for the topic and audience are used.	• There are some mistakes in grammar, vocabulary and punctuation and these mistakes make it hard to understand. • The report is not narrated coherently and this makes the report hard to understand. • Appropriate expressions and words are not used to make report more powerful.	

Picture 124: Grade 9 teacher's manual p.20

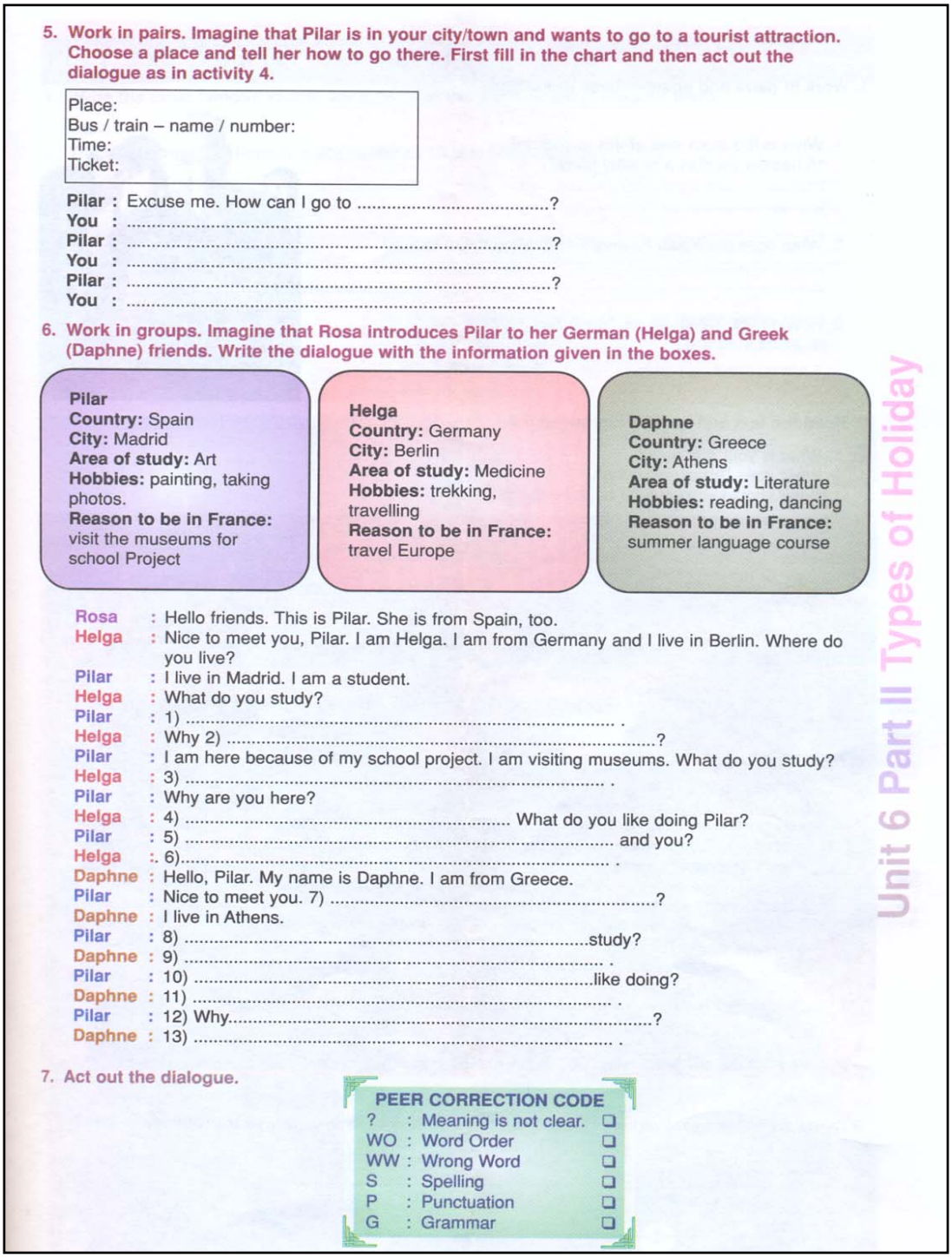
As a last point to state, most of the writing practices of grade 9 coursebook are examples of **free** writing task as they do not present a limited production opportunity for learners. They are all at textual level rather than sentence or phrase level. Only a small number of them use a model text prior to the writing activities. However, the model texts presented are not suitable to use as conventions of parallel writing because for example, unit1 par II writing activity asks the students to write a job advertisement but the advertisement they write is for another job different from the ones they have studied in reading part. Hence, the writing activity is not a parallel writing one.

The ones accepted as **controlled** writing activity are the activities of unit 1 part I and III, unit 2 part II and III, and unit 5 part II and III. Unit 1 part I is controlled because the students are limited with the use of language to state daily routines. On the other hand, part III activity makes the learners write an invitation card for their birthday but the students work on invitation cards in the previous section, too.

Unit 2 part II activity is controlled because of a similar reason of unit 1 part III activity. Students write a complaint letter after studying a complaint letter in a detailed way. Although the product they complain about, which is the content of writing, change, this change does not lead to using different language and discourse patterns. Further, what the students are expected is to use the same conventions of language use and discourse pattern. The same fact is true for unit 5 part II activity, which is writing a letter to and from Agony Aunt.

In unit 2 part III, the students are required to write at sentence level to compare schools of today and future. On the other hand, unit 5 part III activity only asks the students to write the results of the interview with their peers. If they write in a different genre like a report rather than simply reporting back in the written form, this activity could be evaluated as a free writing activity.

Lastly, one activity is neither a controlled or free activity since it is not a writing activity in the scope of the present study. This activity asks the students to write an interview.



5. **Work in pairs. Imagine that Pilar is in your city/town and wants to go to a tourist attraction. Choose a place and tell her how to go there. First fill in the chart and then act out the dialogue as in activity 4.**

Place:
Bus / train – name / number:
Time:
Ticket:

Pilar : Excuse me. How can I go to .....?
You : .....
Pilar : .....?
You : .....
Pilar : .....?
You : .....

6. **Work in groups. Imagine that Rosa introduces Pilar to her German (Helga) and Greek (Daphne) friends. Write the dialogue with the information given in the boxes.**

Pilar
Country: Spain
City: Madrid
Area of study: Art
Hobbies: painting, taking photos.
Reason to be in France: visit the museums for school Project

Helga
Country: Germany
City: Berlin
Area of study: Medicine
Hobbies: trekking, travelling
Reason to be in France: travel Europe

Daphne
Country: Greece
City: Athens
Area of study: Literature
Hobbies: reading, dancing
Reason to be in France: summer language course

Rosa : Hello friends. This is Pilar. She is from Spain, too.
Helga : Nice to meet you, Pilar. I am Helga. I am from Germany and I live in Berlin. Where do you live?
Pilar : I live in Madrid. I am a student.
Helga : What do you study?
Pilar : 1) ..... .
Helga : Why 2) .....?
Pilar : I am here because of my school project. I am visiting museums. What do you study?
Helga : 3) ..... .
Pilar : Why are you here?
Helga : 4) ..... What do you like doing Pilar?
Pilar : 5) ..... and you?
Helga : 6)..... .
Daphne : Hello, Pilar. My name is Daphne. I am from Greece.
Pilar : Nice to meet you. 7) .....?
Daphne : I live in Athens.
Pilar : 8) .....study?
Daphne : 9) ..... .
Pilar : 10) .....like doing?
Daphne : 11) ..... .
Pilar : 12) Why.....?
Daphne : 13) ..... .

7. **Act out the dialogue.**

PEER CORRECTION CODE
? : Meaning is not clear.
WO : Word Order
WW : Wrong Word
S : Spelling
P : Punctuation
G : Grammar

Unit 6 Part II Types of Holiday

Picture 125: Grade 9 p.113

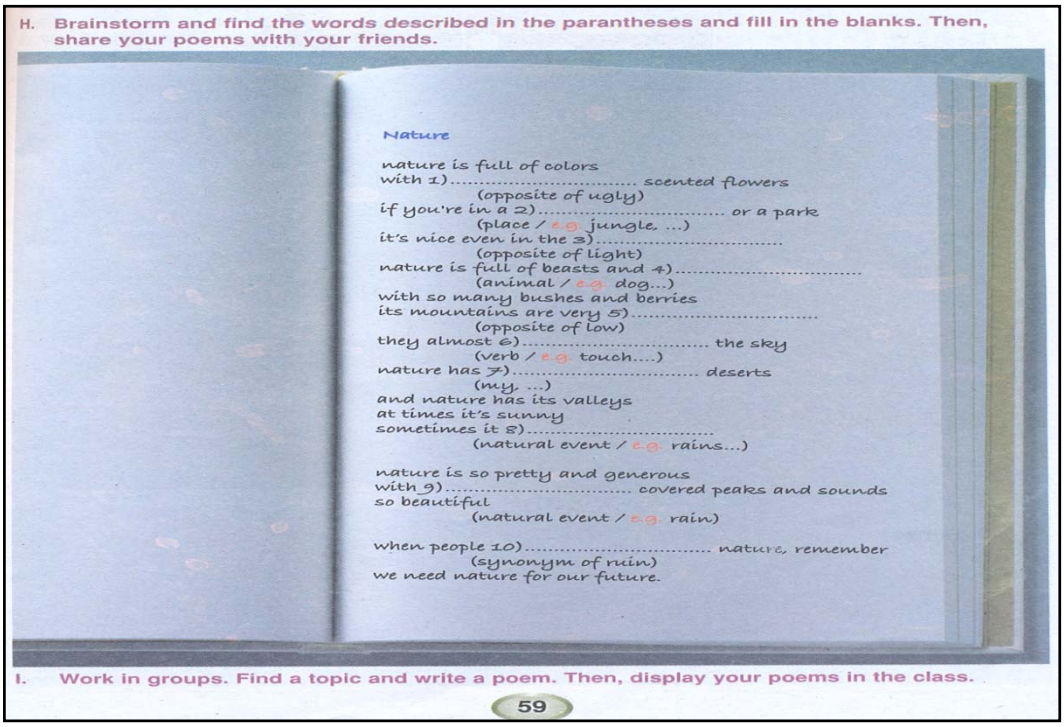
4.9. 10th Grade Coursebook Writing Activities

In general, the 10th grade coursebook is as weak as, even weaker than the other grade coursebooks in terms of assigning a clearly defined or specific **'role to the writers'**. But, some activities include at least some implied roles for the students as writers. The implication of the writer roles depend upon the text type or the purpose of the writing practice.

In the 10th grade coursebook, the 1st unit first part wants the students to write a job application letter, thus giving the students the role of an applicant for the advertised job. This explanation could be repeated for the Unit 6 part II writing activity. In part II, first the students interview someone in their neighbourhood, and then they write three paragraphs to give the information that they have obtained about the person. This task definition is no more possible to call a specific role for the writers. In the third activity, the students do not have a specific writer role to carry to be able to complete the writing task, either.

In unit 2, no writing practices attain a role to the writers. They are only called as 'you', so there is no role identification for them to keep in mind while they are writing or making linguistic and lexical choices.

The third unit writing practices have also no clear instructions to specify the role of the writers. The writers are only called as 'you' as it has been noted above. Part III writing activity could be thought as if it gives the role of a poet to the students since the genre of the text is poetry. However, what the students are expected to do here is only completing the blanks in the poem with appropriate phrases; thus, here the students role cannot be called as even a novice poet.



H. Brainstorm and find the words described in the parantheses and fill in the blanks. Then, share your poems with your friends.

Nature

nature is full of colors
with 1)..... scented flowers
(opposite of ugly)
if you're in a 2)..... or a park
(place / e.g. jungle, ...)
it's nice even in the 3).....
(opposite of light)
nature is full of beasts and 4).....
(animal / e.g. dog...)
with so many bushes and berries
its mountains are very 5).....
(opposite of low)
they almost 6)..... the sky
(verb / e.g. touch....)
nature has 7)..... deserts
(my, ...)
and nature has its valleys
at times it's sunny
sometimes it 8).....
(natural event / e.g. rains...)

nature is so pretty and generous
with 9)..... covered peaks and sounds
so beautiful
(natural event / e.g. rain)

when people 10)..... nature, remember
(synonym of ruin)
we need nature for our future.

I. Work in groups. Find a topic and write a poem. Then, display your poems in the class.

59

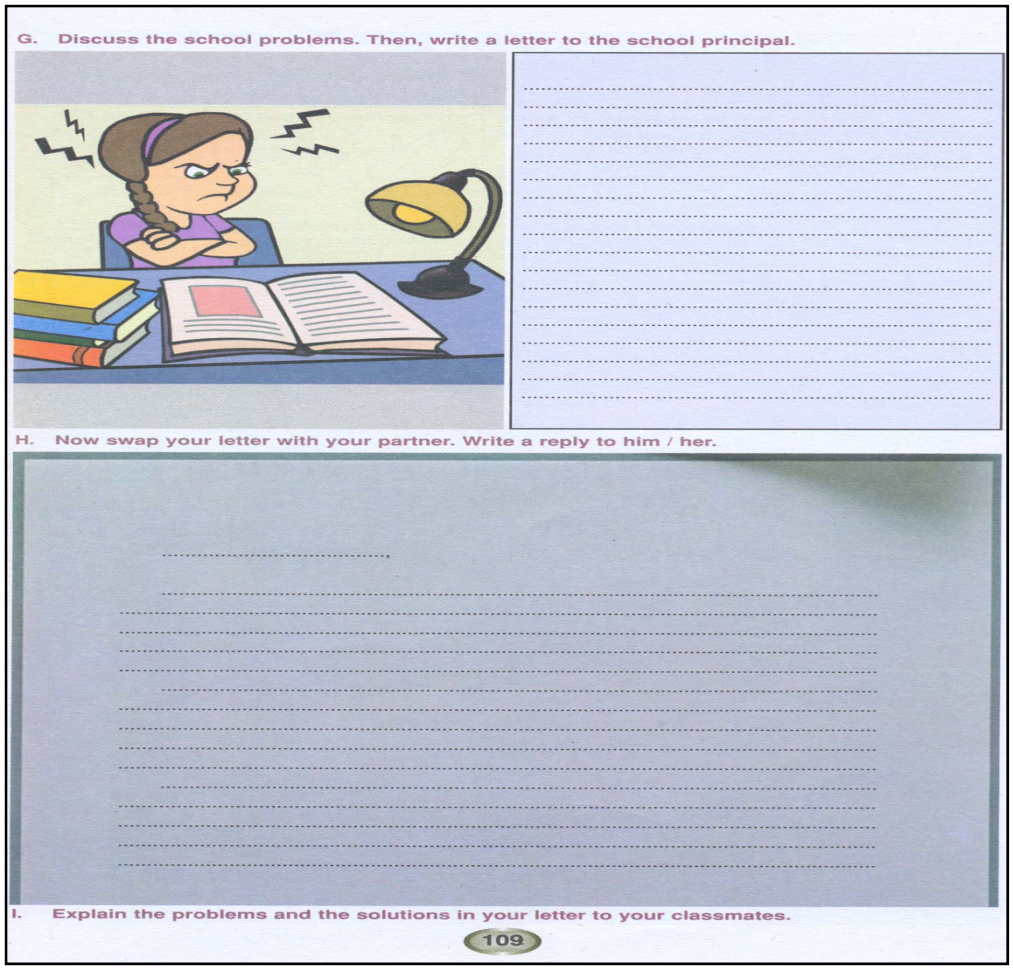
Picture 126: Grade 10 p. 59

In unit 4 only part I writing task could be regarded as specifying a role to the students, and this is the role of a daughter or son because they write some tips to their parents to be more environmentally friendly. This role specification is especially important for being influential to describe the power relationship; therefore effecting the language and words used in the writing.

Unit 5 states a role for the students in part III writing task like the following: '*You are a friend of Marc.*' Marc is a boy working as a TV reporter for a local channel, and has been to Dragon Boat Festival in China. But, to state the role of the students as a friend of Marc makes no change for the writing practice, and this role specification cannot be called influential to add a quality to the writing choices.

Unit 6 part I writing activity includes two letter writing activities. In one practice the learners have the role of a student, and in the other one they perform the role of the school principal replying to the problems of the student. It could be said that this

activity is the only activity in all the 9th grade coursebook successfully attaining a role to the students as writers.



Picture 127: Grade 9 p. 39

As a second criterion of the study the following table lists the **'topics'** covered in all units.

Unit	Topic(s)
1	Part I: Jobs- Application letter **3** Part II: People in your neighbourhood **2** Part III: Computer **3** Performance Task: Jobs **3**
2	Part I: Adventurous sports **3** Part II: Sports **3** Part III: Sports and events **3** Performance Task: Sports club **3**
3	Part I: Science fiction and meteor hit **3** Part II: Drama- Romeo and Juliet **3** Part II: Nature **3** Performance Task: Cultural activities **2** (in your town)
4	Part I: Recycling **3** Part II: Languages (Learning) **3** Part III: School trips **1** (their school trips) Performance Task: No specific topic (to prepare a mini dictionary)
5	Part I: Cultural differences **2,3** Part II: Social organizations **2** Part III: National festivals **3** (not including a national festival of Turkey) Performance Task: Children's rights **3**
6	Part I: School problems **3** Part II: Knowing yourself **1** Part III: Successful lives **2** Performance Task: Personality, stress and success **3**

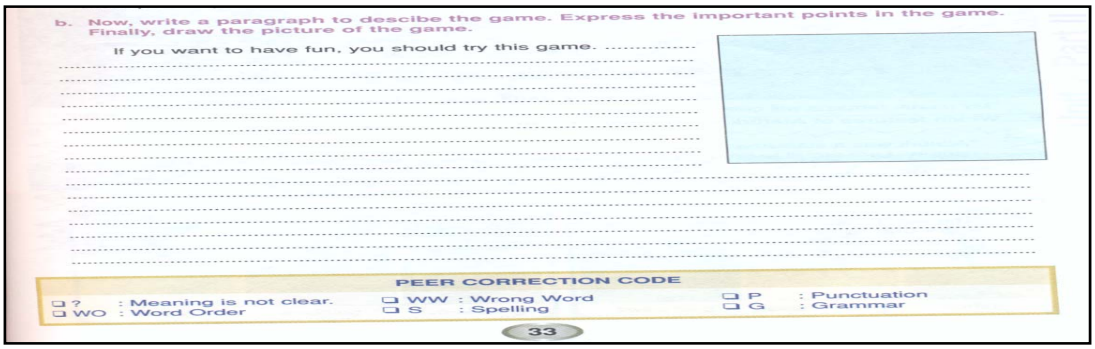
Table 15: 10th Grade Coursebook Topics

Like in the 9th grade coursebook, the writing activities in the 10th grade coursebook also state the following **'genres'** with their instructions for the learners. The genre types are shown on the ***Table 16***. However, most of the stated genres are not actively practised in the activities themselves because there is no genre approach to be observed in the organization of activities or the task cycle.

Units	Genres
Unit 1	Job application letter, paragraph, e-mail, report and poster
Unit 2	Commenting message/ e-mail, paragraph, report and poster
Unit 3	Paragraph, newspaper section (genres vary), poetry, report and poster
Unit 4	Message, e-mail, mini dictionary
Unit 5	Letter, report, e-mail, report and poster
Unit 6	Letter, autobiography, story, questionnaire

Table 16: 10th Grade Coursebook Genres

The fact explained in the previous paragraph could be exemplified with the writing activities in unit 1 part II, unit 2 part II, part III, unit 3 part I, part II, unit 4 part I, part III, unit 5 part I, part II, part III, unit 6 part II, part III. These activities are either not using the conventions of the specific genre to study the genre in reading sections with model texts or not stating a specific genre in the instructions but only explaining the content of the writing practice. For instance, the activity in unit 1 part II wants the students to write paragraphs after interviewing someone in their neighbourhood. This is neither a genre nor this activity instructs the students in paragraph writing except for stating what information the students will give in each paragraph. What happens in unit 2 part II activity is nearly the same with the unit 1 part II activity.

