



Ondokuzmayıs Üniversitesi  
Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi

**SUGGESTED WRITING ACTIVITIES FOR PRIMARY SCHOOL  
STUDENTS CONSIDERING THEIR COGNITIVE  
DEVELOPMENTS**

Hazırlayan:  
Nermin Elçin PETEKÇİOĞLU

Danışman:  
Yrd. Doç. Dr. Müfit ŞENEL

Yüksek Lisans Tezi

Samsun, 2011



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## KABUL VE ONAY

Nermin Elçin PETEKÇİOĞLU tarafından hazırlanan “Suggested Writing Activities for Primary School Students Considering Their Cognitive Developments” başlıklı bu çalışma 07/02/2011 tarihinde yapılan savunma sınavı sonucunda oybirliği/oy çokluğuyla başarılı bulunarak jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı’nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylım.

07/02/2011

## **BİLİMSEL ETİK BİLDİRİMİ**

Hazırladığım Yüksek Lisans Tezinin, proje aşamasından sonuçlanmasına kadarki süreçte bilimsel etiğe ve akademik kurallara özenle riayet ettiğimi, tez içindeki tüm bilgileri, bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan ve dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu taahhüt ederim.

07/02/2011

Nermin Elçin PETEKÇİOĞLU

## ÖZET

Öğrencinin Adı-Soyadı	Nermin Elçin PETEKÇİOĞLU
Anabilim Dalı	Yabancı Diller Eğitimi
Danışmanın Adı	Yrd. Doç. Dr. Müfit ŞENEL
Tezin Adı	İlköğretim Öğrencilerinin Bilişsel Gelişimlerini Dikkate Alarak Yazma Becerisini Geliştirmek için Önerilen Aktiviteler

Yapılan bu araştırmada, ilköğretim sekizinci sınıflarda bulunan öğrencilerin yazma becerilerinin geliştirilmesinde öğrencilerin bilişsel gelişimlerini dikkate alarak gerçekleştirilen öğretim tekniklerinin ne kadar etkili olduğu araştırılmıştır. On iki hafta süren öğretim etkinliği boyunca, on iki birbirinden farklı yazma aktivitesi kontrol grubu (8/A) ile geleneksel yöntem kullanılarak, deney grubu (8/B) ile bilişsel yöntem kullanılarak çalışılmıştır.

En başta, öğrencilerin yazma becerisi seviyelerini ölçmek için araştırmacı tarafından literatür taraması ardından geliştirilen İngilizce Yazma Becerileri Testi her iki gruba (kontrol ve deney) da öntest ve sontest olarak uygulanmıştır. Grupların öntest ve sontest sonuçları Mann-Whitney U Test ile analiz edilmiştir. Araştırmanın başında yapılan öntest sonuçları iki grup arasında belirgin bir fark olmadığını ortaya koymuştur. Diğer taraftan, sontest sonuçları ise deney grubunun kontrol grubuna göre daha başarılı olduğunu göstermiştir.

Her iki grubun Yazma Becerileri Testi öntest ve sontestini karşılaştırmak için Wilcoxon İşaretli Sıralı Test'i kullanılmıştır. Sonuca göre Amasya Suluova Bolat İlköğretim Okulu'nda deney grubuna öğrencilerin bilişsel gelişimlerini dikkate alarak yapılan öğretimin, kontrol grubuna uygulanan geleneksel yöntemle karşılaştırıldığında daha etkili olduğu ortaya çıkmıştır. Bu sebepten dolayı, öğretmenlerin öğrencilerine yazma becerisini öğretirken ve bu beceriyi geliştirirken öğrencilerin bilişsel gelişimlerini dikkate almaları gerektiği düşünülmektedir.

**Anahtar Sözcükler:** Yazma Becerisi, Yazma Aktivitesi, Bilişsel Gelişim, Bilişsel Yöntem, Geleneksel Yöntem

## ABSTRACT

Student's Name and Surname	Nermin Elçin PETEKÇİOĞLU
Department's Name	Foreign Languages Education
Name of the Supervisor	Asst. Prof. Dr. Müfit ŞENEL
Name of the Thesis	Suggested Writing Activities for Primary School Students Considering Their Cognitive Developments

In this study, it is investigated how effective the teaching writing activities are, when the teacher takes the cognitive developments of the learners into consideration. During twelve weeks of teaching process, twelve different writing activities are studied using cognitive method for experimental group (8/B) and traditional method for control group (8/A).

At the beginning after surveying the literature of the study, the researcher prepared the English Writing Skill Comprehension Test which has been applied to both groups as pretest and posttest. The results are analyzed with Mann Whitney U Test. The pretest results show that there is no difference between the control and the experimental group. However, the posttest results indicate success of the experimental group in comparison to the control group. Wilcoxon Signed Rank Test was used to compare the pretest and the posttest of both groups.

As a result, it has been proved that taking cognitive development into consideration while teaching writing skill in 8th graders in Amasya Suluova Bolat Primary School is more efficient than teaching writing skill using traditional method. Thus, it is seen that the teachers need to take the cognitive development of their students into consideration while teaching writing skill.

**Key Words:** Writing Skill, Writing Activity, Cognitive Development, Cognitive Method, Traditional Method

## **ACKNOWLEDGEMENT**

I would like to thank my thesis supervisor Assist. Prof. Dr. Müfit ŞENEL, for his kind and warm help, guidance and patience during the preparation of this study.

I would like to express my gratitude to Assist. Prof. Dr. Müge YILMAZ who helped me in the statistical analysis of the thesis. I am also indebted to Assist. Prof. Dr. Zerrin EREN, Assist. Prof. Dr. Gülay ER who helped and guided during the M.A studies.

I also would like to thank my dear friends who helped and supported me during my studies.

I owe my special thanks to my beloved family who have encouraged and supported me during the preparation period of this study.



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## CHAPTER 1 INTRODUCTION

This study is made up of ten chapters which present literature and the practice parts concerning the cognition, cognitive development of the students, Cognitive Code Approach and the Writing Skill lessons prepared considering the techniques and activities of the mentioned approach.

### 1.1 Background to the Study

Language teaching has been a very difficult process for language learners for many years. As it is a crucial process, mankind has paid the utmost attention to get to a better point in teaching a foreign language. By the time the beginning point is considered in terms of language teaching, it is seen that people needed it to get to know and read other works of philosophy, religion, science or politics written in other languages originally. However, due to the changing needs of the learners and teachers, new approaches came into being and different methods and techniques aroused naturally.

In early times, in order to get to know these works written in other languages, people preferred translating the written work into their native language. As a result, Grammar Translation method came into being. In Grammar Translation Method, teaching was heavily based on vocabulary, grammar rules and translation. It has structural syllabus, so teaching is centered around structure without communication. However, in the late 19<sup>th</sup> century, people sought the ways to teach English better. Rather than teaching English deductively, without a context; they aimed to teach English inductively, within a context, communicatively and without translating the language items that are being learned. As a result, these ideas made up Direct Method. This method became popular in schools, but it is not very useful in large classes.

On the other hand, developments in other fields also affected language teaching. After some experiments are conducted in the field of psychology, Behaviourism was applied to language teaching. According to this approach, learning process is based on imitation, practice, feedback and habit formation. The students imitate the language patterns until they form the habit. Thus, the quality of imitation is evaluated by the

teacher within language learning process. Out of this theory, Audiolingual Method emerged. This method is heavily based on habit formation. The students are rewarded, if their response is correct, as a result the habit is formed. Conversely, they are not rewarded, if their response is incorrect, it is suppressed.

On the other hand, in the 20<sup>th</sup> century, with the invention of some tools like tape recorder, radio, computer and TV which are useful for language teaching, the four skills are begun to be taught effectively. While these were happening, Noam Chomsky put the Generative Grammar Theory forward, which challenged Behaviourism. He opposed to Behaviouristic Approach, and he contributed much to the development of Cognitivism both in psychology and language teaching. He first used the term LAD, which refers to a person's innate ability of learning a language. Unlike Behaviourism, Cognitivism suggests that each language learner has the capacity to learn a language with the help of already existing learning systems. Also Krashen proposed a theory of language acquisition, which is later applied to language learning. One of his hypotheses is input hypothesis which claims that input should be a bit beyond the already existing capacity of the student. When the newly taught item is a bit beyond the learner's present proficiency, they use this comprehensible input to deduce rules of language.

In relation to this, cognition has begun to be more and more important in language teaching. According to Ashcraft "Cognition is the collection of mental processes and activities used in perceiving, learning, remembering, thinking and understanding, and the act of using those processes." (1998: 4) By the time, the learners get these mental processes and activities, their cognition starts to comprehend, learn, remember and so on. As these acts are all happening, the learner develop these skills. In other words, the intellectual capacity is developed through involving in such mental activities.

## **1.2 . Statement of the Problem**

English lesson is taught compulsorily in primary school, three hours for 4<sup>th</sup> and 5<sup>th</sup> graders, and four hours for 6<sup>th</sup> , 7<sup>th</sup> and 8<sup>th</sup> graders a week. As a result, teachers cannot find sufficient time for listening, speaking and writing activities, which require utmost attention and intensive effort of both students and learners.

People write for many reasons. They may write a letter to inform, write a paragraph or essay to express their ideas, take notes during a lesson, summarize a subject to make it clear, they also may write to explain a topic in a more detailed way, in addition to all these people consider the capitalization and the punctuation which are necessary elements of writing. However, this skill, intentionally or not, ignored by teachers due to the lack of time. One of the reasons for ignoring the practice of writing activities is that the activities presented in the coursebook are limited in catering for the age, needs, interests and cognitive levels of the students.

Writing skill, on the other hand, is a productive skill that requires students to produce and practise the items they have learned or internalized. Though it may be ignored to some extent –though not ignored as much as listening and speaking skills-, it not only needs students’ attention, but also teacher’s active involvement within the procedure in which the selection of interesting and appropriate topics for writing is vital. Via writing activities, teachers and students both can reinforce the items that have been taught and learned previously. By the time, the students comprehend the items fully and practise them through other skills, they can pass to one of the hardest skill “writing”, because writing is a productive skill which requires the students to make up a whole of the items they have learned and use them in newly produced texts by themselves.

While the difficulty of such a productive skill is an obstacle for teachers and learners, the writing period for both of them can be tough and boring. During this period, teachers should consider the cognitive developments and cognitive factors of the learners to get to a better point in teaching writing. However, when this stage is ignored by teachers, learners have difficulty in comprehending, practising and even in remembering the items that have been presented.

### **1.3. The Aim and Scope of the Study**

The aim of this experimental study is to teach writing through cognitive and traditional methods considering learners’ cognitive development. While teaching with traditional method, native language is used and they are not presented the topic deductively. The scope of the study is teaching of writing via the writing activities, presented in Spot On



8 Students Book which National Education Ministry has distributed, by using Grammar Translation Method for control group and Cognitive Code Approach for experimental group. This study is based on teaching writing skill concerning learners cognitive developments and decide whether the activities presented in the coursebook are suitable to the learners cognition, needs and abilities.

#### **1.4 Method**

In this study, there are two groups, the experimental and the control group. In the experimental group, during the teaching process of English Writing Skill, Cognitive Code Approach is used. In this approach, the information about the target subject is taught deductively to the students and they are activated by using visuals like pictures and flashcards, auditory materials, body language, facial expressions to make the results permanent. However, unlike the experimental group, in the control group, traditional method is used. In Grammar Translation Method, the native language is highly used, the students are allowed to use bilingual dictionaries and translation is used, thus this approach does not allow students to use their creativity and cognition properly. In other words, vocabulary is aimed to be taught through direct translation and there is no attention for the pronunciation of the words. The teacher is the authority and the students are somehow passive, so they do not develop their ideas freely. Also, as the Grammar Translation Method is based on the teaching of reading and writing primarily, this method is chosen for the teaching writing of the control group students. Additionally, the Grammar Syntax Organization Approach is used as the focus is on the teaching of the structures. the writing activities presented in the Spot On 8 Student's Book are guided writing activities. The Cognitive Strategies are made use of, as the students involve in the lessons actively.

#### **1.5 Research Questions**

The following questions are tried to be answered in this study.

1. Will teaching be more efficient, if writing activities which are appropriate to their cognitive development are prepared?
2. Will the selection of appropriate writing activities make teachers more active?

3. Will teaching be more efficient and permanent if the writing activities are prepared appropriate to their cognitive factors?

### **1.6 Hypotheses**

1. The students' post-test scores of the experimental group, who are taught with writing activities that are appropriate to their cognitive developments will be more successful compared to those that take place in the control group.
2. The post-test scores of the experimental group who are taught writing through cognitive method will be higher than their pre-test scores.
3. The post-test scores of the control group who are taught writing through traditional method will also be higher than their pre-test scores.
4. Teaching will be more effective and permanent, when the writing activities are prepared considering the learners' cognitive developments and factors.

### **1.7 Limitations and Assumptions**

1. The study is limited to the teaching and improving of primary school learners, Bolat Primary School 8<sup>th</sup> graders writing skill. Throughout this study, each skill is tried to be taught and improved, however writing skill is emphasized.
2. It is assumed that the experimental group students and the control group students answered 'the English Writing Skill Comprehension Test', which was done as a pre test, heartily.
3. The students' success level is limited to the qualities measured by 'the Writing Comprehension Test'.

### **1.8 Definition of Terms**

Cognitive Development: It is the study that is centered around the development of information processing, concepts, language learning and brain development in terms of a child.

Cognition: It is the process of thinking, perceiving, solving and similar activities in which the activities of the brain are involved.

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

## **CHAPTER 2 REVIEW OF LITERATURE**

In Chapter 2, the cognitive development and its stages, the ideas of some cognitivist scholars are presented. Additionally, the term cognition which is the base of the other terms explained in this part, and the history of the Cognitive Theory are tried to be presented.

### **2.1 Cognitive Development of Children**

All the people are born with and follow a universal order while they are aging. During the periods of their aging, they follow and show some common characteristics peculiar to their age, or in other words their cognitive development. Furthermore, these stages follow each other and are in relation with one another. As Flavell says “The deep reason in psychological events and processes that go into making up what we call “thinking”, “perceiving”, “remembering”, and the rest are in fact complexly interwoven with one another in the tapestry of actual, real time cognitive functioning. (1985: 3) So, it is not probable to distinguish the cognitive development stages exactly. The stages are in relation with one another and inseparable.

Besides, human beings need to have a peaceful, humane world where they can all live in and with. If this is possible, they can pass through the stages of their cognitive development easily and completely. On the other hand, naturally, they can be exposed to some internal and external effects, so the stages of their cognitive development may not follow a universal order. A troubleless cognitive development occurs under normal settings without exposure to negative internal and external factors.

Up to now, cognitive development has been considered in many ways. Piaget’s views were favoured by different contemporary scholars at different points. Though, there were some opposing ideas to what Piaget suggested, some of them followed him by emphasizing different points concerning cognitive development and the stages of cognitive development.

### **2.1.1 Contributions of Jean Piaget to Cognitive Development**

Jean Piaget can be considered as the first man to suggest cognitive development in the contemporary meaning. He spent most of his life gathering amounts of information on cognitive development. He proposed the stages of cognitive development which states a systematic scheme of intellectual development. But, his work was not concerned with predicting the behaviour of children. As Wadsworth mentions “His work was primarily concerned with describing and explaining in a very systematic way the growth and development of intellectual structures and knowledge.” (1989: 1) His studies were mainly based on mental activities of children concerning their cognitive development. Thus, his researches added much to psychology and education to have a better understanding of acquiring, teaching and learning.

On the other hand, though Piaget’s work is highly influential and innovative, it was also criticized. Some theorists criticized the stages of development because of the actions peculiar to each stage. As Baillargeon states;

“Piaget also held that the emergence of object permanence depends on coordination of sensorimotor schemes, which begins at about 9 months of age. The present findings, like those of Baillargeon et al.(1985), are inconsistent with this explanation, because they suggest that infants possess a notion of object permanence long before they begin to perform coordinated actions.”

(1987: 662)

However, the criticism against Piaget did not prevent it from being accepted worldwide. Additionally, for Piaget, intelligence is both active and constructive. It is active because it depends on actions like accommodating and assimilating. It is constructive because mental actions are used for learning and adapting. Also, intelligence is the base of cognitive development. It is a term which ensures equilibrium between the human and the environment. On the other hand, Piagetian view became very important concerning educational theory. He suggested that as children grow up, they mature. However, they cannot deal with some difficult tasks if they are not mature enough to do so. While they are maturing, they need to adapt themselves to the environment they live in by assimilating, accommodating and equilibrating. On the other hand, similar to the information processing theory, children play an important role in their own development.

To conclude, Piaget's views and the stages of development are the most known ones in terms of cognitive development. His ideas on cognitive development are rather complex, but they are prone to misunderstanding if they are not presented clear enough. Piaget's theory of cognitive development is also known as the developmental stage theory. It deals with the knowledge, its acquisition and its usage by the human beings. Piaget's major principles can be stated as adaptation, assimilation, accommodation and equilibration.

### ***Adaptation;***

Human beings are complex organisms who need to adapt themselves to the environment they live in. According to Pulaski "Adaptation is for Piaget the essence of intellectual functioning, just as it is the essence of biological functioning." (1971: 6) In short, cognition is the adaptation of the human being biologically and intellectually to the environment. In relation to this explanation, intellectual functioning is an inseparable part of human cognition and it is shaped by the skill of organizing the experiences and adapting ourselves to the environment we live in. Additionally, Pulaski exemplifies the adaptation;

"the cave men who were terrified by fire ran from it and hid; thus they survived. Later they learned to control it, so that it provided them with warmth, cooked food, and protection from animals. By making it work for them displayed intelligent, adaptive functioning. Such functioning, according to Piaget, is characteristic of living organisms at all levels; it is part of our biological intelligence."

(1971:7)

Thus, it is seen that adaptation has two sides as assimilation and accommodation which complete each other. The child needs to adapt himself in order to gather the state of cognitive balance and equilibration. Adaptation can be achieved through assimilation and accommodation.

### ***Assimilation;***

According to Piaget, cognition gets the information from the environment with the help of his own comprehension, but it does not copy the knowledge barely. Objects become

known to the cognition of human in time and the human being can assimilate them in order to fulfill his/her intentions. As Wood exemplifies assimilation;

“... a bottle may be known and perceived in terms of activities like grasping, bringing it to the mouth, sucking and swallowing. To the extent that any new ‘container’ can be assimilated successfully to the schemes in order to fulfill the desire to drink, then it too will be ‘known’ in terms of ‘bottle-related’ actions.”  
(1988: 39)

In other words, the children incorporate the new structures to their already existing schema or structures. They settle and see the similarity between the two things and make use of them. Thus, according to this example, the cognition of human being perceives the objects and assimilate them by trying to put these objects into their own already existing schemes.

