

ACADEMIC READING & WRITING IN ELT

Prof. Dr. Birsen TTNİŐ

PART ONE

İstanbul - 2011

ACADEMIC READING & WRITING IN ELT

Yazar

Prof. Dr. Birsen TTNİŐ

Basım Yeri ve Yılı

İstanbul /2011

Baskı ve Cilt

Ceren Matbaacılık Yay. Paz. San. Ve Tic. Ltd. Őti

Tel: 0 (212) 423 90 09

ISBN

978-605-4030-...-.....

Sayfa Tasarım

İstanbul Aydın niversitesi

Grsel Tasarım Birimi

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Babamın aziz anısına.....

FOREWORD

Writing is the most difficult skill to develop in the English language learning process. It has its own conventions and you need to know them all. It starts with sentence writing, then a paragraph then an essay. Reading in English helps to develop awareness on these conventions. However, reading only would not take you to success in writing. You need to do critical reading doing textual analysis where necessary.

In the academic world you are expected to know how to write academic papers and how to read critically.

This book is designed with the aim of preparing the English Language Teaching students to the academic world where they will be asked to read articles and write academic papers. We hope you take this book as your guide in your long trip in the academic world.

Prof. Dr. Birsen Tütüniş
Istanbul Aydın University

Acknowledgements

I would like to extend my gratitudes to all the authors whose works I cited in my book.

I would also like to thank Dr Mustafa Aydın and Prof. Dr. Yadigar İzmirli who would never deprive me of their invaluable supports.

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UNIT ONE

READING QUESTIONNAIRE

Put a tick next to those strategies you already use. Put an X next to those you do not use.

1. I always relate the pictures/ illustrations to the text content. _____
2. I always think what I know about the topic/title before I read the text. _____
3. I re-read difficult passages two or even three times. _____
4. I always look up the words that I don't know. _____
5. I try to guess the meanings of the words that I don't know. _____
6. I try to comprehend the text by recognizing the contextual clues. _____
7. I write while I read, summing up key points in the margins or posing questions about the material. _____
8. I underline key words or passages while I read. _____
9. If I don't think I have fully understood a passage, I mark it for a second reading and continue reading the chapter. _____
10. When I finish a chapter, I usually look up from the page and paraphrase the author's main idea; or else, I try to answer a question I posed about the heading. Sometimes I do both. _____
11. Whenever I can, I try to take the author's words personally, considering what I may already know about the subject and checking to see if I agree or disagree with the author's point. _____
12. I look for patterns of organization like cause and effect or comparison and contrast that will help me mentally organize the information in the text. _____
13. Whenever possible, I try to create mental pictures of what I read. _____
14. If the author describes the steps in a process or the parts of a larger whole, I make my own diagrams based on the author's words. _____
15. If I don't understand a key point in a chapter, I clarify it with a classmate or the instructor before I go on to the next chapter. _____

Adapted from Laraine Flemming, Aug. 13, 2001
www.laflemm.com/hmco/Ch2quest2.htm

READING TEST: TEXT I

Read the text and answer questions 1-15 in 20 minutes.

Teaching Reading Strategies in an Ongoing EFL University Reading Classroom

Mi-jeong Song
Seoul National University, 1998

Asian Journal of English Language Teaching Vol. 8, 1998, pp. 41-54

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www.cuhk.edu.hk/ajelt/vol8/art3.htm, 26.06.2010

Background and Research Problem

Reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (Block, 1986). They range from simple fix-up strategies such as simply rereading difficult segments and guessing the meaning of an unknown word from context, to more comprehensive strategies such as summarizing and relating what is being read to the reader's background knowledge (Janzen, 1996).

Research into reading strategies of native English speakers has concentrated on describing those strategies which are involved in understanding. A vast amount of research in first language reading, and reading strategies has found that good readers are better at monitoring their comprehension than poor readers, that they are more aware of the strategies they use than are poor readers, and that they use strategies more flexibly and efficiently (Garner, 1987; Pressley, Beard El-Dinary, & Brown, 1992). For example, good readers distinguish between important information and details as they read and are able to use clues in the text to anticipate information and/or relate new information to information already stated. They are also able to notice inconsistencies in a text and employ strategies to make these inconsistencies understandable (Baker & Brown, 1984; Garner, 1980)

Since the late 1970's, many ESL researchers have also begun to recognize the importance of the strategies ESL students use while reading. Several empirical investigations have been conducted on reading strategies and their relationships to successful and unsuccessful second language reading (Hosenfeld, 1977; Knight, Pardon, & Waxman, 1985; Block, 1986; Jimenez, Garcia, & Pearson, 1995). Research in second language reading has also demonstrated that strategy use is different in more and less proficient readers, and that more proficient readers use different types of strategies, and they use them in different ways. In addition, strategy research has begun to focus on metacognition, knowledge about cognition. These studies have investigated metacognitive awareness of, or perceptions about, strategies and the relationships among awareness or perception of strategies, strategy use, and reading comprehension (Barnett, 1988; Carrell, 1989).

Moreover, in recent years, a great deal of research in L1 and L2 fields has been conducted on reading strategy training. Strategy training comes from the assumption that success in learning mainly depends on appropriate strategy use and that unsuccessful learners can improve their learning by being trained to use effective strategies (Dansereau, 1985; Weinstein & Underwood, 1985). Many studies have shown that reading strategies can be taught to students, and when taught, strategies help improve student performance on tests of comprehension and recall (Carrell, 1985; Brown & Palincsar, 1989; Carrell, Pharis, & Liberto, 1989; Pearson & Fielding, 1991). No research, however,

has been done that relates to training reading strategies in an ongoing classroom reading program, particularly in an EFL reading classroom context.

The present study was motivated by the reading strategy training approach of Brown and Palincsar (1984). In their teaching approach, students were taught four concrete reading strategies: summarizing, questioning, clarifying, and predicting. From the study, they found that the strategy training was effective in enhancing the reading ability of the students. Brown and Palincsar's (1984) study, however, was not conducted in an ESL/EFL setting. The subjects of their study were 7th grade native speakers of English, and the study was not carried out in a classroom setting: the teacher gave each subject individual training. In other words, like most reading strategies training studies, the study was not done in an ongoing regular reading class.

Therefore, the first objective of the present study was to investigate whether the training approach of Brown and Palincsar (1984) can be successfully adapted to an EFL university reading classroom situation. That is, it investigated whether the training method is effective in enhancing EFL tertiary students' reading comprehension ability. In addition, since this study was conducted in a university general English reading class where students' reading proficiency was mixed, the second objective of this study was to find out how students with different reading proficiency are influenced by the training method. Since the teaching method of Brown and Palincsar was tried with students whose reading ability is low, it was important to examine the effectiveness of the teaching method on students with intermediate and high levels of reading proficiency. Finally, among the three types of reading comprehension questions such as main idea, inference, and detailed questions, this study examined the types of questions which are affected by the training method.

The following specific research questions were addressed: "Does strategy training enhance EFL college students' reading proficiency?" If so, "How is the effectiveness of strategy training related to students' reading proficiency?" "Which types of reading comprehension questions are influenced most by the teaching method?"

Questions 1-5

Do the following statements reflect the claims of the writer?

1-Reading strategies indicate how writers make sense of what they read.

Yes No Not given

2-Good readers are better at monitoring their comprehension.

Yes No Not given

3-Strategy training is not effective in enhancing the reading ability.

Yes No Not given

4-Teaching method is effective on reading proficiency.

Yes No Not given

5-This study is concerned with low level reading proficiency.

Yes No Not given

Questions 6-8

Complete the grid below according to the information given in the text.

6- fix - up strategies	a-	b-
7-comprehensive strategies	a-	b-
8- objectives of the study	a-	b-

Questions 9- 15

Choose the correct answer.

9) a-when taught, strategies help improve student performance on tests of comprehension and recall (Carrell, 1985; Brown & Palincsar, 1989; Carrell, Pharis, & Liberto, 1989)

b-when taught, strategies help improve student performance on tests of comprehension and recall (Carrell, 1985; Carrell, Pharis, & Liberto, 1989; Pearson & Fielding, 1991)

c- when taught, strategies help improve student performance on tests of comprehension and recall (Carrell, 1985; Brown & Palincsar, 1989; Carrell, Pharis, & Liberto, 1989; Pearson & Fielding, 1991)

10- “investigated” in the text means:

a- questioned b- searched c- wanted to learn

11- “the study” in paragraph 5 refers to:

a- scholars’ work which exist in literature,

b- the writer’s study which is influenced by this idea

c- the study the writer was influenced by

12- The study was conducted at :

a- a university b- a college c- a school

13- The students’ reading proficiency was

a- good b- bad c- mixed

14- In the previous study the students were taught:

a- summarizing, questioning, clarifying, and predicting

b- summarizing, questioning, copying and memorizing

c- summarizing, questioning, clarifying, and memorizing

15- Brown and Palincsar’s (1984) study,

a- was conducted in an ESL/EFL setting

b- was not conducted in an ESL/EFL setting

c- was conducted in a classroom setting

▶ **TASK 1**

- 1- Go to the QUESTIONNAIRE at the beginning of this unit and go through all the questions. Which strategies did you use while reading this text? Put (+) if you have used it, put (-) if you haven't used it.
- 2- Read the text again checking the ones you have put (-)

▶ **TASK 2**

Go back to the test.

- 1- Check your answers. Put (+) to the correct ones and (-) to the wrong ones.
- 2- What should be your reading strategies/ techniques to get more correct answers? Write the reason why your answer is wrong for your incorrect answers.

READING TEXT 2

Answer the questions 16- 28 in 20 minutes

Father's Day With Shakespeare

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By Michelle Ephraim

Section 1

This is the second Father's Day that I am without a father. Two years, and his death is still hard to get used to. Unfortunately, my job doesn't make it any easier.

I'm not a doctor or a grief counselor. I'm a Shakespeare professor. I get paid to spend my days reading about children who lose parents -- among other heartbreaks and misfortune -- and organizing my thoughts into witty 50-minutelectures.

Section 2

But when I lost my father, I also lost the critical distance that is the bread and butter of my line of work. Death, it turns out, is a serious occupational hazard.

My father's illness was the stuff of tragedy. One day, he woke up and couldn't remember how to work the remote control. By week's end, the doctors had discovered a malignant, inoperable brain tumor. They gave him six months to live.

Section 3

Immediately I took a leave of absence from work and began a series of excruciating trips from my home in Boston to my parents' house in Washington. The week before my father's tumor was diagnosed, I had announced I was pregnant, and my condition only heightened the drama. Instead of showing up for regular obstetric appointments, I drove my father to radiation sessions, bickered with his oncologist and attempted, unsuccessfully, to console my mother.

Section 4

It was then that my relationship with Shakespeare began to change. I was no longer a professor safely in the pulpit but became some kind of tragic character.

Like Hamlet called home from university, I was pulled from the luxury of analyzing major themes and literary conventions -- and plunged into something dark and incomprehensible. I began to read Shakespeare like someone in a support group, coffee in shaky hand, eager for recognition. I waddled through that sweltering D.C. summer, death and birth approaching like two trains on a collision course. Shakespeare's got a good line: "Thou met'st with things dying, I with things newborn."

Section 5

And then the drama was over. My father died. I did everything I was supposed to: delivered a fitting, moving eulogy at the funeral; brought my baby safely into the world two weeks later.

But I learned that this final act is a ruse -- in life and in Shakespeare. He crafted tragedy so eloquently, but he saw death for what it was: disorienting, messy and unpoetic. Going back to the classroom was especially difficult. Reminders of deceased parents and their traumatized children were everywhere. Ferdinand in "The Tempest" is haunted by the thought that his father lies "Full fathom five," beneath the sea, with coral for bones and pearls for eyes. In "Love's Labor's Lost," the unexpected news of her father's death drives the perky, flirtatious Princess of France to postpone her wedding plans indefinitely.