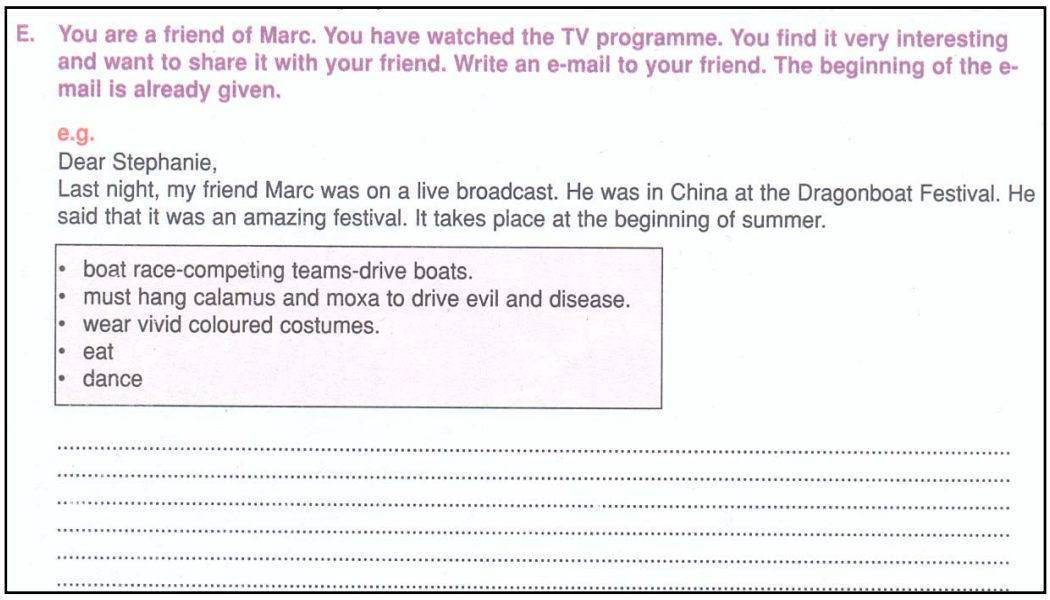


Picture 128: Grade 10 p. 33

Another thing about the activities listed above is that some of them do not include a statement of even a specific genre. For example, the activity in unit 2 part III only instructs the students as follows without stating the genre of the writing activity:

"Imagine that you have watched and participated in the events in exercise E. Write your experiences for the Explore Magazine…"

Some units, on the other hand, include writing activities stating a genre but not showing the layout of the genre as it could be seen in the space given to write down for the students. What is more, these activities do not specify the letter or e-mail genre such as letter of application, recommendation e-mail, etc; thus, they look not very different from paragraph writing activities. To exemplify, the activity in unit 5 part III is shown below:



E. **You are a friend of Marc. You have watched the TV programme. You find it very interesting and want to share it with your friend. Write an e-mail to your friend. The beginning of the e-mail is already given.**

e.g.

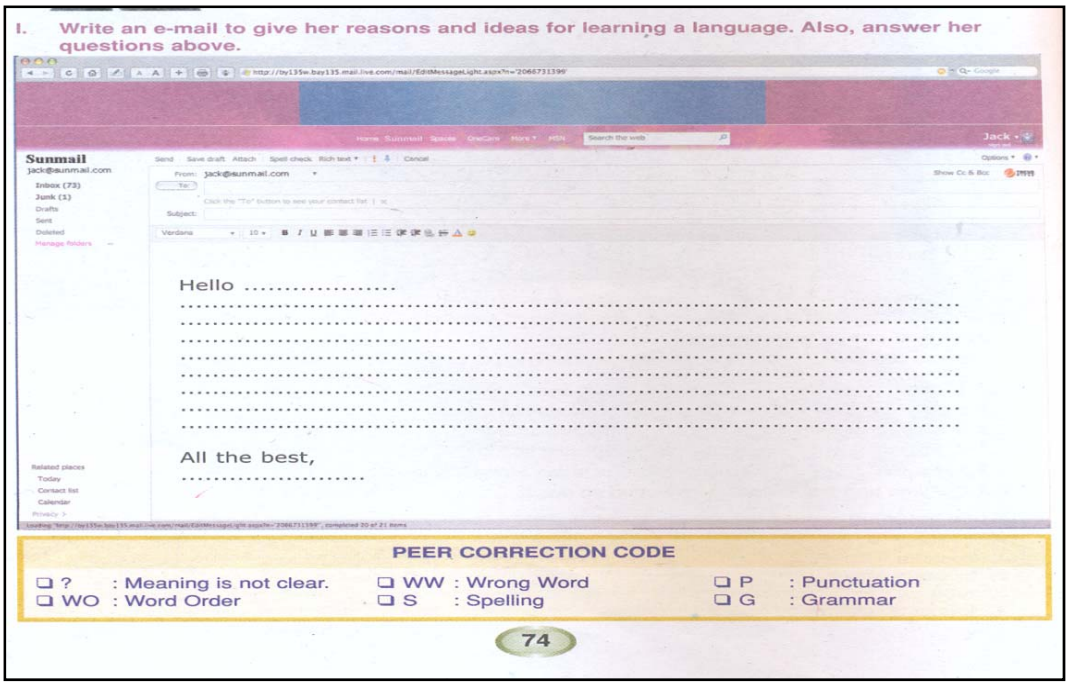
Dear Stephanie,
Last night, my friend Marc was on a live broadcast. He was in China at the Dragonboat Festival. He said that it was an amazing festival. It takes place at the beginning of summer.

- boat race-competing teams-drive boats.
- must hang calamus and moxa to drive evil and disease.
- wear vivid coloured costumes.
- eat
- dance

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Picture 129: Grade 10 p. 99

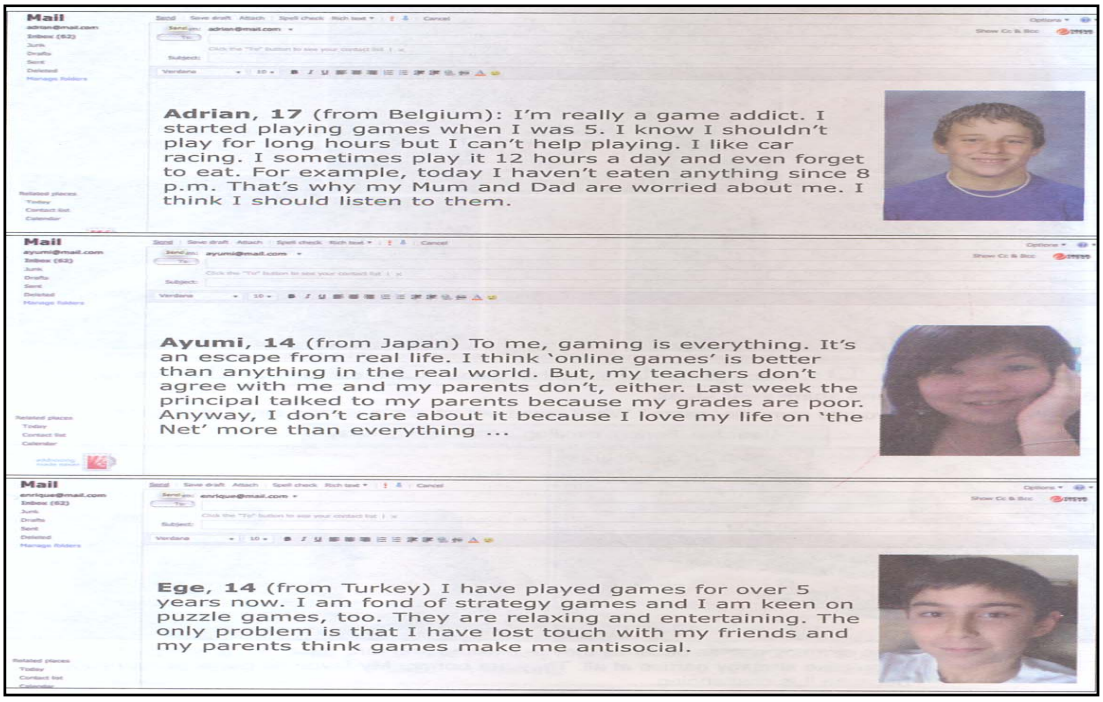
Compared with the formerly explained activity types, Unit 4 part II activity, on the other hand, requires the students to write an e-mail and the layout of the given space for writing to the students illustrates the e-mail genre. Another thing to say about this activity is that, it could be also specified as a recommendation e-mail rather than a macro genre of e-mail.

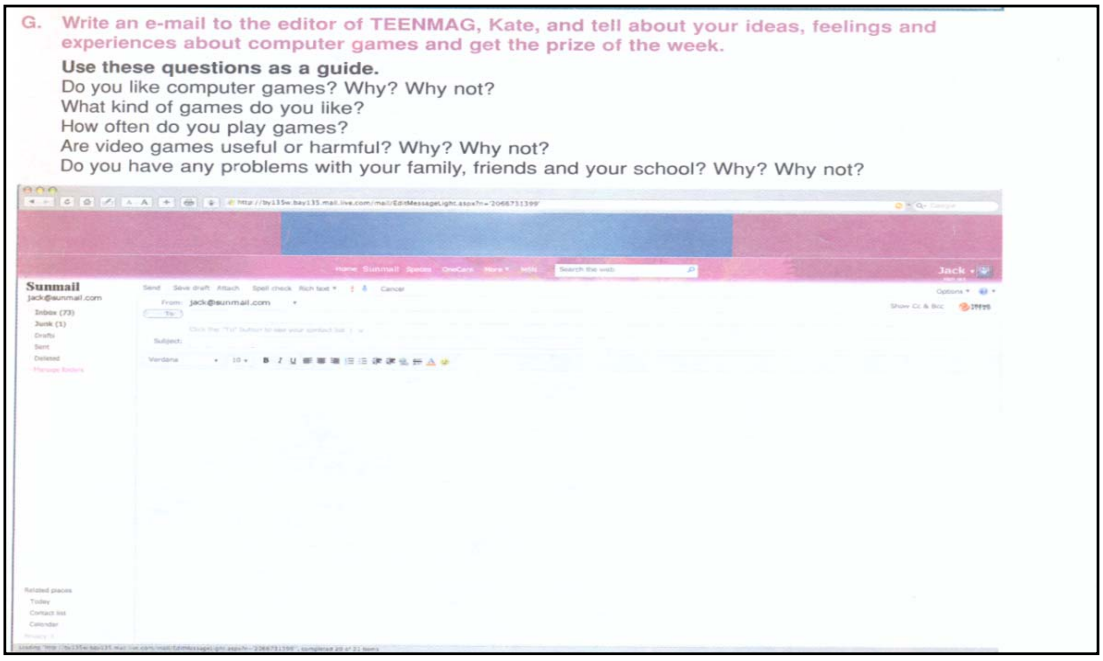


Picture 130: Grade 10 p. 74

To state separately, unit 3 part II writing activity looks rich in genre variety at the first sight. The students are required to choose a genre to write from the list of advice column, 'a weeding announcement, advertisements, etc.' but in detail there is no genre specific study prior to the writing task or the students do not have a reflective study on the conventions of the specific genres after they have finished composing.

The successfully representative genres are the job application letter in unit 1 part I, personal comment e-mail in unit 1 part III, commentary message to a website in unit 2 part I, poem in unit 3 part III, recommendation e-mail in unit 4 part III, asking for and giving suggestions letter in unit 6 part I. One example to see is as follows:





Picture 131: Grade 10 p.p. 14, 17

If the most unique genres are to be stated in the 10th grade coursebook, these are the genres of mini-dictionary and questionnaire in Performance Task Parts of unit 4 and 6. Both of the genres could be good examples of genre study if carefully guided by the teachers by focusing on the genre-specific analysis at the pre or post writing stages of composing.

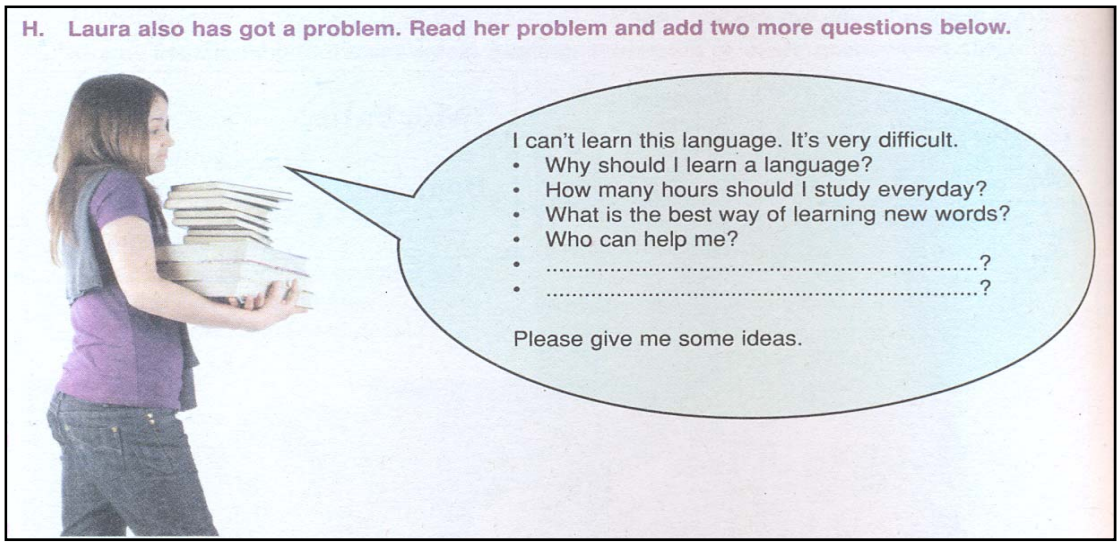
When the results of the analysis of ‘who?’ criterion is compared with the criterion of **‘to whom?’**, it is clear that the specification of the audience, the readers, is more frequent than the writer roles. However, the quality that these specifications add to the writing practice, in other words, how much distinctive the roles assigned to the readers affecting the writing production is not very different from the former one.

Unit 1 part III written task is addressed to the editor of Teenmag magazine although it does not free the activity from being an abstraction in terms of role specification for the reader(s). The same phenomenon is true for the activities in unit 2 part I and III. The first one asks the students to write for ‘adrenalinlovers’ website, and the latter wants them to write for the Explore Magazine.

In unit 3 part II writing activity, the students are instructed to choose a section of a newspaper to write but the reader group of the newspaper is an abstraction for the students.

Unit 4 part I writing activity specifies the readers as parents, and this is one of the most influential reader specification in writing. The other one is in unit 6 part I. There, the students write to the school principal, which is influential in writing especially in terms of power relationships.

The other writing activity of unit 4 requires the students to write to Laura, a girl having difficulty in learning English. In order to write to her, the students have to read the information above in the coursebook and they have to take this information into consideration to be able suggest her some useful reasons and ideas to learn the language.



Picture 132: Grade 10 p. 74

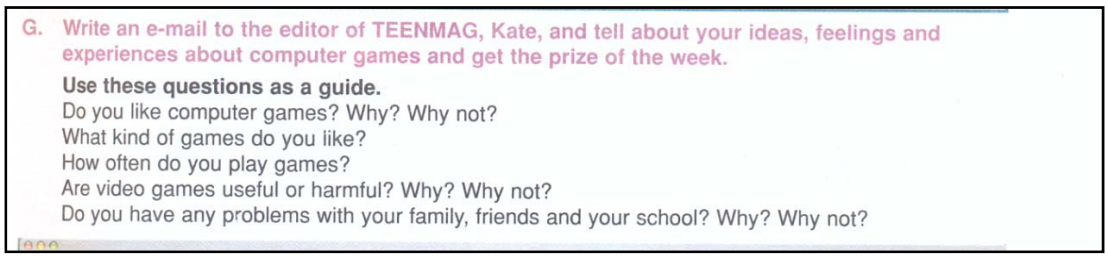
Part III writing activity of unit 4 says that the students will write for Science Gate School Paper. Unfortunately, this specification does not attach a peculiarity to the writing practice.

In unit 5, the students write e-mails and letters to their friends on different topics. So the readers are specified as the friends of the students.

Lastly, in unit 6 writing activities, the readership is an abstraction except for the part I activity, and it is the most successful one in defining a role for the reader(s). As it has been explained previously, the reader of this writing task is the school principal, and the students, provided with this reader information, should be careful about their language choice.

In 10th grade coursebook, the **'purpose'** practiced more often than the others is informative. Unit 1 part II writing activity instructs the students to write down the results of interviewing someone in the students' neighbourhood in the form of paragraphs, which is purely *informative*. Part III writing activity of the same unit requires the students to write an e-mail about their ideas and experiences on computer games. In terms of the macro genre, this activity could be called as

interactional; however, the specification of the task; that is, it asks the students to write to the editor of a student magazine, *Teenmag*, shows that the activity does not have an interactional function. On the other hand, this activity cannot be named as a personal writing because the previously given leading questions restrict the students to use specific language structures. Thus, the correct reason of writing looks again like *informative*. It is not as purely informative as unit 1 part II activity, though.


G. Write an e-mail to the editor of TEENMAG, Kate, and tell about your ideas, feelings and experiences about computer games and get the prize of the week.

Use these questions as a guide.

Do you like computer games? Why? Why not?
What kind of games do you like?
How often do you play games?
Are video games useful or harmful? Why? Why not?
Do you have any problems with your family, friends and your school? Why? Why not?

Picture 133: Grade 10 p. 17

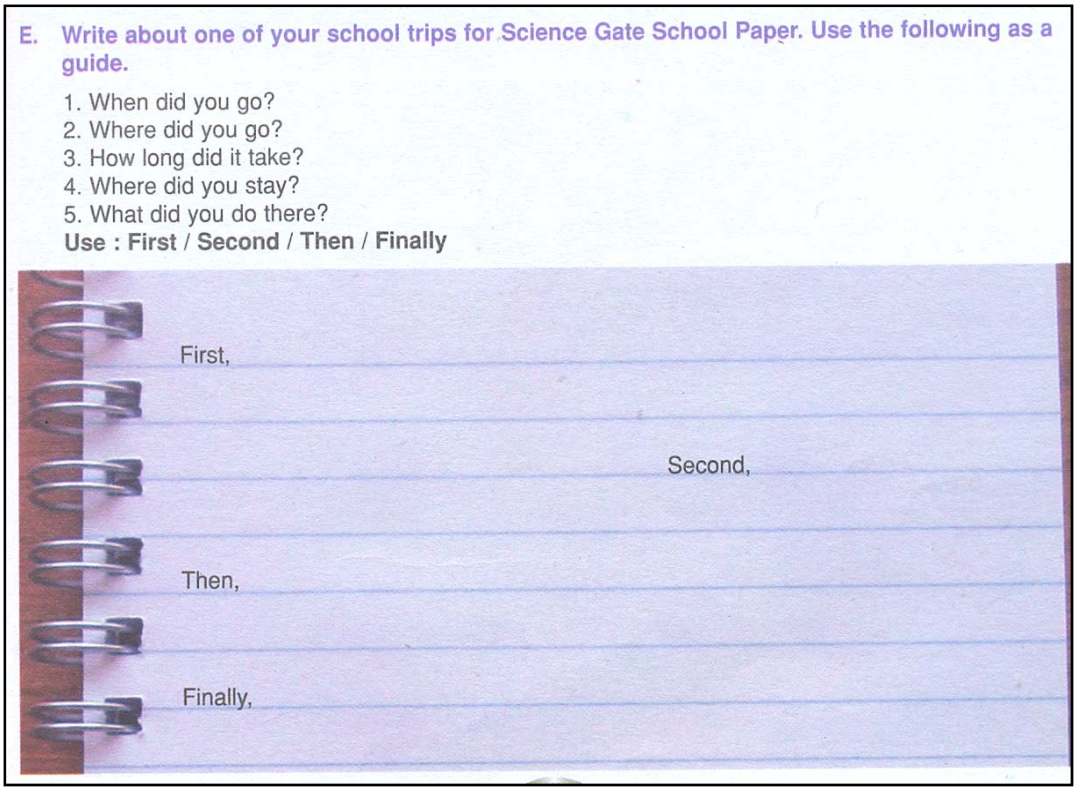
Unit 2 part I activity like the one explained above is very restricted in terms of limiting the students' use of language with a powerful aim of practising 'present perfect tense'. Yet, this activity is much more *personal* writing rather than informative compared with the unit 1 part III activity. In unit 2 part I activity, the students are asked to write to a website about their ideas on sports but how much restricted they are in terms of language use should be seen by the help of the model texts given in the reading part.



Picture 134: Grade 10 p.23

Unit 2 part II activity is purely *informative* since it wants the students to write to describe a sports game in the form of paragraph. In part III of the same unit, this time the students write their experiences about watching or participating two different sports events, which is *imaginative* rather than personal. When it is considered that the students are required to use a restricted language form, 'comparatives', it looks like performing the informative language function in writing.