### ***Accommodation;***

The listening child begins to utter the words s/he has assimilated. Though s/he comprehends well and completely tell the words deficiently; on the other hand, as she continues speaking, s/he accommodates her/his own words to the ones s/he hears. Also, accommodation and assimilation have a balance with each other.

Human mind needs to develop new schemes to accommodate the new information, as they do not fit the pre-existent categories. By the time the child cannot find a scheme to accommodate the new information, then s/he constructs a new one.

Additionally, both assimilation and accommodation are parts of adaptation process. Human beings have mental constructions to assimilate the new information to fit into those constructions they have. Furthermore, those mental constructions accommodate themselves to the new and changing environment.

On the other hand, “These processes, functioning simultaneously at all biological and intellectual levels make possible both physical and cognitive development.” (Pulaski 1971: 7) As a result, children involve the new information into the already existing schemes or create new one to fit the new information.

### ***Equilibration;***

Equilibration both involves assimilation and accommodation. As stated above, human beings have an internal construction of cognition and thus they have a sense of the environment with the help of cognition. By the time the external factors do not correspond with the internal constructions, there occurs disequilibria. Then, it can be said that, equilibration is the effort to have a balance through adapting his/her mental constructions. On the other hand, Duncan states;

“Piaget believed that cognitive development in children is contingent on four factors: biological maturation, experience with the physical environment, experience with the social environment and equilibration. Equilibration refers to the biological drive to produce an optimal state of equilibrium between people’s cognitive structures and their environment.”

(1995: 462)

According to this explanation, equilibration is a needed state in terms of cognitive development to occur and go on.

For equilibration, the child needs balance between himself and the environment or assimilation and accommodation. There may occur varieties of disequilibria between assimilation and accommodation of the new information. Additionally, as for Lavatelli (1970) Piaget explains “...equilibration is the major factor in explaining why some children advance more quickly in the development of logical intelligence than do others.” (cited in Ginn, [no date] part:2, paragraph:3)

On the other hand, Piaget described the cognitive development by dividing it into stages.

### ***Piaget’s Cognitive Development Stages;***

Cognitive and intellectual development are the results of developmental processes. Cognitive development is the process of successive changes of mental structures. Each structure is inevitably effected by the preceding one. The new structures, or in other words, schemata do not replace the prior ones, but they incorporate with them. Thus, the child accommodates it by retaining his/her old scheme.



This developmental process flows continuously. As Wadsworth explains “Changes in intellectual development are gradual and never abrupt.” (1989: 24) In order to conceptualize cognitive growth, it is better to divide it into four main categories as sensory-motor period, pre-operational period, concrete operations period and formal operations period. However, Piaget is criticized as a result of the stages of development he proposed. As cognitive development goes on, it would be more effective to divide the stages into smaller chunks to get a better understanding of the process.

His stages of development is fixed. According to Piaget, every child pass through the stages in the same order. However, a child may not pass from preoperational thought to formal operations. The number of the children that pass through the stages may not be identical. Some children may pass before or after his/her peers. These are due to experiential and hereditary factors. As mentioned before, the development process flows in order and each new stage is built upon the previous one and integrated with it.

### ***Sensory Motor Period;***

Cognitive development starts from the day the baby is born. This stage processes from birth up to age two and has six stages. During this stage, the child tries to learn about himself and the environment through motor actions.

### ***Stage 1 (0-1 Month);***

At this stage, the baby is equipped with a variety of reflexes. Some of them stay unchanged with age and not cognitive relevant like sneezing. But some of them like sucking, movement of eyes or arm disappear by age. These reflexes are considered as the child’s first sensory motor schemes.

### ***Stage 2 (1-4 Months);***

As Flavell mentions; “This stage is marked first by the continued evolution of individual sensory-motor schemes, and second by the gradual coordination or integration of one scheme with another.” (1985: 21) To explain better, individual sensory-motor schemes are related to processes as sucking, looking, listening undergo remarkable development during these months. For instance, sucking continues to be a

motor skill during Stage 1, whereas it may happen in response to the sensation of being held for feeding. The baby shows the play behaviour in this stage.

***Stage 3 (4-8 months);***

At this stage, the child's behaviour becomes oriented towards objects. S/he can grasp the objects s/he reaches. "She has been unable to effectively distinguish herself from other objects on a sensory-motor level." (Wadsworth 1989: 41) Moreover, they try to repeat the interesting experiences. By the time the child, repeats the behaviour, the primitive sensory-motor intentions become evident.

***Stage 4 ( 8-12 months);***

The infant begins to use means to attain ends. She begins to search for objects that disappeared. "During this period , the child begins to differentiate ends and means and coordinate two familiar schemata in generating a single act; she begins to use means to attain ends that are not immediately attainable in a direct way." (Wadsworth 1989: 44)

***Stage 5 (12-18 months);***

The child spends time to experiment with objects. They may put things around, in water, and see what objects do in new situations. The child is able to adapt to different situations by trying. At this stage, the child reaches an important period in cognitive development as s/he is able to solve new sensorimotor problems. It is the beginning of a truly intelligent behaviour. However, the child cannot solve problems having invisible displacement. This ability will not come out until s/he develops mental representation of objects.

***Stage 6 (18-24 months);***

During this stage, the child moves from level of sensorimotor to representational intelligence. The child develops means, but there is not experimentation in this stage. Means is tried by thinking, not with experimentation. The experimentation is done in thought rather than acting. At this stage, the child is capable of perceiving the relations of cause and effect without being restricted to sensorimotor utilization.

***Preoperational Period (2-7 Years);***

At this period, the child learns to use symbolic substitutes such as language and mental images. Instead of seeing his mother, s/he can think of her and can make without her for long periods of time. As for Piaget, 'make-believe' play of this period is very important, because the child is, at this stage, assimilating, the activities, the rules and ideas symbolically. As Pulaski states; "By imitating the speech, the behaviour, the activities of adults, the children learn to adjust to new situations in their new world." (1971: 26) In this period, the children are eager to imitate furthermore, they come home from school and start to play, and pretend to be teacher in the school or mother at home. By imitating, they assimilate the object or person symbolically.

***Concrete Operations (7-11 years);***

During this stage, the child's reasoning become logical. The child's logical thought can be applied to concrete problems. Unlike the child who is at the preoperational stage, the child at concrete operations can make cognitive and logical decisions. Moreover, this stage can apply reversibility to the mental operations. Language is used for communication. As Wadsworth explains; "In essence, the concrete operational child attains a level of intellectual activity that is superior in all respects to that of the preoperational child." (1989: 96)

In terms of a child at the stage of concrete operations , it does not mean that s/he is at the highest level of using logical operations. s/he can solve the problems involving concrete items that exist at present. Thus, it can be concluded that concrete operations stage can be seen as a transition between preoperational and logical thought of children.

***Stage of Formal Operations (11,12-...);***

Formal operations is the last stage designed by Piaget. This stage takes place in adolescence. The mind is free of experimenting. The individual's cognitive structures reach maturity in this period. Through assimilation and accommodation, which are prompted by equilibration continue to make changes in the mental structures already existing in the mind of the child. However, the elements of thought, like its function and content may develop in adolescence. But, on the other hand, a great majority of people

do not advance through concrete operations. Though, child's age processes, cognitive development may stay behind the child's age.

Formal operations are identified with reasoning and they get a better understanding of cause and result relationship. Additionally, formal thought operates on what Piaget called propositional, and formal operational schemes. As Brainerd exemplifies "Hypothetical reasoning goes beyond the confines of every day experience to things which we have no experience." (1978: 205) To explain it better, the individual can get to deal with new things without knowing directly. Via this way, children can think about problems symbolically and deduce logical conclusions.

### **2.1.2 Contributions of Lev Vygotsky**

Vygotsky brought a new perspective to cognitive development studies which emphasizes the importance of social interaction concerning cognitive development. Though his cultural historical theory of higher mental functions development had an important effect upon cognitive sciences, his socio-cultural theory, when compared to Piaget's cognitive development theory, challenge each other in some ways like language structure, social environment and culture.

According to his theory, cognitive growth happens within a socio-cultural context which is influential on its process. Language has also an important role in development. "Many of a child's cognitive development evolve from social interactions with parents, teachers and other more competent associates." (Shaffer 1999: 259) Via this statement, he puts an emphasis on social context, its necessity in terms of cognitive development. This idea is also the base of his 'Zone of Proximal Development'. This term is used for the tasks that are too difficult for children to learn alone, but with the guidance of adults, or skilled children or older ones. Zone of proximal development captures the abilities of the child which are maturing, and these can be achieved just with guidance. According to Vygotsky, children learn from their surroundings and from the others.

However, when Piaget and Vygotsky are compared, it is seen that Piaget believed that intelligence came from action. The children learn through the interaction with their surroundings they have and learning takes place after development. Unlike Piaget,

according to Vygotsky, “Learning happens before development can occur and that children learn because of history and symbolism.” (Slavin 2003: 30-43) Though Piaget did not put emphasis on the input that come from the others, Vygotsky gives importance to the input from the surroundings of the child.

### **2.1.3 Contributions of Jerome Bruner**

According to Bruner, people interpret the world in terms of the similarities and differences. He claimed that in order to perceive, conceptualize and learn , categorization is a need. However, unlike Piaget, he suggested that a learner who is at a young age, can learn any task if the instruction is organized. He also suggested

“Very early an emphasis began shifting from meaning to information; from the construction of meaning to the processing of information. These are profoundly different matters. The key factor in the shift was the introduction of computation as the ruling metaphor and of computability as a necessary criterion of a good theoretical model. Information is indifferent with respect to meaning.”

(Bruner 1990: 4)

Via this explanation he refers to information processing model which made a shift from meaning to information and states that these matters should not be confused as well.

Cognition and cognitive development are two closely related items which cannot be separated from each other. Cognitive development is based on the presence of the cognition, in other words the process of thinking. Therefore, these two terms in addition to their relationship with each other, they put forward the presence of a developing mental device.

## **2.2 Cognition**

“Cognition refers to the collection of all mental processes we use, as we perceive and recognize objects, as we learn and remember concepts and ideas, as we comprehend and use language, and as we think and reason.” (Ashcraft 1998: 5) With the help of Ashcraft’s explanation, it can be concluded that cognition is the process of thought. According to this, cognition consists a wide range of mental activities which we permanently use in our daily lives.

One of the basic quality of human being is the act of thinking and reasoning. These are just some of the acts that distinguish human beings from the other animates. On the other hand, these mental abilities not only include thinking and reasoning, but also learning, perceiving, remembering, memorizing, problem solving and many more. To make it clear, it can be said that cognition is all the processes from perception to reason and from recognition to inference. Thus, it is not easy to limit the acts of cognition just to thinking and reasoning.

On the other part, cognition is a term that can be called as “intelligent processes and products of the human mind.” (Flavell 1985: 2) As understood from this explanation, cognition not only includes the processes but also the products of human mind. Additionally, the term cognition includes both the processes and the products of these mental processes.

Consequently, cognition is a term which makes human different from the other creatures by making us to use the facilities of our brain, involving in mental processes and producing the products of intelligence. It enables us to think, comprehend what goes around us, learn school subjects, perceive what people say, remember the dates and many more.

## **2.3 Theories**

There emerged two different theories; (1) Cognitive Theory and (2) Information Processing Theory, both of which have brought different explanations to learning.

### **2.3.1 History of Cognitive Theory**

The happening of learning has been a matter of interest for many years for human kind. Many scholars and researchers have been investigating this subject and still try to find a better solution for this matter.

At the very beginning, scholars of Behaviourism believed that learning was heavily based on imitation, practice, feedback, and habit formation. The mind, and the cognitive structures of the human being is put into second place and imitation and

behaviour are of importance in this view. As long as the behaviour is imitated, and reinforced on success, then it becomes habit. As Lightbown & Spada mentions “ Thus encouraged by their environment, they continue to imitate and practise these sounds and patterns until they form ‘habits’ of correct language use.” (1996: 9) According to the Imitation Theory (Fromkin & Rodman 1988: 375-376) that behaviourism put forward, children learn a language by imitating the adults around them. However, there are children who cannot speak as a result of physiological and hereditary reasons, but these disabilities do not prevent them from understanding the spoken language. On the other hand, the Reinforcement Theory (Harmer 2001: 68-70) which Skinner put forward suggests that learning a language occurs by the time the success of the child is reinforced. On the contrary to adults’ correction of mistakes, children may have difficulty in using the correct forms of language.

Though Behaviourism is influential in some ways in language learning with the help of the teacher or parents and some other ways like media, but it cannot be concluded that language learning happens merely through imitation and reinforcement. The need for drilling and imitating cannot be ignored within the language learning and teaching process concerning some patterns of the target language which may cause difficulty for the learner. However, no matter how many times it is repeated there may still be some errors and mistakes. As a result, it can be concluded that Behaviouristic Approach is not the only key to learn and teach a language.

In the 1970s there emerged an opposite hypothesis against Behaviourism. Innatism, unlike Behaviourism, suggested that language learning is not solely based on verbal behaviour. On the contrary, all children have an inner capacity to acquire the patterns of language. For this view the child does not need to be taught. Chomsky proposed his theory of innatism in response to the lacks of Behaviouristic Approach. According to Chomsky (cited in Lightbown & Spada 1996: 15) the Behaviouristic Theory fails to recognize what has come to be called ‘the logical problem of language acquisition’. The Behaviouristic Theory ignores the mental structures of human being and just relies the acquiring process on. Notwithstanding, Chomsky identified his theory by giving a metaphorical name to the mental quality of human mind. He suggested that each person

is born with a built in device called LAD (language acquisition device) McNeill described LAD as;

1. The ability to distinguish speech sounds from other sounds in the environment.
2. The ability to organize linguistic data into various classes that can later be refined.
3. Knowledge that only a certain kind of linguistic system is possible and that other kinds are not.
4. The ability to engage in constant evaluation of the developing linguistic system so as to construct the simplest possible system out of the available linguistic input.

(cited in Brown 2007a: 28)

In relation to this statement, this device contains all of the needed items which are universal to all languages. Once the device is activated with a minor example, the child will be able to get to know the rules of the language and draw conclusions for after.

By the time the term LAD is not used any longer, the term Universal Grammar (UG) came into being. This theory explains the language acquisition in general, not through a specific language. According to this theory, each person is born with this and human brain is equipped for acquiring the language that s/he is being exposed to. It can be concluded that this theory gives importance to the already existing mental functions of human brain and everyone is born with the capacity of acquiring a language.

As the Chomskyan theory came into being and linguists try to find out the deep structure of language, new methods based on this view came into being. Though, till that time Audiolingual Method aimed to teach language inductively; deductive teaching programs were emphasized. With Cognitive Code Learning, more deductive language teaching methods have been adopted. From that time, the lessons were not only inductive but also deductive, rule explanations were also added to the process of teaching. This method puts an emphasis on the rules of language learning. Firstly, it came out as a reaction to Behaviouristic Approach and its meaningless and non-communicative repetitions. On the other hand,



“However, such an approach is not useful by itself in EFL contexts because adequate access to communicative use of English is usually not available, and students need to develop accurate English grammar, vocabulary, and translation skills to pass high school and university entrance examinations.”

(ed. Celce-Murcia, Fotos 2001: 268)

In relation to this statement, it can be concluded that learners who take communicative lessons without deduction of some rules suffer from the shortage of grammar, vocabulary and other patterns of language. The teacher presents the language items deductively to make it clear. But it should be noted that a lesson cannot be filled with just explanations. Its dose should be decided at an optimum level by the teacher. The objective of Cognitive Code Learning is to make the learner aware of the rules of language and give the students more automaticity in terms of using the language more communicatively.

Cognitive Code Learning is an approach rather than a method that puts the rules and applications of cognitivism forward. It was a reaction to behaviouristic techniques and methods which rely on imitation and repetition in language teaching rather than mental structures and specialities of human being. In order to explain the Cognitive Theory better, Hadley mentions the specialities of this theory;

1. Learning results from internal mental activity. Language learning is a type of general human learning and involves the acquisition of a complex cognitive skill.
2. Subskills involved in the complex task of language learning must be practised, automatized, and integrated into organized internal representations, or rule systems in cognitive structure.
3. Internal representations of language are constantly restructured as proficiency develops.
4. Skills are automatized (learned) only after they have first been under controlled processing. Controlled processing, which requires attention to the task, leads to automatic processing, where attention is not needed to perform the skill.(Shiffrin & Schneider 1997; McLaughlin 1987)
5. Some researchers (Tarone 1982, 1983; Ellis 1985) maintain that learners' production is variable, depending on the degree of attention they pay to language form as they carry out various tasks. Informal tasks that require active attention elicit the vernacular style, while tasks they require active attention and monitoring elicit the careful style.
6. Some Cognitive Theorists (Anderson 1980; Ellis 1985) distinguish between declarative knowledge, which involves “knowing that” and procedural knowledge, which involves “knowing how”.

7. Ausubel (1968) emphasizes that meaningful learning, which is learning that is relatable to what we already know, is preferable to rote learning, which is arbitrary and verbatim. Only meaningful material can be integrated into existing cognitive structure.

(2003:59)

Learning is heavily based on cognitive structures of the human, not on the behavioral aspects. By making the students exposed to the language teaching material and the rules, they form their understanding of language and it, then becomes automatic. Cognitive Code Learning emphasize the importance of deductive learning techniques to have a better basis for the practice of the target subject or item. Cognitive Code Learning has some ideas about its function and its application of the approach concerning language teaching.

This approach gives importance to the linguistic competence of the learners, thus it makes use of deductive teaching style. In this approach, visual materials, auditory materials, body language, facial expressions, gestures are made use of by teachers. Additionally, the materials used during the teaching process should be meaningful. Language teaching is rule-governed and errors are corrected immediately. It is a learner-centered approach and the emphasis is on the target language.

Additionally, there should be controlled processing in terms of learning to reach its target. However, there emerged a controversy concerning Cognitive Code Learning, as some claimed the essence of deductive teaching style and the others claim the inductive. On the other hand, this approach states the importance of mental functions peculiar to human being, their adding to the learning process and productions.

