

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

THE UZBEK STATE WORLD LANGUAGES UNIVERSITY

THE DEPARTMENT OF ENGLISH LEXICOLOGY

KAMALOVA ZARNIGOR DJURAKULOVNA

II ENGLISH PHILOLOGY FACULTY GROUP_405B

QUALIFICATION PAPER

THE WAYS OF TEACHING ESSAY WRITING WITH THE
HELP OF INTERACTIVE ACTIVITIES

5220100-Philology (The English Language) for granting the bachelor's
degree

**“THE QUALIFICATION PAPER
IS ADMITTED TO DEFENCE”**

The head of the English lexicology
Department Karimov R.

“ ____ ” _____ 2013

Scientific supervisor:
Ph.D. Raimova K.

“ ____ ” _____ 2013

Tashkent-2013

Contents

ABSTRACT.....	4
I. STATEMENT OF INTENT.....	6
II. LITERATURE REVIEW.....	11
2.1 Definition of writing by Dorothy Zemach.....	11
2.2 Essay writing as a mode of teaching.....	15
2.3 An essay as a tool of education.....	18
2.4 The importance of essay writing.....	20
2.5 Essay writing problems and difficulties.....	21
2.6 Interactive writing tasks.....	30
III. RESEARCH METHODOLOGY.....	34
3.1 Observation method.....	35
3.2 Quantative method.....	36
3.3 Experimental method.....	36
IV. DATA COLLECTION AND DATA ANALYSIS.....	38
4.1 The results of questionnaire.....	38
4.2 Pre-writing scores.....	46
4.3 Lesson plan reflections.....	51

4.4 Post-writing scores.....	53
4.5 Problems with essay writing.....	56
4.6 Solution to problems.....	58
V. FINAL REFLECTION.....	61
VI. REFERENCE.....	63
VII. BIBLIOGRAPHY.....	65
VIII. APPENDICES.....	67
8.1 Questionnaire for students	67
8.2 Questionnaire for teachers.....	70
8.3 Lesson plan 1.....	73
8.4 Lesson plan 2.....	78

ABSTRACT

Thanks to the independence gained by our republic, lots of positive changes have taken place in our life. With political economic and social development and foreign relations of the country, the demand for foreign languages and translation has risen rapidly for the last decade. The language universities, once not very popular have become one of the top choices for students. Thousand of linguistic have been trained in the country, and at the same time many works about Uzbekistan, culture of Uzbek people and other different materials have been translated into different languages of the world.

As the President I.A Karimov noted in his book “Uzbekistan along the road of independence and progress”, there are four fundamental principles on which Uzbekistan’s path of reform and development is based;¹

- adherence to Universal human values;
- consolidation and development of the nations spiritual heritage;
- freedom for the individual’s self-realization;
- patriotism;

The highest of reformation in Uzbekistan is to receive those traditions, fill them with new content and set up the necessary conditions for achieving peace and democracy, prosperity, cultural advancement, freedom of conscience and intellectual maturity for every person on earth.

According to the requirement of the national program of the personal training and reforms of higher education in the republic of the Uzbekistan, it is important to make effective changes in the system of higher education in the republic of the

¹ Karimov I. A. Uzbekistan along the road of deepening economic reform. - T.: Uzbekiston, 1995. -230 p.

Uzbekistan. As I.A.Karimov highlighted:”our young generation must be quicker, wiser, and healthier of course must be happier than us.”

The present qualification paper is titled “The ways of teaching essay writing with the help of interactive activities” The analyzed material was taken by entire selection of the teacher`s of experimental group.

I. STATEMENT OF INTENT

The President of the Republic of Uzbekistan Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that "Harmonious generation is the guarantee of prosperity"². It is our task to prepare taught, professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the National program about training personnel was worked out on the formation of the new generation of specialist "With the high common and professional culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective"³.

As an addition, on December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system". Since this time a special attention is paid to improving the quality of foreign language learning in all educational institutions of the Republic of Uzbekistan. It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created.

According to the decree, starting from 2013 - 2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade). An essay is a piece of writing which is often written from an author's personal point of view. Essays can consist of a number of elements, including:

² Karimov I.A. Yuksak ma'naviyat - yengilmas kuch.- Toshkent: Ma'naviyat, 2008.- 30-31

³ "Ta'lim to'g'risidagi qonun". Kadrlar tayyorlash milliy dasturi. Toshkent , 1997

literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author.

