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**INSTITUTE OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF FOREIGN LANGUAGE EDUCATION**

**Department of English Language Teaching**

**SUGGESTED WRITING ACTIVITIES BASED ON  
COOPERATIVE LEARNING IN EFL CLASSES FOR HIGH  
SCHOOL STUDENTS**

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**MASTER THESIS**

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English : Suggested Writing Activities Based on Cooperative Learning in EFL Classes for High School Students

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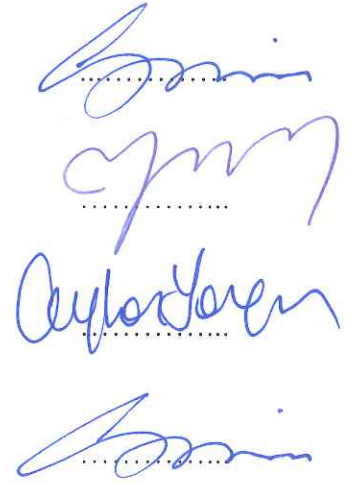
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*To my husband and daughter*

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**ÖZ**

Yapılan bu araştırmada, işbirliğine dayalı, lise öğrencileri için tasarlanmış yazma etkinlikleri önerilip, bu etkinliklerin 9. sınıf öğrencilerinin İngilizce yazma becerileri üzerindeki etkisini incelenmiştir. 2018-2019 akademik yılı içinde yürütülen bu araştırma için 9. sınıfta okuyan 28 öğrenci seçilmiştir. Araştırmaya katılan öğrencilerin ön-test ve son-test uygulamaları arasındaki yazma etkinliklerine olan ilgi ve düşüncelerini test etmek amacıyla, araştırmacı tarafından hazırlanan “Öğrencilerin İşbirliğine Dayalı Yazma Etkinliklerine Olan Yaklaşımlarını Belirleme Değerlendirme Anketi” kullanılmıştır. Araştırmada ön-test, son-test model yöntemi kullanılmış; verilerin analizi IBM SPSS İstatistik 21 paket programı kullanılarak yapılmıştır. Araştırmada kontrol gurubu yer almamaktadır. Sekiz hafta süren öğretim etkinliği boyunca, sekiz birbirinden farklı yazma aktivitesi 9/A sınıfından oluşan katılımcılara uygulanmıştır. Bu aktivitelerin öncesinde ve sonrasında araştırmacının kendisi tarafından geliştirilen ve uygulanan Değerlendirme Ölçeği sonuçları incelendiğinde elde edilen bulguya göre işbirliğine dayalı olarak geliştirilmiş yazma becerisine yönelik öğretim etkinliklerinin lise öğrencilerinin yazma etkinliklerine olan istek ve ilgilerini artırdığı görülmüş ve dolayısıyla yazma becerilerinin gelişimi üzerinde etkisi olacağı öngörülmüştür.

**Anahtar Kelimeler :** Yazma Becerisi, Yazma Etkinlikleri, İşbirliğine Dayalı Öğrenme, Yazma Becerileri Gelişimi, Lise Öğrencileri

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**ABSTRACT**

In this study we suggest writing activities based on Cooperative Learning in EFL classes for high School students and examine the effect of these activities on the interest in writing skill of 9<sup>th</sup> grade students. The study has been conducted with 28 students studying at a high school at 9<sup>th</sup> grade during the academic year of 2018-2019. To test the effect of the suggested activities on their interests in writing, “Evaluation of Students’ Opinion to Cooperative Writing Tasks Survey” which has been designed by the researcher is used as pre-test and post-test. The research does not involve a control group: in order to analyse the findings IBM SPSS Statistics 21 software programme has been used. During eight weeks of teaching process, eight different writing activities are studied with the participants in 9/A class. According to the analysis of the results of the Survey conducted before and after the activities studied, it was seen that the suggested writing activities based on Cooperative Language Learning increased the high school students’ desire and interest in writing activities and hence the activities are predicted to have an effect on the development of their writing skills.

**Key Words** : Writing Skill, Writing Activity, Cooperative Language Learning, Development of Writing Skill, High School Students

**Number of Pages** : 79

**Advisor** : Assist. Prof. Dr. Gülay ER



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## **LIST OF ABBREVIATIONS**

EFL : English as a Foreign Language

ESL : English as a Second Language

CL : Cooperative Learning

CLL : Cooperative Language Learning

SPSS : Statistical Package for the Social Sciences

MI : Multiple Intelligences

NLP : Neurolinguistic Programming

# CHAPTER ONE

## I. INTRODUCTION

### 1.1 Background of the Study

Considering that mankind is traced back to 100.000 years ago, the writing activity can be seen as a new development. Earliest writing dates back to 5500 years ago. It was a significant development in the evolution of mankind. Since then writing has had many forms. Until the last two hundred years, however, writing was mostly used by rulers of state only. Being able to read and write became common as the societies grew larger and got industrialized. As Harmer (2004, p.2) states that “education including literacy was desirable for the whole population, not just for the efficient running of society, but also for the fulfilment and advancement of individuals”. Learning to read and write is so vital that it is become a right for individuals around the world.

Unlike speaking which is learned naturally, writing needs to be taught both in native and foreign language learning. Until 1970s, foreign language writing researchers were under the influence of native language writing researchers. Processes while composing a work in both native and foreign languages were similar, sometimes identical (Brown, 2001). However, it should be kept in mind that native language and foreign language writing have differences. As Harmer (2001) explains that the differences are not only in grammar or vocabulary, letter, word, text spelling, layout and punctuation are also different. For this reason, it is important to determine appropriate approaches to writing. Different approaches suggest different techniques for the development of writing skill. Some suggest the process of writing should be focused more than its product. Some encourage creative writing while others prefer controlled activities either individually or cooperatively.

Cooperative Learning (CL) is a teaching method that makes “maximum use of cooperative activities involving pairs and small groups of learners in the classroom”

(Richards & Rodgers, 2001, p. 192). CL does not mean gathering students in groups and asking them to work. Cooperative Language Learning (CLL) is the application of CL principles in language learning classrooms. CLL fosters cooperation among learners instead of competition, also it develops critical thinking skills and communicative competence. McGroarty (1989), cited in (Richards & Rodgers, 2001), explains the advantages of CLL classrooms as;

- “1. increased frequency and variety of second language practice through different types of interaction
2. possibility for development or use of language in ways that support cognitive development and increased language skills.
3. opportunities to integrate language with content based instruction
4. opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning
5. freedom for teachers to master new professional skills, particularly those emphasizing communication
6. opportunities for students to act as resources for each other, thus assuming a more active role in their learning” (p. 195)

Constructivism in this sense helps promoting learner autonomy in language teaching and learning as it claims that knowledge isn't a thing that can be simply given by the teacher at the front of the room to students in their desks, but it is constructed by learners through an active, mental process of development. Learners are seen as the builders and creators of meaning and knowledge. Hence, a constructivist classroom should be learner-centered, and the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process. It can be said that constructivism emphasises learning and not teaching, encourages learner autonomy and personal involvement in learning. CLL has many benefits in education such as promoting learning, developing thinking skills and communicative competence, and facilitating peer learning. Using Constructivist principles to design and implement new learning environments using CLL method can promote language learning in a very effective way.

Writing tasks in the language learning classrooms are considered to be a bit challenging. The tasks take time to accomplish, also to create a text students need the knowledge of various language items and the ability to apply this knowledge while writing. It is hard to give feedback by the teacher for each individual task; hence they are mostly preferred to be given as homework. Cooperative writing activities in this manner seems to be a good solution. Cooperative writing refers to “two or more writers who work together to produce a joint product” (Yang, 2014, p. 75). In cooperative writing tasks, the group members are expected to work together in each stages of the writing process until they accomplish the task and the product is supposed to represent each member’s views. Kagan (1994) indicates that on a cooperative team, group members have a unique contribution to achieve the goal as each one is responsible for a role or a task. This helps students to work cooperatively as teams and enhances their academic achievement.

To sum up, cooperative writing activities in EFL classes facilitates personal interaction among students. Besides, working cooperatively might be motivating to share ideas and get feedback through which they can correct their mistakes and achieve to write effectively. It helps creating an anxiety free environment and makes writing less boring. Cooperative activities have a positive impact on developing writing skill when they are planned and designed in an effective way.

## **1.2 Problem**

The developing of the language skills has always been a very interesting task. Many approaches and methods have been suggested and employed in this field. The common purpose of these approaches and methods is basically to develop four skills of learners.

Writing has always taken its place in teaching English syllabus. However, the importance given to writing differs as in some cases it shares the equal care with other skills while in other circumstances it is used just to check the students’ learning of some grammar or vocabulary patterns. In either case, there are certain facts for all classrooms where the teaching of writing takes place. First, students produce written texts which are expected to be proficient according to the curriculum they progress through. Second, teachers must make choices about how this goal will be promoted



with learning experiences (Celce-Murcia, 2001). But, the core of writing tasks involves teacher's planning lessons, presenting the writing assignments, students' written texts, and feedback on writing.

Writing tasks, on the other hand, are considered to be challenging. It is because writing requires proficiency; hence it is seen as a threat to students. They feel they lack sufficient knowledge of the language, which demotivates them. They believe their writing must be grammatically correct and this must be achieved at their very first attempts. However, developing this skill takes a long time. Unlike speaking writing is not an ability we acquire naturally, but a skill that needs to be taught as in learning to write in their mother tongue. Compared to speaking, for example, students are freer in time to think than they are in speaking activities. They can go through what they know in their minds and get help from dictionaries, grammar books etc. According to Harmer (2004), students have a tendency to use accurate language while writing and thinking while writing stimulates the development of the language as they solve language problems which writing leads to. It is obvious that in language learning classrooms students need help to learn to write better.

This study aims to improve EFL (English as a Foreign Language) writing skills through cooperative writing activities as Cooperative Language Learning enhances group work to improve learning by creating a more relaxed, positive and enjoyable classroom. Kessler (1992) indicates that if CL is organized and structured carefully, this helps learners to interact with others and motivates them to increase learning from each other. In CL classrooms students work together which helps to improve social interaction. This is achieved through asking questions to each other, trying to organize ideas together and choosing the best option to create an effective text. With the use of CL, students do not gain only the academic benefits but also social benefits. In cooperative writing activities, the students working with partners or in a group can ask each other for help and improve their attitude towards writing. They may be highly motivated, enthusiastic and involved in cooperative writing tasks.

In this study, our aim is to investigate if the use of writing activities based on Cooperative Language Learning in EFL classes for high school students helps to change their opinion to writing tasks and to increase their interest in writing and hence has an effect on improving their writing skills.

### **1.3 Research Question**

1. Is there a significant effect of the suggested writing activities based on Cooperative Language Learning in EFL classes for high school students on changing their opinion to writing tasks and to increasing their interest in writing and hence improving their writing skills ?

### **1.4 Sub-Questions**

1. Is there any significant difference between the scores of pre-test and post-test of participants?
2. Is there any significant difference between pre-test and post-test scores of male and female participants?

### **1.5 Aim of the Study**

The students mostly find writing activities challenging and boring. They are not so willing to participate in writing activities. However, working with a group may be motivating and help them to enjoy the task.

With this study it is going to be introduced how the designed cooperative writing activities can be applied for effective learning and developing a more positive opinion to writing tasks. Some activities that may be useful for teachers to improve their students' approach to writing are presented. In short, the effects of Cooperative Language Learning on students' writing performance at a high school are investigated.

### **1.6 Significance of the Study**

This study is important since engaging EFL learners in cooperative writing activities has a lot of advantages to write in the target language effectively.

One important reason is that in cooperative writing students are not afraid of making mistakes since they work as a team but not individually. Students gain the success together or fail together what encourages them to get involved in the work. In short, cooperative writing is expected to increase student participation.

Another reason which makes cooperative writing important is that it effectively teaches the concept of teamwork. Students learn while socializing. They are encouraged to evaluate their own performance and class work as well as their peers.

The result of this study will show how the writing activities based on cooperative learning can be applied for effective learning and development of writing skill. Furthermore, this study can be a guide for foreign language teachers to see and use some useful activities for developing their students' writing performance.

### **1.7 Hypothesis**

1. There is a significant effect of the suggested writing activities based on Cooperative Language Learning in EFL classes for high school students on changing their opinion to writing tasks and increasing their interest in writing and hence improving their writing skills.
2. The post-test scores of the participants who are taught writing through cooperative learning will be higher than their pre-test scores.
3. The post-test scores of female participants who are taught writing through cooperative learning will be higher than their pre-test scores.
4. The post-test scores of male participants who are taught writing through cooperative learning will be higher than their pre-test scores.

### **1.8 Assumptions**

1. The materials provided for the students during the instruction process are assumed to be in conformity with the level of the students.
2. The participants are assumed to answer the pre and post-tests sincerely and with their full concentration.
3. The participants are assumed to participate in the tasks with their full concentration.

### **1.9 Limitations**

1. This study is limited with the effect of writing activities based on cooperative learning on the development of writing skill.