### **2.3.2 Information Processing Theory**

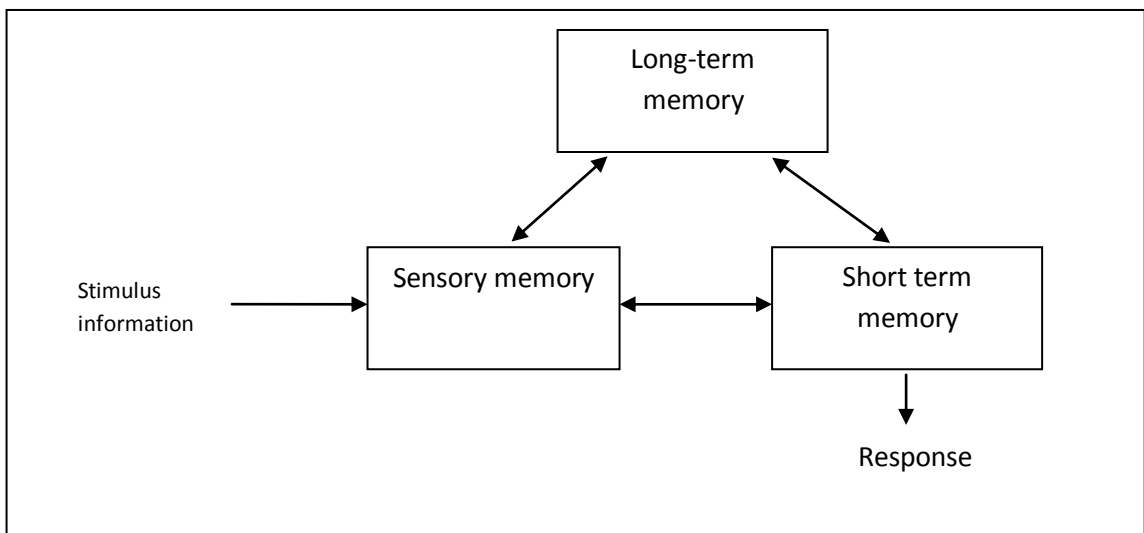
This theory is emerged from American tradition in psychology. This theory sees human mind as a system like computer which handles knowledge via the application of some rules and strategies. Similar to the computer, it is limited in amount and the information it can handle. The human minds get the information, organizes, keeps and retrieves it when necessary. Human beings process the data in their working memory, s/he uses his/her long term memory to store the information. After having processed the

information, humans put the information into action. This may be talking, laughing, shaking hands and so on. Besides, information processing theory has three kinds of memory.

- Sensory Memory; information from outside comes to the system through sensory memory. This memory encodes the information and hold it for further processing.
- Short Term Memory; it is also known as working memory. This memory is equivalent to awareness. Information is held in short term memory temporarily.
- Long Term Memory; “The part of memory which has an unlimited capacity and can hold information indefinitely.”

(Roblyer & Edwards 2000: 55)

Figure 1: Information Processing Theory’s Memories and Their Relations



(Ashcraft 1998: 25)

According to this approach, information is got by sensory memory, then it goes to the working memory. If it is not paid attention, it disappears. If it is processed or practised in working memory from five to twenty minutes, then it can be sent to long term memory. However, new information can be sent to Long Term Memory, when it is reconciled with prior knowledge. Thus, information is encoded and can be recalled at any time.

In conclusion, according to this approach; learning is the encoding new information or recoding the already existing one, recalling the information from the memory and use it. Moreover, according to information processing theory, if the child stores, encodes, represents, retrieves the information that means s/he is thinking. If a problem occurs, the problem is encoded by the child and s/he uses the information that has been stored beforehand to solve it. So, s/he has the chance to develop newer ways to deal with such similar problems, which is also called self-modification.

## **CHAPTER 3    APPROACHES TO TEACHING WRITING**

Writing, also an ancient invention of the human kind, can be used for different reasons. In our daily lives, we may just write a shop list, a letter to inform, a short paragraph to express ideas and so on. No matter what, we all write for some reasons. But the teaching of it is a different topic that is going to be handled in this chapter.

### **3.1    A Brief History of Writing Skill**

Writing is not just the act of holding up a pen and writing on a piece of paper, whereas it has a much more deeper meaning. It is so significant that the history started with the invention of writing. With the invention of this precious skill, people have had the chance to transfer the data and share the flow of the events with following generations.

When considered in terms of being a skill, writing consists of the acts of writing a small piece to composing pages. As Linse describes “Because writing is multifaceted, it is only logical that it evokes different images.” (2005: 98) In relation to this explanation, writing needs the process of thinking, organizing the ideas and so on. Each person organize their ideas in a different way and thus evoke different images in the readers’ minds.

Writing is made up of two parts; process and the product. In order to have a satisfactory writing, it is crucial to have a substantial process. This process is the gathering of needed material for writing, their unifying and preparation for the presentation to the readers. However, there may not be such an aim like publishing the written work for various reasons. From the first moment that languages are started to be taught, teachers make students write the items they learn into their notebooks or books. Though, it may seem just like a way to make the learning items permanent in the minds of the students. It is also a productive skill which needs a serious retention of previously learned items concerning language.

Writing can be considered as the last skill in terms of language learning, as people firstly listen, speak; then read and write. In order for a student to write well, s/he needs to reach a sufficient level of writing ability. As the psychologist Lenneberg (1967)

describes "... that human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviour. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society, and usually only if someone teaches us." (cited in Brown 2007b: 390) In this respect, excellent swimmers can be considered as excellent writers. However, everyone cannot be good writers as they cannot be good swimmers. In order to be a good writer, the one needs a sufficient periods of teaching and practice. Only after sufficient amount of practice, the desire to write can take its place in the individuals' minds.

Hence, teaching writing stays in the second position in classes as they take up too much time and somehow it is laborious for both teachers and students. On the other hand, students may again do poorly in writing activities. In relation to this fact, Hillerich states that "Most of the lesson consists of (1) assigning or stimulating a topic, (2) having pupils write, (3) possibly admonishing them to proofread their papers, and (4) going error hunting through the papers with a red pencil. In other words, no teaching takes place." (Hillerich 1985: 3) In other words, teachers require the students write their ideas in relation to the assigned topic, however, mostly teachers do not teach them how to do it.

On the other hand, writing includes both every day and classroom activities. It has a range of styles. In our daily life, we may merely write telephone numbers, shopping list or small notes for our friends, but actually that is a kind of writing.

### **3.2 Approaches to Teaching Writing**

In terms of the classroom, there are learner types and teaching styles. In accordance with this, there emerged some approaches to teach and make the students learn writing skill fully. As writing not only includes the choosing of the words, grammar, syntax, organization, the writing process and the audience. Some of these approaches were presented by Raimes (1983: 5-11).

### **3.2.1 The Controlled-to-Free Approach**

When the Audiolingual Method was dominant in the second half of the 20th century. As the utmost attention was given to speaking, teachers need to emphasize the importance of writing. This approach follows a sequential order during teaching. The order of the activities goes from the controlled to the free ones. Students' writing are manipulated by the teacher. They are given a sentence to change the words or clauses. They can also combine sentences. As Raimes states "With these controlled compositions, it is relatively easy for students to write a great deal yet avoid errors. Because the students have a limited opportunity to make mistakes, the teacher's job of marking papers is quick and easy." (1983: 6) Only after a level, they can write free compositions to express their own ideas. When they are proficient writing, they can write autonomously.

To sum, in this approach writing is taught sequentially, teaching writing starts with the sentence exercises, then paragraph manipulations.

### **3.2.2 The Free Writing Approach**

In this approach quantity is valued rather than quality. Students try to write about many topics, but teacher corrects the errors at minimal level. However, teachers just read the writing and may comment on the ideas that the student expressed. If the ideas are once written on the paper by the student, grammatical accuracy, organization and the like will somehow can be done. During the writing process, the focus is on the content and the audience. Some of the students can be volunteer to read aloud their piece of writing. The subjects are interesting for the students, and these subjects serve as a base for other writings.

### **3.2.3 The Paragraph Pattern Approach**

Rather than fluency or grammar, organization is more important in this approach. The stimulator is presented by the teacher, and students take the written paragraph as an example, then they copy the paragraphs, put the sentences into paragraphs, insert or delete the sentences. However, according to Raimes "... even if the students organize their ideas well in their first language, they still need to see, analyze, and practise the

particularly “English” features of a piece of writing.(1983:8) This is due the different ways that people use while expressing themselves in their own language.

### **3.2.4 The Grammar Syntax Organization Approach**

According to this approach, the student does not only focus on just one skill, but several skills of writing. Even if the student write a simple instruction, s/he needs more than vocabulary. S/he should know the verbs, sentence structures like “When..., while...”, the words like first, then, finally. To sum, this approach helps the piece of writing convey the message with the help of the forms.

### **3.2.5 The Communicative Approach**

Though the teacher himself is considered to be the audience, according to some the writer can extend the audience by making the student read aloud in the classroom, letting other students respond to rewrite it again. Also, the audience does not need to be limited to the classroom, but outside the classroom can be the audience for the writer, either. When the students in the classroom, role play, write back to each other as if they were foreigners, ask questions or make comments, the writing task becomes communicative.

### **3.2.6 The Process Approach**

As process become more important than product concerning writing, teachers help students in finding ideas, drafting, editing and the like. As the first draft includes errors, teacher’s correction helps students in finding ideas, words or ideas to use in other drafts. Hence, in reaction to this approach, some teachers developed an approach called ‘English for Academic or Specific Purposes’, “in which the focus is on academic writing, tasks designed to teach students to write prose that will be acceptable.....”(Scott 1996: 146)

Six approaches have been mentioned in this chapter. The Controlled-to-Free Approach, is mainly used in Audiolingual Method and follows an order from controlled activities to free ones. In Free Writing Approach, the focus is on the content rather than form. Organization of the ideas are important in the Paragraph Pattern Approach, but the



students need to analyze and practise the English way of writing even if they may write well in their own language. The students not only needs vocabulary, but also syntax, grammar and the rules of the language in the Grammar Syntax Organization Approach. In the Communicative Approach, the piece of writing needs to be responded. The audience can both be the teacher and somebody out of the classroom. In Process Approach, as it is understood, the process is more important than the product. In sum, in this study, the Grammar Syntax Organization approach is chosen, as the grammatical items are presented deductively and the focus is on them. Because each writing activity is based on a grammatical item of which the rules must be known before and during the writing process.

## **CHAPTER 4    TECHNIQUES AND ACTIVITIES FOR WRITING SKILLS**

There are three types of writing, controlled, guided and free writing. Generally students begin to involve in controlled writing activities, there is a transition to guided writing activities and finally they can perform free writing activities as their level of proficiency increases.

### **4.1 Controlled Writing**

Writing ranges from controlled to free like oral activities. Through writing activities, the teacher can teach, reinforce or test grammatical items. In this kind of writing, the students are supplied with a great deal of content. As a result, it does not allow them to use much of their creativity. It is useful in the early stages before the students gain enough proficiency in handling free writing. In terms of the teacher, controlled writing tasks are easier to evaluate, as there are some points to mark or correct. It is less time-consuming than the other kinds of writing. As Raimes mentions “If the student is steered away from choosing content or what to say about a topic because it is supplied, then both the student and the teacher can devote full attention to mastery of the focal point of the controlled writing, whether that is the use of Past Tense endings or the tenses used in indirect speech. (1983:96) In other words, it can be deduced that by the time the other elements in writing is excluded, both the teacher and the students pay more attention to what they are doing. Especially, what they pay attention is mostly grammar or vocabulary. Concerning controlled writing, McDonough and Shaw explain the activities that teachers can make use of;

- providing a model sentence and asking students to construct a parallel sentence with different lexical items
- inserting a missing grammatical form
- composing sentences from tabular information, with a model provided
- joining sentences to make a short paragraph, inserting supplied conjunctions (but, and, however, because, although...)

(2005: 157)

As seen, teachers can make use of controlled writing by presenting a model, or the content of the activity. On the other hand, controlled writing can fit into a composition curriculum at any level of student ability.

1. before free writing, when students practise a grammatical point or syntactic structure within a text and not just as a sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing;
2. after free writing, when we see that problems our students are having and assign a controlled task to give them practice with the problem areas.

(Raimes 1983: 96)

Students can be made to work together in group discussions using controlled writing. They can work together to find the right answer, though they may not work communicatively, they can work together to complete the task given. Also, controlled writing can be divided into five groups as (1) writing controlled composition, (2) question and answer, (3) guided composition, (4) parallel writing, (5) sentence combining. According to the needs and abilities of the learners in the classroom, the teacher can choose the optimum activity type for his/her learners to assign.

#### **4.1.1 Controlled Writing Techniques and Activities**

In terms of controlled writing, two activities can be stated. The first one is straight copying, which can be considered as the starting point for writing. It helps the students to practise the already orally presented text. Via this technique, the student can make a connection between speaking and writing. As English can be considered as a difficult language in terms of sound symbol correspondence, students can have the chance to practise the use of language. However, for some of the students straightcopying may be difficult, so the teachers can start with tracing words. With the help of this, students have the chance to develop self confidence and encouragement.

On the other hand, another controlled writing activity can be stated as matching. In this type of activity, student can be required to match the texts with the pictures. Organizing and copying are different kinds of controlled writing activities. The teacher can give a letter with blanks and the students are required to choose the appropriate sentences given and place them into the correct blank. In addition to this, teachers can conduct a

different kind of copying activity. S/he may write a sentence on the board and then cleans it, and wants the students to write it down. Moreover, the students can copy the books they read, so they can learn new vocabulary which is useful for them. The teacher can assign copying homework to his/her students if the pupils have time to deal with it. Another controlled writing activity can be dictation. In this writing activity, the teacher reads the word or sentence aloud and the students try to write them. This is an activity which combines speaking and writing.

## **4.2 Guided Writing**

In this type of writing, there is a loose control of the teacher. However, the teacher does not let the students just do by themselves and use different kinds of stimulators to make them write. In relation to this , it can be concluded that guided writing is a kind of controlled writing with a minimal change. It involves the writing process together with a teacher and the students.

Guided writing topics can emerge out of the students' own experience and observations. According to this statement, Raimes states that "If an opening sentence is given to the whole class, then the details they use to explain and illustrate it can be compared. Some compositions can be read aloud or written on the board so that students can see how others in their class tackled the same task. (1983: 105)

Thus, it can be concluded that in guided writing the teacher presents stimulatory and the students have to spend the majority of the effort in terms of writing, unlike controlled writing.

### **4.2.1 Guided Writing Techniques and Activities**

Guided writing activities do not require much attention of the students as most of the language is presented. Fill in activities can be regarded as one of the guided writing activities. With the help of this type of activities, students can focus just on the grammatical items to learn better. Another guided writing activity is dictation. It helps the students to improve their listening and writing skills. Additionally, it may partly be a free writing activity, if the teacher dictates the half of the sentences and want the

students complete the sentences by themselves. To start a free writing activity, this activity can be used as a transition activity.

On the other hand, letter writing enables students to write meaningful pieces of writing. Also, Scott and Ytreberg (2004: 73) mention that the letters can be sent within the classroom via classroom postman though they are actually written to sent to the ones in another place.

### **4.3 Free Writing**

Free writing involves the acts of the students' writing by themselves. When it is considered in terms of classroom, note taking can be given as an example to this type of writing. On the other hand, diary and journal writing can be put in this category, as students write their own feelings, ideas and thoughts without demanding stimulator from the teacher. The teacher just presents the topic at the beginning of the writing process and the students tries to create his/her writing by himself or herself. The students may be required to write about a memory or a personal experience of them.

On the other hand, as it is stated "Although controlled and free writing appear to represent very different approaches, they are not in fact mutually exclusive and many writing schemes lead learners through several stages from one to the other." (McDonough & Shaw 2005: 157) It is seen that controlled writing yields the free one. As soon as the student becomes proficient enough in writing, s/he begins to write freely to express himself/herself.

In free writing, students use their own language, they produce their own sentences without the intervention of the teacher. "... the language is the pupil's own language, no matter what their level is." (Brumfit et al. 1991: 74) However, the teacher helps the students and s/he is responsible for presenting and controlling the task that is written by the students at that level. When the language that the students get to know increases, it becomes easier for them to get involved free writing.

Thus, it can be concluded that in free writing, the teacher does not need to correct the students' mistakes at every time. The aim is to see what the students can do by himself, but the activities should appeal to the learners to get to a better point in free writing.

#### **4.3.1 Free Writing Techniques and Activities**

In the guided and controlled writing types, the students are provided with the language. However, when the teachers conduct a free writing activity in the classroom, pupils create their way of writing and they use their own language. On the other hand, if the children have more language, they gain the ability to involve in free writing activities more effectively. Thus, any related topic can take place within a free writing activity.

To sum, all these types of writing are considered, mostly guided writing activities are used. The students are mainly focus on the grammatical items to practise them more. The topic of the writing activity are given to students and role play cards or the first sentences of the piece of writing are presented to guide them pave their way to free writing activities.

## **CHAPTER 5 STRATEGIES FOR WRITING SKILLS**

“Writing is a developmental process that each student can successfully experience at different levels when it is approached systematically.” (Caswell & Mahler 2004: 4) The strategies taken into consideration and practised by the teacher make the lessons become more comprehensible and writing becomes conquerable from the point of the students.

### **5.1 Strategies for Teaching Writing**

Oxford states that “Language learning strategies are the steps taken by the learner, most often consciously, to improve his or her own language learning. (1996: 63) With the help of the learning strategies, a language learner can facilitate his/her learning and accomplish the tasks concerning this process. However, it is stated that “Anderson does not distinguish learning strategies from other cognitive processes, perhaps because his theory focuses on how information is stored and retrieved, not on how learning can be enhanced.” (O’Malley & Uhl Chamot 1990: 42) Hence, when these two views are considered, if the learners’ aim is to learn language, it is advantageous to separate the mental process to different heading concerning language learning. On the other hand, according to Weinstein and Mayer:

“Learning strategies ..... have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to affect the learners’ motivational or affective state, or the way in which the learner selects, acquires, organizes or integrates new knowledge.”

(cited in O’Malley and Uhl Chamot 1990: 43)

It can be concluded that strategies affect the learning of tasks, language comprehension and production. It creates a positive environment and influence the outcome of the language learning and teaching process.

Concerning writing, strategies can be evaluated under two headings as teaching and learning of writing. Learning writing depends on the willingness of the learner, however on the side of teaching writing, teacher should consider the mental structures of the learners and cater for their age and needs.

### **5.1.1 Learning strategies**

There are six main strategies identified by Oxford (ed. Celce-Murcia 2001: 359-366) and some other scholars like O'Malley and Uhl Chamot (1995: 85-112) added to these strategies. These strategies makes learning easier for learners.