In some countries (e.g., the United States and Canada), essays have become a major part of formal education. Secondary students are taught structured essay formats to improve their writing skills, and admission essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during final exams. The concept of an "essay" has been extended to other mediums beyond writing.

In common with listening, speaking and reading, we can distinguish two main roles for writing in English Language Teaching (ELT). One is the by now well-established view of writing as a skill, that is writing as itself a goal of language teaching and learning. The other role, no less important but perhaps under-explored, is writing as a mode of language teaching and learning, where writing is a means of developing the learner's general foreign language abilities. In this paper, I want to examine the ways in which these two aspects of writing are currently handled in ELT practice. I will argue that writing should and could take a much more central role in our classroom work. The final part of the article will show how a relatively new task type - interactive writing - may be of value in this respect.⁴

The theme of our qualification paper is "The ways of teaching essay writing with the help of interactive activities" It shows the academic writing process, including the structures and the problems of writing an essay. As an addition, the given qualification paper also includes the methods of teaching writing skills, how to write essays. It is also can be used as a guide book for the students who have

⁴ Warburton N. The basics of essay writing.- London:Routledge, 2006.-56 p.

difficulties in finding interesting ideas that using and organizing paragraphs, reating topic sentences in their writing process is the best solution for the problem.

The actuality of the theme is that the researches on the topic give opportunities for us to know the structure of essays, the methods of teaching them, some peculiarities of essays as much as possible.

The novelty of this qualification paper is that a number of researches have been done on essay writing, but this method is not so common in our country. We have decided to investigate it and then if positive results are observed, implement in my future teaching process.

The aim of this qualification paper is to assert that lessons held with interactive activities for one group of students will be more efficient and useful rather than lessons taught with typical methods of teaching in another group, and to see the changes in their development.

The main reason of choosing this title is that we are interested in methods of teaching English focused on the development of language skills in connection with linguistic aspects. Furthermore, traditional ways of teaching writing essays can be boring for learners, in this research paper we are going to find new methods of writing essays with interactive activities, including all skills.

The main tasks of the current study are:

- ❖ To investigate the types writing carried out by students in experimental and traditional groups;
- ❖ To investigate the essay writing problems that Uzbek students face in;
- ❖ To find the causes of essay writing problems among students;
- ❖ To suggest some solutions to solve the writing problems.

The subjects of the qualification paper are 26 students in two groups “305-A” and “305-B” of Uzbek State World Languages University. As traditional groups didn’t have special writing lessons, members of the group 305”B” were from experimental one. In the first group, there were 14 students, and the second group was composed of 12 students. Teachers, especially writing teaching ones, from English philology faculty and IELTE department also took an active part in this research, and their total number was 10.

The object of the qualification paper is to study the peculiarities and effects of essays in teaching writing. It also takes a brief look on some key factors, such as, basic structure, transitional words, brainstorming, and paragraphs, which must be paid significant attention in order to obtain the expected results.

The work is of theoretical and practical value: the results and collected theoretical material can be used in practical lessons in both experimental groups and traditional groups.

We also tried to show in our work that writing process is not as difficult as students think. Personally, we found solution to the problem when we introduced to the interaction and activity parts as: structure, types and so on.

It’s important to say that writing is an art, and our aim is to find a way to help people enjoy the writing process and to show the methods which improve not only learners’ writing skills but also listening, reading, speaking skills. This will be held with the help of different types of activities.

The structure of qualification paper:

Abstract (Annotation)

Statement of intent (Introduction)

Literature review (Theoretical background of the theme)

Research methodology

Data analysis (Body)

Discussion (Result and suggested material)

Final reflection

Reference (Main literature)

Bibliography

Appendix

Statement of intent speaks about the aim of the research paper itself, its importance for readers.

Literature review deals with problems of essays in the history, scientists' opinions about the topic, some methods of teaching and activities.

Research Methodology speaks about the objects of the theme and the methods which were used while conducting lessons.

Data collection includes the results of questionnaires and findings, lesson plan reflections.

Final reflection is the whole conclusion of the research paper, its importance and the expected results from paper mentioning all sources given above.

We hope as soon as our research is proven, all teachers regularly practice this technique with their students when teaching writing.