2. This study is limited to 9-A students attending Necati Akçağlılar Anadolu Lisesi which is a high school in Samsun / Tekkeköy.
3. For this study, eight different cooperative writing activities are designed by the teacher.
4. This study is limited to an eight-week instruction.

### **1.10 Definitions**

Cooperative Learning: It refers to group or pair works on a task under some clarified criteria.

Positive Interdependence: It means linking the group members' success to one another so as to achieve the goal together, which means without one member's success the others cannot gain it.

Individual Accountability: Individual accountability means that in a group task all the members are responsible for their share of the work.

Group processing: Group processing means that members of the team set a common goal and review the group work process to evaluate if the stages of this process work well and satisfying.

Foreign Language: Any language used in a country other than one's own; which is learned in a classroom environment consciously.

Second Language: A language except mother tongue learned by a learner especially in a natively spoken environment.

Writing Skill: It is one of the four main language skills which is based on productivity.

## CHAPTER TWO

### II. REVIEW OF THE LITERATURE

#### 2.1 Language Teaching Methods and Writing

Throughout history, foreign and second language teaching has been a significant concern. Plenty of theories have been proposed to give an idea how to teach a language. These theories have been affected by the developments in the fields of psychology and linguistics and inspired approaches and methods designed to teach a foreign or second language.

Before the 19<sup>th</sup> century in Western countries Classical Method was used to teach Greek and Latin. This method focused on vocabulary memorization, grammatical rules, text translations and written exercises. As the time passed and other languages got attention, Classical Method was adopted to teach these new languages. In Classical Method, learning oral communication was not the main focus but gaining proficiency in reading in the foreign language was more important. In short, Classical Method was used to enhance students' ability to read and translate classics and master pieces.

In the 19<sup>th</sup> century, Classical Method started to be known as Grammar-Translation Method, which emphasizes understanding the target language through translating reading texts from mother tongue to the target language or vice versa. Grammar-Translation Method was basically used to enable students read and understand foreign language literature. According to Richards and Rodgers (2001), reading and writing were the main points in the language classes, hardly any or no focus was on speaking or listening. In terms of the principles of this method, written language is preferable to spoken language and it should be mastered.

In the language classes conducted by this method, writing activities are important. As a writing activity, for example, the new vocabulary items are supposed to be used in sentences or students are asked to write a paragraph or text using either new grammatical structures or the new vocabulary items or both of them. Sometimes,

rather than writing a text, students are asked to make a summary of a reading passage (Larsen-Freeman, 2000). In the evaluation, written tests focusing on translation from the mother tongue to the target language may be asked. As it is obvious, writing skill is emphasized as well as reading skill in this method.

Grammar-Translation Method was widely used during 19<sup>th</sup> and 20<sup>th</sup> centuries and it is even today used thoroughly or partially in language learning classes across the world either while teaching a grammatical point or reading a text.

In the nineteenth century, a reform arose in the field of language learning and teaching. The reformers thought the target language should be taught as the first language. This brought the idea that the target language should be used in the learning environment. On the contrary of the Grammar-Translation Method, there was no need to use the first language to teach the target language. Besides, grammar was not the main focus as the learners were supposed to learn the language in a natural way. This method was called as Natural Method.

Richards and Rodgers (2001) argued that in a language classroom instead of using analytical procedures where the focus is on grammar rules, foreign language use should be encouraged to be explicit and spontaneous and grammar should come afterwards. In this method, pronunciation is important and the words that the students already know are supposed to be used to teach new words, which emphasized the 'from known to the unknown' principle. Mimics, demonstration and also pictures can be used to teach new vocabulary. All these principles formed the Direct Method. The method had a success in private schools on the contrary of public schools. It required native speaker teachers and this was a big problem.

The main focus was only on everyday vocabulary and sentences. Grammar was taught inductively, and listening and speaking skills were emphasized more than other skills. According to Larsen-Freeman (2000), vocabulary is emphasized over grammar and even though four skills that are reading, writing, speaking and listening are worked from the very beginnings of language learning, speaking is treated as the main point. That is the reason why writing and reading exercises are depended on what the students learned orally. Writing activities such as dictation or fill-in-the-blank exercises can be done in the classroom. As can be said, The Direct Method

neglects regular reading and writing activities. By the end of the twentieth century, the Direct Method lost its popularity until the next revolution era.

It was from 1930s to 1960s, Oral-Situational Approach was dominant in Britain. Harold Palmer and A. S. Hornby were the leaders of this approach. They attempted to promote a more methodical basis for an oral approach to teach English. In this approach as in the Direct Method, the spoken language is the basic. Before presenting the written form of a teaching material, the spoken form of it is taught. According to Celce-Murcia (2001), first lexical and grammatical units are formed and then reading and writing are taught.

In a typical language lesson, the class starts with stress and intonation practice and the steps of the remaining part is pronunciation, revision if necessary just to prepare the learners for the new work. This approach lacks sufficient attention on writing.

When the United States entered into World War II, it affected the language teaching system in America. The government asked American universities to develop language programs to train military personnel with foreign language proficiency. The aim was to develop conversational proficiency in foreign languages. This was called the Army Specialized Training Program. For some years, the suitability of the Army Method got attention in teaching language environment. However, the developers of this method were not interested mainly in language teaching. Even so, many linguists were convinced about the effects of intensive oral based approach to language learning.

During 1930s America started to be known as an international power. Many students around the world came to the United States to study. This was resulted in the demand for teaching English and by 1950s Audiolingualism emerged.

This method whose underlying learning theory is behaviourism took the basis from the Direct Method. The term Audiolinguism was invented by Professor Nelson Brooks in 1960s who believed that language teaching is not an art but a science by enabling learners to attain the ability to use the foreign language in an effective and efficient way (Brown, 2001). In this method, language learning process is considered as a mechanical habit formation and mistakes are not desirable. Therefore, memorizing dialogues and using pattern drills which minimizes the chance of

mistakes are preferred as learning and teaching activities. Rather than written form, spoken form is thought to be more effective to learn the skills.

The natural order as in the native language is followed in teaching skills, starting with listening, speaking, reading and ending up with writing. Language is first presented totally in oral form, written works are mostly not applied. Once reading and writing are started to be worked, the previous language patterns, which are studied orally, forms these reading and writing activities. As a writing activity, follow up activities can be done but it should be imitative and may be just a little more than copying what they already learned. An example of written work in a language class is given by Larsen-Freeman in her book called *Language Teaching Methods*. In this example, at the end of the lesson the learners are asked to do a controlled writing exercise about housework. The dialog they learned in the class or another one based on the same format with blanks is given as a copy or written on the board or dictated by the learners. The students are asked to write the whole dialog filling in the blanks (Larsen-Freeman, 1990). As the learners gain proficiency in language, they can write the variations of structural items and short texts on the specified topics answering the constructed questions (Larsen-Freeman, 2000). As it is obvious in Audiolingual Method speech is more basic than written language.

Total Physical Response was first applied by James Asher who was a professor of psychology. The method claims that successful adult language learning follows the steps as in native language acquisition. Namely, as the children respond commands physically before they can speak their native language, the foreign language learners should follow this process.

In TPR, which is a grammar-based method, a stimulus-response view is seen as the basis for the theory. According to Richards and Rodgers (2001), Asher relies on three learning hypotheses; firstly, there has been a specific innate bio-program to learn either native or foreign language; secondly, right and left brain hemispheres fulfilling distinct learning roles are defined by brain lateralization; lastly as an effective filter, stress appears between the act of learning and the language item. It is claimed that as the stress is lowered, the learning becomes greater. These are considered as facilitators or inhibitors in foreign language learning.



TPR mostly aims at teaching proficiency in speaking at the very beginning stage. Understanding of the target language comes before speaking. And also oral language is emphasized over written language (Larsen-Freeman, 2000). Before learning reading and writing, the students are expected to respond to some oral commands.

The Silent Way is a language teaching method introduced by Caleb Gattegno in the early 1970s. He used colored sticks called Cuisenaire rods in the classroom. In this method, teacher is supposed to be substantially silent but the learner is expected to use the language to a feasible extent. The Silent Way has many common elements with other theories and philosophies such as Situational Language Teaching and Audiolingualism. According to Richards and Rodgers (2001), Gattegno's innovations stem from the organizations of classroom activities, change in the role of the teacher from indirect to the direct who monitors the learner performance and the learners' autonomous responsibility to discover how the language works. The practice of Silent Way is not much revolutionary as expected.

In order to explore the Silent Way, Larsen-Freeman (2000) observes a lesson and in this lesson, as a writing activity, the students are supposed to use the items that have already been learned in the classroom as below;

Give it to me/her/him/them.

too

this/that/these/those

one/ones

the/a/an

put...here/there

is/are

his/her/my/your/their/our (p. 59)

They practice the sentences they produced. In Silent Way, four skills are studied on from the beginning of language learning; however, learning to read and write is based on what the students learned orally beforehand.

The Community Language Learning is a method developed by Charles A. Curran who is a specialist in counselling. The method takes its principles from Counselling-Learning and uses this theory to teach languages.

In Community Language Learning, learners are supposed to be considered as 'whole persons'. Larsen-Freeman (2000) describes 'whole person learning' as considering students' not only mentality but also understanding their inner world. Hence, the teacher is seen as a counsellor and the students are considered as clients. Adult learners mostly feel threatened in a learning environment. It is believed that teachers' becoming counsellor helps learners' lessening their fears. Understanding their fears can help students to overcome negative attitudes. Highly proficient teachers are expected in this method and this is considered as a big problem for Community Language Learning.

In this method, basically particular lexical items, grammatical units and pronunciation are focused on. Understanding and speaking the language is important and they are reinforced with reading and writing. Larsen-Freeman (1990) gave an example of writing activity, in this activity the students are asked to write a paragraph or short text which describes either their real or dream home, using the vocabulary they have learned. Then the teacher wants students to draw a picture of the plan of the place they described. At the end, their works are posted on the walls. The students read each others' descriptions. But before posting and reading, they are supposed to correct their work in pairs (Larsen-Freeman, 1990). Activities such as writing a paragraph or composition may be asked to the students. As it can be understood what we observed, writing has its space in Community Language Learning.

Suggestopedia or Desuggestopedia is developed by the Bulgarian psychiatrist and educator Georgi Lazanov in 1970s. Lazanov claims that if the suitable conditions like relaxing the learners and providing the teacher with control are obtained in the learning environment, the human brain's performance reaches to a wide extend (Brown, 2001). He got the inspiration from the Soviet psychological research to lessen the stress in learning environment.

Music has a significant role in this method. It is alleged that with the accompaniment of some sort of baroque music, one can absorb a great amount of materials. In a classroom conducted by this method, presentation of vocabulary, readings, drama, dialogs, role-plays and many other classroom activities are experienced. There has also been a definition of classroom with bright decor, comfortable seats, and musical background. Students are encouraged to be childlike. They can choose new identities and get different names. All the details are applied to create a stress-free environment.

Lozanov neither aims to structure a theory nor deals with suggestions for handling ways to form language (Richards & Rodgers, 2001). The emphasis is on the vocabulary memorization. Grammar is taught in an explicit way but in a minimal amount. Students are believed to learn best when they focus on language rather than the language forms (Larsen-Freeman, 2000). The concentration is on the use of language.

Larsen-Freeman (1990) gives a sample for a writing activity. In this activity, the students dictate sentences which consist of words from the original text. In Suggestopedia speaking communicatively is important. Students read and write in the target language. They may be asked to write imaginative compositions but all the activities are done in a playful environment.

The Whole Language theory was created in the 1980s by a group of American educators to help children learn to read and write in their native language, but then it started to be used in foreign language learning. The principle of the theory is that a foreign language should be taught as a whole rather than teaching its components.

In Whole Language Learning students are supposed to learn to read and write in a natural way as in the native language. Authenticity and students' needs, interests, experiences are important. Authentic reading texts and texts which are produced by the students are used. As Brown (2001) mentions in his book, Whole Language emphasizes the interaction and interconnections between spoken language and written language. Students are seen as collaborators and evaluators of their own and other's learning, while teachers are facilitators and active participant in learning

community. Learners select their own learning materials and activities, the teacher negotiates with the learners while planning the work.

In Whole Learning classroom writing activities are explained as writing for a real audience and a process to explore meaning, the aim is not just to practice the skill. Besides, in language environment students choose what they will write and writing activities could be done collaboratively (Richards & Rodgers, 2001). Skills are not emphasized over each other and treated with the same importance.

Multiple Intelligences (MI) is a learner-based philosophy which claims that human intelligence has multiple dimensions and these dimensions should be developed in education. While traditional IQ tests measure only one inborn capacity of logic and language, Gardner (1993) argues that human brain has other types of intelligences and all humans have these intelligences changing in strength but he notes that each of these intelligences can be developed through training and practice. Gardner, claims that there are eight intelligences which all humans have in different strength. These intelligences are pointed as 'linguistic intelligence' which is the ability to use language in special and creative ways; 'logical / mathematical intelligence' which is the ability to think rationally; 'spatial intelligence' which is the ability to visualize, rotate, transform, and manipulate objects; 'musical intelligence' which is the ability to perform, compose, and appreciate music and musical patterns; 'bodily / kinesthetic intelligence' which is the ability to use one's own body to convey feelings and ideas; 'interpersonal intelligence' which is the ability to work well with other people; 'intrapersonal intelligence' which is the ability to be aware of one's emotions, motivations, beliefs, and goals, and lastly 'naturalist intelligence' which is the ability to understand the patterns of the nature.