And these are the comedies.

In "King Lear," Edgar believes his heart may burst after his father dies. Ophelia's grief for her father leads to her madness and death. And, most famously, Hamlet lives true to his murdered father's ghostly incantation, "Remember me." He never returns to school and becomes depressed, paranoid and possibly insane.

I don't know how Shakespeare felt about his parents, but he somehow nailed the timeless shock of losing them.

Section 6

Instead of experiencing "closure" on this Father's Day, I am thinking about how conclusion feels so contrived -- a neat wrap-up that may work in the classroom or in CliffsNotes, but not in real life and not in the plays that Shakespeare left behind. The same reason I was drawn to Shakespeare's stories -- their power to evoke emotion -- is also why they aggravate raw wounds.

Still, I teach my students to make succinct arguments about death and loss and grief; to draw on textual evidence to support their points; to analyze this metaphor and that image. I continue to offer up serious interpretations in the most professional voice I can muster. And sometimes, just sometimes, the words soothe what burns inside.

The writer is an associate professor of English at Worcester Polytechnic Institute in Worcester, Mass.

There are 6 sections in Text 2. Choose the correct heading for each section.

Headings:

- a- Professionals continue doing their jobs whatever the case is.
- b- The merciless end of human beings
- c- A Shakespeare professor
- d- Excruciating trips
- e- My father's tragedy
- f- A Shakespeare character

- 16- Section 1: a- b- c- d- e- f-
- 17- Section 2: a- b- c- d- e- f-
- 18- Section 3: a- b- c- d- e- f-
- 19- Section 4: a- b- c- d- e- f-
- 20- Section 5: a- b- c- d- e- f-
- 21- Section 6: a- b- c- d- e- f-

Choose the correct answers

22-

- a- The Professor was in love with Shakespeare.
- b- The Professor was in love with her father.
- c- The Professor did not work after her father's death.
- d- The Professor did not work during her father's illness.

23-

- a- Sometimes it is difficult to put your grief into words.
- b- Sometimes it is easy to put your grief into words.
- c- Sometimes it is the words which soothes your grief.
- d- Sometimes it is the words that burns your heart.

24-

What is the relationship with the title and the story?

- a- The author is a Shakespeare professor and she uses in her class Shakespeare's characters who grieve for their father's death on The Father's Day.
- b- The author is a Shakespeare professor and she uses Shakespeare's characters who grieve for their father's death in her class and tries to soothe her grief.
- c- The author is a Shakespeare professor and she uses The Father's Day in her class to soothe her grief.
- d- The author is a Shakespeare professor and she uses Shakespeare's words for life and death on her father's death.

Complete the sentences with one or two words from the reading passage.

- 25- Ophelia's grief for her father's death leads to her and.....
- 26- He crafted tragedy so.....
- 27-in the pulpit but became some kind of tragic.....
- 28- But I learned that this final act is a.....

▶ **TASK 3**

- 1- Check your answers. Compare your answers with the first text answers. Is the second one better?
- 2- Write how you read the text this time.

READING TEXT 3

Read the text and answer the questions 29-40 in 20 minutes

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washingtonpost.com

06.16.2008

More Schools Trying Separation of the Sexes

Mrs. Demshur's class of second-grade girls sat in a tidy circle and took turns reading poems they had composed. "If I were a toucan, I'd tweet, I'd fly," began one girl. When she finished, the others clapped politely.

Down the hall, Mr. Reynolds's second-grade boys read poems aloud from desks facing every direction. A reading specialist walked around with a microphone. "If I were a snow leopard, I would hunt, I would run," began one boy. One classmate did a backbend over his chair as he read. Another crawled on the floor.

So went a language arts lesson at Washington Mill Elementary School last month, with boys in one room and girls in another. The Fairfax County school, in the academic year that is ending, joined a small but fast-growing movement toward single-sex public education. The approach is based on the much-debated yet increasingly popular notion that girls and boys are hard-wired to learn differently and that they will be more successful if classes are designed for their particular needs.

With encouragement from the federal government, single-sex classes that have long been a hallmark of private schools are multiplying in public schools in the Washington area and elsewhere. By next fall, about 500 public schools nationwide will offer single-sex classes, according to the National Association for Single Sex Public Education, based in Montgomery County. That's up from a handful a decade ago. The approach is especially attractive to some struggling schools in the market for low-cost reform.

The 2002 No Child Left Behind law cites single-gender classes as one "innovative" tool to boost achievement. But anti-discrimination laws banned widespread use of such classes, allowing them only in certain instances, such as sex education lessons. A change in federal regulations in 2006 gave schools more flexibility, allowing boys and girls to be separated as long as classes are voluntary and "substantially equal" coeducational classes are offered.

Several Washington area public schools have tried single-sex classes or plan to begin them. Woodbridge Middle School in Prince William County on Friday ended the first year of a two-year pilot program that offers single-sex instruction in core academic classes for some students. In Prince George's County, Drew-

Freeman Middle School students will be split by gender for most classes starting in August. In the District, two new charter schools offering same-sex classes are set to open in August.

As the movement grows, so does debate over whether boys and girls really do learn better separately. Research remains slim on whether single-sex education boosts achievement in public schools. Most studies have examined private schools.

Proponents of same-sex schooling argue that girls and boys are too often shortchanged by coed classrooms and that students from lower-income families deserve access to learning environments once exclusive to private schools. Advocates also cite emerging research that indicates gender differences in brains and cognitive development.

“We as a nation do not understand gender difference and . . . regard it as politically incorrect to discuss it,” said Leonard Sax, founder of the single-sex education association and author of “Why Gender Matters.” As a result, he said, schools are not helping students reach their potential. “We are unintentionally pushing girls out of computer science, and pushing boys out of subjects” such as arts and languages. He contends that single-sex schooling can reverse the trend.

But many feminists and civil rights leaders cite a long history of separate and unequal education for girls, and argue that segregation will perpetuate damaging stereotypes. The American Civil Liberties Union and five Kentucky families with middle school students filed a lawsuit in May against the U.S. Department of Education and others alleging that the school’s single-sex program violates federal anti-discrimination law and is unconstitutional.

“Single-sex education isn’t the best preparation for a coeducational world,” said Emily J. Martin, deputy director of the ACLU’s Women’s Rights Project.

Washington Mill Elementary Principal Lizette “Tish” Howard said uniform state standards and teacher quality requirements ensure parity for all classes. She said all-boys and all-girls classes could help remedy long-standing inequities she has observed in her career, such as overrepresentation of boys in special education.

Howard asked parents last year if they were interested in single-gender classrooms for core academic subjects. To her surprise, “I couldn’t fill the classes fast enough,” she said. She chose to start with sixth-graders because the adolescents were starting to “fall in love with each other” every spring, and second-graders because she wanted to follow their progress over time. Next school year, the initiative will expand to fifth- and third-graders.

To help teachers prepare for the new format, Howard bought them copies of “Boys and Girls Learn Differently!” by family therapist Michael Gurian. The book cites brain studies showing, among other things, that boys don’t hear as well as girls and that girls are more sensitive to light. Boys often need to fidget and move to stay alert, Gurian writes, while girls are more likely to behave and pay attention. The book suggests teaching techniques to address such differences.

David Sadker, an American University professor and co-author of “Failing at Fairness: How Our Schools Cheat Girls,” said Gurian’s findings are “stereotypes of the first order” that will limit children’s creativity and options.

But many teachers say the findings match what they see on a daily basis. More than 40,000 have received training from Gurian’s Colorado-based institute in learning differences between boys and girls.

Teacher Jean Demshur sometimes dims the lights in her all-girls class, and she said she gives students frequent chances to work in pairs or groups to cater to their social strengths. The extra X chromosomes influence her classroom, with potted flowers on the windowsill, a closet full of pink backpacks and a notebook paper cut-out heart taped to a desk inscribed in pink Crayola script: “I like your hair.”

Demshur said her students were more relaxed than in previous school years, and more likely to share opinions or volunteer for challenges. Rhys Spencer, 8, threw her hands in the air and exclaimed, “It’s paradise!” to be with only girls.

Teacher Todd Reynolds tried giving boys hacky sacks to help them release energy and stimulate thinking. But after the room became “a popcorn popper,” Reynolds said, he took them away. His room’s sprawling seating arrangement gives boys space to move around. Reynolds said the layout occurred to him in part because the boys, exhibiting what’s often considered a female trait, were “chitchatting” all day.

Reynolds said boys were more likely than in previous years to ask for help, and some often-shy students “seemed to shine.” He said he’s excited to see a contingent of boys excel at writing, sharing ideas and “feeding off each other.”

The school has no test data yet by which to judge the experiment, but Howard noted that grades for children in same-sex classes improved in many subjects. A parent survey found that almost half the boys and almost two-thirds of the girls in the classes had better attitudes toward school.

Some schools have given single-gender classes a try without success. Twin Ridge Elementary School in Frederick County began offering all-boys classes in 2004 but phased them out last year because of lack of parent interest. Students in the school’s all-boys classes did no better on tests than boys in coed classes.

Frances R. Spielhagen, an assistant professor of education at Mount Saint Mary College in New York who has studied same-sex classes at a public middle school for three years, said she found some gains for boys in language arts and for girls in math. But as the movement expands, Spielhagen said she is concerned about whether teachers thrust into the new programs will have more than a superficial understanding of how boys and girls are different.

“You can’t simply separate kids by gender and think magic is going to happen,” she said.

Complete the sentences with the information from Text 3 for each answer.

29- Twin Ridge Elementary School
.....	30- used the book “Boys and Girls learn differently”
31- More than 40,000 have received training
.....	32- single-gender classes as one «innovative» tool to boost achievement
33- grades for children in same-sex classes improved
“.....	34- and think magic is going to happen,»

Choose the best answer from the list below according to the speakers in the text.

35- I found some gains for boys in language arts and for girls in math.

a- b- c- d- e- f-

36- Students were more relaxed than in previous school years.

a- b- c- d- e- f-

37- “Single-sex education isn’t the best preparation for a coeducational world,”

a- b- c- d- e- f-

38- “You can’t simply separate kids by gender and think magic is going to happen,”

a- b- c- d- e- f-

39- grades for children in same-sex classes improved in many subjects.

a- b- c- d- e- f-

40- the findings match what they see on a daily basis.

a- b- c- d- e- f-

a- Demshur said :

b- Frances R. Spielhagen said:

c- many teachers say:

d- said Emily J. Martin

e- Howard noted that

f-Frances R. Spielhagen, an assistant professor of education said:

TASK 4

1- What does part 1 (questions 29- 34) ask you to do? How did you find the answers from the text?

2- What does part 2 (questions 35-40) ask you to do? How did you find the answers from the text?

TASK 5

Write an essay on “ Single gender classes versus coeducational classes in education” in 300 words.

UNIT TWO

▶ TASK 1

Read the title and guess what you are going to read about.

“READING IN A FOREIGN LANGUAGE: a nightmare or a pleasant dream?”