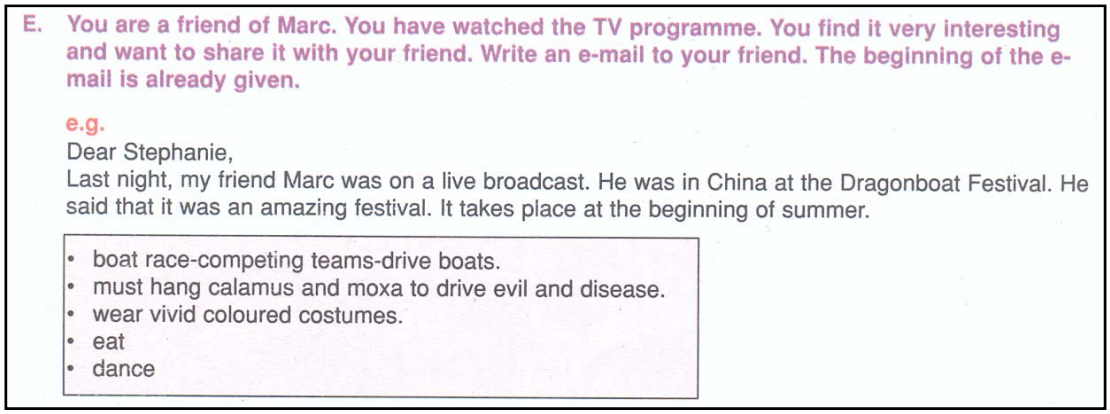
Unit 4 part I writing activity is writing about one of the school trips the students have been and it conveys the *informative* purpose because the students by using 'past tense' write down what they did there. The students are asked to write to Science Gate School Paper, which could make the activity personal or interactional but when the organization and layout of the text is analysed, the activity is not practicing any other function more than informative function.



Picture 135: Grade 10 p. 79

In unit 5 part I activity, the students imagine that they have visited three countries and then they write a letter to one of their friends about cultural similarities and the differences of these countries. The students are free to focus on different differences or similarities. That is why this activity is neither informative nor interactional but more powerfully *personal* writing. The activity gives the students the opportunity to reflect their point of view on an issue. Part II writing activity of unit 5 becomes *informative* by asking students write down a report of their research about organizations of environment, human rights, children, women, peace, etc. in their country. Writing a report in this context can be called as practising the informative function in writing. Part III writing practice could also be labelled as *informative*. The students are called as friends of Marc, who has been to a festival of Thailand, and the students are asked to imagine both watching this festival on TV and talking to Marc on phone before they start to write to share this interesting information with another friend of them. What the students are directed to do is sharing the

information rather than their opinions or feelings; thus, this activity could be called as practising the informative function.



E. You are a friend of Marc. You have watched the TV programme. You find it very interesting and want to share it with your friend. Write an e-mail to your friend. The beginning of the e-mail is already given.

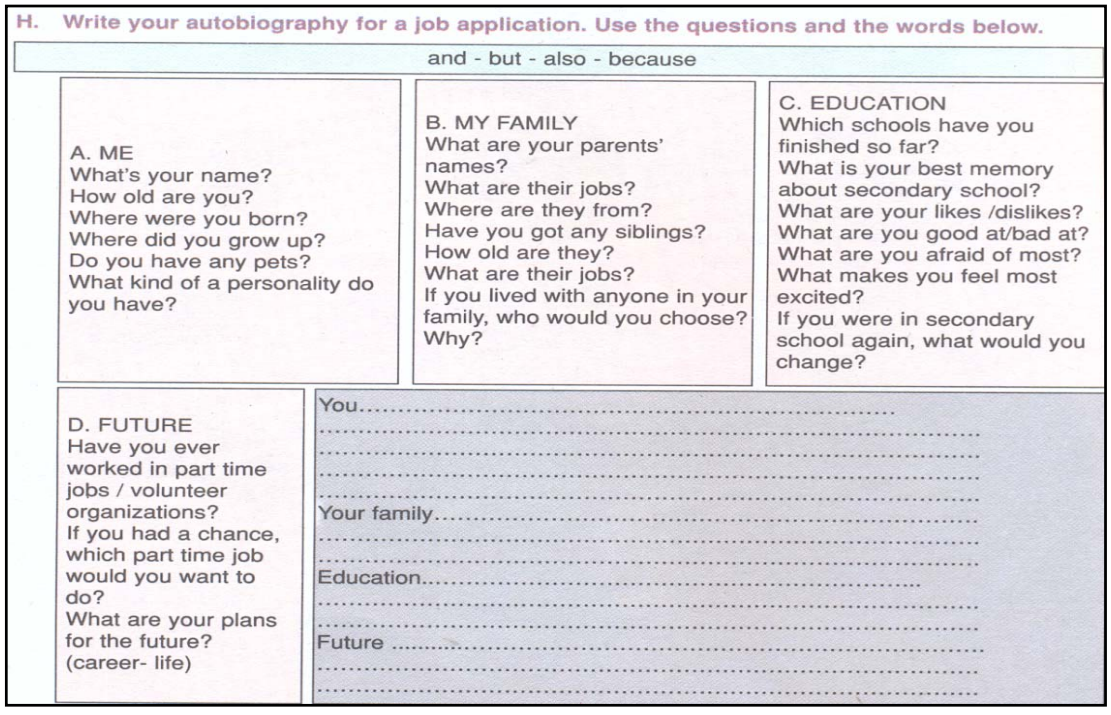
e.g.

Dear Stephanie,
Last night, my friend Marc was on a live broadcast. He was in China at the Dragonboat Festival. He said that it was an amazing festival. It takes place at the beginning of summer.

- boat race-competing teams-drive boats.
- must hang calamus and moxa to drive evil and disease.
- wear vivid coloured costumes.
- eat
- dance

Picture 136: Grade 10 p. 99

Unit 6 part II writing activity is *informative.* The students are asked to write their autobiographical information for a job application. However, the absence of genre-specific layout and the questions the students are required to answer in writing their autobiography clearly show that this writing practice of the students won't practice any other function but informative function.



H. Write your autobiography for a job application. Use the questions and the words below.

and - but - also - because

A. ME
What's your name?
How old are you?
Where were you born?
Where did you grow up?
Do you have any pets?
What kind of a personality do you have?

B. MY FAMILY
What are your parents' names?
What are their jobs?
Where are they from?
Have you got any siblings?
How old are they?
What are their jobs?
If you lived with anyone in your family, who would you choose? Why?

C. EDUCATION
Which schools have you finished so far?
What is your best memory about secondary school?
What are your likes /dislikes?
What are you good at/bad at?
What are you afraid of most?
What makes you feel most excited?
If you were in secondary school again, what would you change?

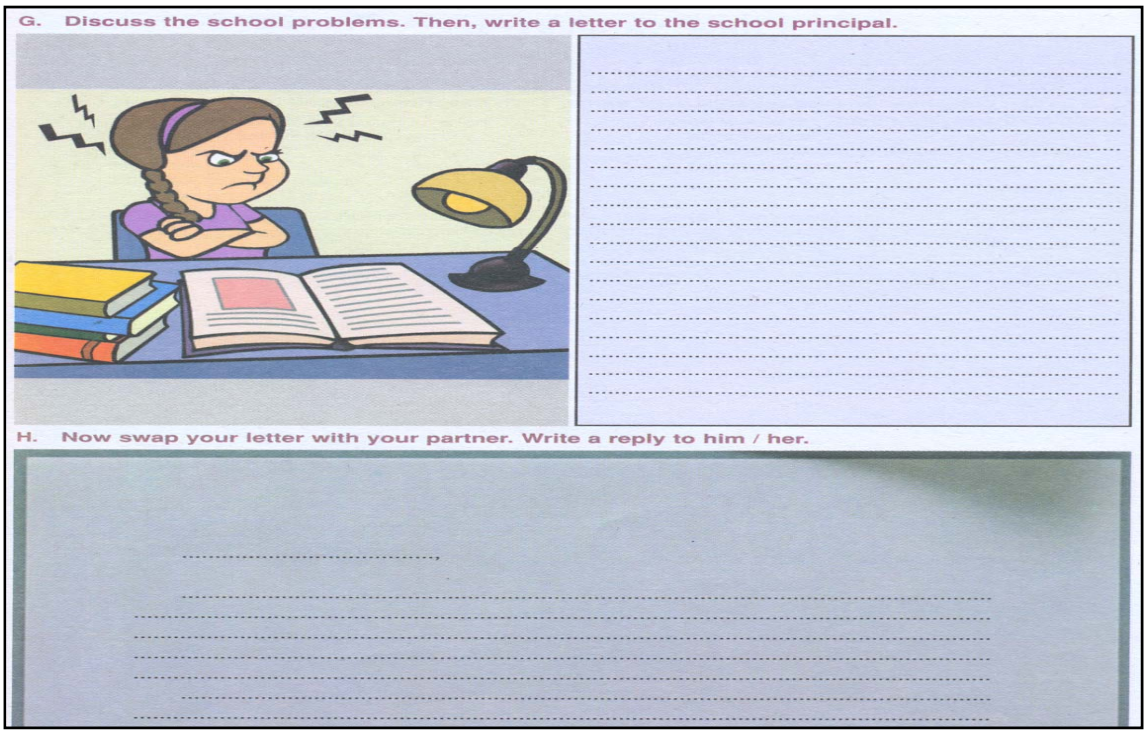
D. FUTURE
Have you ever worked in part time jobs / volunteer organizations?
If you had a chance, which part time job would you want to do?
What are your plans for the future? (career- life)

You.....
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Your family.....
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Education.....
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.....
Future .....
.....
.....

Picture 137: Grade 10 p. 114

On the other hand, unit 1 part I activity is the only activity practising single *instrumental* function in writing. It is a well-organized activity naturally requiring the students to write by doing lexical and structural choices performing the instrumental function. They write a job application letter to a job advertisement on a paper.

Unit 6 part I activity wants the students to write to the school principal and then swap the letters and reply to their friends as if they were school principal. The letter written to the school principal could be called as practising *instrumental* function as well and the reply as *regulatory*. However, the writing task does not specify the purpose of the writer and for some contexts of writing it is particularly difficult to name a single function for the writing practices in all the 10th grade coursebook. The activity in unit 6 part I, illustrated with the following picture, could be an example of this difficulty.



Picture 138: Grade 10 p. 109

In unit 3 part I, the students are asked to write an imaginative disaster story (meteor hit) as they were the only survivors of the disaster. That is why this activity is a kind of *imaginative* writing activity. In part III of unit 3, on the other hand, the students complete a poem by choosing from the words given and then as a following task they are asked to write their own poem on a topic. Poetry writing could be called as both *imaginative* and *personal* writing. It could be personal writing because literary genres reflect the inner world of the writer to readers. Unit 6 part III activity could also be called as imaginative because the students write about a success story in their neighbourhood. If this is fiction, which is more probable than being a real story, then this activity is a kind of activity practising imaginative function, as well.

Unit 4 part I writing activity can be called as writing with *regulatory* function because the students are required to write useful tips for their parents about recycling and being more environment friendly, so that the aim of the students while writing these notes should be changing the behaviours of their parents for the purpose of being more sensitive to the environment. In part II of unit 4, the students write an e-mail to a girl to make her more motivated for learning a language and to suggest some useful learning strategies. Thus, this activity could be also called as performing the *regulatory f*unction like the one in part I.

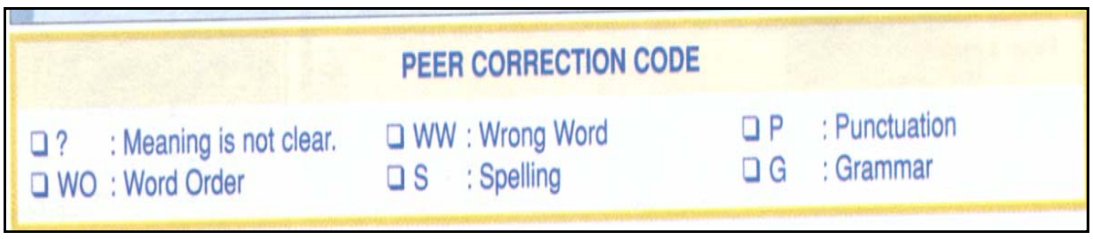
The writing activity of unit 3 part II can practise different writing purposes changing according to what the students choose to write or to say; namely, what section of a newspaper they choose to write. For instance, if they choose to write the advice column, they will write with regulatory function, if they choose the weather forecast section, they will write with informative function, or if they choose the advertisement section, they will practise instrumental function. Thus, unit 3 part II activity could be called as multi-functional writing activity.

Lastly, it would be noteworthy to specifically explain the project work which is given in unit 2 and the performance task part of unit 6. The project work of unit 2 asks the students to keep a diary, and keeping a diary is one of the most authentic ways of practising *personal* writing. On the other hand, the performance task of unit

6 is an extraordinary one for coursebook series because it practises a different function, *heuristic* function. In this task the students are required to prepare a questionnaire about personality, stress and success by using the background information they have had throughout the unit. The reporting of the result could be informative but questionnaire preparation certainly fulfil the purpose of heuristic function of literacy.

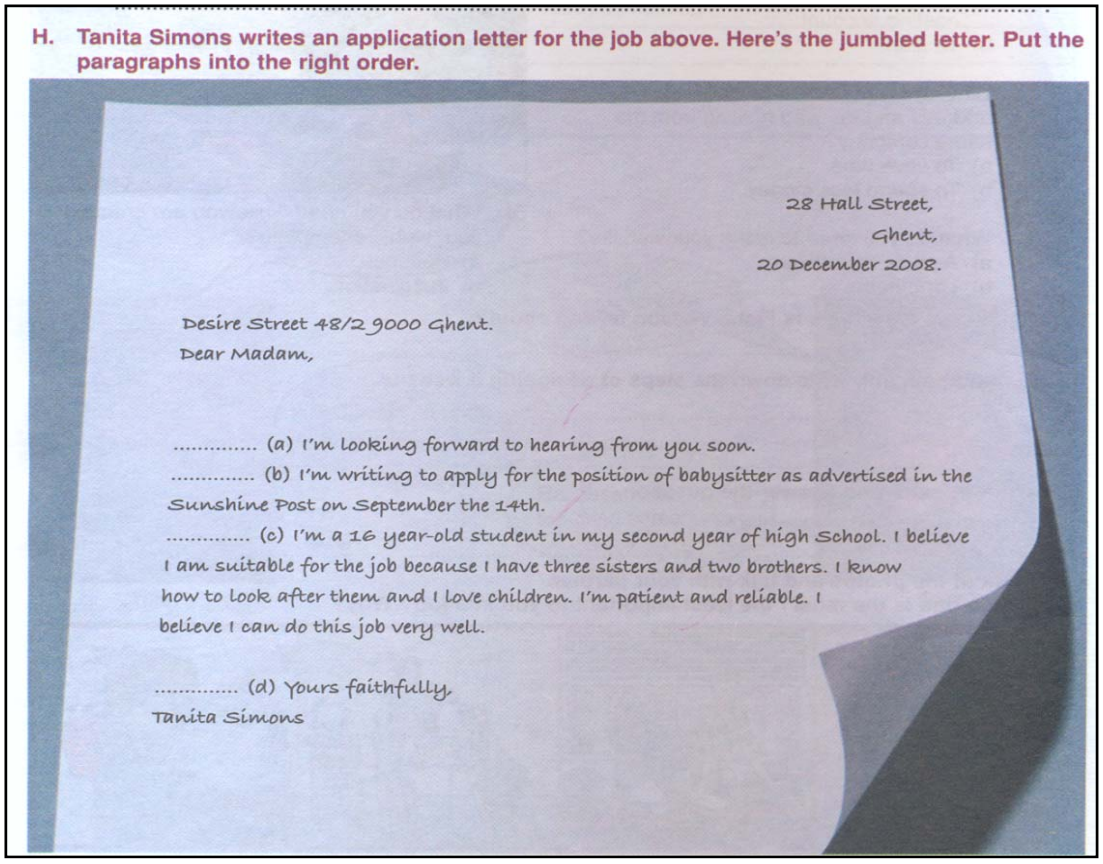
Finally, **'how to write'** criterion of the analysis of this study is applied to the writing activities of the 10th grade coursebook in the very following paragraphs of this section of the study.

Only some of the units of the 10th grade coursebook include 'peer correction' checklist after the writing activities different from the fact that each unit in the 9th grade coursebook includes the checklist of correction for the students. The excluded units and parts are the following: Unit 2 part I; unit 3 part II and III; unit 4 part I and III; unit 5 all the parts; unit 6 all the parts. The reason why a checklist of correction has not been given for the students after the writing activities of the noted units and parts is not surely known but what is understood from the teacher's book is that the students put their written productions, they have individually checked or have been checked by their peers with the given criteria, into their portfolios. The other writing activities look as if they are only classroom activity compared with the formerly stated activities including the 'peer correction' checklist. The criteria the checklist contains are 'the clarity of meaning, word order, choosing the correct word, spelling, punctuation and grammar', which is totally the same with the criteria of the 9th grade coursebook.



Picture 139: grade 10 p. 7

In unit 1 part I, the students perform reading tasks depending on a model text to get ready to write a job application letter. This is what is commonly used and useful activity to prepare the students to write.



H. Tanita Simons writes an application letter for the job above. Here's the jumbled letter. Put the paragraphs into the right order.

28 Hall Street,
Ghent,
20 December 2008.

Desire Street 48/2 9000 Ghent.
Dear Madam,

..... (a) I'm looking forward to hearing from you soon.
..... (b) I'm writing to apply for the position of babysitter as advertised in the Sunshine Post on September the 14th.
..... (c) I'm a 16 year-old student in my second year of high School. I believe I am suitable for the job because I have three sisters and two brothers. I know how to look after them and I love children. I'm patient and reliable. I believe I can do this job very well.

..... (d) Yours faithfully,
Tanita Simons

Picture 140: Grade 10 p. 6

Part II, on the other hand, includes some interview questions prior to the writing activity to generate ideas, and what the students write is writing the answers of the interview questions in paragraphs. Part III writing activity is the students' writing an e-mail to a teenager magazine about their experiences, ideas and feelings about computer games. Both the topic of the part and the given questions could be thought as idea generating devices.

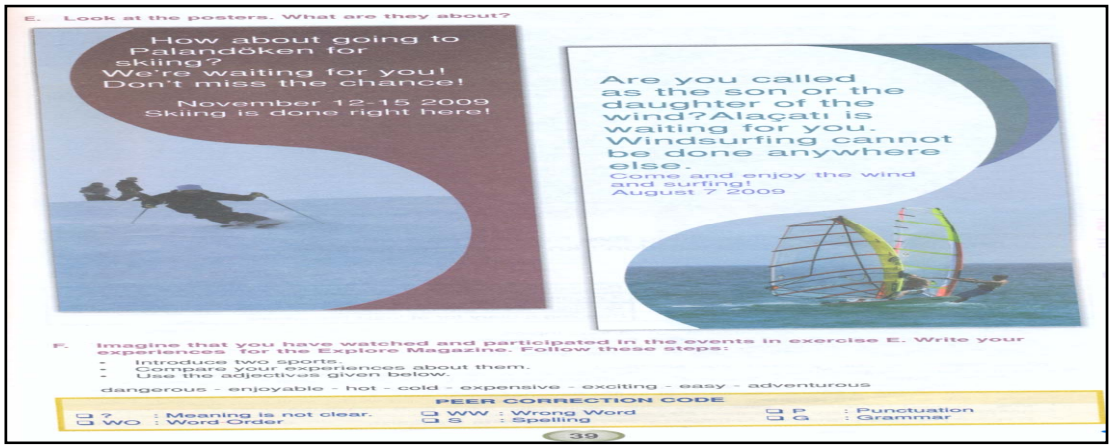
Unit 2 part I writing activity is given to the students with a chart about extreme or adventurous sports to make the students have some ideas about such kinds of sports.

