T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAMME

TEACHING WRITING TO 11TH GRADE STUDENTS THROUGH THE
MULTIPLE INTELLIGENCES THEORY

MASTER'S THESIS

SAMİYE KARTAL

SUPERVISOR

ASIST. PROF. DR. GÜLŞEN DEMİR

ANKARA

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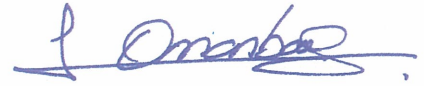
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…… /02 /2019

Samiye KARTAL

ACKNOWLEDGEMENTS

ÖZET

KARTAL, Samiye. Çoklu Zeka Kuramı Temelli Aktiviteler İçeren Yazma Görevleriyle 11.Sınıf Öğrencilerine Yazma Becerilerinin Öğretimi, Yüksek Lisans Tezi, Ankara, 2019.

Bu çalışmanın amacı, Çoklu Zeka Kuramı temelli aktivitelerden oluşan yazma görevleriyle, öğrencilere yazma becerilerini öğretmektir. Çalışmanın örneklemini Erzincan ilinde aynı şartlara sahip 47 adet 11. sınıf öğrencisi oluşturmaktadır. Bu öğrencilerin 23'ü deney grubunu, 24'ü ise kontrol grubunu temsil etmektedir. Veriler, öğrencilerin yazmaya ilişkin görüşlerini belirttikleri anket sonucunda elde edilmiştir. Öğrencilerin, çoklu zekâ kuramına göre hazırlanan aktiviteleri içeren yazma görevlerini tamamladıktan sonra, yazmaya ilişkin görüşlerini belirttikleri anket, çalışmanın sonunda uygulanmıştır. Bu çalışmada asıl amaç, çoklu zekâ temelli aktiviteleri içeren yazma görevleriyle yazma becerilerini öğretmek, sevdirmek ve öğrencilerin yazma becerilerini arttırmaktı. Bu çalışma nitel bir metoda sahiptir. Nitel araştırma yöntemi ile elde edilen verilerin analizinde, istatistiksel yöntemler kullanılmıştır. Yapılan istatistiksel değerlendirmeler ışığında, İngilizce derslerinde Çoklu Zekâ Kuramı temelli aktiviteler içeren yazma görevlerinin, öğrencilere yazma becerilerinin öğretiminde, yazma becerilerinin sevdirilmesinde ve öğrencilerin yazma becerilerini arttırmada olumlu etkilerinin olduğu tespit edilmiştir.

Anahtar Kelimeler: Yazma Becerilerinin Öğretimi ve Öğrenimi, Çoklu Zekâ Kuramı

ABSTRACT

KARTAL, Samiye. Teaching Writing to 11th Grade Students through the Multiple Intelligences Theory, Master's Thesis, Ankara, 2019.

The aim of this study is to teach writing to the 11th grade students through the writing tasks including the activities based on the Multiple Intelligences Theory. The sample group of this study consists of 47 students who are the 11th grade students with the same conditions in the province of Erzincan. 23 students represent the experimental group and 24 students represent the control group. The data was collected through a questionnaire in which students gave their opinions toward writing in English lessons. The 26 item questionnaire was administered to all students at the end of the study. The main purpose of the study is to teach writing skills, to have the students love writing and to enhance their writing skills in EFL classes. This study has a quantitative method since it involves quantitative research instruments. Statistical methods were used in the analysis of data collected with quantitative research methods. The findings in the research indicate that the writing tasks including the activities based on the Multiple Intelligences Theory have a positive impact on teaching writing, having students love writing and improving students' writing skills in EFL classes.

Key words: Teaching and Learning Writing, Multiple Intelligences Theory

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LIST OF ABBREVIATIONS

MIT   : Multiple Intelligences Theory

MI   : Multiple Intelligences

EFL   : English as a Foreign Language

DM-WAT : Daly and Miller's Writing Apprehension Test

WAT   : Writing Apprehension Test

PCs   : Personal Computers

IWB   : Interactive Whiteboard

IQ   : Intelligence Quotient

N   : Number

M   :Mean

SD   :Standard Deviation

SPSS   :Statistical Package for the Social Sciences

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CHAPTER I

INTRODUCTION

1.1. INTRODUCTION

This chapter presents background information about the study, states the problem of the research, namely, "Teaching Writing to 11th Grade Students through the Multiple Intelligences Theory". Then, the purpose and the significance of the study, limitations and assumptions are dealt with and and the framework for the method of the study is drawn. After discussing the method of the study this chapter finally defines the terms used in the study.

1.2. BACKGROUND TO STUDY

A main feature of language learning classrooms, learners differ from each other in terms of many aspects such as how best to acquire a language, the types of strategies they choose and their preference for teaching and learning methods types and the activities in the classroom. Before the current approaches and methods emerged, it was widely believed that in language classrooms, a predetermined approach is applied and expects all learners to learn via that method or approach. With emerging of current approaches, this view has changed and language teaching tried to find the ways of appealing to the differences among the learners. In the 21st century, it is believed that learners are unique in terms of their individual learning types, choices and strategies. Recently, individual differences has become the key factors to decide the best approach(es) to classroom teaching and learning activities types preferred the most. (Richard and Rodgers, 2014, p.230)

Among the current approches that focuses on individualized learning, gives an opportunity to learners to discover their strong and weak properties and values the individualized instruction, independent learning, training and strategies for learning. Multiple Intelligences Theory (MIT) became one of the increasing approaches that attracted both educators and language teachers'interest. Mutiple Intelligences Theory (MIT) is a philosophy that refers to a learner-centered teaching and learning environment that defines human intelligence including multiple features that need to be recognized and improved. Multiple Intelligences (MI) rejected the idea that regards the

intelligence as an innate, solitary and specified capacity according to the results of the traditional intelligence or IQ (Intelligence Quotient) test based on a test called Stanford-Binet. MI movement is against to the Traditional IQ tests. Gardner states that they are capable of measuring only wisdom and verbal expression, yet the brain has other equally intelligence profiles. He notes that all human beings have lots of mental capacity profiles, but they are different in terms of their strenghts and weaknesses. MI pays attention to the learner differences and takes notice of need to acknowledge the differences in teaching. He stresses that all intelligence profiles can be improved if they are practised and trained enough. (Richards and Rodgers, 2014, p.230)

It is widely known that language learning becomes more successful when learning environment appeals to all students. That's why, MIT presents an opportunity as teachers have a chance to select activities that is suitable for the learner's profiles. Students not only learn better but also have fun when language learning environment is enriched with the activities or applications including music, activities related to bodily movement, working in pairs or groups and so on. Such a learning environment enables the language learner to decide which teaching and learning activities work the best for his or her own learning. MI classroom considers the learners' development entirely. The learning environment with its activities are expected to grant the students to become the learners who have the ability to master a variety of skills to become more successful and more confident learners.

MIT is viewed as an approach that regards the learners asone and only and focuses on that the instruction can be developed that is suitable for this uniqueness. In lesson planning, MI has a wide range of suggestions and lesson planning designs based on learners' differences. It is helpful for teachers in terms of deciding and applying the instruction in special ways. That's why, a learning and teaching setting based on MIT can be used to teach all skills in English. This study has just focused on the effect of the activities based on MIT on teaching writing skills.

English teaching and learning is still a problem in our country although the students are exposed to English for many years. All students have a chance to get government-supported coursebooks, and in all regions of our country the same coursebook is used but they need to be revised in terms of students' background knowledge, needs, learning styles and preferences. In other words, they are all special even in the same classroom. That's why, providing a learning setting that appeals to all learners differences is

inevitable. Additionally, each skill is not given in an equal consistency. For instance, on the one hand, there may be lots of activities to improve reading and listening skills, on the other hand, the activities may not be enough to develop writing and speaking skills of students.

1.3. STATEMENT OF THE PROBLEM

In ELT classes, writing, a productive skill, is mostly neglected and skipped on account of the fact that it is assumed as time-consuming, difficult to produce a written product and boring for both teachers and students as Hedge (2005) states " Writing has been a neglected area of English language teaching for some years. (p.8). It is obvious that writing is the most complicated skill to be acquired and it requires an extended process. However, in traditional classrooms teachers pay attention to final products and they ignore the ongoing proces while learners are struggling to produce their written work. (Brown 2001, p.335). Form and accuracy are taken into consideration and they disregard what kind of a procedure the learners are exposed to. As a consequence, writing tasks are thought as boring and challenging for many learners.

All of us are familiar with the idea that students learn better by writing when it is compared to speaking and it is thought that writing in a new language is quite useful as students have a chance to use the new language correctly through writing in EFL classes. Harmer (1998) points out, "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.(p.79) Besides, it is believed that as learners write more and more, their language development will completely rise . (Harmer 2004, p.31) Additionally, it can give us some indications about language development as the mental process during the writing activities is a part of ongoing learning. Due to all of these reasons, writing proficiency of the learners need to be enhanced in EFL classes.

In second language writing, negative factors such as lack of motivation, time pressure and negative attitudes toward writing brings about anxiety. Hence, language teachers always need to create motivating and enjoyable learning environments so as to encourage the students and overcome their anxiety. It can be achieved if students diversity in the classes are taken into consideration and tasks appealing to all students are chosen. Accordingly, in teaching writing skills, Multiple Intelligences Theory might

prove beneficial and develop a deep interest in foreign language writing better than traditional techniques of teaching writing skills which only focus on accuracy and separation of mind, body and emotions.

1.4. PURPOSE OF THE STUDY

This study aims to explore the effectiveness of Multiple Intelligences Theory in developing 11th grade students' proficiency towards writing skills. Multiple Intelligence Theory, appealing to intelligence and ability of each student, may enable them to understand and do the tasks better and also increase their motivation in writing activities.

1.5. SIGNIFICANCE OF THE STUDY

Being able to write in English classes is an important skill that is often viewed as problematic and tedious part of the ELT classrooms. Students, even teachers, ignore writing tasks in the coursebooks owing to many reasons. Teaachers often state that students are unwilling to write or don't have enough background knowledge to write and also they themselves find the writing tasks time-consuming. The study gains importance as it aims to teach writing skills by the help of a wide range of activities.

As commonly known, EFL learners display more improvement in receptive skills, namely, reading and listening and also in grammar and vocabulary but they have difficulty in productive skills, that is to say, speaking and writing. The reason why the researcher chose the MIT to teach writing skills is that MIT appeals all learners' differences and needs.

Therefore, the findings of the study will be useful to the research area. This study will also be beneficial for teachers, administrators, lesson designers and analysts, activity finders and inventors, curriculum developers to create learning setting in teaching of writing skills.

1.6. LIMITATIONS OF THE STUDY

This study will have the following restrictions:

1. This study aims at analyzing the contribution of the activities based on Multiple Intelligences Theory to teaching writing skills for 11th grade consisting of 47 students at Ertugrulgazi Anatolian High School.

2. The students will take writing class for eight weeks. They will have two classes a week and each lesson will last 40 minutes.

3. The students are at the same grade but in terms of language proficiency, they differ from one another.

4. In our study, we will heavily apply activities related to word smart, picture smart, people smart and self smart. If possible, we will try to add other intelligences.

5. Application will also be suitable to the educational programme which is prepared by the Ministry of National Education.

1.7. ASSUMPTIONS

It is assumed that the real thoughts and opinions of the students toward writing will be able to obtained via the data collection instruments. The writing proficiency of the students are expected to enhance by the help of the activities based on MIT.

1.8. RESEARCH QUESTIONS

This study investigates the following research questions.

1. Do writing activities done through The Multiple Intelligences Theory enhance the students' writing ability?

2. Can the writing activities be more enjoyable through the Multiple Intelligence Theory learning and teaching activities?

3. Can the Multiple Intelligence Theory learning and teaching activities activate the students' background knowledge?

1.9. METHOD

The study takes place at Ertuğrulgazi Anatolian High School, Erzincan, Turkey in 2017 fall semester. This survey aims to teach writing skills by the help of the activities related to Multiple Intelligences Theory and to identify the effectiveness of MIT on the 11th grade students' writing proficiency.

For this experimental study, two different students groups, experimental and control groups whose levels are close to each other will be used. The students are mixed in terms of gender and language proficiency. However, they are a homogeneous group in terms of age and grade. These students will be taught in two different classes and at different time of the week by the same instructor. Both of the groups will be taken to a 16 hour-practise.

First, a multiple intelligences survey will be applied to the experimental group so that the researcher can prepare activities suitable for students' dominant intelligence profiles and the results will be analyzed. Then, the writing tasks including MIT based activities related to the themes in the coursebook "Yes You Can" at level of A.2.2 chosen by Ministry of National Education will be applied to the experimental group and the control group will do the writing tasks in the coursebook. In control group, after reading the writing instruction in each theme, students will write on their own. Yet, in experimental group, after giving the writing instruction related to the themes in the coursebook, lots of activities appealing to the diversity in the classroom such as brainstorming through the visuals, pair-work or group-work activities, a soft music in the background, watching videos suitable with the topic, listening to a sample writing text will be applied so as to enable them write about the topic with a higher motivation and less anxiety. To sum up so far, this study aims to explore the contribution of the activities based on Multiple Intelligences Theory to teaching writing skills.

1.10. DEFINITIONS OF THE TERMS

Multiple Intelligence Theory (MIT): The theory of multiple intelligences, developed by psychologist Howard Gardner in the late 1970s and early 1980s, refers to a learner based philosphy that characterizes human intelligences as having multiple dimensions that must be acknowledged and developed in education. (Richards and Rodgers, 2014, pp.230-231)

Writing: Writing, one of the four skills of listening, speaking, reading and writing, has always formed part of syllabus in teaching of English used for a range of purposes, ranging from merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. (Harmer, 2004, p.31)

1.11. CONCLUSION

This chapter presented background of the study, statement of the problem, purpose of the study, significance of the study, limitations, assumptions, research questions and definitions of the terms.

CHAPTER II

REVIEW OF THE LITERATURE

2.1. INTRODUCTION

In this chapter, earlier views on intelligence will be presented. Secondly, Multiple Intelligences Theory will be explained and then the intelligences described by Gardner with teaching strategies will be introduced. Thirdly, writing skill, research scope of this study, will be discussed in terms of elements of writing, how to write better, approaches to writing and stages of writing.

2.2. INTELLIGENCE: EARLIER VIEWS

The idea of intelligence dates back to Franz Joseph Call's observations that he claimed that there is a relation between special cognitive features of his classmates and appearances of their skulls. He believed that the skull orientation can be used as a tool to identify the strenghts and weaknesses of a person. However, the studies have shown that the size of a brain has no correlation with a person's intelligence level. Later, in the late of 1880s, Sir Francis Galton, a British polymath, employed statistical instruments to display the correlation between genetics and being a mental giant. However, he was't able to develop a systematized mind test. (Gardner, 2011, pp.13-16)

At the beginnings of 1900s, the French psychologist Alfred Binet and a group of his colleagues had an attempt to invent a device to decide which primary grade students require exceptional treatment. Binet scrutinized the children to decide who need special education and applied a test to them. By assessing the test results, he suggested the term "mental age" which is defined as the age at which child performs intellectually. Consequently, he formed Simon-Binet Intelligence Scale. (Garnder 2011, p.16; Armstrong, 2009, p.5)

In 1910s, Lewis Terman, a professor at Stanford University, converted Binet's Scale to American standards, declared as Stanford Binet Intelligence Scale. His test was used to measure verbalized thinking, thinking with numbers, conceptual visible thinking, and short-term retention as subscales. (Gardner, 1999, pp.12-13)

In 1920s, E.L. Thorndike came up with a new idea that brain, like a muscle, can be stronger via practise. He stated that subjects like Maths can enhance students' proficiency. He also created an experiment to measure the verbal and numerical abilities of the learners. (Zahedi and Ghabanchi, 2014, p.403)

Charles Spearman, a British educational psychologist, came up with a new idea about the common factor of mental capacity which is admitted as the "g" factor. Therefore, he developed some tests, aiming to be empirical by nature, to evaluate the brainpower .(Gardner, 2011, p.17).

In 1970s, Jean Piaget indicated that the mental capacity consists of functioning smart and metaphorical smart. The first one which gives an explanation about how the earth is perceived, and the second one is in charge of depiction of the real life. (Gardner, 2011, pp.18-23).

Sternberg stated that the validity of the intelligence tests chage. He also indicated that mental capacity is to be able to adjust to the setting and conditions. He suggested a thesis of intellectual capacity, scientific reasoning; capacity of analyzing something into discrete semantic components, reasoning creatively; factual capacity, the capacity of perceiving related to the circumstances and the capacity of controlling the environment and setting. (Gardner, 1999, pp. 22-23)

In the early 1980s, Howard Gardner, a Harvard psychologist disapproved the conventional intelligence tests measuring only logic and language, and rejected the intelligence definition which was unchanging and static entity at birth and introduced "Multiple Intellgences" (MI) profiles which are believed that all people have personal intelligence profiles. (Richards and Rodgers, 2014, pp 230-231). He stated, "As the name indicates, I believe that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. I believe this theory of intelligence may be more humane and more veridical than alternative views of intelligence and that it more adequately reflects the data of human "intelligent" behavior. Such a theory has important educational implications." (Gardner, 2011, p.6). He described the mental capacity as the ability to find an answer to the trouble or to be concerned with every day

matters that are a component of an ethnic context or a group. (Armstrong, 2009, p.6). He stated:

"It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences "We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world." (Garder, 2006, p. 24)

2.3. MULTIPLE INTELLIGENCES THEORY

Howard Gardner denounced the common assumption about the intelligence after nearly 80 years the initial mental capacity instruments were improved. He stated that our humanity described the mental capacity in a limited way. He suggested in the book Frames of Mind the existing of at least seven fundamental intelligences Lately, he has attached one more and argued the probability ninth mental capacity. In his theory of multiple intelligences (MI), Gardner searched for to widen the extent of humankind capacity to develop on the far side of the limits of the intelligence test result. He solemnly intrrogated the reliability of deciding mental capacity through the practices individually made out of natural learning setting and questioning by means of solitary tasks. Gardner proposed that mental capacity can do more than finding a solution to the matter and building a work in an appropriate environment. He claimed that all people have a number of abilities and they all have eight mental capacity domains, namely verbal/ linguistic, logical/mathematical, visual/ spatial, musical/ rhytmical, bodily/kinesthetic, interpersonal, intrapersonal and natüralist. (Armstrong, 2009, pp. 5-6) Gardner set up certain basic "tests" that each intelligence had to meet to be considered a full-fledged intelligence and not simply a talent, skill, or aptitude. The criteria he used include the following eight factors:

1. Potential isolation by brain damage

2. The existence of savants, prodigies, and other exceptional individuals

3. A distinctive developmental history and a definable set of expert "end-state" performances

4. An evolutionary history and evolutionary plausibility

5. Support from psychometric findings

6. Support from experimental psychological tasks

7. An identifiable core operation or set of operations

8. Susceptibility to encoding in a symbol system (Gardner, 2006, pp.67-71: Armstrong, 2009, p. 8)

Armstrong (2009, pp.15-16) states the key points in Multiple Intelligences Theory:

- **Each person has all eight intelligences.** It is a theory of mental functioning, and it suggests that each person possess abilities in all eight mental capacities. The eight intelligences work in collaboration in ways one and only to each person. Some people seem to have tremendously high levels of operating in all or most of the intelligences domains, other people seem to lack all but the most basic dimensions of intellectual capacities. On the one hand, some people display a high development in some categories of mental capacity, on the other hand, they show a low level of development in the rest of the intelligences.

- **Most people can improve each intelligence to an adequate level of competency**. Although humans may complain about their insufficient aspects and think their troubles inborn, Gardner recommends that nearly all people are able to improve eight intelligences to a high quantity of interpretation in a sensible way if a motivating instruction and support are provided.

- **Intelligences usually work together in complex ways.** Gardner identifies that each intelligence as defined is more precisely a fairy tale that is, no intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals). Intelligences are always communicating with each other. To cook a meal, one must read the recipe (linguistic), perhaps double the recipe (logical-mathematical), develop a menu that satisfies all members of the family (interpersonal), and placate one's own appetite as well (intrapersonal). The intelligences have been taken out of context in MI theory only for the purpose of examining their essential features and learning how to use them effectively. We must always remember to put them back into their specific culturally valued contexts when we are finished with their formal study.

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- **There are many ways to be intelligent within each category.** There is no standard set of attributes that one must have to be considered intelligent in a specific area. Consequently, a person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior bodily-kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table. MI theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences.

Richards and Rodgers (2014, pp.236-237) express several of the possible viewpoints related to how the MIT model can be utilized for the language learners' demands in the learning environment:

- Play to strength: If you want an athlete or a musician (or a student having some of these talents) to be an involved and successful language learner, structure the learning material for each individual around these strengths.

- Variety is the spice: Providing a teacher-directed rich-mix of learning activities variously calling upon the eight different intelligences makes for an interesting, lively, and effecrive classroom for all students.

- Pick a tool to suit the job: Language has a great amount of dimensions, levels, and functions. These different facets of language are best served instructionally by linking their learning to the most suitable kind of MIT activity.

- All sizes fit one: Every individual exercises all intelligences even though some of these may be out of awareness or undervalued. An MIT helps to develop the Whole Person within each learner, which best serves the person's language learning requirements as well.

- Me and my people: Since language learning involves culture learning as well, it is useful for the language learner to study language in a context that notices and welcomes a range of diversely valued intelligences.

In addition to eight intelligences, Howard Gardner has stated the probability of a ninth mental capacity - the existential. Learners who are existentialist deal with theoretical subject matters such as the potential of humankind related to general existing. In

classroom setting, they have a need to perceive the whole image so as to comprehend small features of learning environment. (Palmberg, 2011, p.5). Gardner defines existential intelligence as "a concern with ultimate life issues." He describes the core ability of this intelligence as "the capacity to locate oneself with respect to the furthest reaches of the cosmos—the infinite and the infinitesimal—and the related capacity to locate oneself with respect to such existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art" (Armstrong, 2009, p. 182). Gardner (1999) states : "Despite the attractiveness of a ninth intelligence, I am not adding existential intelligence to the list. I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence-at least for now. At most, I am willing, Fellini-style, to joke about 8-1/2 intelligences" (p. 66).

Gardner also discusses the probability of spiritual intelligence and notes, "if we humans can relate to the world of nature, we can also relate to the supernatural world—to the cosmos that extends beyond what we can perceive directly, to the mystery of our own existence, and to life-and-death experiences that transcend what we routinely encounterʿ (Gardner, 1999, p. 54) Furnham points out "it is the ability to master a set of diffuse and abstract concepts about being, but also mastering the craft of altering one's consciousness in attaining a certain state of beingʿ (Furnham, 2008, p.212).

As well as these intelligences domains, Altan (2010, cited in Altan, 2017) claims "Moral Intelligence, defined as the ability to differ the good from the bad and the right from the wrong; to accept and implement the democracy, law of order, freedom of speech, freedom of belief systems or choice and basic human rights, and respect the environment, etc. , is going to be one of the most valued intelligences in the next century since we have witnessed a lot of smart people lacking moral values which caused people to suffer all over the world. Thus, those individuals having, showing and fighting for such values could be considered with high Moral Intelligence."(p.203)

It is believed that all learners possess particular intelligence profiles ,"MI profiles", which include cooperation of divergent intelligence categories and for some intelligences domains to be more improved than others. Christison (2005) proposed that most people are assumed to have a few intelligences that are highly improved, most modestly improved, and one or two stunted. Gardner claims that everyone manages to

enhance all mental capacities profiles to a properly high level. This may be motivating for second language instructors. Achievement in the second language learners' improvement in terms of their intelligences depend on the colloboration of the suitable learning setting effects and an excellent instruction. Language learning activies may have successful results since they intentionally activate use of several intelligences. (Richards and Rodgers, 2104, pp.230-240)

MI theory offers a a large number of techniques for teaching that can be easily employed in the classroom. Actually, they have been utilized for ages by experienced instructors. The theory of multiple intelligences suggests teachers an opportunity to improve advanced strategies for teaching that are moderately recently developed to the learning and teaching environment. MI theory claims that all techniques for teaching will most likely not provide the best results for all learners at all times. All of them have particular tendencies in the eight intelligences categories, so while any specific techniques will probably work best with a group of students, the results will likely be worse for other groups. (Armstrong, 2009, p.72)

This theory has valuable suggestions and conclusions for both general education and for language learning particularly. (Armstrong 2007; Azar 2006; Buchen 2006; Campbell & Dickinson 2004; Christian 2004; Fogarty & Stoehr 2007; Tracy & Richery 2007; Viens & Kallenback 2004; Barrington 2004; Chan 2006; Christion & Kennedy 2004; Hall 2004, cited in Mirzaei, Jahandar, Khodabandehlou, 2014, p.488). Hopper and Hurry states that MI Theory should be accepted as a teaching theory because of three reasons. Firstly, MI theory enables students be aware of their own learning process. Secondly, MI theory individualizes the learning for each learner. Thirdly, it provides active learning. (cited in Saban, 2009) According to Saban (2009), MI theory must be regarded as a teaching philosophy because of the fact that MIT accepts each individual as having a potential, offers a pedagogical approach to the teachers about how the teaching process support the cooperation among the teachers, and make students become conscious of their styles and strategies to learn. (Temiz, 2010, p. 3)

Davis, Christodoulou, Seider and Gardner has stated that a great number of schools incorporating MI principles into their curriculum and pedagogy has witnessed positive changes in educational setting. It has been observed that there is an improvement in school discipline, contribution of parents to school activities, and the learning process of

students possessing different learning abilities as a result of the employment of MI Theory. (2011, p. 497).

In brief, MI theory leads to three conclusions:

1. All of us have the full range of intelligences; that is what makes us human beings, cognitively speaking.

2. No two individuals—not even identical twins—have exactly the same intellectual profile because, even when the genetic material is identical, individuals have different experiences (and identical twins are often highly motivated to distinguish themselves from one another).

3. Having a strong intelligence does not mean that one necessarily acts intelligently. A person with high mathematical intelligence might use her abilities to carry out important experiments in physics or create powerful new geometric proofs; but she might waste these abilities in playing the lottery all day or multiplying ten-digit numbers in her head. (Gardner, 1999, p. 23)

As mentioned above, it is believed that MIT have a positive impact on learning and improvement of learners as a whole person. That's why language learning tasks can be organized around different types of intelligences. To give an example, an activity such as writing the lyrics of a song indicates the utilization of verbal and rhytmical intelligences or in a role-play where learners are expected to use their word smart, people smart and self smart capacities. MIT is regarded as a great way to have teachers organize interesting courses of action to support learners with language learning practices. Teachers have a position of enhancing second language proficiency of their students and becoming important "contributors to the overall development of students' intelligences." (Christison 1999, p.12, cited in Richards and Rodgers, 2014, p.237). The teacher suggests a variety of tasks to teach the particular intelligences and to get learners to perceive the presented knowledge in the most suitable style, and also to stimulate the improvement of their other mental capacity abilities. To achieve the improvement in both teaching and enhancing the students' intelligences, Richards and Rodgers note that "The teachers are expected to understand, master and be committed to the MI model. They become curriculum developers, lesson designers and analysts, activity finders or inventors and most critically, orchestrators of a rich array of multisensory activities

within realistic constraints of time, space and resources of the classrrom. Within this cognitive model, "language is not seen as limited to a 'linguistics' perspective but encompasses all aspects of communication" (2014, p. 237).

2.4. THE EIGHT INTELLIGENCES DESCRIBED

Gardner provided a means of mapping the broad range of abilities that humans possess by grouping their capabilities into the following eight comprehensive categories or "intelligences":

2.4.1. Verbal - Linguistic Intelligence (Word Smart)

It is defined as the ability to utilize words effectively, verbally or in writing. This intelligence comprises the capacity to arrange or phrases to create well-formed sentences or to use a construction of language, the system of sounds, meanings of language, and the pragmatic aspects or feasible utilizations of language. "Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself). Linguistic learners enjoy expressing themselves orally and in writing and love wordplay, jokes, riddles and listening to stories."(Armstrong, 2009, p. 6)

Armstong (2009) defines the five techniques that are attainable to a wide range of learners because they stress language activities allowing the formulation of any answer that launch the smart in each learner. (pp. 73-76)

Story-telling: Story-telling can be utilized as a useful teaching way. When using storytelling in the classroom, it gives a chance to weave essential concepts, ideas, and instructional goals into a story. Teacher's willingness to be creative have an impressive effect on students.

Brain Storming: During brainstorming, students have an opportunity to produce a number of verbal ideas that can be gathered and wrote on the board. The brainstorming can be about any subject matter such as words for a short story, ideas for developing a school project, ideas about material in a lesson being taught, suggestions for a class meeting outside, and so forth. The general rules for brainstorming are that participants share whatever comes to their mind that is relevant or irrelevant not to being

discouraged. In the next stage, the relevant ones are selected and used for the task. This strategy allows all students who have an idea to receive exceptional acceptance for their real opinions.

Tape Recording: Tape recorders or other audio recording devices are among the most valuable learning tools in any classroom on account of the fact that they provide students a tool through which to have an idea their verbal strenghts and aid them apply linguistic skills to be in contact, find a solution to troubles and reveal their internal emotions.

Journal Writing: Keeping a personal journal improves students ongoing writing abilities related to a particular intelligence. They can also incorporate multiple intelligences by permitting depictions, outlines, images, conversations, and other data involving words or speech.

Publishing: Publishig the students' written assignments may be a great way of encouraging the students in terms of that writing is a strong way of communicating. Students have a chance to submit their writing to a class or school newspaper or the school website to feel the sense they have achieved and their achievement is shared to others.

2.4.2. Logical/Mathematical Intelligence (Number/Reasoning Smart)

It is clarified as the ability to utilize numbers explicitly and to think rationally as a scientist, computer programmer, or logician. Armstrong (2009) defines logical-mathematical intelligence as "the understanding and use of logical structures, including patterns and relationships, and statements and propositions, through experimentation, quantification, conceptualization, and classification. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing. Logical-mathematical learners display an aptitude for numbers, reasoning, logic and problem solving" (p.6)

Teaching strategies for this intelligence are described by Armstrong (2009, pp.77-79) is as follows:

Calculations and Quantifications: It is a way of using numbers not only inside but also outside the math and sciences to have students recognize that dealing with numbers are not in the hands of just math class but in whole life.

Classifications and Categorizations: The rational intelligence can be motivated when the instruction involving verbal, logic, spatial or any other kind is presented within a logical bodywork. The practicality of this technique gives an opportunity to arrange the knowledge around the inner opinions and topics and learners may remember better, explore and consider.

Socratic Questioning: In this strategy, the teacher has a role of questioner of students' way of thinking. The teacher takes part in conversations with students so that he can discover the acceptable and unacceptable sides of their thoughts. The aim is not to discourage students, but to aid them enhance their own considering way critically.

Heuristics: This strategy is based on gathering of techniques but not firmly, recommendations and instructions to find a solution to a rational matter. Heuristics supplies students with analytical maps to aid them think a solution around unknown unfamiliar academic ground.

Science Thinking: In each part of the curriculum, science supplies another viewpoints that can greatly enhance students' point of view.

2.4.3. Visual/Spatial Intelligence (Picture Smart)

It is explained as the capacity to discern the visual-spatial world exactly and to carry out modifications upon those recognitions. This intelligence included responsiveness to color, line, shape, form, space, and the connection among these components. It involves the ability to envisage, to present perceivable opinions by means of a visual image, to align oneself suitably in a spatial environment. Visual-spatial learners are viewed to have a tendency to consider in drawings and cognitive illustrations and enjoy sketches, graphs, digrams and charts. (Armstrong, 2009, p.7)

Teaching strategies for spatial intelligence described by Armstrong (2009, pp.80-82) are as follows:

Visualization: The employment of this technique includes making students form their own internal panel in their mind's eye, and look images of what they've just dealt with or worked. It also have them practise nonspatial theme throughout the activities.

Color Cues: This strategy covers utilizing color such as colorful boardmarkers, chalks, materials in the classroom as a learning instrument. Supplying students with colored pencils and pens and colored papers may be interesting and encouraging for especially highly spatial learners.

Picture Metaphors: A picture metaphor explains the viewpoint of comparing one opinion to another irrelevant idea in a visual conception. In terms of the educational aspect, employing metaphors make building a relation available between what a student already have a knowledge of and what is being taught.

Idea Sketching: The Idea Sketching strategy includes having students make a drawing of the principal viewpoints, the fundamental opinion, inner subject matter or basic notion being presented. This technique can be applied to assess a student's comprehension of an opinion, to stress an abstraction, or to provide students plentiful chances to deal with an opinion thoroughly.

Graphic Symbols: Graphic Symbols involves exercising the activity of making drawings at some constituent of the class - for instance, by forming tables or charts to represent the themes or subject matters to be taught.

2.4.4. Bodily/Kinesthetic Intelligence (Body Smart)

Richard and Rodgers describe this intelligence as having a well harmonized physical structure, something seen in athletes and craftspersons. (2014, p.231) This intelligence involves particular bodily abilities such as colloboration, stability, performing a task, power, adaptability, and rapidity, as well as the abilities having a sense of touch. Bodily-kinaesthetic learners practise learning best by means of moving variously, mimicking, dancing and role play. (Armstrong, 2009, p.7)

Armstrong (2009, pp. 83-85)describes the following teaching strategies for this intelligence:

Body Answers: This strategy refers to students' responses to teacher's instructions or questions by utilizing their bodies such as raising their hands as a means of explanation. Smiling, blinking one eye, holding up fingers may also added to this category.

Classroom Theater: This strategy includes having students act out the learning material by the means of dramatizing or role playing the theme or the subject matter presented.

Kinesthetic Concepts: This strategy includes presenting the subject matter with the help of bodily demonstrations. It calls for students to transform data from verbal or mathematical representation structure into solely physical explanation.

Hands-On Thinking: Students who are well improved in terms of bodily kinesthetic intelligence should be provided chances to acquire a knowledge through using their hands.

Body Maps: The human physical structure supplies an appropriate mean related to teaching when conveyed into a reference point or "map" for particular learning field.

2.4.5. Musical / Rhythmical Intelligence (Music Smart)

It is defined as the ability to comprehend such as a music aficionado, differentiate such as a music critic, convert such as a composer, and indicate musical forms. This intelligence involves sensitiveness to the rhythm, pitch or melody, and timbre or tone color of a musical element. Musical learners have a metaphorical comprehension of music, an upturned comprehension or both. Musical learners say in response to music and acquire a knowledge better by means of best songs, patterns, rhythms and musical expression. (Armstrong, 2009, p.7)

Teaching strategies for this intelligence (Armstrong,2009, pp.85-87) :

Rhythms, Songs, Raps, and Chants: The strategy involves presenting teaching material with the help of a rhythmic format such as being sung, rapped, or chanted, and having students in pair or in groups form songs, raps, or chants that gives the main points of the subject matter they are working. With the involvement of percussion or other musical instruments, the technique can be improved, too.

Discographies: It is a strategy including addition of a list of references for the educational programme with musical selections such as playing music on IWB or on the computer. It can be provided songs or some pieces of music to introduce the main fatures of the theme or the unit.

Supermemory Music: Due to the results of the researches in the field of education, it is claimed that students can comprehend the knowledge easier and better if the learning environment includes a musical background.

Musical Concepts: Musical tones can be utilized as an imaginative implement for indicating notions, figures, or plot in many subject matters. This strategy suggests abundant chances for imaginative interpretation.

Mood Music: This strategy includes providing a suitable or spiritual setting having sound effects, natural sounds, classical or contemporary pieces for a certain theme or session.

2.4.6. Interpersonal Intelligence (People Smart)

Lazear (1992) states: "This intelligence utilizes our ability to engage in verbal and non-verbal communication and to notice distinctions among group members with regard to contrasts in mood, temperament, motivations, and intentions. Interpersonal intelligence allows us to develop a genuine sense of empathy and caring for each other. Through interpersonal intelligence we "stand in another's shoes," so to speak. It is a person-to-person way of knowing through which we maintain our individual identity but also become more than ourselves as we identify with and become a part of others." (pp.15-16) It is the capacity to "notice and make distinctions among other individuals with respect to moods, temperaments, motivations, intentions, and to use this information in pragmatic ways, such as to persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose. Examples include the union organizer, teacher, therapist, administrator, and political leader." (Armstrong, 2003, p.14)

Teaching strategies for this intelligence are described as follows (Armstrong, 2009, pp. 88-91):

Peer Sharing: Sharing is perhaps the most practical of the MI techniques to apply. This strategy enhances students' ability to work cooperatively and enable them to learn from each other.