1-

2-

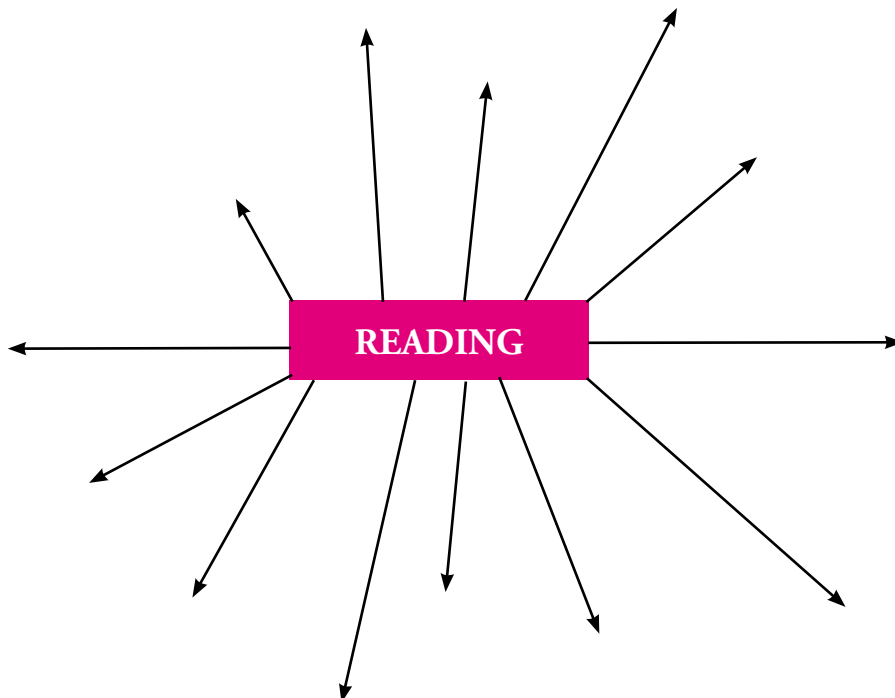
3-

4-

5-

▶ TASK 2

Let's make a spidergram:



One or two words answer for each question will make the spidergram. What is reading? , What do we do when we read in a foreign language?, What do we read in a foreign language?, Why do we read in a foreign language?, What helps us to comprehend a text?, How do we read a newspaper if we are in a hurry?, How do we read a text if it is an exam paper?, How do we read in a library if we are looking for some information?

▶ TASK 3

Guess the meanings of the following words:

- 1- **Previewing** :
- 2- **Predicting** :
- 3- **skimming**:
- 4- **Scanning**:
- 5- **Paraphrasing** :
- 6- **prior knowledge** :
- 7- **schema/ schemata** :
- 8- **interaction** :
- 9- **Strategies**:

Guess and Match.

<u>Words</u>	<u>Definitions</u>
Previewing (.....)	(1) to make predictions about content and vocabulary and check comprehension
Predicting (.....)	(2) existing knowledge of the world
Skimming (.....)	(3) existing knowledge
Scanning (.....)	(4) an interactive process that goes on between the reader and the text.
Paraphrasing (.....)	(5) reading in a foreign language requires use of different strategies- strategic competence
prior knowledge (.....)	(6) People often skim when they have lots of material to read in a limited amount of time.
schema/ schemata (.....)	(7) You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer.
Interaction (.....)	(8) to get a sense of the structure and content of a reading selection
strategies (.....)	(9) stopping at the end of a section to check comprehension

It is difficult to guess the meanings of the words without a context. Try to guess, then check your guesses with a dictionary to see whether they are right or wrong.

▶ **TASK 4**

You will read a text titled “ Reading in a Foreign Language: A nightmare or a pleasant dream?”

Write 5 questions that you expect to find answers when you read the text.

1-

2-

3-

4-

5-

▶ **TASK 5**

Now read the text and write the answers to your questions if there is any answer.

1-

2-

3-

4-

5-

READING TEXT I

READING IN A FOREIGN LANGUAGE: a nightmare or a pleasant dream?

(prg 1) Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. We read for different purposes and the purpose for reading determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

(prg 2) The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

(prg 3) Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

(prg 4) Traditional approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

(prg 5) The communicative approach to language teaching, on the other hand, has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice covers how to use knowledge (pre-existing knowledge of the world- schemata), skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include ;

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include ;

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

(prg 6) Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

(prg 7) Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

(prg 8) Thus, reading in a foreign language requires use of different strategies. Reading comprehension in a foreign language is not an easy process. The learner needs to recognise these processing difficulties and use the appropriate strategy for comprehension. Instructors therefore, need to be aware of these strategies and must train their learners how to make use of them. They need to know their learners’ reading attitudes, their interest areas for the topics so that they can motivate their learners to read in a foreign language with ease. Reading in a foreign language class is not only sitting and reading quietly and answering the questions. Instructors need to know that reading classes are not vocabulary teaching classes either, rather they are classes where learners and the texts/ authors interact.

In conclusion, it is the teacher who makes reading in a foreign language either a nightmare or a pleasant dream in the foreign language learning process.

Adapted from: NCLRC The Essentials of Language Teaching, 2008

Web site: [http:// www.nclrc.org/essentials/index.htm](http://www.nclrc.org/essentials/index.htm)

2003, 2004 The National Capital Language Resource Center, Washington, DC

▶ TASK 6

Now find the answer for the following question:

What kind of strategies does the reader need to use for a better comprehension?

.....

▶ **TASK 7**

Write what the author says in the second paragraph.

Example for the **first paragraph**:

The author explains what reading is and gives different purposes for reading.

▶ **TASK 8**

Now write what the author says in each paragraph.

Paragraph 2:

.....

Paragraph 3:

.....

Paragraph 4:

.....

Paragraph 5:

.....

Paragraph 6:

.....

Paragraph 7:

.....

Paragraph 8:

.....

READING TEXT II

THE CORE OF WRITING: THE PARAGRAPH

Reid (1994) defines a paragraph as a series of sentences about one topic. A paragraph is composed by a topic sentence which introduces the topic, the main idea and some other sentences which support the topic sentence. The last sentence of a paragraph is usually a concluding sentence which leads the reader to the next paragraph if the text is composed of several paragraphs. If the text is one paragraph only then the last sentence puts an end to the ideas expressed in the paragraph.

(Reid,J.M. 1994, The Process of Paragraph Writing,Prentice Hall Regents)

▶ **TASK 9**

Read the following paragraph and write the 'ts' for topic sentence , 'ss' for support sentences and 'cs' for the concluding sentence.

This article reports a study of strategy training for reading in an ongoing university foreign language reading classroom. The training method was modified from the procedure developed by Brown and Palincsar (1984), which involved four concrete reading strategies: summarizing, questioning, clarifying, and predicting. The following research questions were addressed: "Does strategy training enhance the reading ability of EFL college students?" If so, "How is the effectiveness of reading strategy training related to the reading proficiency of the students?" "Which types of reading comprehension questions are affected by strategy training?" Results show that strategy training is effective in enhancing EFL reading, and that the effectiveness of the training varies with L2 reading proficiency. The results also indicate that students' performance on certain types of reading comprehension questions is improved by the training method. These findings suggest that foreign language reading pedagogy, especially for adult students in academic settings, should include explicit and direct strategy teaching

Mi-jeong Song, Seoul National University, <http://www.cuhk.edu.hk/ajelt/vol8/art3.htm>, 1998

1- topic sentence:

a- support sentence 1

a.1. justification a.2 justification a.3. justification

b- support sentence 2

b.1. justification b.2. justification

2- concluding sentence

This is a coherent text. If we do not follow this pattern, the text will not be coherent and it will be difficult to comprehend.

▶ **TASK 10 WRITING**

Write a paragraph about the following topic.

“ Teachers are the leaders leading the learners to learn”.

UNIT THREE

READING TEXT 1

► TASK 1

Write 5 sentences about the teacher's role in EFL reading classes.

Share your list with your partner. Make a new list.

Share your list with your classmates.

► TASK 2

Read the text and compare your list with the author's suggestions

READING IN EFL: TEACHER'S ROLE

The EFL teacher needs to be aware of the importance of her/his role in her/his students' reading attitudes in the foreign language they are learning. The teacher needs to choose the materials with extensive care and must know how to make use of them properly.

The teacher's aim in doing reading, the classroom procedures and the teacher's attitude towards students' learning efforts has an invaluable effect on the success. **It is the teacher's responsibility to push the students to move ahead.** *Nuttall (1996) brings in the term scaffolding for the support given to the student to reach the 'next step' level. The 'next step' level can be reached with the help of the teacher by "never doing anything for them anything they are capable of doing, but with a little push they need to go ahead.* If the students stay where they are, there will be no progress.

The learner centered approach as opposed to teacher centered approach in language teaching brought in a change in the role of the teacher which in turn had a positive effect on students' learning process. Foreign language teachers acted as facilitators and guides. Therefore, they stopped being the all knowing person who is there to transfer knowledge, instead they started encouraging students to move ahead by prompting, probing, modelling and clarifying things when students asked for help. In reading classes for example, teachers are not the live dictionaries of the students. Their role is to teach the students the necessary reading skills and how to make use of the dictionaries effectively.

Learner training is the major duty of the teacher. The teacher as a facilitator, supporter makes learners realize how they learn better and raises awareness on the ways of achieving success. Learners need to realize that it is their responsibility to learn not the teacher's. No one can create a miracle and make them competent in a foreign language if they do not wish to do so.

► **TASK 3**

- a- Write the main idea of the text.
- b- What is the difference between a topic sentence and support sentences. Look at the underlined and italic sentences and write your answer. Write one more topic sentence and one or two support sentences from the text.
- c- Share it with your partner.

READING TEXT 2

His name was Fleming, and he was a poor Scottish farmer. One day, while trying to make a living for his family, he heard a cry for help coming from a nearby bog. He dropped his tools and ran to the bog.

There, mired to his waist in black muck, was a terrified boy, screaming and struggling to free himself. Farmer Fleming saved the lad from what could have been a slow and terrifying death.

The next day, a fancy carriage pulled up to the Scotsman's sparse surroundings. An elegantly dressed nobleman stepped out and introduced himself as the father of the boy Farmer Fleming had saved.

'I want to repay you,' said the nobleman. 'You saved my son's life.'

'No, I can't accept payment for what I did,' the Scottish farmer replied waving off the offer. At that moment, the farmer's own son came to the door of the family hovel.

'Is that your son?' the nobleman asked.

'Yes,' the farmer replied proudly.

'I'll make you a deal. Let me provide him with the level of education my own son will enjoy. If the lad is anything like his father, he'll no doubt grow to be a man we both will be proud of.' And that he did.

Farmer Fleming's son attended the very best schools and in time, graduated from St. Mary's Hospital Medical School in London, and went on to become known throughout the world as the noted Sir Alexander Fleming, the discoverer of Penicillin.

Years afterward, the same nobleman's son who was saved from the bog was stricken with pneumonia. 🖐️

What saved his life this time? Penicillin.

The name of the nobleman? Lord Randolph Churchill .. His son's name?

Sir Winston Churchill.

► **TASK 4**

Write the life story of a famous person

► **TASK 5**

Try to guess the meaning of the following words: Then read the text and check your guesses.

bog:	mired:	muck:
lad:	sparse:	hovel:

READING TEXT 3

THE UNITED STATES OF AMERICA

The American mindset is based on freedom, equality, opportunity and independence. Americans are achievement-orientated and materialistic (generally speaking), living in a celebrity-obsessed culture, chasing the American Dream of 'making it', regardless of where one began.

Many Americans are only first or second generation immigrants and have to reconcile their ethnic background with this new land of opportunity, where diversity is praised but not always practiced, and everyday tensions include gun control, drugs, race, and, for some, poverty.

Americans are, however, deeply patriotic, coming from such a vast and diverse country, with astonishing natural beauty, rich culture, and a pioneering history. The psyche of the nation was knocked terribly by the events of September 11, 2001, and the fear generated by the war against terror has quickly replaced the fear surrounding the Cold War less than two decades ago.