F. Fill out the chart for each sport in exercise E.

Name of the sport	Equipment	Place	Physical qualities	Cost
cheese rolling	no equipment	hill	be fit / run fast	not expensive

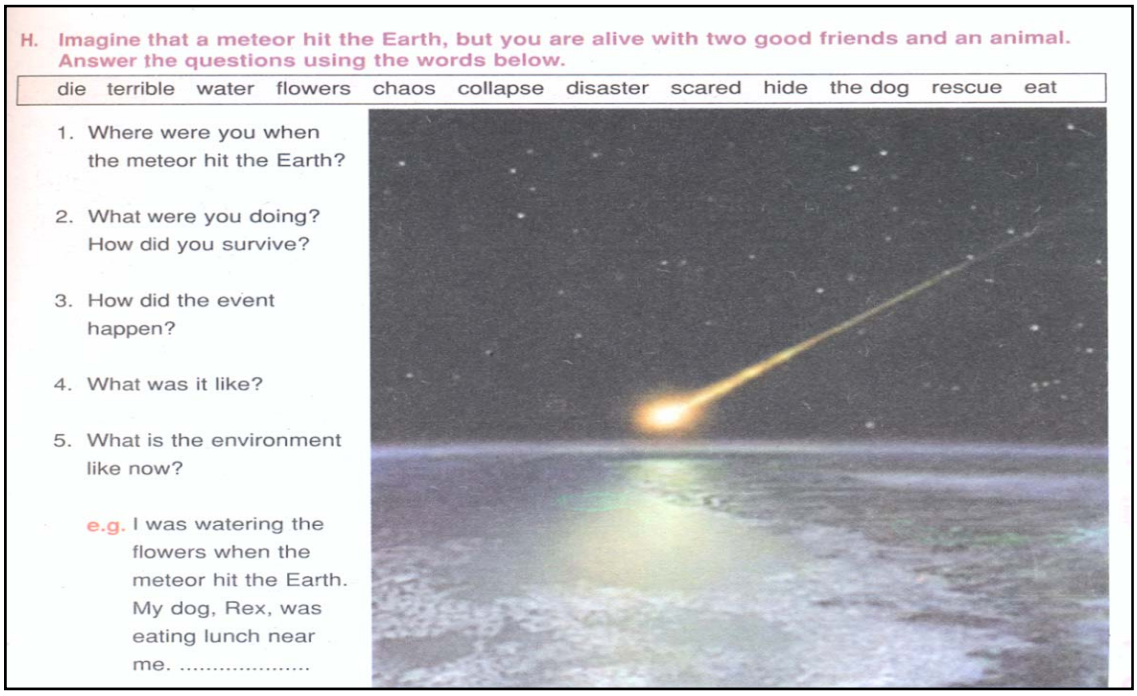
Picture 141: Grade 10 p. 27

Additionally, there is also a direct reference to a model text to give an idea about not only the content but also text construction of what the students are going to write. In part II of unit 2, the students try to create their own sports by looking at some guiding points such as ; 'the name of the sport, the number of the players, the tools, where to play, the rules of the game, and the important points in the game', and thinking on these headings. The devices used for pre-writing in unit 2 part III writing activity have much more variety than the previous part activity. For this activity, the students look at the visual and verbal information given about two sports events; what is more, they are instructed to write their experiences in a comparative way, and they are even given some adjectives to be used while they compare the two sports events. This kind of writing guidance could be really beneficial for the students to make them ready for the content and organization of the writing.



Picture 142: Grade 10 p. 39

Unit 3 part I writing activity asks the students to imagine a –meteor-hit- the Earth-disaster, and before the writing activity some questions are asked to the students together with some useful vocabulary to ease the imagination process.



H. Imagine that a meteor hit the Earth, but you are alive with two good friends and an animal. Answer the questions using the words below.

die terrible water flowers chaos collapse disaster scared hide the dog rescue eat

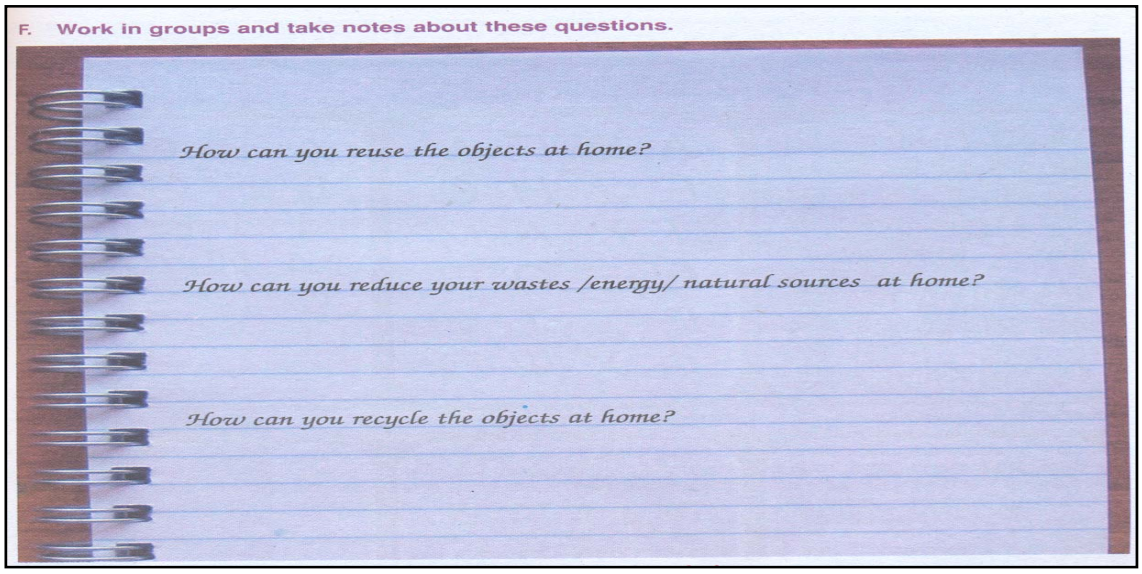
1. Where were you when the meteor hit the Earth?
2. What were you doing? How did you survive?
3. How did the event happen?
4. What was it like?
5. What is the environment like now?

e.g. I was watering the flowers when the meteor hit the Earth. My dog, Rex, was eating lunch near me. .....

Picture 143: Grade 10 p. 49

Unit 3 part II writing activity looks fruitful in terms of including a lot of genre choices to write for the students since it asks the students to write a section of a newspaper by choosing from the given ones such as 'an advertisement, an advice column, a wedding announcement, etc.' Yet, the activity is too weak in making the students prepared to writing as it does not include any pre-writing part or any other devices or techniques used to make people motivated to write. On the other hand, part III writing activity asks the students to brainstorm on the words to choose for the poem but there is nothing like helping questions or pictures, etc. to help the students to brainstorm. Another thing is that this choosing the right word for the poem does not help to guide the students write a new poem, either. Thus, the part III writing task is also too weak to provoke writing as a process.

In unit 4 part I, the students take notes under some questions on ‘recycling’, and then combine this information with previously listened information on the same topic, so they become prepared to write messages to their parents. Content knowledge is the most important knowledge to know for this activity, and the students get enough information by the help of previous sections and activities of the part I.



Picture 144: Grade 10 p.69

Part II activity of unit 4 is very similar to the part I activity because of depending mostly on content knowledge to ready the students to write an e-mail containing suggestions on language learning. What is used to make the students acquainted with the topic is also very similar to the devices used in the previous part. For this part, part II, the students formerly listen some information, and later they are given some questions to think on as if they were questions in mind of a girl having problems in language learning. For part III, the students are again given guiding questions to lead them write about one of their school trips.

In unit 5 part I, the students get through an elaborated planning process. First, they check the information on the table comparing three countries in terms of family, jobs, food, visiting relatives and topics for discussion. Then, they think about what transitions they are going to use while composing to compare the three cultures in

form of a letter. Lastly, they take some notes on words to use in their letter to perform the writing task. All this planning process, making the writing more free of mistakes and more organized, is an indispensable element of the whole writing process.

	England	Lebanon	Turkey
Family	Nuclear family	Usually large family	Sometimes large family
Jobs	Work part-time	Don't work	Usually don't work
Food	Fish and chips, roast beef	Kibbe, tabboullah and hummus	Kebab, ayran, baklava
Visiting relatives	On special days	Whenever they find time	At weekends
Topics for discussion	Economy, football, celebrities, weather	Politics, football	Economy, food, weather, football

E. Imagine that you visited these three countries.

- Write a letter to a friend about the cultural differences and similarities.
- Consider the information in the table above.

Use the transitions:

Use the words:





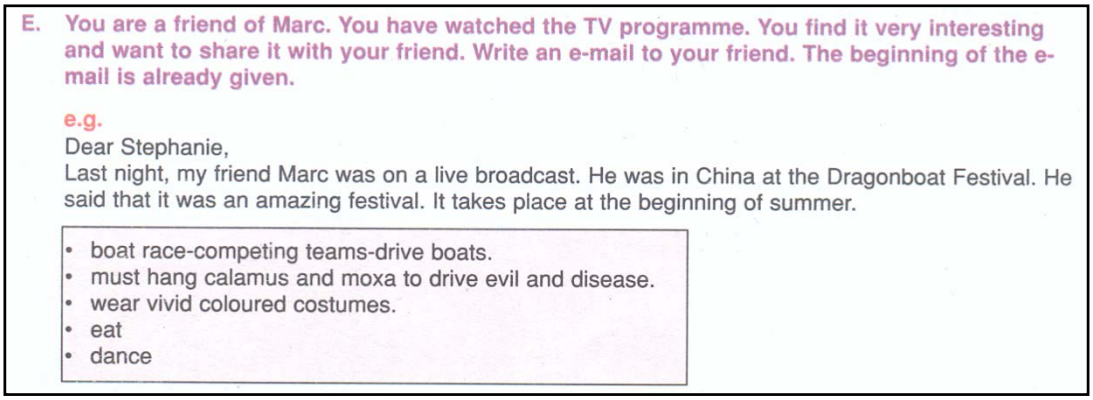


In England, families are smaller than in Turkey, because grandparents don't live with their children. However, in Lebanon, they usually have large families

88

Picture 145: Grade 10 p. 88

Part II of unit 5 uses some helpful questions to lead the students think on what they are going to write as it is usual in some other parts of the coursebook. In part III activity, the students are given the start of the e-mail to give them a start to write and also some helpful phrases are provided for the students for the same reason.



E. You are a friend of Marc. You have watched the TV programme. You find it very interesting and want to share it with your friend. Write an e-mail to your friend. The beginning of the e-mail is already given.

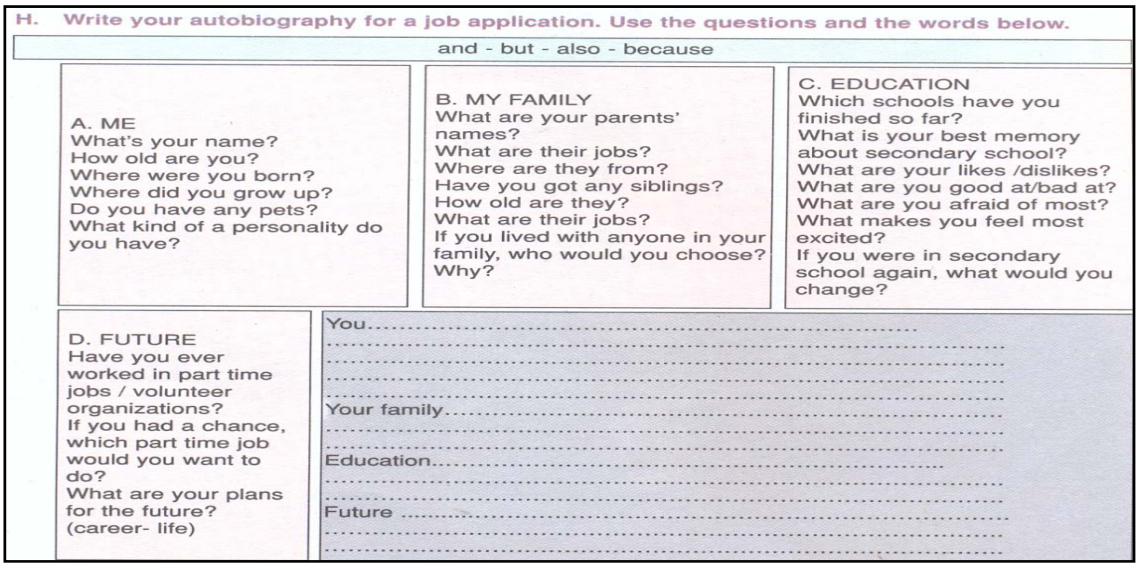
e.g.

Dear Stephanie,
Last night, my friend Marc was on a live broadcast. He was in China at the Dragonboat Festival. He said that it was an amazing festival. It takes place at the beginning of summer.

- boat race-competing teams-drive boats.
- must hang calamus and moxa to drive evil and disease.
- wear vivid coloured costumes.
- eat
- dance

Picture 146: Grade 10 p.99

In unit 6 part I, there is no extra activity which could be named as a pre-writing activity, or an extra device which could be called as devices of exploring and planning. The students are only instructed to discuss on the topic of school problems but this is not a guided and clearly defined discussion. On the other hand, in part II the students are given plenty of questions to think about while composing their autobiography.



H. Write your autobiography for a job application. Use the questions and the words below.

and - but - also - because

A. ME
What's your name?
How old are you?
Where were you born?
Where did you grow up?
Do you have any pets?
What kind of a personality do you have?

B. MY FAMILY
What are your parents' names?
What are their jobs?
Where are they from?
Have you got any siblings?
How old are they?
What are their jobs?
If you lived with anyone in your family, who would you choose?
Why?

C. EDUCATION
Which schools have you finished so far?
What is your best memory about secondary school?
What are your likes /dislikes?
What are you good at/bad at?
What are you afraid of most?
What makes you feel most excited?
If you were in secondary school again, what would you change?

D. FUTURE
Have you ever worked in part time jobs / volunteer organizations?
If you had a chance, which part time job would you want to do?
What are your plans for the future? (career- life)

You.....
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Your family.....
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Education.....
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Future .....
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.....

Picture 147: Grade 10 p. 114

Lastly, the last part of unit 6 could not provide a powerful and beneficial pre-writing activity for the students to generate ideas on a success story from their neighbourhood, or to organize their writing. The only thing that the students are guided is to use 'but, because, so that, in order to' in this part of the coursebook.

To summarize, the 10th grade coursebook in general includes some helpful devices and activities for the students such as pictures, helpful notes, tables, or questions to discuss enabling them to generate ideas, to plan, and sometimes to organize before they start to compose. However, it is really difficult to consider the coursebook as accepting and approaching the writing instruction as a process since the process of writing does not only include planning but also drafting, revising, editing and proofreading steps. The other thing to note down is that planning should not focus only on content and organization but also other variables of writing such as, the audience, purpose and text-type of writing. The given 'peer- correction code' is also not enough to call the book as approaching the writing as a process because the other variables of writing except from the language use is not included in this checklist.

Last but not least, only unit 1 part I and unit 6 part II activities are examples of **controlled** writing practice for the students studying grade 10 coursebook. Because in unit 1 part I they write an application letter parallel to the reading text and in unit 6 part II they write about themselves but only by answering a list of questions.

Unit 2 part I and II study model texts in reading sections and then the students write their writing. However, these model texts are not used for parallel writing since the function of the model texts is only preparing the students for the topics of writing. The writing activities of these parts leave the students freer in their writing and the students are not expected to copy the reading texts.

The activity most clearly displaying the distinction between **free** and **controlled** writing is unit 6 part I activity. In the reading section of the part, the students read Agony Aunt letters. On the other hand, in writing practice section they write a letter to the school principle. Although the genre study is not very effective for this activity

as explained above, the activity is a free writing activity as the language and other conventions change whenever the relationship especially power relationship between the participants of the literacy event change. For the writing activity the participant are students of a school and the school principal.

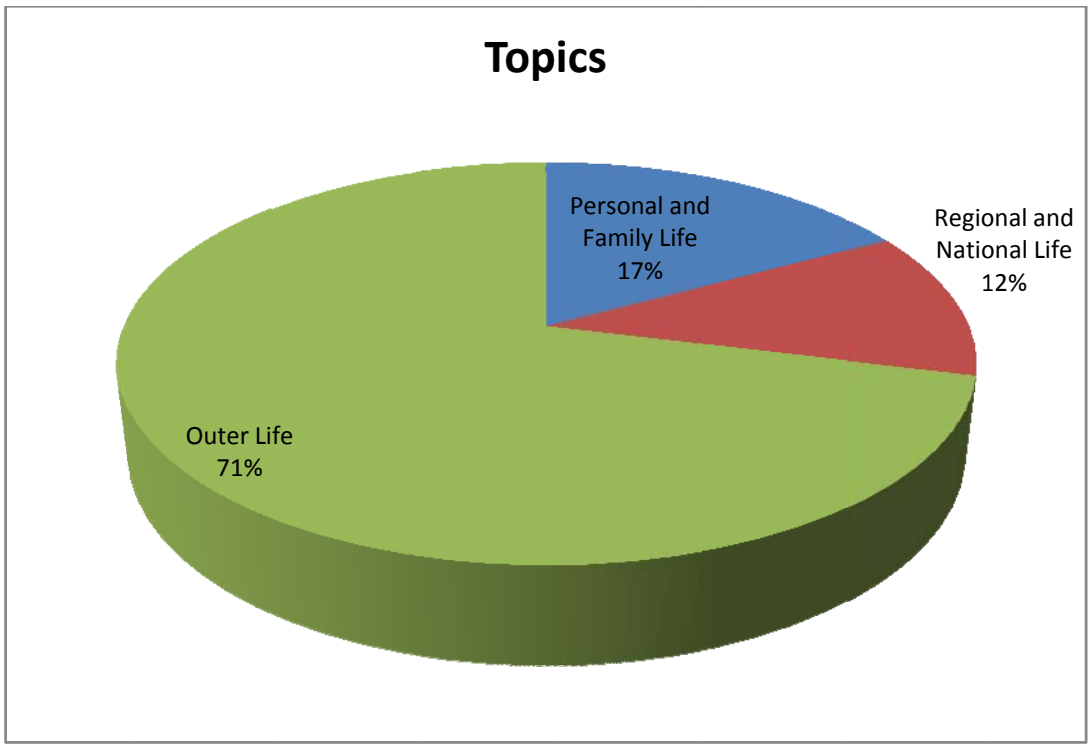
4.10. Findings and Discussion

This part of the study is devoted to the discussion of the each criterion as outlined in the study. Different from the previous analysis part, the criteria are applied for the all coursebook series in this part, separately explaining the writing activities in each grade coursebook. In order to ease and increase the comprehensibility of the results of the study, the qualitative data will be converted into graphic information by calculating the number of the writing activities compatible or incompatible with the criteria that is **'who writes what to whom for what purpose and how?'**. After the graphic data are discussed and commented on, some suggestions will be made to better adapt the activities to the teaching of foreign language writing following a more process and post-process approach of writing instruction. These activities have been chosen from the ones which could exemplify the most deficient in satisfying the criteria of the study. Suggestions are based on the literature of the field of literacy and writing education and other successful examples of writing activities obtained from other coursebooks and activity resource books.

The first criterion to be discussed is **'what'** the activities require the students to write. This question is divided into two titles. The first is the **'topic'** of units or parts of the coursebooks from grade 4 to grade 10. The question of what topics are covered is important in terms of the variety of topics because literacy education is the easiest and most permanent way of teaching content.

As Cunnigsworth (1995) lists the functions of subject matters in a coursebook, by topics coursebook writers both address to and develop interests, cognate abilities and

the culture of the students. If topics are carefully chosen to study, then language teaching becomes more concrete for the students instead of an artificial process.