People Sculptures: By means of this approach, students create people sculptures through working together to express a notion or particular learning goals in a physical form. People sculptures enhances learning out of its isolated conceptual framework and makes it an instantly reachable social scenery.

Cooperative Groups: The basic element of cooperative learning is utilizing small groups working cooperatively toward widespread educational commandment. Cooperative groups support students with an opportunity to work as a social constituent - a vital necessary condition for successful performing in real-life work settings.

Board Games: Board games are an enjoyable tool for students to have them acquire the knowledge in structural sceneries. They expose to learning within a game while they are talking, expressing the rules, throwing dice.

Simulations: A simulation includes a group of people working together to form an "as-if" setting. This short-term scenery constitutes the context for getting into more instant connection with the information or data to be acquired. The strategy is also useful to improve a recent level of comprehension with the help of interactions.

2.4.7. Intrapersonal Intelligence (Self Smart)

This intelligence includes possessing a precious image of oneself in terms of his powers and weaknesses, consciousness of internal feelings, goals, motivating forces, volatility, and wishes; and the ability for self respect, to understand his own actions, and to control one's feeling. Intrapersonal learners are thoughtful, well organized and instinctive about their identity and their learning styles and strategies. (Armstrong, 2009, p. 7)

Teaching strategies for Intrapersonal Intelligence are described as follows (Armstrong, 2009, pp. 91-93):

One-Minute Reflection Periods: One minute reflection periods during the lectures, discussions, project works, or other activities enable students to concentrate on considering and suggest students a period to grasp the knowledge introduced or to

attach it to occurances in their life. They also aid students to be able to think clearly and be prepared for the following stage.

Personal Connections: This strategy offers the teacher to make a connection between what is being taught and learnt and students' individual life.

Choice Time: Suggesting students as many alternatives as possible about their training knowledge is a particular intrapersonal intelligence technique. Essentially, choice time consists of building in opportunities for students to make decisions about their learning experiences. As they make a great deal of options, they feel stronger in terms of their responsibilities.

Feeling-Toned Moments: This strategy includes generating time so as to make students chuckle, show full of anger, display powerful ideas, act eagerly about a subject matter. In order to have students feel those sentiments, imitating those feelings, creating an environment in which students feel confident, and supplying practical knowledge may be useful and effective to reach the desired results.

Goal-Setting Sessions: One of the features of well improved intrapersonal learners is their ability to identify achievable objectives for themselves. This skill is inevitably among the most crucial competencies obligatory for a satisfying life. When the chances for identfying individual aims are created, students immensely prepare themselves for life.

2.4.8. Naturalist Intelligence (Nature Smart)

Garder states "Naturalist combines a description of the core ability with a characterization of a role that many cultures value. A naturalist demonstrates expertise in the recognition and classification of the numerous species - the flora and fauna - of his or her environment" (Garder,1999, p.48) Armstrong (2009) indicates that this also includes sensitivity to other natural phenomena such as cloud formations, mountains and in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers. (p. 7). Naturalist learners love the outdoors and enjoy classifying and categorising activities.

Teaching strategies for this inteligence are listed as follows (Armstrong, 2009, pp.94-97):

Nature Walks: Nature walks may be utilized to build a setting or story related to the subject matter presented, and to make students prepare to write creatively, make a drawing and any other exercises. Moreover, the subject matters from math and science to history and literature may be suitable for nature walks. .

Windows onto Learning: This stratgey may be used to create a scenery for school subjects such as history, literature or sicence. Looking out a window can also as a beginning step, a particular position to cease during a class or an ending step.

Plants as Props: Plants as the acquisiton of knowledge implements may create an enthusiastic environment in the classroom. Plants can make useful "props" as a setting at the backstage for the Classroom Theater and People Sculpture techniques.

Pet-in-the-Classroom: Having a pet in the classroom generated a place where students have a relation to the natural life and learn something from the intelligence of the animals.

Eco-study: This strategy refers to integration of ecology of the earth to school life and each school subject and may help students be aware of that natural assets of our planet are decreasing.

2.5. WRITING

Writing in English classess are often received as the final mastery to be proficient in for both for native speakers and foreign/second language learners. (Hamp-Lyons and Heasly, 2006, p.6). Kroll (1990) also states, " Writing is frequently a difficult skill for any language user, which is to say that writing presents a fairly challenging task for both native and nonnative speakers. (p.140). In terms of fluency, Nunan (1999, cited in Tuan,2010, p.81) indicates that writing a unified, free-flowing, inclusive piece of text is probably the most strenuous thing in language since the reader has to comprehend the written text without asking for explanation or depending on the writer's tone of power of speech or utterance. Since it is a dynamic, fruitful skill, students encounter some challenges when they are assigned to complete a writing task in EFL classrooms. In the same way, most language learners feel that writing is one of the most challenging language skills to become proficient. (Kurt & Atay, 2007; Latif, 2007; MacIntyre, & Gardner, 1989, 1991; Sağlam, 1993; Shrewsbury, 1995, cited in Erkan and Saban, 2006,

p.167). Even students who are successful at other language skills, namely reading, speaking, listening and grammar, live the similar problems with writing. They feel anxiety in terms of making mistakes and they don't have a well-organized system to write. Shortly, they view conveying their ideas through writing in EFL classrooms is on the far side of their commandment of language. (Erkan and Saban, 2006, pp, 166-167). Tribble also notes that writing is a difficult language skill to acquire and to improve. (1996, p.3). Furthermore, Hedge (2005) states " But writing even of a mundane kind is hardly easy and spontaneous for most of us, and the difficulties are exacerbated when writing in a second language." (p.7) As indicated by Byrne (1991, p.5, cited in Tuan, 2010, p.81) , "Being at a loss for ideas is a familiar experience to most of us when we are obliged to write" . Celce-Murcia (1991) suggests that putting thoughts into words in a second or foreign language, and achieving with a sensible perfection and consistency, is a significant success. (p.205). Tho (2000, p.36, cited in Tuan, 2010, p.81) states, "Non-native writers may not have enough ideas to write down or, even worse, they have nothing to say." Correspondingly, a great number of students including even the most proficient ones perceive writing hard and consider it as something they need to practise so as to become successful in exams. (Yavuz & Genç, 1998, cited in Erkan and Saban, 2011, p.165). For foreign language learners, not a thing is more depressing than performing a writing assignment and being aware of that the teacher who will assess your writing as a source of mistakes to be rectified is observing you as Hamp and Heasley (2006, p.13) states," Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else". When the "someone else" is the instructor, whose comments may be disapproving, and who certainly may appoint a single evaluation to the text , a large number of people seem as if they feel painful.

Language in a written form is simply the straightforwardly depiction of spoken language. Written products are often result of organizing, writing a piece of text, and checking and correcting process that call for particular abilities that not all people improve naturally. (Brown, 2001, p.335) The nature of writing has produced writing pedagogy that concentrates on students how to create opinions, how to arrange them in a consistent way, how to utilize conversation discourse notices and stylistic rules to use them cohesively into text, how to examine texts for more explicit significance and make corrections, how to check text for suitable rules of language, and how to write a final version. (Brown, 2001, p. 335). Writing, in a first or second language, is a

procedure that can be acquired and worked on. Unfortunately, it is widely known that good writing doesn't exactly take place. A wide range of writers even in their mother tongue need to create and arrange the opinions, write again and again, then to transfer those thoughts to the audience. Exercises such as spending too much time on writing; reading, considering, discussing, and doing writing about a subject matter, testing alternatives, and writing again are completely crucial components of writing procedure. For second language learners, these activities are mainly precious, as they supply numerous chances for the imparting or exchanging of information in a new language. Nunan (1991) states, "Learning to write coherently, in a way which is appropriate for one's purpose and audience, is something which many people never manage in their first language, despite the fact that a substantial part of the educational process is devoted to the development of such skill. The process is every bit as difficult in a second language." (p. 99)

Although writing is one of the main skill and a real life activity, it is often neglected in L2 classess. We, of course, should teach writing like other skills because it enables students to reinforce their learning. All of us agree students learn better by writing rather than an oral way and they think that writing in a new language is quite useful. The other reason for teaching writing is that it can give us some clues about language development as the mental process during the writing activities is a part of ongoing learning. When somebody acquires the knowledge of expressing himself through writing, , he not only improves a recent skill, he is but also occupied in an exercise in which enquiry of communal position, capability and the suitable utilization of language cannot be kept away from. (Tribble, 1996, p.14). Besides, in the calssroom environment, writing has two distinguishable but harmonizing positions. First of all, it is an ability requiring the usage of some techniques such as organizing the ideas, assessing and making necessary changes to write the final version of a text. In the second place, writing is a tool of expanding and strenghtening students' comprehension; it takes action for as a mean for acquiring the topic or theme presented. (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001, cited in Osman, Ahmad, Jusoff, 2009, p. 142).

A number of theories have grown since the disclosure of EFL writing in 1980s and were applied as a methodology in the classrooms. Yet each has been viewed as important to clarify learners'needs and also teachers' needs to supply a more successful instruction for writing. Furthermore, they are seen as complementary and overlapping perspectives

to understand the complexity of writing. Each organizes second language writing teaching around a different focus. It is useful to examine each one in terms of how it can aid our teaching. (Hyland, 2003, p. 2)

2.5.1. What do the learners need to write?

According to Hyland (2003), second language writing teaching is arranged on all sides a number of aspects. These elements can be listed as follows:

2.5.1.1. Language Structure

In this notion, acquiring the knowledge of writing in a foreign or second language largely contains the ability of producing the language and using the word alternatives, morphological units, and instruments making coherent a writing that make up the necessary elements of written products. Fundemantally, producing a written text is viewed as an outcome built according to the person's rules of the language knowledge and the knowledge related to the words of language, and improvement in writing skills is discerned to be the consequence of copying and editing samples of written texts supplied by the teacher. For a great number of students embracing this point of view, creating a text is considered as an expansion of rules of the language –a tool of strenghtening the components of language by means of a regular practise and assessing learners' capacity to form well-organized statements.

A prominence on language structure as a core for writing teaching is usually a four-stage procedure:

  1. Familiarization: Learners are being exposed to certain rules of the language and a set of words usually by means of a text.

  2. Controlled writing: Learners alter predetermined parts, often from exchange tables.

  3. Guided writing: Learners emulate sample tables.

  4. Free writing: Learners utilize the patterns they have improved to write text such as an essay, letter, and so forth.

The constructional position stresses the ability of writing as association of vocabulary ands morphological patterns and well-formed written texts as the proof of

comprehension of these patterns and of the principles applied to produce written texts. Correctness and explicit explanation are perceived the major standards of a well organized text.

Students have a need of comprehension in terms of using words, phrases, statements and written communication forms to organize a text and state what they mean. Consequently, teachers need to pay particular attention to language formations and they need to make sure that students both have a knowledge of using the rules of the language correctly and employing this knowledge for certain aims and frameworks. (pp. 3-4)

2.5.1.2. Text functions

It is clear that a comprehension of suitable rules of the language and the word knowledge is not sufficient to produce a well organized text. It is crucial to select which units or elements will be presented and also to introduce how they should be utilized. An essential rule here is to connect constructions to what is meant.

Specific language patterns accomplish particular conveyance of information tasks, the tools for reaching the conclusion of the writing act that students can be presented the tasks most pertinent to their demands, occasionally described *functional approach* to writing skill.

One purpose of this aspect is to aid students improve convincing dissimilar types of sections by means of production of sentences revealing the main idea of the paragraph, sentences providing examples, and words or phrases connecting the ideas. Students are encouraged to create related statements as stated by predetermined methods and duties which have a tendency to concentrate on structure to fortify sample writing components. Tasks including writing freely techniques comprises students putting the sentences into the correct order in jumbled paragraphs, choosing suitable statements to conclude paragraphs with blanks and form paragraphs from the presented knowledge. Students need to be taught and defined the specific structures necessary for organization such as narrative, explanation and interpretation. (pp. 6-7)

2.5.1.3. Creative expression

Learning environments involving an instruction to express the thoughts through writing are arranged regarding students' own practises and ideas to enhance their imaginative skills and their ability in creating a texts without a preparetion.

In terms of this focus, students have a need of a calm and colloborative setting as ability to write is a procedure imroving continuously, they make an effort to abstain from avoid foisting their opinions, suggesting sample writings or offering responses to themes in advance. As an alternative, they search for to increase the writer's opinions via activities done before beginning to write owing to the fact that the activity of writing writing is a skill of recognizing what is meant and a desire to have the students involve in the action of asserting is important, and a reply is a chief tool means to start off and lead the generation of opinions.(Straub, 2000).

It is naturally supposed that all writers have a corresponding inborn imaginative ability and can acquire the knowledge of conveying their thoughts or feelings via acting of writing if they are provided an environment in which they can increase their ability to to think independently and be spontaneous. The act of writing is viewed as arising from the proess of acqiring insight into students' own character through guidance by writing on themes of possible attentiveness to learners working on writing, and it can be assumed that the technique probably reveals the most fruitful results by the help of the teachers who are proficient in writing creatively. (pp. 8-9)

2.5.1.4. Writing process

This aspect pays attention to improve students' capacity to organize, describe a stylistic matter, suggest and assess the means of solving. The steps of writing procedure comprising organizing, writing the first version, checking and making necessary changes do not happen in a nearly straight line, but the process is characterized by recurrence, colloboration, and concurrence, and the whole process can be assessed with the intention of making changes if necessary and to correct before any written product has been completed in any way. The student trying to write a text can go ahead or reversely druing the stages of writing such as goingback to the building containing a collection of books for more knowledge and details, amending scheme to add new opinions, or redrafting for legibility after their peers' responses. It is emhasized that the focus on this aspect aids make clar the strains second language learners expose to by

reason of task complication. It is also stressed student have a need of taking part in a set of writing duties to enhance their capacity and significance of responses given to written product and reconsideration in the procedure of modification subject matter and dissemination. Teacher's function is to lead students by means of writing procedure, encouraging them forming, writing the preliminary version, and clarifying opinions. Students have a need of acquiring the knowledge of how to express through writing and comprehending how texts are formed in terms of theme, reader, aim .(pp. 11-13).

2.5.1.5. Content

It is useful to choose the subject matters suitable for students' degree of competence since they have a need of understanding of subject matters to create a text relevantly. When they don't have an ideas about the subject matter, the act of writing may be harder. Teachers should provide the necessary conceptual plan and understanding of subject matter and word knowledge they will apply to form a successful written product.

Content based courses concentrating on language formations and roles can make up the core of the courses. These courses aid students create, improve, and arrange their opinions on a prsesented subject matter. Learners are usually introduced with formations of language and words exactly applicable to the theme that they then perform the task employing plenty of activities.

Courses based on content intend to enhance students' capacity and have them feel confident in reading the written products successfully as a starting point for writing their own products, yet this is not confined to just content. Skill of reading supplies input for both the subject matter and the suitable tools of its utterance. Reading provides input for both content and the suitable tools of its expression. It means that reading is a great way of improving writing skills. With regard to the results of the research, writing skills cannot be learned effectively by performing solely the act of writing regularly, it should also be supported with comprehensive reading. (Krashen, 1993 cited in Hylan, 2003, pp. 14-18).

2.5.1.6. Genre

Teachers, regarding a genre based writing intruction, deal with instructing how to utilize language units to express something through writing to attain some goals. They concentrate on a written product and stresses the usages related to linguistic. Students

are perceived as possessing specific aims, specific relations to his or her audience or specific apprehension to transform and the structure of a written product are employed to complete successfully. Genre based approach includes a connected series of utterances and contextual sides of language. It is evident that it emphasizes both the requirements of second language learners for writing a text for specific audience and maket he teacher think how written products serve as transmisson.

Halliday discusses that we have improved very particular methods of utilizing language to achieve our aims, which indicates that written products are corresponding to social contexts and to other written products. In general, when a large number of written products employ the same goal, they will often use the same construction, and as a result they are in the hand of the same genre. So genres facilititate having things done, and we all have a collection of suitable answers we can make use of for occuring repeatedly circumstances.

As described by Martin, teachers can help students write texts that are successful and suitable to audience by providing a clear grammar of linguistic options through genre based on an aim and planned social procedure. All written products can be defined with regard to structure and role, that is, how their components are arranged for a relevant and valuable text.

The starting point of writing is the aim for liaising, then the procedure goes on with the stages of a written product which can indicate these aims. Teachers can aid students differentiate between non-identical genres and to put in writing them better by practising thir constructions cautiously.

Genres are both what students have a knowledge of language and how they comprehend the method it performs. Genres allow students to improve their writing capacity via studying accomplished written products. It is easy to understand that learners need to be aware of how to apply traditional structures and conditions where they can alter them. For teachers it is significant to enhance inventiveness while acknowledging the method language is traditionally employed to indicate interpretation. (pp. 18-22)

Hyland summarizes that second language learners have a need of knowledge to produce successful texts are as follows:

- Content knowledge – of the ideas and concepts in the topic area the text will address

- System knowledge – of the syntax, lexis, and appropriate formal conventions needed

- Process knowledge – of how to prepare and carry out a writing task

- Genre knowledge–of communicative purposes of the genre and itsvalue in particular contexts

- Context knowledge – of readers' expectations, cultural preferences, and related texts (p.27)

Hyland (2003) describes the learners' needs to write in terms of Canale and Swain's (1980) framework as follows (p. 32):

- grammatical competence – a knowledge of grammar, vocabulary, and the language system

- discourse competence–a knowledge of genre and the rhetorical patterns that create them

- sociolinguistic competence – the ability to use language appropriately in different contexts, understanding readers and adopting appropriate authorial attitudes

- strategic competence – the ability to use a variety of communicative strategies.

Brown (2001, p. 343) also identifies microskills required for a written production:

1. Produce graphemes and ortographic patterns of English

2. Produce writing at an efficient speed to suit the purpose.

3. Produce an acceptable core of words and use appropriate word order patterns.

4. Use acceptable grammatical systems. (tense, agreement, pluralization), patterns and rules.

5. Express a particular meaning in different grammatical forms.

6. Use cohesive devices in writing discourse.

7. Use the rhetorical forms and conventions of written course.

8. Appropriately accomplish the communicative functions of written texts according to form and purpose.

9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

10. Distinguish between literal and implied meanings when writing.

11. Correctly convey culturally specific references in the context of written text.

12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing the fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

2.6. ELEMENTS OF OF WRITING

Writing, like other skills, has its elements. These include mechanics of writing, aim, text construction, register and audience. (Harmer, 2004, p. 44). They should be concentrated on each step of writing procedure.

2.6.1. Mechanics of Writing

Mechanics of writing encompass handwriting, spelling and punctuation.

2.6.1.1. Handwriting

Handwriting is essential and significant in a great number of fields such as note taking, writing in the exam, filling a job application form even though numerous writing is typed on keyboards of laptop, tablet PCs or on mobile phones. Handwriting can be especially challenging for students who are raised utilizing the alphabets like Chinese and Japanese or Arabic and Indonesian and Arabic having dissimilar handwriting. Teachers can put a two-step procedure into practise which includes first identification and then the creation of the alphabetical characters. (pp.44-48)

2.6.1.2. Spelling

Harmer states that English spelling is complicated, but it is not entirely disorganized and is, actually, reasonably methodical. There are a part of explicit principles about whenparticular spelling principles are satisfactory ora re not satisfactory. Learners have a need of being conscious of how dissimilar spellings are used to differentiate between homophones that are the pair of words sound the same, but have distinctly different meanings and different spellings such as as and add.

The most effective technique to teach spelling is exposing students to a great deal of reading, aiding them to recall spelling principles in English and anomalies. Word establishment activities, dictionary exercises and the action of dictating words can be useful to get students to practise their spelling principles and be aware of English spelling. (pp. 46-49)

2.6.1.3. Punctuation

Using punctuation correctly is an important skill. It is one of the criterias in evaluating the quality of what it is written. If capital letters, commas, full stops, sentence and paragraph boundaries are not used correctly, it makes a text difficult to understand. If we want to improve our students' writing skills, we need to teach them how to use punctuation conventions correctly. We can do activities such as punctuating a text, identfying what punctuation is used and why, in which they can recognise aspects of punctuation and use them. (pp.49-52)

2.6.2. Aim

In real life, we write for an aim. Harmer states that authors need to pay attention to the aim of their writing as this will have an effect on language choice and its utilization. (2004, pp.15-16). Hedge also points out that having a sense of purpose is one of the features of good writers. (2005, p.12)

2.6.3. Text construction

Students have a need to acquire and perform the act of writing well structured sentences, paragraphs and texts. They have to obey an organisational structure when they construct a sentence, a paragraph or a text. Writing needs to be both cohesive and coherent to be truly accessible. Moreover, students need to take into account register and audience while constructing their written works. (pp.55-60)

2.6.3.1. Cohesion

When we create a written product, we possess a set of methods related to linguistic to confirm that written language is cohesive. Repeating words and a series of words within the identical words group through a written product can be administered to have this influence. The subject of the written product is supported with the utilization of the identical word many times or by the incorporation of connected remarks. A variety of grammatical implements can be put to use to aid the audience comprehend what is mentioned.

Lexical cohesion is attained by the help of dissimilar implements:

- **Repetition of words**: A large number of content words are restated to create a cohesive text in terms of appropriate vocabulary.

- **Lexical set chains**: Utilizing the words from the identical subject matter setting is a way of cohesion regarding vocabulary.

Grammatical cohesion is attained in plenty of ways:

- **Pronoun and possessive reference:** A word functioning as a noun and more commonly a possessive is utilized as an alternative to a noun at different parts in many texts. .

- **Article reference**: Articles are also utilized to write a cohesive text. The definite article (the) is mostly applied to refer a word used earlier in the text or for reference in a text to something external to it.

- **Tense agreement:** One of the criterias for a cohesive text is tense agreement. Sentences constituting a text should be written in tenses referring to the same or close time.

- **Linkers**: The usage of linkers, namely words defining the connection of incorporation, of difference, of consequence, of of time, are also used to make the text cohesive.

- **Substitution and ellipsis**: Writers often exchange a short group of words for a longer one that has come before by means of a pronoun reference. Writers also

make use of ellipsis, exclusion of a word or a group of words that is easy to understand from the context to avoid excessive recurrence. (pp.22-24)

2.6.3.2. Coherence

The cohesive implements are utilized to hold together the components of a written product in order to comprehend what is being mentioned and how the group of words and statements connect to each other. A coherent text enable to the reader apprehend two points:

The writer's purpose: The reader has a need of comprehending the writer's aim. A coherent text makes this need clear.

The writer's line of thought: When students form a coherent text in terms of the commands applied steadily, they make easy to perceive what is defined in a depictive text or the narrative.

Coherence is reached if the learners arrange their ideas in a particular order which reminds the matter of genre and text construction for the reason dissimilar genres call for dissimilar act of writing. (pp. 24-25)

2.6.4. Register

Register is an expression utilized to indicate real language that we utilize in a specific condition when being in communication with other people. Register decides the options of words appropriate for the theme. Register also determines the tone of a piece of writing in terms of being formal or informal. (pp. 25-27)

2.6.5. Audience

It is now widely accepted that writing is a procedure of converting into a coded form conducted with a reader. The general arrangement is best thought in connection with audience and aim. Linguistic alternatives are determined by why and for whom it is written.

The classroom possesses its aim and construction and does not indicate the external world. It can be considered that exercises for the act of writing can have features of influential aspect of what is practical for outer aims, regarding their academic roles and the real life in the classroom.. In the classroom students can write to their classmates,

for the whole class, for new students, to the teacher, for themselves, to other people in the school or to people and organizations outside the school. (MCDonough J, Shaw C, Masuhara H, 2013, pp. 189-190)

2.7. HOW TO WRITE BETTER

Brown points out that a great number of particular rules for creating writing ways emerged. (Brown, 2001, pp.346-356). These are:

- **Incorporate practises of good writers**

It is immensely functional to think a variety of things that well organized writers employ. For instance, good writers do the following:

> ➢ Focus on a goal or main idea in writing.

> ➢ Perceptively gauge their audience.

> ➢ Spend some time (but not too much) planning to write.

> ➢ Easily let their first ideas flow onto the paper.

> ➢ Follow a general organizational plan as they write.

> ➢ Solicit and utilize feedback on their writing.

> ➢ Are not wedded to certain surface structures.

> ➢ Revise their work willingly and efficiently.

> ➢ Patiently make as many revisions as needed

- **Balance process and product**

Writing is a forming procedure and calls for numerous preliminary versions before the completed text. Consequently, teacher has a significant function as a mentor and a person giving response regularly. Teacher needs to pay attention all steps so that the students can reach an efficient text.

- **Account for cultural/literally backgrounds**

Students need to know English rhetorical conventions and teacher should have them utilize the appropriate art of effective and persuasive writing.

- **Connect reading and writing**

Writing process can be facilitated when students have an opportunity to work on a great number of texts so that they can get valuable intuitions related to topic they will need and how the writing should be.

- **Provide as much authentic materials as possible**

Act of writing can be genuine if aims are comprehensible to the students, the audience is identified clearly and definitely, and there is at the minimum some purpose to project what is meant by the text.

- **Frame your techniques in terms of prewriting, drafting and revising stages**

Prewriting steps motivates the creation of opinions by means of reading a text quickly or carefully, discussing to produce ideas, drawing up of a list, collecting a group of similar things closely together, talking about the subject matter, and writing openly.

In an approach regarding the procedure of writing, writing the preliminary versions and correcting steps are central to the procedure. Writing the preliminary versions is perceived as a vital and complicated range of techniques, the action of mastering which requires a period of time, forbearance and practised information about how it should be done. Some techniques and abilities to writing the preliminary versions and correcting steps are enabling the students to begin writing, observing their writing, having them give feedback to each other, utilizing the teacher's feedback, correcting the mistakes related to the rules of the language, reading loudly, reading and marking errors.

- **Strive to offer techniques that are as interactive as possible**

The approcah based on a procedure focuses on student oriented learning setting and collaboration among the students. Successful writing can be acquired by means of cooperative working, group discussion to produce ideas, a detailed assessment of the

process as an element of writing based methods. The methods for writing also pay attention to aim to create a convincing text.

- **Sensitively apply methods of responding to and correcting your students' writing**

The act of writing comprises a large period and action towards mistakes can start in forming the preliminary versions and revising steps. As teacher is a mentor and makes the process easier, mistakes are dealt with in a certain way using students' own correction, their classmate's responses and teacher's feedback.

- **Clearly instruct students on the rhetorical, formal conventions of writing**

All writing types possess their particular characteristics. Instructors can utilize a reading technique to clarify them. To illustrate, English rhetorical discourse has some characteristics such as an explicit expression of subject matter, utilization of most important opinon to make the subject matter clear, application of helping opinions, assisting by uttering, aiding by displaying, helping by associating reason and affect, aiding by employing similarities and differences that learners use to give an explanation, recommend a means of solving a problem, discuss and contend.

2.8. APPROACHES TO TEACHING WRITING

There have been three fundamental approaches, namely "the product approach", "the process approach" and "the genre approach" to writing

2.8.1. Product Approach

A product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, 2002, p.5, cited in Hasan and Akhand, 2010, p. 78). The product approach is an approach which focuses on structure, provides sample writings to students to emulate and usually utilize books which supply a great number of sample texts. Raimes indicates he became conscious of the point that "there *are three major movements in the teaching of writing: focus on form, focus on the writer, and focus on the reader"* ((1993, p.237, cited in Tribble, 1996, p. 37). Badger and White (2000, p.157) state that writing includes comprehension of texts related to study of language and its structure

involving the study of grammar, syntax and phonetics that learners can acquire to some extent via emulation. Writing is related to the understanding of the language structure and proficiency in writing skill is a consequence of the emulation of what is put in, in the structure of sample writings teacher supplied. (Badger and White, 2000, p. 154)

Tribble states "*This approach is a traditional, text-based approach which is still used in many materials. Teachers who focus on form often present authoritative texts for students to imitate or adapt and so are likely to use textbooks which give a good range of models.* (1996, p. 37). Reid notes "In the 1970's many English L2 language programme writing classes were, in reality, grammar courses. Students copied sentences or short pieces of discourse, making discrete changes in person or tense. The teaching philosophy grew directly out of the audiolingual method: students were taught incrementally, error was prevented and accuracy was expected to arise out of practice with structures". (2001, p. 28, cited in Hyland, 2003, p. 186)

According to Steele (2004, cited in Hasan and Akhand, pp. 78-79) , there are four steps in this approach:

Stage one**:** Students analyze sample texts and then the properties of the type of the writing are called attention on. To give an example, students' awareness may be attracted to the significance of the language usages to ask formally or politely while they are analyzing a formal letter. Similarly, as they analyzing a model story, the central point may be on the ways utilized to write an absorbing story, where and how they should be applied.

Stage two**:** The properties made visually prominent are seperately practised in this step. For instance, Students are expected to train the language usages reflecting formal request such as "I insist on / demand….." while they are analyzing a formal letter.

Stage three**:** This stage including the arrangement of the opinions are viewed as the most crucial step. It is considered that the arrangement of the ideas is more significant that the opinions themselves and as significant as the power of the language to influence.

Stage four**:** The last stage involves the final product. Students personally display their capacity to utilize the constructions and words they have been introduced.

2.8.2. Process Approach

The process approach is an approach to teaching writing which focuses on the inventiveness of the students, and which regards improvement of efficient writing performance instead of emulating the sample texts. "*This newly emerging approach has developed a reaction against the previous tradition and focuses on the writer as an independent producer of texts. It lays particular stress on a cycle of writing activities which move learners from the generation of ideas and the collection of data through to the 'publication' of the finished text*" (Tribble,1996, p.37)

| being motivated to write | → | getting ideas together | → | planning and outlining | → | making notes | → | making a first draft | → | revising replanning redrafting | → | editing and getting ready for publication |
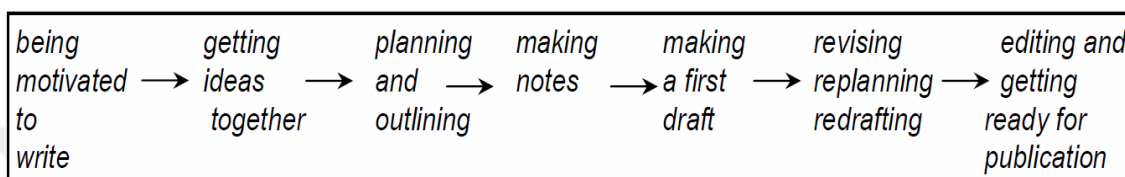
Figure 2.1:Stages involved in process writing (Hedge 2005, p.51)

Process approach to writing can give more successful results since it focuses on the procedure of inventing a text by means of a range of steps of creating ideas, drafting, revising and editing as Figure 2.1 depicts.
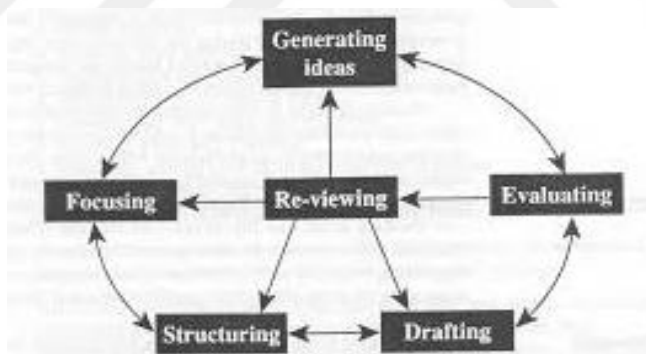
Figure 2.2:A model of writing (White and Ardnt, 1991, p. 43)

White and Arndt (1991, p.3) define writing as a "form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning." As Figure 2.2 illustrates,"…writing is re-writing…. Re-vision-seeing with new eyes" has a central role to play in the act of creating a text. It is obvious that the complicated and recursive nature of writing and the communication between the steps may take place at the same time.(White and Arndt,1991, p.4; Hedge, 2005, p.50)
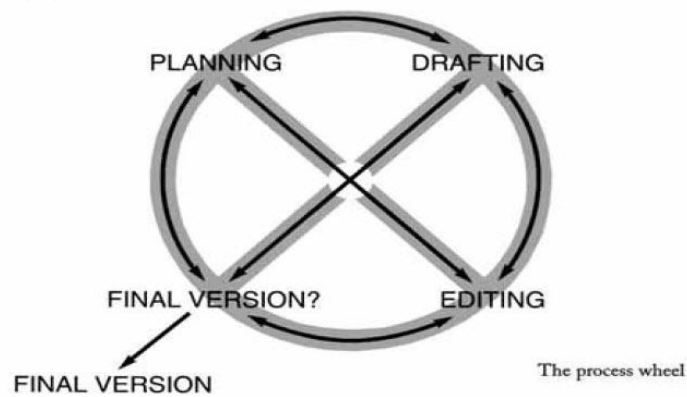
Figure 2.3:Process Wheel (Harmer, 2004, p.6)

Harmer decribes the aspects of writing via the process wheel illustrated in Figure 2.3. It is clear that can move backwards and forwards around the edge or go up and down the wheel's rod. The process wheel reveals that all stages can be revisitied from planning to writing the final draft.

Process approach is a learner-centered approach and do most of the following (adapted from Shih 1986) (Brown 2001, pp. 335-336)

- focus on the process of writing that leads to the final written product,

- help student writers to understand their own composing process,

- help them to build repertoires of strategies for prewriting, drafting, prewriting,

- give students write to and rewrite

- place central importance on the process of revision

- let students discover what they want to say as they write

- give students feedback throughout the composing process

- encourage feedback from both the instructor and peers

- include individual conferences between teacher and student

Kroll (2001) describes the process approach as follows:

The "process approach" serves today as an umbrella term for many types of writing courses…. What the term captures is the fact that student writers engage in their writing

tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. (pp. 220-221, cited in Hasan and Akhand, 2010, p.80).

The process approach stresses the notion of writing as problem solving, with a focus on thinking stage in which students suggest a mean of solving a problem experienced in writing for a suitable ending and process stage in which sentences and paragraphs are formed, the first draft is reviewed and then the text is reviewed to create numerous following drafts. The first step, the thinking stage, goes along with the order below:

Generate Ideas-Select Ideas-Group Idea -Order Ideas (Dudley-Evans and John 1998, p. 117, cited in Kuş, 2005, p. 33)

2.8.3. Genre Approach

According to Tribble (1996) writing is viewed as a social activity in which written products are formed and it is assumed that when the reader cannot identify the aim of a written product, it is not possible to convey what the writer means. Approaches taking the reader into consideration stress the restriction of form and content that need to be identified when the learner performing the act of writing tries to match a text to a social aim. (p.46)That's why, this approach pays attention to the methods in which writers and written products have a need to communicate with readers.

Teachers concerning with genre oriented approach tend to teach learners how to utilize language patterns to create a coherent and purposeful text. It is stressed that the act of writing is for the sake of attaining an aim that is intended to be identified by the readers.

Martin (1992 cited in Hyland, 2003, p.19) describes genres as goal-oriented, planned social procedure since people communicate to attain them; they are based on a purpose since they made a progress gradually to arrive at things; they are planned since the learners are exposed to more than one stage to achieve their purposes. By presenting the stages of a beneficial genre, teachers may supply learners with a clear grammar of options related to linguistics to create well organized and suitable texts to the reader. Genre pedagogy calls attention to the theory that learners should be presented

opportunities to improve their writing proficiency with the help of analyzing perfect examples of texts.

Harmer points out that it is useful to analyze the various samples of genres in terms of text construction, the language choice, and the audience to become efficient writers. (p.86).

Swales (1990, cited in Tribble, 1996, p. 55-56) describes genre as follows:

"A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes schematic structure of discourse and influences and constrains choice of content and style. Communicative purpose is both a priveleged criterion and one which operates to keep the scope a genre as here conceived narrowly focused on comparable rhetorical action. In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content and intended audience. If all high probability are realized, the examplar will be viewed as prototypical by the parent discourse community. The genre names inherited and produced by discourse communities and imported by others constitute valuable etnoghraphic communication, but typically need further validation."