Land of the Free, and land of opportunity, is how Americans like to see their country. America is where the self-made thrive, and where people can follow their dreams.



These beliefs have created a can-do, achievement-orientated culture, where life, liberty and the pursuit of happiness', as quoted in the Declaration of Independence, are what matter. People tend to be defined by their achievements, not by their skin colour, or who their father was. In reality, of course – the USA has social, economic and racial inequalities like other nations. At the same time, diversity - from legal, moral, and business perspectives - is taken seriously.

Time is important in American society, with everything from labour-saving devices to speed dating to swiftly-delivered presentations and fast food chains characterising the need to get things done quickly. This is ironic, as middle class Americans work extremely long hours, and yet have not bought themselves an especially relaxed lifestyle.

The US is a sales and customer-orientated culture. It is also a cost-cutting culture. American society is often accused of being parochial; the mainstream media focuses mainly on domestic issues and even though many Americans are not well-travelled outside the USA, they travel a lot within the country - due to its size and diversity, it can be seen as a 'world in one country'

1. **Dining out.** Americans eat an enormous amount of junk food, but also have access to just about every kind of ethnic cuisine in the world, particularly in the cities. Mexican food is very popular, as are Japanese and Chinese cuisine. Indian, however, is only just beginning to make its mark outside the major cities.
2. **TV, movies or theatre.** Almost 100% of households have a television.
3. **Travel within the United States.** Americans are highly mobile and it's quite common to move a long way from home to study or work. People will travel long distances to visit friends and relatives, particularly during holiday periods.
4. **Outdoor activities.** Hiking, trail walking and camping are all very popular, even among city dwellers. Many people ski in winter.
5. **Parties and planned events.** Americans value family time and will spend at least weekends as a family unit, although the typical family is getting less and less so, with only one quarter of households consisting of the typical nuclear family.
6. **Gardening and home improvements.** Almost 46% of the working population is women, so men are expected to play an active role in housekeeping and childcare.
7. **Sports.** Baseball, basketball, American football and ice hockey are the most popular spectator and participation sports, although Americans also enjoy cycling, racket-ball (a hybrid of squash and handball), tennis, swimming, golf, bowling, martial arts, walking, jogging, and aerobic exercise.
8. **Community work.** Many Americans volunteer for a wide range of causes, from raising funds to help those who are less fortunate to tutoring students or leading Scout troops and youth sports. Many Americans:
 1. Demonstrate a can-do, problem-solving attitude and a willingness to innovate and take calculated risks.
 2. Respect diversity; it is an important part of corporate life and must be taken very seriously. All Americans expect to be treated equally.
 3. Be explicit and straightforward in your communication style, while avoiding direct criticism or open conflict.
 4. Focus on being decisive and getting things done quickly. Take the approach that time is money, and a missed opportunity is wasteful.
 5. Take individual accountability for results; while teamwork has increased in importance, the individual is still the primary focus.
 6. Expect to encounter an informal business culture with a relatively flat organisational structure. Most people in an American workplace will be on first-name terms.
 7. Make a good impression through a simple, but factual and persuasive, presentation. Selling is important, although delivering results is what ultimately matters.
 8. Expect to engage in a brief exchange of 'small talk' at the beginning of a meeting, but to move quickly to getting down to business.

9. Be punctual to meetings, stick to the agenda, and expect the outcome to be action items that can be implemented quickly.
10. Try to get to the main point in a discussion quickly; don't feel you need to provide all the contextual background at once. Questions are likely once the main point has been identified.

SOURCE: GLOBAL ENGLISH, COUNTRY NAVIGATOR

www.countrynavigator.com/ 2010

► **TASK 6**

Match the subtitles with the paragraphs.

- a- The essential tips
- b- The American mindset
- c- Working with the Americans
- d- Lifestyle and aspirations
- e- Characteristics of society

Paragraph 1

- a-
- b-
- c-
- d-
- e-

Paragraph 1

- a-
- b-
- c-
- d-
- e-

Paragraph 1

- a-
- b-
- c-
- d-
- e-

Paragraph 1

- a-
- b-
- c-
- d-
- e-

► **TASK 7**

Cover Column 2 and read the sentences in Column 1 and try to predict which sentence might come next, or try to guess the meaning of the words. You can write your predictions or guesses. Then compare your list with your partner. Discuss why you guessed so. Then as a final step try to find the correct answers from Column 2.

COLUMN 1	COLUMN 2
1- When I read, I have different purposes in mind.	a-It is difficult to draw boundaries between task types.
2- inferring	b- correct referents to proforms, conjunctions
3- Similar approaches have been employed in relation to reading.	c- However, L1 reading skill does not predict L2 reading proficiency.
4- Most people can decipher a few words, but have a great deal of difficulty in deciding the text type and purpose.	d- The bottom-up approach views reading as a process of decoding....., the top-down approach on the other hand.....
5-reviewing	e- tracking ideas that are developed across the text
6- One theory suggested that our knowledge and expectations about the world affect our ability to understand.	f- I read a novel for pleasure....
7- Cohesive devices	g-identifying ideas that are not explicitly stated
8- Transfer Hypothesis claims that good readers in a first language are able to transfer their skills to the second language.	h- Schema Theory claims that our previous knowledge provides a framework within which that information might fit
9- integrating information	i- looking back and summarizing

► **TASK 8 - WRITING**

Read the text again and write about TURKEY. Take the reading text as a model.

► **TASK 9 - WRITING**

Write the biography of Nasreddin Hodja and then write one of his jokes.
Keep your first drafts in your portfolio.

► **TASK 10 - READING & WRITING**

Read 6 Fables and write one fable changing the end to a modern version.
Keep your first draft in your portfolio.

READING TEXT I

The term strategies signifies a form of mental processing of reading or writing. Skill based language teaching requires focusing on four skills- reading, writing, speaking and listening separately while at the same time integrating them with one another. Skills refer to information processing techniques. Language learning is mastering these skills with appropriate techniques. Language learning all in all is a mental process and the language teachers need to be aware of the mental processes students employ if they wish to achieve better results.

A strategy can easily become a skill, so teachers need to encourage their students to practice reading strategies like previewing, predicting, making inferences, guessing the meaning of a new word from context, using discourse markers to see relationships, checking comprehension etc. Teacher's role in a foreign language reading class is not to do reading for vocabulary teaching and asking a few comprehension questions. On the contrary, teachers need to design tasks to let the students practice the skills mentioned above.

Writing in foreign language classes has been swinging between process and product approaches for years. Product- oriented approaches focus on the final product, the error free text. The process- oriented approaches on the other hand focus on the steps involved in the process of writing like; listing ideas, putting them in an order, making an outline, drafting, editing, drafting again, editing again in line with the reader's comments until reaching the final product. We need to focus on both product and process writing in our EFL classes since writing is a productive skill and assists our students in their foreign language learning process.

Teachers need to be patient and wait for their students to be ready for writing. Sentence construction is the first step to be taken, then students read and write texts of a few sentences. It is a good idea to do guided writing first with models to copy before asking students to produce texts of their own. Reading at every stage provides information or activates the schemata which in return helps students to write. No one can write about a topic about which he/she does not have any idea. Thus, integrating reading and writing in FL classes is believed to bring in better results. It helps learners to employ the most suitable mental process to achieve the task in the foreign language they study.

► **TASK 1**

Write a suitable title for this text and explain why you wrote that title.

► TASK 2

Read the text and answer the following questions:

- 1-What does the author emphasize in the first paragraph?
- 2-What strategy do you use to get the gist of this text?
- 3-Which strategies mentioned in the third paragraph do you use when you write?
- 4-What is the relationship between reading and writing?

READING

► TASK 3

Read the given texts and analyse their characteristics in terms of type (letter, notice, essay), organisation (length, format), purpose (why it is written), content, and the reader (for whom is it written?). Fill in the grid according to the results of your analysis.

Text No	Type	Organisation	Purpose	Content.	Reader
	formal letter	short	complaint	radio	manager

Text 1:

Dear Sir/ Madam,

I am writing to complain about a radio I purchased from your shop last week. Although the radio was supposed to be brand new and in good condition, when I opened the pack I realised that its battery iid was broken.

I took the radio back to your shop and asked the shop assistant to change it. The assistant told me that it was not possible to change it and advised me to write to you.

I trust this matter will receive your immediate attention and I will either get a refund or another radio.

Yours sincerely

Text 2: I am going shopping. I won't be back before seven. Dinner is in the oven. Betty

Text 3:

As I was walking along the river side, I saw a huge black object swimming in the water. It was early in the morning. So there was no one around. I rushed to the nearest police station and described the huge black object in the water. They came out and watched the place for about an hour. But there was no sign of the black object.

The next morning I read in the paper that a whale had been found dead at a place about five kilometres away from the place where I saw the black object.

Text 4:

The purpose of this questionnaire is to collect information about the learning strategies of the student in class (A) There are 18 students in class (A) and their level of English is pre-intermediate. If student learning strategies are known by the researcher/teacher the students' are then guided to study and learn according to their learning strategies.

The first 5 questions determine the cognitive strategies which display the interaction with the information to be learned, changing or organizing it mentally and physically. Only 5 students out of 18 elaborate prior knowledge, take notes and make inferences. The rest do not *interact* with the information to be learned.

Question from 6 to 12 determine the metacognitive strategies which display the learners' plans and self assessment. None of the students are

aware of the metacognitive strategies. They all expect the teacher to be active and teach them the things that he/she thinks are necessary. Their role as students is to memorize, which in the end does not guarantee learning.

The last 3 questions determine social/affective strategies which show the interaction with other learners to assist learning. Only one student out of 18 in class A prefers studying on his own. The rest enjoy group or pair work.

In conclusion, the questionnaire results show that the students in class (A) need training on learning strategies. If such a training is given to students in general, teachers can expect better results in the process of teaching and learning.

Text 5

THE EAGLE

He claps the crag with crooked hands;
Close to the sun with lonely lands,
Ring'd with the azure world, he stands
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls

Lord Tennyson

► **TASK 4**

Analyse the tasks given for each reading text in Unit II (**Tasks I-III**) in terms of reading techniques given below. Which task is given for which skill to be practised?

Reading Techniques:

- 1- Sensitizing : making students think about the title, the words etc
- 2- Inference: deducing meaning from contextual clues
- 3- Reference: understanding relations between parts of a text through reference
- 4- Skimming: going through the text quickly to get the gist
- 5- Scanning: going through the text to find specific information
- 6- Predicting: guessing what comes next
- 7- Guessing: guessing the meaning of the unknown words
- 8- Detailed comprehension: understanding the text as a whole, reading for information

► **TASK 5- WRITING**

Write a letter of complaint.

► **TASK 6- WRITING**

Write a note to your friend.

► **TASK 7 - WRITING**

Write a one stanza poem.

READING TEXT I

Awareness Raising on Learner's Listening Strategies and Its Impact on the Listening Performance

This paper reports on a classroom-based research project that examined the impact of strategy training on listening performance. Participants were 46 students enrolled in the preparatory year of the English Language Education Department of Trakya University, Turkey. Students were divided into an experimental and a control group, and their learning style preferences and listening strategies were determined. Students showed failure in prediction, in timing, in elaboration or retrieval, and in use of cover strategies, so the intervention provided cognitive and metacognitive strategies in those areas. Both groups worked with a textbook that included some strategy training 4 hours per week, and they also completed 3 hours of a language development course. In the language development course, experimental students underwent a conscious cognitive strategy training process that used audiotapes and videotapes selected from authentic materials presented by the BBC. Pretests and posttests examined various types of listening tasks. Results showed no significant performance differences between the two groups at pretest, but a positive difference was evident at posttest (the experimental group showed improvement in listening performance).