Graph 1: Topics Covered in the Coursebooks from Grade 4 to Grade 10[1]

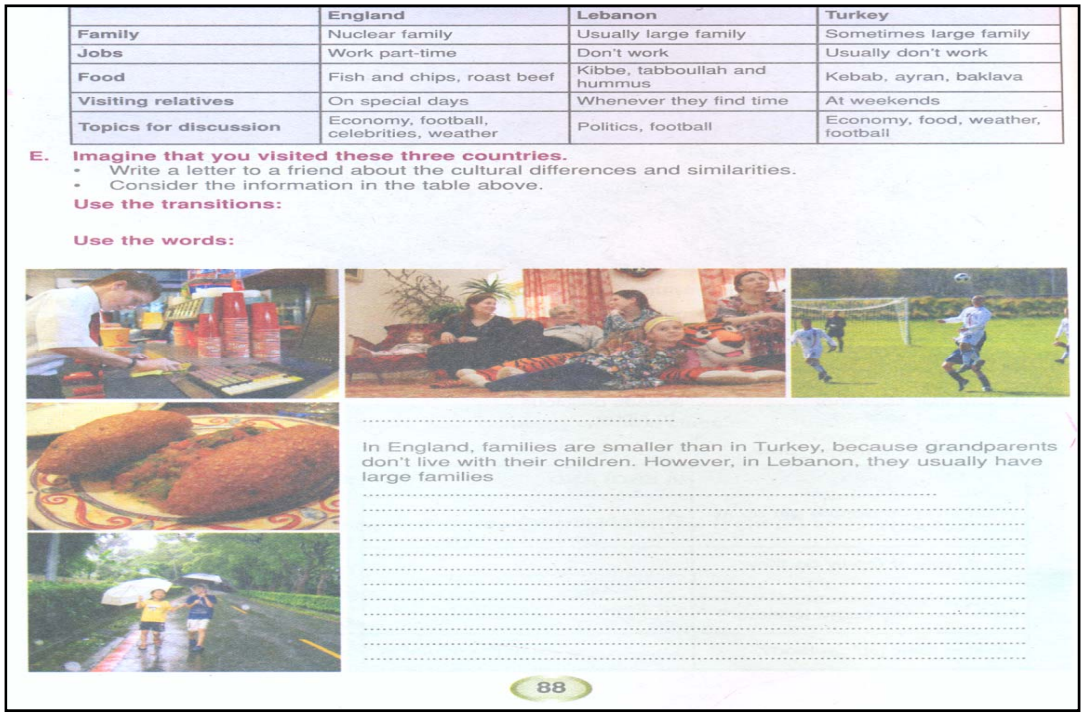
Generally speaking, the topics covered in each unit and part of all the coursebooks analyzed in this study are more about the 'outer life' and less about the 'personal, family, regional or national life' of the students as can be seen in the graph shown above. Topics of outer life do not have to be artificial for the students if they are carefully chosen. For example, in the studied coursebooks are some topics such as hygiene, animals, food and drinks, holiday types, and so on included. These topics

[1] The total number of units and parts is 124, but the total number of topics has been calculated as 135 because some of the units include more than one writing activity, and some writing activities include two parts; thus, the topic of such activities can change according to what the students are required to do. For instance, unit 7 of grade 7 asks the students both to describe their primary school times and the life of Atatürk. Or some topics could be grouped under two headings when the content is analysed in a detailed way. To illustrate, unit 1 of grade 4 requires the students to write about cartoon characters and those cartoon characters are the products of both home and universal or other cultures. Thus, the topic has been calculated as both 'national' and 'outer' life.

are not artificial for the students but instead beneficial in terms of familiarizing them to the real outside world. Some units of the early grades, on the other hand, introduce some imaginative contexts such as cartoon characters, imaginative animals, and so on. This could also be regarded as acceptable whenever the age group of the students is concerned.

As a negative comment about the topics covered, it could be noted that there are various but not few activities asking the students to write about some characters in the coursebook. Such kind of topics are named as “zero or trivial” by Ur (1999:86) although they are listed under the title of ‘outer life’ in this study. Thus, it is not wrong to say that not all the activities of this ‘outer life’ topic are of high quality in representing different cultures or world knowledge.

To summarize, the claim of the curriculum, for both primary and grades 9 and 10, is true in the sense that while early units include more family and personal concerns, later units are about outer life. However, the topics of outer life should be developed to reflect different cultures together with the home and target cultures containing their values and practices rather than asking the students to write about the imaginative characters of the course book. In other words, the number of activities like the following should be increased in the coursebooks because such activities have a potential to compare cultures and develop multi cultural awareness in the students.



	England	Lebanon	Turkey
Family	Nuclear family	Usually large family	Sometimes large family
Jobs	Work part-time	Don't work	Usually don't work
Food	Fish and chips, roast beef	Kibbe, tabboullah and hummus	Kebab, ayran, baklava
Visiting relatives	On special days	Whenever they find time	At weekends
Topics for discussion	Economy, football, celebrities, weather	Politics, football	Economy, food, weather, football

E. **Imagine that you visited these three countries.**
- Write a letter to a friend about the cultural differences and similarities.
- Consider the information in the table above.

Use the transitions:

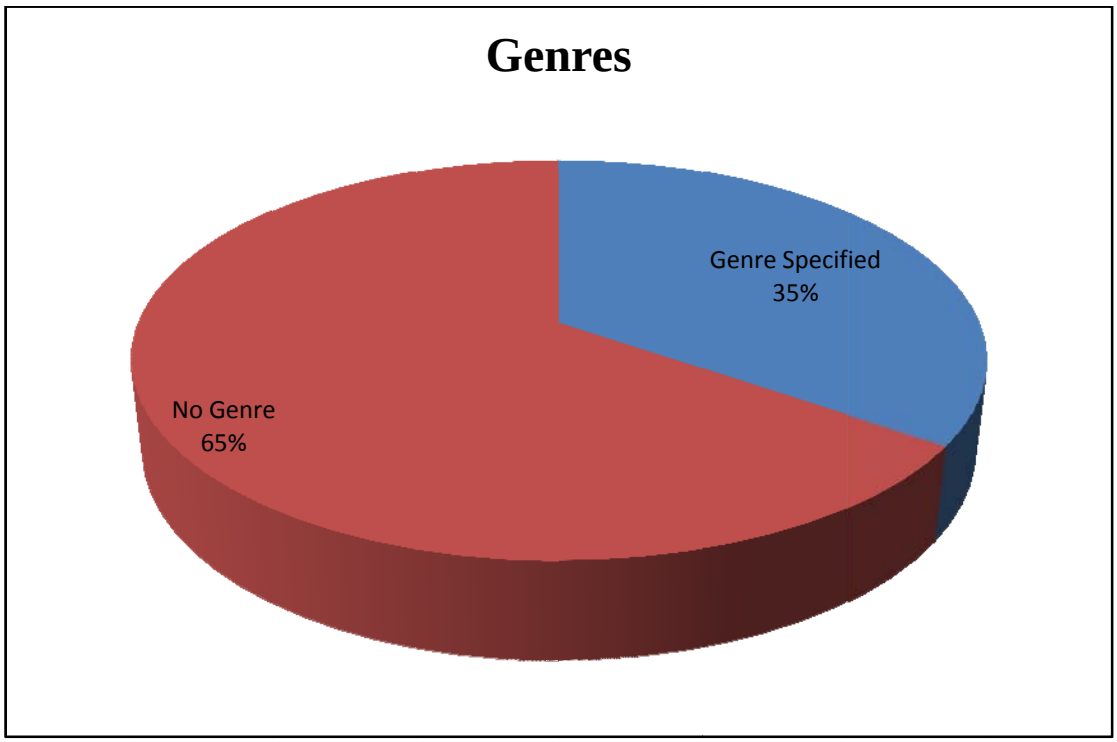
Use the words:

In England, families are smaller than in Turkey, because grandparents don't live with their children. However, in Lebanon, they usually have large families

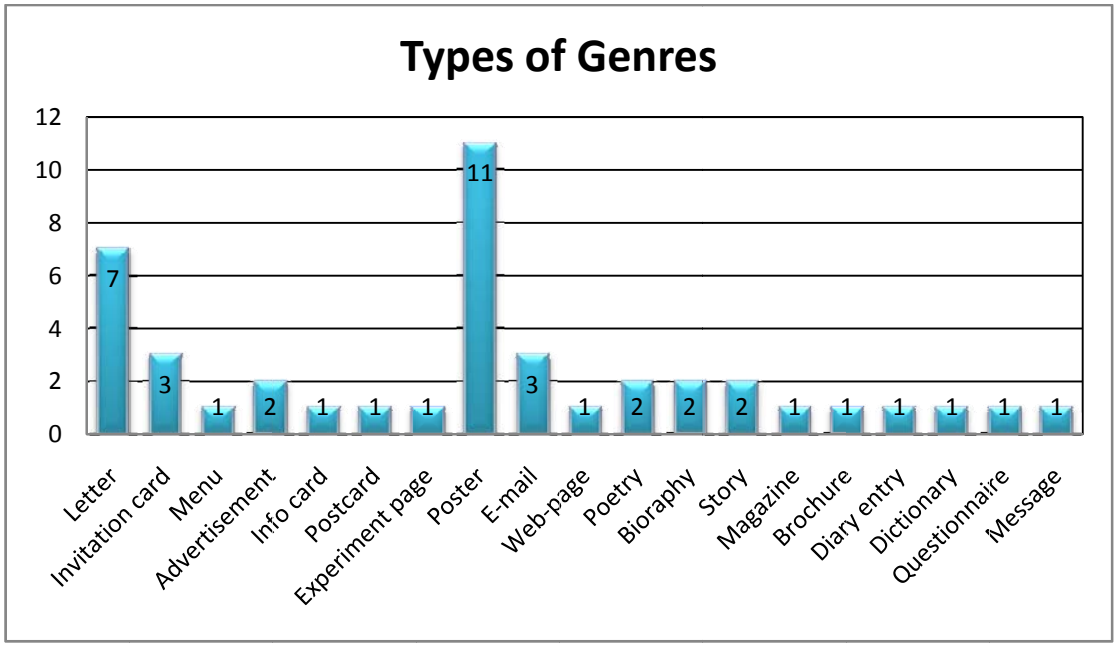
88

Picture 148: Grade 10 p.88

The second criterion- **'what'** the students write- is what **'genres'** are practiced via the writing activities. The following graph shows the rate of the number of activities practicing a genre to the total number of units and parts of all the coursebooks analyzed. There are 14 units in the 4th and 5th grade coursebooks, 16 units in the 6th, 7th and 8th grade coursebooks, and 6 units with 4 different parts in the 9th and 10th grade coursebooks. However, it should be specifically noted that although it is not a usual situation, some units include more than one writing activity. Since the number of such units are not high to effect the reliability of the general results, the total number of the units and parts, which is, 124 has been used to calculate the rate of the number of genres.



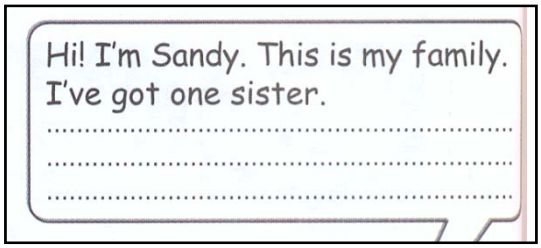
Graph 2: The Rate of the Number of Genres Covered in the Coursebooks from Grade 4 to Grade 10



Graph 3: Types of Genres Practiced in the Coursebooks from Grade 4 to Grade 10

On the other hand, the types of genres covered are as they are represented with *Graph 3.* As can be seen, the genres practiced are rather various in terms of the number of the types of genres although the rate of genre-specified writing activities is about half compared with the rate of no genre covered writing activities. Yet, how successfully they are practiced should be questioned and the analysis of the data in the previous part of the study elaborately explains the problem that the genre activities counted as practicing writing in a specific genre cannot represent the genre approach to teach writing. Bhatia 1997: (136-137) identifies the stages of genre approach to writing instruction, and according to this identification, genre approach should instruct the students not only about the lexico-grammatical choices compatible with the specific genre but also about the semantico- pragmatic and discoursal and organizational choices in writing. Hyland (2002:21), on the other hand divides genre teaching into three stages as follows: "Modeling, presentation of the genre; negotiation, discussion of the genre with the students and construction of the genre by the students". Evaluated with these stages of genre instruction only very few writing activities could initiate in students an awareness of the conventions of a specific genre and ready to produce it. However, most of the writing activities are accompanied with reading texts and activities, which is a very beneficial technique of "modeling" phase of genre instruction.

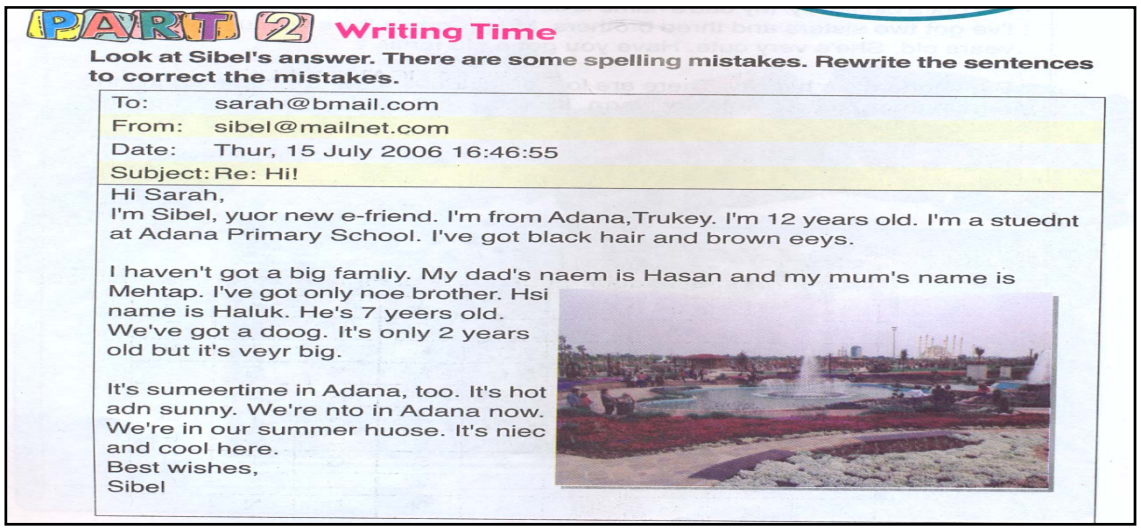
In this part of the study, a number of striking examples of genre activities will be discussed and suggestions geared towards their improvement will be given.



Picture 149: Grade 4 p. 24

Above given picture is from the 4th grade coursebook. The students are asked to write a letter to introduce the family of Sandy by looking at a picture. However, even the space given cannot represent a letter format. By simply adding a letter or an e-mail layout, the activity could become more authentic and exemplify the genre in a better way. On the other hand, such an improvement could free the activity even from being a drill-like controlled activity.

The below example from the 5th grade coursebook represents an e-mail layout, which is good compared with the previous example. But this time, the students do not construct the genre. Instead, the students only correct the spelling mistakes of the ready production. Actually, the activity includes the "modeling" stage with a model text in reading section but not "construction" stage of genre teaching. Whenever the language in the e-mail analyzed, it is clearly seen that the problem is not the language level of students since it is appropriate to the 5th grade but the organization of the activity. It could easily have asked the students to write a similar mail about their own lives.



PART 2 Writing Time

Look at Sibel's answer. There are some spelling mistakes. Rewrite the sentences to correct the mistakes.

To: sarah@bmail.com
From: sibel@mailnet.com
Date: Thur, 15 July 2006 16:46:55
Subject: Re: Hi!

Hi Sarah,
I'm Sibel, yuor new e-friend. I'm from Adana,Trukey. I'm 12 years old. I'm a stuednt at Adana Primary School. I've got black hair and brown eeys.

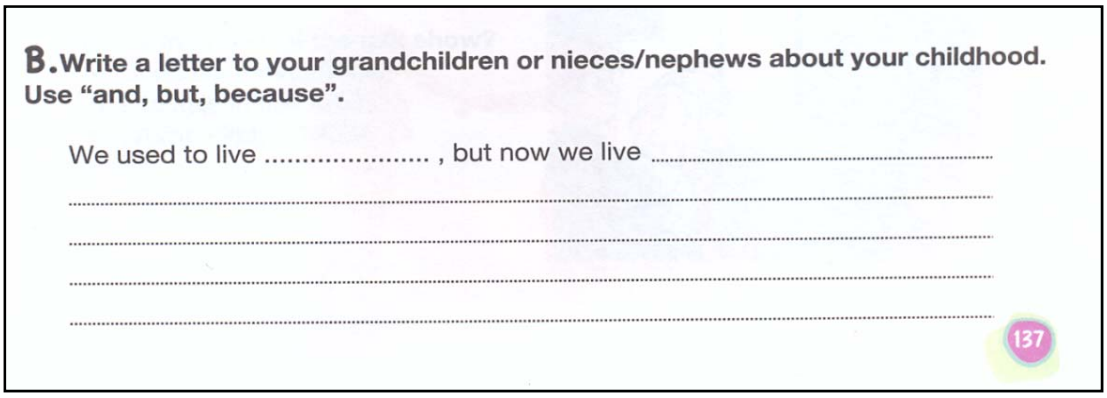
I haven't got a big famliy. My dad's naem is Hasan and my mum's name is Mehtap. I've got only noe brother. Hsi name is Haluk. He's 7 yeers old. We've got a doog. It's only 2 years old but it's veyr big.

It's sumeertime in Adana, too. It's hot adn sunny. We're nto in Adana now. We're in our summer huose. It's niec and cool here.
Best wishes,
Sibel

Picture 150: Grade 5 p. 4

When the language level of students has gradually risen, it is expected that genre approach could be applied in a better way to teach writing with the conventions of

specific genres because the students become freer to use the language. Yet, although the following example is from the 7th grade coursebook, a design similar to the previously discussed activity could be observed. Here, the students write to their imagined grandchildren. This activity could have been supported with an authentic model text such as letters to children which can be easily found and then the students could have discussed the conventions of letter genre like the start and end of the letter. Lastly, the students could have been given a task of writing a letter in a letter format. But here, the students write down single connected sentences but not a letter, in fact.


B. **Write a letter to your grandchildren or nieces/nephews about your childhood. Use "and, but, because".**

We used to live ..... , but now we live .....

.....

.....

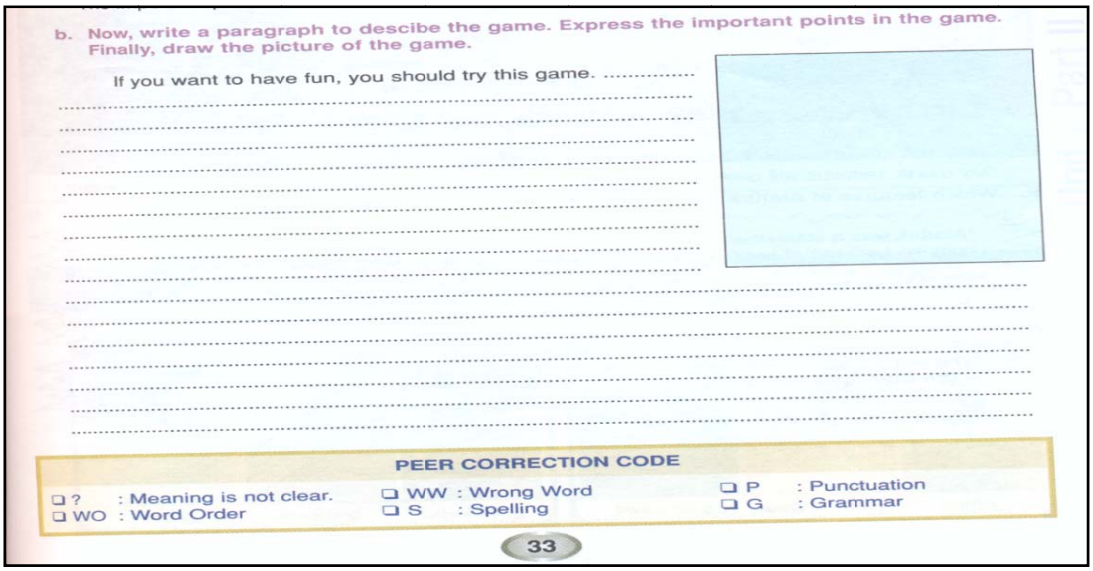
.....

.....

137

Picture 151 : Grade 7 p. 137

Grade 8 coursebook is considerably weak in representing genres with its writing activities compared with the other lower and higher grade coursebooks but grade 10 is not also very different in success of representing specific genres. For instance, the following picture shows a writing activity from grade 10 coursebook. It lacks a genre study. What the students are required to write does not sustain a specific genre. It is a "problematic no-man's land" as Tribble (1997) names such activities because they do not fulfill the expectations of the genre community. The activity below could have been turned into an activity practicing to write instructions to do a sport like the instructions to use or install a machine by exemplifying a model text such as a manual, and then studying the discourse organization and grammatical choices used in it. The information perceived with such a study then could have been transferred into writing instructions for people eager to play a sports game.


b. Now, write a paragraph to descibe the game. Express the important points in the game. Finally, draw the picture of the game.

If you want to have fun, you should try this game. .....