Swales discusses communicative event consists of written communication with its members, and the function of written communication with its setting including its creation and acceptance that requires recognizing the the categories of a text like 'letter'. It is pointed out genre is not a firm variety of principles for text construction. The notion of genre is not stable. What the learners know previously and their practises prompting the content and the form of of texts which are permitted in a specific genre enable them to write well-formed texts for particular social purposes. Texts can be utilized and analysed thoroughly to increase students' consciousness of the possible structures and word choices of the texts that are property of certain genres. Learners need to work on social structures which create texts. (Tribble, 1996, p. 46-57)

Writing instruction beginning with the aims for sharing or exchanging information or ideas goes on with the parts of a text which indicates these aims. Teachers can help

learners to differentiate between divergent genres and to write them more successfully by attentive practise of their forms. (Hyland, 2003, p. 20)

To sum up, according to genre oriented approach, writing is a social activity in which reader's expectations and final product are particularly stressed. It makes clear the ways to convey social aims successfully and the conventions related to the text explicit. The act of writing is studied in context for reader and aim. However, the approach has got some drawbacks such as demanding rhetorical comprehension of texts, underrating capacities needed to create texts. What's more, it can end in prescriptive, attempting to impose rules of accurate usage of the language, teaching of the texts. Lastly, learners may deal with the texts to a great extent. (Hyland, 2003, p. 24)

2.9. STAGES OF WRITING

There are four basic writing stages: planning, drafting, revising and editing. As depicted in Figure 2.4, the stages are neither sequential nor orderly. In fact, as research has suggested, 'many good writers employ a recursive, non-linear approach- writing of a draft may be interrupted by more planning and revision may lead to reformulation, with a great deal of recycling to earlier stages'. (Krashen, 1984, p.17 cited in Seow in Richards, J,C & Renandya, W, A., 2002, p.315)
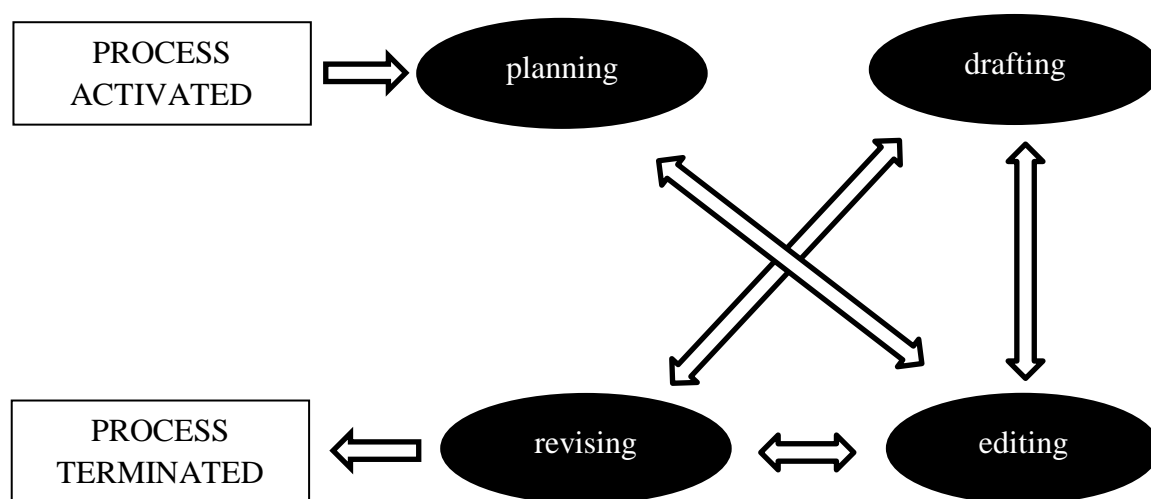
Figure 2.4. Writing Process (Richards, J,C. & Renandya, W, A. 2002, p.315)

Process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating

and post-writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

2.9.1. Planning

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Harmer also indicates that planning is one of the four main elements of the writing process. He states that experiences writers plan what they are going to write. When planing, writers have to think three main issues. Firstly, they have to consider the purpose of their writing since this will influence the type of the text, the language they use and the information they choose to include. Secondly, they think of the audience they are writing for since this will influence the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) and the choice of language-whether it is formal or informal in tone. Lastly, they have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

The following activities provide the learning experiences for students at this stage:

- *Group Brainstorming*

Group members spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.

- *Clustering*

Students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy: "Its visual character seems to stimulate the flow of association and is particularly good for students who know what they want to say but just can't say it" (Proett & Gill, 1986, p.6 cited in Richards, J,C & Renandya, W, A. 2002, 316).

- *Rapid Free Writing*

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

- *Wh-Questions*

Students generate who, why, what, where, when and how questions about a topic. More such questions can be asked of answers to the first string of wh-questions, and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talk surveys, and questionnaires. Students will be more motivated to write when given a variety of means for gathering information during pre-writing.

2.9.2. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience.

Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Depending on the genre of writing (narrative, expository or argumentative), an introduction to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose, and so on. Such a strategy may provide the lead at the drafting stage. Once a start is made, the writing task is simplified 'as the writers let go and disappear into the act of writing' (D'Aoust, 1986, p. 7 cited in Richards, J,C & Renandya, W, A. 2002, p.317).

According to Harmer, the first version of a piece of writing is a draft. The first go at a text is often done on the assumption that it will be changed later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. (2004, p. 5)

2.9.3. Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts.

Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. The failure of many writing programmes in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students' finished texts thus giving students the impression that nothing more needs to be done. (Reinking & Hart, 1991, cited in Richards, J,C & Renandya, W, A, 2002, p.317.)

2.9.4. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

According to Harmer, when writers have produced a draft, they usually read through what they have written to see where it works and where it doesn't. They may recognize that the order of information is not clear, the way something is written is ambiguous or confusing. Then they make some changes such as moving paragrahs around or writing a new introduction, or using a different a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction will help the writer to make appropriate revisions. (2004, p. 5)

2.9.5. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application does not disrupt the free flow of ideas during the drafting and revising stages. A simple checklist might be issued to students to alert them to some of the common surface errors found in students' writing. For instance:

- Have you used your verbs in the correct tense?

- Are the verb forms correct?

- Have you checked for subject-verb agreement?

- Have you used the correct prepositions?

- Have you left out the articles where they are required?

- Have you used all your pronouns correctly?

- Is your choice of adjectives and adverbs appropriate?

- Have you written in complete sentences?

2.9.6. Evaluating

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of that task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned. Students may be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

2.9.7. Post-Writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying text on noticeboards. The post-writing stage is a platform for recognizing students' work as important and worth-while. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.

Harmer suggests that the writing process is not linear, but rather recursive. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit. Even when they get to what they think is their final draft, they may find themselves changing their mind and re-planning, drafting or editing. (2004, pp.5-6) Similarly, Hyland states that there are some basic cognitive processes as central to writing activity. He stresses the need to develop students' abilities to plan, define a rhetorical problem, propose and evaluate solutions. Planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. (2003, pp. 10-11)

2.10. CONCLUSION

This chapter presented the review of literature about the earlier views for the intelligence, Multiple Intelligences Theory, the described intelligences, writing, learners' needs to write, elements of writing, how to write better, approaches to teaching writing and stages of writing.

CHAPTER III

METHODOLOGY

3.1. INTRODUCTION

This chapter presents overall design of the research, the settings and participants of the study, the data collection procedures and instruments and the data analysis methods.

3.2 RESEARCH DESIGN

This research employs a quantitative approach. "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. (Creswell, 2009, p.4). Dornyei states, "Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods." (2007, p.24)

The quantitative research is systematic, rigorous, focused and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts but the general exploratory capacity of quantitative research is rather limited. (Dorynei, 2007, p.34). One of the main characteristisc of the quantitative research is that it is worked in the natural environment in which the phenomenons and the behaviours take place and the researcher have chance to observe to get the quantitative data. Moreoever, the making comprehensive descriptions, data analysis inductively, being process oriented, flexibility in research designs, the attitude of the researcher as a participant constitute the other features. (Macmillan, 2000; Fraenkel and Wallen, 2006 cited in Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel, 2014, p.235)

In this study, a quantitative method research has been adopted in order to get better and safer results. Quantitative data was gathered through questionnaires, namely Multiple Intelligences Survey and Writing Apprehension Test (WAT). This study took ten weeks. Table 3.1 illustrates the research steps on these weeks.

Table 3.1. Time frame of the study

First Week	Experimental Group Multiple Intelligences Survey
Second Week	Experiment Group First Writing Task Control Group Coursebook Writing Activity
Third Week	Experimental Group Second WritingTask Control Group Coursebook Writing Activity
Fourth Week	Experimental Group Third Writing Task Control Group Coursebook Writing Activity
Fifth Week	Experimental Group Fourth Writing Task Control Group Coursebook Writing Activity
Sixth Week	Experimental Group Fifth Writing Task Control Group Coursebook Writing Activity
Seventh Week	Experimental Group Sixth Writing Task Control Group Coursebook Writing Activity
Eighth Week	Experimental Group Seventh Writing Task Control Group Coursebook Writing Activity
Ninth Week	Experimental Group Eighth Writing Task Control Group Coursebook Writing Activity
Tenth Week	Experimental Group Writing Apprehension Test Control Group Writing Apprehension Test

3.3. PARTICIPANTS AND SETTING

This study has been carried out at Ertuğrulgazi Anatolian High School in Erzincan. Ertuğrulgazi Anatolian High School was founded in 2005. In 2017-2018 academic year, according to new curriculum, English lesson hours of 9th grades were decreased and they were taught only 4 hours of English lessons a week like 10th, 11th and 12th grade students, but in previous years, 9th grade students had 6 hours of English a week.

The participants of this study were 11th grade students. Their English level were determined as pre-intermediate level and they were thought by the same teacher, namely the researcher. The study was carried out in 2017-2108 fall and spring semester. There are two groups, a control and an experimental group. Control group includes 24 students and experimental group includes 23 students. They were volunteer to take part in this study. The coursebook writing activies were done in the control group, but for the experiment group, writing tasks related to the each theme in the coursebook was prepared by the researcher. All students in the experimental group had hard copies of writing tasks and they also had a chance to see the writing tasks on IWB during the lessons.

3.4. RESEARCH INSTRUMENTS

In this study, two questionnaires called Multiple Intelligences Survey and Writing Apprehension Test were used to get information about student's opinions about writing in English classes.

3.4.1 Multiple Intelligences Survey

Multiple Intelligences Survey which was translated into Turkish by assessing its validity and reliability by Özden(2014, cited in Şerefhanoğlu, pp.85-88) was administered to the students in the experimental group. The survey consists of ten sections in which there are eight items from A to H. In each section, item A is related to verbal / linguistic Intelligence, Item B is about logical / mathematical intelligence, Item C is related to visual / spatial intelligence, item D is about musical intelligence, Item E is related to bodily / kinesthetic intelligence, item F is about interpersonal intelligence, item G is related to intrapersonal intelligence and last item H is about naturalistic intelligence. The items were measured by using a five point Likert-type scale ranging from not exactly suitable to exactly suitable.

3.4.2 Writing Apprehension Test (WAT)

For this study, Daly and Miller's (1975a; 1975b) Writing Apprehension Test (DM-WAT) (Cornwell and McKay, 2000, pp. 137-138) was employed to assess students' opinions about writing.(Appendix 3) This is a 26-item questionnaire that features 13 items with positive polarity and 13 with negative polarity. The items of questionnaire were measured on a five point Likert-type scale ranging from 1 to 5 (Strongly disagree=1, disagree=2, neutral=3, agree=4, strongly strongly agree=5). (Appendix 3)

The Daly– Miller Writing Apprehension Test (WAT; Daly & Miller, 1975) was the most commonly used measurement instrument of second language writing anxiety. (e.g., Cheng et al., 1999; Hadaway, 1987; Lee, 2001; Masny & Foxall, 1992; Wu, 1992 cited in Cheng, 2004, p.314; Erkan and Saban, 2006, p.172). It was first utilized by Daly and Miller to define the situation individuals undergo when they are dealing with a task involving writing. (Gungle and Taylor, 1989, p.236.). "This inventory was specifically designed to measure self-reported writing apprehension. The test was originally developed with reference to first-language learners, particularly English native speakers" (Erkan and Saban, 2006, p.172) There have been a few attempts to measure writing apprehension in L2, all of which have used modified versions of the Daly and Miller instrument. (Bruce, Gungle and Taylor, 1989; Masny and Foxall, 1992; Boice, 1993 cited in Kostic-Bobanovic, 2016, p.10). Although the Daly–Miller WAT as a whole has been shown to be an instrument of satisfactory internal consistency reliability as well as concurrent and predictive validity, there seems to be plenty of room for further improvement if the WAT is to be used in future studies of second language writing. (Cheng, 2004, p.314) The items in the questionnaire were translated into Turkish so that the students cannot get confused. (Appendix 2) This test was applied to the students at the end of the study.

3.5. DATA COLLECTION PROCEDURE

The study was carried out in the fall and spring semester of 2017-2018 academic year with 47 eleventh grade students from Erzincan Ertuğrulgazi Anatolian High School. The study took ten weeks. The questionnaire called Writing Apprehension Test and was given to both control group and experimental group at the end of the study to get their ideas toward writing in English. Students in experimental group filled the Multiple Intelligences Survey on the first week so that the researcher could prepare suitable

activities related to the writing tasks. The researcher prepared writing tasks including activities based on MIT for each theme in the coursebook for the experimental group as the coursebook includes only sentence-based or short writing activities. On the second week, the first writing task, namely, "Writing an email about summer holiday plans" (Appendix 4) prepared according to the theme in the coursebook by the researcher was done in the classroom. On the other hand, the control group did the writing tasks in the coursebook during the research. On the third week, the second writing task, namely, "Writing a text about natural disasters" (Appendix 5) prepared related to the second theme in the coursebook was done. On the fourth week, the third writing task, namely, "Writing a text about eating healthy" (Appendix 6) prepared by the researcher according to the third theme in the coursebook was done. On the fifth week, the fourth writing task, namely, "Writing an email about an imaginary holiday" (Appendix 7) related to the fourth theme in the coursebook was done . On the sixth week, the fifth writing task namely "Writing a text about the advantages and disadvantages of the mobile phones" (Appendix 8) prepared according to the fifth theme in the coursebook was done in the classroom. On the seventh week, the sixth writing task, namely, Writing a complaint letter to a magazine" (Appendix 9) prepared according to the sixth theme in the coursebook were done. On the eighth week, students completed the seventh writing task namely " Writing a film review" (Appendix 10) prepared related to the seventh theme in the coursebook. On the ninth week, the eighth writing task, namely, "Writing a biography" (Appendix 11) related to the eighth theme in the coursebook was done. On the tenth week, WAT was given to both control and experimental group to evaluate the students' opinions toward writing.

3.6 DATA ANALYSIS

Quantitative data gathered through Multiple Intelligences Survey and Writing Apprehension Test (WAT) were analyzed through the Statistical Package for Social Sciences (SPSS). Every item in the Writing Apprehension Test was statistically calculated in terms of frequencies and percentages.

3.7 CONCLUSION

The methodology of the study was discussed in this chapter. The research design, the participants, the setting, the instruments and the data collection procedure were presented explicitly.

CHAPTER IV

RESULTS

4.1. INTRODUCTION

This chapter presents the results of quantitative data analysis. Firstly, results of Multiple Intelligences Inventory translated into Turkish by Özden (2003, cited in Şerefhanoğlu, pp.85-88) are presented. Secondly, the results of questionnaire WAT applied to both control group and experimental group after the study to evaluate the opinions of students to writing in terms of writing tasks including activities based on multiple intelligences theory are presented.

4.2. MULTIPLE INTELLIGENCES SURVEY RESULTS

The Intelligences of Students

Intelligence	Percentage
Verbal / Linguistic Intelligence	10%
Logical/Mathematical Intelligence	14%
Visual/Spatial Intelligence	13%
Musical/ Rhythmical Intelligence	12%
Bodily/Kinesthetic Intelligence	14%
Interpersonal Intelligence	13%
Intrapersonal Intelligence	12%
Naturalistic Intelligence	12%
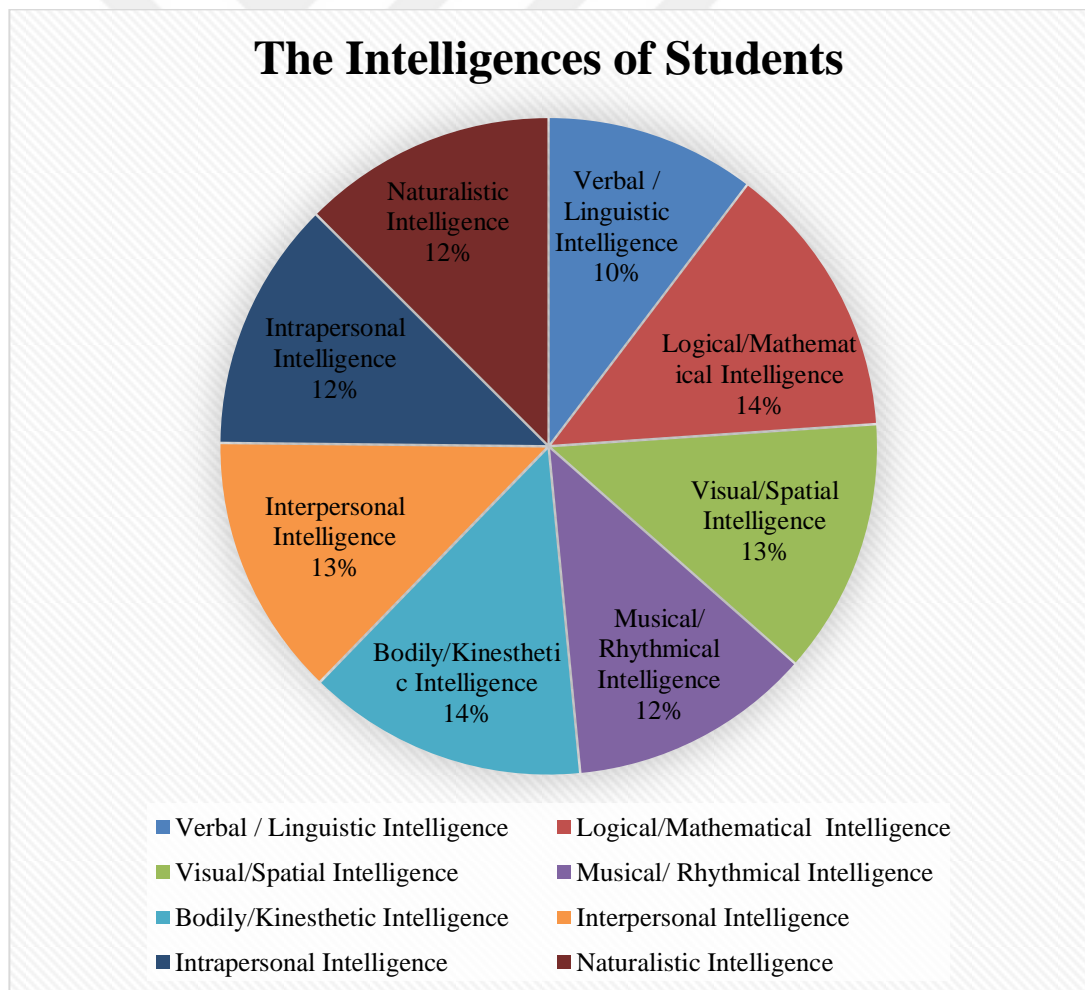
Figure 4.1: The Results of The Multiple Intelligences Survey for the Experimental Group

According to figure 4.1, it can be inferred that 10% of the students like to learn with the activities related to verbal-linguistic intelligence. %14 of the students like to learn with the activities related to logical-mathematical intelligence. %13 of the students prefer learning through the activies based on visual-spatial intelligence. %12 of the students learn better when the activities related to musical-rhythmical intelligence. %14 of the students like to learn with the activities related to bodily-kinesthetic intelligence. %13 of the students prefer a way of learning including interpersonal intelligence based activities. %12 of the students prefer to learn on their own, namely intrapersonal intelligence based activities.%12 of the students learn better when they are provided naturalistic intelligence based activities.

4.3. WRITING APPREHENSION TEST RESULTS

As it was stated before, Writing Apprehension Test have been used in a lot of studies related to writing skills so far. This test was used to evaluate students' attitude to writing. It was administered to all students at the end of the study. There were two 11th grade classes consisting of 47 students. There were 23 students in the experimental group and 24 students in the control group.

The questionnaire was analyzed in terms of four aspects. These are enjoyment of writing, fear of evaluation, negative perceptions about writing ability and showing my writing to others. (Cornwell, McKay, 2000, p.129). The results are shown and interpreted under the titles below.

4.3.1. Students' Opinions about Enjoyment of Writing

There are six items related to enjoyment of writing. It was observed that students in the experimental group have positive feelings toward to writing as a skill. Table 4.1 summarizes the students' opinions in the experimental group.

It is clear that all questions in this section have high mean scores. The tenth question has the highest mean score, which stated that "I like to write down my ideas". The third, the fifteenth and the seventeenth questions, also have high mean scores. The first and the eighth questions are among the questions which have a negative polarity in the questionnaire. They have a low mean score but it means that the results are positive. It

can be seen that most of the students enjoy writing in English classes when they have an opportunity to generate ideas, to remember their background knowledge and all stages of writing process are supported with different activities.

Table 4.1 The Distribution of the Opinions of the Students in the Experimental Group Related to Enjoyment of Writing

Enjoyment of Writing		N	%	Mean	SD
Q1: I avoid writing	Strongly Disagree Disagree Uncertain Agree Strongly Agree	9 10 4 0 0	39,1 43,5 17,4 0,0 0,0	1,78	,736
Q3: I look forward to writing down my ideas.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	0 3 1 4 15	0,0 13,0 4,3 17,4 65,2	4,35	1,071
Q8: Expressing ideas through writing seems to be a waste of time.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	19 4 0 0 0	82,6 17,4 0,0 0,0 0,0	1,17	,388
Q10: I like to write down my ideas	Strongly Disagree Disagree Uncertain Agree Strongly Agree	0 0 0 2 21	0,0 0,0 0,0 8,7 91,3	4,91	,288
Q15: I enjoy writing.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	0 0 0 14 9	0,0 0,0 0,0 60,9 39,1	4,39	,499
Q17: Writing is a lot of fun.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	0 0 0 8 15	0,0 0,0 0,0 34,8 65,2	4,65	,487

However, the control group's responses to all questions in this section indicate that they have negative feelings toward writing in English classes. While the questions which have positive polarity have a low mean score, the questions which have negative polarity have a high mean score. One can easily assume that the results of the control group are not as positive as the experimental group. Table 4.2 summarizes the opinions of the students in the control group.

Table 4.2: The Distribution of the Opinions of the Students in the Experimental Group Related to Enjoyment of Writing

Enjoyment of Writing		N	%	Mean	SD
Q1: I avoid writing	Strongly Disagree	0	0,0		
	Disagree	2	8,3		
	Uncertain	0	0,0	4,75	,847
	Agree	0	0,0		
	Strongly Agree	22	91,7		
Q3: I look forward to writing down my ideas.	Strongly Disagree	21	87,5		
	Disagree	0	0,0		
	Uncertain	0	0,0	1,42	1,139
	Agree	2	8,3		
	Strongly Agree	1	4,2		
Q8: Expressing ideas through writing seems to be a waste of time.	Strongly Disagree	2	8,3		
	Disagree	0	0,0		
	Uncertain	0	0,0	4,62	1,135
	Agree	1	4,2		
	Strongly Agree	21	87,5		
Q10: I like to write down my ideas	Strongly Disagree	11	45,8		
	Disagree	10	41,7		
	Uncertain	0	0,0	1,79	,977
	Agree	3	12,5		
	Strongly Agree	0	0,0		
Q15: I enjoy writing.	Strongly Disagree	21	87,5		
	Disagree	0	0,0		
	Uncertain	0	0,0	1,46	1,141
	Agree	1	4,2		
	Strongly Agree	2	8,3		
Q17: Writing is a lot of fun.	Strongly Disagree	15	62,5		
	Disagree	6	25,0		
	Uncertain	0	0,0	1,67	1,129
	Agree	2	8,3		
	Strongly Agree	1	4,2		

The analysis of each item for both the experimental group and the control group is as follows:

Q1: I avoid writing.

Q1
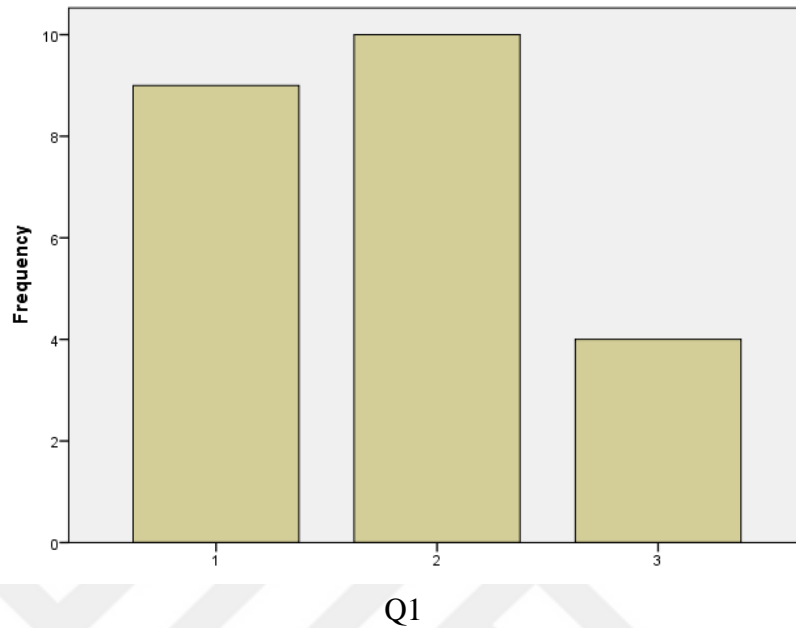
Figure 4.2: Histogram of the Statement of Q1 of the Experimental Group

The results show that a large group (43,5 %) disagrees with this item. A similar number of students (39,1 %) strongly disagrees with the idea of avoiding writing in English classes. The rest of the group (17,4 %) report having no idea. Figure 4.2 illustrates the distribution of the opinions of the students.

Q1
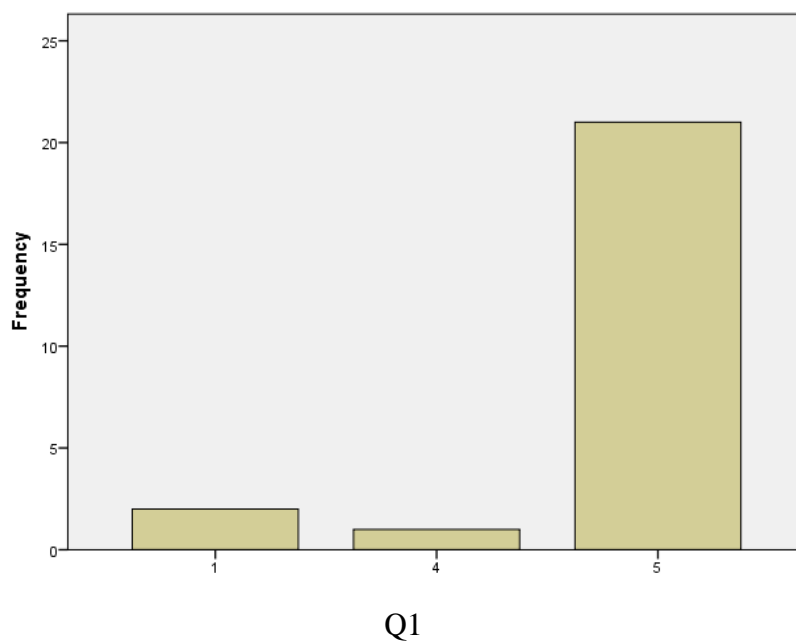
Figure 4.3: Histogram of the Statement of Q1 of the Control Group

When compared to the experimental group, the majority of the students (91, 7%) strongly agree with the first item. 8,3% of the students in this group agree that they avoid writing. Figure 4.3 illustrates the distributions of the opinions of the students.
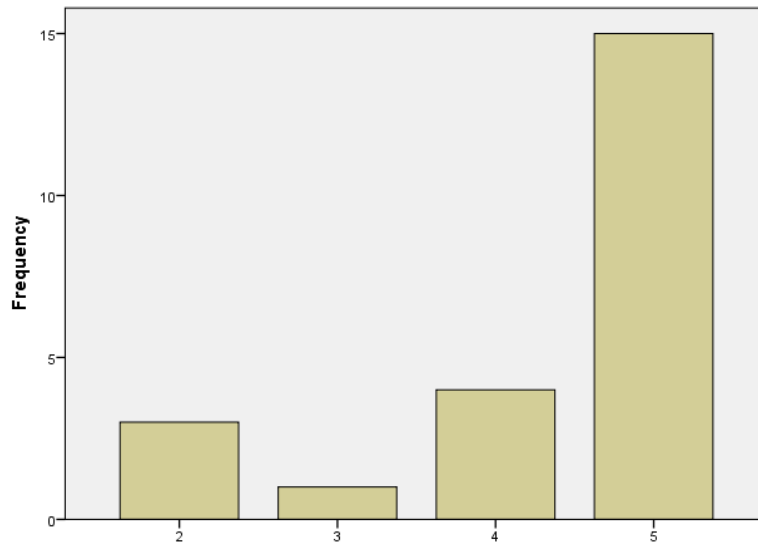
Q3

Figure 4.4: Histogram of the Statement of Q3 of the Experimental Group

Q3: I look forward to writing down my ideas.

The results show that more than half of the students (65,2%) strongly agree that they look forward to writing down their ideas in English classes. 17, 4% of the students agree with the statement. Only 4,3% of the students are not sure about the third question. 13% of the students disagrees with the statement. Figure 4.4 illustrates the distributions of the opinions of the students in the experimental group.
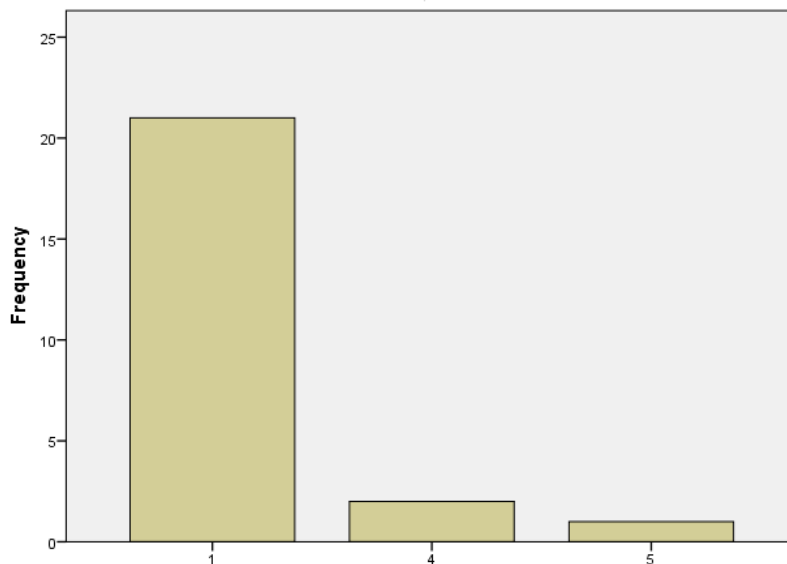
Q3

Figure 4.5: Histogram of the Statement of Q3 of the Control Group

The control groups results show that a great number of the students (87,5%) strongly disagree that they look forward to writing down their ideas. A small number of of the students (8,3%) agree with the statement. The rest of the group (4,2%) strongly agree with the statement. Figure 4.5 illustrates the the distributions of the opinions of the students in the control group.

Q8
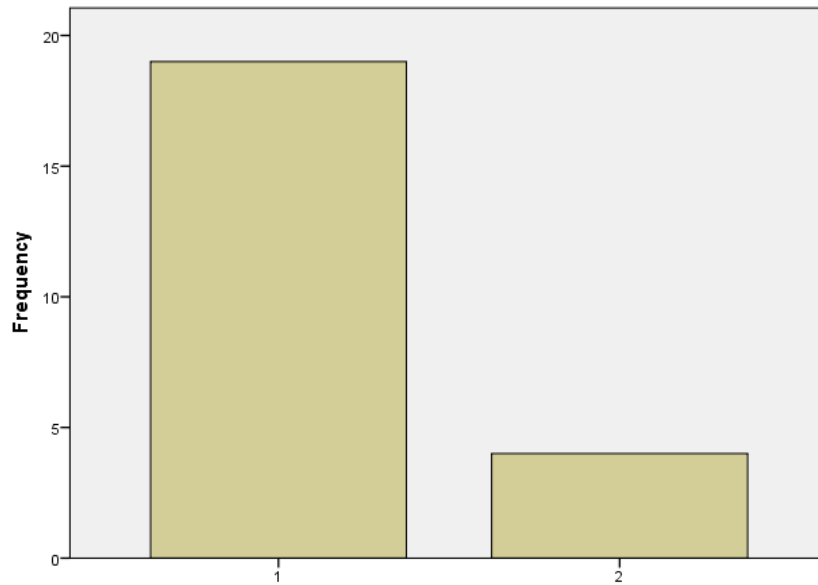
Figure 4.6: Histogram of the Statement of Q8 of the Experimental Group

Q8: Expressing ideas through writing seems to be a waste of time.

The results show that most of the students (82,6%) strongly disagree with the statement. The rest of the group (17,4%) disagree with the statement that expressing ideas through writing seems to be a waste of time. Figure 4.6 illustrates illustrates the distributions of the opinions of the students in the experimental group.

Q8
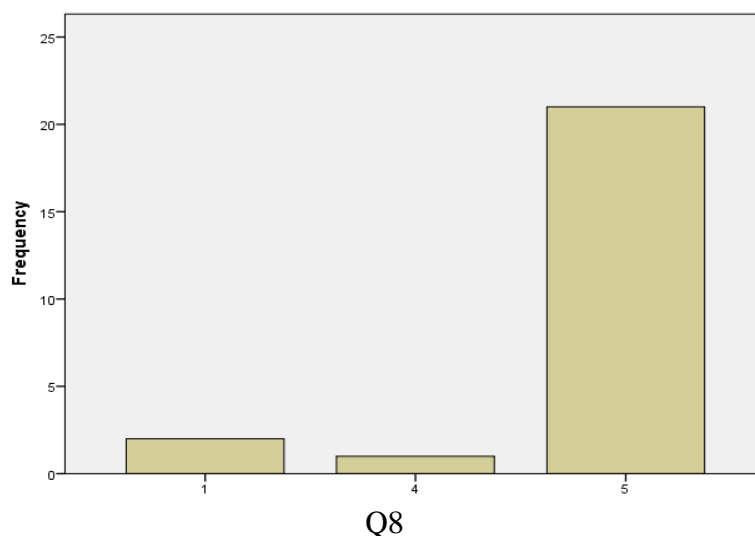
Figure 4.7: Histogram of the Statement of Q8 of the Control Group

The control group's results show that a very high percentage of the students (87,5%) strongly agrees with the statement claiming writing seems to be a waste of time. 4,2% of the students agree with the statement. Only 8,3% of the students strongly disagrees with the statement. Figure 4.7 illustrates the distributions of the opinions of the students in the control group.

Q10
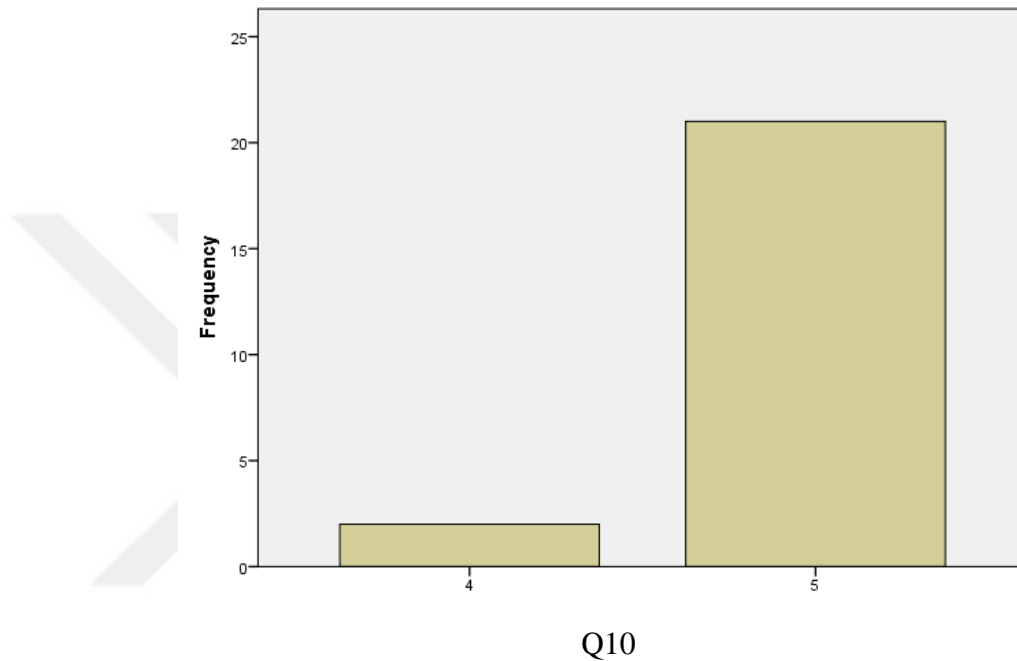
Figure 4.8: Histogram of the Statement of Q10 of the Experimental Group

Q10: I like to write down my ideas.