#### **5.1.1.1 Metacognitive Strategies**

This strategy involves the acts of planning, monitoring and evaluating the success. These acts play an important role in Metacognitive Strategies. They are used to manage the overall learning process. As Purpura (1999: 32) found out that that “Metacognitive strategies had a significant, positive, direct effect on cognitive strategy use, providing clear evidence that Metacognitive Strategy use has an executive function over cognitive strategy use in task completion.” As stated, Metacognitive Strategies effect the use of cognitive strategies. On the other hand, with the incline of the acts like planning and monitoring learners can get to a better point in learning a language.

#### **5.1.1.2 Cognitive Strategies**

In this strategy, the learner can manipulate the language learning process in a direct way. By practising the structures in natural setting, the learners can activate and improve their schemata through reasoning, note taking, organizing, synthesizing and the like. At this point, the learners are active within the learning process and construct stronger schemas concerning the target language they are learning.

#### **5.1.1.3 Memory Related Strategies**

With the help of this strategy, language learner can link one item to another item, however this does not take place deeply. There are various memory related strategies make the learners learn through acronyms, rhyming, or flashcards. Memory strategies are used to memorize vocabulary and structures, but the learners do not need this strategy when they are proficient enough in vocabulary and structures.

#### **5.1.1.4 Compensatory Strategies**

This strategy includes guessing the missing word and helps the learner to get to know the missing knowledge. Though some considered that the strategies used for writing are



just for language use and they should not be considered as learning strategies. However, some claimed that no matter if these strategies are used for language use, they aid to learning as well.

#### **5.1.1.5 Affective strategies**

These kind of strategies refer to the ones about the mood and the anxiety level of the learners. The more the learners develop more proficiency in other strategies, the less they need affective strategy.

#### **5.1.1.6 Social Strategies**

Social strategies include asking question, talking to a native, and finding out the cultural aspects and social norms. As it can be understood from the meaning, it easier to observe this strategy in learning environment than the other strategies.

All these strategies stated above, should be considered during the teaching process of writing skill. They are all related with each other. Metacognitive Strategies deal with external part of the writing process, how it is planned or evaluated, on the other hand cognitive strategies deal with the internal side of the process. In this strategy, the cognitive activities are taken into consideration. With the help of Memory Related Strategies, the student can link one item to another and makes the information permanent. Also, in time, the students can deduce the missing items in a text and guess the meanings of word from the context, which is done via Compensatory Strategies. Affective Strategy helps to adjust the anxiety level of the students to an optimum level. By using in society that means Social Strategies are made use of. During the teaching process of the writing skill, teachers make use of all of them to have better result in terms of teaching process.

## **CHAPTER 6 COGNITION AND WRITING RELATIONSHIP**

During the writing process, the learners have more time to think when compared to oral activities. Teachers can make use of different techniques and materials that may provoke their cognition as well as their creativity.

### **6.1 The Relationship between Teaching Writing and Cognitive Code Approach**

Writing gain importance as the oral approaches began to diminish and this skill have become more important in time as Cognitive Approach were adopted by teachers. Cognitive Approach is also known as Cognitive Code Learning. It emerged as an alternative to the Behaviouristic Approach and it gives importance to deductive style of teaching through meaningful practice and creativity. Rather than forming the habit of the target language, Cognitive Approach put an emphasis on learning the language as a set of skills.

Cognitive Approach is based on Gestalt psychology which states that learning should be holistic and based on transformational grammar which states that language learning and teaching is rule governed and creative. As Stern explains;

“ It had laid emphasis on innate organizing principles (Gestalt, pattern or configuration) in human perception, cognition, sensorimotor skills, learning and even in social conduct. Gestalt theory does not regard repetition or practice, the mechanical ‘stamping in’ or Thorndike’s laws of learning or Skinner’s ‘shaping’ as characteristic of human learning. For Gestalt theory, it is impossible to represent human learning without concepts of subjective experience, such as the sudden click of understanding or ‘insight’.” (2003: 307)

According to this explanation, the main emphasis is on meaningful learning which is a conscious process that is performed through meaningful symbols and concepts, however the learning procedure is not based on behavioristic techniques of learning language.

Also, some cognitivists like Bruner, Ausubel, Gagne, Carroll, and Chastain chose the outstanding parts of Cognitive Approach and created an approach called Cognitive Code Approach. According to this view, Cognitive Code Approach is based on

Chomsky's Transformational Generative Grammar. It refuses the behaviouristic methods and techniques of language teaching and owns a more modern type of GTM by using elements of Cognitive Psychology. By the time the Cognitive Approach came into being, Audiolingual method began to lose its effect on language teaching as it makes the learners just practise the oral items of the language without knowing what they are doing. As Rivers explains "They were practising drills, but they had no idea of the possibilities and limitations they were practising. Therefore, they had certain problems in expressing their own meanings. (Rivers 1981: 19) Within the lessons that ALM is used, students are required to practise the communicative items whose meanings are not clear.

On the other hand, during the process, it is needed to make the learners think productively through developing appropriate strategies to improve their cognition. At this point, the teacher is the activator and conductor of this process. In relation to this, Allami and Nodoushan states that "... the role that the teacher plays in the classroom is of vital importance. S/he is not a mere mediator between the learner and the phenomenon of writing, but rather an authoritative source of information that appropriates and guides the 'productive thinking' in their students. (Allami & Nodoushan 2006: part:3, paragraph:4)

In contrast to these, because of the exam (SBS) that the students take at the end of each year, teachers focus on sentence structures and combinations rather than making students create a text. Due to this act, the result is not so satisfactory, moreover if the cognitive factors of the learners are not activated and appropriate activities are not prepared, the result turns out to be a failure.

The Cognitive Approach is the one that is based on the intellectual facilities of the brain and it is process oriented. That is, Cognitive Approach deals with how the process of learning takes place in the classroom via using cognitive techniques. On the other hand, Cognitive Code Approach is based on some ideas and functions in the language teaching and learning procedure.

The Cognitive Code Approach aims to teach four skills at once via various productive activities and exercises. It requires a deductive teaching style which foresees the teaching of rules and presentation of information of language in a detailed way beforehand. However, when the skill 'writing' is considered the teacher needs to make use of activities which enhance and activate the learners' productivity and creativity.

For the performance activities, the teachers can make use of completion activities and role-play activities. Moreover, writing dialogues and conversations help the learners think the rules and use them communicatively. To get to a better point in teaching writing via Cognitive Code Approach, teachers can make use of scrambled sentences or words, question and answer drills, competition and recognition drills, completing a story, writing paragraphs about a picture or a real object. In this approach, the teachers can also make use of substitution, transformational and conversational drills. These are not mechanical but meaningful drills which enables the learners activate their cognition for writing. Additionally, semantic mapping, brainstorming and clustering are different techniques used in this approach. With the help of these techniques, the learners can see the classification of the items and code them easily into their minds.

As Cognitive Code Approach is based on deductive learning, the learners do not practise the linguistic items prior to the explanation. The deductive explanation of the target subject helps the students activate their mental abilities and their awareness through the practising of the subject. According to Rivers "Accordingly, the materials are so arranged that the learner is first exposed to the parts to be learned and then to the total communicative picture."(Rivers 1981: 50)

Also, the creativity of the learners should be encouraged and enhanced with the help of Cognitive Code Approach. Thus, the learners improve their understanding of the items, ideas and creative thinking. It is needed to ask questions to create conversational atmosphere and triggering questions to enhance creative thinking.

To sum up, Cognitive Code Approach is the one that makes the learners think about the rules and general information of the target language and use them appropriately

within the given activity. So, in order to make the students think and produce creatively in terms of language learning process, the teachers present the language deductively by accompanying with body language, eye contact, kinesics, manner and so on.

## **6.2 The Relationship between Cognition and Writing**

Writing, in addition to being a productive language, it is sometimes difficult even for the native speakers to master it. As a result, it is natural for foreign language learners to have difficulty in writing. However, in time, as the process approach has come into being, both students and learners concentrate on the creation of the text rather than the end of the product. As the process gains importance in writing, the writer needs to generate ideas and organize them by using the aspects of his/her cognition.

Additionally, it should not be forgotten that writing is the symbolic form of the spoken language. As stated “Whatever specific form of writing a writer is engaged in, they will have to be able to transcribe language according to the conventions of a particular writing system, and be able to decode visual symbols into their corresponding meanings.” (Torrance et al. 2007: 1)

The cognitive processes of writing, the learning and teaching of it, moreover the benefits of it make contribution to even the generation of some ideas about writing. For instance, even the usage of visual aids add much to the writing process in terms of cognition. On the other hand, writing cannot be considered as just a form of speech written down. It is a product that can be read even when its creator is non-existent in terms of other products written. By learning how to write, one can learn how to create such products by relying on the cognition through writing process.

Writing has an aspect like reading the written work many times when it is necessary. The writer by using the abilities of his/her cognition like thinking, generating, perceiving and so on, s/he can produce the pieces of writing.

On the other hand, cognition can be considered as an abstract item that can be transferred into symbolic system through writing. Writing is the procedure of thought which indicates the internal process and the external medium for communication.

According to Flower and Hayes (1981: 367) writing has three types of processes. Pre-writing is the first one is planning which is the period of generating and organizing ideas; writing is the second one is the translating which is the process of transferring the ideas into words and re-writing is the last one is reviewing which includes the revision of the written text.

On the other hand, language development is an integral part of cognitive development. Especially, for those students aged between 12-14 that attends the second step of primary schools in Turkey, it is necessary to consider what kind of writing is attractive to their age and cognitive development, moreover which aspects of writing can reflect their linguistic abilities. As a result, the writing ability of the students come into being. However, the term writing ability is somehow ambiguous whether it indicates the positive change in the writing ability or the improvement in a single text or piece of writing.

According to Wolfe-Quintero et al. (1998: 4) writing development has four components, these are writing fluency, grammatical complexity, lexical complexity and accuracy. Accuracy and complexity reflects the learners' previous knowledge of the language and also the new items that they are required to use. However, in contrast to their view, Reynolds states that "It focuses solely on control of structure without considering the ability to generate the content encoded by the structures. It removes invention from the writing process and ignores the possibility that learners' skills in generating content may develop as well." (Reynolds 2002: part 1, paragraph 3) It is needed not only to deal with the structure, but also with the content of the writing in order to give opportunity to students to make use of their imagination and express their ideas.

To sum, writing and cognition are closely related with each other in terms of their usage and production. However, by activating the previous knowledge and by using the

cognition including elements like visuals and realia and processes like planning and revising, the writer becomes more aware of what s/he is doing and how the process of writing goes forward by performing each stage fully and comprehensively. The processes that emphasize the preparation for writing, the process of transferring the ideas into symbolic form and revising the written product afterwards, enables the learners to make use of their cognition and cognitive abilities and prepare a more attractive and comprehensible writing in terms of their cognitive abilities. Additionally, writing is also the means that enables one's thoughts turn into symbols to that corresponds with each other to pass from generation to generation.

### **6.3 The Relationship between Teaching Writing and Cognitive Levels of Learners**

By the time the learner or the writer decides to write, s/he needs to generate ideas, organize them and prepare the first draft of his/her piece of writing. At this point, the teacher is the helper of the learner at any level no matter how hard the activity or the topic is. However, in contrast to all these effort, a desirable outcome may not be obtained at the end of the writing process. Additionally, many hours of teaching are spent on teaching sentence structures, and when it comes to perform a writing activity, the inadequacy of cognitive competence comes out. As a result, it is needed to put writing and cognitive development in balance and apply a cognitively oriented approach.

In order to have better writing results, it is needed to produce language competency to deal with topics, ideas and opinions in their writings. With the help of their mastery in linguistic structures, they can develop their own ideas, present them logically and use their imagination creatively.

By the time, the learner acquires the basic principles of the language, they begin to write. Firstly, they can write narrative, descriptive or other types of paragraphs. However, the learners are needed to be explained how all these types of paragraphs are written beforehand. On the other hand, as Allami and Nodoushan explain;

“Very often we notice in our students’ compositions that an idea is left out without being fully developed, and that there is a sudden leap from the rhetorical functions to the rhetorical techniques. This problem can be attributed to the students’ excessive preoccupation with correct structure, which overwhelms their reasoning capacity. They are so absorbed in the forms that the outlining of their ideas is neglected.”

(Allami & Nodoushan 2006: part:4, paragraph:4)

So, by adopting logical and cognitive techniques, the learner becomes more aware and make use of his/her own thought over linguistic items.

By the time the level of writing skill of the students’ are considered, it is seen that it is a progressing process based upon years of practice. According to Kellogg “It takes at least two decades of maturation, instruction and training to advance from (1) the beginner’s stage of using writing to tell what one knows, to (2) the intermediate stage of transforming what one knows for the author’s benefit, and to (3) the final stage of crafting what one knows for the reader’s benefit.” (Kellogg 2008: 3)

In this study, it is aimed to teach writing to the first group which is limited to idea and mastery of language.

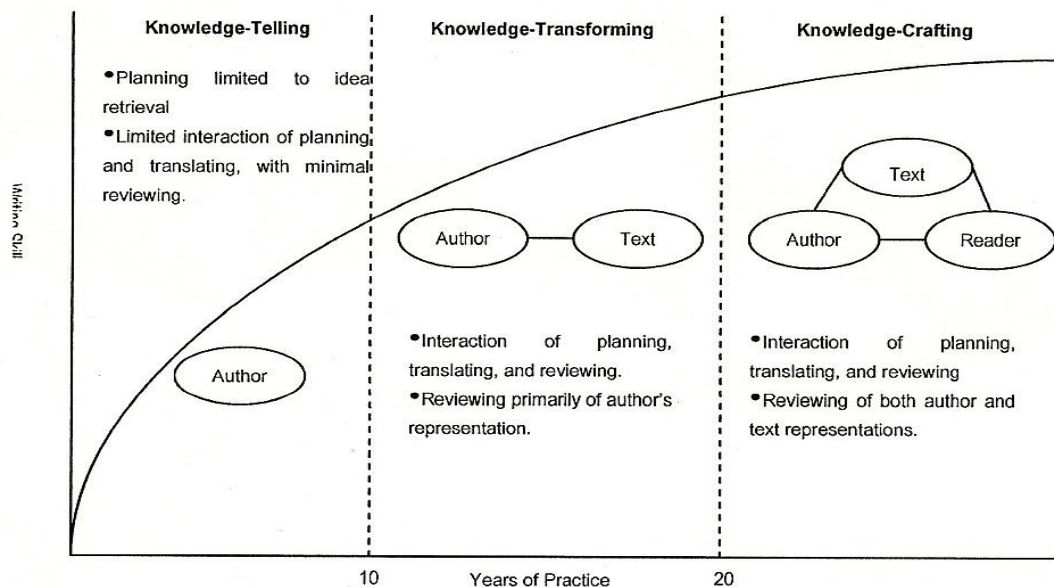


Figure 2: Macro-Stages in the Cognitive Development of Writing Skill.

(Kellogg 2008: 4)



Thus, it is needed to present the topic using cognitive techniques and help them limit the idea of their own. On the other hand, when the cognitive development of middle grade students are considered it is seen that they are in the Concrete Operations Stage of Piaget. However, according to Reynolds;

“Creating a valid index of development for this age group is problematic because the relative importance of linguistic and cognitive dimensions in their writing is not clear. For 12 to 14 year old English language learners with varied schooling backgrounds, however, it is important to consider what aspects reflect the degree to which their language abilities differ from their native speaking peers.”

(Reynolds 2002: paragraph 3)

Thus, it is better to see the cognitive and linguistic elements of writing together. The more the learner develops his/her level of cognition, the better s/he can deal with linguistic items related to writing skill. However, though the topics are chosen in relation to the students' cognitive development, age, needs and interest; there may cause problems if they lack of using the linguistic items properly, as a result their piece of writing without supporting an idea or an opinion would just be a group of sentences they were taught beforehand. As the students are lack of sufficient hours of English courses, they focus on using the structures correctly rather than expressing or producing their own ideas and opinions. On the other hand, from the point of the teacher, the topic of the writing activity should cater for the needs and abilities of the learners. In other words, while choosing the topic of the writing activity, the cognitive level of the learners are better to be considered in order to make the learners have enjoyable and productive process.

## **CHAPTER 7    METHODOLOGY**

In this chapter, the method, participants and how this study is conducted tried to be explained.

### **7.1 Method**

The effects and outcomes of the traditional and cognitive methods and activities concerning teaching writing skill to young learners are examined. As a result, in this study, control group's and experimental group's pre-tests and post-tests are taken as models. As mentioned, Grammar Syntax Approach was adopted. The activities were guided writing activities and Cognitive Strategy was used.

### **7.2 Participants**

In this research, in order to examine the effects of traditional and cognitive methods and activities on teaching writing as a skill in English Writing Skill Lessons are examined. 48 students (24 students for experimental group and 24 students for control group) were determined. There are 13 male and 12 female students in the experimental group and 15 male and 9 female students in the control group. The students included in this study are of middle socioeconomic level. Fourteen-year-old students attended the experiment.

In relation to this, in the 2009- 2010 academic year first semester, the students were required to have the English Writing Comprehension Test developed by the researcher. 8/A was determined as the control group and 8/B as the experimental group.

In order to determine whether the experimental group students' writing skill proficiency level is similar to the control group students' writing skill proficiency level, Mann Whitney U Test is conducted on the pre-test scores of the English Writing Comprehension Test of the both experimental and the control group students and the results are shown in Table 1.

Table 1: Mann Whitney U Test Results of the Pre-Test Scores of the English Writing Comprehension Test of the Experimental and the Control Group Students

Groups	N	Mean Rank	Sum of Ranks	Mean ( $\bar{x}$ )	St. Deviation (Ss)
Experimental	24	19,65	471,50	41,44	13,12466
Control	24	23,42	562	43,92	14,72504

The statistical results given in Table 1 shows that the difference between the pre-test scores of the English Writing Comprehension Test of the experimental and the control group is insignificant. The other test statistics are Z: -2,279 / Asymp. Sig. (2-tailed): ,533. According to this result, it can be concluded that the students in both the experimental and the control group are equal to each other in terms of Writing Skill Proficiency Level.

### 7.3 Research Graphic

In the table given on the other page, how the research is going to be carried out is presented. In this experiment; there are two groups; experimental group and control group. At the beginning of the study, both of the groups are given the English Writing Comprehension Test. Afterwards, they are included in a study lasting twelve weeks. Throughout the twelve weeks, they study writing skill intensively in order to develop their level of writing proficiency. At the end of the period, the students are going to be required to have the English Writing Comprehension Test which they had at the beginning of the experiment.