Provided that teachers take their learners' particular talents into consideration and provide activities based on these talents, learners can strengthen them. In the applications of MI theory in language teaching, music, bodily activity, interpersonal relationships are desired to be integrated in teaching activities. For instance, while cooperative group writing tasks tempt to those who has interpersonal intelligence, independent or individualized writing projects are catchy for those having intrapersonal intelligence. To sum, MI is rich in supplying activities for the language

classes. Many writing activities appealing to the learners who have different intelligences can be designed.

Neurolinguistic Programming is a training philosophy developed by John Grindler and Richard Bandlar (cited in Richards & Rogers, 2001) in 1970s. It suggests a set of training techniques as an alternative form of therapy. It was developed for therapists to collect information about their clients' inner and external views of the world.

NLP cannot be defined as a language teaching method because it lacks the basis of a method or approach in terms of theories and assumptions (Richards & Rodgers, 2001). It is a humanistic philosophy which is developed to help people realize their competency to control both themselves and others' lives. It is believed that if the principles of NLP are applied to language teaching, it will be effective. The principles can be applied to all language learning activities to help the learning easier and permanent.

In a sample lesson in Revell and Norman (1999), cited in (Richards & Rodgers, 2001), in a writing activity, the teacher gives students such written sentences: 'I've painted a picture. I've had a row with my boy/girlfriend. I've finished my homework. I've cleaned my teeth.' They stand in front of each sentence closing their eyes and imagining what they have done. Then, they write about their feelings. The similar exercises are suggested using different structures.

The Lexical Approach is a language teaching method published by Michael Lewis in 1993 (Richard & Rogers, 2001). It believes that building a language and communication are neither grammar, functions, notions nor other units but lexis. The method considers lexis the base of the language.

The Lexical Approach uses chunks, minimal pairs, collocations, lexical units to teach a language. The approach does not have a certain learning theory. Lexis refers to just one component of communicative competence and it lacks the full characterization of an approach or method (Richards & Rodgers, 2001). It aims teaching vocabulary within grammar and poor in suggestions for other skills.

Competency-Based Education is an educational movement which focuses on the outcomes of language learning rather than inputs on the contrary of many other

methods and approaches. It aims at teaching language in social context where it will be used. It is believed that language shouldn't be taught in isolation but in concrete tasks. Hence, objectives and syllabus are adjusted according to the learner needs. While developing curricula, prior learning is taken into consideration.

The teacher chooses mostly sample texts and assessment tasks as materials. Many competencies should be developed with these tasks. The materials include tasks improving reading and writing skill. For example, writing a job application letter can be asked to the learners.

Competency-Based Language teaching has been criticized as the activities are divided up into sets of competencies which are considered reductionist. Besides, as it just focuses on output such as behaviour and performance, it is considered to ignore thinking skills.

The origin of Communicative Language Teaching goes back to 1960s. The Situational Language Teaching was major approach in language teaching up to the late 1960s. In traditional approaches such as The Situational Language Teaching, language learning assumed to build up a wide range of sentences and grammatical structures and learn to produce them correctly and as fast as possible in the suitable situation (Richards, 2006). In the 1970s, it started to change as there was a reaction to traditional language teaching approaches. Communicative Language Teaching came along when there was a need for a more humanistic approach, which gives greatest importance to the interactive processes of communication (Richards & Rodgers, 2001). In traditional approaches the learners could get the ability to use grammar what is called grammatical competence, however in Communicative Language Learning the ability to use grammar and other components of language appropriately was more important.

In Communicative Language Learning, the aim is to communicate in the target language. According to Celce-Murcia (2001), a language course should include linguistic patterns, semantic notions and social functions. Working in groups or in pairs, students often do role-play or dramatization activity. In the classroom where materials and activities are mostly authentic, the teacher is supposed to facilitate the

communication rather than correct errors. The main goal of this approach is to enable the learners to communicate in the target language.

Skills are integrated from the early beginning of learning. One of the main principles is that any activity should involve all skills which are reading, speaking, listening and writing. Larsen-Freeman (1990) gives some examples of writing activities such as a scrambled paragraph either working in groups or individually. In another task, students are given texts in which all transitional markers removed, they are asked to provide appropriate connectors. Writing tasks such as listening to a detailed presentation of an argument and then summarizing the presentation or writing a dialog in which students are given two different texts for pair work each of which contains different information needed to write the dialog could be designed and exploited in the classroom.

Terrell (1977), cited in (Richards & Rodgers, 2001), suggested a new philosophy in language teaching at the end of 1970s. This philosophy was called Natural Approach, which suggested that meaningful communication as well as comprehensible input provides needed conditions for a successful second or foreign language classroom (Richards & Rodgers, 2001). Krashen and Terrell (1983), cited in (Richards & Rodgers, 2001) supported this theory suggested by Terrell. They wrote a book which elaborates the principles of Natural Approach.

Natural Approach emphasizes exposure and input rather than practice. Before they feel secure enough, the learners are not expected to speak in the target language. The language is learnt best in the way as the native language is acquired. Hence, the teacher speaks only the target language but students have the flexibility to speak either the first or the target language. The theory has many common aspects with some other methods and approaches and many activities were adopted from these methods and approaches. As Richards and Rodgers (2001) explain that the originality of Natural Approach stems from the use of the techniques in the method where the focus is on comprehensible and meaningful activities more than the accurate grammatical sentences. The Natural Approach in this sense is not considered as a revolutionary approach.

In this method, objectives rely on learner needs, their level and the skill which is reading, writing, listening, and speaking. Krashen and Terrell (1983), cited in (Richards & Rodgers, 2001) list goals for language courses under four areas:

- “1. Basic personal communication skills: oral (e.g., listening to announcements in public places)
2. Basic personal communication skills: written (e.g., reading and writing personal letters)
3. Academic learning skills: oral (e.g., listening to a lecture)
4. Academic learning skills: written (e.g., taking notes in class)” (p. 184-185)

It can be concluded that Natural Approach originally aims to develop basic communication skills both oral and written.

Cooperative Learning is a successful teaching approach the classroom activities of which are based on small teams composed of students of different levels of ability. Each learner is responsible for his own learning as much as his teammates' learning. It is part of a more general instructional approach which is called Collaborative Learning and in second language teaching Cooperative Learning is considered as an extension of the principles of Communicative Language Teaching (Richards & Rodgers, 2001). It is a learner centred approach using teacher-fronted classroom methods.

In Cooperative Language Learning, group activities are the basic of the learning process and planned well to make interaction among students as much possible as it can be. Besides, students are expected to contribute each other's learning.

Materials can be designed for Cooperative Language Learning specially or can be borrowed from other disciplines. Groups, for example, can work on tasks constructed according to the principles of task-based approach. Writing activities can also be worked at any level cooperatively. This part will be discussed elaborately in the next section.



According to Richards and Rodgers (2001), in Content-Based Instruction approach, what the students will learn determines how the teaching will be organized rather than designing the content and information according to a linguistic syllabus in a language learning classroom. It advocates that classroom activities should focus on real communication rather than grammar or functions or any other units in language.

As it is not a method but an approach, there have not been specific teaching materials and activities; however it offers a wide range of advantages to build courses according to the students' needs and interests. In a content-based classroom, all the skills are integrated in activities, because this is how it happens in the real world. As Richards and Rodgers (2001, p. 208), mentions "students might read and take notes, listen and write a summary, or respond orally to things they have read or written". Grammar is not taught in isolation but in integration with other skills. Activities provide coherence across skills.

Task-Based Language Teaching facilitates learners to practice active communication through the use of tasks. It was first developed by Prabhu (1987), cited in (Richards & Rodgers, 2001), in Bangalore, Southern India, but it did not survive long.

It is claimed that with the use of formal grammar instruction, cognitive learning process is not believed to be achieved in naturalistic learning situations. According to Richards and Rodgers (2001), rather than form-focused activities working with tasks facilitates learners to engage in authentic context and this increases the possibility of language learning to take place. A task is described as an activity or a goal which is done to use language which can be making a phone call, writing a letter, interviewing with someone etc. Tasks are used in Communicative Language Teaching too; however the way that tasks are used in TBLT is different as the tasks used in the lesson do not just focus on a particular function but a wide variety of linguistic forms.

Larsen-Freeman (2000) gives two examples of task-based activities including writing. The first one is composing a letter of advice to a friend who searches for solutions about a dilemma. The second one is publishing a school newspaper in the target language. In this task four skills are used in a natural, integrated fashion.

## 2.2 Cooperative Language Learning

Cooperative Language Learning is the application of the instructional approach ‘cooperative learning’ in the language classroom. Cooperative Learning refers to an approach which involves cooperative activities of pairs and small groups of learners in the classroom. Olsen and Kagan (1992, p. 8) defines Cooperative Learning as “group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others”. The origins of Cooperative Learning go back hundreds of years ago as in one-room schoolhouse, where older learners helped younger ones. Cooperative Learning, as known, was suggested to use in the classrooms by John Dewey in the twentieth century as an alternative approach to the traditional models.

Traditional models of language learning are basically teacher fronted and students are in competition with each other. Educators believe that in such language learning classrooms not all the students are involved in the activities; the majority of the students are active while minority of the students fall behind of those majority students. This is an important disadvantage. Language learning is considered as memorizing rules. As Shen (2010) indicates, in a language learning classroom, most of the interactions are either teacher-to-students or student-initiated. Student-student interaction is applied less than the others. (Kagan, 2009) compares cooperative language learning classroom and traditional language teaching classroom as follows:

Table 1: From Traditional to Cooperative Learning (Kagan, 2009, p. 1.2)

From Traditional to Cooperative Learning	
From...	To...
“A good class is a quiet class.”	“Learning involves healthy noise.”
“Keep your eyes on your paper.”	“Help your partner solve it.”
“Sit quietly.”	“Get up and look what others did.”
“Talking is cheating.”	“Verbalize to learn.”

Since the twentieth century, cooperative learning has been improved substantially. It can be considered as the extension of Communicative Language Teaching as it promotes communicative interaction in the classroom. According to Richards and Rodgers (2001), the goals of this approach in language teaching are:

- “- to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities
- to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms, mainstreaming)
- to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
- to provide opportunities for learners to develop successful learning and communication strategies
- to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate” (p. 193)

Building groups and then expecting students to work together do not mean working in cooperation. In order to achieve the goals of Cooperative Language Learning above, Olsen and Kagan (1992) suggests that the groups need to be established with the consideration of five key components. The first of these key components is ‘positive interdependence’ which means all group members understand that the success or failure is not on individual but on group together, hence they work and take the responsibility together. The second is ‘team formation’ which is a significant factor in creating positive interdependence. Richards and Rodgers (2001), explains the factors to take into consideration while setting up groups:

- “- deciding on the size of the group: This will depend on the tasks they have to carry out, the age of the learners, and the time limit for the lesson. Typical group size is from two to four.
- assigning students to groups: Groups can be teacher selected, random, or student selected, although teacher-selected is recommended as the usual

mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.

- student roles in groups: Each group member has a specific role to play in a group, such as noise monitor, turn-taker monitor, recorder, or summarizer.” (p. 196-197)

The third key component is ‘individual accountability’ which means that the students complete her own shared work and then ensure the others’ completing their tasks. The forth is ‘social skills’ which means the way students interact with each other in a group work. This key is important as mostly the groups are unsuccessful because they cannot manage disagreements among group members. These skills are claimed to be taught for high quality cooperation. The last key component is ‘structuring and structures’ which refers to the ways of organizing student interaction. It involves ensuring that everyone in the group engage in summarizing ideas and information and participate in the discussion, and also checking whether the decisions made by the group are supported by all members or not.

The role of the learners in Cooperative Language Learning is to work in cooperation with the other members of their team. They are responsible for their own learning as much as their teammates’ learning. They should be active participants in the tasks. On the other hand, teachers have many roles as McDonell (1992) explains a facilitator who moves around the classroom helping students and groups when they need help; an inquirer who understands children, their language and how they can learn and knows why he is doing something rather than simply knowing what he is doing; a creator who creates the social climate, prepares the classroom for the lesson, assigns students to the groups and roles, and selects and prepares materials; an observer who keeps an eye on the groups while they are working; a change agent who facilitates changes in both classroom and social structure in a way that teachers and students perceive one another and themselves better. Both the learners’ and the teachers’ roles are quite different from traditional methods.

Materials have an important role in cooperative tasks. They can be borrowed or modified from existing materials. However, they should be designed specially according to the task. For example, as students work in groups, each group should

have one set of materials. Hence, the teachers should be well prepared before the classes considering all stages of the tasks.

