

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ
УНИВЕРСИТЕТИ**

ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

**ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ
КАФЕДРАСИ**

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THE IMPORTANCE OF WRITING IN ELEMENTARY SCHOOL

**5111400 – Хорижий тили ва адабиёти (инглиз тили) таълим
йўналиши бўйича бакалавр даражасини олиш учун**

БИТИРУВ МАЛАКАВИЙ ИШИ

“ХИМОЯГА ТАВСИЯ ЭТИЛАДИ” ИЛМИЙ РАҲБАР

Инглиз тили фонетика ва фонологияси _____ Г. Султонова

Кафедраси мудири

_____ Х. Палуанова

_____ 2017

“ _____ ” _____ 2017

Тошкент – 2017

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES

ENGLISH LANGUAGE THE FIRST FACULTY

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PHONOLOGY**

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THE IMPORTANCE OF WRITING IN ELEMENTARY SCHOOL

**5111400- Philology and teaching languages (the English language)
for granting bachelor`s degree**

QUALIFICATION PAPER

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IS ADMITTED TO DEFENCE

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Tashkent- 2017

ABSTRACT

This qualification paper is dedicated to the research of methods of teaching letter writing to A2 level students and determining appropriate methods of teaching it for secondary school pupils. Therefore, it tends to discover the main purpose of investigation through the varied approaches and techniques. The participants of the research were learners of the seventh grade 7 “B” pupils of school № 194 that is located in Uchtepa district, Tashkent city. For completing the main goal during the research work researcher took several tests for assessing progress in studies and utilized various teaching methods and activities. Due to this, the goal of the investigation was totally achieved and additional favorable results were taken after calculating gathered outcomes.

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I. STATEMENT OF INTENT

Teaching and learning foreign language is increasing everyday. The proof to it is the different trends or models which evince how a variety of choice and options have been followed to achieve better results in foreign language teaching and learning. Thus, the more those who wish to learn foreign language the more technologies are drawn up nowadays.

In all educational institutions in Uzbekistan foreign languages are taught on the basis of advanced teaching technologies in accordance with modern educational standards. Decree of the First President of the Republic of Uzbekistan Islam Karimov “*On measures to further improve foreign language learning system*” dated December 10, 2012, serves as an important guide of action in this direction.

The National Program of Personnel Training is built on this conceptual principle. In this program the strategy of the country in education of new generation with high general and professional culture, creative and social activity, and skills to solve problems independently is stated as a priority.

Our First President Islam Karimov pointed out that the young generation has to acquire the knowledge collected by the world civilization, but it is obvious that without the knowledge of foreign languages this will not be possible.

English is becoming more and more popular in Uzbekistan as most of the scientific, technological and academic information in the world is presented in English.

Most people never consider the complexity and difficulty of the writing process. In fact, relative to all other academic activities, writing requires more basic skills than perhaps any other.

Even during their earliest handwriting exercises, children must combine complex physical and cognitive processes to render letters precisely and fluidly. As writing tasks become more difficult, students must call on an increasingly wide range of skills to not only write legibly, logically, and in an organized way but also to invoke rules of grammar and syntax. This combination of requirements makes writing the most complex and difficult use of language.

It is probably no accident that many adults have chosen jobs that limit the amount of writing they have to do. Unfortunately, children have no such luxury. From first grade on, they write nearly every day and they are asked to do more with this skill than with any other except reading. And as children progress through school, writing requirements — from homework assignments and class work to note taking and tests — increase across the curriculum. Even newer high-stakes tests are moving towards requiring more answers in the form of short paragraphs and essays.

Like all learning problems, a writing disability can be devastating to a child's education and self-esteem and can dramatically limit what that child can achieve later in life. School requirements demand a high level of writing proficiency, and a child who struggles with an unrecognized writing disability will find it increasingly difficult to express his knowledge on many subjects, as the writing process itself will stand firmly in the way of learning.

Letter writing is a great way to get students excited about writing, not to mention the fact that properly formatting a letter is an important skill to have. If you've not done letter writing with your class before, try tying it into something else that you're learning.

Based on the explanation above, the research will be conducted under the title "Methods of teaching letter writing to A2 level students".

II. LITERATURE REVIEW

This chapter reviews different literature based on information related to writing comprehension, the most effective methods of teaching it, techniques and evolve A2 level pupils letter writing skills by using correct and appropriate equipment to make clear and correct writing.

The aim of this research is to investigate different methods of teaching letter writing in English as a foreign language (EFL). The research paper therefore includes four main fields related to topic:

2.1 Writing comprehension.

2.2 The importance of writing in elementary school

2.3 Letter writing

2.4 Methods of teaching letter writing

2.1 Writing comprehension.

Writing skills are an important part of communication. Good writing skills allow people to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

People might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or people may fancy communicating your ideas online via a blog. And, of course, a well written CV or résumé with no spelling or grammatical mistakes is essential if people want a new job.

Today, when anyone can be their own publisher, we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake. As just one example, a spelling mistake on a commercial web

page may cause potential customers to doubt the credibility of the website and the organisation.

People have communicated by writing letters for a long time. Now that we have the internet and mobile phones, it is not as popular as it used to be, but people still get excited when they receive a letter in the mail.

Communication is a very important part of our lives. Over time, humans have tried and tested many different ways to communicate. Some have been a success and some have not.

- The alphabet that we use today (*the modern English alphabet*) was only completed in the 16th century when ‘w’ became an independent letter and ‘u’ and ‘j’ were added. People might think that this still makes it a really old alphabet, but the Egyptian hieroglyphics (*a type of picture alphabet*) dates back to 3000 BC. Now that is an old alphabet.
- Before paper was invented by the Chinese in 105 AD, people drew on cave walls or wrote on stone tablets, bark, pottery, or papyrus (*an older type of paper made from the papyrus plant*).
- Before pens and pencils, people wrote with sharpened bones or sticks, or feather quills dipped in ink.
- In the 1440s a German man named Johannes Gutenberg invented the printing press. This was an exciting invention because it meant that books, newspapers and other printed materials could be printed quickly and easily and lots of people could read them.
- Throughout history messages have been delivered in some unusual ways:
 - by messengers on foot or on horseback
 - by smoke signal
 - by pigeons, dogs, camels and even reindeer.

- People who are blind or visually impaired can use Braille (*a series of bumps which can be 'read' by touch*) to read. This system of communication is named after its inventor; a Frenchman named Louis Braille.
- Many ancient civilisations, used oral (*spoken*) communication to tell stories, myths and legends. We still do this today by reciting nursery rhymes, telling jokes and singing lullabies.
- Today there are lots of different ways to communicate including letters, email and text messages.

For many of us it will have been a long time since we were taught any writing skills and a refresher may be needed.

Instructing how to write effectively is a standout amongst the most vital deep routed aptitudes teachers bestow to their students. Before starting to teach how to write teachers must make sure to choose assets and bolster materials that not just guide them in instructing how to compose, yet that will likewise be the best in helping their students figure out how to write. Teresa Deussen mentions that “Writing makes one’s thinking and reasoning visible; this is an important skill in school settings and other educational establishments. Starting in middle school, expository writing is part of the successful teaching and learning L2”.

In this report, guideline in principles of teaching writing are given in a clearly way, especially teachers’ demands are explained in one of the statements, in which it was said that “Most educators anticipate that pupils will consequently exchange what they know from reading into writing”. This is hazardous for all pupils, as capability in reading doesn’t ensure capability in composing. It represents a specific test to ELLs, who have less involvement with the knowledge of English than their local language.

In our perspective, that educators must have the capacity to inspire young learners to hone their abilities with printable worksheets, tests, video lessons and intelligent diversions.

Furthermore, “giving satisfactory time to understudies to compose is one fundamental components of a successful written work direction program. Be that as it may, late reviews of basic educators show that understudies invest little energy composing amid the school day. Understudies require committed instructional time to take in the abilities and techniques important to windup distinctly powerful storywriters, and in addition time to practice what they realize”. Points out Steve Graham, “What works clearinghouse US Department of Education, 2012”.

We agreeably think that time for composing practice can help pupils pick up trust in their written work capacities. As teachers watch the way of their young learners keep in touch with them, they can distinguish challenges and help them with learning and applying the written work handle.

As Angela Watson explains that “Instructors are responsible to remind students that the main idea of an informational paragraph is the topic or the subject of the given task. The thesis statement or topic sentence, sets up and states the main idea of the paragraph and tells the reader what to expect from the paragraph. Supporting details backup the main idea. Specific examples help make the main idea clear to the reader”. Especially it’s easy to guide young learners how to write paragraphs, providing them with good and bad samples. With the help of those examples they can successfully gain necessary knowledge on the given assignment.

Composing can be a mind – boggling background for a few learners so it’s vital that we energize and enable out kids by giving devices and

data they have to improve their written work aptitudes and their certainty.