The results show that a great number of the students (91,3%) agrees with statement that I like to write down my ideas. The rest of the group (8,7%) report a positive result and they agree with the statement. Figure 4.8 illustrates illustrates the distributions of the opinions of the students in the experimental group.
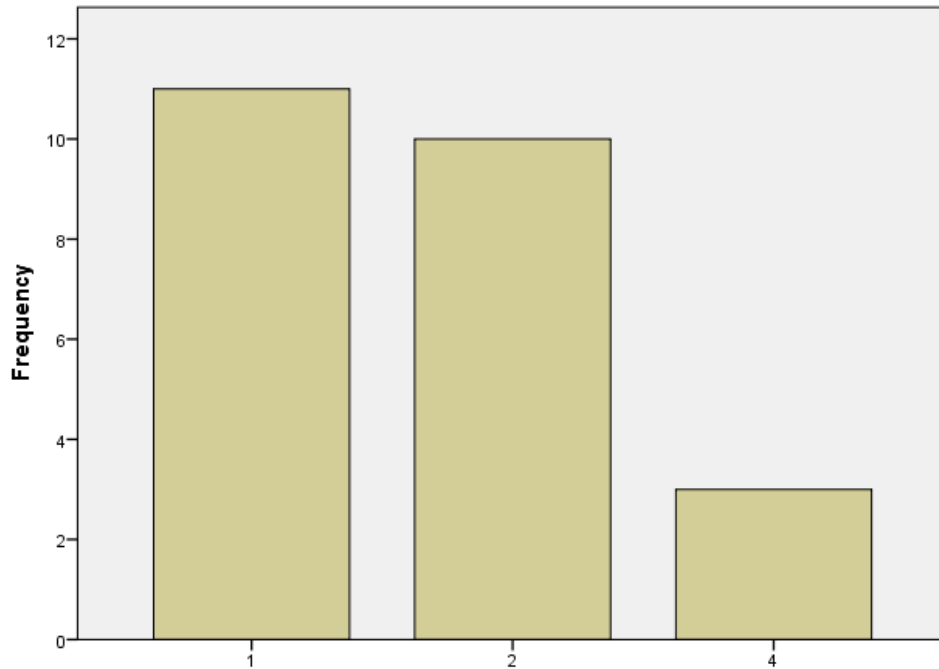
Q10

Figure 4.9: Histogram of the Statement of Q10 of the Control Group

The control group's results show that they don't like to write down their ideas. Nearly half of the students (45,8%) strongly disagree with the statement. A similar number of the students disagree with the statement. Only 12,5% of the students agree with the statement. Figure 4.9 illustrates illustrates the distributions of the opinions of the students in the control group.
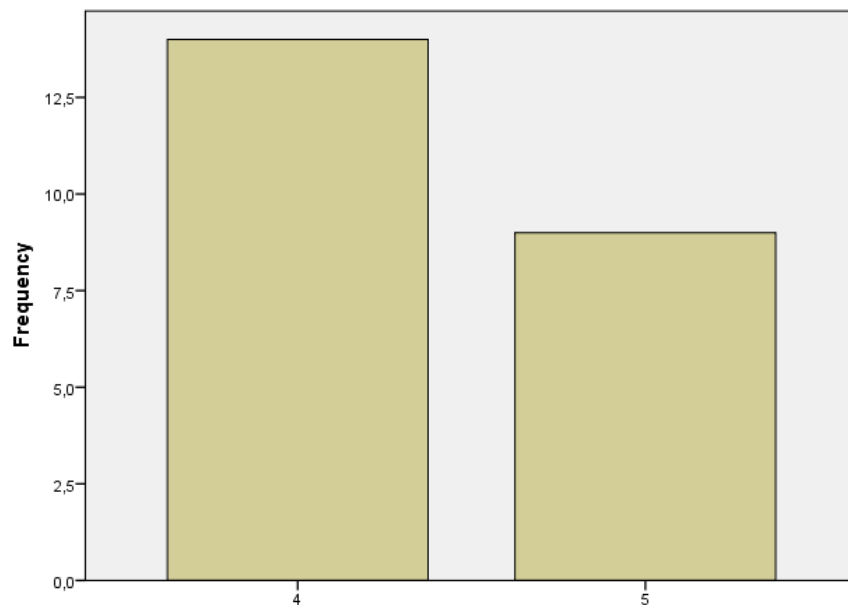
Q15

Figure 4.10: Histogram of the Statement of Q15 of the Experimental Group

Q15: I enjoy writing.

The results show that more than half of the students agree with the statement and they have positive feelings toward to writing in the classroom. The rest of the group (39,1%) strongly agree with the statement. Figure 4.10 illustrates illustrates the distributions of the opinions of the students in the experimental group.

Q15
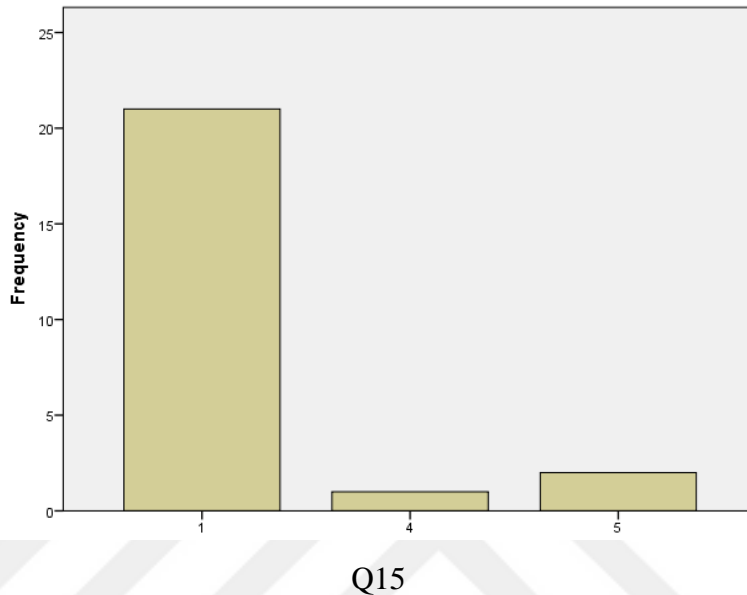
Figure 4.11: Histogram of the Statement of Q15 of the Control Group

The control group's results show that 87,5% of the students don't enjoy writing and they disagree with the statement. Only 4,2% of the students agree with the statement. A small number of the students (8,3%) report that they enjoy writing and they strongly agree with the statement. Figure 4.11 illustrates illustrates the distributions of the opinions of the students in the control group.

Q17
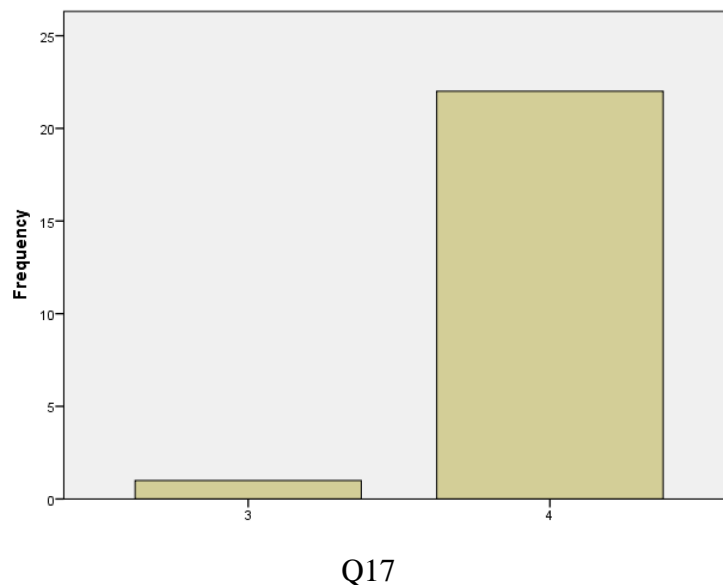
Figure 4.12: Histogram of the Statement of Q17 of the Experimental Group

Q17: Writing is a lot of fun.

Results show that a great number of the students (95,7%) agree with the statement that writing is a lot of fun. Only 4,3% of the students report having no idea. Figure 4.12 illustrates illustrates the distributions of the opinions of the students in the experimental group.

Q17
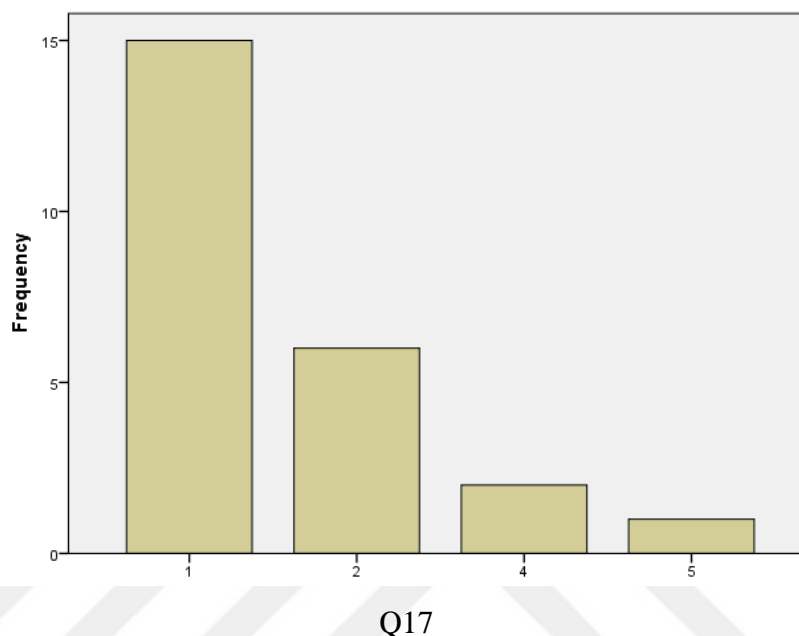
Figure 4.13: Histogram of the Statement of Q17 of the Control Group

The control group's results show that 62,5% of the students strongly disagree with the statement that claiming writing is a lot of fun. 25% of the students don't think that writing is a lot of fun and they disagree with the statement. A small number of the students (8,3%)students agree with the statement. Only 4,2% of the students strongly agree with the statement and they think writing is a lot of fun in English classes. Figure 4.13 illustrates the distributions of the opinions of the students in the control group.

4.3.2. Students' Opinions about Fear of Evaluation

There are four items related to fear of evaluation. It was observed that students in the experimental group don't have a fear of evaluation as they wrote about the given tasks and had a opportunity to get a feedback in all stages of their writing process. Table 4.3 summarizes the students' opinions in the experimental group.

Table 4.3. The Distribution of the Opinions of the Students in the Experimental Group Related to Fear of Evaluation

Fear of Evaluation		N	%	Mean	SD
Q2: I have no fear my writing's being evaluated.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	0 3 1 11 8	0,0 13,0 4,3 47,8 34,8	4,04	,976
Q4: I'm afraid of writing essays when I know they will be evaluated.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	20 1 0 2 0	87,0 17,4 0,0 8,7 0,0	1,30	,876
Q5: Taking a composition course is a very frigtening experience.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	17 4 0 2 0	73,9 17,4 0,0 8,7 0,0	1,43	,896
Q25: I don't like my compositions to be evaluated.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	0 22 0 1 0	0,0 95,7 0,0 4,3 0,0	2,09	,417

As table 4.3 indicates, a high mean score is for the statement 2 (M=4,04, SD=,976) namely "I have no fear my writing's being evaluated." Regarding mean score of the fourth question (M=1, 30) having a negative polarity, students didn't have a fear of writing essays. The fifth question having a negative polarity has a mean score of 1,43 and indicates that taking a writing courses are not frightening when it is studied and practised enough. The twenty fifth question having a negative polarity with a mean score of 2,09 reveals that students do not have any problems on their compositions to be evaluated.

According to table 4.4, the first question with the mean score of 1,96 shows that a large number of the students are afraid of their writing's being evaluated as they didn't write much about the writing topics given in their coursebook. The fourth question having a

negative polarity with the mean score of 4,46 indicates that the students are afraid of writing when they know they will be evaluated. The fifth question having a negative polarity with the mean score of 4,17 reveals that most of the students find taking a course on writing frightening. The twenty fifth question having a negative polarity with the mean score of 4,58 shows that most of the students don't like their compositions to be evaluated. The results are not surprising since the students just looked at the samples on their coursebook and then wrote little. Table 4.4 summarizes the students' opinions in the control group.

Table 4.4: The Distribution of the Opinions of the Students in the Control Group Related to Fear of Evaluation

Fear of Evaluation		N	%	Mean	SD
Q2: I have no fear my writing's being evaluated.	Strongly Disagree	12	50,0	1,96	1,367
	Disagree	8	33,3		
	Uncertain	0	0,0		
	Agree	1	4,2		
	Strongly Agree	3	12,5		
Q4: I'm afraid of writing essays when I know they will be evaluated.	Strongly Disagree	0	0,0	4,46	,884
	Disagree	2	8,3		
	Uncertain	0	0,0		
	Agree	7	29,2		
	Strongly Agree	15	62,5		
Q5: Taking a composition course is a very frigtening experience.	Strongly Disagree	2	8,3	4,17	1,090
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	12	50,0		
	Strongly Agree	10	41,7		
Q25: I don't like my compositions to be evaluated.	Strongly Disagree	1	4,2	4,58	1,018
	Disagree	1	4,2		
	Uncertain	0	0,0		
	Agree	3	12,5		
	Strongly Agree	19	79,2		

The analysis of each item of "Fear of Evaluation" is as follows:
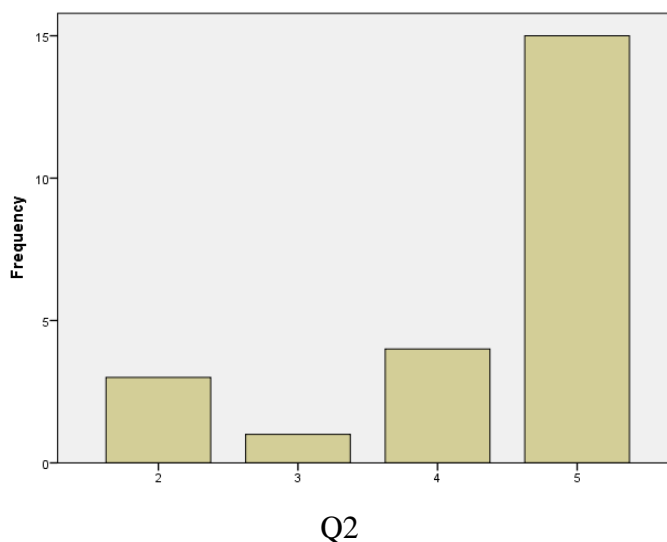
Figure 4.14: Histogram of the Statement of Q2 of the Experimental Group

Q2: I have no fear my writing's being evaluated.

The results show that nearly half of the students (47,8%) agree with the statement and they report they are not afraid of their writing's being evaluated. 34,8% of the students strongly agree with the statement. A small number of the students (13,0%) disagree with the statement and they have fear of their writing's being evaluated. Only 4,3% of the students report having no idea. Figure 4.14 illustrates the distributions of the opinions of the students in the experimental group.
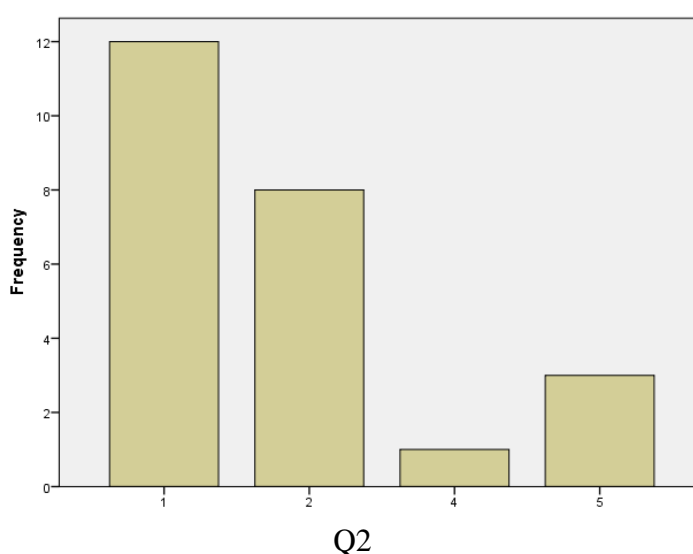
Figure 4.15: Histogram of the Statement of Q2 of the Control Group

The results of the control group show that half of the students (50,0%) strongly disagree with this item and they have a fear of their writing's being evaluated. 33,3% of the students disagree with this item. While 4,2% of the students agree with the item, 12,5%

of the students strongly agree with this item and they have no fear of their writing's being evaluated. Figure 4.15 illustrates the distributions of the opinions of the students in the control group.
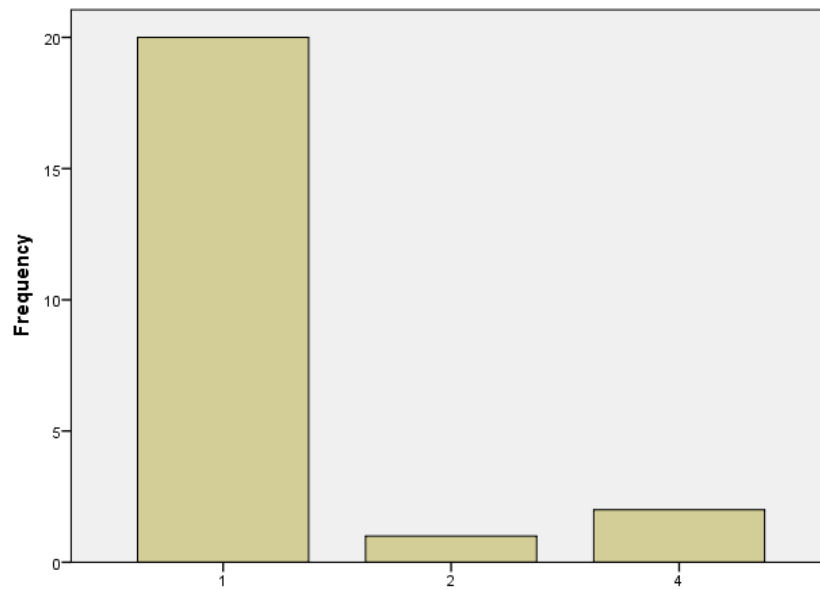
Q4

Figure 4.16: Histogram of the statement of Q4 of the Experimental Group

Q4: I'm afraid of writing essays when I know they will be evaluated.

The results show that a high percentage of the students(73,9%) strongly disagree with the item claiming that they are not afraid of writing when they know they will be evaluated. 17,4% of the students disagree with the item. Only 8,7% of the students agree with the item. Figure 4.16 illustrates the distributions of the opinions of the students in the experimental group.
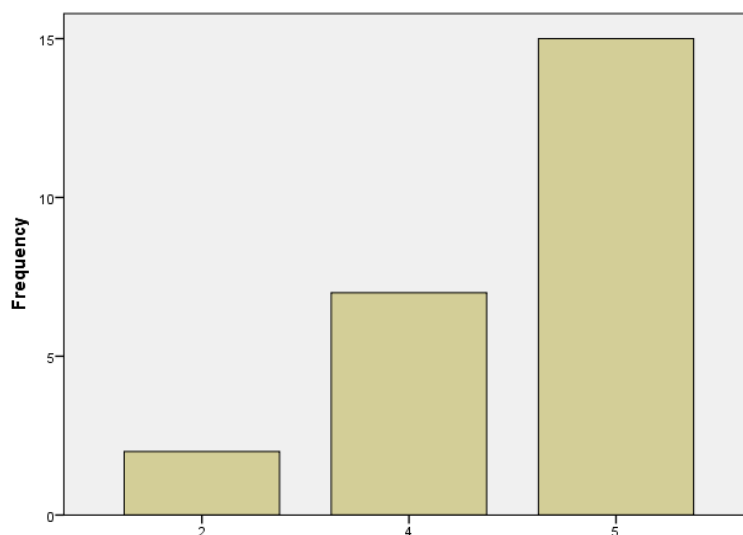

Q4

Figure 4.17: Histogram of the statement of Q4 of the Control Group

The results of the control group show that more than half of the students (62,5%) strongly agree with the item and it is clear that evaluation creates a fear toward writing among the students. 29,2% of the students agree with the item. Only 8,3% of the students disagree with the item. Figure 4.17 illustrates the distributions of the opinions of the students in the control group.

Q5
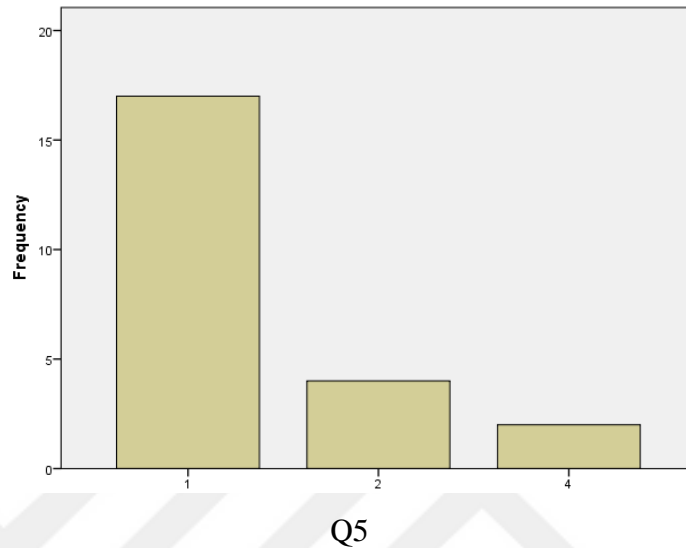
Figure 4.18: Histogram of the statement of Q5 of the Experimental Group

Q5: Taking a composition course is a very frigtening experience.

The results show that most of the students (73,9%) strongly disagree with the item claiming taking a composition course is a frightening experience. 17,4% of the students disagree with the item and thinks that taking a composition course is not frightening. The rest of the group (8,7%) of the students agree with the item and they find taking a composition course frightening. Figure 4.18 illustrates the distributions of the opinions of the students in the experimental group.

Q5
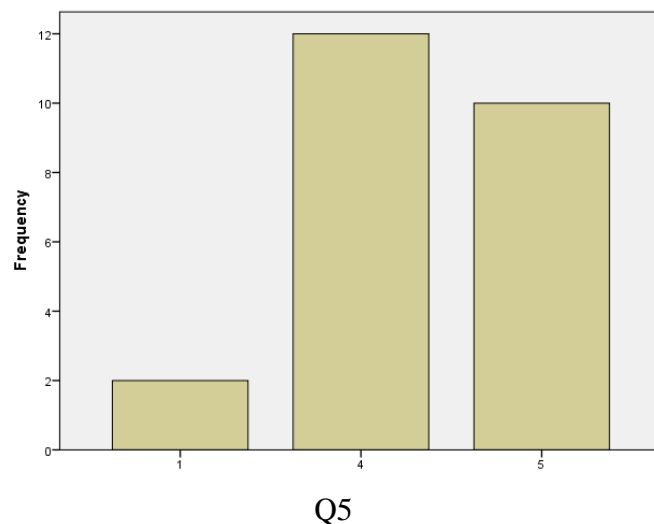
Figure 4.19: Histogram of the statement of Q5 of the Control Group

The results of the control group reveal that half of the students (50,0%) agree with the item. 41,7% of the students strongly agree with the item. They think that such an experience is frightening. Only 8,3% of the students strongly disagree with the item and they have positive feelings toward taking a composition course. Figure 4.19 illustrates the distributions of the opinions of the students in the control group.
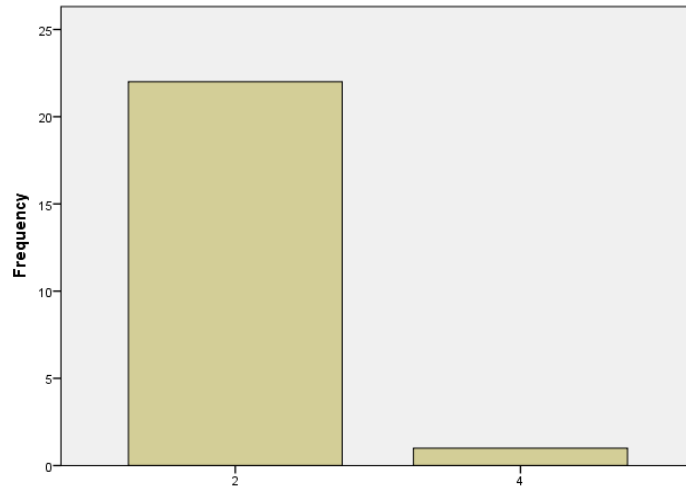
Q25

Figure 4.20: Histogram of the statement of Q25 of the Experimental Group

Q25: I don't like my compositions to be evaluated.

The results show that a very high percentage of the students (95%) disagree with the item and they indicate they like their compositions to be evaluated since they are sure they wrote well. Only 4,3% of the students agree with the item claiming that I don't like my compositions to be evaluated. Figure 4.20 illustrates the distributions of the opinions of the students in the experimental group.
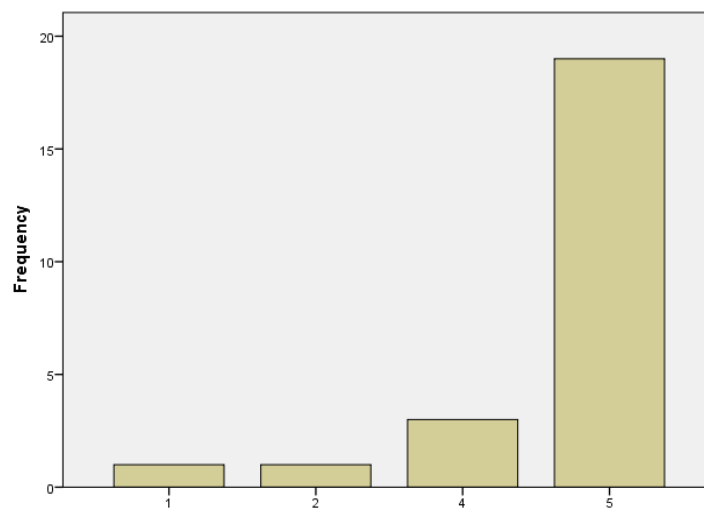
Q25

Figure 4.21: Histogram of the statement of Q25 of the Control Group

The results of the control group show that the majority of the students (79,2%) strongly agree with the item. 12,5% of the students agree with the item. They think that they don't like their compositions to be evaluated as they wrote little without planning. 4,2% of the students disagree with the item. Similarly 4,2% of the students strongly disagree with the item. Figure 4.21 illustrates the distributions of the opinions of the students in the control group.

4.3.3 Students' Opinions about Negative Perceptions of Writing Ability

There are six items related to enjoyment of writing. It was observed that students in the experimental group have positive feelings toward to writing as a skill. Table 4.5 summarizes the students' opinions in the experimental group.

As table 4.5 indicates, the seventh question having a negative polarity has the mean score of 1, 35 and show that the students can write when they start to work on their compositions by the help of a wide range of activities guiding them to write. The eleventh question with a high mean score of 3,96 and the sixteenth question having a negative polarity with a mean score of 1.30 reveal that most of the students feel confident while expressing their ideas clearly through writing. The findings based on the twenty third question with a high mean score of 4,43 and twenty sixth question having a negative polarity with the mean score of 1.30 show that they feel they are good at writing. The thirteenth question having a negative polarity with the mean score 1.61 show that most of the students don't feel nervous about writing. The twenty first question having a negative polarity with the mean of 1.39 indicates that most of the students don't have a terrible time organizing my ideas in a composition course. It can be assumed that the activities at the pre-stage are useful in organizing the ideas before starting to write. The eighteenth question having a negative polarity with the mean score of 1,35 and the twenty fourth question with the mean score of

Table 4.5: The Distribution of the Opinions of the Students in the Experimental Group Related to Negative Perceptions of Writing Ability

Negative Perceptions about Writing Ability		N	%	Mean	SD
Q7: My mind seems to go blank when I start to work on my composition.	Strongly Disagree	15	65,2	1,35	,487
	Disagree	8	34,8		
	Uncertain	0	0,0		
	Agree	0	0,0		
	Strongly Agree	0	0,0		

Q11: I feel confident in my ability to express my ideas clearly in writing.	Strongly Disagree	0	0,0	3,96	,209
	Disagree	0	0,0		
	Uncertain	1	4,3		
	Agree	22	95,7		
	Strongly Agree	0	0,0		
Q13: I'm nervous about writing.	Strongly Disagree	9	39,1	1,61	,499
	Disagree	14	60,9		
	Uncertain	0	0,0		
	Agree	0	0,0		
	Strongly Agree	0	0,0		
Q16: I never seem to be able to write down my ideas clearly.	Strongly Disagree	16	69,6	1,30	,470
	Disagree	7	30,4		
	Uncertain	0	0,0		
	Agree	0	0,0		
	Strongly Agree	0	0,0		
Q18: I expect to do poorly in composition classes even before I enter them.	Strongly Disagree	17	73,9	1,35	,714
	Disagree	5	21,7		
	Uncertain	0	0,0		
	Agree	1	4,3		
	Strongly Agree	0	0,0		
Q21: I have a terrible time organizing my ideas in a composition course.	Strongly Disagree	14	60,9	1,39	,499
	Disagree	9	39,1		
	Uncertain	0	0,0		
	Agree	0	0,0		
	Strongly Agree	0	0,0		
Q22: When I hand in a composition, I know I'm going to do poorly.	Strongly Disagree	14	60,9	1,48	,730
	Disagree	8	34,8		
	Uncertain	0	0,0		
	Agree	1	4,3		
	Strongly Agree	0	0,0		
Q23: It's easy for me to write good compositions.	Strongly Disagree	0	0,0	4,43	,590
	Disagree	0	0,0		
	Uncertain	1	4,3		
	Agree	11	47,8		
	Strongly Agree	11	47,8		
Q24: I don't think I write as well as most other people.	Strongly Disagree	0	0,0	4,35	,573
	Disagree	0	0,0		
	Uncertain	1	4,3		
	Agree	13	56,5		
	Strongly Agree	9	39,1		
Q26: I'm not good at writing.	Strongly Disagree	16	69,6	1,30	,470
	Disagree	7	30,4		
	Uncertain	0	0,0		
	Agree	0	0,0		
	Strongly Agree	0	0,0		

However, the control group have negative responses to the questions investigating negative perceptions of writing ability of the students. According to table 4.6, the

seventh question with a high mean score of 4,62 show that students don't have any idea when they start to work on their compositions. It is not a surprising result since they don't have any preparation before writing. The eleventh question with a low mean score of 1,54 and the sixteenth question having a negative polarity with the mean score of 4,29 indicate that they don't feel confident in their ability to express and to write down their ideas clearly. The twenty third question with a low mean score of 1.71 and the twenty sixth question having a negative polarity with the mean score of 4, 62 reveal that students feel they are not good at writing. The eighteenth question having a negative polarity with the mean score of 4,71 and the twenty second question having a negative polarity with the mean score of 4,62 show that most of the students expect to do poorly in composition classes. The twenty first question having a negative polarity with the mean score of 4,33 indicate that more than half of the students have a terrible time organizing their ideas in composition course. The thirteenth question having a negative polarity with the mean score of 4.54 reveal that most of the students feel nervous about wrtiting.

Table 4.6: The Distribution of the Opinions of the Students in the Control Group Related to Negative Perceptions of Writing Ability

Negative Perceptions about Writing Ability		N	%	Mean	SD
Q7: My mind seems to go blank when I start to work on my composition.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	2 0 0 1 21	8,3 0,0 0,0 4,2 87,5	4,62	1,135
Q11: I feel confident in my ability to express my ideas clearly in writing.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	15 7 0 4 0	62,5 29,2 0,0 8,3 0,0	1,54	,884
Q13: I'm nervous about writing.	Strongly Disagree Disagree Uncertain Agree Strongly Agree	2 0 0 3 19	8,3 0,0 0,0 12,5 79,2	4,54	1,141
Q16: I never seem to be able to	Strongly	2	8,3	4,29	1,122

write down my ideas clearly.	Disagree	0	0,0		
	Disagree	0	0,0		
	Uncertain	9	37,5		
	Agree	13	54,2		
	Strongly Agree				
Q18: I expect to do poorly in composition classes even before I enter them.	Strongly Disagree	1	4,2	4,71	,999
	Disagree	1	4,2		
	Uncertain	0	0,0		
	Agree	0	0,0		
	Strongly Agree	22	91,7		
Q21: I have a terrible time organizing my ideas in a composition course.	Strongly Disagree	2	8,3	4,33	1,129
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	8	33,3		
	Strongly Agree	14	58,3		
Q22: When I hand in a composition, I know I'm going to do poorly.	Strongly Disagree	2	8,3	4,62	1,135
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	1	4,2		
	Strongly Agree	21	87,5		
Q23: It's easy for me to write good compositions.	Strongly Disagree	15	62,5	1,71	1,233
	Disagree	6	25,0		
	Uncertain	0	0,0		
	Agree	1	4,2		
	Strongly Agree	2	8,3		
Q24: I don't think I write as weel as most other people.	Strongly Disagree	1	4,2	4,21	,977
	Disagree	1	4,2		
	Uncertain	0	0,0		
	Agree	12	50,0		
	Strongly Agree	10	41,7		
Q26: I'm not good at writing.	Strongly Disagree	2	8,3	4,62	1,135
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	1	4,2		
	Strongly Agree	21	87,5		

The analysis of each item related to negative perceptions of writing ability is as follows:
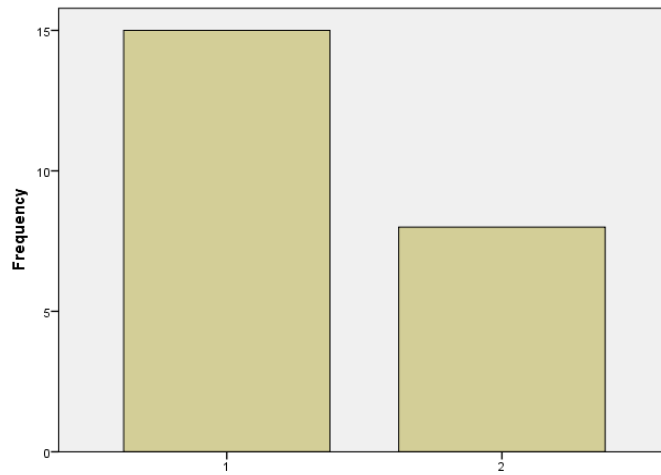
Q7

Figure 4.22: Histogram of the statement of Q7 of the Experimental Group

Q7: My mind seems to go blank when I start to work on my composition.

The results show that more than half of the students (65,2%) strongly disagree with the item. 34,8% of the students disagree with the item that when they start to work on their composition their mind seems to go blank. Figure 4.22 illustrates the distributions of the opinions of the students in the experimental group.
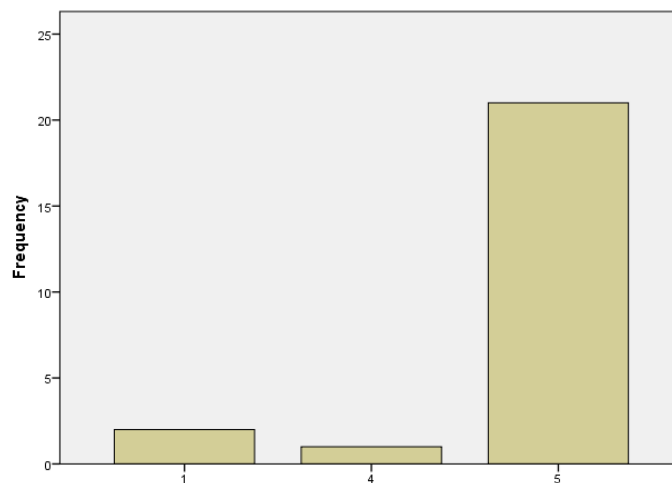
Q7

Figure 4.23: Histogram of the statement of Q7 of the Control Group

The results of the control group show that a majority of the students (87,5%) strongly agree with the item. Only 4,3% of the students agree with the item. They think that their mind seems to go blank when they start to work on their compositions. A small number of students (8,3%) strongly disagree with the item. Figure 4.23 illustrates the distributions of the opinions of the students in the control group.