Cooperative Language Learning has been criticised in terms of some points. For example, it is claimed that it is more suitable for intermediate and advanced students rather than lower level learners. Besides, some believe that it requires much effort from teachers as they mostly need to adapt materials. Brown (2001) explains the excuses for avoiding group work. Firstly, they may use their native language. Secondly, teachers may not monitor all groups at once. Thirdly, some learners may prefer to work alone. On the other hand, Cooperative Language Learning has been researched and evaluated widely. Compared to many other teaching proposals, it has more supportive findings. The studies will be handled with some supportive findings on Cooperative Language Learning in the next section.

### **2.2.1 Relevant Studies**

Er and Azap (2013) investigated the effects of Cooperative Learning Activities based on Multiple Intelligences Theory on vocabulary learning in EFL classes. The study was carried out in Amasya University. The students were preparatory class students. There was an experimental and a control group, each group consisted of 24 students. The experimental group was taught vocabulary through cooperative learning activities based on Multiple Intelligences Theory, with the control group, on the other hand, traditional methods were used. According to the research results, there was a significant difference between the two groups. The results showed that the cooperative learning activities based on Multiple Intelligences Theory have an important effect on the students' vocabulary learning.

Zarrabi (2016) carried out a study to investigate the impact of cooperative language learning approach on English language proficiency of EFL learners. At the beginning there were 150 intermediate female EFL learners from various private English Language institutes. The participants took a First Certificate in English test to homogenize them and the number of the students brought down to 135. The participants took 20 English courses in which CLL approach was used, each session was for 90 minutes. A pre-post test was used to investigate the impact of CLL

approach on English language proficiency of the EFL learners. The results showed that CLL has a significant effect on English language proficiency of EFL learners.

Azizinezhad, Hashemi, and Darvishi (2013) aimed to investigate the effects of cooperative learning on EFL learners' language. The findings of the study showed that cooperative learning improves the junior high school learners' oral communicative competence and promotes their motivation toward learning English. The data showed that cooperative learning should be integrated into the school Curriculum.

Ngubane (2015) conducted a study to investigate the effect of cooperative learning strategies on the improvement of learner-learner interactions and teacher-learner interactions and also whether these strategies enhanced the relationships between the teacher and learners and among the learners. The participants were forty 10<sup>th</sup> grade students in a township secondary school. Cooperative learning strategies were implemented into their curriculum. The students were observed throughout the study to see how they used cooperative learning. Besides, they were interviewed to determine their perceptions and experiences of using cooperative learning. Ngubane concluded that cooperative learning, when used effectively, enhanced interactions, developed positive relationship between the teacher and learners and also among students, and improved learners' motivation towards their learning.

Stepanoviené (2013) aimed to emphasize the relations and expression of Cooperative Learning on both language and social competences. Participants were 86 second-year university students studying Law and Police activities. According to the analysis of the survey results, Cooperative Learning is found engaging by the participants when compared to individual learning. Besides, it helps to create learning-favourable environment and to develop students' social skills. Students develop both linguistic and social skills.

### **2.3 Teaching Writing**

Of the four language skills, writing is considered to be one of the productive skills besides speaking as it requires creating language. As contrasted with other language skills, writing is dealt less in offering ways to teach the skill by language acquisition

theories possibly because writing ability is generally associated with higher levels of education. Horwitz (2008) points out that ‘The Input Hypothesis’ sees writing similar to speaking in terms of its development as it is acquired through comprehensive input. The difference between two skills is that writers have the opportunity to monitor with their learned knowledge. Writing, on the other hand, is viewed as a conversation between writers and readers by ‘Conversation Theories’. From the perspective of ‘Attention Theories’, writing offers efficient practice and also students have the opportunity to consult when they need and lastly it allows more focused attention.

As there are many types and purposes for writing, we cannot talk about a single foreign language writing process. However, Harmer (2004, p. 6) indicates that in any type of writing, the writing process has four main elements which are planning, drafting, editing, and final version as shown in the process wheel below.



Figure 1: The Process Wheel

When planning, writers think and decide what they will write. Some take notes in details while for others just a few words are enough and even without any notes they can plan everything in their minds. While doing the planning, they need to consider three main issues: purpose, audience, content structure. Draft refers to the first version of a piece of writing. As the writing process proceeds, many drafts appear before the final version. After writing the first draft, the writers go through what they have written and they may make big or small changes, which means editing. Once they edit the draft, they produce the final version.

In the language learning classroom, in order to design effective writing tasks one of the most significant requirements is to create coherent, connected activity sets. These sets include pre during and post-writing activities. These activities enable learners to accomplish the writing task in a successful way and promote their process of writing. These activity sets are clarified below;

- Pre-writing activities are necessary to prepare learners for a final writing task. Before completing the main writing task, pre-writing activities prepares the students to the content with the lexical items which will be helpful to accomplish the work.
- During-writing activities involve recursive writing, and reviving the written work and editing. The teacher guides the students in during-writing activities.
- Post-writing activities are helpful as the learners get feedback for their work either from peers or the teacher. The students have the chance to revise their work during post-writing activities.

Teaching writing to second and foreign language learners is not as easy as it is considered to be. Over the past few decades many researches on this topic have appeared. Until the late 1960s, the traditional way was used in teaching writing to ESL learners as in teaching writing to native language students. The traditional way primarily focused on writing as a response to literary texts and the product in the final version. In the late 1960s, second language student writing was rarely a genuine text where writing meant to reinforce the language rules and it was controlled to reduce the possibility of errors (Celce-Murcia, 2001). Then it started to be reconsidered how writing is actually produced. Researchers started to collect information about students writing processes. They claimed the ways in which student writers write a text does not match the traditional way. From their observations, on the contrary of the traditional way which focuses on the product appearing at the end, writing started to be considered as a process starting from planning to the final product. The next session deals with the comparison of product and process oriented writing.



### **2.3.1 Product versus Process Oriented Approach**

Foreign and second language teaching has a very old history while teaching writing has a relatively short background. Serious attention began to be given to the teaching of writing in language classes in the late 1970s. Until that time, teachers mostly focused on the final product of writing as teaching writing was influenced by behavioral theory and structural view of language. ESL and EFL writing was seen mostly as a language or a grammar class. The textbooks used for writing classes included controlled writing activities which focused on grammatical items more than tasks engaging students in creating meaning or composing the task's itself (Deqi, 2005). There were some criteria to measure the final product including content, organization, vocabulary, grammar, spelling and punctuation. These criteria are still significant for teachers but not are the main focus.

A process approach in writing, on the other hand, pays attention to a number of stages while writing. It focuses on writing process itself rather than the product in the end. According to Harmer (2001), a process approach tries to achieve the use of different skills in a writing task with the set of activities which involves the stages from pre-writing up to the publishing the work. In process oriented writing classes, students are desired to be taught effective strategies at all stages of the writing process. Shih (1986), cited in Brown (2001), explain the points in process writing as following:

- a. focus on the process of writing that leads to the final written product;
- b. help student writers to understand their own composing process;
- c. help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. give students time to write and rewrite;
- e. place central importance on the process of revision;
- f. let students discover what they want to say as they write;

- g. give students feedback throughout the composing process(not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. encourage feedback from both the instructor and peers;
- i. include individual conferences between teacher and student during the process of composition.” (p. 335-336)

Process oriented approach, in short, can be explained as “steps involved in drafting and redrafting a piece of work” (Nunan, 1999, p. 272). However, it has disadvantages besides its advantages. For example, it may take a long time to apply all the steps in a writing task in a limited class time while it enhances students think and compose of their own work.

After discussing product and process oriented approaches, it can be said that there should be a balance between them. Not only the product in the end of a writing activity should be considered as the main objective but also the steps followed in a writing task should get the desired attention without diminishing the importance of the final product as the steps of prewriting, drafting, revising and editing are all for a final goal.

### **2.3.2 Types of Teaching Writing**

#### ***2.3.2.1 Controlled Writing***

Writing in some purposes is used to see and test what is learned. It is mostly used to check grammatical points in controlled written tasks. However, controlled writing tasks do not facilitate much creativity. Brown (2001) gives a most common example as presenting a piece of written work to students where they change a given structure into another one; they may be asked to change all present tense verbs to past tense and hence they change other time related words. Another example given by him is a dicto-comp where students are read a paragraph usually for a few times; then they are asked to rewrite the paragraph. The teacher may give some key words as clues.

Controlled writing may have advantages at the beginning stages of language learning, but as the learner develops to upper levels, more creative writing is expected.

#### ***2.3.2.2 Guided Writing***

Guided writing is much more than just copying. In guided writing, the learners are free to some extent while choosing the vocabulary items and language patterns; even so they are supposed to apply the clarified suggestions. Brown (2001) states that the teacher's control is freer in guided writing. However, the teacher can foster learning process as a stimulator. For example after watching a video, the teacher asks students some questions and makes them tell a story.

In guided writing, students can be given different exercises; they can expand a sentence or write summary of a story, they may be asked to write a story in dialogue form or vice versa etc.

Khatri (2014) gives examples of guided writing; presenting a picture and describing it, giving a set of instructions and questions through which a text is formed, giving the beginning or end of a story and asking students to write the full story.

#### ***2.3.2.3 Free Writing***

Free writing is a type of communicative writing which has more personal focus than communicative writing. Free writing activities include activities such as writing diaries, journals, and weekly free-writing assignments, etc. Free writing sees writing as a means of communication not just the study of grammatical structures.

Free writing is considered the final stage of the development of writing skill. Students can choose their own words and they can organize their text freely. This type of writing is much more creative than controlled and guided writing. Free writing calls for mastery of structures and vocabularies and organizing one's ideas logically (Khatri, 2014). Free writing is neither controlled nor guided but an extended composition. Students are expected to write on the given topics expressing their own thoughts and ideas planning carefully. There are no restrictions on the learners considering vocabulary, structures and the length of the composition. However, writing process has some stages which include pre, during and post-

writing activities. These stages are important as they facilitate learners to accomplish their tasks successfully and foster the process of writing.

### **2.3.3 Cooperative Writing**

Writing is generally considered to be an individual activity. People in their personal or work life mostly write on their own. In language classes, writing activities are mostly accomplished individually and the skill, among the four basic skills, is regarded as one of the hardest and challenging skills to teach and learn by teachers and learners.

There are various factors which make writing activities hard both for students and teachers. Teachers may not have enough time for the writing activities, but on the part of the students writing activities are challenging as they have to struggle with many issues including generating and developing ideas that are relevant to a given topic and they need to select appropriate words as well as language structures to express those ideas effectively (Arumugam & Abdullah, 2013). However, in language classes both teachers and students might make use of cooperative activities and all the participants might get great benefit from the activity. Boughey (1997), for example, states that the students who took part in cooperative writing groups helped the teacher to provide fast and effective feedback than individual works. The students, on the other hand, may come up with the ideas that they may not be able to produce on their own.

Harmer (2001) indicates that writing in groups can be motivating as it does not just mean a writing task, besides it includes doing research, discussing, peer evaluation and group pride after a successful task. Cooperative writing facilitates students to learn from their peers. Harmer (2004) claims that cooperative writing activities give the opportunity to take the advantage of teammates' knowledge, and helps the task to be accomplished with a sense of shared goals. Not only the glory but any under-expected outcome is also shared. Hence, cooperative writing activities have an effect to foster the writing skill. The group activities are as follows:

Using the board: Having the students writing on the board makes cooperative writing successful as this makes them out of their chairs, especially kinaesthetic learners take more advantage of this activity. Besides, everyone can see what is going on.

- Sentence by sentence: In an example of this kind of activity, students build up a letter as a reply to an invitation on the board, sentence by sentence. Each time a new student goes up to the board, the rest can help by offering suggestions, corrections, or alternatives.
- Dictogloss: We can describe dictogloss as students' re-creating a text or story that the teacher reads them. One of the aims of using dictogloss is to engage the students' attention on specific items of language by analysing the difference between their work and the original text. Second important aim is vocabulary acquisition, and last is to build the writing habit. In an example of dictogloss use in the classroom, the teacher tells the students a story using his mimics, gestures, body language to make them understand the story globally. Then students in pairs discuss what they have heard. Once they finish discussion, the teacher tells them they are going to listen to the story again and they should take notes of the main points. After hearing the story again, they discuss in pairs one more time. And then for the last time, the teacher reads the text while the students take more notes. The students are now divided into groups of 3 or 4 randomly. Each group re-creates the story using as many words as possible they have heard. Once they finish, their papers can be stuck on the board or the walls. Finally, the students can see the original story.

Writing in groups or pairs: There are various activities that can be applied in pairs or groups.

- Rewriting (and expanding) sentences: In an example, the teacher chooses a topic and students are presented some stereotypical statements like 'Boys like football. Girls like shopping.' They are asked to rewrite the sentences which reflect the group view. A group, for example, might say lots of girls like football as well. Another sentence-rewriting activity is to put more detail into

a sentence. A sentence is given like 'The woman saw the man.' The students are asked to expand it according to their level.