The most effortless approach to get youngsters energized and acquainted with composing is to work on their writing skills. We ought to have our pupils write a couple of sentences every day or keep a journal or diary. Consolidating writing into everyday exercises will help them turnout to be better, more confident writers.

2.2 The importance of writing in elementary school

It seems that the art of writing is becoming lost which is why we need to emphasize the importance of writing in elementary school early so that students learn to love writing and understand the value of clear written communication.

There is a school of thought that believes that with the rapid advent of technology, penmanship, grammar and spelling are all things of the past. After all, if people have a computer program that never misses a spelling error, why is it important to have good spelling? Likewise, if your computer checks grammar and then goes on to tell people how to fix any grammatical errors people make--why do people need good grammar?

However, English teachers everywhere are quick to point out the following:

- Good written communication is still imperative. We communicate by e-mail, we read blogs, and regardless of whether or not technology has taken away some of the need to be excellent in spelling, it still speaks volumes to receive a professional e-communication that is riddled with errors.

- Computer programs are only as good as their writers. It takes human knowledge to write programs to correct grammar and spelling.
- Computer programs still make mistakes. A spell checker can only tell if a word is misspelled. It cannot tell the difference between homophones so words that are correctly spelled but used incorrectly escape the notice of a spell checker.

It will be a long time before we see writing become obsolete. However, convincing your students that writing is important may be a different task altogether.

Since elementary students are so far removed from having to write resumes or college admissions essays, people are unlikely to win any points trying to convince your students that writing is absolutely necessary for their future.

Teachers will be more successful teaching the importance of writing in elementary school by making writing fun and making it something that is personally important to your students. They will be more motivated to write well, if it is something they want to do. With that said, here are a few ideas for making writing fun.

Writing can be exciting when it takes people all over the world. One great way to travel the world and squeeze in a little writing about your local area is through the Flat Stanley Project. Flat Stanley was a book written by Jeff Brown that described the adventures of a boy who was flattened by a bulletin board. The Flat Stanley project involves your class hosting another class' flat, and having your students write about your local area. The return is that a class will host your flat and your students can read about another area.

No doubt that technology and writing go hand in hand. You can use technology in a variety of ways to enhance student learning and to make

writing fun for your students. (And remember writing that is fun for your students, is also writing that is important to them to continue.)

Host a class blog--Blogging is the thing to do these days and it is a great way to immediately publish a student's writing. It is amazing to see how inspired students become to write more when they see their work and byline in print.

Publish a class newspaper--It is the rare classroom that doesn't have at least one computer. Use some class time to make a newspaper that goes home to all the parents every month.

A class website--If people are a little technologically savvy, it's not hard for your class to publish their own website. Your school district or school may even offer hosting options for free.

Letter writing is a great way to get students excited about writing, not to mention the fact that properly formatting a letter is an important skill to have. If people have not done letter writing with your class before, try tying it into something else that people are learning. For example, writing letters to the local historical society asking questions or writing letters to a state tourism board to obtain more information. Part of the fun of writing letters is receiving a response.

Making writing important for your students means making it fun for your students. If people can sneak in the finer points of grammar, while showing them how writing is a useful tool, people will be well on your way to convincing your students that written communication is essential for them. The best part is--people may well even do it without them knowing it.

2.3 Letter writing

Letter writing by itself is an art. It Is also a social and business asset. The ability to write a good and perfect letter can be as useful as the ability to talk well and the ability to maintain excellent inter-personal

relationships. In business, effective communication through letters saves much time, trouble and inconvenience. It promotes understanding as well as business. The letter one sends on behalf of a company or an organization is a representative of the organization.

Letterwritingfastfacts

- Throughout history, famous figures, such as the famous composer Ludwig Van Beethoven, the author Ernest Hemingway and King Henry VIII, have put pen to paper and written letters.
- Envelopes are not just for letters. In China, on special occasions, such as weddings or Chinese New Year, people give money in bright red envelopes decorated with gold Chinese letters.
- In the past, paper cost a lot of money, so instead of using an envelope, people would fold their letters and seal them with wax.
- The first envelopes were made by the ancient Babylonians (*people from the ancient land of Babylonia*) about 5000 years ago. They did not have paper so they were made from baked clay.
- In the past, envelopes were cut from sheets of paper and sealed by hand. Now, we have machines that can make large numbers of envelopes very quickly.
- In the Middle Ages, very few Europeans (*people from Europe*) could read or write. In fact, the only people who could were monks and members of rich or royal families.
- Calligraphy is a beautiful style of writing practiced in Japanese, Arabic and many other cultures. In these cultures, calligraphy can be linked to spirituality and harmony.

A survey has found that one child in ten has never even written a letter, and the trend continues to grow with lightning speed. Letters are becoming obsolete, just like typewriters, tapes, records and many other things. However, there will always be the nostalgic types who hold on to

them as a matter of principle and love. Who's a better fit for the picture of these sentimental souls than writers?

Apart from the romantic aspect, there are a few things about writing letters that make it a good idea, even nowadays, and especially for writers. Like with any writing, letters require a special style, a warm and personal one.

It comes from the very essence of what letters are and who they are meant for: family, loved ones, close friends. Just as putting pen to paper is different from typing it on a computer, writing letters has a different feeling to it than emails.

Letters are your legacy. Something to remain after people were gone. Isn't that one of the reasons every writer writes and every artist creates? Those handwritten pieces of paper are not thrown away in the trash or deleted. They are kept in special boxes, drawers, and get reread once in a while.

Biographers study the lives of people through written correspondence, grandchildren learn about their ancestors, secrets are been revealed. Why not add to your legacy?

For writers, it is a good exercise in developing a personal style of writing. Good letters as part of a short story or a novel are a powerful device, emotional connectors.

Letter-writing is a tradition that we should keep at least in exceptional moments; we owe it to ourselves, the word-lovers and to our special ones.

Do people sometimes write letters? How would people feel if people were to receive one unexpectedly?

Great writers of the twentieth century have lamented the decay of the art of letter writing consequent to the invention of the telegraph and

telephone. But the importance of letter writing is getting reestablished with the advent of the computer and e-mail facilities.

In fact, towards the end of the nineteenth century great novelists wrote their novels in the continuous format of letters written by the characters in it. They are called 'epistolary novels' (composition in letter form). Great men of the preceding century like Emerson, Mark Twain and George Bernard Shaw wrote letters that are read and enjoyed even today.

Letter writing is the primary writing-related subject that prompted me to start my research work of letter writing help A2 level students many years ago. It turns out that I definitely chose the right subject, because that's the number one writing issue that most people need assistance with in their daily personal and business lives.

This has been confirmed thousands of times over the years by the feedback that I have heard from the elementary students. As a result, I have no doubts that letter writing is definitely the area where most people are looking for help and/or guidance when it comes to day-to-day writing.

Letter writing is an essential skill. Despite the prevalence of emails and text messages, everyone has to write letters at some point. Letters of complaint, job applications, thank you letters, letters requesting changes or making suggestions — the list goes on and on. Encouraging children to write letters from an early age will improve their communication, social and handwriting skills, and teach them what they need to know about writing and structuring letters.

Within National Literacy Strategy, letter writing is a required element. Children are expected to learn how to write letters, notes and messages. They have to be aware of different styles of writing, the use of

formal and informal letters, and to select style and vocabulary appropriate to the intended reader.

Handwriting too is an essential element. In the Standard Assessment Tests Level 2 handwriting is required:

- To be legible
- Have a consistent size and spacing of letters
- Show flow and movement
- Show a confident personal style
- Thus letter writing exercises can fulfil two elements of the curriculum

Within schools

Letter writing is part of the required curriculum. It comprises of a standalone element teaching correct styles of letter writing cross-curricular. Visits to museums or farms prompt thank you letters, for example contacting schools in other countries and exchanging letters links into geography. Writing imaginary letters to historical people can encourage understanding of a historical period or topic PSHE. Writing letters encourages good social skills, learning to say thank you and asking for information politely.

At home

Within the home, letter writing has many uses.

- It encourages good manners, especially writing 'thank you' letters
- Children can write invitations
- Children can write letters to friends and relatives
- Pen pals are always popular, giving insights into other children's lives, especially overseas

Quite apart from curriculum requirements, being asked to write letters is a task that will appeal to children. The sheer fun of sending and receiving letters appeals to every child. There is something special about

putting letters into the post box and then having letters delivered by the postman... the brightly coloured stamps, seeing your name on the envelope and knowing that inside is a long awaited letter from a friend or member of the family. It shows someone cares and has taken the time to sit down and think about people.

Handwritten letters have a charm of their own. People can take time to think about what people want to say. People can keep letters to read again and again. People can admire the handwriting; share dreams and thoughts. Responding by letter is very different to the immediacy of a text message or an email.

2.4 Methods of teaching letter writing

Today we're writing about some of the fun ways that we have been teaching letters to our students whom prefer to learn in a more tactile and kinesthetic way.