II LITERATURE REVIEW

2.1 Definition of Writing by Dorothy Zemach

Writing is defined as “a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge. Writing has always been considered an important skill in teaching and learning. As commented by Dorothy Zemach, EFL writing is useful in two respects: ⁵(See Graph 1) **Graph 1**

First, it motivates students' thinking, organizing ideas, developing their ability to summarize, analyze and criticize

Second, it strengthens students' learning, thinking and reflecting on the English language.

In relation to the context of the current study, essay writing is significant to the learning of teachers of English because it facilitates student teachers' acquisition of the basic study skills needed for understanding what they study and expressing it in their own words. This will assist them to keep away from memorization, rote learning and plagiarism that are much discouraged in the recent theories of teaching and learning. In addition, competence in essay writing will help students pass all their academic courses successfully. Moreover, being proficient in essay writing in English will enable student teachers of English to be successful teachers and action researchers in the future.

⁵ Dorothy Z. and Rumisek L. Academic writing from paragraph to essay. -Oxford: Macmillan Education, 2003. -87 p.

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. If a teacher can understand the message or even part of it, his student has succeeded in communicating on paper and should be praised for that. For many adult ESL learners, writing skills will not be used much outside the class. This doesn't mean that they shouldn't be challenged to write, but a teacher should consider their needs and balance the class time appropriately. Many adults who do not need to write will enjoy it for the purpose of sharing their thoughts and personal stories, and they appreciate a format where they can revise their work into better English than if they shared the same information orally.

According to the expert Dorothy Zemach there are many mistakes in writing essay. They are unnecessarily repeated time and time again. There are several essay problems:⁶ (See Graph 2) **Graph 2**

Unstructured :Many essays are not structured, which makes them difficult for the markers to read. Without the structure, reading an essay is like a discovery journey.

Rambling: the problem of rambling is often just a symptom of the above problem: lack of structure. By thinking in a structured way, tendencies to ramble are reduced. Following a reasonable form of preparation will also help.

Not relevant: Unfortunately many essays that are written are as such great essays, but include substantive sections that are not relevant. The problem may be that not enough time is spent planning the essay. Following the ideas which Dorothy advises, learners can avoid these problems.

⁶ Dorothy Z. and Rumisek L. Academic writing from paragraph to essay. -Oxford: Macmillan Education, 2003. - 98 p.

These mistakes can easily be avoided, and will allow learners to get the credit they deserve. Most students enter university without having been taught how to write effectively. Merely by studying at a university, however, no-one will learn how to write good essays. By following just a few steps, most mediocre essays can be improved. Several studies have been done in the field of English academic writing to identify the common problems of students' essay writing skill. Writing an essay is not only a mirror of one's thought but it contributes newness to established information. Brookes and Grundy define an essay writing as a tool to communicate ideas in a target language.⁷ Hyland considers an essay writing as a visual print coherently knitted into structured language. An academic English writing course focuses on transition from simple essay writing to more complex and sophisticated exposition organized according to the rhetorical patterns requiring direct quotation and in-text citation. Cohesion is emphasized as its fuller development of ideas through various techniques of support. In general, academic English writing courses are designed to provide students with the composition and grammar skills necessary to advance to freshmen courses. Tarnopolsky advocated that essay writing needs critical thinking to develop ideas in the target language.⁸ Fujioka surveyed how Asian ESL students acquired academic writing skills. She found Asian students lack critical thinking rather than the lexical problems. Another researcher Izzo also reported that most students at university level lack organizational feature in their academic writing and these difficulties were due to their translating habit from Japanese to English language in their writing discourses. El Sadig advocated that the old educational policies were the main factors for students' problems. It has been realized that students of ESL classes were unable to adopt a professional style of essay writing because essay writing

⁷ Brookes A. and Grundy P, *Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skills*. 1990, Cambridge: Cambridge University Press. 162pp.

⁸ Tarnopolsky O. *Methods of Teaching Writing in English to Tertiary Students*. Vinnytsa: Nova Knyga, 2008.- 134pp.

from first draft to final draft is a stressful task for nonnative learners. These problems led several other authors to suggest that academic writing needs to be more focused on the organization part of the discourse. Cherednichenko believed a diverse composition of learners created practical problems for both teachers and learners.⁹ It is not an easy composition to deal with since most classes have students of two or more levels of ability and to cater to the needs of everyone is a challenge for teachers. Bauer and Shea viewed increased problems in multi-ability classes when both native speakers and beginners studied together.