Table 2: Research Graphic

Groups	Pre-test	Writing Skill Lesson	Post-test
Experimental Group	English Writing Comprehension Test	Cognitive Method (12 weeks)	English Writing Comprehension Test
Control Group	English Writing Comprehension Test	Traditional Method (12 weeks)	English Writing Comprehension Test

#### 7.4 Data Collection Tool

The English Writing Comprehension Test which has been prepared by the researcher is composed of two main parts. The first part is made up of multiple choice test and the second part is made up of different types of questions. (See Appendix 1) The test is evaluated out of 100 points, 50 points for the first part and 50 points for the second part. Each part has different types of questions for measuring the proficiency in writing skill. Each item in the test is developed through surveying the literature and teaching programme.

In the first part of the English Writing Comprehension Test the students are required to answer fifty multiple choice questions. In the second part of the test, there are seven parts. In part A, the students are required to write the words they hear correctly. This part tests the listening and writing ability of the students. In part B, the students are asked about the punctuation. As punctuation is a vital element of writing, they need to put them into their correct place. In part C,D and E, the students are required to put the words into the correct order to make up a meaningful whole, construct new sentences via drills and setting sentences and construct new sentences with the information given. These parts test the grammar and syntactic knowledge of the students. In part F, reading and writing skills are tested together through multiple choice questions about the given text. In part G, another important element of writing, capitalization, is tested. The

students are required to find the words which should be capitalized. In part H, the students are required to fulfill a guided writing activity.

While preparing this English Writing Comprehension Test, the teaching curriculum presented by the Ministry of National Education (Milli Eğitim Bakanlığı, MEB) 8th graders and primary school curriculum were taken into consideration.

## **7.5 Procedure**

In this chapter, how the courses of both experimental and control group are presented and explained in details. The courses conducted with the control group are not explained deeply as the teacher and the students do not perform different activities concerning writing. The courses of the control group are presented with using Grammar Translation Method and totally traditional. The reason behind choosing the GTM is that this method focuses on the usage of the native language rather than the target language. The students are provided with the grammar beforehand, and translation is highly made use of in the language classroom. In other words, there is no activation of the previous knowledge or cognition, the usage of materials and so on. The lesson is teacher centered rather than student centered. S/he is the authority and directs the lesson, also the students are passive.

### **7.5.1 First Week Lesson Plan**

**EXPERIMENTAL GROUP**

**SUBJECT:** Writing advice to a friend who has failed in the English exam again.

**TIME:** 45'

**NUMBER OF STUDENTS:** 24

**OBJECTIVES:** Enabling students to give advice using “should”, “shouldn’t” and “can”.

Enabling students to use “should”, “shouldn’t” or “can” in different topics.

**MATERIALS:** Blackboard, Spot On 8 Student’s Book (Unit 1, page 15) Writing Spot, Language Box(Appendix 2/A), pictures suitable for ‘should’ and

‘should not’(Appendix 2/B)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Question and Answer Drills, Brainstorming

#### PRE-WRITING

1. The teacher asks questions to students.  
“Do you feel unhappy?”  
“When do you feel unhappy?”
2. The teacher wants them to read the prompt and ask what they have understood?
3. The teacher says “Think that you have a friend. S/he has failed in the English exam again. Give him/her advice.” Then the teacher writes “should”, “shouldn’t” and “can” on the board, and the students start to brainstorm about the topic.

#### **should**

do homework

revise the subjects regularly

go to bed early

listen to the teacher

#### **shouldn’t**

go to bed late

watch TV too much

play computer games

have good breakfast

#### **can**

parents can support

parents can help

#### WHILE-WRITING

1. Students are given time to organize the ideas produced using but, and, so, because. They are not allowed to use bilingual dictionary, but can ask for correction or a word to be demonstrated.

#### POST-WRITING

1. The students are divided into groups and they perform the piece of writing as a dialogue and role-play it in front of the classroom.
2. At the end of the lesson, students tell the sentences they have written.

## CONTROL GROUP

With the control group, the teacher does not help the students in brainstorming, but students generate their ideas on their own in their native language. The steps that the activity requires are practised. However, the students can make use of bilingual dictionaries, and can ask for help. When they finish writing, they are asked the same comprehension questions like the experimental group.

## EVALUATION OF THE LESSON

In the control group beforehand, the subject “should” was presented deductively to the learners. As a result, students could comprehend it fully, and used it within the sentence correctly. Also, with the usage of some pictures which indicate the usage of 'should and should not', the teacher practised the subject one more time. Students were given the background knowledge about the topic which is going to be used in the writing activity. With the help of brainstorming, the learners were able to activate their previous knowledge and their mental schemes. By constructing the necessary items through brainstorming, the students who could not pass beyond the concrete operations had the chance to see the subjects and items in a concrete way, which is useful and appropriate for them. On the other hand, by the time the students saw the pictures on the topic related, they comprehended it well enough and this presented easiness for the learners.

However, in the control group, the lesson was not attractive and there was difficulty in concentrating. In this group, vocabulary learning was temporary. They tried to generate their own ideas and wrote them by using the words they knew and learned with the help of the dictionary. By the time the two lessons were compared, the lesson in the experimental group was much more attractive than the one in the control group. With the help of the brainstorming activity, students could generate their ideas more easily and in a faster way than the control group.

### **7.5.2 Second Week Lesson Plan**

#### EXPERIMENTAL GROUP

SUBJECT: Noticing the tips of his/her own learning style

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling the students to know about their learning types.

Enabling the students to tell about their learning types.

MATERIALS: Blackboard, Spot On 8 Student's Book, learning styles scheme in the Student's Book (Appendix 3)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Semantic Mapping, Question and Answer Drill,

### PRE-WRITING

1. The teacher asks questions to the students and gives sample answers if they have difficulty in understanding the question.

“How do you learn?”

2. The teacher uses the scheme of the brain with the clues of right brain and left brain dominant learners presented in the coursebook.
3. The teacher wants them to read the example and set sample sentences using the examples.

“I learn by working alone, so I try to discover rules.”

“I like studying in groups, so I take part in games.”

4. The teacher makes them have a brainstorm, and categorize the information into two groups as right brain and left brain.

Sample answers can be;

#### ***Right brain***

They think logically.

I like learning by solving problems.

I learn by doing experiments.

#### ***Left brain***

They think intuitively.

I like learning by drawing.

I learn by acting.

### WHILE-WRITING

1. Students are given time to organize their ideas and set sentences for each item.
2. While they are writing, they are not allowed to use bilingual dictionary.



## POST-WRITING

1. The students make a presentation about their learning styles and tips for themselves.

## CONTROL GROUP

With the control group, the teacher does not help the students in brainstorming, but students generate their ideas on their own. However, the students can make use of bilingual dictionaries, and can ask for help. When they finish writing, they read aloud the sentences they have written about their own learning styles.

## EVALUATION OF THE LESSON

The students were informed about the functions of the brain. They were taught the acts peculiar to each hemisphere of the brain and where and how to use adverbs. With the help of brainstorming, students activated their previous knowledge. Through brainstorming, the teacher concretized the subject and this helped the students get to a better understanding of the subject. Thus, via this way, they began to construct the sentences in their minds that they were going to write. Though this one may be a difficult subject at this age, with the help of the scheme presented, the learning of the visual learners' also supported. With the repetition of similar sentences including the conjunction "so", the learners could easily acquire it. However, this type of subject was not so attractive for the learners at this level of their cognitive development and age, using visual aids helped a lot and enhanced the learners' writing process.

However, on the other hand, the lesson in the control group was dull. The students were not presented any pictures or the teacher did not use brainstorming technique. Thus, they had difficulty in categorizing the acts peculiar to each hemisphere of the brain and using the conjunction "so". Additionally, they had difficulty in retaining the words as they used bilingual dictionary for temporary usage of the words. Though the subject was hard for the students' cognitive levels, in the experimental groups' lesson, it was more interesting and enjoyable from the point of the learners.

### 7.5.3 Third Week Lesson Plan

EXPERIMENTAL GROUP

SUBJECT: Interviewing a famous pop star.

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling students to tell about the routines and habits.

Enabling the students to use body care products in sentences.

MATERIALS: Role-play cards(Appendix 4/A), Spot On 8 Student's Book, Pictures(Appendix 4/B), Pictures about popstar (Appendix 4/C), Body Care Products as Realia

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Role-Playing, Question and Answer drill.

#### PRE-WRITING

1. Students read the role cards of both the interviewer and the pop star.

#### WHILE-WRITING

1. The learners are divided into groups of four as the interviewers and the pop stars.
2. The teacher gives them the role cards to have a look at it and imagine that they are going to interview Laura Brushley, a famous pop star.
3. The teacher makes the students study in groups of five and brainstorm about the questions for each item.
4. After ten minutes, the teacher wants them to share the questions they have

written.

5. As there are three interviewers and three pop star groups, three different output will come out.
6. Each group writes a specific sentence on the board for each item.
7. When all the questions and answers are written, the best of them are chosen.
8. Students write the dialogue that has come out.

#### POST-WRITING

1. Students act out the dialogue that has come out in front of the classroom using the realia.

#### CONTROL GROUP

Students read the prompt and start to work in pair. One pair is the “interviewer” and the other one is the “pop star”. They read the directions and they form the questions and answers by themselves using bilingual dictionary. They are not shown any pictures or realia to make the results of the activity permanent and activate the students’ previously learned knowledge.

#### EVALUATION OF THE LESSON

In this lesson the brainstorming was used one more time by the teacher. As the students studied in groups they felt themselves more relaxed and confident. They were also divided into groups, so they intensely concentrated on their own part. With the help of the real objects, the vocabulary could be memorized easily by the students. Using the real objects attracted the attention of the students, and the lesson became more memorable for them. As the learners firstly wrote the dialogue by themselves and the best of their sentences’ were chosen, the lesson became more competitive and this made the learners more willing. By the time the students acted out the dialogue they wrote,

students also practised their speaking skills and their pronunciation as sub- skill. In the experimental group, the learners were taught the body care products deductively.

However, in the control group, there was not a group work but a pair work, in which students have to cope with the writing task with their desk-mates. There was not any stimulator to activate their previous knowledge. As a result, the lesson became boring for the students.

By the time, the two lessons are considered in these two different classes, it was seen that in the experimental group, the students are more active and willing towards producing a dialogue. Moreover, the usage of realia helped a lot to activate their previous knowledge which they were taught deductively before.

#### **7.5.4 Fourth Week Lesson Plan**

EXPERIMENTAL GROUP

SUBJECT: Telling a dream

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling students to tell about their dreams.

Enabling students to use when and while with Simple Past Tense and Past Continuous Tense

MATERIALS: Spot On 8 Student's Book, Writing spot (Appendix 5/A), Pictures (Appendix 5/B)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Question and Answer Drill, Body Language.

PRE-WRITING

1. The teacher directs them, using the sentences given below.

‘Close your eyes. Take a deep breath. Let your body relax. Imagine yourself in your dream garden. Who were you with? What were you doing? What were the other people doing? Look around you. Were there any flowers? What colour were they? Did they smell nice? Were you eating anything? What were you eating? How did it taste? Were you drinking anything? What were you drinking? What did you hear? Were the people singing? Were they dancing? Who were you dancing with? Open your eyes.

2. After they have thought about the dream that they have seen before, the teacher gives them a piece of paper including the questions above.

#### WHILE-WRITING

1. The students answer the questions one by one, and make an outline of the writing.
2. According to the answers they have given, they try to write their dream, on the other hand, while they are writing, they try to use conjunctors like ‘but, and, so, because, when and while’.

#### POST-WRITING

1. After they have written, they read the piece of writing in the classroom.

#### CONTROL GROUP

The students are informed about the writing and the same questions are given to them. They try to answer the questions, and they are allowed to use bilingual dictionary. They are given thirty minutes for writing, and they read the dream they have written.

## EVALUATION OF THE LESSON

The teacher tried to make the students feel comfortable and helped them create their own ideas. The teacher tried to activate their imagination by telling and asking questions. Also, afterwards the teacher gave them a piece of paper with the questions on it as they might have difficulty in remembering . With the help of the questions given, they could write more easily.

Also the teacher's talk made them practise listening. On the other hand, the pictures appealed to the visual learners and they created some ideas about their dreams in their minds. As there were no contextual clues like photographs or pictures in the book, the teacher needed to support this lesson with some pictures. Vocabulary teaching was not performed in this writing activity, they used the vocabulary they learned before. On the other hand, they were given the useful language box which helped them write. With the help of the questions, students tried to generate their ideas and organized them as well.

### **7.5.5 Fifth Week Lesson Plan**

#### EXPERIMENTAL GROUP

SUBJECT: Interviewing a war veteran.

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling students to use Past and Past Continuous Tense

Enabling students to use the words about Turkish History.

MATERIALS: Spot On 8 Student's Book, Semantic Map in the book (Appendix 6/A),  
Role Cards (Appendix 6/B), Pictures of the War (Appendix 6/C)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Semantic Mapping, Conversational Drill, Role  
Playing.

## PRE-WRITING

1. The teacher asks some questions to the students about the war.
  - Do you know the Turkish Independence War?
  - When did it happen?
  - Who were the enemies?
2. The teacher shows and talks about the pictures to get to know about the Turkish Independence War and the veterans.
3. The teacher explains that they are going to write an interview with a veteran.

## WHILE-WRITING

1. The teacher writes the topics on the board.
2. Through looking at the role card , they try to generate some questions together.

Personal Information ( What is your name?, What is your job?, How old are you?)

Difficulties during the War (Did you have enough ammunition?, Was it hot?, Did you have enough clothes?)

Opinion about the War (What is your opinion about the war?, What do you think about the war?)

3. The students write the questions that are produced, and answer them by themselves.

## POST-WRITING

1. The students act out the dialogue in front of the classroom.

## CONTROL GROUP

In the control group the teacher does not make use of the pictures but made an explanation orally in the classroom. In this group, the learners were allowed to use their bilingual dictionaries while they are writing.

## PRE-WRITING

1. Students are divided into groups as the interviewers and veterans.
2. The veterans try to comprehend the role card B, and the interviewers try to comprehend role card A by using bilingual dictionary.

## WHILE-WRITING

1. Firstly, the interviewers write their questions and the veterans answer those questions according to the question.
2. The teacher helps the students while they are writing.

## POST-WRITING

1. They present their interview in front of the classroom.

## EVALUATION OF THE LESSON

In the experimental group, the schemata of the learners' were activated through using pictures and slights. They were not allowed to use their bilingual dictionaries, but they deduced some of the meanings of the words from the slights they watched. Then the teacher made use of the semantic map given in the coursebook which is classified as; living condition, personal information, opinion about the war. This helped the learners categorize the questions and answers under headings. Moreover, in this group, students were not divided into groups as "the interviewers" and "the veterans" but they wrote the whole of the dialogue by themselves, thus this made them to master the whole dialogue.

As the teacher presented pictures about the Turkish Independence War, to some extent, the subject is concretized. The deductive teaching of the Simple Past Tense and Past Continuous Tense helped the learners write faster and easier.

On the other hand, in the control group, the students studied in the form of pair work. One of them became the interviewer and the other one was a veteran. In prewriting, they



were not shown the pictures or slights, but they were allowed to use their bilingual dictionaries to use and learn the meanings of the words temporarily.

### **7.5.6 Sixth Week Lesson Plan**

EXPERIMENTAL GROUP

SUBJECT: Finding the murder through the clues

TIME: 40'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling the students to use Simple Past Tense and Past Continuous Tense

Enabling the students using the conjunctions like; but, because, and.

MATERIALS: Spot On 8 Student's Book, Writing Part of the Unit (Appendix 7),  
Realia

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Problem Solving, Matching, Chart, Guessing

#### **PRE-WRITING**

1. The students read the information given in the coursebook and try to get the meaning of the clues in the crime scene and the statements of the possible suspects.
2. They match the real objects with the clues in the crime scene.

#### **WHILE-WRITING**

1. The teacher draws a chart about the suspects on the board.
2. All the clues about each suspect are written under the suspects' names.
3. Students write their ideas about the guilty person.

## POST-WRITING

1. The students read aloud the statement of their guilty person with their clues.
2. Three different volunteers tell their suspects and explain their reasons for choosing him/her.
3. The students all together decide on the guilty person.

## CONTROL GROUP

The students in this group read the prompt given and they try to understand with the help of the teacher, what happens. Realia and pictures are not used. When needed some sentences can be translated into Turkish. Also, the students are allowed to use their bilingual dictionaries.

## EVALUATION OF THE LESSON

In the first group the lesson was entertaining and the students had no difficulty in understanding the objectives of the lesson. As the teacher made use of the realia and the picture, the previous knowledge of the learners were activated. Also, making use of the chart helped the learners to organize their ideas easily. The students read aloud their statements about the suspects. However, though the activity attracted the learner's attention, the teacher's book did not include the answer about who the guilty one is. Moreover, some of the students had difficulty in concretizing the situation.

On the other hand, in the control group, the lesson was dull. The teacher did not make use of any realia or picture to attract the attention of the students. As usual the students were allowed to use bilingual dictionary, and their vocabulary learning was temporary.

### **7.5.7 Seventh Week Lesson Plan**

#### EXPERIMENTAL GROUP

SUBJECT: Interviewing the pop star Robbie Williams

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling students to use present Perfect Tense with ever/never

MATERIALS: Spot On 8 Student's Book, Semantic Map (Appendix 8/A), Role Cards (Appendix 8/B)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Role-Playing, Question and Answer Drill, Semantic Mapping.

#### PRE-WRITING

1. The teacher shows the semantic map about which students going to ask questions.
2. The students study in pairs just to give the answers of Robbie Williams, because the questions are presented by the book.

#### WHILE-WRITING

1. The students are allowed to make use of the language box items to get a better fluent writing.
2. They can ask for help to the teacher. The teacher always controls what the students do and check their writing.

#### POST-WRITING

1. When they finish writing, they role play the interview in front of the classroom.

#### CONTROL GROUP

In the control group the students are not shown the slights and pictures of the famous popstar Robbie Williams. They are not divided into pairs, but they write individually.

The students are presented the questions of the interview and they are required to give the possible answers of Robbie Williams. They are allowed to use bilingual dictionary to write their interview. The words that they do not know were learned temporarily, and they asked the teacher if they could not find the meaning of the word in their dictionary.

#### EVALUATION OF THE LESSON

The slights of the famous popstar Robbie Williams aroused curiosity among the students, and they also wondered what they were going to do. As field dependent learners prefer group works, they processed the information more easily. However, in the control group, the students worked alone and they have difficulty in processing the information and finding the right answer. Concerning the semantic map, they added their own ideas to develop that map. But, in the control group, as there was no semantic map presented, the students had no chance to generate any ideas. Role play activity, which was performed at the end of the lesson was done to improve the pronunciation and fluency. Also, the role play technique gives them encouragement to talk in front of a crowd. However, in the control group, the lesson did not attract the attention of the students as they did not have enough idea about the singer and the items that were required to be used in the activity.