They do not prefer to sit down at a table in the more traditional pen and paper style, but otherwise will stay engaged, focused and happy the whole session through if we give them the opportunity to move and touch in the therapy room while they learn.

We know that if we help them to recognize and write their letters, increase their phonemic awareness (the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes), and their phonics skills (the knowledge that letters of the alphabet represent phonemes, and that these sounds are blended to form written words), that they will have a stronger foundation for later reading and writing skills.

Warming up to letter writing

Use the above themes to encourage the children to discuss letter-writing. Ask the children to put their hands up if they have ever received

a personal letter. Ask for one or more volunteers to talk about how they felt to receive the letter. Here are some initial questions that may help:

- What was in your mind as people read the letter?
- Did people keep the letter to read again?
- Did people share letter with anyone?
- Did people write back?

And some questions for whole class or group discussions:

- Can the class describe any differences between the handwritten letter and an email?
- Do the children think there is ever a time when only a handwritten letter will do?

Ask the class to interview each other to find out each individual's experiences of writing and sending letters. This can be recorded in a chart.

Introducing letter writing

Collect a supply of different types of letters — both formal and informal. Ask the children to sort them out into two groups. Which were written to friends? Which are formal letters from businesses? Which features or characteristics distinguish formal from informal?

Having done that ask the children to look for differences between the two groups. This allows a discussion to take place about the different types of letter. Draw up a chart for each group covering:

- Address — business or private?
- Greeting — formal or informal?
- Style of letter — friendly or business?
- What is the message?
- How does the letter end?

This will allow the children to find out for themselves the differences between formal and informal letters.

This could be followed by a discussion of the type of letters the children or their families write. How many occasions can they think of which would deserve a letter to be written? Forexample:

- Lettersofcongratulation
- Writingtofriends
- Letters saying sorry for doing something wrong
- Letters to family members who live some way away
- LetterstoSantaClaus
- Thankyouletters

In each case the children should decide what type of letter would be most appropriate in each case — formal or informal? Draw up a chart for each group.

Informal letters

These are letters to friends and relations, or people know well.

Structure:

- The sender's address should always appear on the top right hand corner of the page.
- Include telephone number and email if available
- Greeting — There are several variations that can be used depending on how well people know the person: Dear Mary, Hi Mary, Greetings
- Complimentary close — short comment, for example Love, Lots of love, With thanks, See you soon

Typical layout of an informal letter

Tips for writing good letters

- Make sure that they are well written. It can be very annoying for someone to have to struggle to read handwriting. Alwaysuseyourbestandclearesthandwriting.

- Make sure all your contact details are clearly written down at the top of the letter. If they are not, then you might not get a reply. The correct address is essential.
- Think about what you want to say. If necessary make some notes on a separate sheet of paper first. This will ensure that you do not forget anything.
- Think about to whom you are writing the letter. Use the right style of writing and language — formal or informal, business like or friendly.
- Lay out your letter using paragraphs. This makes it easier for the reader.

Thanks you letters

Thank you letters are very important and can be used in lots of ways: thanking organizations for helping, thanking people for helping you, thanking someone for a lovely time. They make a good follow up exercise after receiving presents or going on a visit.

Your class has just been out on a school visit to a farm. Write a thank you letter to the farmer. You will need to say thank you and how much you enjoyed the visit. Give some examples of what you enjoyed best about the day? Was it feeding the lambs? Pond dipping? Seeing the young animals?

Letters of invitation

Everyone likes receiving invitations. Receiving a hand written letter asking you to a party or a special event makes you feel very special.

Discuss what type of event might create a need to write letters of invitation. There are plenty of examples — birthday parties, Christmas parties, a visit to a beach with friends; going out to a farm or to the cinema, a wedding or when a new baby is christened; or simply inviting a friend to stay overnight at your house.

Choose a special event and write a letter inviting a friend. What do you need to include in the letter so that they have all the necessary information? You need to be clear on the date and the time, as well as the location. Your friend would be very upset if he or she went to the wrong place. Does he or she need to bring anything with them? Does he or she need to be collected at a set time? Will outdoor clothing be needed if the weather is bad? How will your friend reach the location of the event? Should a parent bring them or will you provide transport?

Remember to ask them to reply saying yes or no. Give a date by which you must have their reply. This is important if food and drink are being provided, or if you need to know exactly how many people are coming.

Letters to Santa Claus

Every year children write letters to Santa Claus, asking for special toys at Christmas time. But how many children think about Santa Claus himself? What is his life like? What are the problems of living amid all that snow and ice?

This is an exercise that could involve two classes within a school. Both classes should prepare for the task by listening to some unusual letters. J R R Tolkien wrote a lovely book entitled *Letters from Father Christmas*. Every December a letter would appear telling wonderful tales of life at the North Pole — how the reindeer got loose and scattered presents all over the place; how the accident-prone Polar Bear climbed the North Pole and fell through the roof of Santa Claus's house.

Children in the younger class should write letters to Santa. They should ask about life at the North Pole. What do they think it is like? What sort of characters live there? How does Santa Claus occupy his time for the rest of the year? Consider how they would feel living in a

land of snow and ice all year round? Would they want a holiday somewhere warmer?

Once the letters are written, gather them up and take them to an older group of children. Give each child a letter and ask them to write a reply. This would give them the opportunity to use their imagination and create imaginative responses, possibly little stories about life at the North Pole. They could also add in their own ideas. But care should be taken to make sure that all the questions in the original letters are answered.

Finally, take the answers back to the original class for reading and discussing.

After several lessons working on the above structures, the children bring their best friends to school and we take a picture of each child with his or her best friend. If that's not possible, the child brings a photo of himself or herself with a best friend.

Guided by the teacher, each child writes a little bit about their best friend such as, 'My best friend is Ana. She's 11 years old. She's tall. She's got dark straight hair and brown eyes. She's got a pet, a dog called Simba. Her favorite toy is a video game. She's got a bike but she hasn't got an iPad. She likes dancing ballet but she doesn't like swimming. I love my best friend'. The teacher collects the student's writing and corrects all the mistakes. Next, all the texts are typed and sent to a professional printing office to make a real book. If this is not possible, it can still be done beautifully by hand. On a set day, parents, families and friends come to the book launch, where the young writers autograph their book and take pictures.

Some final tips to encourage young learners to write letters:

- ✓ Make writing meaningful. Young writers can express themselves about topics that are important to them.

- ✓ Invite young writers to write freely, without worrying about correctness. Children who are just learning to write can build language structures and expression, even if they use imaginary spellings and strange punctuation.
- ✓ Ask young learners to write about their own lives and experiences. Whether it's a holiday, or their experience with their grandparents, or any other experience outside the classroom, young writers write best when they write about something they know well.
- ✓ Engage young writers in short bursts of writing. For children under the ages of eight or nine, it's very tiring to hold a pencil or piece of chalk, shape the letters, and remain focused on the message to be communicated. Writing often, for brief periods, is much more effective than trying to write for a long period of time.
- ✓ Encourage writers to keep journals or diaries. Writing is one way of structuring thought. Journal writing is important because it's not public. It can represent, for the writer, a chance to write in the most free way.
- ✓ Give writers the chance to revise. It's vitally important to encourage students to write freely, in their own words, and to try to cover all their thoughts on a topic. (Revision is more important for students over the ages of eight or nine, who have begun to write more naturally to express themselves.)
- ✓ Always let your students know you are proud of their writing! If children notice you are reading what they write, they will certainly feel much more motivated. Last but not least, don't forget to write them a note of encouragement.

III. PROCEDURE AND PROCESS

3.1 Research plan

3.1.1 Statement of Purpose:

This very chapter is focused on investigating different methods and technics of teaching letter writing to A2 level pupils at school and advising the most effective ones by making experiments. As we have passed our qualification practice at secondary school we firstly analyze the book which is published for the seventh grade pupils “Fly High 7”, collected necessary data related to letter writing; make the statistics of assimilation of students’ knowledge and state efficient methods for teaching how to write clear, constructive and understandable letter by using some basic rules and structures.

✓ Goal

The main goal of this exact research is to examine different methods of teaching letter writing from the book “Fly High 7” and define how pupils have been comprehending with them so that we will be able to demonstrate more easier ways of teaching writing process.

✓ The objectives

The objectives of this study are:

- To look for topic related sources, scientific researches, thesis works done by linguists and teachers, magazines and newspaper articles, internet materials, video, audio and any other supportive data.
- To analyze the whole discovered materials and make a list of technics for teaching letter writing which are suitable for seventh grade learners.
- To design the materials and teaching aids according to the teaching methods of letter writing which investigator is going to utilize.
- To start to use during the qualification practice the knowledge to conduct lessons successfully to the seventh grade pupils for gaining

the statistics, and for making assimilation percentages unit by unit by checking the pupils' knowledge concerning to letter writing.

- In addition, taking into consideration the outcomes, to utilize various approaches, methods or techniques for teaching letter writing to weak learners.
- Afterwards to demonstrate the results and assimilation percentages of an experiment which we made and studies by comparing the pre-test results and the post-test results.