- First lines, last lines: The students can be given the first line of a story or the last line. They discuss it in pairs or groups then create a story including the given line and a scribe writes it. It does not have to be a line but they may be given the opening and closing paragraphs of the story and they are asked to write the middle part.
- Directions, rules, instructions: Students may be asked to write some principal rules of a game they like or know in groups. They may write directions to a place also and others follow these instructions.
- Story reconstruction: A classic use of jigsaw techniques is the story reconstruction activity in which each student is given a different piece of 'jigsaw'. In such an activity they share what they have seen and they reassemble the bits into a coherent whole.

Group activities in a language classroom have a different taste. By means of successful cooperative writing activities students may learn from each other. According to Storch (2011), in a cooperative writing task, the learners consider carefully about language choices, explain their ambiguities, provide suggestions, counter suggestions, and give and receive feedback. Nevertheless, not all writing activities are expected to be cooperative. It may not be desirable for individual students to write in groups all the time as they sometimes need their individual space.

### ***2.3.3.1 Relevant Studies***

Storch (2005) made a research to investigate collaborative writing. In his study, there were 23 adult ESL students who were completing degree courses. Participants were given a choice which is to write individually or in a pairs. Most of the participants chose to write in pairs. The study compared the pairs' texts with individual learners' and investigated the nature of the writing processes in the pair work. The study showed that pairs' works were shorter but better in the sense of task fulfilment, grammatical correctness, and complicity. Students had the opportunity to put ideas together and give each other feedback.

Leeser (2004) conducted a research to investigate the effect of the learners' proficiency in groups on the amount, type and outcome of language-related episodes in a reconstruction writing task. The participants were twenty one pairs of adult second language Spanish learners. In the study two high-high and two low-low pairs and one mixed-proficiency pairs were assigned to complete a dictogloss task. The study found that the proficiency of the pair members had an effect on how much the passage focused on and how successful they were at finding solutions to the language problems they encountered.

In another study, Arumugam and Abdullah (2013) investigated the use of the CLL approach in ESL writing classrooms. Questionnaires were used to collect data to bring forth information from the tertiary institutions. The results indicated that both sets of ESL learners considered the approach effective as it helped to create a risk-free environment which promoted language learning, especially ESL writing.

Higgins, Flower, and Petraglia (1992) wanted to question whether collaborative writing activities foster reflective thinking and also when there is a responsive audience, clarifying and defending ideas forces writers to take critical positions on their own ideas. The study was carried out with twenty-two college students who audiotaped themselves while they were planning course papers in a group. Their transcripts were coded and they were rated for quality. The result showed a significant interconnection between the reflective conversation and the quality of students' plans. To sum, the study suggests students' collaboration way determined their way of reflecting their own ideas.

## CHAPTER THREE

### III. METHODOLOGY

#### 3.1 Population and Sampling

In this study, in order to examine the effect of cooperative activities on teaching the writing skill, 162 9<sup>th</sup> grader students studying in Necati Akçağlılar Anatolian High School in 2018-2019 academic year have constituted the population. An opinion survey modelled from a survey on listening skill has been designed by the researcher. This survey was applied to 133 9<sup>th</sup> grader students except for the participants in the same school. According to the reliability statistics test results, it has been approved as valid and reliable.

The sample of the study is composed of the class 9-A with 28 students attending Necati Akçağlılar Anatolian High School in 2018-2019 academic year. Participants have been composed of 14 female and 14 male students. 16 of the students said that they do not have any interest to foreign languages while 12 say that they have interest to foreign languages which changed in Post-Test application (Figure 2).

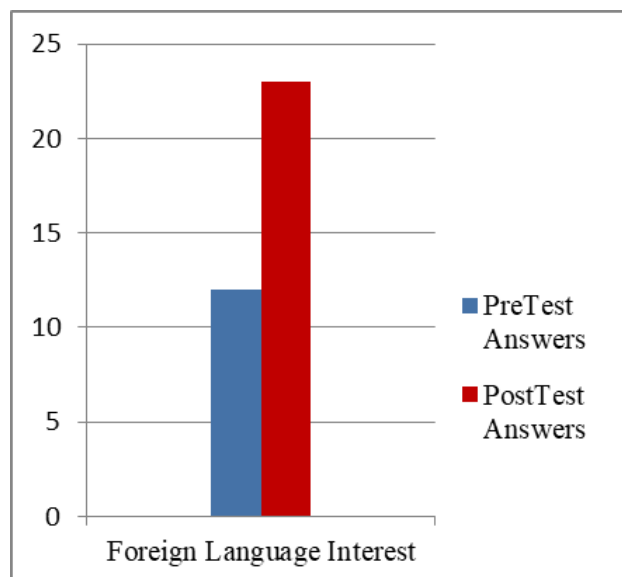


Figure 2: Students' Interest in Pre-Post Tests



The results of the survey (as shown in Figure 3) which is applied before and after teaching process show that female students' interest to foreign languages changed from 10 to 13 while male students' interest changed from 4 to 8.

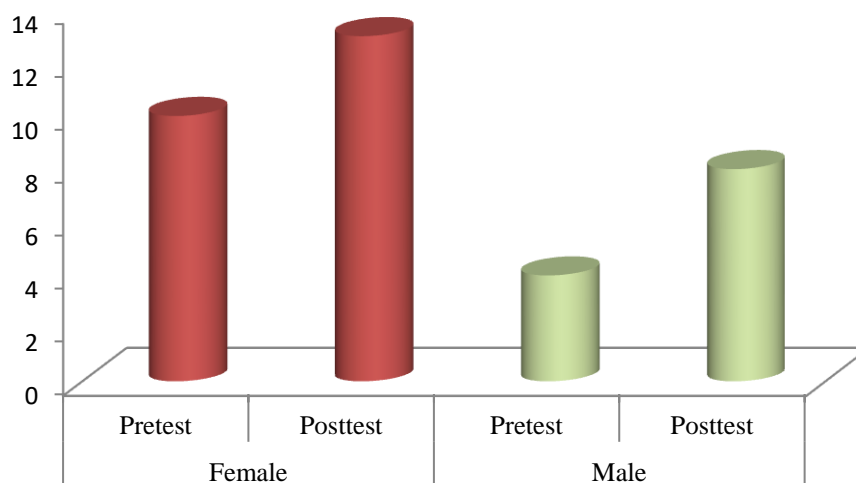


Figure 3: Male and Female Students' Foreign Language Interest in Pre-Post Tests

### 3.2 Data collection

Evaluation of Students' Opinion to Cooperative Writing Tasks Survey (See Appendix1) has been developed by the researcher. The survey is prepared with three options. Validity and reliability of the test were established beforehand. The cronbach alpha level of the survey was 0, 836 (Table. 2). Accordingly, it has been approved as valid and reliable.

Table 2: Reliability Statistics Results

Number of Items	Cronbach's Alpha
20	0,836

The aim of the study is to find out whether there is a significant effect of the suggested writing activities based on Cooperative Language Learning in EFL classes for high school students on changing their opinion to writing tasks and to increasing their interest in writing and hence improving their writing skills. At the end of the

lessons in which cooperative writing activities are used, the survey which was implemented at the beginning of the activities was given to the participants to compare the differences between their opinion to writing tasks. It is made up of 20 items.

The participant group was given the survey in their mother tongue, just to avoid their miscomprehending the statements because of the proficiency levels of the students.

### 3.3. Data Analysis

In this study, the data have been analysed according to the results of the Evaluation of Students' Opinion to Cooperative Writing Tasks Survey designed by the researcher. The results of Pre- and Post-Tests of the survey, which have been applied to the participants, before and after cooperative writing activities classes, have been analysed by IBM SPSS Statistics 21. In order to see whether there is a significant difference between Pre-Test and Post-Test scores of the participants; Wilcoxon Signed Ranks Test has been used.

The responses of the participants' Pre-Test and Post-Test were scored statistically. The normality test was applied to the total score value. As a result of the normality test (Table 3), Post-Test scores were found to be  $p < 0,001$  which means the data is not distributed normally. Because the data were not distributed normally, Wilcoxon Signed-Rank test was applied to two dependent variables.

Table 3: Tests of Normality

Group		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Total Score	Pre-Test	,170	28	,038	,949	28	,183
	Post-Test	,232	28	,000	,699	28	,000

a. Lilliefors Significance Correction

### 3.4 Procedure

In this study, Pre-Test Post-Test Model without a control group has been preferred. The researcher has applied the writing activities based on Cooperative Learning to

see whether there will be change in the students' opinion to writing activities. The teaching process has lasted 8 weeks and has been carried on at main course lessons and during this period 8 different cooperative writing activities designed regarding the curriculum regulated by the Ministry of National Education have been studied.

### **3.4.1 First Week Lesson Plan**

Subject: Writing a paragraph about someone famous.

Time: 40'

Number of students: 28

Objectives: Enabling students write a paragraph about a famous person working in groups.

Language Point: verb 'to be'

Materials: Pictures, individual and group papers, video.

(See APPENDIX 2)

#### **Pre-Writing Activity**

Through pre-writing activities the students are shown a picture of someone famous and the teacher asks the students some general questions about that person. They answer the questions. Then the teacher shows them a video about him or her. Then they talk about her/his job, life, and movies.

#### **While-Writing Activity**

The teacher divides the class into groups of 4. To create the groups teacher uses colours, each student chooses a paper from a bag which shows a colour, then the same colour students find each other and sit together. Each group is given a chart involving information about that famous person. Then each group member is given two information papers about him/her. The teacher asks each student to make sentences about the information they are given. Each member writes his own sentences. They check each other's sentences. Then they put the sentences into order and write a paragraph to the group paper.

#### **Post-Writing Activity**

Each group changes their papers and check others' paragraphs.

### **3.4.2 Second Week Lesson Plan**

Subject: Writing a paragraph introducing a family looking at a family tree.

Time: 40'

Number of students: 27

Objectives: Enabling students write a paragraph introducing someone's family by looking at his family tree working in groups.

Language point: family members, possessive adjectives, apostrophe's

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 3)

#### **Pre-Writing Activity**

The teacher shows the pictures of two tv serials and asks the students if they know about them. She lets them talk about the pictures, asks questions about the characters, what their roles in the serial, who is father, mother, daughter, son etc. Then the teacher asks students some general questions about their own family.

#### **While-Writing Activity**

The teacher divides the class into groups of 6. To create groups she makes them count from one to six repeatedly. When all students finish counting, the students who say the same number come together. Each group is given a paper of the same family tree and a paragraph with blanks. Then each group member is given a numbered paper to make a sentence telling the relation between the family members. Each member writes his own sentence. And they check each other's sentences. Then they replace the numbered sentences into the gaps in the text.

#### **Post-Writing Activity**

The students read their paragraphs aloud in the classroom. The groups compare their papers with others.

### **3.4.3 Third Week Lesson Plan**

Subject: Writing a paragraph describing someone's physical appearance.

Time: 40'

Number of students: 28

Objectives: Enabling students write a paragraph describing someone physically working in groups.

Language point: 'have/has got'

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 4)

Pre-Writing Activity

The students are given words about physical appearance and they are asked to put the words into the correct box given to them. They complete the activity checking on the smart board. Then, the students are shown three pictures and they are asked to listen to a dialog and decide who is the person described in the dialogue.

While-Writing Activity

The teacher divides the class into groups of 5. To create the groups every student chooses a paper on which a continent name is written from a box. Each group is given a picture. Each group member is given a small paper on which a physical appearance is written. They are asked to look at the person on the picture and make sentences using 'have got/ has got' and gather all the sentences together and write a paragraph.

Post-Writing Activity

They read the paragraph aloud in the classroom and then the students are asked to put thick ( ✓ ) or cross ( ✕ ) to the table according to their sentences on the board.

#### **3.4.4 Fourth Week Lesson Plan**

Subject: Writing a paragraph about daily routines.

Time: 40+40'

Number of students: 25

Objectives: Enabling students write a paragraph about daily routines working in groups.

Language point: Simple Present Tense, frequency adverbs, telling the time.

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 5)

Pre-Writing Activity

The teacher shows students some pictures about daily activities on the smart board and let the students talk about these pictures asking some questions. Then, the teacher asks some general questions about the students' daily routines.

#### While-Writing Activity

The teacher divides the class into groups of 4. To compose groups, students choose a paper from a box. On the paper an animal name is written. The same animal names come together. Each group member is given three pictures randomly. They are asked to write sentences about the indicated person's daily routine on the pictures. After every group member finishes his sentences, they check the accuracy of all sentences while putting them into order together.

#### Post-Writing Activity

They check the paper and read aloud in the classroom.

### **3.4.5 Fifth Week Lesson Plan**

Subject: Writing a paragraph about leisure activities.

Time: 40'

Number of students: 27

Objectives: Enabling students write a paragraph about someone's leisure activities working in groups.

Language point:

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 6)

#### Pre-Writing Activity

As a brainstorming activity the teacher draws a circle on the board and writes 'Leisure Activities' in it and asks the students to tell as many leisure activities as possible and writes them around the circle one by one.