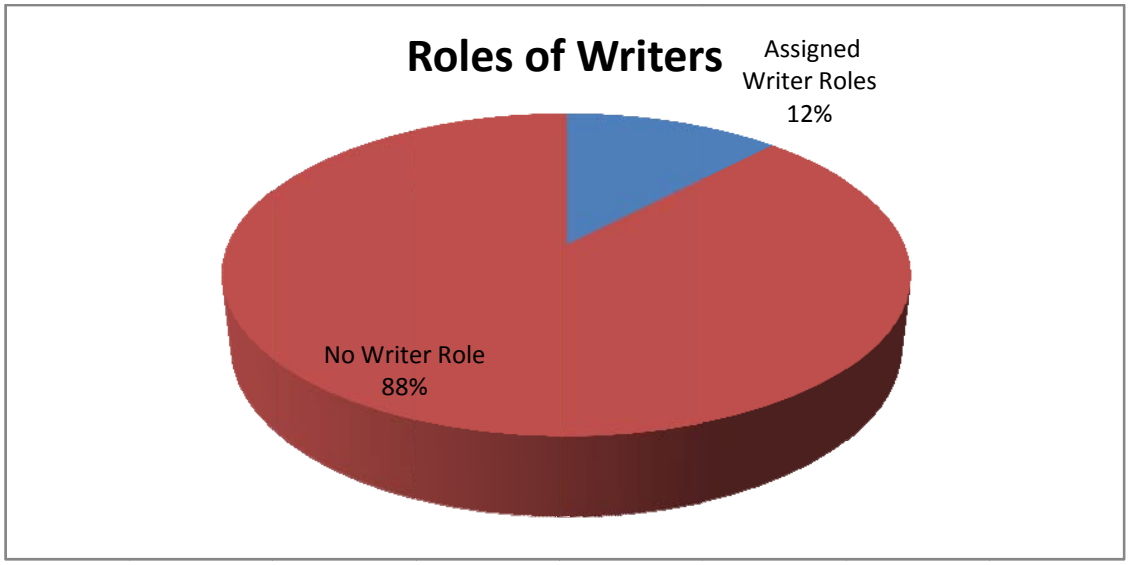
PEER CORRECTION CODE

❑ ? : Meaning is not clear. ❑ WW : Wrong Word ❑ P : Punctuation
❑ WO : Word Order ❑ S : Spelling ❑ G : Grammar

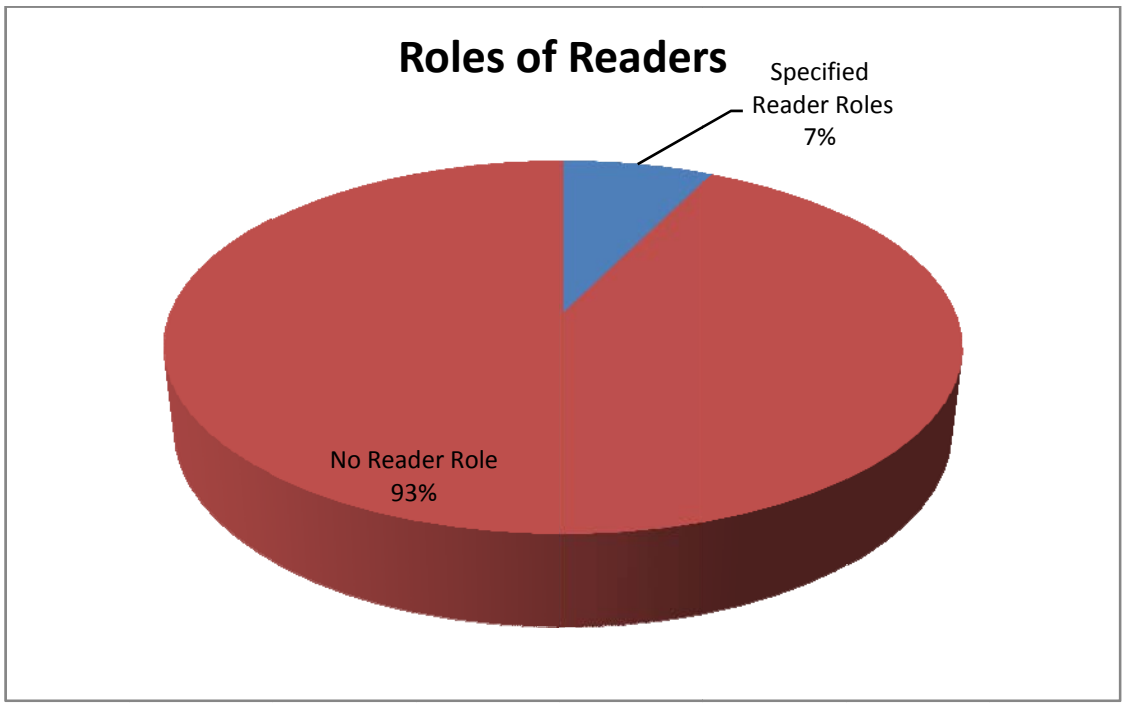
33

Picture 152: Grade 10 p.33

As the third and fourth criteria, the following graphs represent the rate of writing activities assigning **'writer roles'** and specifying **'reader roles'** to the students to the total number of units and parts.



Graph 4: The Rate of Assigned Writer Roles in the Coursebooks from Grade 4 to Grade 10

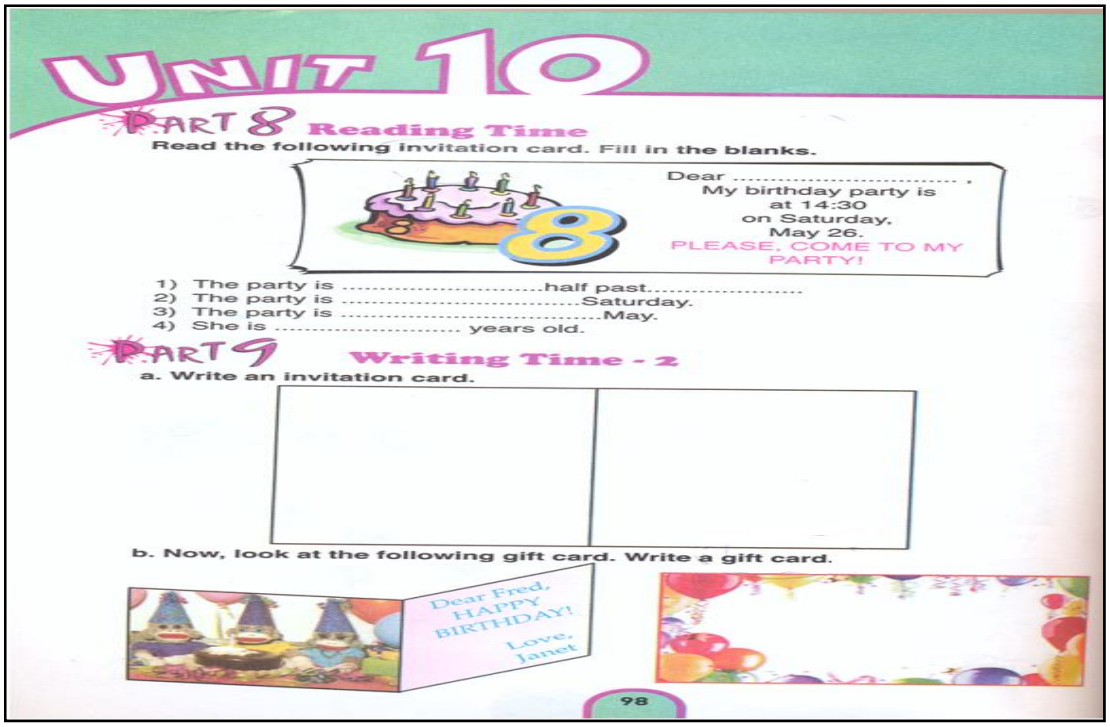


Graph 5: The Rate of Specified Reader Roles in the Coursebooks from Grade 4 to Grade 10

As can be seen, the graphic representation of the data about **'who'** writes **'to whom'** in the writing practices of each coursebook clearly summarizes the issue that most of the writing activities in all the coursebooks leave the reader(s) and the writer abstract. This is against the current models and methods of teaching writing since writing is a social activity. Tribble(1997: 43) summarizes the knowledge a writer requires to know with the following titles:

> *"Content knowledge: Knowledge of the concepts involved in the subject area*
>
> *Context knowledge: Knowledge of the context in which the text will be read*
>
> *Language system knowledge: Knowledge of those aspects of the language system necessary for the completion of task*
>
> *Writing process knowledge: Knowledge of the most appropriate way of preparing for a specific writing task."*

Context knowledge is indispensible required knowledge for the students of foreign language writing although each writing task does not require the context knowledge in equal value. The two facets of context are knowing the roles of the writer and readers to perform the writing task. The tasks of writing in school settings should invoke the audience to make the writing act more purposeful, authentic and socially constructed as Ede and Lunsford (1984 as cited in Hyland, 2002) imply.

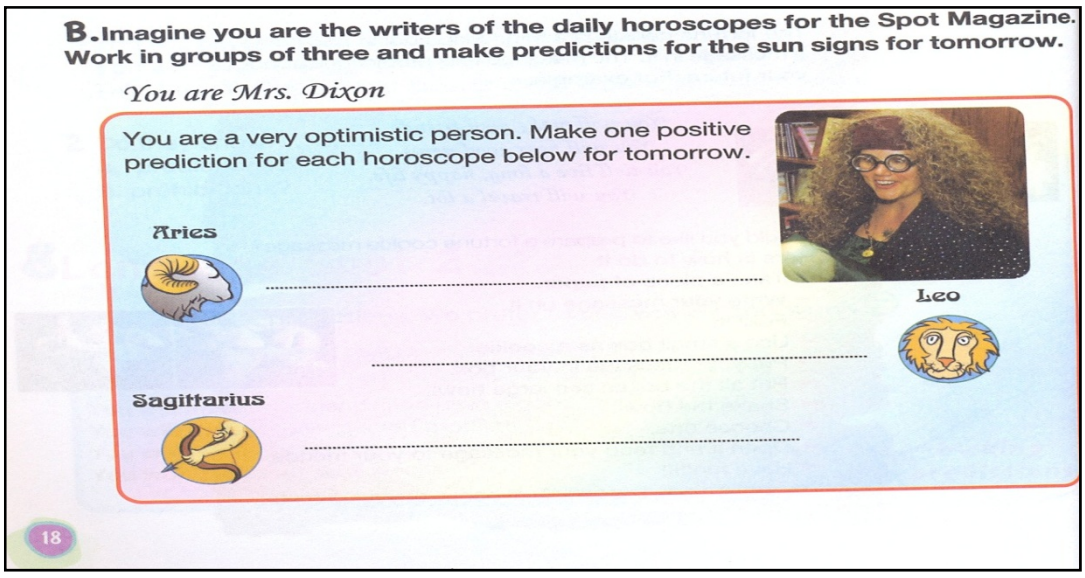


Picture 153: Grade 4 p. 98

For instance, it could be seen in the activity above, taken from the 4th grade coursebook, the students are required to write invitation gift cards. As a genre study this activity is successful in terms of specifying genres as ‘invitation card’ and ‘gift card’. The conventions of the genres can be seen in the example texts. However, the role of the readers should also have been specified since people do not write such cards only to their friends but also to their teachers, family, colleagues or their employers. Thus, applying the same task into different reader groups could give the students opportunity to approach the writing tasks as a social construction for the

early levels and improve their use of language in terms of vocabulary and linguistic choices in accordance with the audience.

The following example activity from grade 7 coursebook, on the other hand, is a significant one in specifying the role and characteristics of the writer. The students should mind the language of the writer role, that is a horoscope writer and also they should take the mood of the writer into consideration while writing the predictions for the star signs. The only problem of the activity is that the students are required to use limited language.

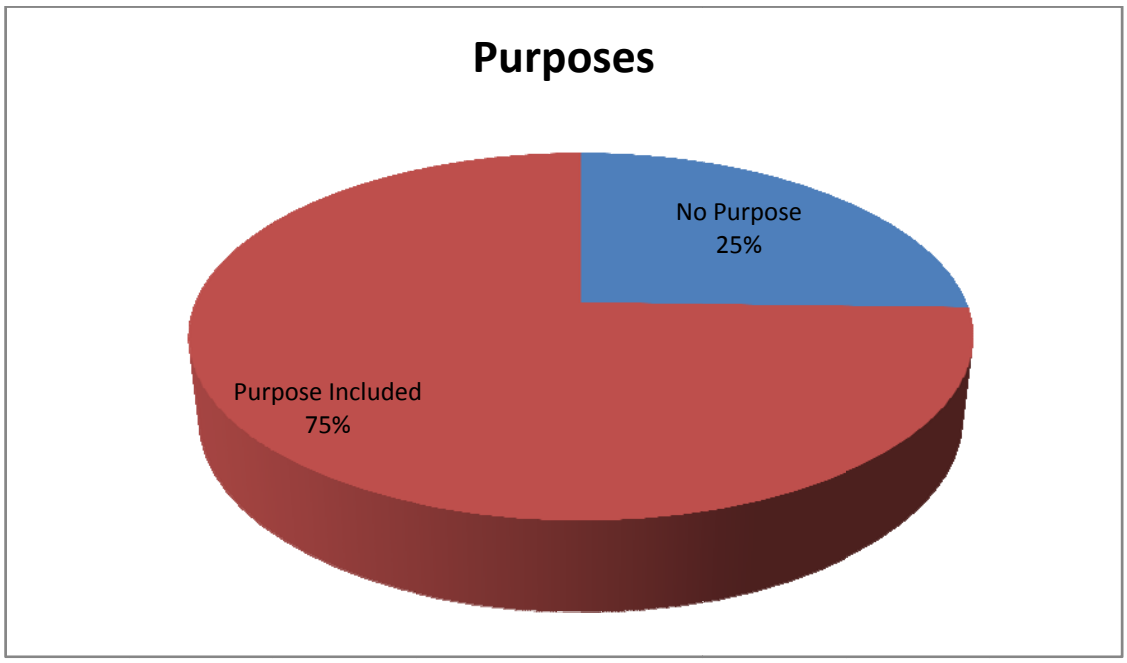


Picture 154: Grade 7 p. 18

The fifth criterion to analyze the writing activities in this study is **'what purposes'** or **'if any purposes'** are covered in writing activities. More than half of the activities practice a purpose in writing. However, some of these activities practicing a purpose are not successful enough in achieving this aim. To develop the activities in practicing a purpose; in other words, making them give the students far more authentic purposes, those activities should also be developed in terms of specifying roles to the students as writers and letting them know who will read what they have

written. As a matter of fact, all the criteria applied to analyze the writing activities in the coursebooks used at state schools of Turkey are interrelated. If one criterion is unsuccessfully followed in an activity, the same activity is highly probable to fail in another criterion. Because **'who writes what to whom for what purpose and how?'** is a detailed but indispensable question to ask if someone wants to successfully write as a real literate. Or else, writing is not more than using grammatically correct language. The problem in second or foreign language writing is appropriacy rather than correct language use. What affects the appropriacy of any writing depends on the previously stated question, "who writes what to whom for what purpose and how?" as Grabe and Kaplan (1996) focus on their definition of writing.

When the writing activities in all coursebooks are analyzed with the criterion of **'for what purpose?'** together with the other criteria of 'who?, what? and to whom?', three fourths of the activities answer the question of 'for what purpose', but covertly not overtly. If the naming of purposes is included in the instructions of the activities, this makes the writing activities more useful in earning awareness to the students that writing is a purposeful activity like oral communication skills because each text serves at least a language function as Halliday (1973 as cited in Kucer and Silva, 2006:9) states.

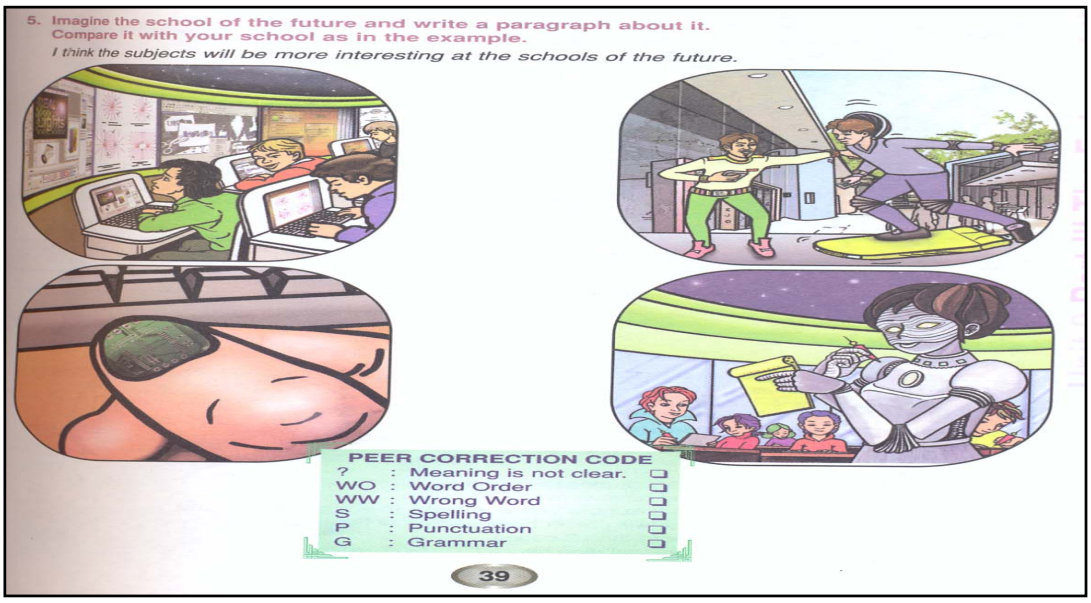


Graph 6: The Rate of Purposes Included in the Coursebooks from Grade 4 to Grade 10[2]

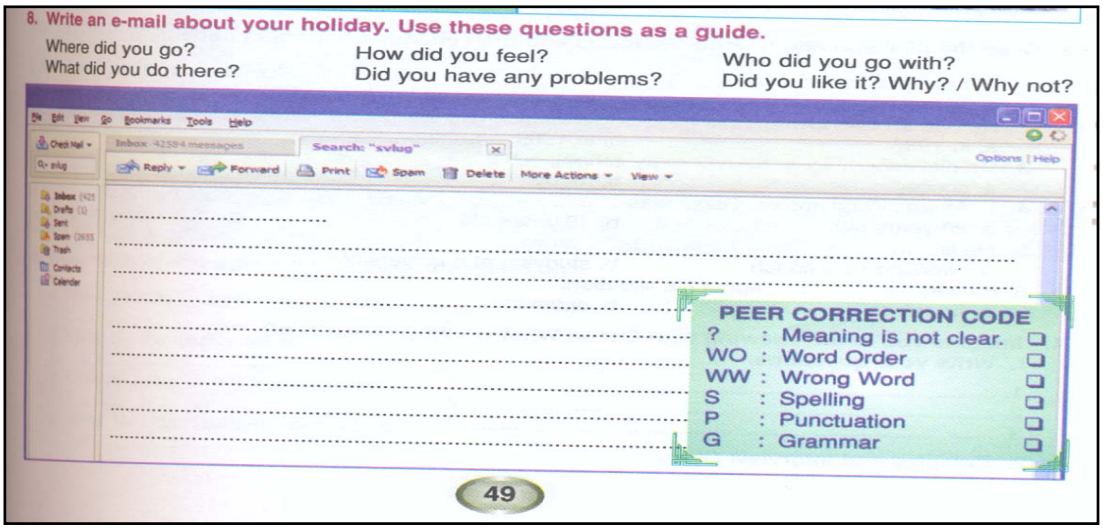
The activities taken from the 9th grade coursebook do not specify a purpose although they have been named as activities achieving informative function by the analyzer for the scope of this study. Because each text has to serve a function and the analyzer identified them by hypothesizing on the end-products of the students. However, these activities could be enriched by assigning different purposes for the students. The first activity requires the students to compare and contrast schools of today and the future. The question to be asked should be why a person does such a written comparison. For example; the students could be asked to imagine themselves as people working for the Ministry of Education or so, and then asked to write about their plans to improve conditions of schooling as a report. This report should be persuasive. Then, the function of the writing task becomes regulatory and the production of the students turns into more textual level rather than sentence level. On the other hand,

[2] The total number of units and parts of all coursebooks is 114 for this criterion because the Performance Task parts of the grade 9 and 10 coursebooks are not purpose-based but process-base; thus, they have been excluded from the stated number except the performance task and project work of grade 10 coursebook. The excluded ones successfully practice in turn personal and heuristic functions with a diary keeping and questionnaire .The other performance tasks are all posters and their purpose could be called all *informative*.

the text type of the second activity is named as an e-mail in the activity.However, what the students will write is simply about their holiday, and they write this e-mail by answering some information asking questions. This activity could be changed into a more personal or interactional writing task by giving a detailed account of the context. Supposing that the students write to their best friend to share their personal experiences or to their family living away as a means of regular communication, the expected outcome of the writing task will be different in terms of the language and vocabulary used. Even the organization could change. What define the purpose of a writing task are the elements of the context such as time, place and participants. The more clearly the context of the situation is specified, the more definite the purpose of the writing activity becomes. A text could have more than one function but, every text has a more powerful function than the others when its linguistic and textual features are analyzed.