3.2 Methods

It is significant for pupils' success to get to know how they study new information better in order to understand and retain as much as possible. For every pupil a teacher should discover the strategy of learning new information that mostly appropriate for him in order to be successful as a learner. According to the linguists there are 3 basic types of learners as auditory, visual and kinesthetic. Therefore it is important to use different teaching methods for student by taking into consideration their strengths and weaknesses, abilities and skills. Moreover it is important to motivate learners in different types of teaching methods and techniques.

It is agreeable that in order to be master of a language a learner should have good vocabulary and good knowledge of grammar rules that are reached within several years. This caused a search for new methods of teaching to enable young learners effectively and efficiently, and most importantly with interest to learn a foreign language. Giving the fact that interest is the best stimulus to learning, we try to use any chance to relieve the learner through appropriate activities in teaching letter writing.

Considering this factor, the importance of teaching of how to write a clear and accurate letter for secondary school classes plays great role in

language development on young learners mind. It goes without saying that, the key success of any school subject depends on the used book and its content. Therefore, the researcher has the great intend on analyzing the language tool base of “Fly High”. For this, we utilized the written assessment, so that we could draw the statistic charts, and give exact facts concerning to the seventh grade pupils’ knowledge and their assimilation of language tools.

To carry out the investigation study the following steps are used:

- Questionnaire – is held to identify the importance of teaching letter writing for A2 level pupils.
- Observation– is carried out to get basic information about teaching methods of letter writing that being used to the seventh grade pupils by teachers. Moreover researcher will be aware of pupils’ personal characteristic features and their background knowledge in order to prepare relevant materials and activities for them.
- Experiment – is held to practice the teaching methods of writing a clear and understandable letter at secondary classes and shows the effectiveness of them.
- Comparison and analytic researchers – are held about to compare the results of teaching English language tools through the suggested methods of “Fly High” and the methods which researcher used for weak pupils and to analyze the effectiveness of these methods usage and come to one fair result

A. Subjects

The subject of this investigation is the seventh grade 7 “B” pupils of school № 194 which is located in Uchtepa district, Tashkent city. This school is equipped almost with all useful teaching materials, technical and non-technical equipment by Ministry of Secondary Education of

Uzbekistan. The group is consisted of 16 pupils; 8 of them are girls and 8 of them are boys. Majority of pupils are in the same age and the same nationality – Uzbek (Table 1). Moreover school-teachers, who have great experiment and high quality in teaching young learners help us to conduct our lesson. They participated in the questionnaire and shared their precious experiments and thoughts.

List of pupils’ 7 “B”

Table 1

№	Address	Age	Gender	Native language	Nationality
1	AbdullayevJamshid	13	Male	Uzbek	Uzbek
2	AvazbekovaGulruh	13	Female	Uzbek	Uzbek
3	AvazovaRano	13	Female	Uzbek	Uzbek
4	BurievaShohsanam	14	Female	Uzbek	Uzbek
5	BerdikulovaFarzona	13	Female	Uzbek	Uzbek
6	DavronovJamshid	13	Male	Uzbek	Uzbek
7	ErkinovaMohinur	13	Female	Uzbek	Uzbek
8	KarimbekovBahodir	13	Male	Uzbek	Uzbek
9	MamatqulovOybek	13	Male	Uzbek	Uzbek
10	MamatqulovaShahnoza	13	Female	Uzbek	Uzbek
11	NarimonovAvaz	13	Female	Uzbek	Uzbek
12	OzodqulovJavlon	13	Male	Uzbek	Uzbek
13	OmetovaZebo	13	Female	Uzbek	Uzbek
14	PardaevaMalika	14	Male	Uzbek	Uzbek
15	QudratovShukurullo	13	Male	Uzbek	Uzbek
16	QalandarovRuslan	13	Male	Uzbek	Uzbek

B. The materials and Equipment:

We pay attention to each detail of utilized teaching materials while conducting the lesson and making investigation because of its significant role. In order to attain remedy results we tried to use each opportunity. The basic source of this thesis is “Fly High 7” the book that has been formed by the initiative of the Resolution of the First President of the Republic of Uzbekistan. At the present time, this teaching material widely used all over the country by each secondary school learner. Therefore, we decided to work with this source.

“Fly High” is based on the State Educational Standards and syllabus for foreign languages that were developed in accordance with the above mentioned Resolution and in line with the requirements of the CEFR – Common European Framework of Reference for Languages

The book “Fly High 7” contains a “Pupil’s Book” and “Teacher’s Book”. This class book is full of cognitive activities and exercises which will help students learn and practice English. Furthermore at the back of the book learners can find a useful list of grammar points and vocabulary. There is also a CD with a great deal of recordings which teacher can use in order to develop pupils’ listening skills.

The textbook is divided into 10 units and each unit has six lessons. Besides there are revision lessons after each unit, and, as it mentioned above, sections of grammar exercises and homework that assist teacher to maintain necessary level of knowledge of pupil.

The units are taught in the terms as follows:

1st term (21 hours) - 3 units + revision lesson + grammar + homework;

2nd term (18 hours) - 2 units + revision lesson + grammar + homework;

3rd term (24 hours) - 3 units + revision lesson + grammar + homework;

4th term (18 hours) - 2 units + revision lesson + grammar + homework;

In “Pupil’s Book” Each unit differs from others by topic. It is given in order to first of all enrich students’ basic knowledge at all by given various, extra information. Secondly it helps to enlarge their vocabulary because of given new words on each lesson of every unit.

The “Teachers’ book” is purposed to give instruction about how to conduct each activity of the “Pupil’s Book” including their aims. The book can be used as a ready lesson plan.

✓ **Fly High 7 Pupil’s book**

This book is mainly divided into 10 units covering 60 lessons and 10 revision lessons. Each lesson of the book is designed for 45 minutes totaling 70 hours of study which are enough for Year 1. Each unit is broken down into 7 lessons including revision one.

At the back of the Pupil’s Book there is explanation of grammar for each unit and lesson as well which are designed for learners. They include rules with examples in order to make studying process easier for pupils.

✓ **Fly High 7 Teacher’s book**

The Teacher’s Book is one of the vital parts of the Fly High 7 package. To make lesson process more cognitive and effective teachers need to utilize this book while the lesson. The Teacher’s Book includes aims of each lesson and task, tape-scripts of the listening recordings and understandable explanations for teachers on how to organize the activities in the Pupil’s Book for any type of learners whether they fast or slow class ones.

Furthermore, as it is mentioned above, it is clear that authors have tried to include a huge amount of useful elements while evolving the

lessons so that the teacher could use these lessons as their ready lesson plans.

✓ **Fly High 7 CD with listening recordings**

It contains natural recordings of texts, dialogues, presentations performed for 8 grade pupils by native speakers of English and by skilled Uzbek speakers of English. In addition it contains songs, poems, and training tracks that serve for developing listening skill.

✓ **The projector**

This device is counted one of the most effective tools in teaching English especially young learners. It makes teachers work easier and it serves for taking the display of a computer screen and project a large version of it a flat surface as a big high quality screen. Commonly teachers use it for demonstrating videos, photos, etc.

Furthermore in order to work properly and to get our main goal aim we have searched some handbooks and textbooks of foreign, Russian and Uzbek methodologists, and have chosen materials which are necessary and appropriate for our aim, such as:

- a) Variety of activities and tasks, which were modified according to the level of learners. In majority of cases, taken activities were implemented in changed version to make process more interesting and profitable;
- b) Video and audio material. As it has been said previously, the educational process included authentic material, and in addition to this we used video lessons for developing vocabulary and grammar. Furthermore, learners worked with samples given in the video and audio recordings.
- c) Case studies. To develop logical and critical thinking, which is crucial in building of meaningful writing, we used case studies as

the most suitable technique. Definitely, all of them were chosen according to the level and cultural background of learners.

- d) Range of writing activities and games. As warming up, linking, and closure activities, we widely used different exercises, taken from guidebooks or course books, pure or modified. To the list of such activities we can add questionnaire, brainstorming, round table discussions and descriptions.

Equipment.

To make experiment and learning process more fruitful and interesting, we widely used both technical and non-technical equipment. To speak more particular about the last, the blackboard was always included into lessons, because it is the quickest way to present new information or topic.

To mention about technical equipment, in all three educational establishments there was full technical support in type of projectors, TV sets, and PC.

3.3 The procedure

Variables

The dependent variable of the recent research is teaching letter writing in English and the particular ways which are utilized to develop them. The independent variables are utilizing special tools of introduction of the theme for assessing the pupils' knowledge. The moderator variables, the special independent variables which can affect on the relationship between the dependent and independent variables, are the materials used in teaching process, the background comprehension of the learners, the age and the culture of them.