Tutunis, Birsen Tan, 2001, <http://www.eric.ed.gov/ERICWebPortal/> ED462011

► **TASK 1**

Read the text and answer the questions:

- 1-Write the first sentence.What does the author say in the first sentence
- 2-Does the first sentence give you information about what you are going to read?
- 3-What type of a text is this?
- 4-What is the report about?
- 5-Is this text the whole report or is it a summary?

► **TASK 2**

QUESTIONNAIRE 2 (WRITING)

Tütüniş, Birsen, 1997 Content- Based Academic Writing , Trakya University Publications, pp.

This questionnaire is designed to make you concentrate on your feelings and ideas about writing in an academic context. Please read the questions carefully and answer them explicitly.

A-WRITING IN GENERAL

How do you feel about writing? (Please circle your answer)

1- I like writing in Turkish.

a-Yes b-No c-Not alway

2- I like writing in English.

a- Yes b- No c- Not always

3- I like writing in both Turkish and English.

a- Yes b- No c- Not always

4- I prefer writing to speaking.

a- Yes b- No c- Sometimes

5 - I prefer speaking to writing.

a-Yes b-No c-Sometimes

6- I don't like writing on topics given by the teacher.

a-Yes b-No c-Not always

7- I don't like writing within a limited time.

a- Yes b- No c- Sometimes

8- I like writing guided composition but I don't like free writing,

a- Yes b- No c- No, I like free writing morew

9-What do you like writing most? Please tick only one.

a- creative writing (poems, stories etc)

b-letters

c-reports

d- essays

e-others

(If the answer is -e-, please specify)

B- ACADEMIC WRITING

10 -Which of the options do you think are important for academic writing? (Please circle)

a- Reading and then writing

b- Doing grammar exercises

c- Expanding vocabulary

d- Writing several drafts

e- Outlining

f- Summarizing

g- Synthesizing

h- Avoiding plagiarism

11- Which of the following options do you think are important for an academic Essay? (Please circle)

a- Grammatical correctness

- b- Punctuation
- c- Subject content
- d- Spelling
- e- Organisation
- f- Vocabulary
- g- Coherence
- h- Paraphrasing

12- Which of the following terms do you know? (Please circle)

- a- accuracy
- b- fluency
- c- cohesion
- d- coherence
- e- quoting
- f- plagiarism
- g- footnote
- h- reference
- i- audience

C- WRITING STRATEGIES

13- What are your writing strategies? (Please circle your answers)

- a- I put down my ideas as they come to my mind without any plan beforehand and *do not* change anything when I finish, because I do not like working twice on the same essay,
- b- I put down my ideas as they come to my mind without any plan beforehand but when I finish I check for grammar and change few things,
- c- I put down my ideas as they come to my mind without any plan beforehand but when I finish I re-read and change a lot of things at times,
- d- I think carefully and outline before I start writing and I stick to my plan.
- e- I think carefully and outline before I start writing but I may change my plan as I write.
- f- I make a rough plan before I write and I stick to my plan,
- g- I read about the subject before I write,
- h- I read about the subject only when I get stuck,
- i- I always write whatever I know about the subject and I do not read.
- j- It is always the teacher I am writing to.
- k- I always imagine I am writing to the person given in the task.
- l- I like it when someone else checks my essay before I finish,
- m- I re-write the essay after I receive the reader's comments,
- n- I like working in a group.

▶ TASK 3 Group Work

Form groups of 4 or 5 and go over the questions in section (A) one by one discussing your answer with each other. Take notes on each question about the similarities and differences among your views and experiences related to writing. Write down the common points that you all agree or disagree, (question 1 is given as an example)

Worksheet:

Group 4

Names:

		agree	Disagree	Comments
Questions	Q.I	a,b,c, d, e	a,f	all prefer speaking

▶ TASK 4 Group Work

Re-read and compare all the questions in section (c) the questionnaire, Write a group report synthesizing all the information and giving a general picture of the writing trends of your group. You can refer to **UNIT FOUR text 4** while writing your report.

▶ TASK 5 WRITING

Prepare a questionnaire (Ten questions). Your questions will be about your friends vocabulary learning styles and strategies. Give the questionnaire to 10 classmates. Then check the answers and write a report about the results..You can refer to **UNIT FOUR text 4** while writing your report.

UNIT SIX

▶ TASK 1- WRITING

Compare these two letters and write the differences

Paragraph 1:

Dear Lisa,

I had a terrible accident a week ago and I am in hospital now. I don't remember anything about the accident. Doctors say I was brought in by a young man who did not give any information. You are my best friend could you please find out what happened and how it happened.

Lots of love

Julie

Paragraph 2:

Dear Mr. Matters,

I am writing to inform you that I am in hospital due to an accident which I do not remember. I was told by the doctors that I was taken to hospital by a young man who hasn't revealed any fact about the accident.

As a lawyer I am sure you would solve this mystery easily. Therefore I would like you to start the investigation at your earliest convenience. Thank you.

Yours sincerely

Julie Socks

▶ TASK 2

Write a letter to Professor J. Corks and ask for information about the resources related to foreign language reading strategies.

READING TEXT I

ESSAY WRITING

Writing is an art and it requires a process of crafting. Once you have a topic, you will have to decide what the main point of your paper will be. This point, the “controlling idea”, becomes the core of your argument (thesis statement) and it is the unifying idea to which you will relate all your sub-theses (topic sentences) and also you will have to think of evidences (support sentences) to support your ideas. You can reject or omit some evidence in order to keep your paper cohesive and your reader focused.

As you think and write about your topic, you can restrict, clarify, and refine *your* argument, crafting your thesis statement to reflect your thinking. Therefore, you need to read your draft carefully, noting the conclusions you have drawn and the major ideas which support or prove those conclusions. These will be the final elements of your final thesis statement. Sometimes you will not be able to identify these elements in your early drafts; but as you consider how your argument is developing and how your evidence supports your main idea, you may ask yourself “What is the main point that I want to prove/ discuss?” and “How will I convince the reader that this is true?”. When you can answer these questions, then you can begin to refine the thesis statement.

While you *are* moving through the process of crafting your essay, it will be a good idea for you to keep in mind that, the thesis statement is a tool to help you focus in the beginning; but when the paper is finished, the thesis statement becomes a tool for your reader. It keeps the reader on track and enables him/her to understand and appreciate your argument.

Tütüniş, B. 2007

TASK 3

Read The text and answer the questions

- 1-What is the author’s main point in the first paragraph?
- 2-What is the thesis statement? What is its place within the text?
- 3-How is the thesis statement supported? Give examples.
- 4-What is the topic sentence of the second paragraph? What kind of specific supporting detail is given to support it?
- 5-What is the key word for the whole text?
- 6-What is the key word for the last paragraph?

▶ **TASK 4** – WRITING

Write an essay of 200 words on “**The importance of reading and writing in your personal and academic life**”.

CHECK your essay:

- 1- Does my essay have a title?
- 2- Does my essay start with the thesis statement (the statement which gives the reader an idea about what he / she is going to read) ?
- 3- Do my paragraphs have topic and support sentences?
- 4- Do my paragraphs link one another?
- 5- Do my ideas link one another?
- 6- Is there any statement which is not related to the topic/ which makes the reader diverse from the main topic?
- 7- Is my conclusion a summary of what I said in the essay?

▶ **TASK 5**

Exchange your essays with your partner and read your partner’s essay. Then put comments on your partner’s essay in line with the questions given above in Task 4.

▶ **TASK 6**

Rewrite your essay considering your partner’s comments. Keep your first draft in your portfolio

▶ **TASK 7**

Read the following text, then answer the questions.

Source:

Bereiter, C. and Scardamala, M. (1983) “ Does learning to write have to be so difficult?”in Freedman, Pringle and Yalden (Eds.)

Learning to Write First/Second Language,

Longman, London, p.22

READING TEXT 2

Does Learning to write have to be so difficult?

In the preceding paper we were trying to understand the problems of learning to write in their universal aspect - to understand what we all have to go through by virtue of the fact that we learn to speak before we learn to write and arrive at discourse as a form of social interaction. In this paper we want to start considering differences in the paths people take towards literacy.

As soon as we ask the title question of this paper, Does learning to write have to be so difficult?, we have to face the fact of individual differences. Learning to write is easier for some people than others and, moreover, it is not necessarily easiest for those who show the most talent! For some people writing gets easier as they get better at it and for others it keeps getting harder. There is nothing paradoxical about this. The task of writing is not fixed but is very much what the writer makes it. People for whom writing keeps getting harder are people who keep reformulating the task into one of increasingly complex demands. Such people are headed for greatness, though of course they may not end up there. They may end up with a chronic case of writer's block instead.

Does learning to write have to be so difficult? Our answer is that it depends on what path the student is following toward competence. There is a high road to writing and for students on that road the answer is, yes, learning to write has to be difficult. Being on the high road means always pursuing goals that are just over the horizon. It can't be anything but difficult. But there is also a low road which leads to competence, although to competence of a different order. For students on the low road learning to write is not necessarily difficult. There can be serious difficulties, but these involve obstacles that can, at least in theory, be reduced. For students on the high road, on the other hand, the difficulties are inherent in the nature of what writing means to them.

Questions

- 1-What is the thesis statement?
- 2-Where in the text the thesis statement stand? Why?
- 3-How is the thesis statement related with the topic?
- 4-What are the support sentences supporting the thesis statement?
- 5-Do support sentences clarify the main idea/s? How?

► **TASK 8 - WRITING**

Write your opinions about learning to write in a foreign language. Is it easy or difficult?

Count the words. Do not exceed 350 words.

Check your essay with the check list in Task IV.

▶ **TASK 9**

Exchange your essays with your partner and read your partner's essay. Then put comments on your partner's essay in line with the questions given above in Task IV.

▶ **TASK 10**

Rewrite your essay considering your partner's comments. Keep your first draft in your portfolio.

▶ **TASK 11**

Read the article and then revise your own essay

Source: **Let's Write In English: Teacher, We Never Learned That** Susan Gilfert

The Internet TESL Journal, Vol. V, No. 4, April 1999
<http://iteslj.org/>

READING TEXT I

The term strategies signifies a form of mental processing of reading or writing. Skill based language teaching requires focusing on four skills- reading, writing, speaking and listening separately while at the same time integrating them with one another. Skills refer to information processing techniques. Language learning is mastering these skills with appropriate techniques. Language learning all in all is a mental process and the language teachers need to be aware of the mental processes students employ if they wish to achieve better results.

A strategy can easily become a skill, so teachers need to encourage their students to practice reading strategies like previewing, predicting, making inferences, guessing the meaning of a new word from context, using discourse markers to see relationships, checking comprehension etc. Teacher's role in a foreign language reading class is not to do reading for vocabulary teaching and asking a few comprehension questions. On the contrary, teachers need to design tasks to let the students practice the skills mentioned above.

Writing in foreign language classes has been swinging between process and product approaches for years. Product- oriented approaches focus on the final product, the error free text. The process- oriented approaches on the other hand focus on the steps involved in the process of writing like; listing ideas, putting them in an order, making an outline, drafting, editing, drafting again, editing again in line with the reader's comments until reaching the final product. We need to focus on both product and process writing in our EFL classes since writing is a productive skill and assists our students in their foreign language learning process.

Teachers need to be patient and wait for their students to be ready for writing. Sentence construction is the first step to be taken, then students read and write texts of a few sentences. It is a good idea to do guided writing first with models to copy before asking students to produce texts of their own. Reading at every stage provides information or activates the schemata which in return helps students to write. No one can write about a topic about which he/she does not have any idea. Thus, integrating reading and writing in FL classes is believed to bring in better results in the foreign language development process.