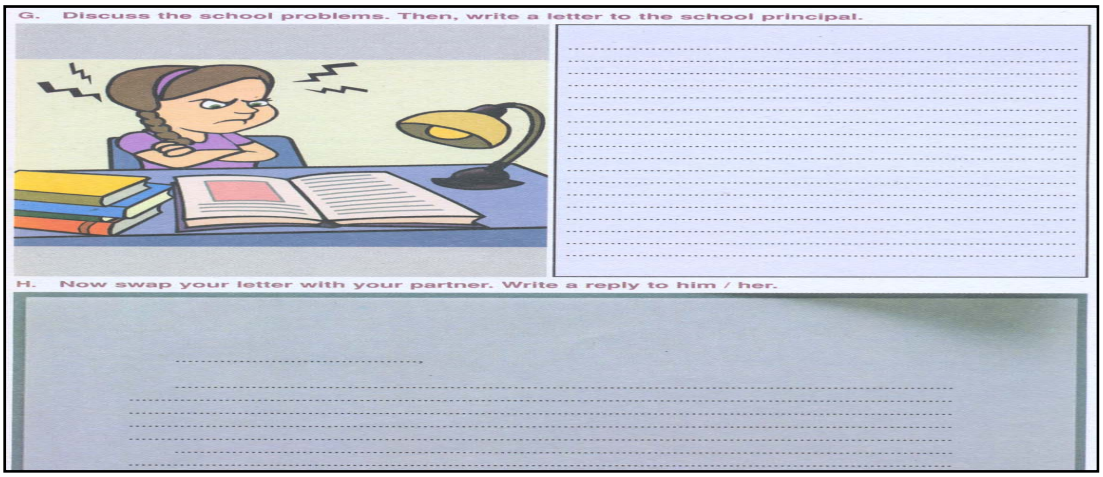


Picture 155: Grade 9 p. 39



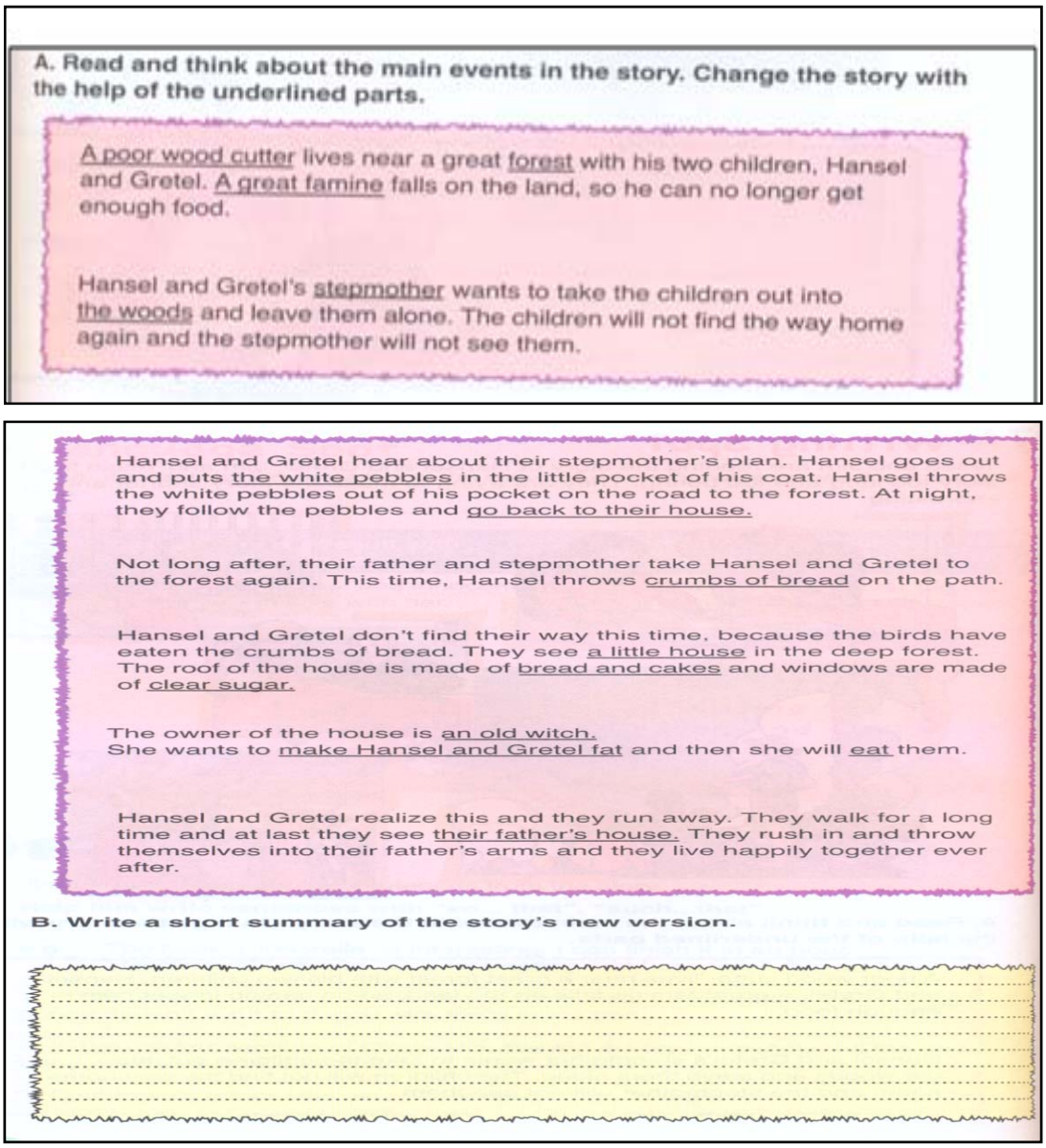
Picture 156: Grade 9 p. 49

Another activity to illustrate how the writing activities are insufficient in setting purposes for the students is from the 10th grade coursebook. As it is clearly seen in the picture below, the students are asked to write to the school principal about their problems with an instrumental purpose. However, the reason why the principal writes back is not clear. The principal could write to accept or reject the problems and he/she could write to give suggestions or more factual information about the stated problems. In this way, what language the school principal uses will be determined by his/her purpose of writing.



Picture 157: Grade 9 p. 39

The following activity from the 8th grade activity could be developed by asking the students to write a different end to the story or by leaving the story half and requiring the students to complete it. But what the students are asked to do here is only controlled writing practice, and this activity does not practice the imaginative function in writing although the source text is considerably good to promote creative writing.



A. Read and think about the main events in the story. Change the story with the help of the underlined parts.

A poor wood cutter lives near a great forest with his two children, Hansel and Gretel. A great famine falls on the land, so he can no longer get enough food.

Hansel and Gretel's stepmother wants to take the children out into the woods and leave them alone. The children will not find the way home again and the stepmother will not see them.

Hansel and Gretel hear about their stepmother's plan. Hansel goes out and puts the white pebbles in the little pocket of his coat. Hansel throws the white pebbles out of his pocket on the road to the forest. At night, they follow the pebbles and go back to their house.

Not long after, their father and stepmother take Hansel and Gretel to the forest again. This time, Hansel throws crumbs of bread on the path.

Hansel and Gretel don't find their way this time, because the birds have eaten the crumbs of bread. They see a little house in the deep forest. The roof of the house is made of bread and cakes and windows are made of clear sugar.

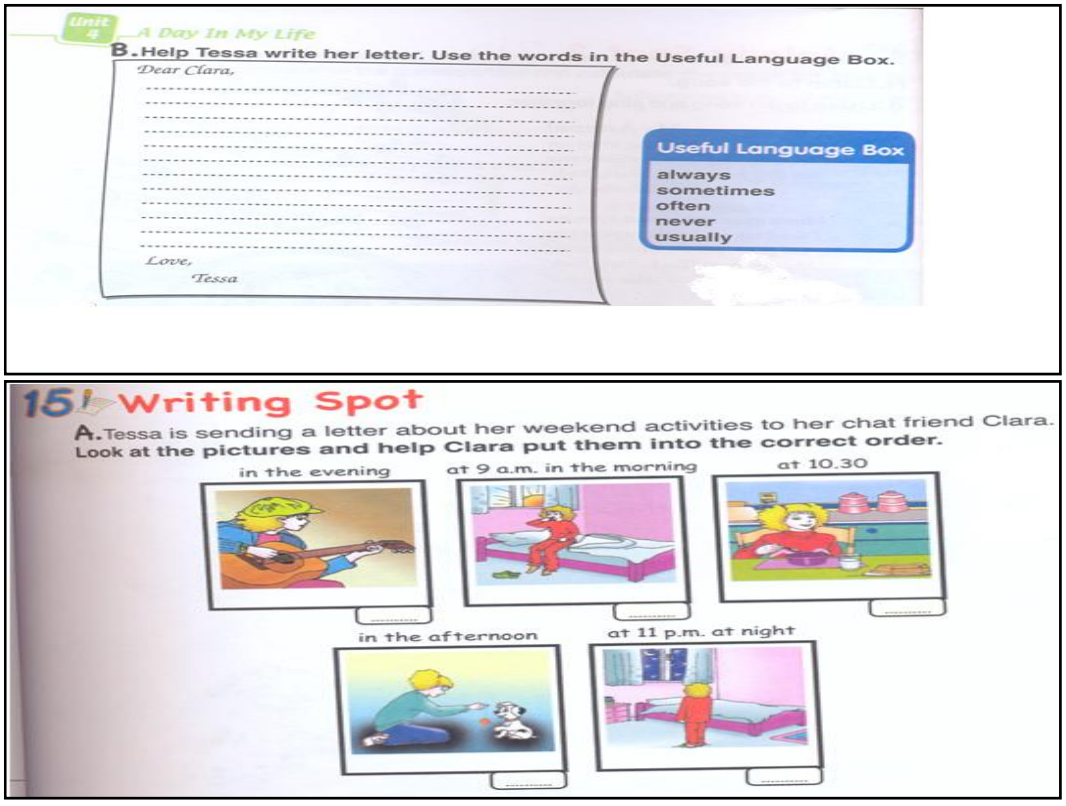
The owner of the house is an old witch.
She wants to make Hansel and Gretel fat and then she will eat them.

Hansel and Gretel realize this and they run away. They walk for a long time and at last they see their father's house. They rush in and throw themselves into their father's arms and they live happily together ever after.

B. Write a short summary of the story's new version.

Picture 158: Grade 8 p.p. 121-122

The activity from grade 6 coursebook could also become one reflecting a clear purpose in a better way by a simple touch. Because writing a letter about daily routines is not an authentic purpose. Instead, the students could be asked to write a letter to make a plan for the following weekend with the friend coming to visit them from a different city. While writing this letter, the students can both give information about their routines and make suggestions. This makes the activity become more interactive and have a more authentic purpose.

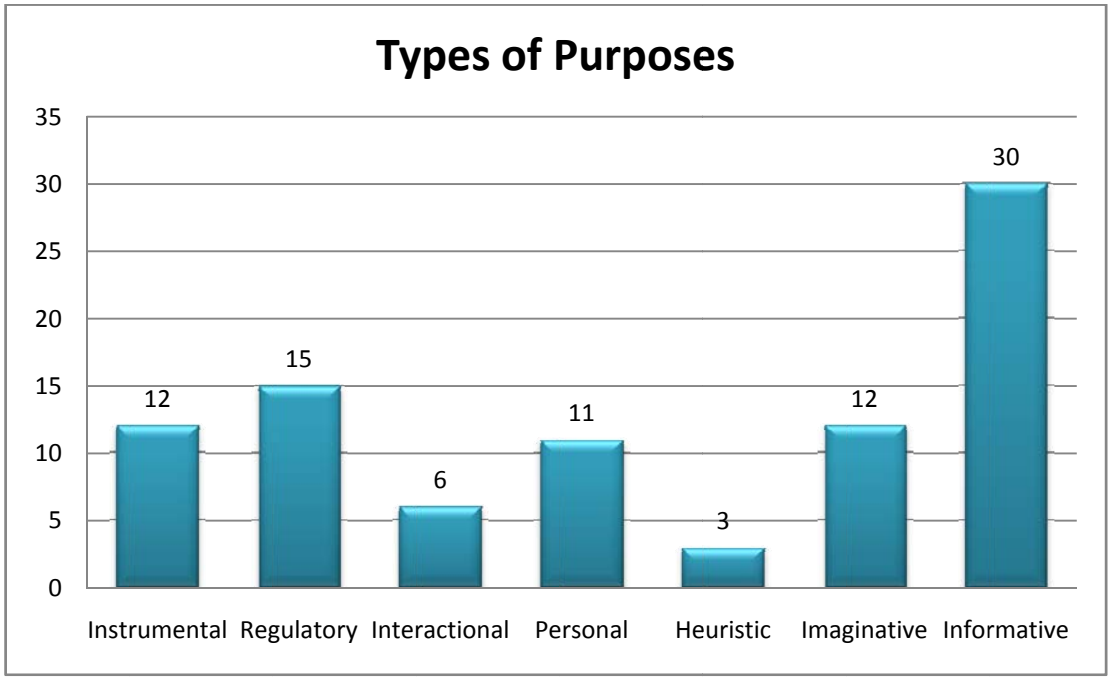


Picture 159: Grade 6 p.p.49-50

In terms of the types of purposes practiced with the writing activities in the coursebooks from grade 4 to grade 10, there is a random distribution of purposes. Informative function is twice more frequently practiced than the second most frequent function, regulatory function. The reason why informative function is the most practiced purpose in writing depends on the fact that most of the activities do

not successfully set a clear context of situation. These activities cannot set an aim for the students to practice language and give information above sentence level.

Since literacy is thought as a set of social events and practices associated with different domains of life, they are open to change through time, and some literacies could be more dominant in some cultures (Barton and Hamilton: 2000). It is hardly possible to list the dominant functions to practice in Turkey context without doing an ethnographic research and needs analysis research. Thus, the distribution of the purposes cannot be interpreted in that sense. However, it should be noted that critical pedagogists are much more interested in regulatory and heuristic functions of literacy development for the societies of the future. This study shows that regulatory function is the second most frequently practiced purpose with the writing activities, and this could be one of the good sides of the writing activities appearing in the coursebooks from grade 4 to grade 10 in preparing the students to the needs of new world. Still, it could be stated that to develop the new generation's critical literacy in English, the tasks they perform at schools should be much more textual level and focus on the skills of writing as a whole with all the competences of language use rather than only grammatical competence. How successfully the writing activities in the studied coursebooks achieve the previously stated aim will be discussed, following the graph showing the rate of controlled or free writing activities.



Graph 7: Types of Purposes Practiced in the Coursebooks from Grade 4 to Grade 10[3]

Next criterion applied to the writing activities for this study is **'how'** students write. This criterion is about writing process. Writing is an individual process containing recursive stages of planning, drafting, revising and editing (Hyland, 2002). Research conducted with successful and novice writers show that a skilled writer does much more planning and correct and edit his writing more often than a novice one. Thus, the writing activities have been analyzed in respect of following a process-oriented writing instruction or not in scope of this study.

Most of the writing activities include a preparation stage for writing via a reading text, some guiding questions, visuals or notes and lists to make the students acquainted with the content of writing. On the other hand, no coursebooks contain activities to analyze the genre or other variables of writing before the composing stage.

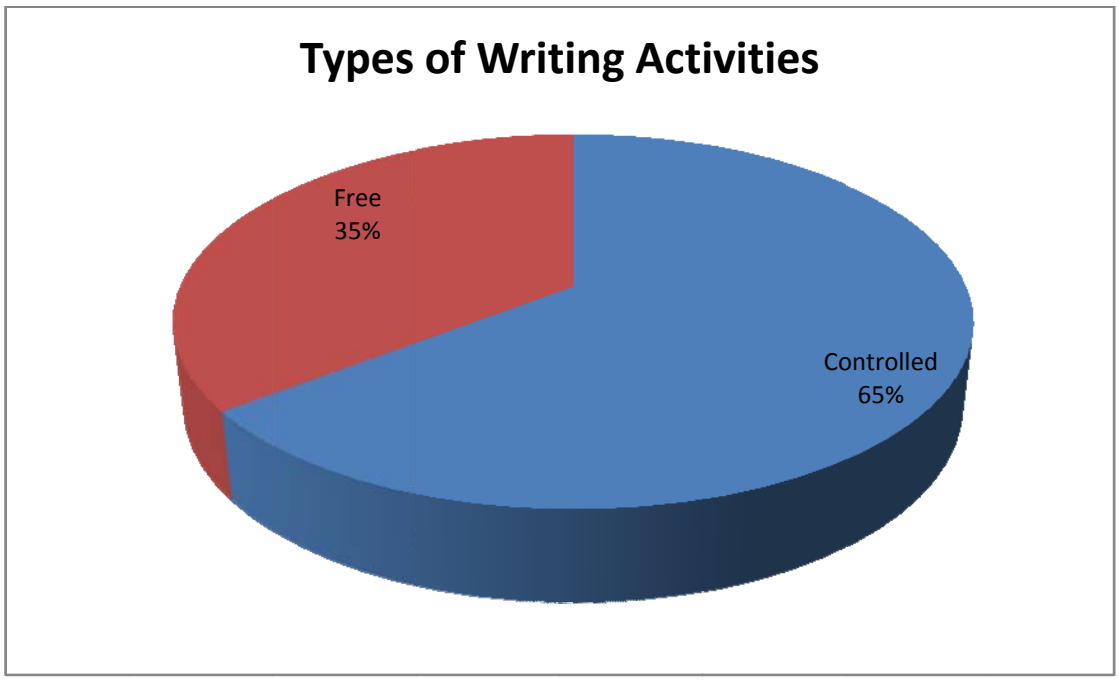
[3] Total number of the types of purposes is 87, not equal with the number of activities including a purpose, as grade 4 unit 10 and grade 6 unit 7 include two activities to evaluate with the criterion of 'writing purposes'.

Drafting and revising stages are absent in all the coursebooks from grade 4 to grade 10. Only the 9th and 10th grade coursebooks include a checklist of correction which shows that these grade coursebooks give place to editing stage of writing. The checklist is about the micro choices such as spelling, punctuation, word order and choice, and grammar. That is why this kind of correction is a part of editing stage but not revising stage. In fact, it is not clear whether the students rewrite their text after their writing has been checked with the criteria by their peers or teachers.

The only activities approaching writing as a process could be the Performance Task parts coming after each unit of both the 9th and 10th grade coursebooks since they spare more time to writing like two weeks. When the rubrics for performance task evaluation appearing in the teacher's books are checked, it is evident that the production of the students is evaluated with not only the micro choices like spelling and grammar but also macro choices like the organization, use of visuals, referencing, content, appropriacy to the audience and so on and so forth. As a result, these activities could be accepted as the ones the most successfully approaching the writing as a process compared with the other writing activities appearing in all the coursebooks. However in general, it is true that no activity in any of the coursebooks investigated adopt a process-based approach to writing.

As a last but not least point to state, the distribution of writing activities as **controlled** and **free** writing practices is another important topic of the present study. For some activities, it has been rather difficult to sort them out and list under the headings of either free or controlled. To solve this problem, for the scope of the study, all the other activities whether controlled, guided or parallel writing activities have been evaluated as controlled, and only the ones not members of all these activities have been accepted as free writing practices. By applying such a criterion, the following graph displays the rate of controlled and free writing practices in all the coursebooks in general. As can be seen clearly in the graph, controlled activities are twice more often used than free activities. Controlled activities are also necessary to develop the writing skill of learners in English as a foreign language. The fact that there is a language barrier problem in foreign language classes doubles the

importance of controlled writing activities. On the other hand, to apply genre approach to writing instruction, controlled and parallel writing activities should be used. Thus, both types of activities are beneficial means of instruction. The only point to note down could be the fact that a rather more balanced distribution of controlled and free activities is more acceptable for language learning because writing is a multi-dimensional and developmental skill as Kucer (2005) explains.



Graph 8: The Rate of Controlled and Free Writing Practices in the Coursebooks from Grade 4 to Grade 10

The situation that there is more focus on controlled activities cannot be explained by the lower level language proficiency of the students since there is no relationship theoretically explained or practically proved between the language level of students and the types of activities used in language classrooms. Cognitive development could be affective to prefer a type of activity but not language level. Thus the use of free writing practices as attachments to the controlled activities or single activities could be rather advantageous for learners as it is the time of post-process era. In the modern world, readers become subjects rather than objects and since the reality is

comprehended critically, reading and writing turn into a kind of creative act (Freire and Macedo, 1987). Thus, to catch up with the new world and to transcend it, it is a must to learn the conventions of writing both in the mother tongue and other languages and to become freer day after day to challenge these conventions and play an active role in social construction as a modern man. Learning to write is a never ending process and writing skill is open to develop and become a freer act through the lifespan of any individual.