Then, the teacher shows the students some pictures about leisure activities and makes them talk about the pictures. After that, students are asked to match the given activities with the pictures on the board.

#### While-Writing Activity

The teacher divides the class into groups of 6. In this class, students are allowed to choose their own groups. Each group member is given a paper and asked to

unscramble the words and write sentences. After each member finishes his task, the group puts the sentences into order from most often to the least one to the group paper.

#### Post-Writing Activity

They check their papers and read the paragraph aloud in the class.

### **3.4.6 Sixth Week Lesson Plan**

Subject: Writing a paragraph about holiday preparation.

Time: 40'

Number of students: 25

Objectives: Enabling students write a paragraph about someone's vacation preparation working in groups.

Language point: There is / There are, clothes

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 7)

#### Pre-Writing Activity

The teacher shows two different photos on the smart board to the students and wants them say which style they like most. They talk about the clothes on the photos. Then, the teacher gives the students a worksheet about clothes and wants them to match the pictures to the clothes.

#### While-Writing Activity

The teacher divides the class into groups of 4. To compose the groups students are chosen a name from six big cities in the world. Each group is given a paper of a suitcase picture, then each group member is given two pictures and they are asked to write what there is in the suitcase. Each group member writes his own sentence and they gather all the sentences in the suitcase.

#### Post -Writing Activity

They read their papers aloud in the classroom.

### **3.4.7 Seventh Week Lesson Plan**

Subject: Writing a paragraph about jobs

Time: 40'

Number of students: 25

Objectives: Enabling students write a paragraph about jobs working in groups.

Language point: can

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 8)

Pre-Writing Activity

The teacher wants the students to match the pictures with the jobs.

While-Writing Activities

The teacher divides the class into groups of 4. To compose the groups students choose a hero name from a box. Each group member is given two pictures showing a job. The group is given a paper including some verbs. Each student is asked to choose the right verb for the job in his hand and write a sentence using 'can'.

Post-Writing Activity

They read the sentences aloud. And they add actions about each job telling what they can do more in these jobs.

### **3.4.8 Eight Week Lesson Plan**

Subject: Writing a paragraph describing a house

Time: 40'

Number of students: 25

Objectives: Enabling students write a paragraph describing a house working in groups.

Language point: describing places

Materials: Pictures, individual and group papers, smart board.

(See APPENDIX 9)

Pre writing activity

The teacher shows pictures to the students and wants them to match the types of houses with the correct pictures. Then, the teacher asks students some general questions about the places they live in. After this activity, the teacher wants students to use the given words to complete the spider grams.

While Writing Activity



The teacher divides the classroom into groups of three. To compose groups students choose sport names from a box. The task is to write a 'For rent' ad for their house. Each group member is given a part of information and asked to write sentences. Then they combine their sentences and finish the task.

#### Post Writing Activity

They read their paper aloud and then they answer questions about the place they have described.



## CHAPTER FOUR

### IV. FINDINGS AND DISCUSSIONS

In this chapter, findings gathered from the data and discussion part are presented. Findings cover the statistical data about Pre-Test and Post Test scores of the participants and the hypothesis that there is a significant effect of the suggested writing activities based on Cooperative Language Learning in EFL classes for high school students on changing their opinions as to the writing activities and increasing their interest in writing and hence improving their writing skills, emphasized at the very beginning of the research.

The comparison of the Pre- and Post-Test scores of ‘Evaluation of Students’ Opinion to Cooperative Writing Tasks Survey’ of the participants is as follows:

Table 4 shows Wilcoxon Signed Ranks Test results concerning the Pre- and Post-Test scores of “Evaluation of Students’ Opinion to Cooperative Writing Tasks Survey” of the participants were shown in Table 4 and Table 5.

Table 4: Wilcoxon Signed Rank Test

		N	Mean Rank	Sum of Ranks
Post Test Score - Pre Test Score	Negative Ranks	2 <sup>a</sup>	1,5	3,00
	Positive Ranks	25 <sup>b</sup>	15,00	375,00
	Ties	1 <sup>c</sup>		
	Total	28		

a. Post\_Test\_Score < Pre\_Test\_Score

b. Post\_Test\_Score > Pre\_Test\_Score

c. Post\_Test\_Score = Pre\_Test\_Score

The statistical results shown in Table 5 indicate that the difference between the pre-test and post-test scores of the Evaluation of Students’ Opinion to Cooperative Writing Tasks Survey of the participants who practised the English Writing Skill based on Cooperative Learning is significant on the level of  $p < 0,001$ .

Table 5: Wilcoxon Signed Rank Test Statistics

Post Test Score – Pre Test Score	
Z	-4,470 <sup>b</sup>
Asymp. Sig. (2-tailed)	0

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

These results indicates that the participants' interest and desire in learning foreign languages increased with the suggested cooperative writing activities applied within the scope of the study. It can be said that there is a significant effect of the suggested writing activities based on Cooperative Language Learning on changing EFL learners' opinion to writing tasks and increasing their interest in writing and hence improving their writing skills. In addition, according to the Table 4, the post-test score of 25 participants was higher than the pre-test score (25<sup>b</sup>, Post\_Test\_Score > Pre\_Test\_Score); there was no statistically significant difference between the post-test score of a participant and the pre-test score (1<sup>c</sup>, Post\_Test\_Score = Pre\_Test\_Score); post-test scores of two participants were lower than pre-test scores (2<sup>a</sup>, Post\_Test\_Score < Pre\_Test\_Score). As is indicated before, this result shows that not all writing task should be done accomplished cooperatively, some students prefer working individually, so they should be left their space to work alone.

The results can be explained with the highlighting features of writing cooperatively. First of all, group work is enjoyable, it gives the impression of playing a game, hence this reduces the anxiety level of students and creates a stress free environment in the classroom which can be concluded from the changes in the students' answers of 6<sup>th</sup>, 12<sup>th</sup>, 16<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> items in the survey.

The cooperative writing activities are very enjoyable and different for students. Most of the participants have not taken part in cooperative writing activity groups before. They claimed that they generally accomplish the writing tasks individually. With this study, the points of view of the students have changed towards the writing tasks which can be concluded 11<sup>th</sup>, 12<sup>th</sup> items in the survey.

The activities in this study were developed according to the students' language level and interest. Therefore, the students were able to do the activities willingly and successfully. Working in groups helped them to feel secure and successful and hence

get warmer to the writing activities which can be concluded from 1<sup>th</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup> items in the survey. To sum up, considering the test results, it can be said that the process had a positive effect on the students' approach to writing activities and tasks.



## **CHAPTER FIVE**

### **V. CONCLUSION AND SUGGESTIONS**

The study is made up of five chapters. In chapter one, the reason for conducting such a study, the problem and the aim of the study are explained and possible solutions are presented. In chapter two, language teaching methods and approaches and the way they handle writing skill has been reviewed. The main points in writing skill are explained and types of teaching writing are presented. Cooperative Language Learning is clarified and studies conducted on Cooperative Language Learning are presented. Finally cooperative writing and studies relevant to cooperative writing are presented in this chapter. In chapter three, the method and the procedure are discussed. The participants of the study and how the study is conducted are presented. The statistical results of the research and the evaluation of them are presented. In this chapter, the summary of the study is presented.

In this study, the effect of writing activities based on Cooperative Language Learning in EFL classes for high school students' on changing their opinion to writing tasks and increasing their interest in writing and hence improving their writing skill has been examined. At the beginning of the study, a participant group with 28 students studying at Necati Akçağlılar Anatolian High School has been chosen to conduct our study. Throughout the application process, with the participants, writing activities based on Cooperative Learning were performed during 8 weeks and the development of writing skill of the participants has been observed. At the beginning of 8 week study, an opinion survey has been applied to the participants as Pre-Test and after the lessons conducted on cooperative writing activities, the students have done the survey as Post-Test. Afterwards, the findings have been analysed by IBM SPSS Statistics 21 data analysis program. The results show that there is a significant effect of the suggested writing activities based on Cooperative Language Learning on changing students' opinion to writing tasks and increasing their interest in writing.

The result of the study can be stated as the following:

1. The results prove that the use of writing activities based on Cooperative Learning help them gain positive opinion towards writing activities and hence it helps to develop the writing skill of the students.
2. The students can be worked in cooperation while doing writing tasks as they are motivated and enjoyed working together. But, it does not mean all writing tasks should be accomplished in cooperation as some students prefer working alone. Hence, they should be given their space to work alone.
3. Working cooperatively helps students feel more comfortable as they are responsible for the task all together. Failure is shared as much as success, so they do not feel alone.
4. For this research, a ninth grade class has been chosen and activities are designed according to their level. If the activities are suitable for the level of students, the effect cooperative writing activities can be investigated on higher level students.
5. This research has been limited to teach writing, but it can be studied to learn the effect on other skills such as listening, speaking, writing etc.
6. The effect of the cooperative writing activities can also be investigated for other skills at higher level students.

This study will help to see teaching writing skill from a different perspective. Because of the time limitation, writing activities are either ignored or given as a homework task, and they are considered hard and time-taking to give feedback to the students individually. This study leads the way for teachers who teach not only 9<sup>th</sup> graders but also any other grades in primary and middle education schools to overcome the prejudices, time limitation and difficulty of performing the writing activities. The activities designed by the teachers which prepare students to the task with pictures, videos, puzzles, schemes etc. make the classes more enjoyable, attract the students' interest and helps items become permanent.

This study aims to discover a better way to teach the writing skill for EFL high school learners. In this aspect, cooperative writing activities change the competitive structure of classroom into a team based structure. In cooperative writing classrooms, students take part in the learning process actively and they are responsible of their

own learning as much as their peers. This helps them increase their self-confidence, the sense of responsibility and self-reliance.

In brief, this study is considered to guide to the prospective studies related to writing skill and its development. The findings gathered at the end of this study are evaluated to reflect the usefulness and effectiveness of cooperative activities on the development of writing skill of EFL students.



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## APPENDICES

### APPENDIX 1

#### ANKET FORMU

Değerli Öğrenciler,

Cevaplayacağınız bu anket, İngilizce yazma etkinliklerine dayalı yabancı dil becerilerinizin gelişimini gözlemlemek amacıyla düzenlenmiştir. Vereceğiniz cevaplar tarafımızca saklı tutulacak ve bilimsel amaçlı kullanılacaktır.

Bu anket iki bölümden oluşmaktadır. Birinci bölümde kişisel bilgileriniz ile ilgili sorular; ikinci bölümde ise İngilizce yazma etkinlikleri hakkındaki görüş ve düşüncelerinizi belirlemeye yönelik sorular bulunmaktadır.

Anket sonuçlarının sağlıklı olabilmesi için soruları samimi ve doğru olarak yanıtlamanız gerekmektedir. Lütfen anketlerin üzerine isim belirtmeyiniz. İlgi ve yardımlarınız için şimdiden teşekkür ederiz.

Dr. Öğrt. Üyesi Gülay ER  
İng. Öğrt. Aynur KARADUMAN

#### BİRİNCİ BÖLÜM

Cinsiyet	Bayan ( )	Erkek ( )
Yabancı dillere merak ve ilginiz varmı?	Evet ( )	Hayır ( )

#### İKİNCİ BÖLÜM

Bu bölümde İngilizce yazma etkinliklerine ilişkin görüşlerinizi öğrenmek amacıyla çeşitli sorular verilmiştir. Bu doğrultuda, aşağıdaki cümleleri dikkatlice okuyup daha sonra, cümlede ifade edilen özellik size ne ölçüde uyuyorsa aşağıda verilen cevaplama örneğine göre cevabınızı işaretleyiniz.

- 0 = Bana Hiç Uygun Değil  
1 = Bana Kısmen Uygun  
2 = Bana Tamamen Uygun

1.	İngilizce yazma etkinliklerine katılmayı severim.	0	1	2
2.	İngilizce yazma etkinliğini yaparken zorlanırım.	0	1	2
3.	İngilizce yazma etkinliğinde yazdıklarımın doğruluğundan şüphe duyarım.	0	1	2
4.	İngilizce yazma etkinliğinde benden istenen görevi eksiksiz yerine getiririm.	0	1	2
5.	İngilizce dersinde sınıf içinde yapılan yazma etkinliklerinden memnunum.	0	1	2
6.	İngilizce yazma etkinliklerini sıkıcı buluyorum.	0	1	2
7.	İngilizce yazdığım metni arkadaşlarıma çekinmeden okurum.	0	1	2
8.	İngilizce yazma etkinliğini gerçekleştirmek için çok çaba sarf ederim ve bu beni yorar.	0	1	2
9.	İngilizce yazma etkinliği esnasında kendimi başarısız hissedirim.	0	1	2
10.	İngilizce yazma etkinliklerinde arkadaşlarımdan yardım istemekten çekinirim.	0	1	2
11.	İngilizce yazma etkinliğini tek başıma yapmaktan hoşlanırım.	0	1	2
12.	İngilizce yazma etkinliğini bir grupla birlikte yapmayı tercih ederim.	0	1	2
13.	İngilizce yazma etkinliğinde talimatlar açık olsa bile etkinliği tamamlamakta zorlanırım.	0	1	2
14.	Bir tabloda verilen bilgileri kolaylıkla İngilizce cümleler kurarak ifade edebilirim.	0	1	2
15.	İngilizce yazma etkinliği esnasında hata yaptığımı hissetmek başarısızlık hissi yaşamama ve etkinliği yarıda bırakmama sebep olur.	0	1	2
16.	İngilizce yazma etkinliğini bir gurupla beraber yapmak derse olan motivasyonumu artırır.	0	1	2
17.	İngilizce yazma etkinliğinde arkadaşlarıma yardım etmek isterim.	0	1	2
18.	Arkadaşlarımdan aynı konuda yazdığı İngilizce metinlerle kendi metnimi karşılaştırırım.	0	1	2
19.	İngilizce yazma etkinliğine katılmak kendime olan güvenimi artırır.	0	1	2
20.	İngilizce yazma etkinliğinde hata yapmaktan çekinirim.	0	1	2

## APPENDIX 2

### LESSON PLAN 1

#### Pre Writing Activity

Look at the Picture and answer the questions.