► **TASK 1**

Read the text and write what the author says in each paragraph. Do not write more than two sentences for each paragraph.

► **TASK 2**

Write two questions for each paragraph. Exchange your papers with your friend and answer your friend's questions.

▶ TASK 3

Exchange your papers again. Check the answers.

Put all the answers together and write one paragraph summary of the text.

▶ TASK 4 – READING & WRITING

Read the text below and compare the two texts (**ReadingText I & Text II**) asking the following questions :

1-Content: Is all the information relevant to the topic?

2-Purpose: Is the primary purpose clear?

3-Organisation: Is the text organised properly (introduction, development, conclusion) ? Are the main ideas and supporting ideas clear?

4-Vocabulary and grammar: Is the range of vocabulary used in the essay good? Are all sentences accurate? Are the connectives used properly?

READING TEXT II

MERCEDES THE BEST MAKE

My father has a Mercedes car which is the best make in the world. It is strong and fast. Last year my father did an accident and it was a serious one. Thank God nothing happened to my father. We took him to hospital. They took him to the teather and operated him. All his bones were broken. He told me later that he hadn't worn the seat belt. He stayed in the intensive care for 40 days. He had a second operation and we had to find blood. It is not easy to find blood but my blood did not match his. So we had to wait for the right one to come. I was so scared that I would loose my father. He is saved. He is OK now.

▶ TASK 5 - WRITING

Write an essay of 300 words on the “**Importance of Reading and Writing Skills in Language Learning**”.

▶ **TASK 6**

Exchange your essays with your partner and read your partner's essay. Then put comments on your partner's essay in line with the questions given in Unit 4, Task IV.

▶ **TASK 7**

Rewrite your essay considering your partner's comments. Evaluate your essay according to the following criteria :

1-Content: Is all the information relevant to the topic?

2-Purpose: Is my primary purpose clear?

3-Organisation: Is the essay organised properly (introduction, development, conclusion) ? Are the main ideas and supporting ideas clear?

4-Vocabulary and grammar: Is the range of vocabulary used in the essay good? Are all sentences accurate? Are the connectives used properly?

Keep your essay in your portfolio.

UNIT EIGHT

SUMMARISING

Summarising is restating clearly the important ideas of a text in your own words. Therefore it is good for you to make an outline of the text first.

You can summarise texts in two ways:

1- If you want to inform yourself about the author, the source and the controlling idea of a text for further reference you can write your summary in one sentence. You can also write one-sentence summary to check your understanding of the whole text.

2- You can write a global summary of a text identifying its main ideas and the most important supporting ideas. Details are not included in such a summary. It is usually one fourth or one third the length of the original text and it is summarised in your own words.

Examples:

1- John Trezeciak and S.E. Mackay (1994) in their book “ Study Skills for Academic Writing” suggest a useful strategy for summary writing.

2- Fairbairn, G.S., C.Winch (1991) in their book “ Reading, Writing and Reasoning: A Guide for Students” state the main features differing writing from talking as the absence of physical context (facial expression, tone of voice, interaction between speaker and listener etc.) . According to Fairbairn and Winch, the writers have to do without these features and find ways of substituting them.

► ***TASK I***

Read the text and summarize it in one sentence.

READING TEXT I

Coping Strategies of ESL Students in Writing Tasks Across the Curriculum

ILONA LEKI, 1995

TESOL QUARTERLY, Vol.29, No.2, Summer 1995

runners.ritsumei.ac.jp/.../volumequery?...TESOL+Quarterly...

Writing research has given us few accounts of the writing experience of ESL students outside the English or writing classroom. This article reports a qualitative research study of 5 ESL visa students in their first semester of study at a U.S. university. The goal of the research was to examine the academic literacy experiences of these students in light of the strategies they brought with them to their first academic experience in the U.S. and the strategies they developed in response to the writing demands they encountered in their regular courses across the curriculum. The results of this *study* give us an in depth and detailed picture of this group of ESL students at the initial stages of acquiring discipline- specific discourse strategies not in the English classroom but while fully engaged in the struggle to survive the demands of disciplinary courses. In the tradition of qualitative

research, this report is at the same time fully embedded in a narrative of these students' experiences, giving us a picture not only of students learning to write but also of human beings negotiating the exhilarating and sometimes puzzling demands of U.S. academic life.

► **TASK 2: Pair work**

Discuss your summary with your partner and try to answer the questions below referring to your summaries.

- 1- Which information has been included?
- 2- Which information has been omitted?
- 3- Does the sentence give you an idea of what the original text is about?

READING TEXT II

Reading in a Foreign Language

Reading in the first language has always been a matter of interest for the researchers but reading in a foreign language attracted the scholars after Goodman's (1970) article "Reading: A Psycholinguistic guessing game". Led by Goodman's (1970) work, the distinction between **top-down** and **bottom-up** processing became popular in reading methodology. Top-down view suggests that the reader constructs the original meaning of the text by using prior knowledge of the context. The bottom-up view, on the other hand, considers reading as a process of decoding written symbols in a linear fashion; discriminating each letter as it is encountered, sounding it out, matching the written symbols with their aural equivalents, blending these together to form words and deriving meaning.

Given these contradictory perspectives and approaches, how do readers make sense of a text is still a matter of interest. Nunan (1999: 254), argues that reading is an interactive process, in which the reader constantly shuttles between bottom-up and top-down processes.

According to Nunan (1999) Schema theory (Bartlett, 1932) has been used as a theoretical model in reading research. Schema theory suggests that our knowledge and expectations about the world will strongly affect our ability to understand the new information by providing a framework within which the new information might fit.

In foreign language reading classes, students are usually asked to focus on linguistic or semantic details of a text. This is called intensive reading. However, extensive reading, reading for pleasure, reading for getting information, reading for forming reading habit are also as important as intensive reading. Teachers' duty is to motivate the students to read more and more both to improve the foreign language and to form the reading habit.

▶ **TASK 3**

Summarize the text above in your own words. Do not exceed 60 words.

▶ **TASK 4**

- a) Write down as many things as you can as an answer to the following question: **What do we need to do/ know to be a better writer?**
- b) Compare your notes with your partner's notes and discuss why you think so.
- c) Now check from your notes whether you have answers to the following questions:
What do writers need to know (e.g. content/ topic, grammar, vocabulary, how to write etc) ?
How can writers know more about the topic / content?
Is reading before writing helpful?

▶ **TASK 5 - WRITING**

Write an essay on “ **What do we need to do to be a better writer?**”.

▶ **TASK 6 – pair work** (Grading Essays)

Exchange your essays with your partner and grade your friend's essay according to the checklist given below:

Checklist for Evaluating Writing

1. CONTENT (25 points)
 - 1.1. Is all the information relevant to the topic?
 - 1.2. Are there any gaps in the information?
 - 1.3. Has enough been written about the subject to cover the topic?
2. PURPOSE (10 points)
 - 2.1. Is the writer's primary purpose (e.g. to inform, persuade etc.) clear?
 - 2.2. How effective is the text as a whole?
3. ORGANISATION (25 points)
 - 3.1. Is there a clear statement of the topic in the introduction?
 - 3.2. Are the topics/ main ideas in each paragraph clear?
 - 3.3. Are there appropriate examples for each main idea?
 - 3.4. Is each paragraph given satisfactory development?
 - 3.5. Is there a conclusion? Does it summarise the main points effectively?
 - 3.6. Does each paragraph flow smoothly?
 - 3.7. Do you think you will find it easy to make an outline or diagram of the main ideas after reading the essay?

4. VOCABULARY **AND** GRAMMAR (25 points)

- 4.1. Is the vocabulary used accurately? Is the range of vocabulary satisfactory?
- 4.2. Is the choice of words appropriate to the style? (formal, informal, analytical)
- 4.3. Is each reference item (it, this, those etc.) used clearly?
- 4.4. Do subjects and verbs agree?
- 4.5. How do sentences connect with one another?
- 4.6. Are transition signals used properly?

5. MECHANICS (15 points)

- 5.1. Punctuation: Is punctuation used correctly?
- 5.2. Capitals : Are capital letters used where necessary?
- 5.3. Spelling : Has the writer checked spelling?

UNIT NINE

In academic writing you are expected to write about a subject knowledgeably . In this context reading is of great help. The more you read the more knowledgeable you become. But it is difficult to remember them all. Therefore, especially when writing academic essays, you need to refer to what you have read. Using quotations makes your essay more reliable, but you must know how to use them without plagiarizing.

READING TEXT I

“It’s almost impossible to say exactly how many words there are in English.” McCarten, 2007

Despite such difficulties, researchers have tried to estimate how many words native speakers know in order to assess the number of words learners need to learn. Estimates for native speakers vary between 12,000 and 20,000 depending on their level of education. One estimate is that a native speaker university graduate knows about 20,000 word families (Goulden, Nation, and Read, 1990), not including phrases and expressions. Current learners’ dictionaries such as the Cambridge Dictionary of American English include “more than 40,000 frequently used words and phrases . . .” This huge number of items presents a challenge that would be impossible for most English language learners, and even for many native speakers.

Jeanne McCarten, 2007 *Teaching Vocabulary ,Lessons from the Corpus Lessons for the Classroom* Cambridge University Press , mccarten_booklet.pdf, p. 1

► **TASK I**

Read the quotation given before TEXT I. Read the text and answer the questions

Questions:

- 1- What do you expect the author to tell you when you read the quotation?
- 2- What is the quotation about?
- 3- Why do you think the author starts with this specific quotation?
- 4- Where in the text can you find statements related to the quotation?
- 5- What is the main idea of the text?
- 6- Is the quotation related to the main idea? How?

READING TEXT II

Systematic Forgetting

In recent years the process of language *attrition* has garnered some attention. There are a variety of causes of the loss of second language skills (see Cohen and Weltens 1989; Weltens 1987; Lambert and Freed 1982). Some of the more common reasons center on the strength and conditions of initial learning, on the kind of use that a second language has been put to, and on the motivational factors contributing to forgetting. Gardner (1982) noted that in some contexts a lack of an “integrative” orientation (see chapter six) toward the target culture could contribute to forgetting. Native language forgetting occurs in some cases of “subtractive” bilingualism (members of minority group learn the language of the majority group, and the latter group downgrades speakers of the minority language). Some researchers have suggested that “ neurolinguistic blocking” and left/ right brain functioning could contribute to forgetting (Obler 1982). And it appears that long term forgetting can apply to certain linguistic features (lexical, phonological, syntactic, and so on) and not to others (Anderson 1982). Finally Olshtain (1989) suggested that some aspects of attrition can be explained as a reversal of the acquisition process.

Source : H.D. Brown, 1994, Principles of Language Learning and Teaching, Prentice Hall Regents, Englewood Cliffs, p.83

► TASK 2 : Questions

- 1- Find the words which do not belong to the author. How are they written?
- 2- Which punctuation marks are used to indicate the words or phrases quoted from other authors?
- 3- How are the parentheses used?
- 4- Find the words or phrases that indicate the summary of others' ideas.

MAKING AN OUTLINE FOR AN ESSAY

A) INTRODUCTION

- Thesis statement
- Topic sentence
- Supporting sentence
- Supporting sentence
- Paragraph concluding and a link to the other paragraph

B) DEVELOPMENT

- Topic sentence
- Supporting sentence
- Supporting sentence
- Paragraph concluding and a link to the other paragraph

C) CONCLUSION

- Topic sentence
- Supporting sentence
- Supporting sentence
- Concluding sentence

► **TASK 3 - WRITING**

Write an essay on “Language- A Gift for Human Beings”

Make an outline for your essay “ Language- A Gift for Human Beings”.