#### **7.5.8 Eighth Week Lesson Plan**

EXPERIMENTAL GROUP

SUBJECT: Writing diary

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling students to use present Perfect Tense in positive and negative forms

MATERIALS: Spot On 8 Student's Book, Writing Part of the Unit (Appendix 9)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Brainstorming, Semantic mapping,  
Transformation Drill.

#### PRE-WRITING

- 1.The students are made to read the items given as a list in the boxes.
- 2.The students can add more to the items given by the book by using their previous knowledge of the unit.
- 3.After brainstorming about the things that have been done and have not been done by Tessa, they are written on the board in the form of semantic mapping to give ideas to the students.

#### WHILE-WRITING

- 1.After forming the semantic map with the help of the students they start to write the diary within the diary scheme given.
- 2.They can ask for help to the teacher. The teacher always controls what the students do and check their writing.

#### POST-WRITING

- 1.When they finish writing, they read aloud the diary they have written.

#### CONTROL GROUP

In the control group, the students are not made to brainstorm about the topic and form a semantic map about the errands that have been done and have not been done. They are just allowed to use bilingual dictionary and limited to use the items that are given in the Student's Book. Like the experimental group, they are required to fill in the blanks of the given diary scheme.

## EVALUATION OF THE LESSON

The students were previously presented about the errands and they combine their previous knowledge of running errands to Present Perfect Tense. They started to brainstorm about the errands of home that Tessa has/has not done, and they formed a semantic map. With the help of the Semantic Map, the students could write the errands that have been done and that have not been done.

On the other hand, in the control group, the students were not made to construct a semantic map, but they are allowed to study alone to generate their own ideas and construct the sentences that are required. As a result, the students had difficulty in generating ideas and they got bored.

### **7.5.9 Ninth Week Lesson Plan**

#### EXPERIMENTAL GROUP

SUBJECT: Writing an interview of a living scientist Linda Buck

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling students to use the unit 'A living Scientist's items.

MATERIALS: Spot On 8 Student's Book, Writing Part including Role Cards  
(Appendix 10/A), the given writing space (Appendix 10/B)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Semantic Mapping, Role Playing, Question and Answer Drill.

#### PRE-WRITING

1. The teacher draws a semantic map on the board to show the categories of the questions that are going to be asked to the scientist Linda Buck.
2. The possible answers are written to each category according to the answers given in Role Card B.

### WHILE-WRITING

1. The students begin to generate their questions and answers about the Scientist Linda Buck, according to the semantic map drawn on the board.
2. While the students are writing, the teacher helps them if they have any questions.

### POST-WRITING

1. Each student read aloud the dialogue they have written.

### CONTROL GROUP

In the control group, no semantic map is drawn on the board. Instead of organizing a semantic map about the questions and answers, the students try to do it by themselves. They can only make use of their bilingual dictionaries.

### EVALUATION OF THE LESSON

In order to attract the attention, the lesson was started with some examples of living scientists. Through the usage of semantic map, they could categorize the information and use them easily. On the other hand, in the control group, background information about the scientist and semantic map were not presented. So, the students had to organize the information by themselves. This caused difficulty for them to deal with the task. Thus, the lesson became dull, as there were no concrete information and an attractive stimulator.

### **7.5.10 Tenth Week Lesson Plan**

#### EXPERIMENTAL GROUP

SUBJECT: Rewriting the story of Hansel and Gretel.

TIME: 40'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling the students to rewrite the story

MATERIALS: Blackboard, Spot On 8 Student's Book Writing  
Spot(Appendix 11/A), pictures (Appendix 11/B)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Question and Answer Drill, Brainstorming, Rewriting, Transformation Drill, Chart.

#### PRE-WRITING

1. The text of Hansel and Gretel presented in the book are read silently by the students.
2. The text read aloud by the students accompanying the pictures on each actions.
3. While they are reading they look at the underlined words and phrases and decide what kind of word they are.
4. The teacher draws a chart on the board.
5. The students brainstorm on each item and tell with which word or phrase they can replace each underlined item.

#### WHILE-WRITING

1. While they are writing, the students choose the most suitable item for themselves and write the story again.
2. They can make use of any other item that they have just remembered and use it.
3. The students are given a picture sheet of the underlined words and they are not allowed to use bilingual dictionaries.

#### POST-WRITING

1. Each student read the stories they have written.

#### CONTROL GROUP

The students are allowed to read the story once. Beforehand, they are told that they are going to replace each underlined item with a different one to create a more interesting and funny story. But, no semantic map is presented to them and no picture is shown to activate their schemata. They are allowed to use their biligual dictionaries during this process.



## EVALUATION OF THE LESSON

In the experimental group, the teacher divided them into two as writers and interviewers. They changed the underlined item randomly with another one. As the underlined items were shown by the teacher. In the experimental group's lesson, semantic mapping and brainstorming activities were carried out by the individuals in the classroom; hence, in the control group there were neither semantic map no brainstorm. The students tried to write the story again by themselves.

### **7.5.11 Eleventh Week Lesson Plan**

#### EXPERIMENTAL GROUP

SUBJECT: Discussing the ideas of NLP

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Making the students think about their personal goals and compare with NLP's

MATERIALS: Spot On 8 Student's Book, Writing Part of the Unit  
(Appendix 12/A), Pictures (Appendix 12/B)

APPROACH(ES): Cognitive Code Approach

TECHNIQUES AND ACTIVITIES: Semantic Mapping, Question and Answer Drill,  
Brainstorming.

#### PRE-WRITING

1. The teacher asks some questions about the students' goals and plans.
2. The teacher makes the students use the semantic map given in their student's book.

#### WHILE-WRITING

1. The students start to generate their own ideas which may be for or against the idea given.
2. First, they state the idea that belongs to NLP and they agree or disagree with it.

3. While the students are writing, the teacher helps them if they have any questions.

#### POST-WRITING

1. Each student read aloud the article they have written and all of them are evaluated by the teacher.

#### CONTROL GROUP

In the control group, students look at the semantic map given in the Student's Book. The students find the unknown vocabulary and the teacher helps them if they have difficulty in translating into Turkish.

#### EVALUATION OF THE LESSON

Actually, NLP is not a subject that interests the students of this age. Also, the activity did not seem enjoyable to them, as they did not present their ideas, but criticize or support the idea. On the other hand, the lesson in the control group was more boring for the students, as they had difficulty in comprehending what NLP was. But in the both of the groups, the students had difficulty both in generating supportive or criticizing idea, as they cannot concretize the subject in their minds. Additionally, Control Group was allowed to use their bilingual dictionary.

#### **7.5.12 Twelfth Week Lesson Plan**

##### EXPERIMENTAL GROUP

SUBJECT: Writing the strengths and weaknesses of a friend

TIME: 45'

NUMBER OF STUDENTS: 24

OBJECTIVES: Enabling the students to talk about their friends' strengths and weaknesses.

MATERIALS: Spot On 8 Student's Book, Writing Part of the Unit  
(Appendix 13/A), Pictures (Appendix 13/B)

APPROACH(ES): Cognitive Code Approach

## TECHNIQUES AND ACTIVITIES: Guessing, Brainstorming, Semantic Mapping, Transformation Drill, Body Language

### PRE-WRITING

1. The students are divided into groups of five.
2. Each group chooses a student as the speaker, and a student that will be described by other groups.

### WHILE-WRITING

1. The students in each group brainstorm firstly on the strengths of their friends.
2. They write down their common ideas on the paper with single words.
3. Then, they set the sentences which have been presented and told before.
4. They practise the same order for the weaknesses.

### POST-WRITING

1. After they have finished, the speaker of each group presents the weaknesses and strengths of their friends.

### CONTROL GROUP

In the control group, students do not work in groups and they write about their desk-mate. The teacher does not help them in having brainstorm but they generate their own ideas. On the contrary to experimental group they work alone and they are allowed to use bilingual dictionary.

### EVALUATION OF THE LESSON

Both of the groups were taught deductively how to set up sentences telling about a person's strengths and weaknesses. In the experimental group, the students enjoyed themselves much more than the other group as they worked in groups. The brainstorm performed by them accelerate the writing process of the students. On the other hand, in the control group students were limited to write about their desk-mates and they did not

have the chance to brainstorm about the strengths and weaknesses. As a result the students did not enjoy themselves as the students in the experimental group did.

## **7.6 Data Analysis**

To carry out this study and test the hypotheses, the pre-test and the post-test of the English Writing Comprehension Test of both the experimental and the control group students' data are transferred to the computer to be evaluated through Mann Whitney U Test, Wilcoxon Signed Ranks Test. In order to evaluate the results 0.5 is taken as the highest, and 0.1 is taken as the lowest value.

## CHAPTER 8 SUGGESTED ACTIVITIES

### 8.1 Unit 4 Sweet Dreams

This writing activity requires students' use of imagination. However; the learners at this age, mostly, may not pass through the stage of concrete operations. Thus, they have difficulty in generating ideas, visualizing themselves in the required scene, arranging items, incapability, unwillingness and fear of using their imagination.

During this writing lesson, the teacher has had difficulty in making the learners feel at ease and use their imagination. As most of the learners are field-dependent, they did not feel themselves free to use their imagination. Instead, the activity is better to present some dream themes" to the learners to activate their imagination. This can be such as;

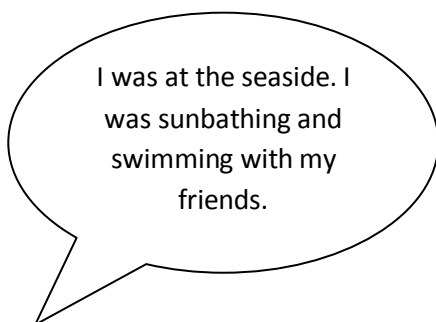
A. In which dream setting would you like to be?

SEASIDE
---------

SCHOOL
--------

FUNFAIR
---------

B. What were you doing in your dream garden? Now, pick up your pen. Write about what you were doing in your dream garden. You can use and, but, because. See the examples given.



The learners have already had some dreams, but by presenting them some ideas, the teacher can activate their memory and the learners can assimilate the new information as they have already existing information concerning the topic of the activity.

## **8.2 Unit 5 Atatürk: The Founder of the Turkish Republic**

In the coursebook, this activity requires students to write an interview of an old Independence War veteran as if they interviewed. However, the learners have difficulty in generating some questions and answers about the topic as they have not listened or watched the memories of a veteran or heard anecdotes about the war. On the other hand, they learn the subject of the Independence War deductively, but they do not have the ability to write the interview freely as they do not know the memories of the war rather than its general information.

The students can be made to read anecdotes about the war or watch a documentary about the lives of old veterans which will give them some ideas about their lives and activate their schemata and help them use their imagination.

The question categories given in the speaking activity part are sufficient to contribute to the semantic mapping. After they have watched the documentary, they have the chance to concretize the lives of the veterans during the Independence War.

Though the students learn about the Turkish History, none of the students have watched or witnessed any interview that has been done with an Independence War veteran. So, as this is the first time, they watched a documentary of the lives of war veterans, they accommodate the new information and this is called accommodation according to the ideas of Piaget.

## **8.3 Unit 7 Places-Writing Activity**

In this unit's writing activity, it is seen that the students are divided into two as the singer and the interviewer. However, the interviewer students' questions are given and they have nothing to generate or produce. As a result, they do not use their cognition to

think and produce the questions that are required. Also, as they do not generate the questions that are going to be asked to the singer, it has no creativity, either. On the other hand, this activity is not communicative, as it does not give the chance of communicating with each other. Rather than giving the interviewer the questions and making the singer answer all the questions by himself. The role card of the interviewer can be changed to make the activity more communicative and creative.

Role Card A

Ask a question if he has visited Africa.  
Ask a question if he has worn a kilt or not.  
Ask a question if he has eaten Chinese food or not.  
Ask a question if he has visited Turkey or not.  
Ask a question if he has met a famous person or not.  
Ask his ideas about Turkish people.  
Ask about his fans.

Role Card B

Say that you have been to Africa  
Say that you have worn a kilt.  
Say that you have eaten Chinese food.  
Say that you have visited Turkey.  
Say that you have met a lot of famous people.  
Say that they are friendly and hospitable.  
Say that you love being with them.

Role Card B is given to the group of students who will be singer. They can give the answers by checking the directions given in the Role Card B. This also make the students practise drills and generate questions and answers in the target language.

The learners do not know about the singer Robbie Williams. With the help of this activity, they get to know about him, his interests and the things he has done. That is to say, the learners accommodate the new information about Robbie Williams, on the other hand, they have no knowledge of him to assimilate.

#### 8.4 Unit 10 A Modern Short Story-Writing Activity

In tenth unit's writing activity, the students are required to read the story of Hansel and Gretel and change the underlined words and phrases to create another new story by themselves.

Though the students are required to replace the phrases, they do not make a considerable change but slight ones. Due to this fact, it is seen that the students do not use their ideas creatively, thus the activity does not contribute to the cognitive developments of the students.

Also, there is a number of underlined words, and they just concentrate on them and ignore the rest of the story given. It can be concluded that the activity directs the students to the underlined words and phrases and they are required to change them.

Rather than practising such a writing activity, students can be required to reorder the jumbled paragraphs of the story. Moreover, the last paragraph of the story can be required to write via using their imagination creatively.

The activity can be presented in this way:

*Read the jumbled paragraphs of the story and put them into order.*

..... Hansel and Gretel's stepmother wants to take children out into the woods and leave them alone. The children will not find the way home again and the stepmother will not see them.

..... A poor wood cutter lives in a great forest with his two children, Hansel and Gretel. A great famine falls on the land, so he can no longer get enough food.

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

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



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

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

The last paragraph of the story is not given to the students, and they are required to write the last paragraph using their imagination. Then, the original paragraph and the paragraphs that the students write, are compared.

The original ending:

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

This activity assimilates the students' already existing knowledge about the story of Hansel and Gretel. It does not make use of a story which the students do not know, but wants the students to re-order and write a different ending for the story. Thus, this activity makes use of assimilation as it centres around the previous knowledge of the learners rather than introducing a new one.

### **8.5 Unit 11 Knowing What You Want-Writing Activity**

This unit deals with the positive, strong sides of the students and the negative or in other words weak sides of the students. It helps them to realize their specialities in terms of learning and studying. However, in the writing part of the unit, the students are required to write their ideas about the NLP (Neuro Linguistic Programming) in relation to the scheme given. On the contrary, the students have no idea about NLP and the activity did not attract the attention of the students, moreover they had difficulty in generating and

discussing the ideas about NLP. Rather than using this activity, it will be more appropriate to make the students write about their strengths and weaknesses by using the guided writing techniques. The activity can be prepared in this order;

Look at the scheme given and organize your ideas. Then write about your strengths and weaknesses. Use but, and, because.

MY STRENGTHS	MY WEAKNESSES
Hardworking                      Punctual Well-organized	Do homework                      go to bed late

Example: “I am hardworking but I go to bed late. My strength is that I am punctual, and I am never late.”

This type of activity will help students to concretize the subject more easily and revise what they have learned, rather than making them express their ideas about a subject that they have not known anything about.

The activity with its first design makes the learners accommodate as they have no idea about NLP. However, NLP does not appeal to the learners and beyond their needs and abilities. The new form of the activity assimilates their already existing schemes rather than constructing new ones as the original form of the activity does. So, this activity makes use of assimilation.

## CHAPTER 9 RESULTS AND EVALUATION

This chapter deals with the statistical analyses which are made to test the hypotheses and their results.

**Hypothesis 1** The post-test scores of the English Writing Comprehension Test of the experimental group who were taught English Writing Skill based upon “Cognitive Teaching Method” will be higher than the post-test scores of the control group who were taught English Writing Skill based upon “Traditional Teaching Method”.

Table 3: Mann Whitney U Test Results concerning the post-test scores of the experimental group students and the control group students

Groups	N	Mean Rank	Sum of Ranks	Mean ( $\bar{x}$ )	St. Deviation (Ss)
Experimental	24	29,10	698,50	55	13,70497
Control	24	19,90	477,50	45,25	15,62676

The statistical results in Table 3: shows that the difference between post-test scores of the English Writing Comprehension Test of the experimental group who were taught English Writing Skill based upon “Cognitive Teaching Method” will be higher than the post-test scores of the control group who were taught English Writing Skill based upon “traditional teaching method” is significant on the level of  $p < .05$ . The results of the post-tests are (Mann-Whitney U Test = 177,500 / Wilcoxon W= 477,500 / Z= -2,279 / Asymp. Sig (2-tailed)= ,023 / Sig.= ,566) These results confirm the first hypothesis of the study.

To sum, Cognitive Teaching Method presented in the experimental group increased the students' success levels when compared to the Traditional Teaching Method used in the control group.

**Hypothesis 2** “The post-test scores of the Writing Comprehension Test of the experimental group students practised the English Writing Skill based on ‘Cognitive Teaching Method’ will be higher than the pre-test scores. To test this hypothesis, Wilcoxon Signed Ranks Test is conducted on the pre-test and the post-test scores of the English Writing Comprehension Test of the experimental group students who practised English Writing Skill based on “Cognitive Teaching Method”, and the results are shown in Table 4.

Table 4: Wilcoxon Signed Ranks Test results concerning the pre-test and the post-test scores of the English writing Comprehension Test of the experimental group students.

Experimental Group	N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
Pre-Test	24	19,65	471,50	-2,404	,016
Post-Test	24	29,35	704,50		

The statistical results shown in Table 4 indicate that the difference between the pre-test and the post-test scores of the English Writing Comprehension Test of the experimental group students who who practised the English Writing Skill based on “Cognitive Teaching Method” is significant on the level of  $p < .05$  . Also the other scores are Mann Whitney  $U = 171,500$  / Wilcoxon  $W = 471,500$ . These results verify the second hypothesis of the study. To sum, the English Writing Skill courses based on “Cognitive Teaching Method” increased the success of the experimental group students significantly.

**Hypothesis 3** The post-test scores of the English Writing Comprehension Test of the control group students who practised the English Writing Skill based on “Traditional Teaching Method” will be higher than the pre-test scores.

To test this hypothesis, Wilcoxon Signed Ranks Test is used on the pre-test and the post-test scores of the English Writing Comprehension Test of the control group students practised the English writing Skill based on “Traditional Teaching Method”, and the results are shown in Table 5.

Table 5: Wilcoxon Signed Ranks test results concerning the pre-test and the post-test scores of the English Writing Comprehension Test of the control group students.