Specific steps in the experimental process

The study's procedure consists of several stages

Stage one:

In stage one we observed the lessons of seventh grade pupils to get some important experience by monitoring the lessons of experienced teachers. While observing the lesson we pay particular attention to the methods which teacher used and the response of the pupils, their active participation on different subjects and make some notes where it was necessary. In addition we take the lesson plans from the teacher as a sample for learning.

Stage two:

After accomplishing observation of the lesson we analyze the notes which we took and study the whole lesson plan diligently. So we started to feel ourselves as real, self-confident, self-esteeming teachers. We investigate every part of the lesson plan and used techniques, their influence on learners' mind, positive and negative sides. At last, we summarized the entire part of investigation work and divided to the lesson observation.

Stage three:

In the third stage learners passed pre-test that helps researcher to analyze the most effective methods for his investigation. Researcher chooses the methods in accordance to the results of the pre-test.

Stage four:

In this stage the researcher calculates the results of written works from pre-test. Then chooses methods for conducting lessons and starts to prepare materials for teaching weak points of pupils' writings. Researcher created four extra lesson plans to conduct them for determining the overall percentages of the seventh grade pupils' ability of letter writing and to know what outcomes learners have.

Stage five:

Next stage included practice utilizing collected materials, methods and experiences made during previous stages. In this stage we conducted four lessons for attaining the target goal of this research work.

Stage six:

Last stage we took post-test and calculate the possible results after forth lesson as we planned beforehand. As a last point, in stage six we analyzed the results by comparing pre- and post-test results, made final data collection and drew the statistic charts.

3.4 Data collection

A. Teacher questionnaire analyzes

The research centered on analyzing the effectiveness of teaching letter writing in secondary school classes. The questionnaire consists of 4 questions with multiple choices. 10 passive subjects that participated for filling the questionnaire that teach at secondary school and in particular conduct lessons in the seventh and ninth grades. 6 of them are teachers who conduct English lesson in Uzbek groups and 4 of them are the teachers of Russian groups. The distributed questionnaire gave valuable experience to the researcher.

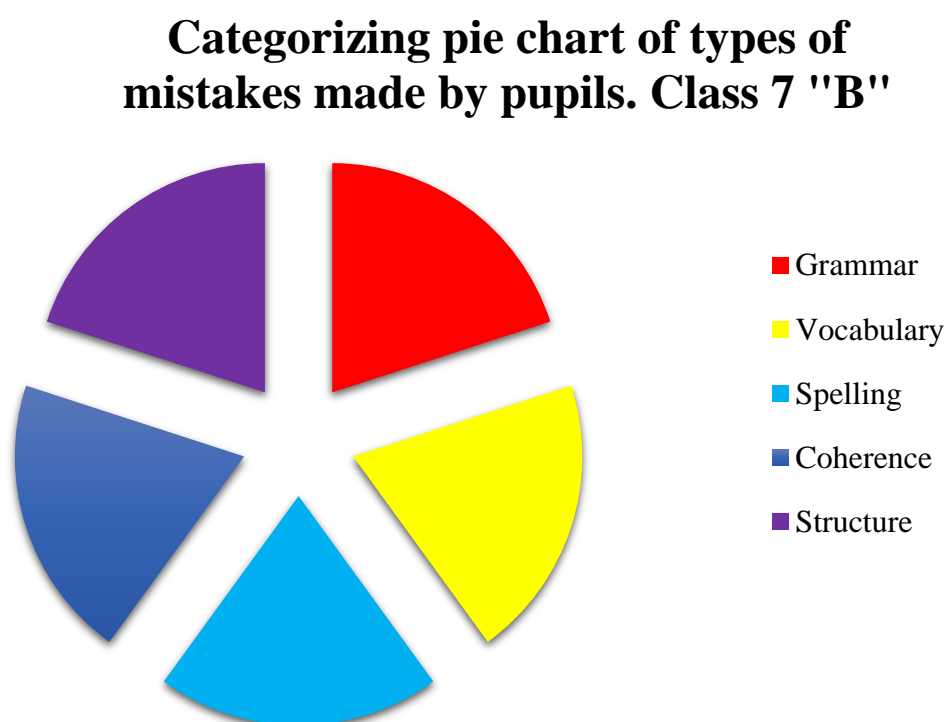
The researcher investigated a distinct school so that he can get proper and clear information. On the top of the questionnaire list, the theme of the research paper was written to get teachers aware about the survey. The questionnaire with the multiple choices that the respondents have to answer is placed to the appendices. The questionnaire took a week. The researcher distributed it at school № 194 in Uchtepadistrict.

In order to choose the more effective teaching methods of how to write clear and meaningful letter the researcher decided to examine the seventh grade pupils by testing. As the research work is dedicated to teaching writing skill we conducted them in written way. This method

was used to determine the young learners' writing skill. They were asked to write an essay on topic "Letter to my friend" by the researcher.

After analyzing the seventh grade pupils' writings we have begun our experiment dedicated to using the methods of teaching letter writing in secondary school class, simultaneously helping to the English teachers. At the beginning we collected all data concerning to the pre-test of writing skill of learners. Next, we categorized the words according to their types so that we could find out the most suitable and effective teaching method of cohesion. (Figure2)

Figure 2



As we listed all types of mistakes we decided to divide them into five main categories as: Grammar, Vocabulary, Spelling, Coherence and Structure. Subsequently, we conducted several lessons focused on developing these weak categories to 7 "B" class, by using our lesson

plans as theory in order to give pupils knowledge about writing coherent, accurate and meaningful letter. For this purpose we decided to choose methods for enhancing knowledge in given categories as “*The Structural approach, Grammar-translation method, Brainstorming*” and types of activities as “*Fill in the gaps, Multiple choice, Spelling the word and Insert reading*”(see appendices; lesson plan for 7 “B”).

For this process we used up approximately two months and obtained the results of our study. We conducted extra lessons because we are not able to use time of the compulsory lessons for our experiment of the research. In addition our experiment might influence on the yearly signed schedule of program of teaching English approved by government. Nevertheless, the extra English classes have a great role in teaching process English. Moreover pupils show their deep interests to attend to extra English courses intently. In general we had not any trouble with conducting the lessons in secondary classes for our investigation.

While, examining the seventh grade pupils’ writing skill the researcher marked them in accordance to the following criteria:

- Attendance
- Activeness
- Participation to the lesson
- Knowledge of grammar and vocabulary
- Completing homework

The maximal mark which pupils can get in one lesson is 5.

IV. RESULT AND DISCUSSION

4.1 Result and Analysis

This section of the work makes clear the outcomes of the investigation and answers to the research questions. As above mentioned, the intention of current paper is to define the most effective teaching methods of writing a letter for A2 level learners. After collecting data for this research, the investigator began to analyze his results and draw conclusions from what he had taken. The investigator thoroughly mastered questionnaire answers, pre and post-test results before making to fair outcome.

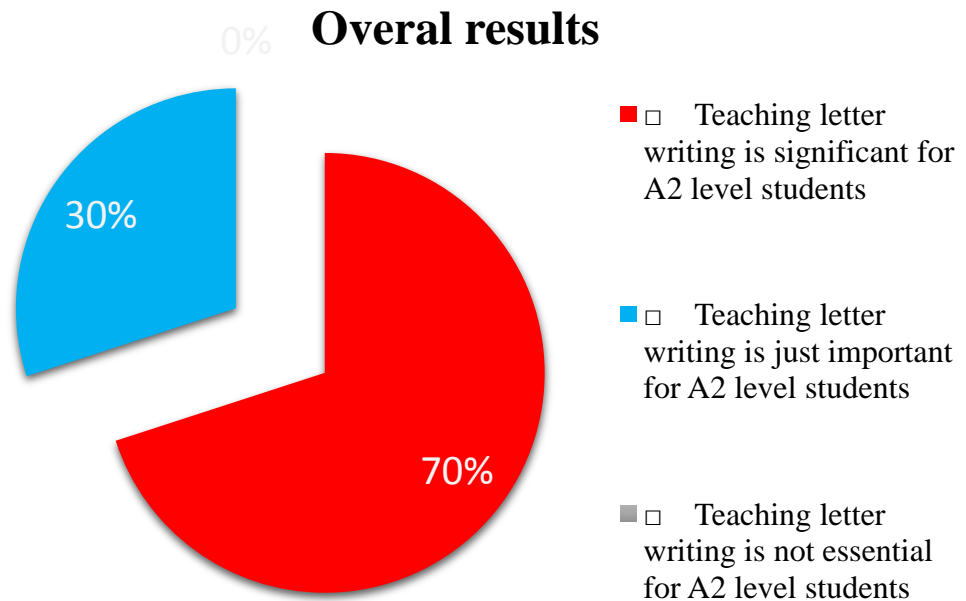
A. Data collected from the questionnaire

After gathering all answers from questionnaire, the researcher made sure that approximately all teachers has the same opinions, thoughts and suggestions for teaching young learners. The investigator, who has intended to assemble information on his survey, decided to start analyzing questionnaire that was given for subject, in particular teachers at secondary school, before conducting the study. He began from the first question “*Does teaching letter writing is important for A2 level students?*” the possible answers are:

- *Teaching letter writing is significant for A2 level students*
- *Teaching letter writing is just important for A2 level students*
- *Teaching letter writing is not essential for A2 level students*

This question aimed at to identify how many teachers count the skill of writing letters vital while teaching English. The answers to the given question are described in the histogram below (Figure 3)

Figure 3

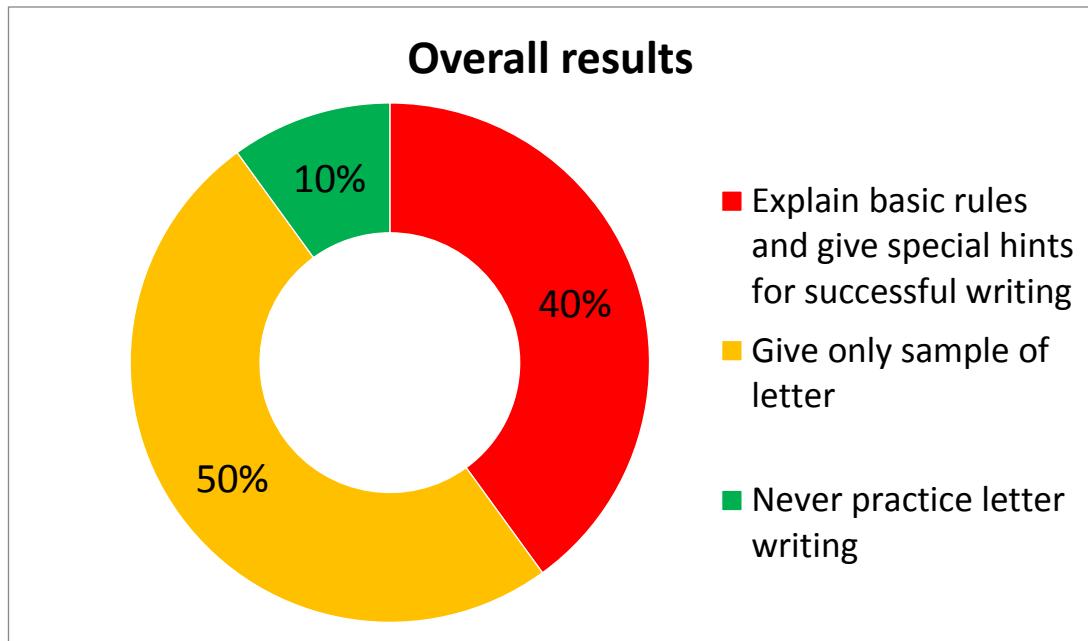


The pie chart claims that 70% of the respondents consider that teaching letter writing is significant and extremely necessary. The other part of the respondents (30%) believes that teaching letter writing is just important for A2 level students and none of the respondents ticked the third answer.

The 2nd question asked teachers to display their opinions on question “*What types of methods do you use to teach letter writing to young learners in the classroom?*” 50% of the teachers just said that they give one sample of the letter and ask pupils to remake it on their own wishes. Whereas 40% of teachers firstly explain the structure of the letter, then give special hints as cohesive devices to connect sentence or sometimes ideas inside of the paragraph. Last 10% of asked teachers never explain the rules of letter writing and did not practice this activity at all.

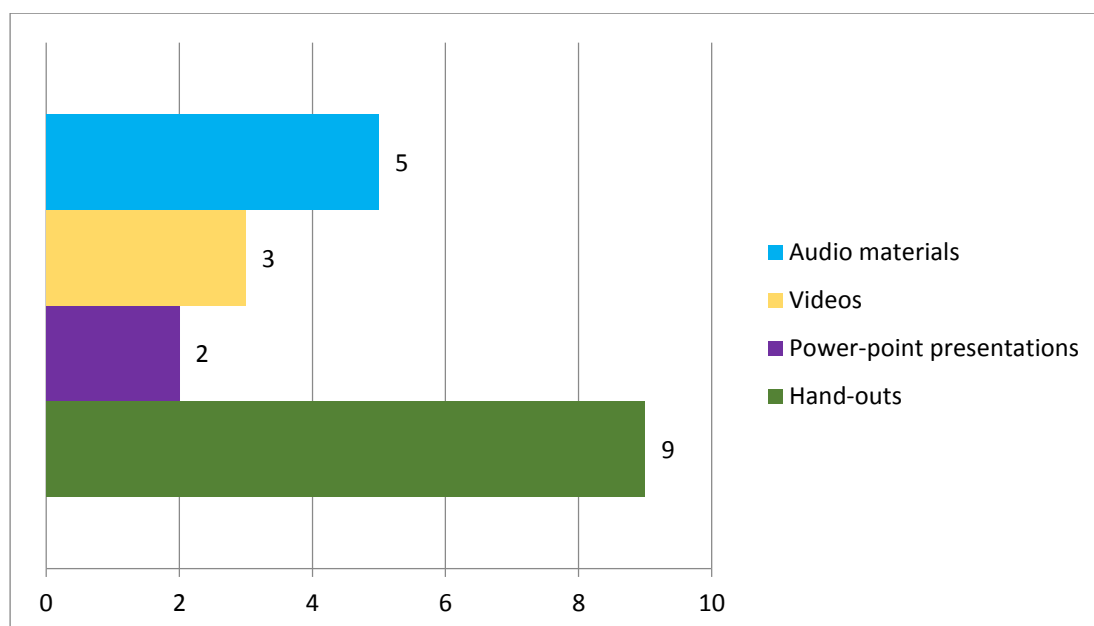
The pie chart placed below depicts the results in more understandable way (Figure 4)

Figure 4



To the third question “*What kind of materials do you usually use for teaching letter writing to young learners?*” respondents gave answers by ticking these suggested answers: hand-outs, power-point presentations, videos, audio materials. In the following bar-chart answers were drawn so that it became easier to figure out the outcomes (Figure 5)

Figure 5



The last question was about the backwards of teaching writing a letter in secondary classes. 60% of respondents pointed that teaching letter writing sometimes become a little frustrated for young learners and teachers. 20% of them responded that it requires a lot of preparation and 20% of the participants answered that teaching methods for making writing clear and meaningful take a lot of time.

4.1.1 Data collected from the subjects with the help of Pre-test

Pre-test as stated above, we used to analyze pupils' knowledge concerning to writing a letter. However we have marked each pupil in accordance with above mentioned assessment criteria (Table 4).

The results of pre-test in class 7 “B”

Table 4

№	Address	Grammar	Vocabulary	Spelling	Coherence	Structure	Total score	Average Mark
1	AbdullayevJamshid	5	4	5	4	4	22	4
2	AvazbekovaGulruh	3	3	4	3	3	16	3
3	AvazovaRano	4	5	4	4	3	20	4
4	BurievaShohsanam	4	3	3	3	3	16	3
5	BerdiqulovaFarzona	5	5	4	4	4	22	4
6	DavronovJamshid	3	3	3	3	3	15	3
7	ErkinovaMohinur	4	5	4	5	4	22	4
8	KarimbekovBahodir	3	4	3	4	3	17	3
9	MamatqulovOybek	4	4	4	4	4	20	4
10	MamatqulovaShahnoza	5	4	4	4	4	21	4
11	NarimonovAvaz	3	3	3	3	3	15	3
12	OzodqulovJavlon	4	3	4	4	3	18	4
13	OmetovaZebo	5	4	4	4	5	22	4
14	PardaevaMalika	3	3	4	3	3	16	3
15	QudratovShukurullo	5	4	4	3	3	19	4
16	QalandarovRuslan	4	3	4	4	3	18	4

So that it became easier to compare the pre-results and post-test results, the researcher first summed up the mean, the average numerical value of pre-test.

The formula for calculating the mean is as follows:

ΣX

$X = \text{-----}$

N

In this formula, X is the mean, ΣX indicates add up of scores, and N is the number of pupils.

The class 7 “B” consisted of 16 pupils and the added up score is 61.

In that case, mean is:

The mean = $58:16=3.62=4$

The mean = 4

Frequency distribution

Scorevalue	3	4	5
Frequency	6	10	0

Pre-test frequency distribution allowed the investigator see how many subjects performed in the same way. The lowest score was 3, and the highest one was 5. 6 students got “3” and 10 students got “4”. The most frequent score is 4.

Mode = 4

As shown in the Table 1, the value at the center of the range of the set is 4.

Median = $(4+4):2=4$

In those measurements, the investigator represented group’s behavior or performances in numbers according to the aspects of central tendency.

The researcher also focused on dispersion which shows the performances of individuals.

The range in the set is 3 (the lowest score was subtracted from the highest score and plus 1) $(5-3)+1=3$

The next aspect of dispersion is **standard deviation** (SD) which shows the average of differences of all scores from the mean (Table 5).