Q11

Figure 4.24: Histogram of the statement of Q11 of the Experimental Group

Q11: I feel confident in my ability to express my ideas clearly in writing.

The results show that a high percentage of the students (95,7%) agree that they feel confident in their ability to express their ideas clearly in writing. Only 4,3% of the students report having no idea. Figure 4.24 illustrates the distributions of the opinions of the students in the experimental group.
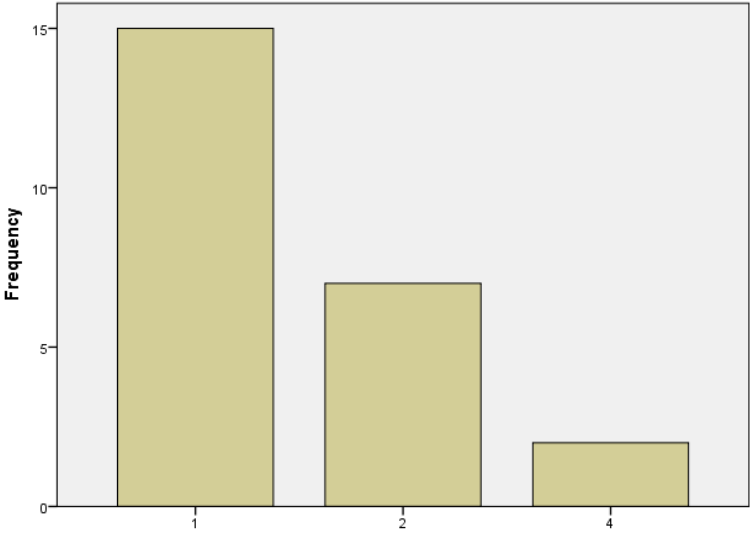
Q11

Figure 4.25: Histogram of the statement of Q11 of the Control Group

The results of the control group show that more than half of the students (62.5%) strongly disagree that they feel confident in their ability to express their ideas clearly in writing. 29,2% of the students disagree with the item. Yet, 8,3% of the students agree

with the item. Figure 4.25 illustrates the distributions of the opinions of the students in the control group.

Q13

Figure 4.26: Histogram of the statement of Q13 of the Experimental Group

Q13: I'm nervous about writing.

The results show that a great number of the students (60,9%) disagree that they are nervous about writing. 39,1% of the students agree with the item. Figure 4.26 illustrates the distributions of the opinions of the students in the experimental group.
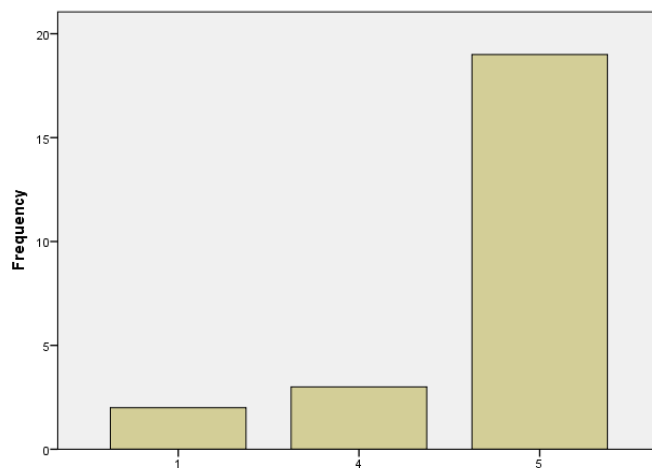
Q13

Figure 4.27: Histogram of the statement of Q13 of the Control Group

The results of the control group show that a high percentage of the students (79,2%) strongly agree that they feel nervous about writing. While 12,5% of the students agree

with the item, 8,3% of the students strongly disagree with the item. Figure 4.27 illustrates the distributions of the opinions of the students in the control group.
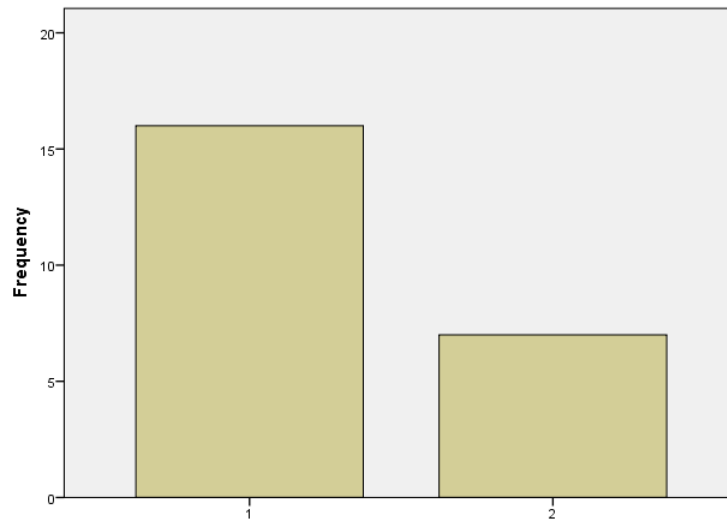
Q16

Figure 4.28: Histogram of the statement of Q16 of the Experimental Group

Q16: I never seem to be able to write down my ideas clearly.

The results show that a large number of the students(69,6%) strongly disagree that they never seem to be able to write down their ideas clearly. 30,4% of the students diagree with the item. It can be inferred that students improved their writing skills at the end of the study so the results are not surprising. Figure 4.28 illustrates the distributions of the opinions of the students in the experimental group.
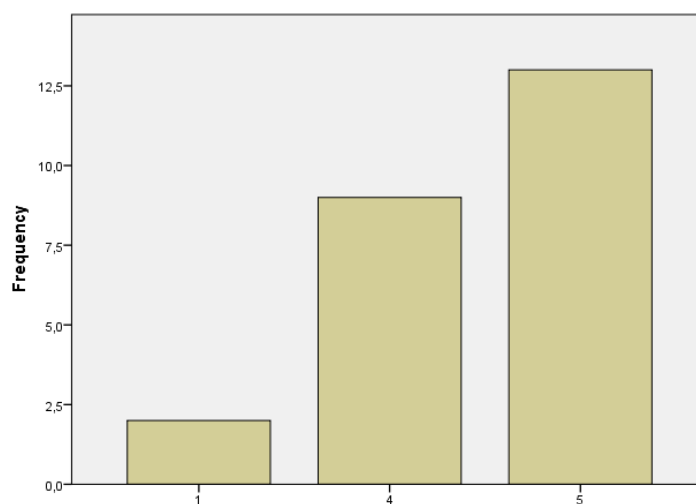
Q16

Figure 4.29: Histogram of the statement of Q16 of the Control Group

The results of the control group show that more than half of the students (54,2%) strongly agree that they never seem to be able to write down their ideas clearly. 37,5% of the students agree with the item. Only 8,3% of the students strongly disagree with the item. The results reveal that most of the students cannot write when only writing instruction is given as in their coursebooks. Figure 4.29 illustrates the distributions of the opinions of the students in the control group.
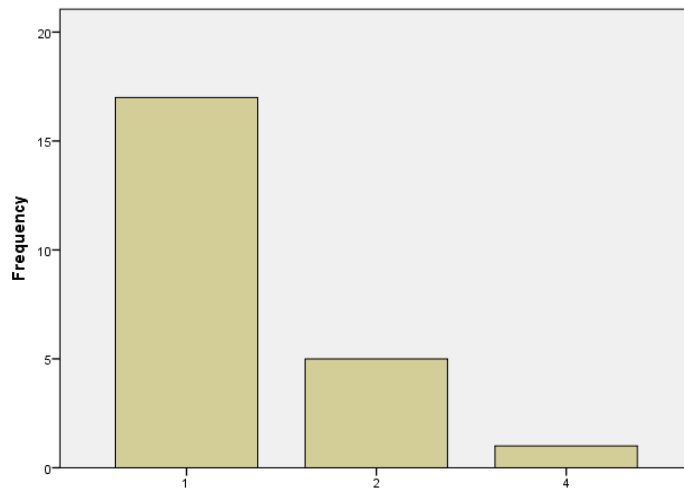
Q18

Figure 4.30: Histogram of the statement of Q18 of the Experimental Group

Q18: I expect to do poorly in composition classes even before I enter them.

The results show that a high percentage of the students strongly disagree that they expect to do poorly in composition classes even before they enter them. 21,7% of the students disagree with the item. Only 4,3% of the students agree with the item. Figure 4.30 illustrates the distributions of the opinions of the students in the experimental group.
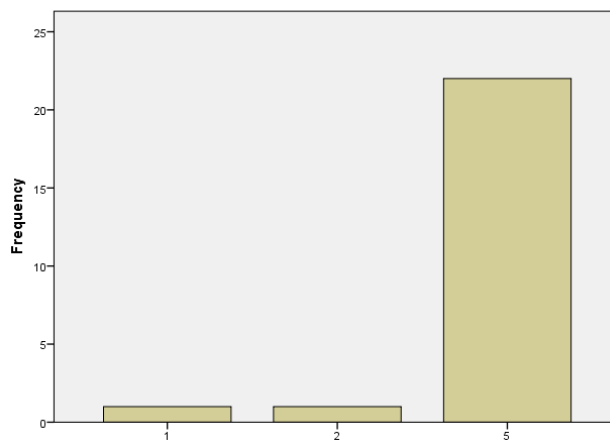
Q18

Figure 4.31: Histogram of the statement of Q18 of the Control Group

The results of the control group reveal that most of the students (91,7%) strongly agree that they expect to do poorly in composition classes even before they enter them. 4,2% the students disagree with the item. Similarly, 4,2 of the students strongly disagree with the item. Figure 4.31 illustrates the distributions of the opinions of the students in the control group.

Q21
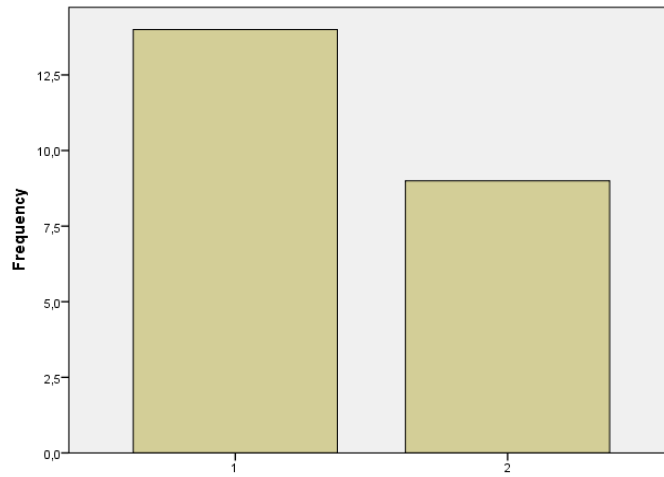
Figure 4.32: Histogram of the statement of Q21 of the Experimental Group

Q21: I have a terrible time organizing my ideas in a composition course.

The results show that 60,9% of the students strongly disagree that they have a terrible time organizing their ideas in a composition course since they planned their writing at the pre-writing stage in the study. 39,1% of the students similarly disagree with the item. Figure 4.32 illustrates the distributions of the opinions of the students in the experimental group.

Q21
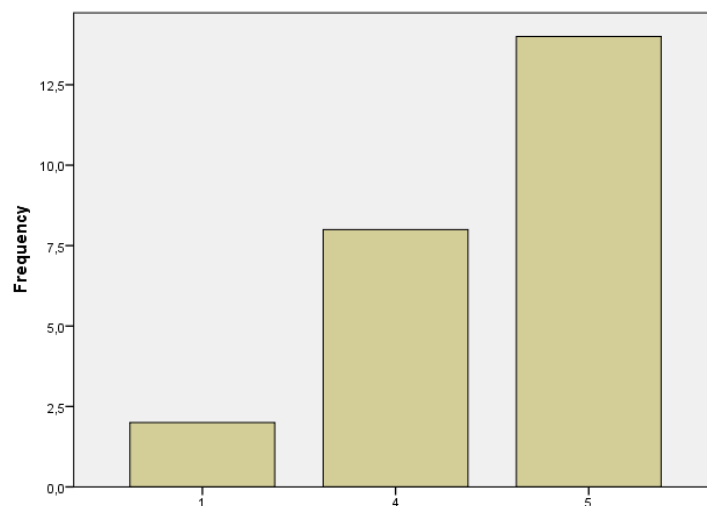
Figure 4.33: Histogram of the statement of Q21 of the Control Group

The results of the control group show that more than half of the students (58,3%) strongly agree with the item. 33,3% of the students agree with the item. The results indicate that students have a terrible time organizing their ideas in a composition course. Only 8,3% of the students strongly disagree with the item. Figure 4.33 illustrates the distributions of the opinions of the students in the control group.
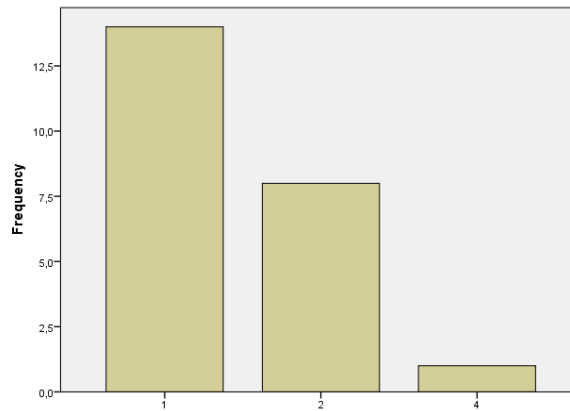
Q22

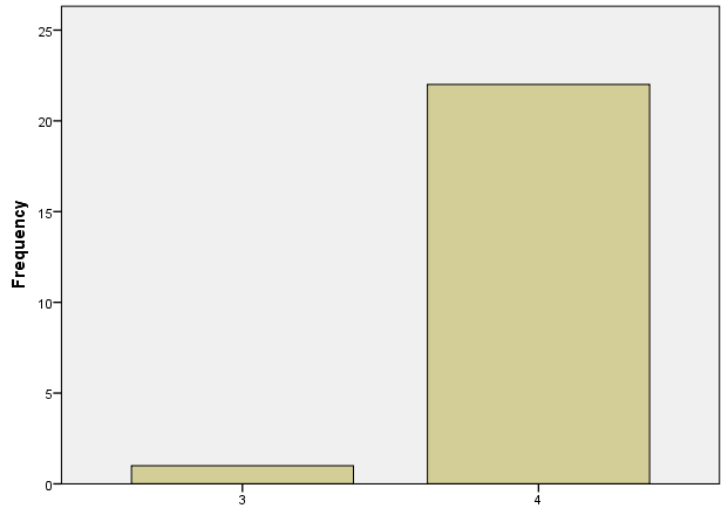**Figure 4.34:Histogram of the statement of Q22 of the Experimental Group**

Q22: When I hand in a composition, I know I'm going to do poorly.

The results show that more than half of the students (60,9%) strongly disagree that when they hand in a composition, they know they are going to do poorly. 34,8% of the students disagree with the item. Just 4,3% of the students agree with the item. Figure 4.34 illustrates the distributions of the opinions of the students in the experimental group.
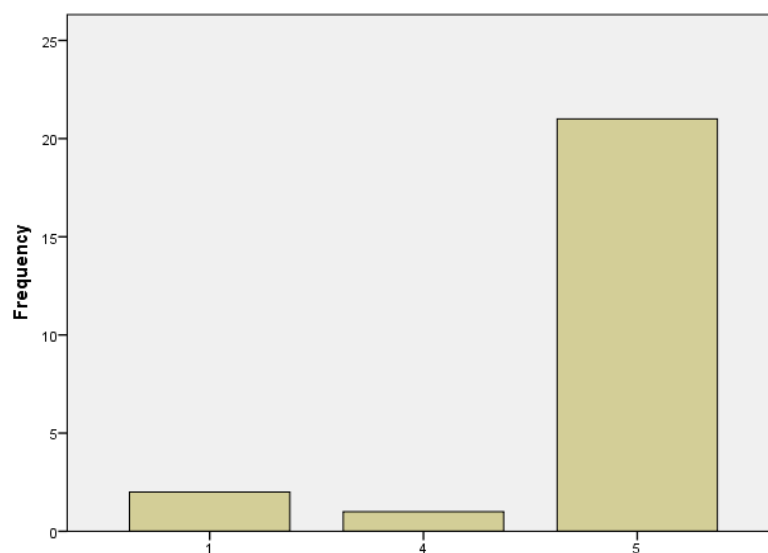
Q22

Figure 4.35:Histogram of the statement of Q22 of the Control Group

The results of the control group show that a high percentage of the students (87,5%) strongly agree that when they hand in a composition, they know they are going to do poorly. 4,2% of the students agree with the item. To illustrate, students don't want to give their writing to the teacher even if they write. Only 8,3% of the students strongly disagree with the item. Figure 4.35 illustrates the distributions of the opinions of the students in the control group.
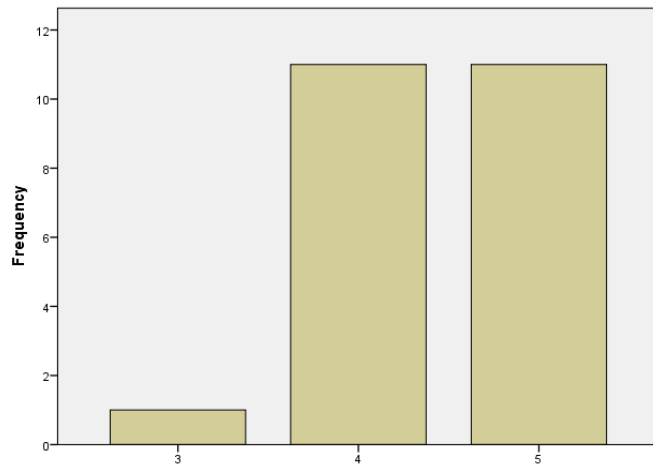

Q23

Figure 4.36: Histogram of the statement of Q23 of the Experimental Group

Q23: It's easy for me to write good compositions.

The results show that 47,8 of the students strongly agree that it is easy fort hem to write good compositions. The same percentage of the students (47,8%) agree with the statement. 4,3% of the students report having no idea. Figure 4.36 illustrates the distributions of the opinions of the students in the experimental group.
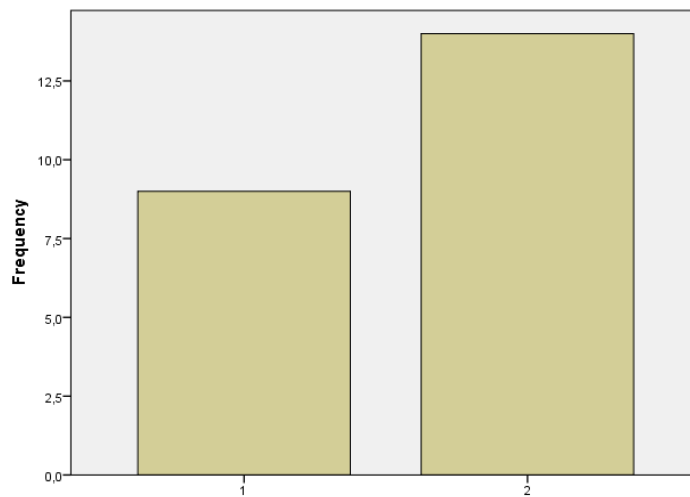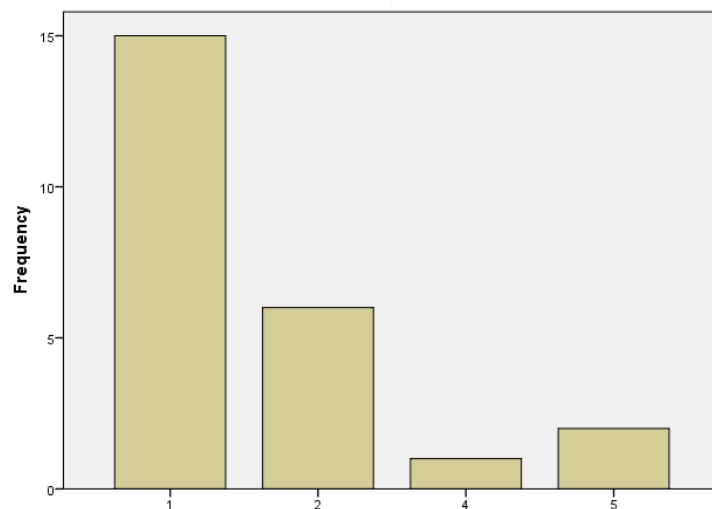

Q23

Figure 4.37: Histogram of the statement of Q23 of the Control Group

The results of the control group reveal that more than half of the students (62,5%) strongly disagree that it is easy fort hem to write good compositions. 25,0% of the students disagree with the item. 4,2% of the students agree with the item. 8,3% of the students strongly agree with the item. Figure 4.37 illustrates the distributions of the opinions of the students in the control group.
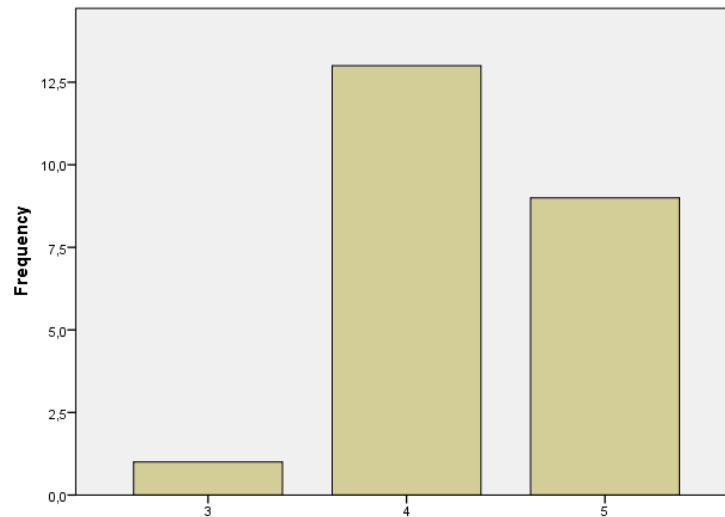

Q24

Figure 4.38: Histogram of the statement of Q24 of the Experimental Group

Q24: I don't think I write as well as most other people.

The results show that more than half of the students(56,5%) agree that they don't think they write as well as most other people. 39,1% of the students agree with the item. 4,3% of the students report having no idea. When students compare themselves to their friends, nearly all of them think that they write worse their friends. Figure 4.38 illustrates the distributions of the opinions of the students in the experimental group.

Q24

Figure 4.39: Histogram of the statement of Q24 of the Control Group

The results of the control group are nearly the same as the experimental group's results. Half of the students (50,0%) agree that they don't think they write as well as most other people. 41,7% of the students strongly agree with the item. 4,2% of the students disagree with the item and the same percent of the students (4,2%) strongly disagree with the item. Figure 4.39 illustrates the distributions of the opinions of the students in the control group.


Q26
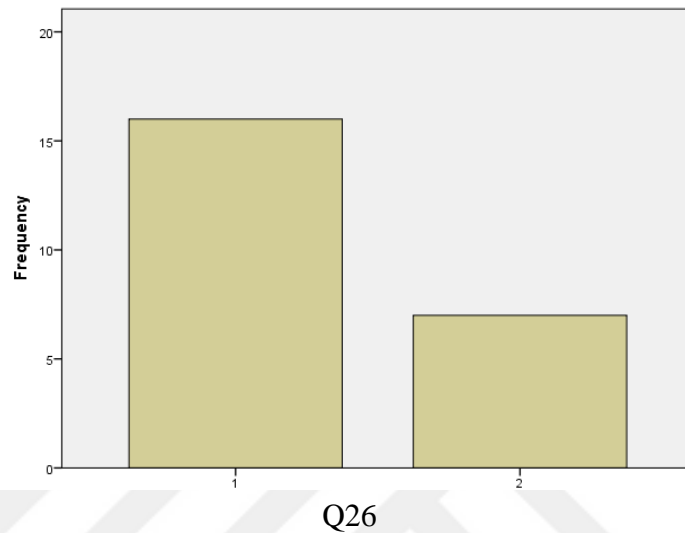
Figure 4.40: Histogram of the statement of Q26 of the Experimental Group

Q26: I'm not good at writing.

The results show that a high percentage of the students (69,6%) strongly disagree that they are not good at writing. 30,4% of the students disagree with the item. Figure 4.40 illustrates the distributions of the opinions of the students in the experimental group.

Q26
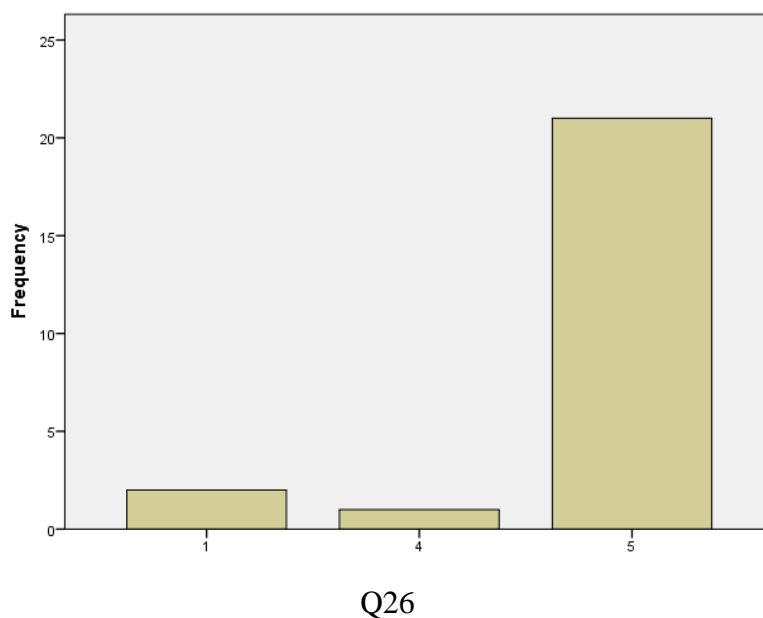
Figure 4.41: Histogram of the statement of Q26 of the Control Group

The results of the control group show that majority of the students (87,5%) strongly agree that they are not good at writing. 4,2% of the students agree with the item. Yet, a small number of the students (8,3%) strongly disagree with the item. Figure 4.41 illustrates the distributions of the opinions of the students in the control group.

4.3.4 Students' Opinions about Showing my Writing to Others

There are four items related to showing the written product to others. It was observed that students in the experimental group have positive feelings toward to writing as a skill. Table 4.7 summarizes the students' opinions in the experimental group.

As table 4.7 indicates, the highest mean score is for the second question (M=4,78 , SD=,422) namely "I would enjoy submitting my writing to magazines for evaluation and publication. The sixth question with the mean score of 4,74 states that handing in a composition makes me feel good. The twelfth question namely "I like to have my friends read what I have written." has a high mean score of 4,00. The fourteenth question with the mean score of 3,87 states that people seem to enjoy what I write. The nineteenth question namely "I like seeing my thoughts on paper." has the mean score of 4,65. The twentieth question with the mean score of 4,52 states that discussing my writing with others is enjoyable. These findings show that students feel well when they show their writing to their classmates or teachers, hand in their writing and discuss with their friends about their writing.

Table 4.7: The Distribution of the Opinions of the Students in the Experimental Group Related to Showing my Writing to Others.

		N	%	Mean	SD
Q6: Handing in a composition makes me feel good.	Strongly Disagree	0	0,0	4,74	,449
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	6	26,1		
	Strongly Agree	17	73,9		
Q9: I would enjoy submitting my writing to magazines for evaluation and publication.	Strongly Disagree	0	0,0	4,78	,422
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	5	21,7		

	Strongly Agree	18	78,3		
Q12: I like to have my friends read what I have written.	Strongly Disagree	0	0,0	4,00	,000
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	23	100,0		
	Strongly Agree	0	0,0		
Q14: People seem to enjoy what I write.	Strongly Disagree	0	0,0	3,87	,344
	Disagree	0	0,0		
	Uncertain	3	13,0		
	Agree	20	87,0		
	Strongly Agree	0	0,0		
Q19: I like seeing my thoughts on paper.	Strongly Disagree	0	0,0	4,65	,487
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	8	34,8		
	Strongly Agree	15	65,2		
Q20: Discussing my writing with others is enjoyable.	Strongly Disagree	0	0,0	4,52	,599
	Disagree	0	0,0		
	Uncertain	1	4,3		
	Agree	9	39,1		
	Strongly Agree	13	56,5		

According to the table 4.8, the control group don't have positive feelings about showing their writing to their classmates or their teachers. The sixth question namely "Handing in a composition makes me feel good." has a low mean score of 2,00. The lowest mean score is for the question nine (M=1,42) namely "I would enjoy submitting my writing to magazines for evaluation and publication." The twelfth question has the mean score of 1.71, which states that "I like to have my friends read what I have written." The fourteenth question namely "People seem to enjoy what I write." has the mean score of 1,46. The nineteenth question has the mean score of 1,46, which states that "I like seeing my thoughts on paper." Similarly, the twentieth question has the mean score of 1,46, which states that "Discussing my writing with others is enjoyable."

Table 4.8: The Distribution of the Opinions of the Students in the Control Group Related to Showing my Writing to Others.

Showing my Writing to Others		N	%	Mean	SD
Q6: Handing in a composition makes me feel good.	Strongly Disagree	7	29,2	2,00	1,022
	Disagree	14	58,3		
	Uncertain	0	0,0		
	Agree	2	8,3		
	Strongly Agree	1	4,2		
Q9: I would enjoy submitting my writing to magazines for evaluation and publicaation.	Strongly Disagree	21	87,5	1,42	1,139
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	2	8,3		
	Strongly Agree	1	4,2		
Q12: I like to have my friends read what I have written.	Strongly Disagree	15	62,5	1,71	1,233
	Disagree	6	25,0		
	Uncertain	0	0,0		
	Agree	1	4,2		
	Strongly Agree	2	8,3		
Q14: People seem to enjoy what I write.	Strongly Disagree	20	83,3	1,46	1,141
	Disagree	1	4,2		
	Uncertain	0	0,0		
	Agree	2	8,3		
	Strongly Agree	1	4,2		
Q19: I like seeing my thoughts on paper.	Strongly Disagree	20	83,3	1,46	1,141
	Disagree	1	4,2		
	Uncertain	0	0,0		
	Agree	2	8,3		
	Strongly Agree	1	4,2		
Q20: Discussing my writing with others is enjoyable.	Strongly Disagree	21	87,5	1,46	1,250
	Disagree	0	0,0		
	Uncertain	0	0,0		
	Agree	1	4,2		
	Strongly Agree	2	8,3		

The analysis of each item related to showing my writing to others is as follows:
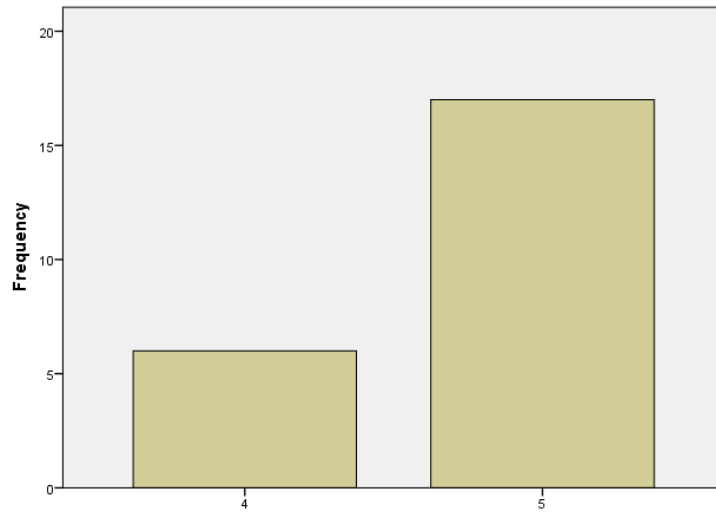
Q6

Figure 4.42: Histogram of the statement of Q6 of the Control Group

Q6: Handing in a composition makes me feel good.

The results show that majority of the students (73,9%) strongly agree that handing in a composition makes them feel good. The rest of the group (26,1%) agrees with this item. Figure 4.42 illustrates the distributions of the opinions of the students in the control group.
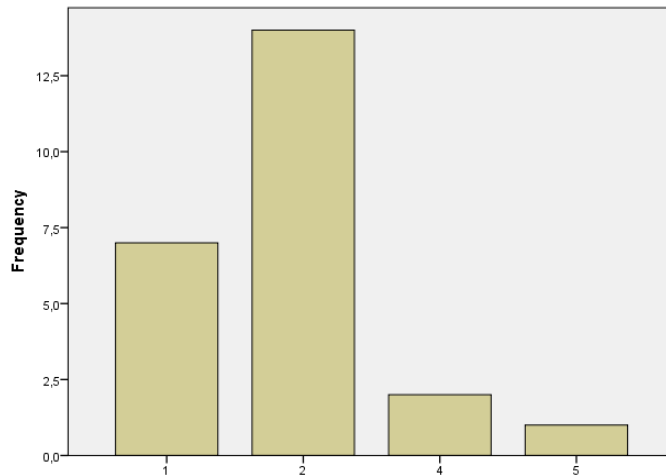
Q6

Figure 4.43: Histogram of the statement of Q6 of the Control Group

The results of the control group show that more than half of the students (58,3%) disagree that handing in a composition makes them feel good. 29,2% of the students strongly disagree with the item. While 4,2% of the students strongly agree with the

item, 8,3% of the students agree with the item. Figure 4.43 illustrates the distributions of the opinions of the students in the control group.
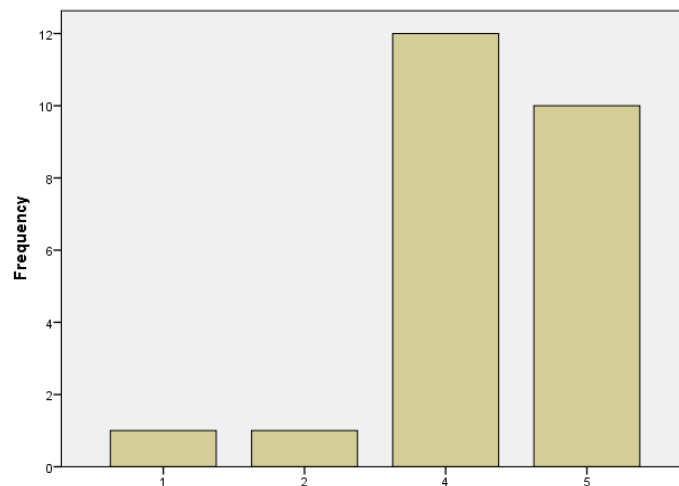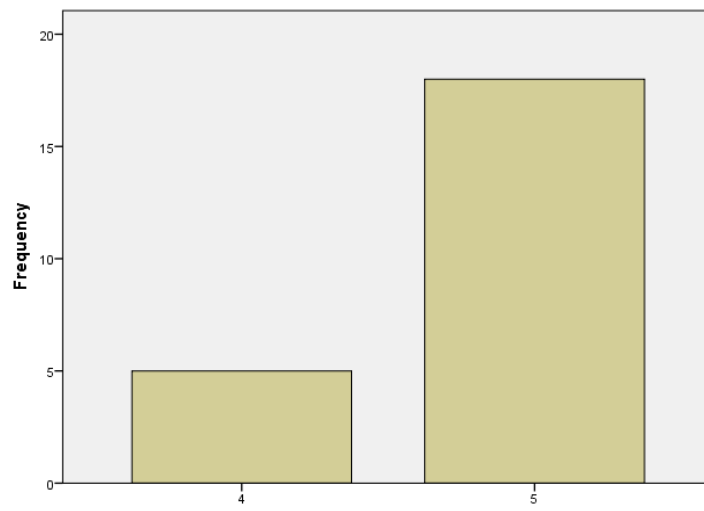

Figure 4.44: Histogram of the statement of Q9 of the Experimental Group

Q9: I would enjoy submitting my writing to magazines for evaluation and publication.