Write what you want to quote from your readings. Suggested reading:

H.D. Brown, 1994, Principles of Language Learning and Teaching, Prentice Hall Regents, Englewood Cliffs, Chps. 1 & 9

► **TASK 4**

Write your first draft. Read and revise it. Use the following check points in your revision ;

- 1- Is your introduction clear? Does it give the reader an idea on what he/she is going to read about?
- 2-Do you have a general statement and a thesis statement?
- 3-Are your topic sentences supported by support sentences **or** examples?
- 4-Can the reader understand why you used direct quotations?
- 5-Have you summarised other writers’ ideas in your own words?
- 6-Do your summaries match with the sources?

7- Have you given the sources correctly?

8- Does your essay match the title? Have you developed the ideas sufficiently?

9- Does your conclusion give the reader a fair idea on what you think about the topic?

► **TASK 5 – WRITING**

Write a paragraph on what you understand from the quotation:

“ For many years now, I have believed it essential to encourage students to think for themselves, to develop their critical faculties through the learning of English as a foreign language.....”

► **TASK 6 – READING & WRITING**

“A language is a complex organism with tens of, thousands of rules governing how each part of it Works”

The real truth is that languages change all the time. They are more like plants than computers. They change in ways we can't predict, and they do what they want to do whatever the grammarians say. Most native speakers understand this, and accept that our language is a living growing thing.

For that reason, teachers often avoid giving rules at all, but stick to giving examples of language, which are good in themselves, but do not necessarily apply in other contexts. But learners will make up their own rules anyway from those examples. That's the way minds work.

Modern English Teacher, Vol.19 No:3 *Language rules*, pp.14-16

Answer the questions:

7- What do you expect the author to tell you when you read the title?

8- What is the quotation about?

9- Why do you think the author starts with this specific quotation?

10- Where in the text can you find statements related to the quotation?

11- What is the main idea of the text?

12- Is the quotation related to the main idea? How?

► **TASK 7 – WRITING**

Write an essay on “ Change in Languages “

Check your essay with the questions given in TASK 4. If you can answer all the questions, exchange your essay with your partner to be evaluated. If not, first edit then exchange.

TEST 2

READING AND WRITING CONSOLIDATION

You must do the reading test in 40 minutes.

Symbiotic Relationships

Symbiosis is a close, long-lasting, physical relationship between two different species. In other words, the two species are usually in physical contact and at least one of them derives some sort of benefit from this contact. There are three different categories of symbiotic relationships: parasitism, commensalism, and mutualism.

Parasitism is a relationship in which one organism, known as the parasite, lives in or on another organism, known as the host, from which it derives nourishment. Generally, the parasite is much smaller than the host. Although the host is harmed by the interaction, it is generally not killed immediately by the parasite, and some host individuals may live a long time and be relatively little affected by their parasites. Some parasites are much more destructive than others, however. Newly established parasite/host relationships are likely to be more destructive than those that have a long evolutionary history. With a longstanding interaction between the parasite and the host, the two species generally evolve in such a way that they can accommodate one another. It is not in the parasite's best interest to kill its host. If it does, it must find another. Likewise, the host evolves defenses against the parasite, often reducing the harm done by the parasite to a level the host can tolerate.

Parasites that live on the surface of their hosts are known as **ectoparasites**. Fleas, lice, and some molds and mildews are examples of ectoparasites. **(A)** Many other parasites, like tapeworms, malaria parasites, many kinds of bacteria, and some fungi are called **endoparasites** because they live inside the bodies of their hosts **(B)**. A tapeworm lives in the intestines of its host where it is able to resist being digested and makes use of the nutrients in the intestine **(C)**.

Even plants can be parasites. Mistletoe is a flowering plant that is parasitic on trees. It establishes itself on the surface of a tree when a bird transfers the seed to the tree. It then grows down into the water-conducting tissues of the tree and uses the water and minerals it obtains from these tissues to support its own growth **(D)**.

If the relationship between organisms is one in which one organism benefits while the other is not affected, it is called **commensalism**. It is possible to visualize a parasitic relationship evolving into a commensal one. Since parasites generally evolve to do as little harm to their host as possible and the host is combating the negative effects of the parasite, they might eventually evolve to the point where the host is not harmed at all. There are many examples of commensal relationships. Many orchids use trees as a surface upon which to grow. The tree is not harmed or helped, but the orchid needs a surface upon which to establish itself and also benefits by being close to the top of the tree, where it can get more sunlight and rain. Some mosses, ferns, and many vines also make use of the surfaces of trees in this way.

In the ocean, many sharks have a smaller fish known as a remora attached to them. Remoras have a sucker on the top of their heads that they can use to attach to the shark. In this way, they can hitchhike a ride as the shark swims along. When the shark feeds, the remora frees itself and obtains small bits of food that the shark misses. Then, the remora reattaches. The shark does not appear to be positively or negatively affected by remoras.

Mutualism is another kind of symbiotic relationship and is actually beneficial to both species involved. In many mutualistic relationships, the relationship is obligatory; the species cannot live without each other. In others, the species

can exist separately but are more successful when they are involved in a mutualistic relationship. Some species of *Acacia*, a thorny tree, provide food in the form of sugar solutions in little structures on their stems. Certain species of ants feed on the solutions and live in the tree, which they will protect from other animals by attacking any animal that begins to feed on the tree. Both organisms benefit; the ants receive food and a place to live, and the tree is protected from animals that would use it as food.

One soil nutrient that is usually a limiting factor for plant growth is nitrogen. Many kinds of plants, such as beans, clover, and alder trees, have bacteria that live in their roots in little nodules. The roots form these nodules when they are infected with certain kinds of bacteria. The bacteria do not cause disease but provide the plants with nitrogen containing molecules that the plants can use for growth. The nitrogenfixing bacteria benefit from the living site and nutrients that the plants provide, and the plants benefit from the nitrogen they receive.

1- The word derives in the passage is closest in meaning to:

- a- requests b- pursues c- obtains d- rejects

2- The word it in the passage refers to:

- a- host b- organism c- parasite d- relationship

3- The word relatively in the passage is closest in meaning to:

- a- comparatively b- routinely c- adversely d- frequently

4- Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

- a- A parasite is less likely to destroy the host when it attaches itself at first.
- b- Parasites that have lived on a host for a long time have probably done a lot of damage.
- c- The most destructive phase for a host is when the parasite first invades it.
- d- The relationship between a parasite and a host will evolve over time.

5- The word tolerate in the passage is closest in meaning to:

- a- permit b- oppose c- profit d- avoid

6- According to paragraph 3, how do ectoparasites survive?

- a- They live in mold and mildew on their hosts.
- b- They digest food in the intestines of their hosts.
- c- They live on the nutrients in their bacterial hosts.
- d- They inhabit the outside parts of their hosts

7- Which of the following is mentioned as an example of a commensal relationship?

- a- Orchids
- b- Mistletoe
- c- Ants
- d- Fungus

8- The word actually in the passage is closest in meaning to:

- a- frequently
- b- initially
- c- really
- d- usually

9- In paragraph 7, why does the author use the example of the *Acacia* tree?

- a- To demonstrate how ants survive by living in trees
- b- To explain how two species can benefit from contact
- c- To show the relationship between plants and animals
- d- To present a problem that occurs often in nature

10- How does bacteria affect beans and clover?

- a- It causes many of the plants to die.
- b- It limits the growth of young plants.
- c- It supplies nitrogen to the crops.
- d- It infects the roots with harmful nodules.

11- Four letters (A,B,C,D) indicate where the following sentence can be added to the passage.

They live on the feathers of birds or the fur of animals.

Where would the sentence best fit into the passage?

- a- (A)
- b- (B)
- c- (C)
- d- (D)

12- In which of the following chapters would this passage most probably appear?

- a- Environment and Organisms
- b- Pollution and Policies
- c- Human Influences on Ecosystems
- d- Energy Resources

13- Complete a summary of the passage by choosing THREE answer choices...

What are the categories of relationships between species?

- a- In commensalism, one species benefits, and the other is not affected.
- b- Mistletoe is a flowering plant that establishes a parasitic relationship on trees.
- c- A mutualistic relationship allows both species to benefit from their contact.
- d- Bacteria provides plants with nitrogen while deriving nutrients from the plants.
- e- Parasites live and feed in or on another organism referred to as a host.
- f- Sharks and remora enjoy a commensal relationship in which the shark is not harmed.

Global English, Sample TOEFL Test

WRITING

14- Write an essay on "Pets and Elderly People" in 400 words. Your time for first draft is 20 minutes and 40 minutes for final writing and editing. Total 60 minutes.

UNIT ELEVEN

There were 461 participants who were first grade students of English at English Language Teaching Departments of seven different universities namely; Çanakkale Onsekiz Mart University, Çukurova University, Erciyes University, and Gazi University in Turkey; and Marand University, Tehran University, and Tehran Azad University in Iran. They were all assumed to be advanced level learners of English since they follow their courses in English at their departments. There were 326 female and 135 male participants in the study which is presented in the following table demonstrated in the following figure.

All participants' gender distribution

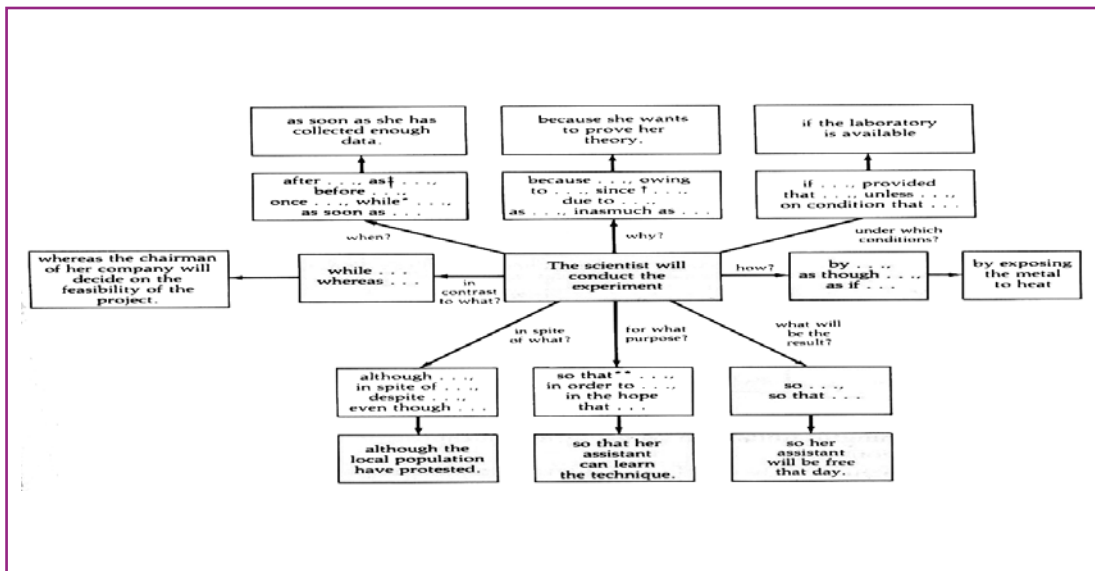
Gender	Frequency	Percent
Female	326	70,7
Male	135	29,3
Total	461	100,0

(Yusuf Kasimi, PhD Thesis. P.101)

As the example above shows, in some cases we write reports and give the results in tables or in charts like the one given below:

Figure 1

Demonstration of adding extra information (Levine, Oded, & Statman, 1985: 7)



(Yusuf Kasimi, PhD Thesis, p.24)

READING TEXT I

▶ TASK 1

Read the text and make a chart to summarize the information given.