Table 5

№	Address	Score	Mean	Difference	Difference squared
1	AbdullayevJamshid	4	4	0	0
2	AvazbekovaGulruh	3	4	1	1
3	AvazovaRano	4	4	0	0
4	BurievaShohsanam	3	4	1	1
5	BerdikulovaFarzona	4	4	0	0
6	DavronovJamshid	3	4	1	1
7	Erkinova Mohinur	4	4	0	0
8	KarimbekovBahodir	3	4	1	1
9	MamatqulovOybek	4	4	0	0
10	MamatqulovaShahnoza	4	4	0	0
11	NarimonovAvaz	3	4	1	1
12	OzodqulovJavlon	4	4	0	0
13	OmetovaZebo	4	4	0	0
14	PardaevaMalika	3	4	1	1
15	QudratovShukurullo	4	4	0	0
16	QalandarovRuslan	4	4	0	0

$$SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N}} = \sqrt{\frac{6}{16}} = \sqrt{0.375} = 0.612$$

4.1.2 Data collected from the subjects' Post-test results

After one month of conducting the classes by using the methods which is particularly stated in “Fly High” and new ones used by researcher(*The Structural approach, Grammar-translation method, Brainstorming* and types of activities as *Fill in the gaps, Multiple choice, Spelling the word and Insert reading*) the researcher held post-test to compare the results and see the effectiveness of current methods. The researcher used optional asking method for gaining the post test results.

The post-test results were made by the investigator in accordance to the stated assessment criteria (Table 6).

The results of post-test in group 7 “B” Table 6

№	Address	Grammar	Vocabulary	Spelling	Coherence	Structure	Total score	Average Mark
1	AbdullayevJamshid	5	4	5	5	4	23	5
2	AvazbekovaGulruh	4	3	4	4	3	18	4
3	AvazovaRano	4	5	5	4	5	23	4
4	BurievaShohsanam	4	4	4	3	4	19	4
5	BerdiqulovaFarzona	5	5	5	5	4	24	5
6	DavronovJamshid	4	4	4	3	3	18	4
7	ErkinovaMohinur	5	5	4	5	5	24	5
8	KarimbekovBahodir	4	4	4	4	3	19	4
9	MamatqulovOybek	5	5	4	5	4	23	5
10	MamatqulovaShahnoza	5	4	5	4	5	23	5
11	NarimonovAvaz	4	4	4	3	4	19	4
12	OzodqulovJavlon	4	5	4	5	5	23	5
13	OmetovaZebo	5	4	5	4	5	23	5
14	PardaevaMalika	3	3	4	4	4	18	4
15	QudratovShukurullo	5	4	5	4	5	23	5
16	QalandarovRuslan	4	5	5	5	4	23	5

The mean, the average score of the class 7 “B” is:

$$(5+5+4+4+5+4+5+5+5+5+4+4+5+4+5+4):16=73:16=4.6=5$$

$$\text{Mean} = 5$$

Frequency distribution

Scorevalue	3	4	5
Frequency	0	7	9

Post-test frequency distribution allowed the investigator see how many subjects performed in the same way and had progress after one month of teaching coherence and cohesion with the help of researcher used methods.

The lowest score was “3”, and the highest one was “5”. 7 students got “4” and 9 students got “5”. The most frequent score is “5”.

$$\text{Mode} = 5$$

As shown in the Table 1, the value at the center of the range of the set is “4”.

$$\text{Median} = (5+5):2=5$$

In those measurements, the investigator represented group’s behavior or performances in numbers according to the aspects of central tendency.

The researcher also focused on dispersion which shows the performances of individuals.

The range in the set is 5 (the lowest score was subtracted from the highest score and plus 1). $(5-4)+1=2$

The next aspect of dispersion is **standard deviation** (SD) which shows the average of differences of all scores from the mean (Table7).

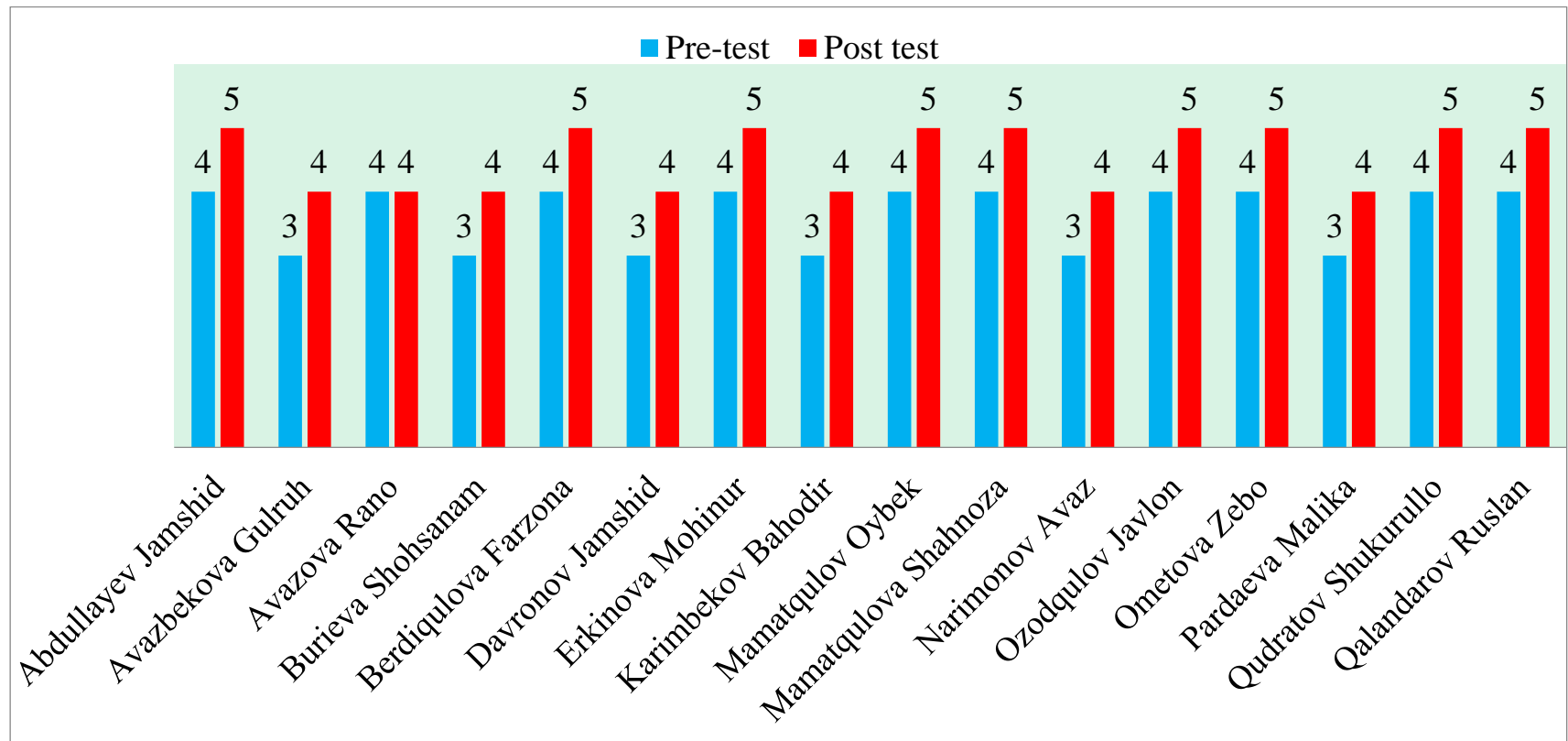
Table 7

№	Address	Score	Mean	Difference	Difference squared
1	AbdullayevJamshid	5	5	0	0
2	AvazbekovaGulruh	4	5	1	1
3	AvazovaRano	4	5	1	1
4	BurievaShohsanam	4	5	1	1
5	BerdikulovaFarzona	5	5	0	0
6	DavronovJamshid	4	5	1	1
7	ErkinovaMohinur	5	5	0	0
8	KarimbekovBahodir	4	5	1	1
9	MamatqulovOybek	5	5	0	0
10	MamatqulovaShahnoza	5	5	0	0
11	NarimonovAvaz	4	5	1	1
12	OzodqulovJavlon	5	5	0	0
13	OmetovaZebo	5	5	0	0
14	PardaevaMalika	4	5	1	1
15	QudratovShukurullo	5	5	0	0
16	QalandarovRuslan	5	5	0	0