The results show that most of the students (78,3%) strongly agree that they would enjoy submitting their writing to magazines for evaluation and publication. 21,7% of the students agree with the item. Figure 4.44 illustrates the distributions of the opinions of the students in the experimental group.
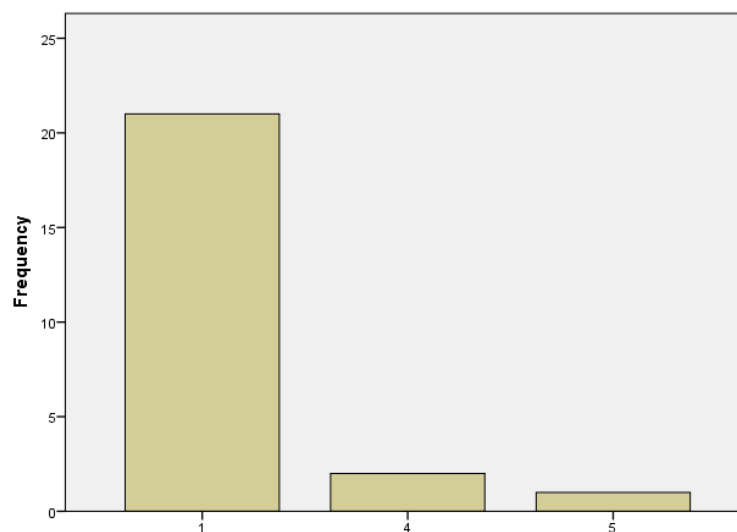
Figure 4.45: Histogram of the statement of Q9 of the Control Group

The results of the control group show that a very high percentage of the students (87,5%) strongly disagree that they would enjoy submitting their writing to magazines

for evaluation and publication. 8,3% of the students agree with the item. Only 4,2% of the students strongly agree with the item. Figure 4.45 illustrates the distributions of the opinions of the students in the control group.
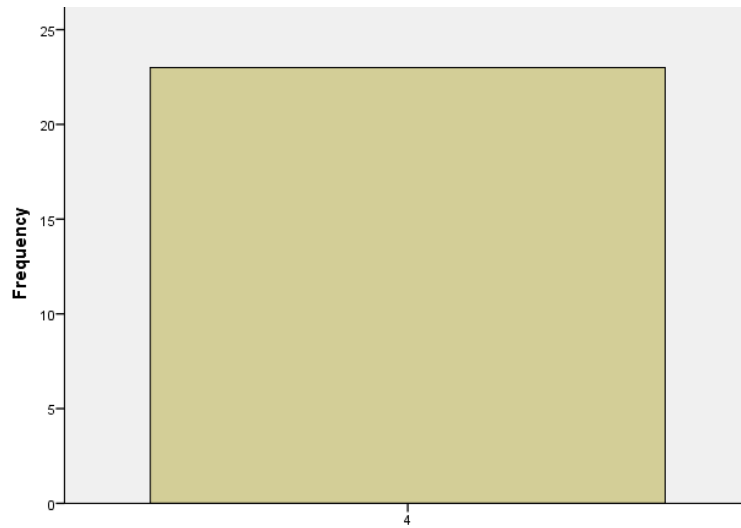

Q12

Figure 4.46: Histogram of the statement of Q12 of the Experimental Group

Q12: I like to have my friends read what I have written.

The results show that all of the students (100,0%) agree that they like to have their friends read what they have written. Figure 4.46 illustrates the distributions of the opinions of the students in the experimental group.
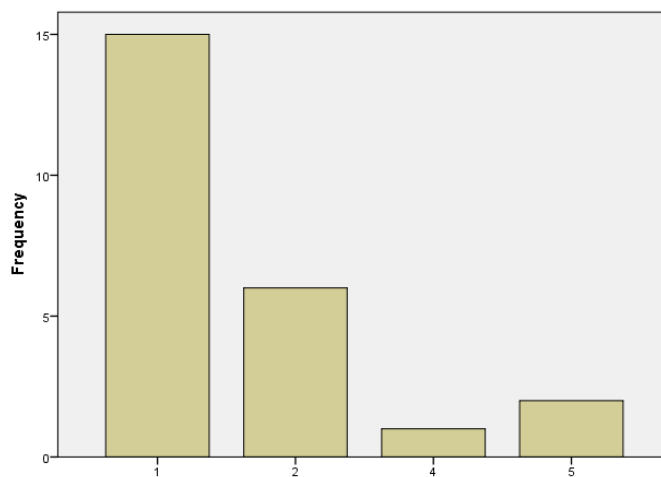
Q12

Figure 4.47: Histogram of the statement of Q12 of the Control Group

The results of the control group show that more than half of the students (62,5%) strongly disagree that they like to have their friends read what they have written. 25,0%

of the students disagree with the item. Yet, 4,2% of the students agree with the item. 8,3% of the students strongly agree with the item. Figure 4.47 illustrates the distributions of the opinions of the students in the control group.

Q14
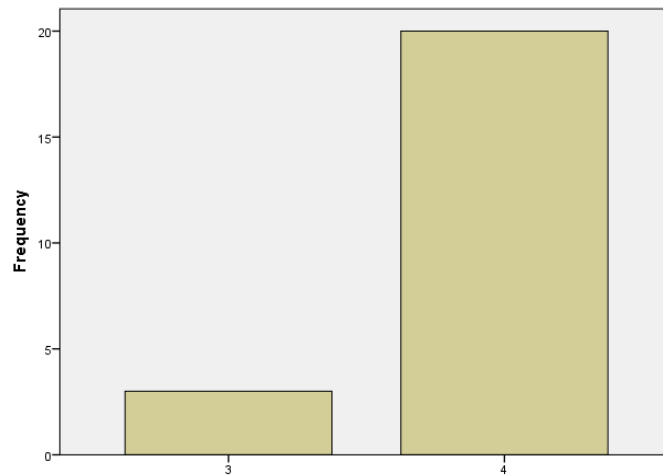
Figure 4.48: Histogram of the statement of Q14 of the Experimental Group

Q14: People seem to enjoy what I write.

The results show that a very high percentage of the students (87,0%) agree that people seem to enjoy what they write. The rest of the group (13,0%) report having no idea. Figure 4.48 illustrates the distributions of the opinions of the students in the experimental group.

Q14
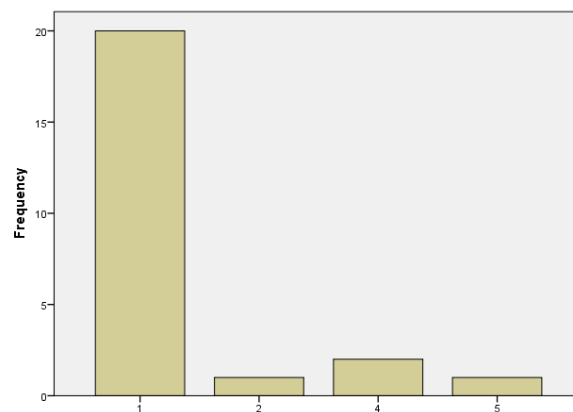
Figure 4.49: Histogram of the statement of Q14 of the Control Group

The results of the control group show that a large group (83,3%) strongly disagree that people seem to enjoy what they write. 4,2% of the students disagree with the item. Yet, 8,3% of the students agree with the item. 4,2% of the students strongly agree with the item. Figure 4.49 illustrates the distributions of the opinions of the students in the control group.
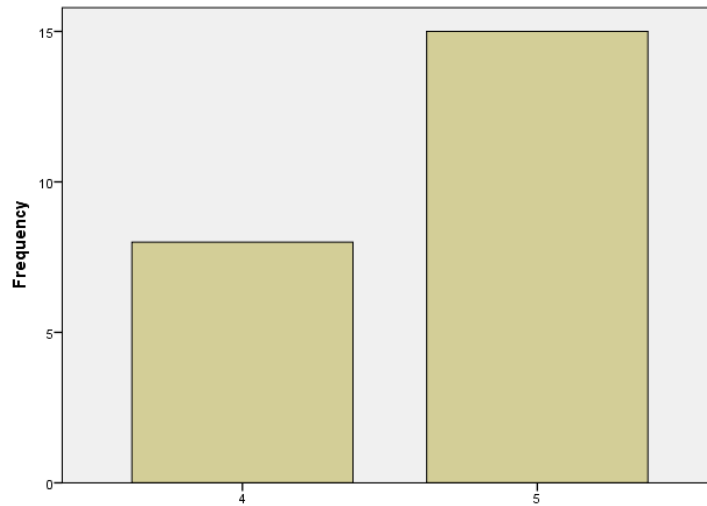
Figure 4.50: Histogram of the statement of Q19 of the Experimental Group

Q19: I like seeing my thoughts on paper.

The results show that a great number of the students (65,2%) strongly agree that they like seeing their thoughts on paper. 34,8% of the students agree with the item. Figure 4.50 illustrates the distributions of the opinions of the students in the experimental group.
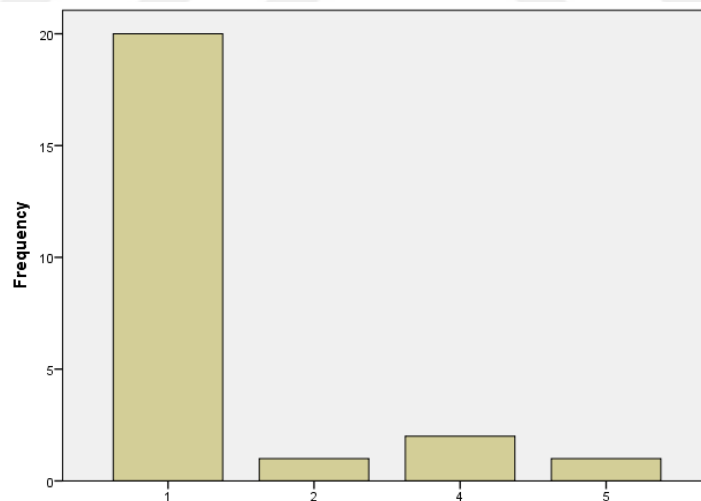
Figure 4.51: Histogram of the statement of Q19 of the Control Group

The results of the control group show that a very high percentage of the students (83,3% strongly disagree that they like seeing their thoughts on paper. 4,2% of the students disagree with the item. While 8,3% of the students agree with the item, 4,2% of the students strongly agree with the item. Figure 4.51 illustrates the distributions of the opinions of the students in the control group.
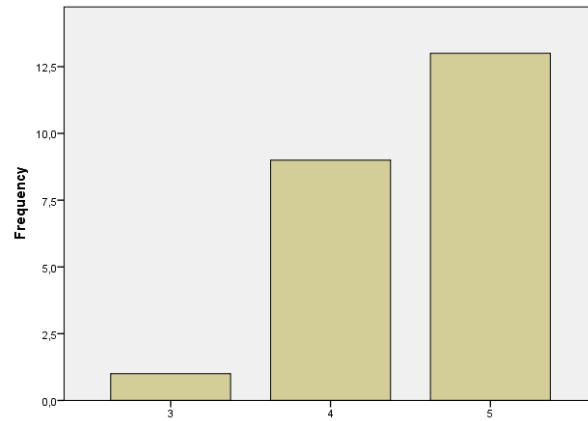
Q20

Figure 4.52: Histogram of the statement of Q20 of the Experimental Group

Q20: Discussing my writing with others is enjoyable.

The results show that more than half of the students (56,5%)strongly agree that discussing their writing with others is enjoyable. 39,1% of the students agree with the item. 4,3% of the students report having no idea. Figure 4.52 illustrates the distributions of the opinions of the students in the experimental group.
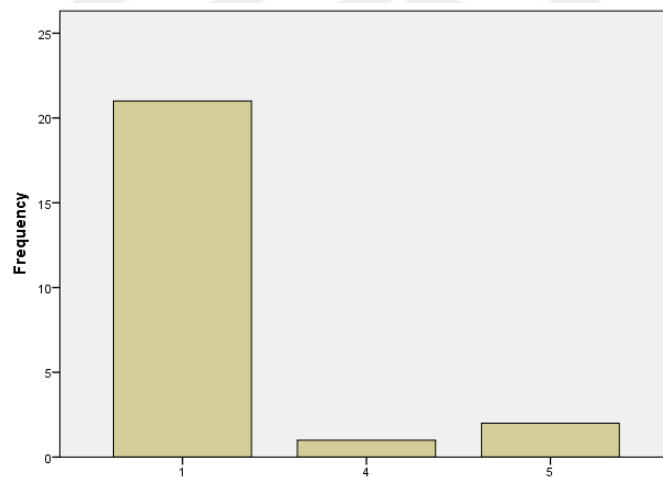
Q20

Figure 4.53: Histogram of the statement of Q20 of the Control Group

The results of the control group show that a large group (87,5%) strongly disagrees that discussing their writing with others is enjoyable. Yet, 8,3% of the students strongly agree with the item. 4,2% of the students agree with the item. Figure 4.53 illustrates the distributions of the opinions of the students in the control group.

4.4. CONCLUSION

This chapter presented the Multiple Intelligences Survey results of the experimental group and students' opinions about writing in a detailed way. Students' opinions about writing in terms of their responses to WAT were analyzed. The experimental group's responses for each item were compared to the control group's responses and the results were presented.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. INTRODUCTION

This chapter will present the summary of the study, discussion the research questions, limitations of the study, pedagogical implications and suggestions for further studies.

5.2. SUMMARY OF THE STUDY

This study investigated the effect of the writings tasks including the activities based on Multiple Intelligences Theory (MIT), namely "Teaching Writing to 11th Grade Students through The Multiple Intelligences Theory. The study took ten weeks. It was conducted with 47 eleventh grade students in Ertuğrulgazi Anatolian High. There were two groups in the study; the experimental group consisting of 23 students and the control group consisting of 24 students. The experimental group did the writing tasks including the activities based on Multiple Intelligences Theory prepared by the researcher, yet, the control group did the writing activities in their coursebooks, "Yes You Can A.2.2". In the first week, Multiple Intelligences Survey prepared by Özden (2003, cited in Şerefhanoğlu, 2007, pp.85-88) was applied to the experimental group and the results were analyzed. According to the dominant intelligences in the classroom, the researcher prepared eight writing tasks including the activities based on Multiple Intelligences Theory related to themes in the coursebook as there are eight themes in the coursebook. The experimental group did the writing tasks including the activities based on Multiple Intelligences Theory prepared by the researcher, yet, the control group did the writing activities in their coursebooks. In the second week, the experimental group did the first writing task, namely "Writing an email about summer holiday plans". Students did the activities before writing, and then wrote an email. They gave feedback to each other and then did the necessary corrections and wrote again. After the teacher's feedback, they wrote their final draft. The control group wrote according to the writing instruction in their coursebooks. In the following seven weeks, the process was the same for the other tasks. The writing tasks prepared by the researcher and the sample writings of the experimental group and the control group for each task were attached in Appendices 12-27.

Quantitative research method was applied in order to collect data about students' opinions toward writing in English classes. To get the quantitative data, Writing Apprehension Test (WAT), 26-item questionnaire that features 13 items with positive polarity and 13 with negative polarity with 5 point Likert type scale, was applied to the both groups at the end of the study, the tenth week. The statements in the questionnaire were in Turkish to elicit objective results without causing confusion. Before the administration of the questionnaire, the students were told that confidentiality would be ensured and it wouldn't have any effects on their grades. 47 students took part in the survey voluntarily. The questionnaire's findings were analyzed under the subtitles of " Enjoyment of Writing", "Fear of Evaluation", "Negative Perceptions about Writing Ability" and "Showing my Writing to Others". The data obtained through the questionnaire were transformed into statistical results by means of SPSS. The items of each subtitle for both two groups were analyzed seperately and the experimental group's results were compared to the control group's. The results showed that the experimental group's mean scores for the positive items in the questionnaire was high and for the negative items, their mean scores were low that means they gave positive answers. However, the results of the control group revealed that their mean score for positive items were low and the mean scores for negative items were high that means they gave negative responses.

5.3. DISCUSSION OF RESEARCH QUESTIONS

The questions which led to this study were answered after all stages of the study were completed. Each question was answered in detail as follows:

5.3.1. Discussion of the First Research Question

The first question was **"**Do the writing tasks' activities based on The Multiple Intelligences Theory increase the students' writing ability?" To get answers for this question, Writing Apprehension Test was applied to both the experimental group and the control group at the end of the study. The data gathered through the questionnaire showed that writing tasks including Multiple Intelligences Theory based activities by the researcher helped students increase the students' writing ability as a result of their positive responses to the questionnaire. Regarding the experimental group's writing samples, it can be seen clearly that they improved their writing skills. While the experimental group wrote more with a higher motivation and less anxiety through a

wide range of activities based on Multiple Intelligences Theory, the control group didn't want to write, wrote less or wrote the same writing sample in the coursebook. In order to explain why MI is an effective way of teaching and why it can overcome some of our problems in education, Moran, Kornhaber and Gardner (2006, p.23) give the following example;

"Think of LEGO building blocks. If we have only one kind of block to play with, we can build only a limited range of structures. If we have a number of different block shapes that can interconnect to create a variety."

5.3.2. Discussion of the Second Research Question

The second research question was "Can the writing tasks be more enjoyable through the Multiple Intelligence Theory based activities?". Responses of the students to the questions in Writing Apprehension Test showed that students in the experimental group enjoyed writing and found writing fun in English classes. While the experimental group found the writing tasks including Multiple Intelligences Theory based activities enjoyable, nearly all of the students in the control group didn't want to write to the writing parts in their coursebooks. They wrote just because of getting high marks in terms of their performance in the classroom.

5.3.3. Discussion of the Third Research Question

The third research question was "Can the Multiple Intelligence Theory learning and teaching activities activate the students' background knowledge?". Activities for multiple intelligences in each writing task prepared by the researcher definitely activated the students' background knowledge. To illustrate, students remembered easily thanks to the activities such as brainstorming, brainstorming with a soft music, small and large group discussions, reading writing samples, using mind maps, watching videos, matching activities, classifying and categorizing, working indiviually, working in pairs or groups, giving feedback to their friends. The results show that students can use their background knowledge more effectively and they can write more confidently when they are provided a range of activities regarding the individual differences in the classroom.

5.4. LIMITATIONS

There are a few limitations in this study. Firstly, this study aimed at analyzing the effect of the activities based on Multiple Intelligences Theory to teach only writing skills. Secondly, a small number of the students, namely 47 students, took part in this study. Thirdly, forty minutes lesson time was a problem and sometimes students needed more time to finish their writing. Fourthly, the researcher had to prepare writing tasks related to the themes in the coursebook as it is obligatory to use the coursebooks prepared by the Ministry of the National Education. Lastly, there weren't activities related to all multiple intelligences in each writing task prepared by the researcher.

5.5. PEDAGOGICAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES

This study investigated the effect of Multiple Intelligences Theory based activities to teach writing skills. Another research with more students can be carried out to see the effect of the activities based on Multiple Intelligences Theory on other skills such as reading, speaking, listening, and also sub skills. All students are different from each other in terms of their interests, learning styles, preferences in classrooms. For this reason, it is a must to take the individual differences into account for teachers so that students can both learn better and have fun while learning. At this point, Multiple Intelligences Theory provides an opportunity since it individualizes learning process and presents a wide range of learning and teaching activities. As the students in the experimental group showed a great success and completed the research progress without getting bored, another study can be carried out in other lessons. Moreover, a study which can reveal the opinions of the teachers and students towards the use of Multiple Intelligences Theory in English classes can be designed.

5.6. CONCLUSION

Quantitative results of this study reveal that the activies based on Multiple Intelligences Theory in prepared writing tasks have positive effects on students' writing skills. Thanks to the activities in the writing tasks, they wrote much more since the activities helped them to generate, develop and organize their ideas on the given topic. Additionally, they developed and used a battery of writing strategies such as accurately assessing the audience's interpretation, using prewriting devices, writing the fluency in

the first drafts, using paraphrases and synonyms, soliciting peers and instructor feedback, and using feedback for revising and editing. Moreover, they learned how to write grammatically correct texts and how to apply this knowledge for particular purposes and contexts. They also learned to write well-formed sentences, coherent paragraphs and texts that were organized in relation to why and for whom they are writing. The activities were useful for their language development, too as the mental process during the writing activities is a part of ongoing learning. Lastly, the tasks enabled them to use their grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

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APPENDICES

Appendix 1. Multiple Intelligences Survey (Çoklu Zeka Ölçeği)

	Sevgili öğrenciler; Aşağıdaki önermeleri dikkatlice okuyunuz ve size en uygun olan maddeyi (X) işaretleyiniz.	Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
	1. Bölüm	**1**	**2**	**3**	**4**	**5**
A	Kitaplar benim için önemlidir.					
B	Zihnimde kolayca hesaplar yapabilirim					
C	Gözlerimi kapattığımda sıklıkla açık ve net imgeler görebiliyorum.					
D	Sesim güzeldir.					
E	Düzenli olarak yaptığım en az bir spor/fiziksel aktivite vardır.					
F	Çevremdeki insanların danışmak için başvurduğu biriyimdir.					
G	Hayat hakkındaki önemli sorular üzerine kafa yorarım.					
	2. Bölüm	**1**	**2**	**3**	**4**	**5**
A	Kelimeleri, okumadan, yazmadan veya söylemeden önce beynimde işitirim.					
B	Matematik ve/veya Fen dersleri okulda en çok sevdiğim dersler arasındadır.					
C	Renklere karşı duyarlıyımdır.					
D	Bir şeyin notasının yanlış çalındığını fark edebilirim.					
E	Bir yerde uzun süre hiç kımıldamadan oturmaktan sıkılırım.					
F	Yürüyüş yapma, koşma, yüzme yerine futbol, basketbol ve voleybol gibi sporları tercih ederim.					
G	Kendimi daha iyi tanımak için kişisel gelişim ile ilgili kitaplar okurum.					
H	Bazı insanların çevre ve doğal hayat hakkındaki duyarsızlıkları beni üzmektedir.					

Sevgili öğrenciler; Aşağıdaki önermeleri dikkatlice okuyunuz ve size en uygun olan maddeyi (X) işaretleyiniz.		Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
3. Bölüm		**1**	**2**	**3**	**4**	**5**
A	Televizyon izlemek veya film seyretmekten çok radyo veya bir ses kasetini dinlediğimde daha iyi öğrenirim.					
B	Mantıksal düşünmeyi ve beyin jimnastiği gerektiren oyunları severim.					
C	Fotoğraf çekmeyi severim.					
D	Müzik dinlemeyi severim.					
E	Ağaç işleri, dikiş, maket yapma gibi el becerisi gerektiren işleri severim.					
F	Bir sorunum olduğunda tek başıma çözmeye çalışmak yerine yardımına başvurabileceğim birini ararım.					
G	Başarısız olduğum durumlarda kendime karşı esnek davranabilirim.					
H	Hayvanların etrafında dolaşmaktan, onlarla oynamaktan hoşlanırım.					
4. Bölüm		**1**	**2**	**3**	**4**	**5**
A	Kelime işlem oyunlarını severim.					
B	"Eğer ….. ise ne olur" türünden deneysel şeyler yapmayı severim.					
C	Yap boz gibi görsel bulmaca oyunlarını severim.					
D	Çok iyi çaldığım bir müzik aleti vardır.					
E	En iyi fikirlerin içime doğduğu anlar yürüyüş, koşu gibi fiziksel etkinlikte bulunduğum zamanlardır.					
F	En az üç yakın arkadaşım vardır.					
G	Kendime sakladığım bazı hobilerim vardır.					

		Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
H	Kuş beslemek, akvaryum sahibi olmak gibi doğa ile ilgili en az bir hobim vardır.					

	Sevgili öğrenciler; Aşağıdaki önermeleri dikkatlice okuyunuz ve size en uygun olan maddeyi (X) işaretleyiniz.	Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
	5. Bölüm	**1**	**2**	**3**	**4**	**5**
A	Dil sürçmeleri, tekerlemeler veya kafiyeli sözcüklerle eğlenmeyi ve eğlendirmeyi severim.					
B	Zihnim sürekli eşya (şeyler) ile ilgili kalıp, kural ve mantıksal silsileleri araştırmakla meşguldur.					
C	Rüyalarım gerçek gibidir.					
D	Müzik olmasaydı hayatım daha kısır olurdu.					
E	Boş zamanlarımı genellikle dışarıda geçirmek isterim.					
F	Kendi başıma eğlenmekten çok bir grup arkadaşla eğlenmeyi tercih ederim.					
G	Hayatla ilgili zihnimi sürekli meşgul eden bazı konular var.					
H	Zihnim mevsimler, iklimler gibi doğal olayların oluşumuyla ilgili sorularla meşguldür.					
	6. Bölüm	**1**	**2**	**3**	**4**	**5**
A	Konuşmalarımda (veya yazılarımda) insanlar bazen kullandığım kelimelerin ne anlama geldiğini sorarlar.					
B	Bilimsel alandaki gelişmeler ilgimi çeker.					
C	Bilmediğim yerlerde yön tayin etmede ve gideceğim yeri bulmada rahatımdır.					
D	Sokakta yürürken bazen kendimi bir melodiyi mırıldanırken bulurum.					
E	Konuşurken sıklıkla beden dili kullanırım.					
F	Bildiğim şeyleri başkalarına öğretmeyi severim.					
G	Zayıf ve kuvvetli yanlarım hakkında gerçekçi bir bakış açısına sahip olduğumu düşünüyorum.					

		Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
H	Ağaç, kuş ve benzeri bitki ve hayvan türlerini kolaylıkla ayırt ederim.					

	Sevgili öğrenciler; Aşağıdaki önermeleri dikkatlice okuyunuz ve size en uygun olan maddeyi (X) işaretleyiniz.	Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
7. Bölüm		**1**	**2**	**3**	**4**	**5**
A	Benim için Türkçe ve Sosyal Bilgiler dersleri, Matematik ve Fen derslerinden hep daha kolay olmuştur.					
B	Her şeyin mutlaka mantıklı bir açıklamasının olduğuna inanırım.					
C	Resim yapmayı ve çizim yapmayı severim.					
D	Davul veya tef gibi vurmalı çalgılara kolayca tempo tutabilirim.					
E	Bir şeyi kendim tecrübe ederek (örn. dokunarak) daha iyi öğrenirim.					
F	Kendimi bir lider olarak görürüm. / (İnsanlar bir lider olduğumu söyler.)					
G	Hafta sonunda lüks bir eğlence yerinde olmaktansa bir yayla evinde kendi başıma geçirmeyi tercih ederim.					
H	Canlılar alemiyle ilgili kitap okumayı, belgesel seyretmeyi çok severim.					
8. Bölüm		**1**	**2**	**3**	**4**	**5**
A	Arabada giderken yollardaki yazılar, şekil ve manzaradan daha çok dikkatimi çeker.					
B	Somut ve kavramsal şeyler üzerine düşünmeyi severim.					
C	Geometri gibi şekillerle ilgili konuları, Cebir türü işlemsel konulardan daha kolay bulurum.					
D	Birçok şarkının ve müzik parçasının ezgisini bilirim.					
E	Heyecan verici fiziksel aktiviteleri severim.					
F	Kalabalık ortamlarda rahat davranırım.					

G	Kendimi güçlü bir iradeye sahip ve özgür düşünen biri olarak görürüm.					
H	Tatil için doğa ile baş başa kalacağım yerleri seçerim.					

Sevgili öğrenciler; Aşağıdaki önermeleri dikkatlice okuyunuz ve size en uygun olan maddeyi (X) işaretleyiniz.		Benim için hiç uygun değil	Benim için çok az uygun	Benim için kısmen uygun	Benim için oldukça uygun	Benim için tamamen uygun
9. Bölüm		**1**	**2**	**3**	**4**	**5**
A	Arkadaş toplantılarında sık sık yeni duyduğum veya okuduğum şeylere atıfta bulunurum.					
B	Okulda, işte, evde insanların konuşmalarındaki veya yaptıklarındaki mantık hataları çok dikkatimi çeker.					
C	Kuşbakışı olarak yukarıdan gördüğüm nesnelerin gerçek görünümlerini rahatlıkla zihnimde canlandırabilirim.					
D	Bir melodiyi doğru olarak mırıldanabilmem için bir iki kez duymam yeterlidir.					
E	Vücut koordinasyonumun (elimi kolumu kumanda etme…vb.) iyi olduğunu düşünürüm.					
F	İşimle ve ilgi alanlarımla ilgili toplantılara/sosyal etkinliklere katılmayı severim.					
G	Hayatımdaki önemli olayları ve iç dünyamla ilgili şeyleri günlüğüme/dosyama kaydederim.					
H	Hayvanat bahçeleri veya botanik bahçeleri gibi bir yönüyle doğal hayatı barındıran yerleri ziyaret etmeyi severim.					
10. Bölüm		**1**	**2**	**3**	**4**	**5**
A	Halihazırda gurur duyduğum, çevremdeki insanlar arasında fark edilmemi sağlayan yazılı bir eserim var.					
B	"Şey"lerin ölçülmesi, kategorize edilmesi, analizinin yapılması veya bir şekilde rakamlara dökülerek açıklanması onları daha kolay anlamamı sağlar.					
C	İçinde bolca şekil ve resimlerin olduğu okuma materyallerini tercih ederim.					
D	İş yaparken, ders çalışırken veya bir şey öğrenirken sık sık kendi kendime tempo tutar veya bir melodi mırıldanırım.					
E	Yeni bir beceriyi izlemek veya okumak yerine yaparak yaşayarak daha iyi öğrenirim.					

F	Akşamları evde kendi başıma geçirmektense canlı, neşeli, eğlenceli arkadaş toplantılarına katılmayı tercih ederim.					
G	Kendi işim var. / Kendi işimi kurma konusunu ciddi bir şekilde düşünüyorum.					
H	Bahçe işleriyle ve toprakla uğraşmayı severim.					

Appendix 2: Writing Apprehension Test (Turkish)

Aşağıda yazma ile ilgili 26 tane cümle ve her cümlenin karşısında bu cümlede anlatılanlara ne düzeyde katıldığınızı belirlemeye yönelik 5 ifade yer almaktadır. Sizden istenen, size en çok uyan maddeye işaret (X) koymanızdır. Bu cümlelerde doğru ya da yanlış cevap diye bir şey yoktur. Bunun için önemli olan sizin samimi ve dürüst cevaplar vermenizdir.

	Kesinlikle katılmıyoru	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Yazmaktan kaçınırım.					
2. Yazdıklarımın değerlendirilmesi konusunda bir endişem yoktur.					
3. Düşüncelerimi yazıya dökmeyi dört gözle beklerim.					
4. Yazdıklarımın değerlendirileceğini düşününce yazmaktan korkarım.					
5. Yazma etkinliklerine katılmak benim için çok korkutucu bir tecrübedir.					
6. Kompozisyonu teslim etmek kendimi iyi hissetmemi sağlar.					
7. Kompozisyon yazmaya başladığımda aklımdan her şey silinmiş gibi olur.					
8. Düşünceleri yazarak ifade etmek zaman kaybı gibi görünüyor.					
9. Değerlendirilmesi ve yayımlanması için dergilere yazımı göndermek hoşuma gidiyor.					
10. Düşüncelerimi kağıda dökmeyi severim.					
11. Düşüncelerimi açık bir şekilde yazarak ifade etme yeteneğime güveniyorum.					
12. Yazdıklarımı arkadaşlarıma okutmak hoşuma gider.					
13. Yazma konusunda gerginim.					
14. İnsanlar yazdıklarımdan hoşlanır görünüyorlar.					
15. Yazmaktan zevk alıyorum.					
16. Düşüncelerimi hiçbir zaman açık bir şekilde kağıda dökemediğimi düşünüyorum.					
17. Yazmak çok eğlencelidir.					
18. Daha derse girmeden, kompozisyon yazmada başarısız olacağımı düşünüyorum.					
19. Düşüncelerimi kağıt üzerinde görmeyi seviyorum.					
20. Yazdıklarımı başkalarıyla tartışmak eğlenceli bir iştir.					
21. Yazma etkinliklerinde, düşüncelerimi düzenlerken çok sıkıntılı anlar yaşıyorum.					
22. Bir kompozisyonu teslim ettiğimde, başarısız olacağımı biliyorum.					
23. İyi kompozisyonlar yazmak benim için kolay iştir.					
24. Diğer arkadaşlarım kadar iyi yazdığımı düşünmüyorum.					
25. Kompozisyonlarımın değerlendirilmesinden hoşlanmam.					
26. Yazılı anlatımda iyi değilim.					

Appendix 3: Writing Apprehension Test (English)

Dear students, Indicate your ideas on the graded scale by placing an X in the appropriate box.	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
1. I avoid writing					
2. I have no fear my writing's being evaluated.					
3. I look forward to writing down my ideas.					
4. I'm afraid of writing essays when I know they will be evaluated.					
5. Taking a composition course is a very frigtening experience.					
6. Handing in a composition makes me feel good.					
7. My mind seems to go blank when I start to work on my composition.					
8. Expressing ideas through writing seems to be a waste of time.					
9. I would enjoy submitting my writing to magazines for evaluation and publicaation.					
10. I like to write down my ideas					
11. I feel confident in my ability to express my ideas clearly in writing.					
12. I like to have my friends read what I have written.					
13. I'm nervous about writing.					
14. People seem to enjoy what I write.					
15. I enjoy writing.					
16. I never seem to be able to write down my ideas clearly.					
17. Writing is a lot of fun.					
18. I expect to do poorly in composition classes even before I enter them.					
19. I like seeing my thoughts on paper.					
20. Discussing my writing with others is enjoyable.					

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
21. I have a terrible time organizing my ideas in a composition course.					
22. When I hand in a composition, I know I'm going to do pooorly.					
23. It's easy for me to write good compositions.					
24. I don't think I write as weel as most other people.					
25. I don't like my compositions to be evaluated.					
26. I'm not good at writing.					

Appendix 4. First Writing Task

Writing an email about summer holiday plans

A. Discuss the questions with your friends. (**Linguistic & Interpersonal Intelligence**)

1. Have you got any summer plans?

2. Where are you going to go?

3. What are you going to do?

4. Where are you going to stay?

5. How are you going to get there?

B. Write whatever comes to your mind with your friends.
(**Linguistic&Interpersonal Intelligence**)

types of holiday   **accomodations**

holiday activities   **travelling**

(Students created mindmaps about their mindmaps) (Spatial Intelligence)

Hi Peter,

A I hope you are well.I thought I'd drop a line about my summer holiday plans. I'm going to go on holiday next July. My friends and I are planning to visit Jersey, one of the five remarkable islands in the Channel Islands. We'd like to see the fascinating world in the island. We are going to stay at a place especially equipped for holidaymakers near the Durrel Wildlife Park for ten days and feel so thrilled as we are exploring all the beauty in the island. I'm sure it will be a great experience for all of us.

B I am sure I'll have a pleasant for our visit to the Wildlife Park. I'm going to spend time in the zoo for a day because I'm a real animal freak. In the morning, I'm going to provide food for those lovely friends and wash their enclosures. Then, I'm

assisting the vets in watching out the members of the zoo. They are going to allow me hold a snake! I believe it wil be frightening but astonishing! We are also planning to walk on the beaches, take boat trips and explore the bays. We will probably get tired but, of course, we are going to go hiking. Finally, we'd like to taste the traditional food in the island, too. Perhaps we'll want to stay there longer.

C How about you ? Are you planning to go somewhere in summer? Write soon.

Yours, Tim

C. Read Tim's email again and match the paragraphs (A-C) to the headings (1-3).

(Linguistic&Mathematical Intelligence)

1	
2	
3	

closing remarks; question about friend's holiday plans

planned activities

opening remarks; reason for the writing; holiday destination

D. Read the email carefully and answer the questions. **(Linguistic&Mathematical Intelligence)**

*   How does he start the email? Which expressions does he use at the beginning part?

*   How does he express the reason for writing?

*   How does he express his expectations?

*   What expression does he use at the last part of the email?

Underline all expressions in the email (Linguistic Intelligence)

E. Find the examples of the sentences with future meaning and underline in the mail. **(Linguistic&Mathematical Intelligence)**

Useful Language Box

Opening remarks
- Hi, how are you?
- Hello, how are the things?
- I hope you are well.
- Thanks for your email
- …………………………
- …………………………

Stating future plans
- We are visiting….
- We're spending (a week) in …………….
- We're going to stay….
- We'll be/ have ……….
- …………………
- ……………….

Stating expectations
- We'll probably…..
- Perhaps we will…
- It is likely to be ……...
- ………………………
- ………………………

Closing remarks

- That's all for now
- Have to go now
- Send me your news
- ……………………….
- ……………………….