Steps in Reading

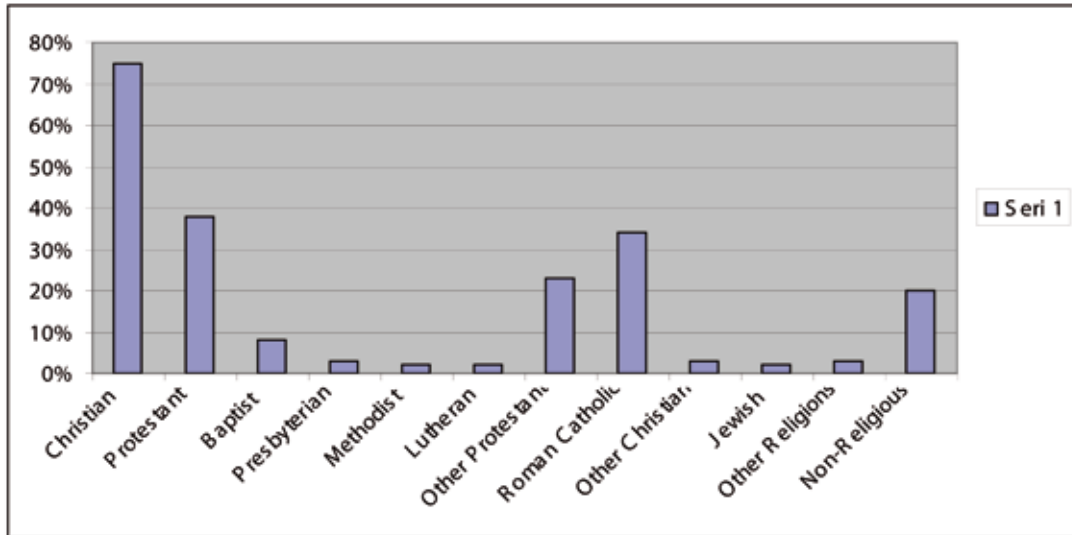
- Reading is referred to as the most important of the four language skills for EFL learners as it enables learners to gain exposure to the target language and receive valuable linguistic input to build up language proficiency
- Grabe (2003) aims to identify the essential steps in the complicated process of reading. He explains these steps as recognizing words efficiently, using a large recognition vocabulary, processing words and sentences to build comprehension, engaging sets of strategic processes, interpreting meaning in relation to background knowledge and evaluating texts in line with reader goals and purposes.
- These processes to achieve fluent reading are listed by Grabe and Stoller, (2002: 17) are
 - a rapid process
 - an efficient process
 - an interactive process
 - a strategic process
 - a flexible process
 - an evaluating process
 - a purposeful process
 - a comprehending process
 - a learning process
 - a linguistic process
- According to this list, it is certain that fluent reading is composed of a number of different processes which is the reason for fluent readers are required to be successful at each step to get the writer's message.

Grabe, W. (2003). From theory to Practice in L2 reading. Paper presented at *The Third International ELT Research Conference-Languages for Life*. Çanakkale: Çanakkale Onsekiz Mart University.

Grabe, W. and Stoller, F. L. (2002). *Teaching and researching reading*. Harlow: Longman

▶ **TASK 2**

Examine the chart below and write a paragraph about the information given.



▶ **TASK 3 – Pair work**

Write an essay of 500 words on the following topic. Work with your partner on the outline and then write it together. Your essay must include lists and percentages. Do not include a chart or a table.

Topic: It is difficult to learn a foreign language.

▶ **TASK 4**

Exchange your papers, work on your friends' paper and make a table and a chart with the information given.

Homework : Choose one topic and do research on that topic. Bring the information you collected with you when you come to class.

Topics:

- 1- First Language Acquisition Theories
- 2- Second Language Acquisition Theories
- 3- A comparison of First and Second Language Acquisition Theories

UNIT TWELVE

► ***TASK 1*** – Group Work

Form three groups and start working on the following topics:

Group I :

If I know how to swim, then when placed in the water I make certain movements and do not sink! However, I may be unable to say how, exactly, I am able to swim. But if, while swimming, I cannot tell you exactly how I do it, you cannot say I don't know how to swim!

What is the relationship of the above text with first language acquisition?

Put all your ideas together and answer the above question. Write your answer as an essay of 400 words.

Group II

“We acquire foreign/ second language only in one way, that is when we obtain ‘comprehensible input’. Thus, we acquire when we understand what people tell us.” Krashen, 1980

What is the relationship of this quotation with second/ foreign language acquisition?

Put all your ideas together and answer the above question. Write your answer as an essay of 400 words.

Group III

Humanistic approach on language learning assumes that all cognitive development, including language development arises as a result of social interactions between people.

What is the relationship of the above statement with first or second/foreign language acquisition?

How would a comparison of first or second/foreign language acquisition relate to this quotation?

Put all your ideas together and answer the above question. Write your answer as an essay of 400 words.

► ***TASK 2*** - Group Work- Note-taking

Each group : Read the research questions given for your group. Go through the materials you brought into your class. Try to find the answers. Take notes on the the possible answers.

Group I :

- 1- Are human beings born with the ability to learn languages? Explain.
- 2- Do human beings know about the grammar of their first language when they start to speak it? Explain
- 3- How do children learn their first language? Explain

Group II

- 1- How do human beings learn a foreign/ second language? Explain.
- 2- Do children learn a foreign/ second language better than adults? Explain
- 3- Should human beings know about the grammar of the foreign language they learn? Explain.

Group III

- 1- Is the first language learning same as the second language learning? Explain.
- 2- Do human beings learn their first language easier than the second language? Explain.
- 3- Do we need a teacher to learn a foreign language? Explain.

► **TASK 3 – Making an outline**

Put your notes together and highlight the ones that you will use in your research paper. Make an outline for your paper.

► **TASK 4 – Writing the introduction**

Introduction of a paper introduces the theme(s) / or topic(s) of the whole study. Here is an example :

Being a Teacher

Most people remember at least some of their teachers from school-days, whether positively or negatively. Teachers make an impression. And students have expectations. If being a student is a 'complicated existence' then being a teacher is trying to meet the many varying expectations that students have, and that the teacher herself has, of the teacher's role. Perhaps we should say 'roles' because 'teaching' is only part of what the teacher has to do inside- and outside- the classroom.

Riddell, D., 2003, *Teach Yourself Teaching English as a Foreign Language*, McGraw- Hill Companies, p.12

- 1- What do you expect to read in this paper when you read the title?
- 2- What does the autor say in the first sentence? Is it an introduction to the topic?
- 3- What makes you understand that the whole paper is going to be about the teacher's role or roles not only inside but also outside the classroom?

Now, work together and write questions like the ones given above for your introduction. Put the answers together and write your introduction.

Homework:

You will write the main body of your paper. You need to do more research. So, go to the library and find books related to your topic. Surf in the net and find free articles related to your topic.and bring them to class-

UNIT THIRTEEN

▶ ***TASK I***

Grup I

Write answers to the following questions

1. Who is B.F. Skinner?
2. What did Skinner say about language acquisition?
3. Who is N. Chomsky?
4. What did he say about language acquisition?
5. What does a child do while learning the first language?
6. What is the difference between a child and a parrot learning a language?
7. What are the similarities between a child and a parrot learning a language?

Grup II

Write answers to the following questions

1. Who is B.F. Skinner?
2. What did Skinner say about language acquisition?
3. How do people learn a foreign language?
4. Who is N. Chomsky?
5. What did he say about language acquisition?
6. How do people learn a foreign language according to Chomsky's ideas?
7. Does a person learn a foreign language like a parrot? Why? Why not?

Grup III

Write answers to the following questions

1. Who is B.F. Skinner?
2. What did Skinner say about language acquisition?
3. How do people learn a foreign language?
4. Who is N. Chomsky?
5. What did he say about language acquisition?
6. How do people learn a foreign language according to Chomsky's ideas?
7. Does a person learn a foreign language like a parrot? Why? Why not?
8. What are the similarities of first and second language acquisition?
9. What are the differences of first and second language acquisition?

▶ TASK 2

Read the quotation below and rewrite it in your own words. Paraphrase it.

“The field of computer- assisted language learning has been

in existence for several decades now....The discussion around the place of technology in teacher education is a recent one. However. One of the reasons for the delay may be that. Unlike other areas, with technology it is surprisingly unclear exactly what should be taught”. Hayo Reinders.2009. In Burns& Richards.2009 The Cambridge Guide to Second Language Teacher Education. p.230

▶ TASK 3

Answer the questions then put your answers together and write the body of your paper.

TASK III

After writing check what you have written with the questions below

1. Did I use quotations? Did I put the references correctly?
2. Did I paraphrase some ideas?
3. Did I summarize the ideas and made it clear for the readers?

TASK 4

Write the conclusion of your paper. Answer the following questions

- 1-Does my first sentence in conclusion restate the topic my paper presents?
- 2- Does my conclusion summarise the ideas given in the paper?
- 3- Does my last sentence in the conclusion conclude the essay?
- 4- Is the conclusion similar in many ways to the introduction is it stated in different words?

Homework

Read articles or book chapters about :

- 1-Reading in a foreign language
- 2- Writing in a foreign language
- 3- Listening in a foreign language
- 4- Speaking in a foreign language

Suggested sources:

- Nunan, D. (1999) **Second Language Teaching& Learning**, Heinle& Heinle Publishers,Boston, USA
Riddell, D. (2001) **Teaching English as a Foreign Language**, Hodder Education, London,UK

UNIT FOURTEEN

▶ **TASK 1**

Read Unit 5 from Process Writing by White & Arndt 1991, Longman, and answer the following questions:

- 1- Write 3 sentences from the introduction.
- 2- Quote some sentences from the body of the text.
- 3- Write 3 sentences from the conclusion.

▶ **TASK 2**

Write a summary of the text in your own words. Paraphrase the quotations. The answers for the following questions will help you to summarize the text.

- what do the authors mean with the terms “writer-based writing” and “reader-based writing”?
- What decisions does the authors suggest that writer needs to make?

▶ **TASK 3**

Write an essay which will be an answer to the following question.

- Which way suggested by the authors would you choose for the beginning of an essay, why?

▶ **TASK 4**

Read the following texts. Text A is an abstract of an article and Text B is from the introduction of a book chapter.

Write the similarities and differences between the two texts.

TEXT A

Source:

Tutunis Birsen Tan 2001

<http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED462011>

This paper reports on a classroom-based research project that examined the impact of strategy training on listening performance. Participants were 46 students enrolled in the preparatory year of the English Language Education Department of Trakya University, Turkey. Students were divided into an experimental and a control group, and their learning style preferences and listening strategies were determined. Students showed failure in prediction, in timing, in elaboration or retrieval, and in use of cover strategies, so the intervention provided cognitive and metacognitive strategies in those areas. Both groups worked with a textbook that included some strategy training 4 hours per week, and they also completed 3 hours of a language development course. In the language development course, experimental students underwent a conscious cognitive strategy training process that used audiotapes and videotapes selected from authentic materials presented by the BBC. Pretests and posttests examined various types of listening tasks. Results showed no significant performance differences between the two groups at pretest, but a positive difference was evident at posttest (the experimental group showed improvement in listening performance).

TEXT B

In this chapter I first discuss the issue of what technology education should cover before looking at different options for how it can be implemented with particular reference to the content of language teacher education. Finally I look at issues around how technology is changing teaching practice.

Burns & Richards (2009) chp.23 p.230

▶ **TASK 5**

Work with your friends and write abstracts for your papers.

▶ **TASK 6**

Read your papers and count the words. Try to expand the number of words. But do not lose the coherence. Remember the topic sentence supporting sentences and the links between the paragraphs. Do not provide unnecessary information.