- What do you know about the woman in the picture?
- What does she do?



Watch the video about Angelina Jolie.

#### While Writing Activity

Write sentences using the information about Angelina Jolie and then bring your sentences together and write a paragraph on the group paper.

Name : Angelina Jolie  
.....

Country : Los Angeles, California, USA  
.....

Nationality : American  
.....

Job : Actress  
.....

Nickname : Cat woman  
.....

Height : 5 ft 8 inches

Favourite colour : Black



*Who is Angelina Jolie?*

Name :Angelina Jolie

Country : Los Angeles,  
California, USA

Nationality : American

Job : Actress

Nickname : Cat woman

Height : 5 ft 8 inches

Weight : 54 kg

Favourite colour : Black

.....

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**Post Writing Activity**

Change your group paper with other groups and check them.

Expected Paragraph



Name : Angelina Jolie  
Country : Los Angeles,  
California, USA  
Nationality : American  
Job : Actress  
Nickname : Cat woman  
Height : 5 ft 8 inches  
Weight : 54 kg  
Favourite colour : Black

*Who is Angelina Jolie?*

Her name is Angelina Jolie. She is from Los Angeles, California, USA. She is American. She is an actress. Her nickname is Cat woman. She is 5 ft 8 inches tall. She is 54 kg. Her favourite colour is black.

## APPENDIX 3

### LESSON PLAN 2

#### Pre Writing Activity

Look at the pictures and tell what you know about the pictures.



Answer the questions about yourself.

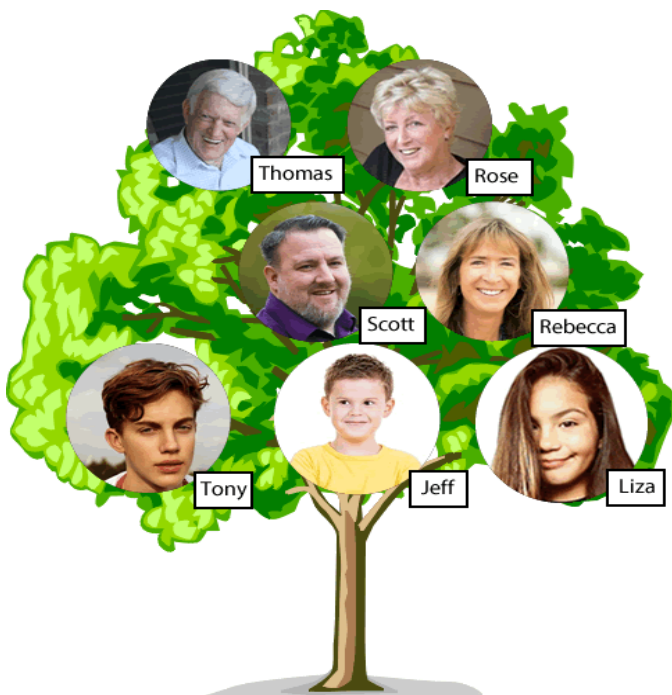
-How many people are there in your family?

-Are you the only child?

-Is your family big or small?

#### While Writing Activity

Fill in the gaps in your paper looking at the family tree, then complete the group paragraph together.





- (1) Thomas and Rose are Scot's .....
- (2) Rebecca is Scot's .....
- (3) Rebecca and Scott have got three .....
- (4) Liza is Rebecca and Scot's (4) .....
- (5) Tony and Jeff are Rebecca and Scot's (5) .....
- (6) Thomas and Rose have got three lovely (6) .....

These are the Martins. Thomas and Rose are Scot's (1) ..... . Scott hasn't got any brothers or sisters. Scot is married. Rebecca is Scot's (2) ..... . Rebecca and Scott have got three (3) ..... . Liza is Rebecca and Scot's (4) ..... and Tony and Jeff are Rebecca and Scot's (5) ..... . So, Thomas and Rose have got three lovely (6) .....

**Post Writing Activity**

Read your paragraph aloud. Compare your paper with others.

Expected Paragraph

These are the Martins. Thomas and Rose are Scot's (1) ...parents..... . Scott hasn't got any brothers or sisters. Scot is married. Rebecca is Scot's (2) .....wife..... . Rebecca and Scott have got three (3) .....children..... . Liza is Rebecca and Scot's (4) .....daughter..... and Tony and Jeff are Rebecca and Scot's (5) .....sons..... . So, Thomas and Rose have got three lovely (6) .....grandchildren.....

**APPENDIX 4**

**LESSON PLAN 3**

**Pre Writing Activity**

Put the words into the correct box.

*short	*wavy	*pretty	*fair	*blue	*tall	*handsome
		*straight				
*Brown	*curly	*good-looking	*overweight			*slim

HEIGHT	EYES	HAIR	APPEARANCE
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

Listen to the dialog and decide who Kate is.

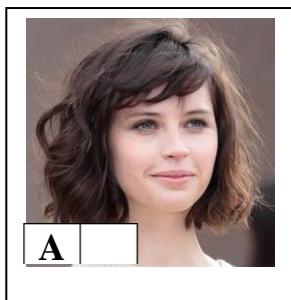
A: Does Kate have short hair?

B: No, she doesn't. She has long hair.

A: Does she have long black hair?

B: No, Kate has long blond hair.

A: Oh, I see her now! She is beautiful.



### While Writing Activity

Look at the person on the picture and make sentences using 'have got/ has got' and gather all the sentences together and write a paragraph.

glasses → .....

moustache → .....

beard → .....

longhair → .....

blue eyes → .....



Jack

.....

.....

.....

.....

.....

.....

.....

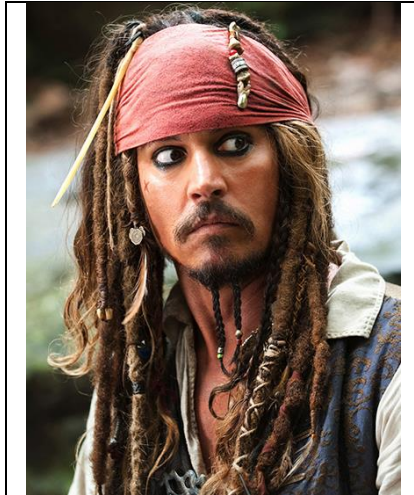
.....

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### Post Writing Activity

Read the paragraph to your friends. Then put thick (✓) or cross (✗) to the table on the board.



Jack

glasses	
moustache	
beard	
long hair	
blue eyes	

Expected paragraph

	<p>.....Jack hasn't got glasses.....</p> <p>.....He has got a beard.....</p> <p>.....He has got a moustache.....</p> <p>.....He hasn't got glasses.....</p> <p>.....He hasn't got blue eyes.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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## APPENDIX 5

### LESSON PLAN 4

#### Pre-Writing Activity

Look at the pictures and describe the activities. Which part of the day do you do these activities?

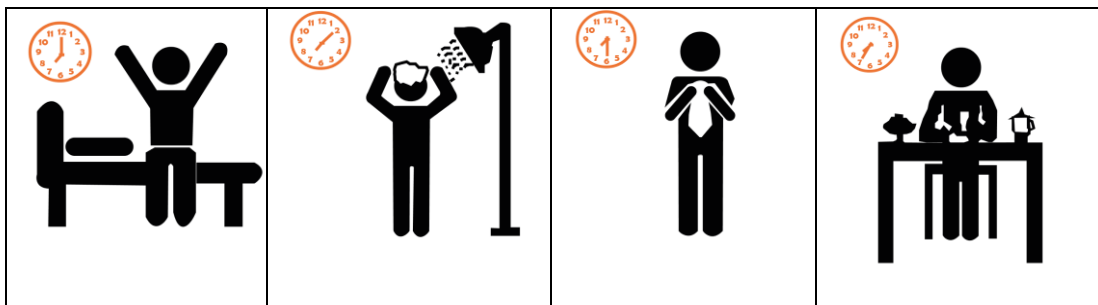


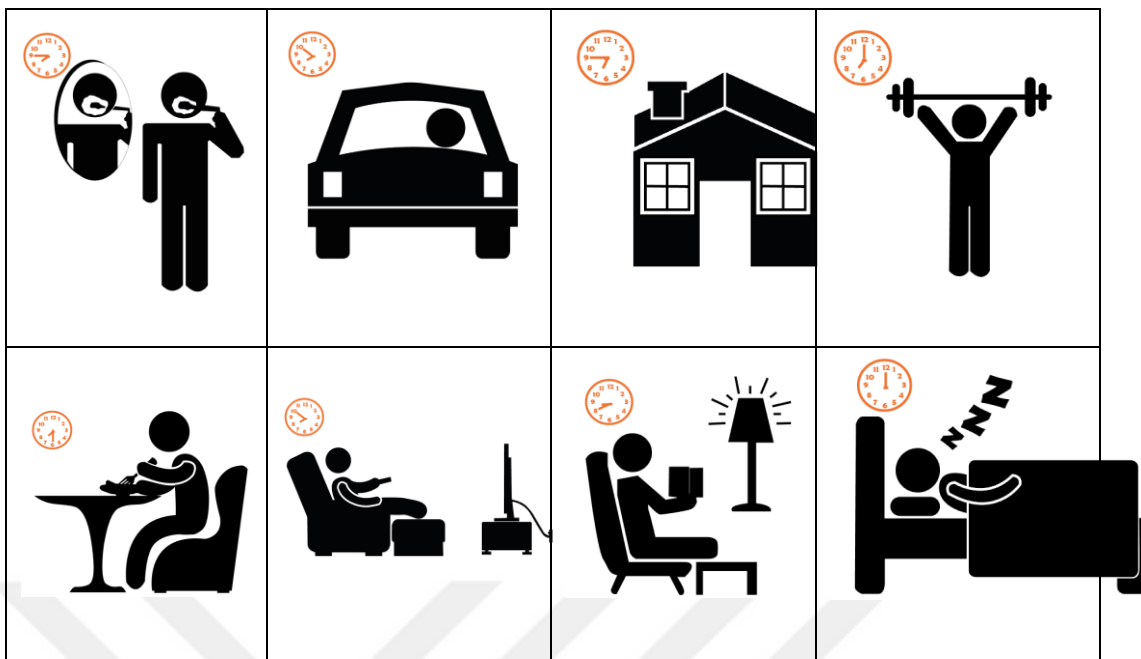
Answer these questions.

1. What do you do in the mornings?
2. What do you do in the afternoons?
3. What do you do in the evenings?

#### While-Writing Activity

Write sentences about Simon's daily routine according to the pictures in your hand. Then write them on the group paper in time sequence.





*Simon's Daily Routine*

.....

.....

.....

.....

.....

.....

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.....

**Post-Writing Activity**

Check your paper and read aloud in the classroom.

Expected paragraph

***Simon's Daily Routine***

He gets up at seven o'clock. He takes/has a shower at ten past seven. He gets dressed at half past seven. He has breakfast at half past seven. He brushes his teeth at quarter to eight. He drives to work at ten to eight. He goes home at quarter to seven. He does/goes sport at seven o'clock. He eats dinner at half past seven. He watches TV at ten to eight. He reads a book at twenty to nine. He sleeps/goes to bed at midnight.

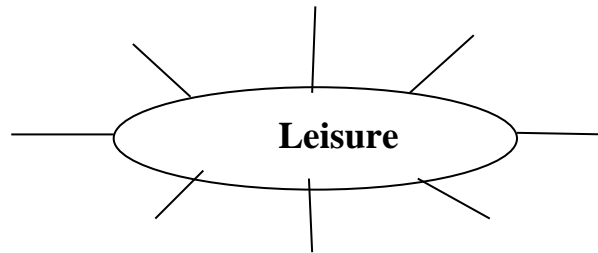


## APPENDIX 6

### LESSON PLAN 5

#### Pre-Writing Activity

Think and say as much leisure activities as you can.