Signature endings

Yours
Love
Best wishes
Bye for now
……………………………...

F. Change the opening and closing remarks in Tim's email with appropriate ones from the Useful Language Box. (**Linguistic & Mathematical Intelligence**)

G. Read the following and put the into the correct column in Useful Language Box.
(**Linguistic & Mathematical Intelligence**)

o I'm writing this to tell you about ………………..

o I'm sure I'll be ………………………..

o We're planning to …………………

o Hope everything is OK.

o I think I'll be / it will be ……………..

o Well, I must go now.

o I can't wait to hear from you.

o Lots of kisses

o Take care

I. Put the words into the correct order and rewrite the sentences. (**Linguistic& Mathematical Intelligence.**)

- It / a / be / am / will / sure / experience / I / great / will

…………………………………………………………………………..

- I'm / visit / going / galleries / / to / art / and / a lot of / take / photos

…………………………………………………………………………..

- enjoy / our / We / excellent / journey / Maldives / to / will

…………………………………………………………………………………

- We're / at / luxurious / planning / to / hotel / a / stay

…………………………………………………………………………………

- We're / trekking / in / going / mountains

…………………………………………………………………………………

J. Read the extract and correct the mistakes. Compare your corrections with your partner. (**Linguistic & Interpersonal Intelligence**).

How are things? My friend and I am going to Illinois on a sightseeing holiday next moth. We're going to travl there on plane. We'll seeing famous museums, and remarkable architecture. We're staying on a hotel. we're also planning to visiting river towns and doing shopping.

I can't waiting.

K. Read the rubric and write an email to your best friend giving details of your holiday plans. In your email:

- Say where and when you are going / who you are going with / where you are staying / how long you are staying / how you are travelling

- Give details of the things you are going to do / the places you are going to visit / the things you are going to buy and for whom

- Say your expectations

L. Some piece of music will accompany while you are writing.(**Musical Intelligence).**

M. Follow the plan below while writing your email.

Greeting   Hi, (your friend's first name)

Para 1   the place you're visiting, who you are going with, when you are

going , how you are travelling, how long you are staying, how you

feel

Para 2   what activities you will do there, what places you will visit ,

what you will buy, how you are going to feel, what do you expect

from your holiday

Para 3   ask about your friend's holiday plans

Signing off   use a signature ending

Your first name

N. Exchange your papers and discuss about your writings**. (Interpersonal Intelligence)**

• Read your friend's email

• Give feedback to each other.

(Students revised their writings and then wrote again. After the teacher's feedback, they wrote their final draft.)

Post-writing

N.Match the words to their definitions. (Words were chosen from students' writings). **(Linguistic Intelligence)**

1. …. gorgeous   a. the parts left over after other parts have been destroyed

2. ..... wonder   b. calm, quiet

3. …. remnant   c. beautiful, very attractive

4. …. peaceful   d. impossible to believe

5. ... incredible   e. feel curious

Appendix 5. Second Writing Task

Writing a text about "Natural Disasters"

A. Work in pairs and discuss the questions **. (Linguistic&Interpersonal Intelligence)**

1. Have you ever experienced a natural disaster?

2. What was it?

3. When did it happen?

4. How did you feel?

B. Read the article below about a natural disaster and put them into the correct order. **(Linguistic&Mathematical Intelligence)**

Sandy Strikes

A

We passed whole night in the underground room. We were shocked when we went out in the morning. The streets were under a large amount of water beyond its normal limits, there were fallen energy lines and cars were under the branches of trees. The alarms of the cricis services were being heard everywhere. People were upset and worried but they were cleaning their homes and gardens. Because life was going on. Luckily, our house didn't have a serious destruction. We were lucky to remain alive at the end of such an enormous storm. We all felt glad when the storm was utimately over. But we got so sorrowful when we learned that the hurricane left dozens dead, thousands homeless and millions without power.

B

Tina, living in New Jersey with her mum, is talking about that disastrous day.

C

On October 29th 2012, a hurricane hit the Northeast United States, Canada and Caribbean. The Hurricane Sandy, also also called Superstorm, killed 147 people, left 9000 people homeless. It damaged 650.000 houses and it also did $71.5 billion economic damage.

D

What a dreadful night! It was 02.30 o'clock and I was sleeping. Suddenly, I heard a ear-splitting sound. I became aware of it was thunderclap, and suddenly got up. I looked out of the window, it was raining cats and dogs. It was blowing strongly and the trees were moving from side to side. I ran to mum's room. She was looking frightened and her voice was vibrating. " Hurricane is approaching" she called. At once, we went towards

the bottom where we were not likely to be harmed from the storm. The wind was so forceful that the the house entirely was trembling. The windows were broken to pieces outside. It was too dark as the electricity was also turned off. We were so anxious that it was the most terrifying experience of my life.

C. Read the text again and complete the notes below. **(Linguistic&Mathematical Intelligence).**

Notes on hurricane

Date: …………………………..
Location: ……………………….
Number of victims
………………………………. died
…………………………….. lost their homes
Wittness:
Her description :
- *Weather:*
- *The trees ……………………. ……………………………*
- *The electricity ………………………………………………….*
- *Streets …………………………………………………………*
- *People felt …………………………………………………….*

D. Answer these questions by writing the letters (A-D) in the boxes. **(Linguistic, Mathematical & Intrapersonal Intelligence)**

In which paragraph(s) does the writer:

a. gives information about the facts about the disaster such as What happened?, When happened, where it happened, the information about the victims?

b. describes the disaster and tells the people's feelings ?

c. gives information about witness?

E. Think about the effetcts of a natural disaster in groups of two or three and write appropriate words for each title. **(Interpersonal & Linguistic Intelligence)**

victims (people) — died

they need

food

who helps

government

how people feel

worried
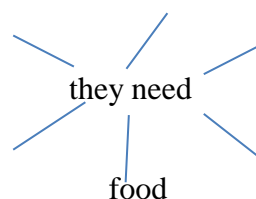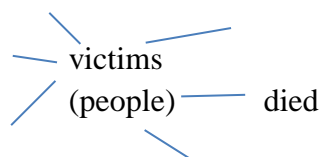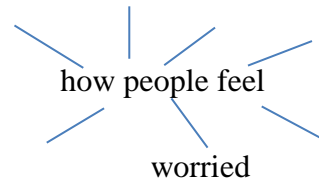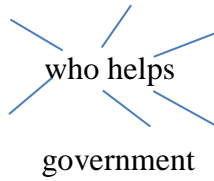
E. Complete the newsreport. (Linguistic & Visual Intelligence)

wildfire / hurricane / tsunami / avalanche / volcanic eruption / flood /earthquake

1.In late October 2010, a(n) …………... occured at Mount Merapi in Indonesia, causing a huge cloud of smoke and ash.

2.In September, 2009, heavy rains hit İstanbul, Tekirdağ and the rest of Marmara Region of Turkey and the ………………… caused severe damage to the roads and and Metro Network in İstanbul.

3. On 16th October, 2005, a(n)……………… called Wilma hit the Atlantic Basin with 184 mph winds.

4. On 23th October, 2011, at 1.41 pm local time, a(n) …………………… hit Van, Turkey, creating aftershocks for several days.

5. In 2004, a(n) huge ………………… hit Maldives Islands and swept away a thousands of tons of sand, beaches, boats and palm trees.

6. On December 4th, 2017 a(n)…………………. Called Thomas broke out in California, burning down 281.900 acres.

7. A 44 year-year old mand and his
11 year-old daughter died in a(n)
……………………. in the
French Alps.

Grammar

Simple Past / Past Continuous

F. Fill in the blanks with the correct form of the verbs. (Linguistic Intelligence)

- Luckily, the hurricane ……………………………… much damage to the area. (not cause)

- Some people ……………………… the streets after the storm (clean) while others ……………….. (work) to clear up the mess in their houses.

- It ………………….. five hours for the rescue team to find the snowboarders. (take)

- We ………………….. (sunbath) on the beach. Suddenly , the sky ………………… dark and minutes later it started to rain heavily. (grow).

- The Chicago Fire ………………….. out in a house and was out of control when firefighters arrived. (break)

Adjectives (-ed/ -ing)

G. Read the sentences below and circle the correct option. (Linguistic Intelligence)

- At last the storm was over and we were **relieved** / **confused.**

- I heard a strange noise from upstairs and the lights went out. I felt so **tired** / **scared**.

- A: I heard about the flood. Are you alright?

B: I'm OK now, but it was **terrifying** / **amazing**.

- The wind was blowing so hard that I couldn't sleep well. It was a **frightening** / **fascinating** night.

- I was really **shocked** / **amused** when I saw the trees and power lines on the ground.

H. While writing your texts , watch the video about this destructive disaster. (Quake rocks Turkey- https://www.youtube.com/watch?v=SsJDCrOP3uY) (**Spatial Intelligence**)

İ. Students wrote their first draft and they gave feedback to each other and then they revised their writings. After the teacher's feedback, they wrote their final drafts. (**Interpersonal Intelligence**)

Notes on Earthquake **Date:** 13/3/1992 **Time:** 19.20 **Location:** Erzincan - Turkey **Magnitude:** 6.8 **Number of victims:** - 653 people were killed - 3850 people were injured **Witnesses:** My grandmother, 63 / come to visit us from İstanbul **Her description:** Dad/ watch the news Grandma / knit a scarf Mum/ wash the dishes in the kitchen Kids/ play in their room House/ start shaking Books in the bookcase/ fall off Television/ fall off We/ terrified ; kids/ start crying/ Lights/ go out We/ run outside People /shocked and frightened People/ scream and cry Houses/ destroyed Trees/ fall down Cars/ lie under the buildings People/ need shelters and food Doctors/nurses/Turkish Red Crescent/ help the victims	F. Write a text about the earthquake in Erzincan. Look at the notes and do the following. Plan your writing **Paragraph 1:** When did the earthquake hit? Where did it happen? What was the magnitude? How many people died/were injured/lost their homes? **Paragraph 2** Give information about the witness (his/her name/ his/ her age) **Paragraph 3** Give the details of the disaster What were people doing when the disaster happened? What happened first during the disaster? What events happened then? How did people feel? **Paragraph 4** Give the details of the scenery after the disaster What did people do when the disaster was over? How was the situation outside? What were people doing? How did they feel? What did they need? Who helped?

Post writing

How can we protects ourselves against the natural disaster. Discuss with in groups of four.

（Linguistic&Interpersonal Intelligence）

Appendix 6. Third Writing Task

Writing a text about eating healthy

A   **Nowadays**, there is a growing trend that a large number of people stop eating meat, instead   they favor eating vegetables,   herbal legumes and nuts to become healthier and to get protein. Many people definitely don't prefer such a diet, but in my opinion, we should stay away from eating meat too much. If we achieve this, I think we will have a more healthy mind and body.

B   **To begin with,** meat is harmful for our health since red meat is particularly the source of heart disease because it includes a lot fat. **Moreover**, animals are given some medicines and this is not healthy.

C   **Secondly**, animals are not behaved well. **For instance**, they are far away from natural environment   and they live indoors and their living conditions are below standard. **Additionally**, they are killed harshly.

D   **All in all**, I strongly feel eating meat is not essential.If people eat more fresh fruit, vegetables and legumes and also nuts, they feel healthier as bodily and mentally and animals don't suffer any pain.

1. Read the text and discuss and the questions with your partner. (**Linguistic, Mathematical & Interpersonal Intelligence**)

    - What is the main idea in the text ? Which sentence is the topic sentence?

    - How does the writer express his own ideas? With which expressions?

    - What expressions does he use to give examples to support his ideas?

    - What expression does he use in concluding paragraph?

2. Read the text again and match the paragraphs (A-D) to the headings (1-4) below. **(Linguistic & Mathematical Intelligence)**

1		second opinion&reasons/examples
2		express idea again
3		first opinion & reasons/examples
4		present topic and express opinion

3. Read the text again and complete the table. **(Linguistic&Mathematical)**

Opinions	Reasons/Examples
1. eating meat harmful	
2.	

4. Change the linking words/phrases in bold with the linkingwords and phrases from the Useful Language Box. (**Linguistic Intelligence**)

5**.** Highlight the phrases the writer uses to express his/her opinion. Change them with phrases Useful Language Box.   (**Linguistic & Visual Intelligence**)

6**.** Highlight the topic sentences in the text. Write sentences below so that they express a topic sentence. (**Linguistic & Visual Intelligence**)

a   vegetables / be / more beneficial / red meat
b   animals / be put to death / unpleasantly

Useful Language Box

- **Listing points:** in the first/second place, to begin/start with, firstly, secondly, finally
- **Adding points:** in addition, also, furthermore, moreover, besides, as well
- **Introducing reason/examples&expand points**

for example, for instance, such as, in particular, therefore, for this reason, because, since, in other words

- **Concluding**: in conclusion, all in all, tos um up, taking everything into account
- **Give opinion**:

I believe/think/feel (that)…….
       To my mind, …….
       To me, …………..
As far as I'm concerned, ……..
The way I see it …
In my opinion/view, ……..

---

7. Rewrite the following sentences so that they express an opinion. (Linguistic Intelligence)

a. Children should eat more fruit and vegetables and less junk food.

……………………………………………………

b. Drinking enough water keeps skin soft and prevents it from drying out.

……………………………………………………

c. Eating too much at dinner may cause indigestion.

……………………………………………………

8. Discuss the following point of view with your classmates.

People should stay away from   ready-made foods and cook at home instead."
(Interpersonal Intelligence)

9. a) Read the opinions (1-4) and try to write a reason or an example for each in groups. **(Linguistic&Mathematical Intelligence)**

1	harmful – including added ingredients	
2	feasible - beneficial for unanticipated visitors	
3	lessening time-best possible for people who work hard	
4	high-priced- be priced a great deal of money	

b) Which opinions do you agree/ disagree?

10. Use your answers from Ex.9b to write a text. Follow the plan below.

Plan	
Para 1 introduce the topic&state your opinion	These days, many people ………………………………. Although ……………………………. , to my mind, …………………………………………………….
Para 2 first viewpoint&reasons/ examples	Firstly, ……………………….. In particular, ………… Also, ………………………………
Para 3 second viewpoints& reasons/examples	In the second place, ……………………………………. Because …………………………………. In addition, ………………………….
Para 4 state your opinion again	In conclusion, I think ………………………………………………………..

Post Writing

A. Match the words to their definitions. **(Linguistic Intelligence)**

1. avoid   a. the regarding of someone or something as interesting or   important.

2. contain   b. increase, add to.

3. attention   c. have enough money to pay for.

4. afford   d. have or hold (someone or something) within.

5. enhance   e. keep away from or stop oneself from doing (something).

Writing an email about an imaginary holiday

A. Discuss the following questions. **(Linguistic, Interpersonal & Visual Intelligence)**
1. Do you know anything about Egypt?
2. Would you like to visit Egypt one day? Why? / Why not?

First now let's watch a video about Egypt.

Hi Andy,

I hope you are fine. I'm writing to tell you everthing about my last summer holiday. You'll never guess where I went to with my cousin! Egypt! We had an amazing holiday in Egypt.

First, we arrived Cairo, the capital of Eygpt and the tour guide took us from the airport to our hotel in the heart of the city. As we had only a few days, we left the hotel quickly and began to our journey. Our first destination was Giza Pyramids, the last wonder of the ancient world. When I saw the pyramids and looked them carefully, I couldn't believe my eyes and we were amazed beacuse they were so big. There were many visitors like us and all of them were also looking fascinated. While the tour guide was telling about the pyramids, we all were listening to him curiously. Some people were asking questions to him about the pyramids, and some other people were trying camel riding, and we tried, too. While we were riding a camel, we had a fun but it was a bit uncomfortable. Then, we saw *the Sphinx of Giza*. Its body was looking like a lion's, but its head was looking like a human's. It was so huge and charming.

Our next stop was Luxor. We got there by train. As we were touring in Thebes happily, now home to Luxor, we were really astonished. We were experiencing past and present with a rich history while we were visiting The Valley of Kings and Karnak Temple. .

On the last day, we continued to discover the wonders of Egypt on a Nile cruise. We were very excited because it was the first for us. While we were cruising**,** we enjoyed the ancient sites of upper Egypt joyfully. Well that's all for now. Say hello to everyone.

Love, Sally

B. Read the sample writing above. Which paragraph(s):
(Linguistic&Mathematical Intelligence)

- give(s) information about the things which she did during the holiday ☐

- state(s)the holiday destination and reason for writing ☐

- include(s) closing remarks ☐

Grammar

A. Join the sentences using the linking words as in the example. **(Linguistic Intelligence)**

e.g.   We saw the Leaning Tower of Pisa. We all were impressed. (when)

We all were impressed when we saw the Leaning Tower of Pisa.

1. We arrived Shimla, India. It was hot and the sun was shining (when)

2. I was sunbathing on sandy beaches in Rio. I watched the calm water filled with wooden fishing boats. (while)

3. We learned about the lives of Peru's aboriginal people. We were touring the floating islans of Lake Titicaca. (as)

4. We felt hungry. We ate al fresco at a great restaurant in Shanghai. (when)

5. We had a wonderful time. We were swimming with whale sharks on Isla Holbox, Mexico. (while)

Find the examples for when-while clauses in the email. (**Linguistic**)

B. Form adverbs from the adjectives below to complete the sentences.

   (**Linguistic Intelligence**)

   happy - heavy- careful- bad - strong

1. While I was hiking on holiday, I fell down and injured my ankle
   …………………

2. When we got off the bus , it was raining ………………………. , so we had to go to the hotel.

3. I checked my flight date and time …………………… before I went to the airport.

4. The wind was blowing …………………… when we got the peak.

5. People were dancing …………………. at the festival.

   Find the examples of adverbs in Sally's email**. (Linguistic Intelligence**)

Writing

   A. Think about which wonder of the world would you like to visit. Then, imagine that you had an amazing holiday in that country where you can see the wonder you want to visit and decided to write an email to your friend about your holiday. Please attach some photos, too. Follow the plan below while your are writing your email.

Greeting   Hi, (your friend's first name)

Opening   Why are you writing this letter?

         Where did you go?

         How did you get there?

         Who were you with?
         How long did you stay?

Parag 2-4 Say what you did

         Where did you stay?

         What was the weather like?

Which sights or places did you visit?

Did you like?

How did you feel?

Did you do anything interesting?
Did you enjoy yourself?

Closing   Use a closing remark to end your email

Signing off Use a signature ending and your first name below that

Useful Language Box

Greetings	Phrases for opening paragraphs	Phrases for closing paragraphs	Signature endings
Dear Mike, Dear Mum, Hi Judy,	What have you been up to? Hope you are well! Hello! How are the things? I'm writing this to tell you about…..	Well, that's all for now. I must go now. See you soon! Say hello to everyone.	Yours Love Lots of kisses Bye for now Take care

Dear Judy,

Hope you are well!

…………………………………………………………………………………………………….
…………………………………………………………………………………………………….
…………………………………………………………………………………………………….
…………………………………………………………………………………………………….
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…………………………………………………………………………………………………….
………………………………………………………………………………………………………

Bye for now, Jill

Keep in mind!
- Divide your email into the paragraphs.
- Use linking words to join your sentences(when-while)
- Use conjuctions like and, but, so
- Use sequence words. (first, then, finally)
- Do not forget to use adverbs.
- When you finish writing, always check your pronounciation,, spelling and grammar.

Students wrote their first draft and they gave feedback to each other and then they revised their writings. After the teacher's feedback, they wrote their final drafts. (**Interpersonal Intelligence)**

Post-writing

A. Correct the mistakes in following sentences with your partner. (**Linguistic & Interpersonal Intelligence**)

1. When we arrived London, firstly we were visiting Buckingham Palace.

…………………………………………………………………………..

2. I liked New York and I had a lot fun. I take photos.

……………………………………………………………………………

3. We had an excited holiday.

……………………………………………………………………………

4. We arrived Rome and then we will go to the hotel.

……………………………………………………………………………

5. We talked to the local people when we were strolling in the city centre.

……………………………………………………………………………

Appendix. 8.Fifth Writing Task

Writing about advantages and disadvantages of an invention.

A. Number the inventions in order of importance according to you.

| Smartphone | MP3 Player | Flat Screen tv | Video Games Console | Laptop |

B. Now, let's discuss and choose your classroom's most favorite invention. **(Interpersonal)**

C. Most of you have got a mobile phone ,a tablet computer or a laptop. Let's discuss the following questions. **(Linguistic & Interpersonal Intelligence)**

- Do you know when they were introduced?

- What do you do on your tablet computers or mobile phones ?

D. All of us know that we need Internet connection to surf the Net or use social media. Do you have an internet connection on your mobile phones? **(Linguistic Intelligence)**

E. What can you say about the advantages and disadvantages of the Internet ? **(Linguistic, Mathematical & Interpersonal Intelligence)**

F. We all believe that Internet has both lots of advantages and disadvantages. Nowadays, you know that many students, like you, use Internet for searching about a subject or   when they have a homework. Let's read a   text about advantages and disadvantages of using Internet.

A   All over the world,a number of students uses the Internet easily. They think that it is very useful but it has some drawbacks, too.

B   It's obvious that Internet is very advantegous forstudents. **Firstly**, it aids them when they have a homework. **To give an example**, there are many sources on the Net and students can find the required data without difficulty. **Additionally**,they can acquire knowledge , study and practise at home through the Internet.

C   **However**, there are main disadvantages of utilizing the Internet. In the first place, many websites aren't competent enough. **For instance**,students can't always find the accurate data for their homework**. Another disadvantage of** using the Internet is that students **make use of** the information freely **. As a result**, they may have successful exam results but actually they don't learn.

D   **In conclusion**, there are benefits and drawbacks of using the Internet for academic goals. **To me**, the Internet is very useful and helpful if students use it rightly.

G. Read the text and match the paragraphs (A-D) with the headings (1-4) (**Linguistic & Mathematical Intelligence**)

1		express writer's personal opinion
2		disadvantages&examples
3		introduce topic
4		advantages & examples

H. Read the text again and complete the table**. (Linguistic & Mathematical Intelligence**)

Positive Sides	Examples
1.get information for homework	
2.	
Negative Sides	**Examples**
1.	
2.	

Useful Language Box

Linking words   **List advantages**
List and add points   The first/main advantage of …..
- In the first place   One/Another/An additional advantage of ……….
- To begin/start with   One point in favour of ………
- Firstly
- Secondly   **List Disadvantages**
- Finally   The first/main disadvantage/drawback of ……..
- In addition   One/Another/An additional disadvantage of …..
- Also   One point against …….
- Furthermore

Introduce examples   **Express an opinion**
For example   I believe
For instance   I think
To give an example   In my opinion

Show contrast
However, …..
On the other hand,….

Introduce a conclusion
In conclusion
All in all,
To sum up,

I. Choose the correct words/ phrases in bold. (**Linguistic Intelligence**)

1. **All things considered** / **However**, there are advantages and disadvantages of owning a mobile phone.
2**. Another disadvantage** / **advantage** of online shopping is that it may not be safe enough.
3. **All in all** / **Secondly**, I strongly believe that all students shouldn't spend too much time on computer.

Keep in Mind
   We should start a body paragraph with a topic sentence. After writing topic sentence, we should follow with supporting sentences.

L. a) Underline the topic sentences in the text you read. (**Linguistic&Mathematical Intelligence**)

M. a) All of you have got your mobile phones . Now think about its advantages and disadvantages in groups. (**Linguistic & Interpersonal Intelligence**)
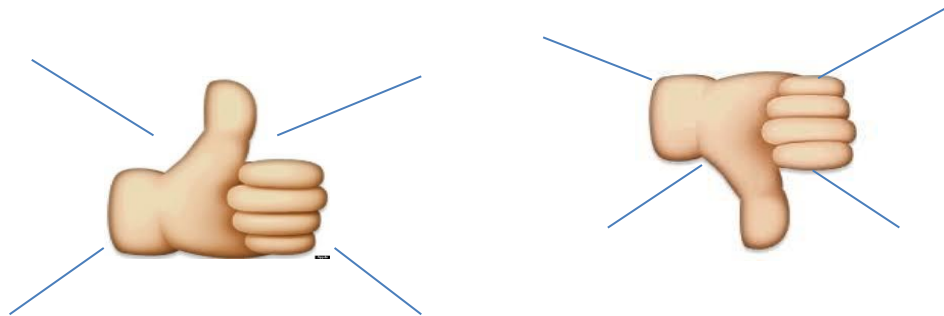
b) Write your ideas on the table below**. (Linguistic Intelligence**)

Positive Sides	Examples
1.	
2.	
Negative Sides	**Examples**
1.	
2.	

N**.** Write a text about advantages and disadvantages of mobile phones. Use your answers on the table above. Follow the plan.

Introduction

Para 1 introduce the topic

Main body

Para 2 advantages & examples

Para 3 disadvantages & examples

Conclusion

Para 4 summary of the topic & express your opinion

Nowadays, teenagers …………………….……………………………
……………………………………………………………………………
To start with, …………………………………………………………..
For example, …………………………………………………………..
Also, …………………………………………………………………..
To give an example, …………………………………………………..
However, ……………………………………………..........
The first disadvantage of …………………………………………...
For instance, …………………………………………………………..
In addition, ……………………………………………………………
For this reason, ………………………………………………………..
To sum up, …………………………………………………………
I believe …………………………………………………………….

Students wrote their first draft and they gave feedback to each other and then they revised their writings. After the teacher's feedback, they wrote their final drafts. (**Interpersonal Intelligence)**

Post-writing

A. Read the sentences below and decide whic ones are topic (T) or supporting sentences

(S). (**Linguistic Intelligence**)

1. The main advantage of tablet PCs it that we can carry easily. ……..

2. In the first place, shopping online may not be safe. …….

3. On the other hand, there are many disadvantages of social media. …….

4. There are some good sides of using mobile phones. …….

5. Furthermore, teenagers should use the Internet sensibly. …….

Appendix 9. Sixth Writing Task

Writing a complaint letter

A. Discuss the questions with your partner. (**Linguistic&Interpersonal Intelligence**)

1. In your daily life, what do you often complain about?

2. About which instutions do you complain?

3. What kind of things do you complain about ?

4. How do you express your complaints?

Dear Sir,

A   I am writing to complain about the lack of social activities for teenagers in Erzincan. We have not got many choices when we want to do something different after school or at the weekends.

B   Firstly,we cannot watch theatres or concerts so much. There are a lot of people who never watched a theatre. Additionally, we do not know about the courses on sport activities. Furthermore, we have got only one shopping center so it is very crowded at the weekends . There are not many department stores there. Since, we often do online shopping.

C   Secondly, most of us go to the school by bus every day, but the ticket prices are quiet expensive. Buses are also too crowded especially in the mornings. For this reason, our school journey is a bit hard.

D   For all these reasons, I insist on more social, cultural and sport activities. We would like to see more advertisements on the billboards. Also, I would appreciate if you could do a discount for the ticket prices. I look forward to your response.

Yours faitfully

Ayşe

B. Read the complaint letter above and decide which paragraph: (Linguistic&Mathematical Intelligence)

- expresses writer's expectations ……………………….

- gives information about second complaint ……………………….

- tells why s/he is writing ……………………….

- gives information about first complaint ……………………….

C. Why does the writer sign off using *Yours faithfully*? (**Linguistic&Mathematical Intelligence**)

D. Find the examples of formal style in the mail. (such as full verb forms, polite expressions.) **(Linguistic& Mathematical Intelligence)**

E. Use phrases from the Useful Language box to rewrite the paragraphs A and D. (Linguistic Intelligence)

F. Work in pairs. Read the following sentences and decide which can be beginnings (B), which can be endings (E). **(Linguistic&Interpersonal Intelligence)**

1. I would like to draw your attention to the difficulty we had in waiting in the long queue at the bus stop …….
2. I demand a bigger library for our school …….
3. Could you please allow to wear whatever we want instead of school uniform. ……
4. I am writing to inform you that we were disappointed while we were watching the school match as there aren't any seats to sit. ……….

Useful Language

Opening Remarks
- I am writing to complain about …………
- I would like to draw your attention to ……
- I wish to inform you that the ……………… was unacceptable / disgraceful etc………
- I am writing to say how disappointed / disgusted etc ………..

Closing Remarks
- I look forward to hearing from you shortly.
- I look forward to receiving an explanation.
- I insist on / demand …………………….

Imagine that you went on holiday after you saw an advertisement in a website of a hotel. However, you didn't have a holiday as it was told in the advertisement. You were disappointed and decided to write a complaint letter to the hotel manager.

problems

We live in a small city and sometimes complain about the things in Erzincan. Think about your complaints with your friends and take notes.

complaints

You have been a student at this school for three years and you know everything very well about your school. Sometimes you complain about the things at school. Think about what things you are dissatisfied with and discuss with your partner and take notes.

What is the matter?

G. Choose one of the topics above and write a complaint letter. Use a formal style and the phrases in the Useful Language box below.

Dear Sir/Madam ,
Para 1   opening remarks; reason for writing

Para 2   your first complaint with details

Para 3   your second complaint with details

Para 4   closing remarks; your expectations

Dear Sir / Madam
I am writing to …………………………………………………………………………….
……………………………………..……………………………………………………...

First of all, ……………………………………………………………………………….
……………………………………..……………………………………………………...

In the second place, …………………………………………………………………………
……………………………………..……………………………………………………...

For these reasons, …………………………………………………………………………..
I look forward to …………………………………………………………………………

Yours faithfully / truly / sincerely
………………………………………………………………………………………….

H. Students wrote their first draft and they gave feedback to each other and then they revised their writings. After the teacher's feedback, they wrote their final drafts. **(Interpersonal Intelligence)**

Post-writing

A. Fill in the blanks with the words below. <u>One word is extra.</u> **(Linguistic Intelligence)**

bothering / strict / focus / demand / insist / complaint

1. It is difficult to ……………………… in the classroom when there is noise.

2. My father is a ……………………….. man, but my mother is easy-going.

3. I am too busy this summer, but my cousins ………………………….. on visiting them.

4. What is ………………….. me is that he never keeps his promise.

5. All workers at the company ……………………… a high salary and satisfying working conditions.

Writing a film review

Ayla: The Daughter of War

A   Ayla is a dramatic film and it is based on a true story in 1950 during the Korean War. It was directed by Can Ulkay and it has an excellent cast. İsmail Hacıoğlu stars as a young soldier , Çetin Tekindor plays him as an older man. Kim Seol plays the leading role in the film as Ayla although she is the youngest and Lee Kyung-Jin plays her as an adult.

B   The plot is very impressive and emotional. When Korean War starts at early 1950s, Turkey send some soldiers to Korea. Sergeant Süleyman, one of these soldiers, notices a 5 year-old girl one night. She is alone , Süleyman takes her to the camp. They learn that she has no parents so they decide to take care of her. Süleyman give her a Turkish name, Ayla. They look after Ayla for 15 months, she learns Turkish and calls Süleyman "baba". They have a real father-daughter relationship. When it is time to return Turkey, Süleyman wants to take Ayla with him, but it is not allowed because of strict rules. Ayla stays in Korea in spite of Süleyman's great efforts. Nearly 60 years later, Süleyman and Ayla meet at Seul, the capital of Korea.

C   Ayla is a really amazing film. The actors and actresses give a brilliant performance. The film music, carrying Fahir Atakoğlu's signature, is great, too. I highly recommend it. It is well worth seeing. Don't miss it.

   A. Read the film review above and decide in which paragraph; (**Linguistic & Mathematical Intelligence**)

   a)   writer tells the plot summary
        ………..

   b)   writer expresses his thoughts about the film.
        ………..

   c)   writer tells the name/ type of the film and actors/actresses.
        ………..

   B. Work in pairs. Fill in the blanks with the words or phrases given below. (**Linguistic&Interpersonal Intelligence**)

a waste of time / directed by / blockbuster / excellent cast / the role of / box-office hit / computer animated / leading roles / specail effects / the role of / written by

1. "The Avengers" is a really thrilling film with 3D …………………………………………………..

2. In the latest James Bond film," Skyfall", Daniel Craig plays …………………………………………………….. 007.

3. "Star Wars" is a real ………………………………………..; many people have watched all over the world.

4. I can't stand watching horror films. I think they are a complete …………………………………………………….

5. "The Hobbit", …………………………………. a novel written by J.R.R. Tokien, is about a battle between a young hero and a dragon.

6. "Terminator 2: Judgement Day" tells a great story with brilliant special effects and a(n) …………………………………………..

7. "Kış Uykusu", ………………………………………… Nuri Bilge Ceylan, won 2014's Cannes Film Festival Palme d'or.

8. "Cars 3" is a 3D …………………………………………….. comedy adventure film.

9. I really enjoyed watching "Aile Arasında". Erdal Özyağcılar, Gülse Birsel, Engin Günaydın, Demet Evgar play the ……………………………………………………. The film's ……………………………………….. written by Gülse Birsel, is very successful.

10. If you are a real adventure lover, I strongly recommend "The Revenant". Leonardo Di Caprio and Tom Hardy are the heroes of the film. This film is a ……………………………………….. and it's worth seeing.

Grammar

C. Choose the correct option.

1. **In spite of** / **Although** great special effects, I found the film boring.

2. I really love Bollywood films **despite** / **even though** they are very long.

3. **Though** / **In spite of** the actors and actresses perform well, the ending is disappointing.

4. **Although** / **despite** poor acting, I liked the plot and film music.

5. The film is only suitable for adults **although** / **in spite of** it is full of adventure and suspense.

D. Write an introduction for a film review of The Fault in Our Stars using the inormation given in the movie poster below. (**Linguistic&Visual Intelligence**)

full of romance

Shailene Woodley

Ansel Elgort

directed by

Josh Boone

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

E. Complete the following paragraph about the plot of the film using the correct form of the verbs given in brackets. (**Linguistic Intelligence**)

The film _____ (be) a love story about two teenagers with a cancer. Hazel is 16 year-old girl and she _____ (struggle) with cancer for three years. She _____
(have) trouble breathing and _____ to have an oxygen tank whereever she _____ (go). Her parents always _____ (do) everything so that she _____ (feel) better.
She _____ a support group for teens thanks to her mum and she _____
(meet) a boy, Augustus, there. He is also a cancer survivor and _____ (lose) his leg because of his illness and now he _____ (walk) with a prosthetic leg. They _____ (start) to spend time together and _____ (fall) in love each other. Hazel's dream is to meet her favorite actor, Peter Van Houter. Augustus _____ (want) to make his lover's dream. He _____ (connect) Peter Van Houten and the writer _____ (invite) them to Amsterdam. Although Hazel's parents _____ (not afford) fort his visit, Augustus _____ (take) Hazel   to   Amsterdam.   Hazel   gets   disappointed   because   the   writer _____ (behave) rudely. When they _____ (come) back, they _____ (face) with a terrible fact that Augustus's illness

_____ (have to) struggle with his illness again but he hasn't got so much time.

The acting is excellent even though the hero and the heroine of the film is very young. It has also a surprsining ending.

F. Read the two conclusions below and choose the most appropriate one for the film review above. (**Linguistic Intelligence**)

1. The Fault in Our Stars is a great movie with a realistic story. It's a must see. Don't miss it.
2. The Fault in Our Star is not an interesting movie. It's a complete waste of time. I definitely do not recommend it.

G. Write a film review for the English Corner at school. In your film review:

- Write the name and type of film.

- Give information about the plot.

- Say if you would recommend it or not

Think of a fim you've seen and take notes for the headings below.
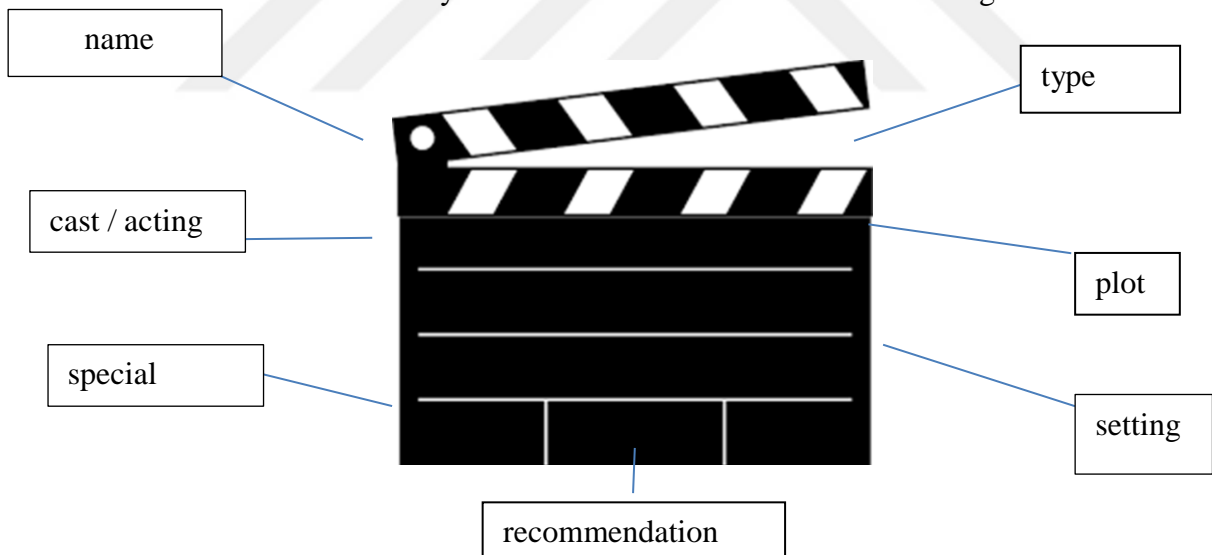
Use your notes to write the film review. Use phrases from **the Useful Language Box.**

Useful Language

Introduction

- ……………………………… a(n) sci-fi/horror/ animation etc film, directed by …………………………………………..