Control Group	N	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
Pre-Test	24	23,42	562,00	-,536	,592
Post-Test	24	25,58	614,00		

The statistical results shown in Table 5 indicate that the difference between the pre-test and the post-test scores of the English writing Comprehension test of the control group students who practised the English Writing Skill based on “Traditional Teaching Method” is significant on the level of  $p < .05$ . Also, the other scores are Mann Whitney  $U = 262,000$  / Wilcoxon  $W = 562,000$ . These results confirm that the third hypothesis of the study. To sum, the English Writing Skill courses of the control group based on “Traditional Teaching Method” increased the control group students’ success levels significantly.

When the students’ level of success in both the experimental and the control group are compared, it is seen that the success level of the experimental group students (experimental pre-test  $\bar{x} = 41,44$  and  $S_s = 13,12466$ ; post-test  $\bar{x} = 55$  and  $S_s = 13,70497$ ) is higher than the success level of the control group students (control pre-test  $\bar{x} = 43,92$

and  $S_s = 14,72504$  ; post-test  $\bar{x} = 45,25$  and  $S_s = 15,62676$ ). According to these results, the English Writing Skill courses based on “Cognitive Teaching Method” increased the students’ success level more than the English Writing Skill courses based on “Traditional Teaching Method”.

**Hypothesis 4** “Teaching became more effective and permanent when the writing activities are prepared considering the learners cognitive developments. This can be deduced from the pre-test and the post-test scores of the both experimental and the control group.

It is seen that the hypotheses are confirmed with the help of the statistical analyses that are done. However, it should be noted that the results that have come out of this study, do not present the situation of the other primary schools in Turkey. The studies that are conducted in different schools may have different results based on their city, the neighbourhood that the school is, students’ and parents’ profile and the like.

## **CHAPTER 10 CONCLUSION AND SUGGESTIONS**

The study is made up of ten 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 by supporting them with the studies and approaches concerning the study. The cognitive development of children, the effects of it on learning process and the ideas of outstanding scholars are presented. The main element of learning ‘cognition’ and its reflection in language teaching ‘Cognitive Code Theory’ are exemplified in chapter two. In chapter three, the main points in writing skill are explained and the approaches to writing are handled. The techniques and the activities of teaching writing are clarified in chapter four. In chapter five, the strategies of teaching writing and how they are conducted are presented. In chapter six, the relationship between cognition, cognitive development and the cognitive developments of the students and writing skill are discussed. The method and the procedure are discussed in chapter seven. In chapter eight, 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 chapter nine. In this chapter, in other words in chapter ten, the summary of the study is presented.

In this study, the effects of both Cognitive Teaching Method and Traditional Teaching Method on teaching writing skills are examined in the 8<sup>th</sup> classes of a state primary school. In the experimental group, English Writing Skill Courses based on “Cognitive Teaching Method” were performed during twelve weeks, on the other hand, English Writing Skill Courses based on “traditional teaching method” were performed during twelve weeks. The results show that the scores of the experimental group which practised English Writing Skill Course based on “Cognitive Teaching Method” are better than the scores of the control group which practised English Writing Skill Course based on “Traditional Teaching Method”. In other words, the “Cognitive Teaching Method” used in the experimental group’s courses increased the level of success more than the “traditional teaching method” used in the control group’s courses.

In the experimental group, the students' cognitive developments were taken into consideration, and the materials were chosen according to this, and Cognitive Teaching Method is used. Realia, pictures, flashcards, slights, group work and Cognitive Teaching Techniques were made use of. The cognition of the students' are activated by using such techniques, activities and materials. The students are prepared to the lesson by practising pre-writing phase. With the help of this phase, they activate their previous knowledge about the topic and generate ideas. In the while-writing phase, the students tried to generate ideas and write them in correspondence with the requirements of the activity. They evaluate their piece of writing and internalize what they have written in post-writing phase. Revision was performed before the writing courses to activate their previous knowledge. They were not allowed to use bilingual dictionary, but different vocabulary exercises were conducted to make the meaning of them clear.

In the control group, writing skill is taught by using traditional methods. Unlike the experimental group, the students are not taught with cognitive techniques and they are allowed to use bilingual dictionary rather than making use of different vocabulary exercises. As they do not learn the items through different and interesting materials, they easily get bored and have difficulty in concentrating on the activity.

It is seen that the activities and techniques used in the experimental group increase the students' level of success when compared to the control group's students.

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

1. It was seen that the experimental group's English Writing Skill Courses based on "Cognitive Teaching Method" increase the students' level of success when compared to the control group's English Writing Skill Courses based on "Traditional Teaching Method.
2. It was found that the English Writing Skill Courses based on "Cognitive Teaching Method" increase the students' level of success when the pre-test and the post-test scores of the experimental group are examined.



3. It was found that the English Writing Skill Courses based on “traditional teaching method” increase the students’ level of success when the pre-test and the post-test scores of the control group are examined.
4. It was found that Cognitive Teaching Method used in the English Writing Skill Courses of the experimental group made the lessons more interesting and enjoyable. However, Traditional Teaching Method used in the English Writing Skill Courses of the control group made the lesson dull and boring.

Thus, in relation to the statements above, the lessons become more enjoyable for the students when they learn through guessing, discovering or creating. Techniques like brainstorming or semantic mapping help teachers make the lesson more comprehensible and attractive. Also, the cognitive developments and in relation to this interests and needs are taken into consideration, it is seen that the students become more successful. Making use of different materials which cater for visual, kinesthetic and auditory learners, the learning and teaching process becomes more enjoyable and fertile. It is also seen that when writing activities are not skipped, writing activity adds much to the students’ writing abilities and improve the skills they have. As some of the activities may not serve well to the needs and cater for the cognitive development of the students, the teacher can generate a new writing activity which helps both the teacher and the students in the writing process. The researchers can study about the other skills concerning cognitive development of the students. Moreover, the teachers, both at the primary and high school could attend seminars about the Cognitive Teaching Method and writing skill as well to make writing enjoyable and not a ‘skipped’ skill due to the lack of time.

Writing Skill is one of the skills that is ignored in language teaching classes due to the lack of time and its somehow painstaking process. For writing is a productive skill, teachers can see it as time-consuming and painstaking. Moreover, the students are prepared for a proficiency test which defines their level concerning each lesson. However, when English lesson is taken into consideration, it is seen that the students are

evaluated with multiple choice tests, and during the preparation process, the teachers focus on the language items, vocabulary and to some extent, reading, rather than productive skills. Nevertheless, language teaching is based upon four skills mainly and some other sub-skills, none of which should be ignored. As writing is one of the ways that a student can express himself or herself, I thought that conducting such a study can be useful in terms of language teaching and learning process.

This study will help to see the teaching of writing skill from a different point of view. The teachers complain about the limited time and how to do the writing activities in classroom. This study paves the way for the teachers who teaches not only 8<sup>th</sup> graders but also any other grades in primary and middle education schools to overcome the obstacles concerning prejudice, time and difficulty of performing the activities. This study has also some constructive and incentive effects concerning teaching writing skills in language classrooms. With the help of teaching writing skill through Cognitive Teaching Method, the students improve their skills concerning writing and as they use their cognitive abilities they strengthen and improve the creativity, memorization, problem solving and generating ideas specialities they have. The more they get to know themselves as they write, the more they want to produce pieces of writing which they can handle. Also, some students taught with Cognitive Teaching Method are so motivated and as they began to like writing that they try to write their own diaries in English. As seen, practising writing skill in courses has an impulsive effect that they want to practise it.

Finally, teachers can choose their coursebooks previously, however the coursebooks are chosen by the Ministry of Education and are sent to schools. On the contrary, the coursebooks may not cater for the needs, abilities and interests of the students in each society or region. So, while choosing a coursebook, this criteria should be taken into consideration by the authorities. The activities, especially writing need to be appealing and attract the attention of the students to do the activity itself. Additionally, the activities in the coursebook should be prepared considering the cognitive development and factors of the students to have better results in terms of the learning and teaching process. If the coursebook chosen does not fasten and make the learning process easier,

it may be disadvantageous rather than be advantageous. The more the colourful pictures, schemes, activities and exercises cater for the needs, abilities and interests of the students, the more the students enjoy the lessons, the better and faster they learn and internalize the items and the results become permanent.

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## APPENDICES

### APPENDIX 1 (ENGLISH WRITING COMPREHENSION TEST)

#### A. Listen to your teacher and write down the words.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

#### B. Put the correct punctuation mark.

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

#### C. Combine the words to make sentences.

1. come/she/will/she/to/because/./school/is/not/ill/,  
\_\_\_\_\_

2. you/in/evening/?/where/go/will/the  
\_\_\_\_\_

3. to/,İstanbul/you/see/./the Topkapı Palace/if/will/go/you  
\_\_\_\_\_

4. a/has/friend/of/good/sense/true/a/humour/./  
\_\_\_\_\_

5. sometimes/they/./TV/watch  
\_\_\_\_\_

#### D. Write the sentences with the given words.

1. I am good at playing tennis. (she)

---

2. I was at the supermarket. (we)

---

3. We were at the cinema yesterday.(two days ago)

---

4. She drank two glasses of milk. (-)

---

5. I was cooking a delicious meal. (eat pizza)

---

**E. Write 5 sentences about William using “good at” and “bad at”**

William hip hop (✓), classical music (x)

football (✓), tennis (x)

cooking (x) , fishing(✓)

driving a car (✓), riding a horse (x)

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

**F. What do the underlined words refer to?**

Ali used to live in a small village. When he was twenty, he left home and went to England. He worked there for five years and came back to visit his family. When he went to England, he didn't have much money, but he worked hard and made a lot of money. So, he came in an expensive car with presents for them.

When Ali left for England, his father did most of the work in the farm. He built a new house, planted a lot of trees and made it a very good place. They didn't have water in the house, so they used to get it from a well in the garden. His brother's school was in the city, so he used to walk there everyday. When Ali came back, their life became better.

1. What does "there" refer to?  
a. Turkey            b. England            c. village            d. farm
  
2. What does "his" refer to?  
a. my            b. Ali's            c. her            d. I
  
3. What does "them" refer to?  
a. cousins            b. his family            c. villagers            d. animals
  
4. What does "he" refer to?  
a. Ali            b. brother            c. father            d. uncle
  
5. What does "there" refer to?  
a. house            b. village            c. town            d. City

**G. Which words should be capitalized? If there is not any, put a cross(x)**

one summer, the sixteen-year old mike got a holiday job at the local museum.

\_\_\_\_\_

when he started the job, he was studying history at school.

\_\_\_\_\_

it was mrs. gilbertson's beautiful diamond necklace.

\_\_\_\_\_

a few days later, mike found a necklace in the museum.

\_\_\_\_\_

he thought that "i must prove my innocence".

\_\_\_\_\_

**H. Write a similar paragraph using the information given.**

My best friend Alex, is a doctor. He was born in Liverpool in 1980, but lived in London. He has got blue eyes and fair hair. He is handsome. He is a generous person,

because he always gives money to the poor people. He is a friendly person, so he has got a lot of friends.

NAME:	Jane
JOB:	Teacher
PLACEOF BIRTH:	Dublin
DATE OF BIRTH:	1983
LIVED:	Birmingham
PHYSICAL APPEARENCE:	Green eyes, blonde hair, beautiful
PERSONALITY:	Stingy, unfriendly

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***2ND PART OF THE ENGLISH WRITING COMPREHENSION TEST***

**1. Which punctuated sentence is correct?**

- a. Be careful. The road is wet?
- b. Be careful! The road is wet.
- c. Be careful? The road is wet!
- d. Be careful, The road is wet?

**2. Which sentence is punctuated correctly?**

- a. Whose coat is this? Is it yours or Jim's?
- b. Whose coat is this? Is it your's or Jim's?
- c. Who's coat is this? Is it your's or Jim's?
- d. Who's coat is this? Is it yours or Jim's?

**3. Which sentence is punctuated correctly?**

- a. Yes I would like to see the report and send it to you.
- b. Yes, I would like to see the report and send it, to you.

- c. Yes, I would like to see the report and send it to you.
- d. Yes, I would like to see the report, and send it to you.

**Place the punctuation marks for the questions 4. and 5.**

**4. It was a beautiful( ) big( ) old and Greek house( )**

- a)(;) (,) (,)
- b)(,) (,) (.)
- c)(,) (.) (!)
- d)(;) (;) (?)

**5. ( ) Excuse me( ) Was that the London train( ) ( )**

- a)(“) (!) (?) (“)
- b)(“) (?) (!) (“)
- c)(“) (;) (!) (.)
- d)(.) (,) (?) (.)

**6. Which of the phrases should not be hyphenated?**

- a. twenty-one students
- b. two-inch nails
- c. thirty-minute interview
- d. ten-feet rope

**7. Which underlined word should be capitalized?**

*“Last semester, I wrote my history report on the First World war.” My sister told me.*

- a. Semester
- b. History
- c. War
- d. Sister

**8. Which underlined word should be capitalized?**

*The Prime minister spoke at the meeting in the capital city.*

- a. Minister
- b. Meeting
- c. Capital
- d. City

**9. Which underlined word should not be capitalized?**

*Last thursday, my mother, my aunt sarah and I went to the museum to see an exhibit of african art.*

- a. Thursday
- b. Mother
- c. Aunt Sarah
- d. African

**10. Which words should be capitalized?**

*It is saturday morning uncle Bob is going to take jack to the zoo.*

- a. saturday, uncle, jack
- b. saturday, morning, zoo
- c. uncle, zoo, morning
- d. jack, uncle, zoo

**11. Which words should be capitalized?**

- I- william
- a. I-II-IV-V

II- and  
III- argentina  
IV- at  
V- england  
V- april

b. II-III-V-VI  
c. I-III-V-VI  
d. I-III-V-VI

*Put the adjectives and adverbs in their places properly for the questions 11. and 12.*

**12. She is a \_\_\_\_\_ driver. She drives the car \_\_\_\_\_.**

a. fastly/fast                      b. fast/fastly                      c. fast/fast                      d. fastly/fastly

**13. He always prepares the dishes \_\_\_\_\_. He is a \_\_\_\_\_ cook.**

a. carefully/careful    b. careful/carefully    c. carefully/carefully    d. careful/careful

**14. The man got into the car \_\_\_\_\_, and started the engine \_\_\_\_\_.**

a. angry/quick                      b. angrily/quickly                      c. angrily/quick                      d. angry/quickly

**15. Ann sings this folk song \_\_\_\_\_.**

a. beautiful                      b. beautifully                      c. beutifuly                      d. beautifully

**16. Which underlined pronoun is used incorrectly?**

- a. Jerry and me want to go on a holiday.
- b. Jim will bring his CD-player.
- c. She and I will work together.
- d. Why don't you let her come with us?

**17. Which underlined pronoun is used incorrectly?**

- a. Sally will bring his sister to school.
- b. I saw him in the garden yesterday.
- c. Would you like to bring your jacket here?
- d. She has given him car to Alex.

**18. Which underlined pronoun is used incorrectly?**

- a. I did this work by myself.
- b. They, themselves, played football.
- c. She is not completing the task by herself.



d. We, ourselves, studied Maths.

**19. Which underlined pronoun is used incorrectly?**

a. Mike saw her in the garden.

b. They visited us in the evening.

c. Charlie bit me, it hurts.

d. You have just warned his.

**20. Which underlined word is used incorrectly?**

a. Where are the forms we want?

b. Which is the correct answer?

c. Here is the chairs we would like to have.

d. There are two people in the garden.

***Fill in the sentences.***

**21. \_\_\_\_\_ are the newspapers that \_\_\_\_\_ to be read?**

a. wear/used

b. wear/use

c. where/used

d. Where/use

**22. When your alarm clock \_\_\_\_\_, \_\_\_\_\_ time to get up.**

a. rings/it is

b. ring/it

c. ring/its

d. rings/its

**23. Which of the underlined verbs is not written in the correct tense?**

a. Last week, we went camping to that park.

b. We walk several hours every day.

c. Yesterday night, I slept in my sleeping bag.

d. I couldn't go out for dinner tomorrow.

**24. Which is the correct plural form of the noun?**

*I saw a lot of \_\_\_\_\_ in the zoo.*

a.monkeys

b. monkey

c. monkie

d. Monkeyies

***Which is the correct plural form of the noun?***

25. *We visited many \_\_\_\_\_ in Italy last summer.*

a. city

b. cities

c.cityies

d. city

26. There was a \_\_\_\_\_ on the table, but there are a lot of \_\_\_\_\_ in the kitchen.

- a. knife/ knives                      b. knif/ knives                      c.knife/knives                      d. knife/knives

27. How many \_\_\_\_\_ are there in this classroom?

- a. child                      b. childs                      c. children                      d. childrens

28. I have pulled out a \_\_\_\_\_, now I have 27 \_\_\_\_\_ in my mouth.

- a.tooth/teeth                      b. tooth/toothes                      c. tooth/tooths  
d.tooth/tooth

**Circle the letters which are incorrect, if the sentence is true circle "No Error".**

29. The students think that they will complete the homework always every day at the school. No error.  
I                      II                      III  
IV

- a. I                      b. II                      c.III                      d.IV

30. The driver was driving the car so fastly that nobody could catch him. No Error  
I                      II                      III                      IV

- a.I                      b.II                      c.III                      d.IV

31. When alexander Graham Bell invented the telephone, he became the most important person of the century. No Error  
I                      II                      III  
IV

- a. I                      b. II                      c.III                      d.IV

32. His speech was such long that everybody at the meeting get bored easily. No Error  
I                      II                      III                      IV

- a. I                      b.II                      c.III                      d.IV

33. Their wedding was better than my sister's wedding last year. No Error  
I                      II                      III                      IV

- a.I                      b.II                      c.III                      d.IV

**Put the right word into the blank.**

34. Mary \_\_\_\_\_ the delicious cake yesterday.

- a. ate                      b. eight                      c. eat                      d. aid

35. I always \_\_\_\_\_ a bread every day.  
 a. buy                      b. by                      c. bye                      d. bay
36. Baklava is a traditional Turkish \_\_\_\_\_.  
 a. desert                      b. dessert                      c. tassel                      d. deserted
37. Turn \_\_\_\_\_ the lights, please.  
 a. of                      b. off                      c. ov                      d. odd
38. A giraffe is taller \_\_\_\_\_ a horse.  
 a. den                      b. than                      c. dan                      d. then
39. I would like \_\_\_\_\_ go out at night.  
 a. too                      b. to                      c. two                      d. the
40. Nice to meet you, \_\_\_\_\_.  
 a. to                      b. two                      c. the                      d. too
41. \_\_\_\_\_ are the cats?  
 a. Were                      b. Wear                      c. Where                      d. When
42. You should turn left, and the bank is on the \_\_\_\_\_.  
 a. wright                      b. write                      c. right                      d. rite
43. Jane washed the dishes, \_\_\_\_\_ she did not put them in their places.  
 a. and                      b. so                      c. because                      d. but
44. Tim opens the door, \_\_\_\_\_ takes off his shoes.  
 a. so                      b. and                      c. but                      d. because
45. She went to the hospital, \_\_\_\_\_ she was very ill.  
 a. but                      b. because                      c. and                      d. so
46. Jane studied hard for the exams, \_\_\_\_\_ she passed them all.  
 a. because                      b. and                      c. so                      d. But

**Exclude the irrelevant sentence in the paragraph.**

47. George was born in Dublin. (I) His father was a carpenter and had little money. (II) He liked to eat the apple pie. (III) His father sent him to school, but he couldn't go to university. (IV) But, he read a lot of books and became a famous writer.