Which of the activities in the list can you see in the photos?

**Teens' TOP LEISURE Activities**

Leisure activities

Which of the activities in the list can you see in the photos?

- 1 watch TV
- 2 go to the amusement park
- 3 do volunteer work
- 4 listen to CDs
- 5 hang out with friends
- 6 talk on the phone
- 7 surf the Net
- 8 play video games
- 9 go to the cinema
- 10 read magazines / newspapers / books
- 11 go shopping
- 12 go jogging

#### While-Writing Activity

Put the words into correct order to make sentences and then write them in the group paper from most often to the least one.



- always / reads / she / in the evenings / a book .  
.....


- hangs out / often / on weekends / with friends / she .  
.....

- on the phone / she / at work / talks / usually .  
.....

- goes / she / to / the amusement park / sometimes .  
.....

- goes / rarely / jogging / she / in her free time .  
.....

- games / plays / she / never / video .  
.....

	<p style="text-align: center;">Mary's Leisure Time</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**Post-Writing Activity**

They check their papers and read the paragraph aloud in the class.

Expected Paragraph

	<p style="text-align: center;">Mary's Leisure Time</p> <p>She always reads a book in the evenings. She usually talks on the phone at work. She often hangs out with friends on weekends. She sometimes goes to the amusement park. She rarely goes jogging in her free time. She never plays video games.</p>
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## APPENDIX 7

### Lesson plan 6

#### Pre-Writing Activity

Look at the pictures and say which style you like most.



Match the pictures to the clothes.

# MY CLOTHES

A- 

B- 

C- 

D- 

E- 

F- 

G- 

H- 

I- 

J- 

K- 

L- 

M- 

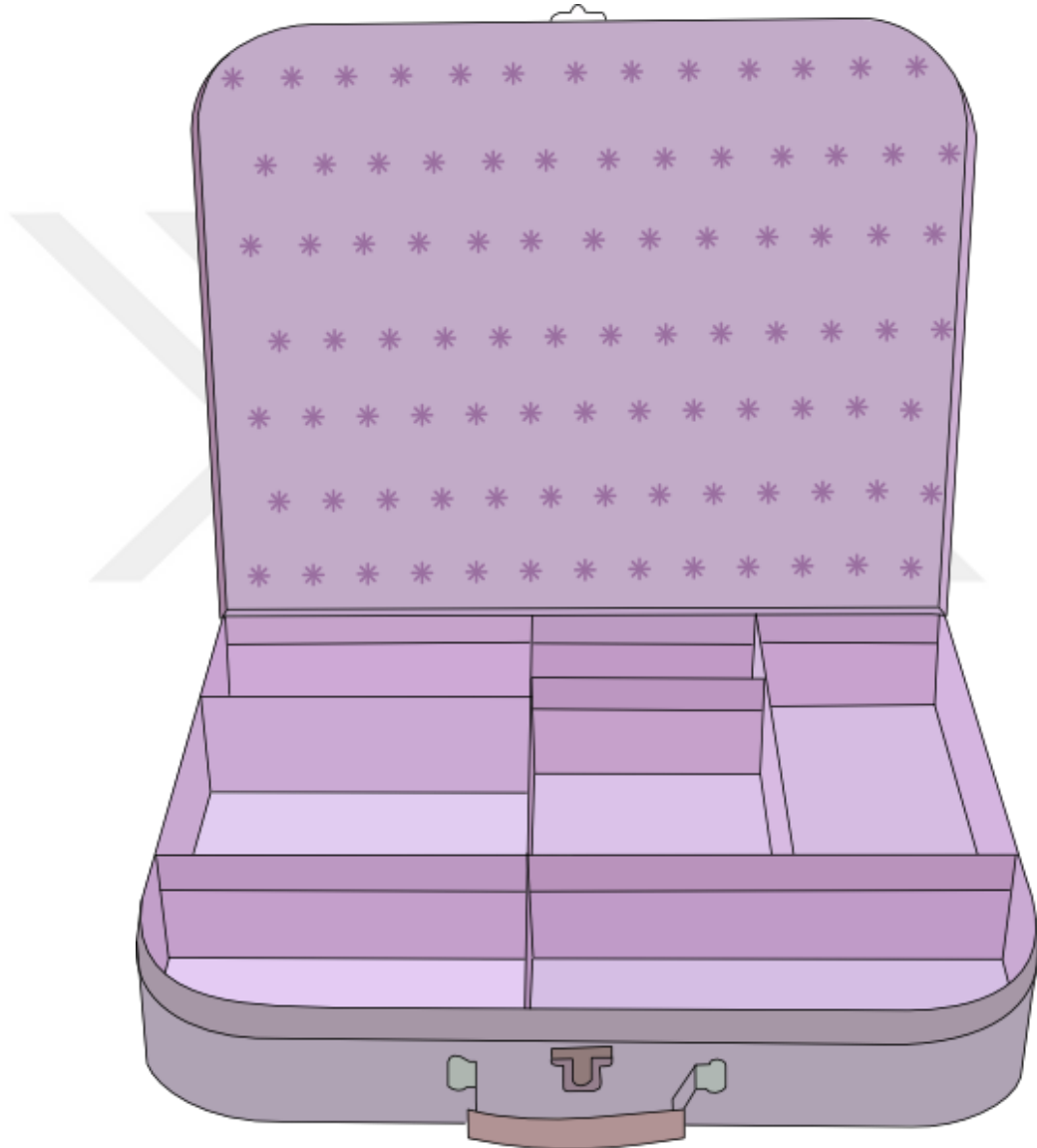
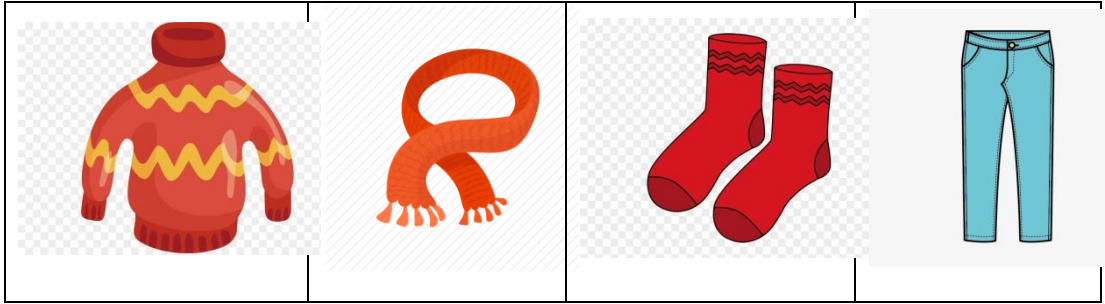
N- 

- 1 SILK CRAFT
- 2 GLOVES
- 3 POLKA DOT SKIRT
- 4 SWIMSUIT
- 5 BOOTS
- 6 PLAIN JACKET
- 7 TRAINERS
- 8 WOOLEN JUMPER
- 9 SUNGLASSES
- 10 SOCKS
- 11 COTTON T-SHIRT
- 12 FLORAL TROUSERS
- 13 SHOES
- 14 CHECKED SHIRT
- 15 UMBRELLA

### While-Writing Activity

Martin is going on a vacation and he prepares his suitcase, look at the pictures and write what there is in the suitcase and finally, gather all the sentences in the suitcase.





**Post-Writing Activity**

They read their papers aloud in the classroom.



Expected paragraph



## APPENDIX 8

### LESSON PLAN 7

#### Pre-Writing Activity

Match the pictures with the jobs.

 <p>1. ....</p>	 <p>2. ....</p>	 <p>3. ....</p>	 <p>4. ....</p>	<p>Cook Pilot Police Teacher</p>
 <p>5. ....</p>	 <p>6. ....</p>	 <p>7. ....</p>	 <p>8. ....</p>	<p>Clown Architect Surgeon Author Fire-fighter</p>
 <p>9. ....</p>	 <p>10. ....</p>	 <p>11. ....</p>	 <p>12. ....</p>	<p>Musician Mechanic Vet</p>

#### While-Writing Activities

Look at the pictures and choose the right verb for the job in your hand and write a sentence using 'can'. Write your sentences to the group paper.

			
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<ul style="list-style-type: none"> <li>-design buildings</li> <li>-save people's lifes</li> <li>-fly planes    -help animals</li> <li>-compose songs</li> <li>-repair cars</li> <li>-write many books</li> <li>-make people laugh</li> </ul>	<p style="text-align: center;"><i>Jobs !</i></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	---

**Post-Writing Activity**

They read the sentences aloud. And they add actions about each job telling what they can do more in these jobs.

Expected paragraph

<ul style="list-style-type: none"> <li>-design buildings</li> <li>-save people's lifes</li> <li>-fly planes    -help animals</li> <li>-compose songs</li> <li>-repair cars</li> <li>-write many books</li> <li>-make people laugh</li> </ul>	<p style="text-align: center;"><i>Jobs !</i></p> <ul style="list-style-type: none"> <li>-An architect can design buildings.</li> <li>-A surgeon can save peoples' lives.</li> <li>-A pilot can fly planes.</li> <li>-A musician can compose songs.</li> <li>-A vet can help animals.</li> <li>-A mechanic can repair cars.</li> <li>-An author can write many books.</li> </ul>
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**APPENDIX 9**

**LESSON PLAN 8**

**Pre writing activity**

Look at the pictures and match the types of houses with the correct pictures.

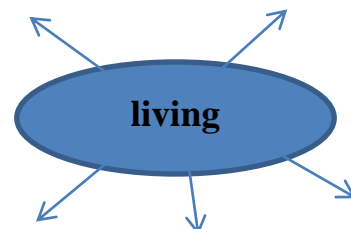
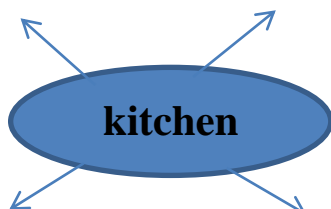
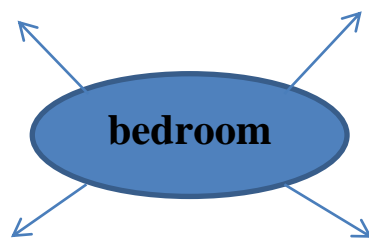
<p><b>A</b></p> 	<p><b>B</b></p> 	<p><b>C</b></p> 
<p><input type="checkbox"/> Cottage</p>	<p><input type="checkbox"/> Flat</p>	<p><input type="checkbox"/> Villa</p>

Answer these questions.

- Which one would you like to live in?
- Why?

Complete the spider grams.

-bath	-pillow	-armchairs	-bedside table	-cupboards	-sofa
-sink	-fridge	-fireplace	-bed	-coffee table	-cooker
	-cushions	-towels	-curtains		



### While Writing Activity

You will write an ad to rent your house. Look at the information and describe the place with this information. Then combine your sentences on the group paper.

type of place: attractive house, quiet street, near city centre, reasonable rent, £350/month, address: 5, Linden Grove

size & inside the house: a spacious bedroom, a living room, two bathrooms with a toilet, a modern kitchen, cooker, a fridge, a washing machine, a microwave oven

outside the house: a wonderful view of the park, a large garage at the back, a pretty garden at the front

**FOR RENT**

.....

.....

.....

.....

.....

.....

.....

.....

.....

### Post Writing Activity

Read your text to your friends and answer these questions.

1. Where is the house?
2. How much is the rent?
3. What type of house is it?
4. What is it close to?
5. What rooms are there in the house?
6. What is there at the front and back of the house?

Expected text

#### FOR RENT

It is an attractive house in a quiet Street near city centre. The rent is very reasonable. You pay £350 per month. The address is 5, Linden Grove. The house has got a spacious bedroom, a living room, two bathrooms with a toilet and a modern kitchen. There is cooker, a fridge, a washing machine and a microwave oven in the kitchen. It has a wonderful view of the park, a large garage at the back and a pretty garden at the front.

## APPENDIX 10

### Social and Human Sciences Ethics Board Approval for the Research Implementation



T.C.  
ONDOKUZ MAYIS ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
21.12.2018	11	2018 / 337

**KARAR NO:** 2018 - 337  
Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Aynur KARADUMAN'ın Dr. Öğr. Üyesi Gülay ER danışmanlığında "İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıflarda İşbirliğine Dayalı Önerilen Yazma Etkinlikleri " isimli yüksek lisans tezine ilişkin anket çalışması okunarak görüşüldü.

Üniversitemiz Eğitim Bilimleri Enstitüsü yüksek lisans öğrencisi Aynur KARADUMAN'ın Dr. Öğr. Üyesi Gülay ER danışmanlığında "İngilizcenin Yabancı Dil Olarak Öğretildiği Sınıflarda İşbirliğine Dayalı Önerilen Yazma Etkinlikleri " isimli yüksek lisans tezine ilişkin anket çalışmasının kabulüne oy birliği ile karar verildi.

ASLI GİBİDİR.

P.S: Experiment was implemented by the approval of the experimental school and supported by the Social and Human Sciences Ethics Board.