- It tells the story of ……………………….
- It has a great cast and …………………… star(s) in this film.
- …………………. stars as……………..
- …………………. plays the role of …………………………..
- ……………………… is / are the leading a ctor(s)/ actress(es).
- …………………….. play(s)/ have-has the leading roles.
- The film is set in ………………………….

Main Part

- The plot is exciting/thrilling/gripping/interesting etc.
- The cast is great/excellent/awful etc.
- The actors/actresses perform well/ badly etc.
- The music is fantastic/awful.
- he special effects are amazing/unrealistic/stunning.
- The ending is surprising/ (un)predictable/disappointing/interesting/exciting.

Recommendation

• All in all/Overall. I found the film great / excellent. • It is a great film for action/adventure etc lovers. • This film is a box-office hit ad it's worth seeing. • It's bound to be a boc-office hit. • It's a must-see. Don't miss it. • I definitely / highly recommend it.	• All in all/Overall, I found the film long/boring/tiring. • It's a waste of time. • I definitely don't recommend it. • I wouldn't recommend it because……………….

Students wrote their first draft and they gave feedback to each other and then they revised their writings. After the teacher's feedback, they wrote their final drafts. (**Interpersonal, Linguistic&Intrapersonal Intelligence**)

Post-writing

Students discussed and chose the best film among the reviews.

Writing a biography

Mark Zuckerberg – *the creator of Facebook*

A   Mark Elliot Zuckerberg was born on May 14, 1984, in White Plains, New York. His father, Edward Zuckerberg, managed a dental office and his mother, Karen, was a psychiatrist.

B   Zuckerberg was interested in computers at early ages. When he was about 12, he used Atari BASIC to produce a messaging program , "Zucknet." His father used the program in his dental office so that the receptionist could inform him of a new patient. The family also used Zucknet to be in contact at home. He also generated computer games just for fun with his friends, Zuckerberg later studied at Phillips Exeter Academy in New Hampshire. He was a successful student. As he was crazy about computers, he went on creating new programs such as Synapse, an early version of the music software Pandora. After graduating from Exeter in 2002, Zuckerberg enrolled at Harvard University. Other students knew him as a software creater on campus. He created a program called CourseMatch, students had an opportunity to choose their classes via this program. He also invented Facemash. This program compared the pictures of two students on campus and allowed users to vote on which one was more attractive.

C   Zuckerberg and his friends established a site that allowed users to build their own profiles, upload photos, and be in touch with other users. The group was in charge of the site—first called The Facebook— at Harvard until June 2004. By the end of 2004, Facebook had 1 million users. Zuckerberg's company, swiftly, drew the attentiveness of other colleges, high schools, international schools and other companies. Therefore, he paid attention to making larger the site, allowing outside developers's access and attaching   further characteristics. Zuckerberg and Facebook caught an ongoing success despite disapprovals. *Time* magazine named him Person of the Year in 2010, and *Vanity Fair* placed him at the top of their New Establishment list. *Forbes* also ranked Zuckerberg at No. 35—beating out Apple CEO Steve Jobs—on its "400" list. In May 2013, Facebook made the *Fortune* 500 list for the first time—making Zuckerberg, at the age of 28, the youngest CEO on the list.

D   There are over 2.20 billion monthly active Facebook users today. Mark Zuckerberg is one of the world's youngest world-wide known billionaires.

Read the biography above and decide which paragraph: **Linguistic&Mathematical Intelligence)**

1. gives information about his early years   ……………………..

2. gives information about his birth date and place   ……………………..

3. gives information about his later years   ……………………..

4. gives information about writer's and people's thoughts about him …………

A. Put the paragraphs into the correct order. **(Linguistic&Mathematical Intelligence)**

Jennifer Lawrence

A. Television wasn't enough for teenage star. In 2008, she starred in Garden Party, the Burning Plain and Poker House. She earned her Outstanding Performance Award from the Los Angeles Film Festival. In 2010, she played Ree in Winter's Bone and got Academy Award and golden globe nominations. Shortly after, she played the role of Mystique in 'X-men' in 2011 and her acting was brilliant and unforgettable. In 2012, she starred as Katniss Everdeen in Hunger Games. She won Golden Globe Award, Screen Actors Guild Award, Satellite Award,and the Independent Script Award for Best Actress because of her great performance in Silver Linings Playbook, a romantic comedy. She became the youngest actress to win two Academy Awards for Best Actress and the second youngest Best Actress winner. In 2013, she starred in Oliver O Russel's popular drama-comedy American Hustle and in Hunger Games: Catching Fire.   In,2014 she starred in the third Hunger Games movie, Hunger Games :Mockingjay Part 1 and Hunger Games:Mockingjay Part 2. In 2015, she played the role of inventor Joy Mangano in a family comedy, Joy and also starred in Hunger Games alaycı kuş part 2. She received Oscar nominations for her roles in American Hustle and Joy. She was the the best-paid actress in 2015 and 2016.

B. Her career started during her journey to Manhattan at the age of 14. She dreamed of being an actress but her parents didn't let her until she graduated from high school. so she convinced her parents and she did a cold reading, reading a script like acting that , in an agency. An agent recognized her and invited her to the studio for a cold read audition. The agents were highly impressed and they insisted that they should spend

summer in New York. In 2003, she appeared in MTV's "My Super Sweet 16". She was so determined that she finished the high school two years early.

C. Jennifer Lawrence is one of the Hollywood's most talented and successful actresses. She has got many awards and people from all over the world love her acting and appreciate her success. To me, she will have a more successful career as she has more experience.

D. Jennifer Shrader Lawrence is a famous American actress. She was born on August 15th , 1990 in Louisville, Kentucky, the USA. Her parents run a children's camp, she has got two older brother, Ben and Blaine.

C.Watch the video about Steve Job's life and then discuss in groups. (**Visual Intelligence**)

D. Work in pairs, in groups or alone. Think about a famous person you love or admire. Take notes for the headings below. (**Linguistic, Intrapersonal&Interpersonal Intelligence)**

early years

family life

achievements

his /her death

people's thoughts about him/her
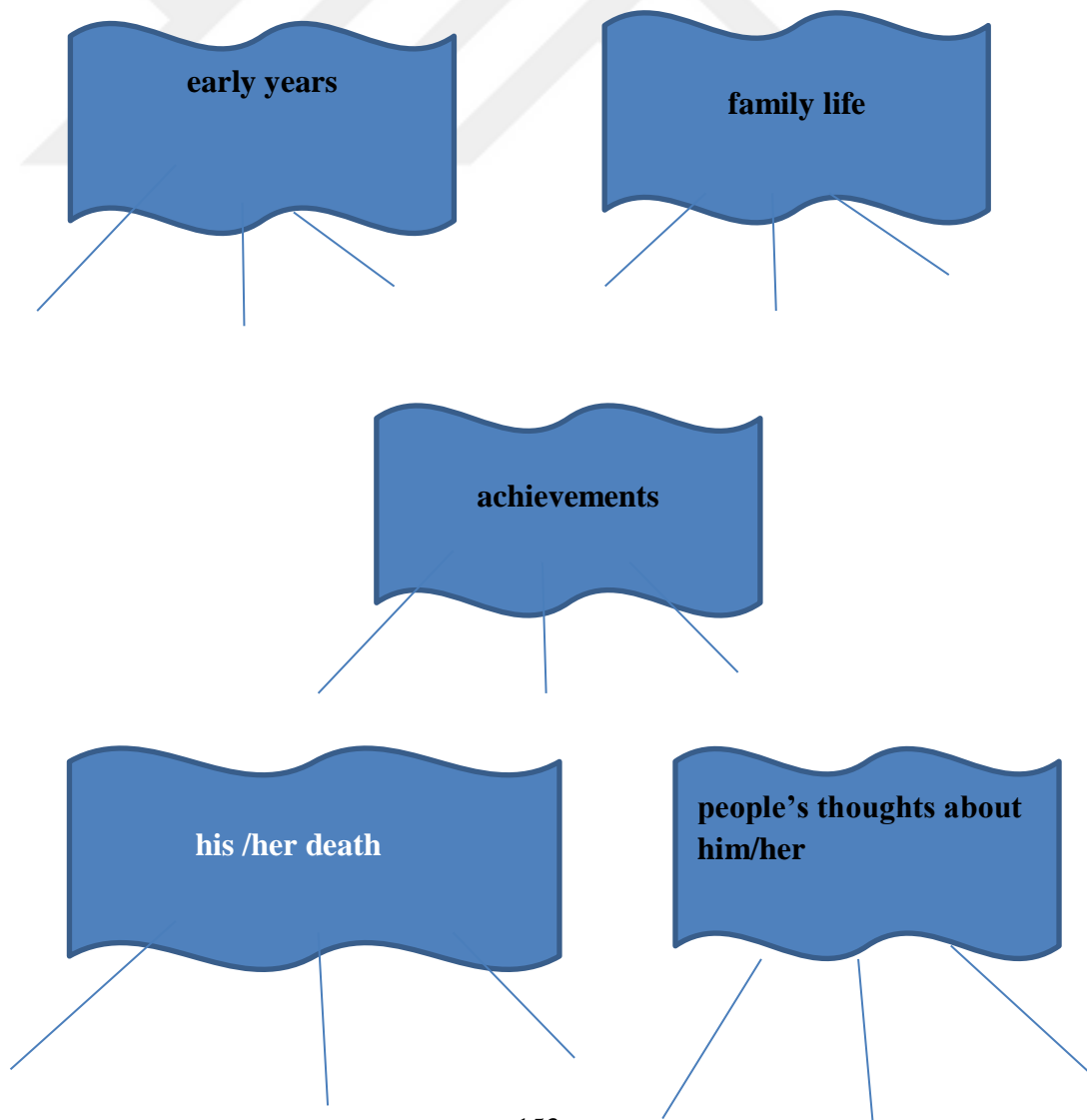
Writing a Biography

Plan

1st Paragraph   who s/he is, his/her job, his/her birth place and time, her/his family
family(optional)

…………………………… is a famous/ world-wide known / well
known / successful/ talented ………………………………...
S/he was born on ……………………………………………………
Her/his father was a(n) ……………… and her/his mother was
 a(n) ………………………………
S/he was an only child.   S/he has got……………………………
(brothers / sisters)

2nd paragrph   his/her early years , his/her childhood, school life, her/ his future
goals and dreams, etc.

As a child,…………………………………………………..
At the age of …………….., …………………………………..
When s/he was …………………., ……………………………

3rd paragraph   later years, achievements, awards, private life, etc,
 In ……………………………………..
 ……………… years later, ………………………..
S/he got married to ………………………………... and s/he had
………………………….. (number of children)

4rd paragraph   *If s/he died* , *where/when he died, your/people's thoughts about*
him/her

……………….. died on …………. in ……………. He was …..

People ……………………………….

E. Write a biography of a famous person.Use your notes in Exercise D and the plan above.

F. Students wrote their first draft and they gave feedback to each other and then they revised their writings. After the teacher's feedback, they wrote their final drafts.   (Linguistic, Interpersonal&Intrapersonal Intelligence)

Post-writing

Students presented the people whose biography they have written and they chose the one who is the most successful, has got the most interesting life.

Appendix 12. A Sample Writing from the Experimental Group related to the First Writing Task

Hi Hacer

I hope you are well. I am going to go on holiday next june. My parents are planning to visit India. We want to see this beautiful country. We are going to go by plane there. We are going to stay in a Hotel. Hotel in the Delhi city. I am sure we will have a great time and it will be a wonderfull experience.

Holi festival will be in Delhi for 2 days and we will join. At the Holi festival will sing songs and everyone will dance. Everyone will paint eachother with colered powder paint. Then we will see the Red Tower, Indian Gate, Kutub Minar and Jama Masque in Delhi. I love visiting historical places. I think we will spend a very good time. After that we will go to the big and famous Chandni Chawk bazaar. We will buy ourselves traditional clothes for souvenirs. Also we will buy something for present. Then we will go the the Agra by train. We are going to visit Taj Mahal in Agra. India is a very beautiful country with wonderful culture, traditional foods and traditional clothes. That's why Perhaps we'll want to stay there longer.

How about you? Are you going to go on holiday somewhere? Write soon.

Sincerely

Turkan ...

Appendix 13. A Sample Writing from the Control Group

I'm going to take photos

A. Choose the correct verbs in these phrases.

1. make / take photos
2. live abroad / leave
3. learn / want / Spanish
4. have / spend time with someone

Keep in m...
We're going to visit Budapest and Vienna first.
I think our colleagues will admire us.

B. Listen and write the descriptive words.

1
We're going to visit Budapest and Vienna first. Julie is planning to write an 1. .... book about our journey and I'm gonna take lots of 2. .... photos. I think our colleagues will admire us.

2
I'm going to learn French because I'd like to go to Paris one day and visit all the 3. .... art galleries. I'm also planning to spend more time with my 4. .... grandchildren. I'm sure we'll have fun together.

3
I'm planning to go to İzmir next summer because I'd like to learn the Turkish cuisine. I've got a next door neighbour from Turkey and she makes 5. .... dishes. They're really tasty. I'm going to cook the 6. .... dishes in my restaurant and my customers will love them I guess.

C. Listen again. Which people in the photos A - C on page 23 said them, do you think? Write the names.

1. .... 2. .... 3. ....

D. Read and find. "What's Catherine going to do in Mallorca, Spain?"
In summer I'm going to join a tour to Mallorca with my cousin. We're going to take a heli tour. Helicopter tours are very popular over the island. I'm crazy about scuba diving and I'm going to scuba dive in one of the diving centres. I'm also going to taste "tapas". It's a traditional dish in Mallorca.

E. Tell about your summer plans.
- Where are you going to go?
- When are you going to eat / see / buy etc.?
- Who are you going to go with?
- What are you going to do there?

F. Now write about your plans for summer. Then report it to your classmates.
_____
_____
_____
_____

Peer Correction Code
? : Meaning is not clear.
WO : Word order
WW: Wrong word
S : Spelling
P : Punctuation
G : Grammar

24

Fatih Jurt   11/C   2517

I am going to go Japan with my friend. I am going to visit The Tokyo Tower. I am going to eat sushi and rice ball. I am going to buy kimono dress.

I am going to go Karadeniz tour.
I am going to eat mihlama
I am going to see tee feilt
I am going to drink tee
I am going to go with
my best friend.
I am going to cut tee

Rumeysa TORUN
11-C 2525

In summer I'm going to go Ankara with my family. We are going to see Anıtkabir. I love Ankara. I'm going to take photos.
Sadanur Sarı

I'm going to travel in Japan. I am going to eat sushi with my friends.

Kader Seher
Varlit 11-C
2298

Appendix 14. A Sample Writing from the Experimental Group related to the Second Writing Task

Erzincan Earthquake

On March 3th 1992, at 7.20 pm, there was a big earthquake in Erzincan. It was 6.8 magnitude. 653 people were killed and 3850 people were injured. Also, 4534 houses and 954 offices were damaged.

My dad is talking about that terrible day.

When the earthquake hit, we/were at home. I was lying on the sofa and was watching the news. Your mum was preparing tea in the kitchen. You were doing your homework with your brother. Suddenly, the house started shaking and lights went out. Plates and glasses fell off loudly and books in the bookcase fell off. We heard smashing windows, too. We felt very frightened and ran outside. People were outside and they were screaming. Some people were crying. They were looking terrified and worried. Fortunately, houses were not damaged in our neighbourhood. We all were so frightened that we couldn't stay in our houses. Turkish Red Crescent built shelters and we stayed there for days. They also provided food.

The next day, we learnt that many people died and were injured because of the earthquake. The injury of Erzincan was very deep. Therefore, it is difficult to forget those disastrous days.

B. Listen to Judy Rawinsky, a nurse and find what natural disaster she is talking about.

C. Listen again and choose the right option.

1. Judy was on her way home from a visit to .... in Texas.
   a. her parents   b. her daughters

2. By Monday morning at .... Hurricane Katrina hit.
   a. 6.30   b. 9.30

3. The first floor of the hospital .... flooding.
   a. went   b. started

4. They .... drink the water because it .... poisonous.
   a. couldn't / was   b. can't / is

5. She had to stay in hospital till ....
   a. next Saturday   b. the following Monday

6. Everybody was ....
   a. terrified   b. surprised

7. It was the most .... week in her life.
   a. frightening and terrifying   b. frightened and terrified

Keep in Mind!
I felt **terrified**.
It was **terrifying**.

D. Tell an exciting or frightening event that you had. Look at the questions below and take notes.

1. How old were you?
2. What was it?
3. What happened?
4. How did you feel?
5. What happened in the end?
6. How did you feel in the end?

E. Now, write a paragraph about that event. Use "first, then, later, in the end".

This happened in (time / place) last year in Erzican when I was ...16...
.... (age). One day ..we.. were at school, the earthquake
..happened............ . Then ..we shouted , ..I............
started to cry........... . After ..we.. run...............
outside............................. I felt (excited / terrified / surprised /
(frightened) .frightened...... . In the end .....I felt relaxed.
and went home................. . It was the most (exciting (terrifying)
/ surprising / frightening) ..terrifying..................... experience in my
life.

Peer Correction Code
? : Meaning is not clear
WO : Word order
WW : Wrong word
S   : Spelling
P   : Punctuation
G   : Grammar

F. Did you do these things yesterday? Write true sentences.

e.g. I went to school yesterday or I didn't go to school yesterday.

1. go to school   I went to school.
2. play a computer game   I didn't play computer games.
3. sit at home all day   I sit at home all day.
4. download a movie   I didn't download a movie
5. eat out
6. take the bus to school
7. study English
8. get up early
9. go to a concert
10. talk to a friend on the phone for a long time

Appendix 16. A Sample Writing from the Experimental Group related to the Third Writing

These days, many people stop buying ready-made foods and cook meals at home. Many people disagree with this, but to my mind, people should cook at home.

Firstly, ready-made foods are harmful since they contain additives. In particular, they are not low in salt, fat and sugar. Also, they are not prepared in hygienic conditions.

Secondly, they are expensive. In other words, they cost a lot of money. However, if people prepare meals at home, it will be cheap and economic. Moreover they support the family budget in this way.

To sum up, ready made foods are both harmful and very expensive. In my opinion, parents should prepare meals that will satisfy children, because large-ready made food companies are found everywhere to attract children's attention. Happy and healthy days.

Muhammed Emin KÖKSAL
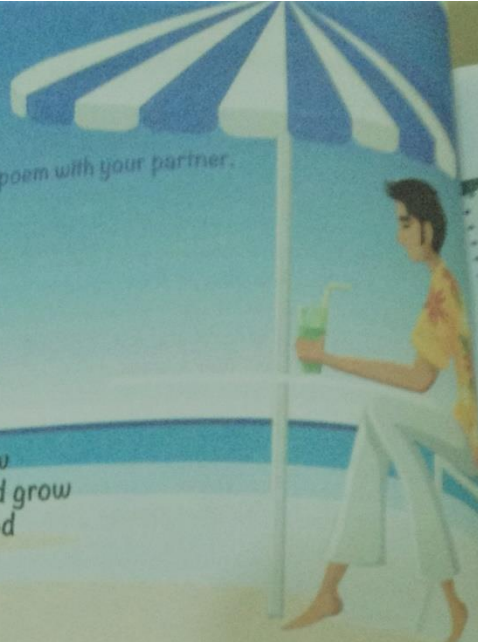
Appendix 17.A Sample Writing from the Control Group

Time to be a poet

A. Work in pairs. Discuss the theme of the poem with your partner.

I love food
It makes me feel really good
Healthy and tasty food
Keeps me in a superb mood

I want the whole world to know
How it makes me go, smile and grow
Eat healthy and nutritious food
It will make you feel so good

B. Match the opposites.

.....1. pass   a. bad
.....2. cool   b. disgusting
.....3. tasty   c. happy
.....4. sad   d. fail

C. There is a poetry competition in Antoni's school. The topic is "Eat Healthy, Live Happy". Listen to Antoni's poem and find. What will happen if you eat vegetables?

D. Listen to the poem again and tick the lines you hear.
...... 1. Fruits are really good. ✓
...... 2. Junk food is bad. ✓
...... 3. Veggies are the best. ✓
...... 4. Meat and fish keep you healthy and cool.
...... 5. If you eat junk food, you will fail the school test.

E. Complete the sentences with your own ideas.

1. If the weather is sunny on Saturday, I will go out
2. If I don't study, I fail.
3. If I eat a lot of junk food, I get weight
4. If I am ill tomorrow, I don't go to school
5. If I stay in this evening, I will watch Tv
6. If I have time tomorrow, I will do shoppen
7. If I don't have money at the weekend, I stay at home
8. When I get home early today, I will sleep
9. When I go on holiday this year, I will buy new clothes
10. When I meet my friends this weekend, we will go to the cinema.

F. Imagine you will join the poetry competition "Eat Healthy, Live Happy". Work in pairs and write a poem with your partner. Read your poems to the class. Choose the best poem in the class.

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Appendix 18. A Sample Writing from the Experimental Group related to the Fourth Writing Task

Hi Jane,

I hope you are fine. I'm writing to tell you everything about my last summer holiday. You will never guess where I went to with my sister ! Alexandria, Egypt !. We had an amazing holiday in Egypt.

First, we arrived Alexandria. The tour guide took us from the airport to our hotel. As we had only seven days, we left the hotel quickly and began to our journey. Our first destination was Lighthouse of Alexandria, longest sea lighthouse in history. When I saw the lighthouse I couldn't believe my eyes and we were amazed because it was very high. There were many visitors like us and all of them were also looking fascinated. While the tour guide was telling about the Lighthouse of Alexandria, we all were listening to him curiously. And we asked a few questions to him about the Lighthouse of Alexandria.

Our next stop was the city center. We got there by bus. We strolled here and did shopping.

On the last day, we continued to discover the Alexandria. We saw new places and it was so beautiful.

Well that's all for now. I have to go. See you soon.

Love Deföl...

Appendix 19: A Sample Writing from the Control Group

Fatih Int 11/C 2513

Last weekend I was at home while I was playing mobile phone. I heard my sister's noise. She called me for dinner. I went the kitchen. I ate Pasta. and I felt good

Last weekend, I went to cinema with my friends. I watched the film The film was dramatic All of them were cry I felt sad

Rumeysa TORUN 2525 11-C

Last summer, we went to village. While we were hiking we saw a lovely dog. After while, I walked to mountain, we saw a bear, I was afraid very much and I escaped.
Sedanur SARI

Appendix 20: A Sample Writing from the Experimental Group related to the Fifth Writing Task

Nowadays, teenagers have a mobile phone, especially a smart phone. They believe that it is useful and necessary, but it has some disadvantages, too.

To begin with, there are a lot of advantages of smart phones. For example, they can communicate easily. Parents can call them when they want. Also it useful in case of emergency. To give an example, they can call the ambulance or the police when they have a problem.

However, there are some disadvantages of using smart phones. The first disadvantage of them is that it is harmful for health. Because it emits too much radiation so people shouldn't keep the smart phones in their bedrooms when they sleep. Another drawback is that smart phones prevent teenagers from studying and doing homework. Instead, they surf the net or play games on their phones. For this reason, most parents don't let their children use mobile phones for hours.

To sum up, mobile phones have both advantages and disadvantages. In my opinion, if we, as teenagers, use our mobile phones appropriately, we don't have any problems.

Appendix 21: A sample Writing from the Control Group

The Edison of Japan

A. Match the words to their definitions.

1. creative (adj):
2. come up with (v):
3. come out (v):
4. take a nap (v):
5. invent (v):
6. benefit (n):
7. awesome (adj):
8. breath (n):
9. freedom (n):

a. happen
b. extremely good, astonishing
c. a helpful or good effect
d. liberty
e. sleep for a short period during the day
f. producing original and unusual ideas
g. the air that goes into and out of your lungs
h. think of an idea
i. design or create something new

B. Look at the man in the photos. Describe him using the adjectives below. Guess his job.

crazy   funny   smart
      creative   friendly
talented   imaginative

C. Listen and check your guesses.

D. Listen to the interview on a TV show again and tick what Dr. Yoshiro Nakamatsu has invented so far.

floppy disk   DVD   CD
I-pad   Cinemascope   LCD TV   overhead projector
      taxicab meter   the digital watch

E. Listen to the interview again and choose the right option.
1. I've come up with my ideas ....
   a) over the clouds   b) underwater
2. I dive .... an oxygen tank or snorkel.
   a) without   b) with
3. I've .... a plexiglas writing pad so I can record these ideas underwater.
   a) created   b) found
4. When you have perfect ...., your ideas come out.
   a) invention   b) freedom
5. I only sleep .... hours at night.
   a) two   b) four

F. Tick the true sentences. Correct the false ones.
1. Both Dr. Nakamatsu and Edison are innovators. ....
2. Dr. Nakamatsu sleeps as little as Edison. ....
3. Dr. Nakamatsu takes a nap twice a day like Edison did. ....

G. Search the Net for the weirdest / craziest / funniest / invention. Write about it and give a presentation to your classmates.

Peer Correction Code
? : Meaning is not clear.
WO : Word order
WW : Wrong word
S   : Spelling
P   : Punctuation
G   : Grammar

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Unending candle

The candle flowing to the basin under. It can be used again when finished. It looks decorative and nice. It is a good idea to try.
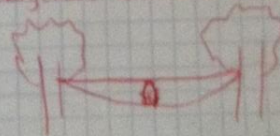
Kadriye YILDIZ
11-C 2532

On the sofa you can charge your phone with on the sofa socket. You can feel good you don't need wait for till to chape.

Darya KAÇAR

Hanging tent

Sedef Yağmur Ardıç 11-C

Alex Shirley Smith invented hanging tent. It is hanging between two trees. This tent protect easily you from insects, snakes and dangerous animals. You should try this.

Appendix 22. A Sample Writing from the Experimental Group related to the Sixtth Writing Task

Dear Sir,

I am writing to complain about the problems we have at school. We love our school very much but it is sometimes very strict and boring

First of all, it starts to early therefore we cannot wake up and we are late for school. Also, we feel sleepy and we cannot focus on our lessons.

In the second place, school canteen is very expensive. So we eat out at lunchbreak. In addition, toilets and classrooms are very dirty.

For these reasons, we insist on a revision. I look forward to your reply as soon as possible.

Yours Sincerely,

Türkan MERİG

Appendix 23. A sample Writing from the Control Group

Think twice before you go

1. Have you ever been to a youth camp? If not, are you planning to enroll in a youth / summer camp?

B. Anita went on a youth camp to Canada but she had some problems. Listen to the mail to her cousin, Daniel and complete the table. 55

The name of the camp :	....
Location :	....
Staff's personality :	....
Anita's feelings about the camp:	.... and selfish

C. Listen to Anita's mail again and tick the sentences you hear.
___ 1. You shouldn't go there.
___ 2. You should take a sleeping bag with you.
___ 3. You should think twice before you go.
___ 4. You shouldn't go to bed late.
___ 5. Moreover, the advisors were just like babysitters.

D. Anita decided to write a letter of complaint to the camp management. Read her letter and underline the suitable opening and closing remarks. 40

1. *Hello, everybody / Dear / Sir / Madam*
I'm writing to complain about your camp in Ottowa. **A. First of all / Also,** your camp brochure is a disaster. Your brochure said that there were countless activities but actually the activities were so limited. Your brochure also claimed that your staff was the best, but unfortunately, they were unhelpful and selfish. **B. Finally / In addition,** there were no advisors around. **C. However / Finally,** my vacation in your camp made me very unhappy. There was no camp spirit. I hope you will change your camp policy as soon as possible. I will not recommend your camp to anybody around me. I'm looking forward to your reply and your compensation.

2. *Yours faithfully / Love,*
Anita Harrison

E. Read the letter again and choose the correct words or phrases (A - C).

> **Keep in Mind!**
> **linkers of addition / contrast**
> **To list points:** firstly, secondly, what is more, also, in addition
> **To introduce opposing ideas:** however, but, on the other hand

F. Daniel is at a youth camp in Malta. Unfortunately he has some problems like Anita. Look at the dialogue between Daniel and Mr Wood, head staff, and fill in the blanks with the right questions.

A. Could you please send someone to help me?
B. Can I talk to Mr Wood?
C. How can I help you, Daniel?

Daniel   : Good morning **1.** ....?
Mr Wood : Mr Wood speaking **2.** ....?
Daniel   : I'm afraid there is no hot water in the bathroom.
Mr Wood : Did you talk to the camp staff about the problem?
Daniel   : Sure, I did. But they didn't come to have a look.
3. ....?
Mr Wood : OK, Daniel. I'll send someone in a minute.

G. Work in pairs. Prepare a complaint dialogue using the problems below. Then act your dialogues out.
the electricity went off ten minutes ago / the tap is leaking / the air conditioning isn't working / there are no clean towels in your room

H. Imagine you were one of the campers in that camp. Write a similar complaint letter (as in activity D) to the camp management. Use the following problems. Use linkers of addition / contrast.
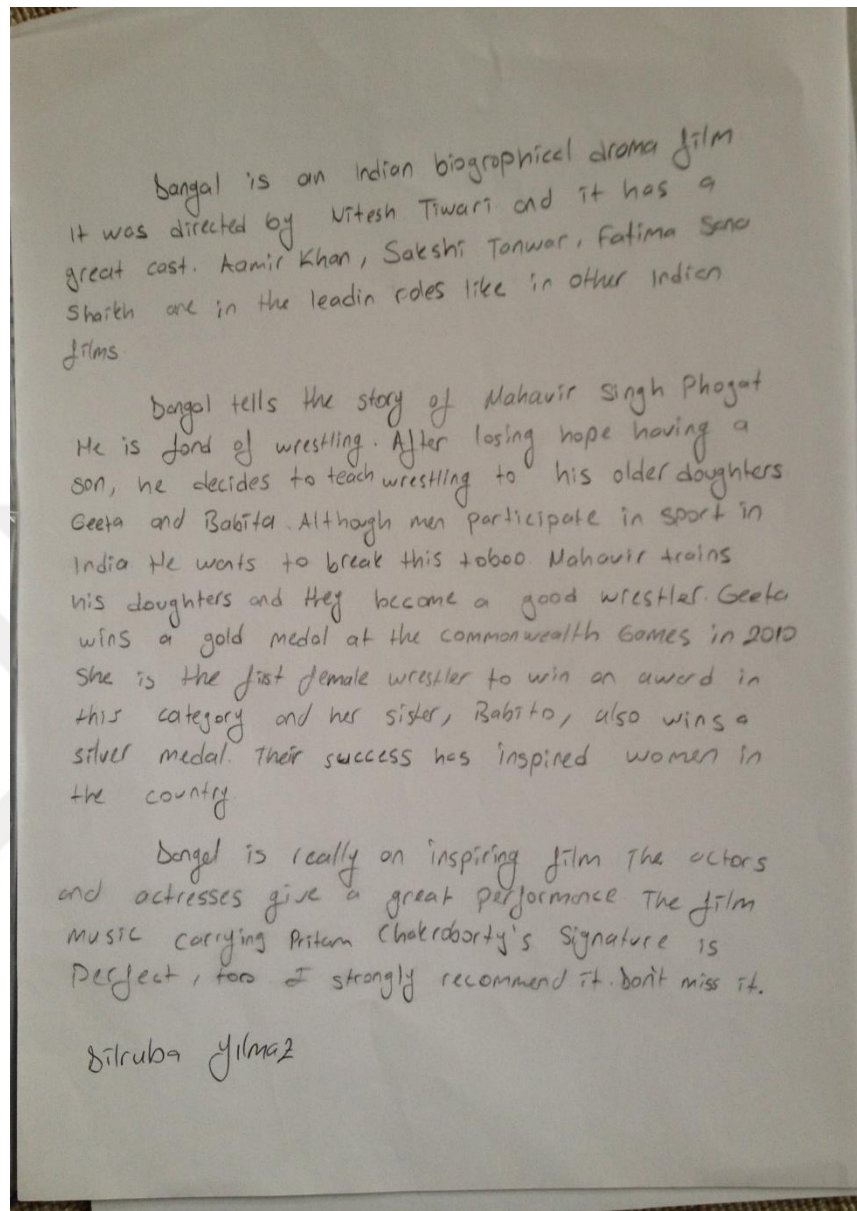terrible food   dirty cabins   unhelpful staff   no water activities   no fun

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Appendix 24. A Sample Writing from the Experimental Group related to the Seventh Writing Task

Dangal is an Indian biographical drama film It was directed by Vitesh Tiwari and it has a great cast. Aamir Khan, Sakshi Tanwar, Fatima Sana Shaikh are in the leadin roles like in other Indian films.

Dangal tells the story of Mahavir Singh Phogat He is fond of wrestling. After losing hope having a son, he decides to teach wrestling to his older doughters Geeta and Babita. Although men participate in sport in India He wants to break this taboo. Mahavir trains his doughters and they become a good wrestler. Geeta wins a gold medal at the commonwealth Games in 2010 She is the first female wrestler to win an award in this category and her sister, Babita, also wins a silver medal. Their success has inspired women in the country.

Dangal is really an inspiring film The actors and actresses give a great performance The film music carrying Pritam Chakraborty's signature is perfect, too I strongly recommend it. Don't miss it.

Dilruba Yilmaz

Appendix 25. A sample Writing from the Control Group

Secret Superstar

The last film that I saw was Aamir Khan and Zaira Wasim starred in. It was directed by Advait Chandan it's a comedy film. The story takes place in india its about little singer girl. She is a talented girl and I really liked the film because it was very emotional the actors were excellent. However the story was like real life so when I watched that film. I was sad.

"Black Panther"

The last film that I saw was Chadwick Boseman and Micheal B. Jordan starred in. It was directed by Ryan Coogler It's an action and science fiction film.

The story takes place in Wakanda—The people of Wakanda have a technologically advanced and even futuristic technology. — It's about Black Panther's life

I really liked the film. Because it was very interesting and acting. The actors were excellent. However the story was emotional.

Appendix 26: A Sample Writing from the Experimental Group related to the Eighth Writing Task

Aziz Sancar is a world-wide known and successful scientist. He was born in Mardin on September 8th, 1946. His father is Abdulbari and his mother is Meryem. He has got 6 brothers and sisters. He is the youngest child in the family.

He started his education in Mardin. His older brother taught him reading and writing. In 1963, he went to Istanbul to study medicine at the University of Istanbul. He was also intrested in football. After he finished the university, he worked as a doctor in Mardin for two years. Then, he received his doctorate at the University of Texas.

He is a professor at the University of North Carolina School of Medicine, Chapell Hill. He won the Nobel Prize in Chemistry for mechanictic studies of DNA repair in 2015. He published a lot of articles and books. He is married to Gwen Boles Sancar. She is a professor in biochemistry and biophysics.

Turkey is proud of his works. He is still continuing to work.

Appendix 27. A sample Writing from the Control Group

Jim Carry

Jim Carry is starting a hard day when he was 16. His father is losing his job and they have to live to a caravan. Carry lived for a long time in his car. He wrote a note in 1995 telling to himself . In the note was writing earn $10 million. Carry said he still kept the note. And now he earns a lot of money. And He is successful actor.

Stephan King lives a long, poor life. He borrows clothes to get married and his wife is living in a polace. The writer never gives up. The story. first published and winning only 35 $ received exactly 60 rejection letters before " The Glass Floor" Stephan King is a famous writer that sells millions of books today

ÖZGEÇMİŞ

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