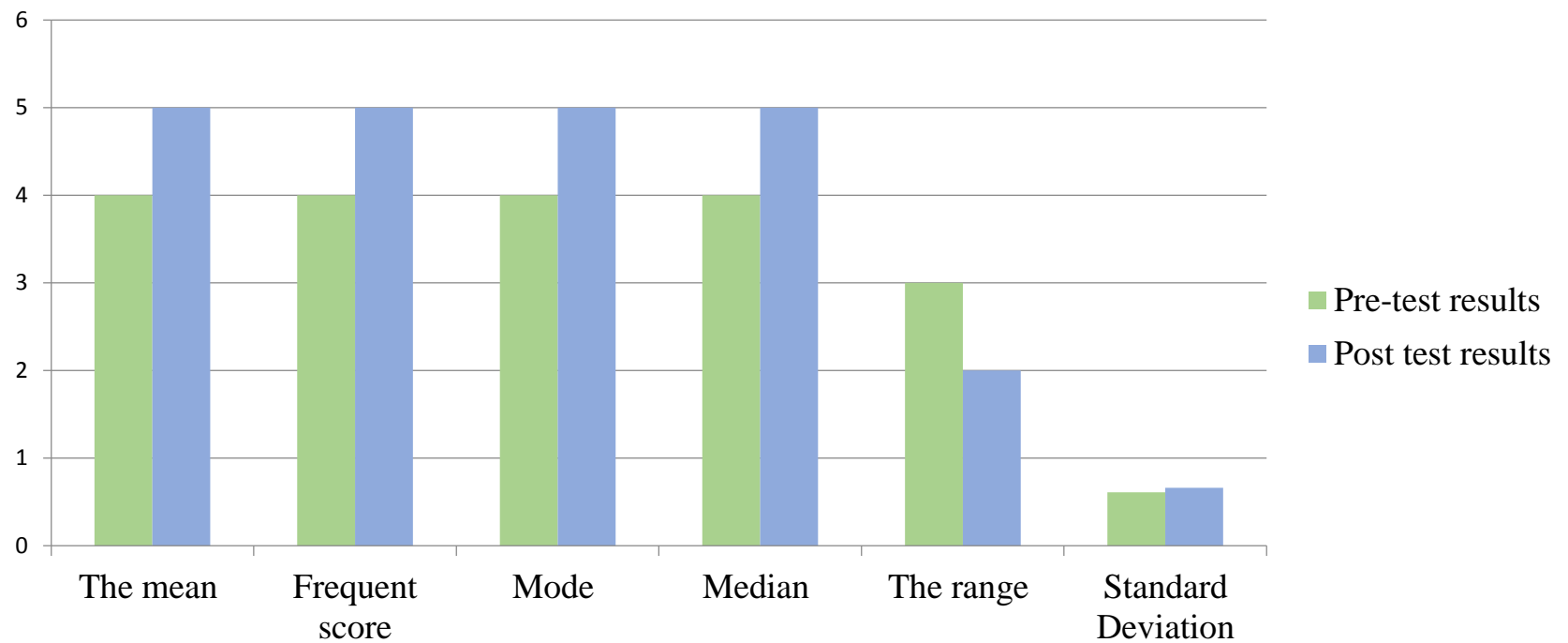
$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{7}{16}} = \sqrt{0.437} = 0.66$$

Data comparison

The bar-chart pictured below illustrates the main idea of the thesis by comparing the 7 “B” class pupils’ pre-test and post test results. It is obvious from the chart that letter writing skill has been increased in comparison with its initial testing (Figure 6).



According to these above illustrated marks: mean, mode, frequent score, median, the range and SD also have inclined significantly which shows the research's success. Besides, the methods which researcher used while conducting the lessons proved its effectiveness and significance (Figure 7).



4.2 Answers to the research questions

The investigation established the following questions before beginning the completed survey:

- Does teaching letter writing is important for A2 level students?
- What types of methods do you use to teach letter writing to young learners in the classroom?
- What kind of materials do you usually use for teaching letter writing to young learners?
- What methods are used by researcher while teaching process in the classroom?

The initial aim of the investigation was to define the syllabus for teaching letter writing to A2 level pupils in secondary school particularly seventh grade pupils. While investigation, we collected all essential data about young learners and the book “Fly High” by analyzing it during qualification practice. Furthermore the observations and experiments completed by the investigator helped to find the answers to the questions. In general syllabus in this research work is based on the idea “from theory to practice” so as firstly we give pupils overall information about teaching letter writing. Then we made with them several activities on paper in order to let them retain knowledge of how to construct good planned and meaningful letter. After that we made a practice of writing by means of new information and methods utilized in teaching process by a tutor.

The next question was “*What types of methods do you use to teach letter writing to young learners in the classroom?*” In order to find the answer, the researcher made an observations and hold questionnaire from the teachers at secondary school classes and analyzed the “Fly High’s Teachers’ book”. It was clear that teachers at that school used few teaching method hence young learners were not able to write a good letter so they need to learn them through more effective methods and tricks. Moreover teachers had a lack of attention to writing and they need various ways of

teaching. Therefore they used simple methods just to give basic knowledge. Pupils have knowledge on grammar rules and rich vocabulary but they had difficulty with correct structure of writing a letter

The researcher discovered that the methods that used before had vain place in teaching letter writing to young learners. However we tried to motivate learners; make the lesson unforgettable and fascinating; increased the assimilation of taught materials and build each pupil's writing as accurate, coherent and meaningful.

In general while teaching letter writing to A2 level students the following methods are used:

Methods:

- *The Structural approach*
- *Grammar-translation method*
- *Brainstorming*

Types of activities:

- *Fill in the gaps*
- *Multiple choice*
- *Spelling the word*
- *Insert reading*

V. FINAL REFLECTION

This research was based on the using more appropriate teaching methods of letter writing to A2 level pupils. We investigated learners of the seventh grade 7 “B” pupils of school № 194 that is situated in Uchtepa district, Tashkent city. We worked on the thesis from the point of theoretical and practical views. While the investigation, we analyzed the other researchers’ works that had already been done so that we would be able to conduct our study successfully now.

We spent approximately two months to carry out the investigation. During this period we came across some challenging and controversial situation, furthermore we have learnt several essential skills and points which become very important to make the lesson process more effective.

There were two most impulsive and difficult tasks to teach the seventh grade learners at the secondary school taking into account firstly the fact that it was the first time of the our experience with young learners. And secondly this investigation was based on developing and practicing writing skills. However after a small discover it was realized of pupils lack of writing skills. Certainly as teachers and tutors we should be aware of the methods and technics finding the best way to give knowledge and practice it within 45-minute lesson. And this was done successfully by making observations during the qualification practicum.

In conclusion, learners should know how to write a clear and meaningful letter. An essential point of letter writing was shown above and during teaching process and conducting the lessons. We made sure that developed skill of writing letters helps learners to organize their ideas logically and consequently

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APPENDICES

LESSON PLAN FOR 7 “B” PUPILS

Class: 7 “B”

Date: 21.02.2017

Theme: Lesson2

Level: A2

Time: 45 minutes

The teaching aim: to get to know about letter writing

The educational aim: to work independently and co-operatively

The practicing aim: to practice writing skills

The aids: hand-outs, lap-top, projector, audio-recordings

The methods: work in group, in pairs of two and individually

The beginning part of the lesson: (5 min)

- **Greeting**
- **Checking attendance**
- **Checking home-task**

Warm-up (5 min)

- **Introduction to today’s topic**
- **Giving short instructions to each activity**
- **Showing a video of an instructor talking about the role of cohesion in speaking skill**

The main part of the lesson: (30 min)

Pre-activity.

Giving explanation on the whiteboard about correct planning of the writing of the letter.

While-activity.

Pair work. PP should analyze the text in which the sentences are in scrambled way and put them into correct order.

Scrambled text

'Mark, Mum says the police came to the farm this morning. They're going to search the forest tomorrow.'

'Can I use your phone?' he asks. 'I need to call my dad.'

Mark's waiting for me in the forest. I've brought him a sandwich. I've also got some news.

Mark shakes his head, 'I didn't want this. My dad on TV and the police and everything. I don't know what to do.'

'I've got an idea. Why don't you live with your grandad in Manchester? Let your dad and Mel move to London and visit them in the holidays.'

Mark doesn't answer at first, then he looks at me and smiles.

Correct text

Mark's waiting for me in the forest. I've brought him a sandwich. I've also got some news.

'Mark, Mum says the police came to the farm this morning. They're going to search the forest tomorrow.'

Mark shakes his head, 'I didn't want this. My dad on TV and the police and everything. I don't know what to do.'

'I've got an idea. Why don't you live with your grandad in Manchester? Let your dad and Mel move to London and visit them in the holidays.'

Mark doesn't answer at first, then he looks at me and smiles.

'Can I use your phone?' he asks. 'I need to call my dad.'

Post-activity.

Pair-work. PP should write a letter for their parents on holiday.

The ending part of the lesson (5 min)

- **Feedback:** Students are told about their participation, mistakes and action
- **Assessment:** Students are assessed according to the table

	The mark 5	The mark 4	The mark 3
Ability and activity	The student did the homework, understood the new topic, actively participate during the lesson process, had good behavior on the lesson	Did the homework with mistakes, participated in discussion.	Didn't do the homework, was passive and couldn't understand the topic.

- **Giving home work**

PP should write invitation letter to their birthday party.