Diversity led to engagement and management problem on both ends. They further suggested different methods to solve the problems in multi-ability classes still many other aspects were left to be explored. The author identified several belligerent challenges for the successful deliverance of the program, such as, organizing teaching materials and resources, allocating peer work, students' attitude and difference in their level of understanding. The factors related to performance problem in multi-ability academic English writing classes are examined in this paper and suggestions, based on author's observation, are made to overcome these challenges. According to the expert on writing Aldus Huxley an essay has been defined in a variety of ways. One definition is a "prose composition with a focused subject of discussion" or a "long, systematic discourse".¹⁰ It is difficult to define the genre into which essays fall. Aldus Huxley, a leading essayist, gives guidance on the subject. He notes that like the novel, the essay is a literary device for saying almost everything about almost anything, usually on a certain topic. By tradition, almost by definition, the essay is a short piece, and it is therefore impossible to give all things full play within the limits of a single essay. He points out that a collection of essays can cover almost as much ground, and

⁹ Cherednichenko B. *The practice of beginning teachers: Identifying competence through case writing in teacher education*. Cambridge: Cambridge University Press 2003.-89pp

¹⁰ Huxley A. *Collected Essays*.-London, Great Britain: Preface, 1955.-112pp.

cover it almost as thoroughly, as can a long novel. He gives Montaigne's Third Book as an example. Huxley argues on several occasions that essays belong to a literary species whose extreme variability can be studied most effectively within a three-poled frame of reference. According to Cynthia L. Selfe and Sue Rodi, brainstorming is an approach that shouldn't be accepted as final or strict reasoning but as preliminary and admissible only, whose purpose is to discover the solution of the present problem.¹¹

The reason for choosing "Essay writing" as the main focus of the study was the fact that the essay is not the final stage of student's writing and they have an opportunity to work further on their composition.¹² However, if the student's first steps to writing are criticized at once, one will be discouraged and will make no further attempt to improve his or her writing skill.

2.2 Essay writing as a mode of teaching and learning

In the last ten to fifteen years, we have seen considerable expansion in the materials on offer to teachers and learners. Course books regularly announce a fresh methodology, innovative classroom techniques and so on. Although there has undoubtedly been more account taken of the personal needs and interests of learners, much of these recent 'methodological advances' have boiled down to new ways to lay out course materials (including the use of color and authentic -like documents) and to the addition of a single task type (such as projects or role-plays) to conventional ways of approaching language teaching. It is useful at this point, therefore, to reflect on the nature of 'conventional ' language teaching, since it reveals some interesting facts about the place of writing in general language pedagogy.¹³ The first significant fact to note, so obvious that it may almost escape

¹¹ Selfe, Cynthia. *Creating a Computer-Supported Writing Facility: A Blueprint for Action*. Houghton, Mich: Michigan Technological University, 1989. -111pp.

¹² Stevenson R. *Essays in the Art of Writing*. - eBooks@Adelaide , 2004.-67pp.

¹³ Gould Ch. *Writing, Reading, and Research*. - Boston: Allyn & Bacon, 1997.-99pp.

us, is what I term 'the primacy of speech'. The assumption that underlies most contemporary approaches is that speech is not only important as goal of language teaching (that is, 'the skill of speaking', making conversation, pronunciation, etc) but that it is also the most effective mode of language teaching (that is, that people will learn language most effectively through listening and speaking, through oral drills, through answering and asking verbal questions and so on). Writing has a relatively small part in all of this, mainly as a follow-up to oral classroom work through grammar exercises, reconstruction exercises, gap-filling, dialogue writing and such like. The origins of this are comparatively recent - writing-based, grammar-translation methodologies were, after all, dominant until the turn of the century. The next significant feature concerns the organization of language teaching. Most contemporary approaches utilize, in one way or another, a 'presentation - practice - free practice' format, in which the learner is presented with a sample of the foreign language (for example, a dialogue), then perhaps questioned on its meaning (for example, comprehension questions), before moving on to guided practice (for example, a drill or patterned dialogue) and finally freer practice, where the teacher and course book provide less direct control over the students' language output. Even here, though, the freer practice will be related directly to a specified teaching point, albeit in a slightly larger context (it is here, in fact, that the main impact of communicative language teaching has been felt).¹⁴