CONCLUSION

It is no longer possible to discuss the field of foreign language teaching and learning in isolation from social, technological, economic and even political factors. English language teaching in particular could be accepted as one of the most affected area by these factors since English is the most widely used language as FL and second language (L2) compared to other languages in the world.

In the age of globalisation various sub-fields of language teaching have emerged to help improving language teaching in general and English language teaching in particular in accordance with the new demands of the age. One of these sub-fields of FL teaching, which firstly aimed to research the first language (L1) use, is literacy study. The definition of literacy has changed through the time and the roots of these definitions lay beneath the social, economic, technological and political changes of societies and the world. However, written communication skill is the common point of all these definitions when oral societies are excluded. On the other hand, the number of studies on L2 writing has also risen up dramatically in recent years and L2 writing has become a field of language teaching itself.

The field of this study is FL teaching in general and literacy and writing study in particular. Within these boundaries, the study aims to apply L1 literacy standards in the world to English as a FL in Turkey and investigate the literacy level- specifically success in writing- until the end of 10^{th} grade of secondary schools starting from the 4^{th} grade by analysing state school coursebook series with a 6-criterion- checklist and by identifying the activity type of writing practices (controlled/free).

Compatible with the general aims of the study, the first chapter (chapter 1) of the present study introduces the basic literature on the field of **literacy.** Literacy, simply defined as the knowledge of reading and writing, is one of the main research areas of pedagogy in terms of social and economic development. As Ong (1982: 78 as cited in McCabe and Whitttaker, 2006:1) emphasizes that "… More than any other single

invention, writing has transformed human consciousness." That is why UNESCO declared the years 2003-2012 as the International Literacy Decade.

The basic question in literacy studies is how much one has to know to be literate and this question reflects the elusive nature of literacy. The core feature of literacy, knowledge, brings out a broad group of literacy concepts such as 'citizenship literacy', 'geographical literacy', 'scientific literacy', 'artistic literacy', 'media literacy' etc. As introduced by Holme (2004: 1-3) the modern concept of being literate includes not only reading and writing skills but also speaking, listening, thinking and visual skills. Even the concept of literacy is confined to activities including only reading and writing skills, literacy is not easy to define because of its complex nature, leading to the interdisciplinary nature of its study.

While literacy concept was religious before the nineteenth century, it became politicised in time. Literacy education is accepted as a vehicle for social and of course economic re-engineering in our time. Towards the end of the twentieth century, literacy started to be accepted as "a fundamental human right" and this is a contribution to "the liberation of man" (Rassoul, 1999: 86 as cited in Holme, 2004: 15).

To summarize, literacy could be described as a whole set of strategies to organize and produce texts and conceptualize ideas in various contexts including different communities by taking the components of context such as the roles of participant, readers and writers and purposes into consideration as Hyland (200:146 as cited in McCabe and Whitttaker, 2006:5) describes. Such an elaborated description of the concept could be enlarged by adding re-construction stage which is the essence of **critical** and **emancipatory** literacy.

Closely connected to the developments in literacy approaches, **writing instruction** has also evolved throughout decades. The main point of the second chapter (chapter 2) is teaching writing as a part of teaching English as a foreign language.

Flower's (1994) model of writing can be called as socio- cognitive and Martin's (1992) as Discourse Model including textual and social factors but ignoring cognitive-processing factors. Witte in 1992 included cognitive, social and textual domains of writing in his model as a whole (cited in Grabe and Kaplan, 1996:224). When these models are applied to writing instruction in L1 (fist language) and L2 (second language) or FL (foreign language) contexts, three main eras of writing instruction appears. But, these three eras should be accepted as developing together pedagogies at the time of being.

These three eras are called as **product-oriented**, **process-oriented** and **post-process**. Product-oriented model of writing instruction is also called as current-traditional rhetoric. Current- traditional rhetoric is affected by structuralism and Fogarty (1959 as cited in Matsuda, 2003: 5) can be called as the father of product model. In this model, good writing is seen as equal to grammatically correct writing. Literature-based and personal-experience essays are given as assignments. Form and content/style dichotomy is important and content is out of concern. What is mostly criticised in this model is its being form focused and discarding the cognitive and personal sides of writing. On the other hand, given assignments during teaching process are questioned in terms of what they are given for and whether they are useful for future academic reasons or on the job. Although it is criticised it can not be said that it has been changed by process model in all contexts of education. In some parts of the world it is still used especially in L1 teaching contexts.

Process- oriented model, on the other hand, highly depends on cognitive language view. It approaches writing as an active and individual process. How to write is a personal activity. But this model also has weak sides. Firstly, it depends on strategies of learners and varying strategies is difficult to define so instruction with this model focuses on editing rather than constructing. (Macken-Horarik, 2002 as cited in Hyland, 2003:19). Secondly, why certain linguistic and rhetorical choices are made by individuals in the process of writing cannot be explained because of not mentioning the purpose of writing. Thirdly, since it mostly depends on learners'

motivation and responsibility, it requires little of teaching and teacher. Lastly, culture is out of focus of process- oriented model of writing.

At the time of process-oriented pedagogy, genre-based approach, which is Australian, also appears in writing instruction. According to this approach language is seen as embedded in social relations and writing is a social activity. This approach is a reflection of functional view of language. Schools of genre theory focus on rhetorical situation and text-type relationship, purposeful, interactive and sequential character of different genres and context. Texts are accepted as products performing particular functions. Also with genre-based approach discursive community which is a package of writers, readers and texts becomes an important concept of writing. One weak side of genre-based approach is the risk of its promoting 'a recipe theory' which is static, decontextualized and prescriptive (Freedman and Medway, 1994 as cited in Hyland, 2003: 26). This weakness can be eliminated by focusing on similarities and variations of genres. Even if some genres are more crucial to teach as key genres, variations of genres must be taken into consideration while teaching writing. Since genre approaches teach how language works as communication, texts are seen as artifacts to question, compare and deconstruct or re-construct. But still some researchers think and support that learning about dominant genres does not lead to critical analysis but critical engagement.

Because of the weak sides of both process- oriented model and genre-based approaches into writing, in 1990s a new trend, post- process era started for L2 writing instruction. Trimbur (1994) is the one who used the term for the first time (as cited in Matsuda, 2003). In this era literacy is seen as an ideological arena. Reading and writing are not decontextualized, impersonal information-centred activities but rather they are implicated within power-relations, society, culture and individuality. What we are teaching is 'powerful literacy' in quite particular social practices. While process-oriented pedagogy depends on the cognitive view, post-process (social turn) shifts the emphasis from cognitive issues to social issues. Post-process might be defined as the rejection of the dominance of process at the expense of other aspects

of writing and writing instruction. The term may serve a heuristic purpose as the field of foreign language writing moves toward the era of multiplicity.

Although process-oriented model of instruction is still powerful in foreign language writing instruction, since we are in post-process era the effect of culture cannot be denied in writing pedagogy. In 21st century with the coming of individualism, information, clarity and hybridism concepts, foreign language writing calls for an analysis by these concepts. In capitalism, reaching the aim in the shortest time gives importance to clarity in writing. Individual ownership does the same for the concept of 'plagiarism'. On the other hand there is nothing like linear process and pure texts in terms of multiculturalism in writing (Atkinson, 2003). Foreign language writing should also focus on social and cultural contexts together with skills and processes of writing.

As a result, parameters of writing can be defined with the following questions incorporating all models and theories of writing: Who *writes what to whom, for what purpose, why, when, where, and how?* (Grabe and Kaplan, 1996: 215).

Third chapter (chapter 3) has been devoted to examine the basic literature review on the topic of **curriculum development** since like other subjects, writing instruction should also depend on the principles of curriculum development.

Johnson (1989) defines curriculum as decision making process with all the participants such as authorities, theorists, teachers and students. The framework of curriculum design covers policy making with goals, objectives and methods, pragmatic considerations of time and material or human resources and the interaction of participants in the process of decision making. Coherence of all three dimensions should be evaluated during and after curriculum design in other words during the process of decision making.

Brown (1995) adopts from Richards and Rodgers (1982) and summarizes curriculum development under three main headings: Approach, Design and Procedure. Approach

of the curriculum includes theory of language and theory of learning. Design on the other hand means the goals, specified objectives, contents and their organization, specification of the roles of teachers, learners and materials. Procedure is the third main heading in curriculum development describing the instructional practices, i.e. activities and tasks.

In the scope of the study and the fourth chapter (chapter 4), the writing practices in the coursebooks from grade 4 to grade 10 (*Time for English 4, Time for English 5, Spot on 6, Spot on 7, Spot on 8, Breeze 9, Breeze 10*) studied at state schools of Turkey have been analyzed applying **the integrated model of analysis**. The model of analysis is based on the theoretical information on fields of literacy and writing education. The analysis has been based on a two-phase study. The first part of the two-phase study has analyzed the writing activities with 6 criteria constructing the essence of teaching writing as a communication skill: **Who writes what to whom for what purpose and how?**

To communicate their roles in society people need to write, and to do so they need to know whom they are writing to in terms of the number of readers, the extend they are known, the extend of shared background or typical knowledge between the readers and the writers. Similarly, writers should know not only the characteristics of readers but also their own and the personal process of writing they pass through while they are writing to know how to write, in other words to make linguistic and textual choices. On the other hand, the topic and more importantly the purpose of writing is also vital to know to write well. Thus, the writing practices in language classrooms to reflect real life practices should be compatible with the necessities of knowledge required in writing.

The second phase of the analysis has grouped the writing activities into two groups as **controlled** and **free** writing activities. Since writing is a developmental process, it could not be expected that it is developed in a certain period of time with school instruction. However, the teaching practices should also follow such a developmental process as writing skill of learners gradually develops.

The analysis has shown the following main results about the writing activities in the coursebooks from grade 4 to grade 10:

- On a general note, the topics covered in each unit and part of all the coursebooks analyzed in this study are more about the 'outer life' and less about the 'personal, family, regional or national life' of the students Topics of outer life do not have to be artificial for the students if they are carefully chosen. However, it could be noted that there are various but not few activities asking the students to write about some characters in the coursebook. Such kind of topics are named as "zero or trivial" by Ur (1999:86) although they are listed under the title of 'outer life' in this study. Thus, it is not wrong to say that not all the activities of this 'outer life' topic are of high quality in representing different cultures or world knowledge.

- The genres practiced are rather various in terms of the number of the types of genres although the rate of genre-specified writing activities is about half compared with the rate of no genre covered writing activities. Yet, how successfully they are practiced should be questioned and the analysis of the data in the previous part of the study elaborately explains the problem that the genre activities counted as practicing writing in a specific genre cannot represent the genre approach to teach writing.

- Most of the writing activities are accompanied with reading texts and activities, which is a very beneficial technique of "modeling" phase of genre instruction.

- Most of the writing activities in all the coursebooks leave the reader(s) and the writer abstract. This is against the current models and methods of teaching writing since writing is a social activity.

- More than half of the activities practice a purpose in writing. However, some of these activities practicing a purpose are not successful enough in achieving

this aim. To improve the activities in practicing a purpose; in other words, making them give the students far more authentic purposes, those activities should also be developed in terms of specifying roles to the students as writers and letting them know who will read what they have written.

- All the criteria applied to analyze the writing activities in the coursebooks used at state schools of Turkey are interrelated. If one criterion is unsuccessfully followed in an activity, it is highly probable that the same activity will fail in another criterion.

- Most of the writing activities include a preparation stage for writing via a reading text, some guiding questions, visuals or notes and lists to acquaint the students with the content of writing. On the other hand, no coursebooks contain activities to analyze the genre or other variables of writing before the composing stage.

- Drafting and revising stages are absent in all the coursebooks from grade 4 to grade 10. Only the 9^{th} and 10^{th} grade coursebooks include a checklist of correction which shows that these grade coursebooks give place to the editing stage of writing. The checklist is about the micro choices such as spelling, punctuation, word order and choice, and grammar. That is why this kind of correction is a part of editing stage but not revising stage.

- The only activities approaching writing as a process could be the Performance Task parts coming after each unit of both the 9^{th} and 10^{th} grade coursebooks since they spare more time to writing like two weeks. When the rubrics for performance task evaluation appearing in the teacher's books are checked, it is evident that the production of the students is evaluated with not only the micro choices like spelling and grammar but also macro choices like the organization, use of visuals, referencing, content, appropriacy to the audience.

- In general, there are no activities in the coursebooks that adopt a process-based approach to writing.

- Controlled activities are twice more often used than free activities. Controlled activities are also necessary to develop the writing skill of learners of English as a foreign language. The fact that there is a language barrier problem in foreign language classes doubles the importance of controlled writing activities.

- A rather more balanced distribution of controlled and free activities is more required for language learning because writing is a multi-dimensional and developmental skill.

New conditions of the recent century have resulted in radical changes in ways and modes of communication. Since the rise of functional and critical literacy started, the importance of writing skill has been emphasized for researchers to study the principles of teaching writing as a first or foreign language. As writing is one of the main components of individual development, intellectually or as a character of social roles, and the development of societies globally and economically, it deserves such special interests of professionals in the field.

The main aim of the present study has been to contribute into the field of teaching writing as a foreign language within its scope. In the light of the findings of the analysis, the following suggestions could be made:

- The coursebooks used for teaching English as a foreign language should be enriched in the way they present writing skill and they should include more process-oriented writing activities. These activities should focus on strategy teaching and to do so they should include more purposeful and authentic tasks assigning the students roles as writers and letting them to know who their potential readers are. On the other hand, the coursebooks should be

supplemented with more free writing activities, which have more potential to practice more authentic writing.

- To implement such changes, pre-service teachers should be trained to be aware of the changing rubrics of teaching writing and should be equipped with the required knowledge and the specific competences.

- To elicit more success in the previously stated aim, it could be suggested to add such writing courses as Writing I and II to the programmes of English Language Teaching. Such courses could prepare students for the courses of Advanced Reading and Writing I and II, which focus on more advanced writing skills. This could yield good results as writing is a developmental and the last developing language skill.

- Teachers in practice should also be provided with opportunities of in-service training to learn and share the changing and current conceptions in teaching writing.

The present study will attain its objective whenever it contributes to the studies on the field of teaching writing. Curriculum development, without any doubt, is a process open to revision and renewal.

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APPENDIX

The List of English Coursebooks for State Schools

Grade	Name of the Book	Writers	Publisher
4	Time for English	Prof. Dr.A. Ersöz- Prof. Dr. A. Çakır- Dr. N. Özkan- Yrd. Doç. P. Tevfik Cephe- Dr. G. Demir- Yrd. Doç. Dr. B. Gül Peker	Milli Eğitim Yay.
	Texture English	Dr. Gülsev Pakkan	Doku Yay.
	Trip 1	Semiha Altındağ	Anıttepe Yay.
	İlköğretim İngilizce 4	A. G. Karataş Kahraman- B. Kahraman	Sek Yay.
	İlköğretim İngilizce 4	Yeliz Tepelemez	Cemre Yay.
	İlköğretim İngilizce 4	P. Özmen- E. İleri- S. Özdamar	Gün Yay.
	İlköğretim İngilizce 4	L. Yalçınkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 4	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 4	D. Altın- Ö. Erdem- Ü. Erdoğan	Nobel Yay.
	İlköğretim İngilizce 4	Neslihan Altunel Varol	Biryay Yay.
	İlköğretim İngilizce 4	Muharrem İhsan Şirin	Tuna Matb.
	İlköğretim İngilizce 4	Ela Karapınar	Evrensel İlt. Yay./Ank.
	İlköğretim İngilizce 4	G.Savaş- B.Cansevgisi- H.B.Tuğrul-E. Baydar- Ö.Taşkesen-E.Engin-D.Kumbasar- G.Güven-E.Ünsal	Lider Yay./Ank.
5	Time for English	Prof. Dr.A. Ersöz- Prof. Dr. A. Çakır- Dr. N. Özkan- Yrd. Doç. P. Tevfik Cephe- Dr. G. Demir- Yrd. Doç. Dr. B. Gül Peker	Milli Eğitim Yay.
	İlköğretim İngilizce 5	G.Savaş- B.Cansevgisi- H.B.Tuğrul-E. Baydar- Ö.Taşkesen-E.Engin-D.Kumbasar- G.Güven-E.Ünsal	Lider Yay./Ank.
	İlköğretim İngilizce 5	Muharrem İHSAN ŞİRİN	Bilge Yay./Ank.
	İlköğretim İngilizce 5	P. Özmen- E. İleri- S. Özdamar	Gün Yay.

Grade	Name of the Book	Writers	Publisher
5	İlköğretim İngilizce 5	G. Şilit- Y. Aslantürk	Özgün Mat. San./ Ank.
	İlköğretim İngilizce 5	B. Bulut- S. Altındağ	Anıttepe Yay.
	İlköğretim İngilizce 5	L. Yalçınkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 5	Ela Karapınar	Evrensel İlet. Yay.
	İlköğretim İngilizce 5	Victoria Bilge Yılmaz	Cemre Yay.
	İlköğretim İngilizce 5	Güzide Önder	Sevgi Yay.
6	İlköğretim İngilizce 6	C. Bacanlı Kurt- H. Ünlü Buldur- Ö. Çoban- M. Sarandal- S. Tekir- F. Norşenli- İ. Sayıner	Milli Eğitim Yay.
	İlköğretim İngilizce 6	L. Yalçınkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 6	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 6	P. Özmen- M. Kurtoğlu	Yıldırım Yay.
	İlköğretim İngilizce 6	Sibel Akıcı	Adalar Yay./mAnk.
	İlköğretim İngilizce 6	Evrim Birincioğlu	Atlantik Yay./Ank.
	İlköğretim İngilizce 6	Prof. Dr. Gülsev Pakkan	Doku Yay./Ank.
	İlköğretim İngilizce 6	E. İleri- S. Özdamar	Bilge Yay./Ank.
7	İlköğretim İngilizce 7	C. Bacanlı Kurt- H. Ünlü Buldur- Ö. Çoban- M. Sarandal- S. Tekir- F. Norşenli- İ. Sayıner	Milli Eğitim Yay.
	İlköğretim İngilizce 7	L. Yalçınkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 7	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 7	Esra İleri	Bilge Yay.
	İlköğretim İngilizce 7	Prof. Dr. G. Pakkan- E.M. Olmuşçelik	Doku Yay./Ank.

Grade	Name of the Book	Writers	Publisher
8	İlköğretim İngilizce 8	C. Bacanlı Kurt- H. Ünlü Buldur- Ö. Çoban- M. Sarandal- S. Tekir- F. Norşenli- İ. Sayıner	Milli Eğitim Yay.
	İlköğretim İngilizce 8	L. Yalçınkaya- L. Bağdu- A. B. Sazer	Pasifik Yay.
	İlköğretim İngilizce 8	G. Şilit- Y. Aslantürk	Özgün Mat. Yay.
	İlköğretim İngilizce 8	Ela Karapınar	Evrensel İletişim Yay.
9	Ortaöğretim İngilizce 9	F. Baydar – H. İnci – M. Ateş – Ö. Bölükoğlu- Y. Albayrak	Milli Eğt. Yay.
	Ortaöğretim İngilizce 9	Evrim Birincioğlu	Pasifik Yay.
	Ortaöğretim İngilizce 9	Dr. Gülsev Pakkan	Doku Yay.
10	Ortaöğretim İngilizce 10	Y. Albayrak- H. İnci- M. Ateş- S. Özbıçakçı Samur- F. Kurt- F. Hamiyet Tuğ- F. Ertürk	Milli Eğt. Yay.
	Ortaöğretim İngilizce 10	Evrim Birincioğlu	Pasifik Yay.
	Ortaöğretim İngilizce 10	Güler Şilit	Özgün Mat. San.

AUTOBIOGRAPHY

Gülay Kıray was born in 1977 in İstanbul. She graduated from English Language Teaching Department of İstanbul University in 1999 and started to work in Foreign Languages Departmant of the same university in the same year. She taught general English courses and ESP courses for students studying in International Relations Department while she was working as a lecturer in Foreign Languages Department of İstanbul University. At the same time she was giving courses in ELT Department of Hasan Ali Yücel Faculty of Education. She started to do her masters in 1999 and had her MA degree in 2002 with a study named 'Yabancı Dil Olarak İngilizce Öğretmenlerinin Yetiştiriminde Okuma Becerisi' from İstanbul University on ELT. She has still been working as a lecturer in the department of English Language Teaching at İstanbul University since 1999.