- a)I                      b)II                      c)III                      d)IV

48. Alexander Graham Bell was an inventor. (I) He lived in the 19<sup>th</sup> century. (II) Telephone was an important invention for people. (III) He invented the telephone in 1876. (IV) Alexander Graham Bell died in 1922 in Canada.

- a)I                      b)II                      c)III                      d)IV

49. Turkey takes place both in Asia and Europe. (I) It has seven regions which are; Black Sea, Egean, Meditterreanean, Marmara, Central , East and Southeast Anatolia. (II) Its capital city is Ankara and İstanbul is the most crowded one. (III) I went to Turkey last year for summer holiday. (IV) Its population is over 60 million.

- a)I                      b)II                      c)III                      d)IV

50. Alice is a 14-year-old girl. (I) She has long, black hair and green eyes. (II) She is 1.65 cm, in other words she is of medium height. (III) She is shy but friendly. (IV) She is not very fat; she is of medium weight, I can say.

- a. I                      b.II                      c.III                      d.IV

## Useful Language Box

You can .....

You should .....

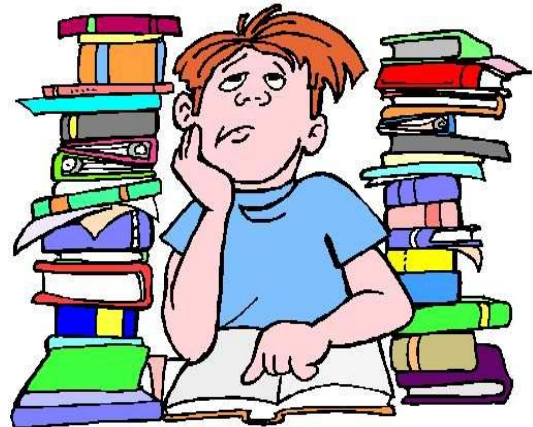
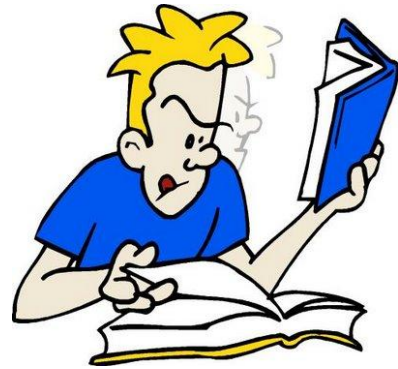
You shouldn't .....

and .....

but .....

because .....

APPENDIX 2/B







### Role Card A

You are Richard Hanson, the interviewer.  
You are interviewing Laura Brushley, a famous pop star. Ask the following statements.

- Her routines and habits
- Her likes and dislikes
- What kind of body care products
- Her advice for teenagers

### Role Card B

You are Laura Brushley. You are a famous pop star. Richard Hanson is interviewing you.

Answer his questions. Keep in mind the following points:

- Take care of my body, face and hands.
- Exercise regularly.
- Favorite food: tuna fish salad & three apples a day
- No fatty foods like chocolate, cake, chips and hamburgers
- Use day and night cream regularly
- Advice to teenagers: natural products; clean face



APPENDIX 4/B



APPENDIX 4/C



## 8 Writing Spot

**A.** Listen to the instructions. Visualize yourself in the scene.

**B.** What were you doing in your dream garden?

Now pick up your pen. Write about what you were doing in your dream garden. You can use “and, but, because”. See the examples given.

I was in my dream garden.  
I was smelling the flowers.  
I felt very happy. Because all my  
friends were with me.

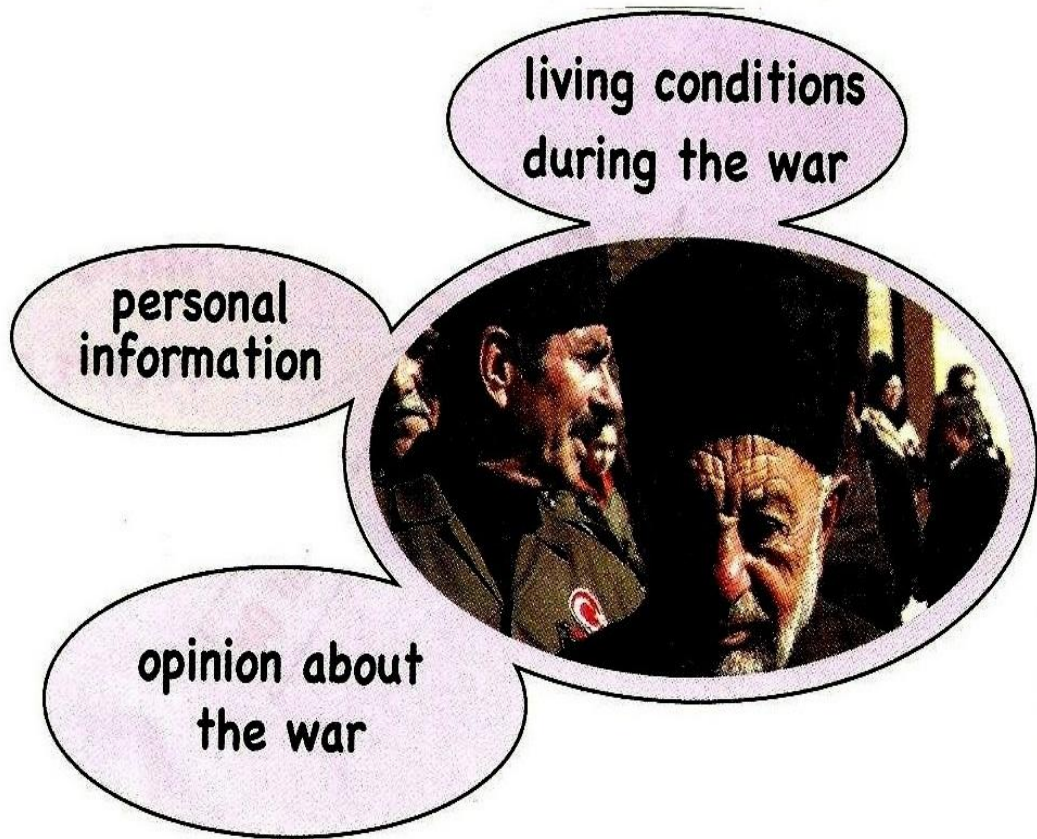
I was dancing with  
my girl friend, but suddenly  
the music stopped.

The sun was shining and the  
birds were singing.

APPENDIX 5/B







### Role Card A

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

### Role Card B

You are Hasan Çavuş. You're 100 years old. You were 13 years old when the war started. You were working in the cotton fields. You joined the army and fought against the Greek forces in Sakarya. You had a lot of difficulties. For example: you couldn't find ammunition, food and clean water, clothes, shoes. It was very hot. Life is nice. People shouldn't fight and kill each other.



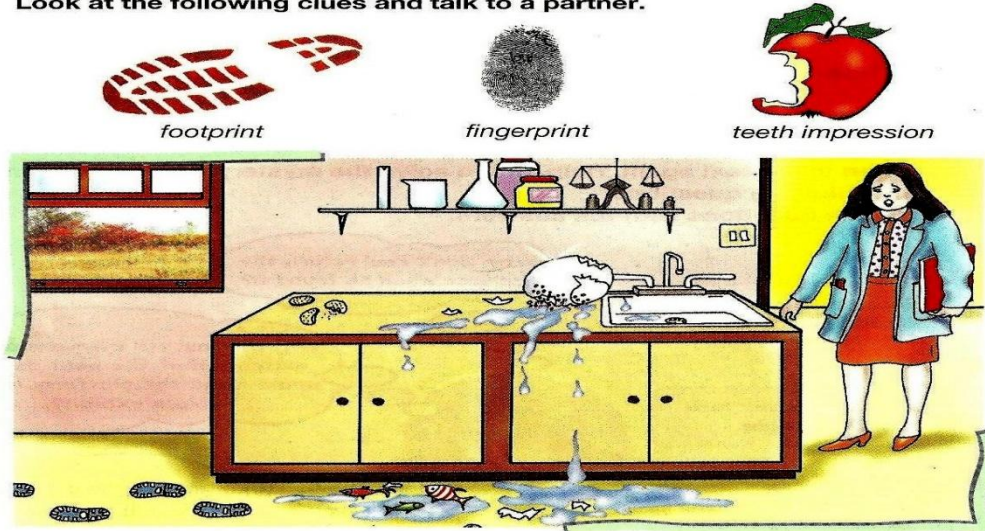
APPENDIX 6/C



APPENDIX 7

**7 Speaking & Writing Spot**

What kind of evidence can you use to find a thief, murderer etc.?  
Look at the following clues and talk to a partner.



**A. Work in groups of four. Imagine one of you is a detective. Read the information about the crime scene and the three suspects. Interview the suspects and help Mrs. Colin find the guilty person.**  
You can use the Useful Language Box.

*When Mrs. Colin, Tessa and Trevor's Science teacher, opened the door of the lab, she started to scream because her small aquarium was broken and her prized gold fish were on the floor. She got very angry and she decided to find the guilty person.*

**Useful Language Box**

What were you doing...?  
What were you eating...?  
What were you wearing...?

**Crime Scene**

They found some footprints.

They found some fingerprints.

The teeth impressions in the chunk of chocolate cookies indicated teeth with spaces between them.

**POSSIBLE SUSPECTS**



Stacey is so addicted to sugar that she never leaves home without it. She was eating her famous chocolate cookies in the morning of the crime . Stacey was wearing trainers.

Ted always brings his crayons with him, because he is interested in painting . He was also drawing in the morning of the crime. He had an appointment with the dentist. He was wearing his favorite trainers.



Jullie had an appointment with her dentist in the afternoon of the crime, because she is not very happy with the spaces between her teeth.



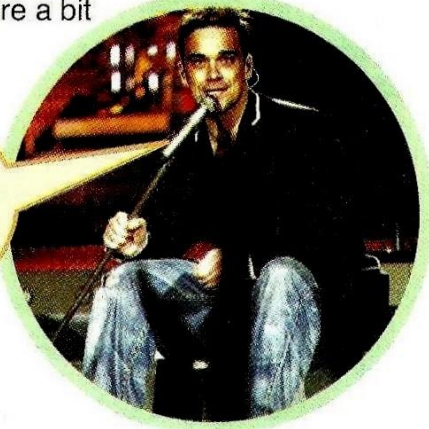
APPENDIX 8/A



## APPENDIX 8/B

**Role Card B:** You are a pop star. Answer Tessa's questions and express your own ideas. Remember you are a bit snobbish so use expressions such as:

Oh! Haven't you been to Paris?  
Haven't you eaten Chinese food?



### Role Card A

**Ask about the pop star's personal experiences:**

Have you ever been to Africa?

Have you ever worn a "kilt"?

Have you ever eaten Chinese food?

Have you ever been to Turkey?

Have you ever met a famous person?

**Ask about people.**

Do you think that Turkish people are hospitable?

What do you think about your fans?



### Role Card B

Hi! I'm Robbie. I like travelling very much. I've been to many countries such as Italy, the USA, Africa and Turkey. I have a lot of different experiences about these countries. For example, Turkish people are very friendly and hospitable. I've worn a lot of traditional clothes like as a kilt. I've tried different traditional food. My favourite is Chinese. I sometimes meet my fans in a Chinese restaurant. I like spending time with my fans very much. They are wonderful.





## 7 Speaking & Writing Spot

1. You will interview a living Scientist, Linda Buck. Read your Role Cards. Role Card B is on page 194. The Useful Language Boxes will help you.

### Role Card A

You are going to interview Linda Buck. Ask her questions to find the information and note the answers in the sheet below.

Name .....

Date and place of birth .....

Nationality .....

Education .....

.....

Field of study and accomplishments .....

.....

### Useful Language Box 1

- What is the name of the scientist?
- When was she born?
- What nationality is she?
- What did she study?

### Role Card B:

Your friend needs to get information. Listen to her carefully and answer.

Name : Linda Buck  
Date and Place of Birth: 1947 Seattle, Washington  
Nationality : American  
Education :  
• 1969- finished undergraduate education at the University of Washington  
• 1975-began graduate school in the Microbiology Department at the University of Texas Medical Center in Dallas  
• 1991-became assistant professor in the Neurobiology Department at Harvard Medical School.  
• 1994-became full professor  
Field of Study and Accomplishments  
• Biology  
• 2004 won the Nobel Prize for how the brain perceives and remembers smell  
• Currently studying the genes that control aging



APPENDIX 10/B

Linda BUCK

*Dear Editor, I interviewed a living scientist Linda Buck. She*



*She has a message to young women: "The doors are open to you and you should follow your dreams."*

Useful Language Box 2

- Her name is.....
- She was born.....
- She studied.....
- She won.....

## 7 Writing Spot

Tessa and Jim are reading the story of Hansel and Gretel. Jim and Tessa find the story too long and too boring. They are trying to make the story shorter and more interesting.



**A. Read and think about the main events in the story. Change the story with the help of the underlined parts.**

A poor wood cutter lives near a great forest with his two children, Hansel and Gretel. A great famine falls on the land, so he can no longer get enough food.

Hansel and Gretel's stepmother wants to take the children out into the woods and leave them alone. The children will not find the way home again and the stepmother will not see them.



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

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

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

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

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

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

A writing area with a yellow background and a decorative black border. It contains seven horizontal dotted lines for writing.

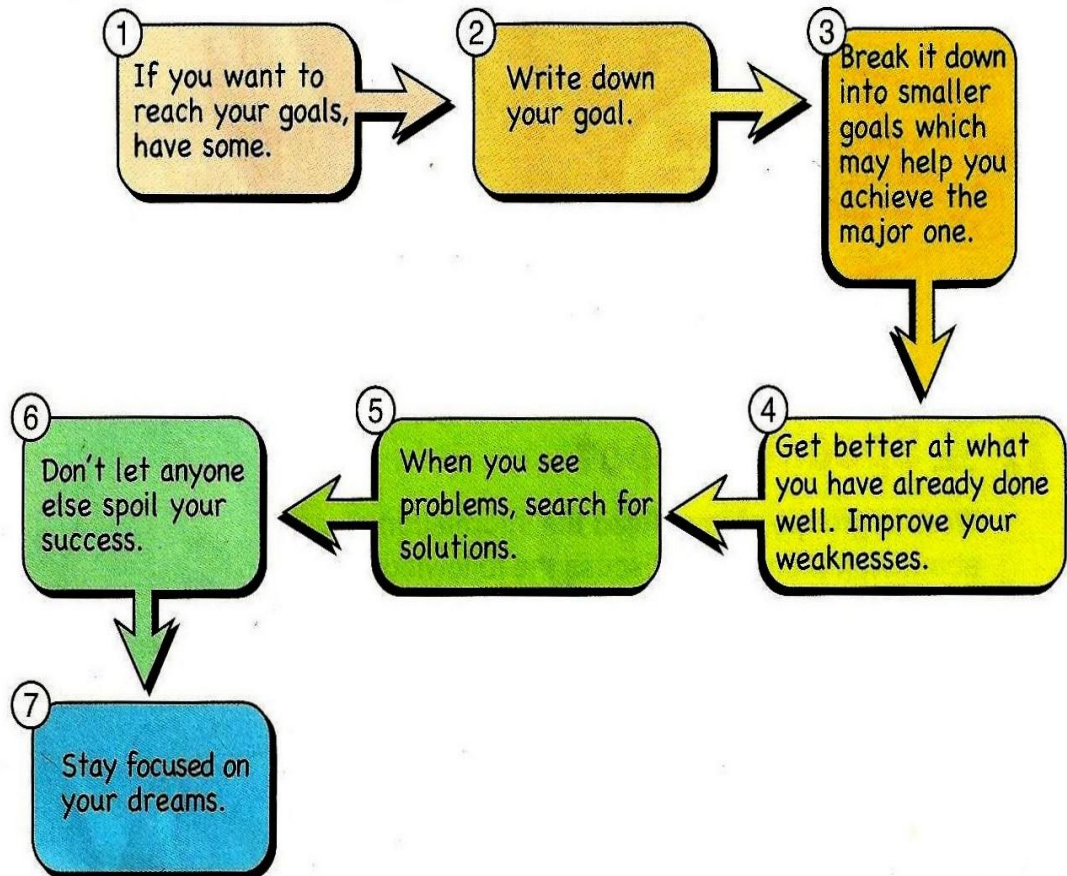
APPENDIX 11/B





## 12 Writing Spot

1. Look at the following ideas taken from Neuro Linguistic Programming (NLP). Do you agree with them? Why? Why not?



APPENDIX 12/B



## Writing Spot

Go Back to Check Spot on page 139. Summarize your strengths in a short sentence. Then, summarize your weaknesses in a short sentence.

 Go to Workbook page 55, 59; activity 1, 7 and 8.

APPENDIX 13/B



**SWOT ANALYSIS**



## ÖZGEÇMİŞ

<b>KİŞİSEL BİLGİLER</b>	
Adı-Soyadı :	Nermin Elçin PETEKÇİOĞLU
Doğum Yeri ve Tarihi :	Amasya, 1985
Eğitim Durumu :	
Lisans Öğrenimi :	Ondokuz Mayıs Üniversitesi, İngilizce Öğretmenliği
Yüksek Lisans Öğrenimi :	Ondokuz Mayıs Üniversitesi, İngiliz Dili Eğitimi
Bildiği Yabancı Diller :	İngilizce, Almanca
Bilimsel Etkinlikleri :	
<b>İŞ DENEYİMİ</b>	
Uygulamalar :	
Projeler :	
Çalıştığı Kurumlar :	MEB 2007-....
<b>İLETİŞİM</b>	
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Tarih :	07.02.2011