There are three main points to note about this way of organizing language teaching. **Firstly**, the kind of language with which the students work is frequently stereotyped. Certain grammatical juxtapositions are presented with surprising regularity and, even more surprisingly, illustrated in identical ways (how many times have you seen the sentence 'I was having' a bath when the telephone rang?). Functions and notions are set out in terms of fixed phrases even though, as we now know, speech functions are more likely to be accomplished through interaction

¹⁴ Lynn S. A Short Guide to Writing.- Boston: Allyn & Bacon, 1992.-78pp.

rather than isolated sentences (consider for a moment how many times you have seen Making Suggestions illustrated with How about . ?, What about . ..? Why don't, you. ..?. Then think about how often you actually hear those phrases used).

Secondly, in teaching this language, the emphasis is most clearly on reproduction and imitation. Similar to the approaches in writing skills materials described earlier, the main requirement placed upon learners is to reproduce through devices such as oral repetition, prompts, slashed sentences, gap fills, and parallel situations and so on. This emphasis on reproduction and imitation points to another interesting fact: the assumption of what I call an input-output model of teaching. Everyone involved in teaching knows that what is taught in the classroom is not often equal or identical to what gets learnt - end of course tests almost always confirm that - the difference lying between what Corder calls teacher input and learner uptake. Yet, despite this, our teaching and certainly most course books are organized around the notion that it is possible to specify exactly what will be learnt. Unit headings which specify grammatical or functional items, drills which focus on narrow teaching points, lists of vocabulary items to learn, all betray an assumption of direct control over learning, as assumption that experience does not, unfortunately, sustain.¹⁵ Now, apart from doubts about the effectiveness of a methodology which assumes that direct control over learning is indeed possible, we may also raise questions about the efficacy of a methodology which allows such little room for learners to say what they actually want to say, which allows little creativity or imagination in the use of the foreign language and which focuses the learners cognitive work on trying to understand someone else's analysis and systematization of the language rather than trying to develop their own. If, as I believe many teachers would agree, the ultimate goal of language teaching is the learners' autonomy in language use, then we need a methodology which moves

¹⁵ Mahmoud Sh. Research and Writing: A Complete Guide and Handbook.-.Egypt: Betterway Publications, 1992.- 145pp.

away from pre-digesting the language for the learner, away from packaging items for the convenience of teaching, away from stereotyped sentence patterns and more towards freer, open, more creative task types through which learners may develop their own personal abilities to compose - and edit - in the foreign language. It is here, for me, that writing could have a much more important role. Why?

Composing takes time. Bound, as learners frequently are, to 'real time' oral activities (drills, question and answer, role play, discussion, etc), there is little time for all but the most proficient learner to engage in composing. Repetition and imitation is far quicker. It may well be, therefore, that decrement in learning. Nor am I suggesting that classrooms should become silent as learners devote their time to writing. What. Writing could usefully become a focal point for classroom work, such that speaking, listening and reading all surround the production of learners' own texts - that is, surround the learners' own composing. Now, for writing to act in this way, we clearly need a new breed of tasks which our existing stock does not provide. Heavily structured, linguistically oriented, guided and parallel writing tasks are unlikely to be of help here. There are undoubtedly a number of possibilities to explore in the design of freer, open tasks centering on writing, but one task is interactive writing and in the final section of this paper I would like to give a few illustrations of such tasks and explain how I believe they offer new opportunities for learners to learn.¹⁶

2.3 An essay- as an educational tool

In countries like the United States, essays have become a major part of a formal education in the form of free response questions. Secondary students in these countries are taught structured essay formats to improve their writing skills, and essays are often used by universities in these countries in selecting applicants.

¹⁶ Richardson L. Writing Strategies: Reaching Diverse Audiences.-Newbury Park, CA: Sage, 1990.-232pp.

In both secondary and tertiary education, essays are used to judge the mastery and comprehension of material. Students are asked to explain, comment on, or assess a topic of study in the form of an essay.¹⁷ During some courses, university

students will often be required to complete one or more essays that are prepared over several weeks or months. In addition, in fields such as the humanities and social sciences, mid-term and end of term examinations often require students to write a short essay in two or three hours.

In these countries, so-called academic essays, which may also be called "papers", are usually more formal than literary ones. They may still allow the presentation of the writer's own views, but this is done in a logical and factual manner, with the use of the first person often discouraged. Longer academic essays (often with a word limit of between 2,000 and 5,000 words) are often more discursive. They sometimes begin with a short summary analysis of what has previously been written on a topic, which is often called a literature review.¹⁸

Longer essays may also contain an introductory page in which words and phrases from the title are tightly defined. Most academic institutions will require that all substantial facts, quotations, and other porting material used in an essay be referenced in a bibliography or works cited page at the end of the text. This scholarly convention allows others (whether teachers or fellow scholars) to understand the basis of the facts and quotations used to support the essay's argument, and thereby help to evaluate to what extent the argument is supported by evidence, and to evaluate the quality of that evidence. The academic essay tests the student's ability to present their thoughts in an organized way and is designed to test their intellectual capabilities.¹⁹ One essay guide of a US university makes the distinction between research papers and discussion papers. The guide states that a

¹⁷ Warburton N. *The basics of essay writing*. - Routledge, 2006.-65pp.

¹⁸ Kemper D. and Sebranek P. *Inside Writing*. -Wilmington, Massachusetts, 2003.-165pp.

¹⁹ Marggraf R. *Writing Essays: A Guide for Students in English and the Humanities*. -London: Routledge, 2000.-133pp.

"research paper is intended to uncover a wide variety of sources on a given topic". As such, research papers "tend to be longer and more inclusive in their scope and with the amount of information they deal with." While discussion papers "also include research, they tend to be shorter and more selective in their approach...and more analytical and critical". Whereas a research paper would typically quote "a wide variety of sources", a discussion paper aims to integrate the material in a broader fashion.²⁰

One of the challenges facing US universities is that in some cases, students may submit essays which have been purchased from an essay mill (or "paper mill") as their own work. An "essay mill" is a ghostwriting service that sells pre-written essays to university and college students. Since plagiarism is a form of academic dishonesty or academic fraud, universities and colleges may investigate papers suspected to be from an essay mill by using Internet plagiarism detection software, which compares essays against a database of known mill essays and by orally testing students on the contents of their papers²¹

2.4 The Importance of Essay Writing

Al-Khasawneh argued that huge number of international contacts, regarding non-native to non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, etc. Therefore, the existence of competent writers and speakers of English is of a great importance for today's world. Regarding the Malaysian ESL context, "being a competent writer of English in the banking sector of Malaysia and the consequences of poorly-written business letters to clients" is what has been emphasized by Puvenesvary. According to Tan and Miller, essay writing is an intentional, social communication that involves literacy as well. Furthermore, it is taken as a means of social

²⁰ Elbow P. Writing With Power: Techniques for Mastering the Writing Process.-New York: Sage.-1998.-90pp.

²¹ Birkerts S. Writing Well .- New York: HarperCollins, 1996.-76pp.

practices, through which patterns of participation, gender preferences, networks of support and collaboration, patterns of time use, space, tools, technology and resources are applied. In addition, through the interaction of writing with reading and written language with other semiotic modes, the symbolic meanings of literacy, and the broader social goals take place. This is exactly what literacy serves in the lives of people and institutions. Zamel , a pioneer in ESL writing research, considered essay writing process as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”.²²

2.5 Essay Writing Problems and Difficulties

Greenhalgh mentioned that most frequent advice students receive about their work progress come from ESL teachers of writing. Writing an essay is challenging because many practical and theoretical issues are included. Researchers recommend that students should be supported by teachers to take control of their own writing. As a result, a responsible teacher would be a reactive reader, a person who helps students recognize and resolve writing problems. Yu contended that there are different aspects of writing, such as controlled composition model, built-in three- or five-paragraph model, basic organizational and informative assumptions, the simplified writing assignment, the assumption that supposes working without the help of each student or only with the instructor for comprehensive feedback, usage of grammar and handbooks or even lectures, and the linear composition model based on “outlining, writing, and editing”.²³ All these aspects of the writing process have made a remarkable success in ESL classrooms. Within this field of research which is trying to discuss writing processes, the main focus is on comparisons of writing processes included in personal writing

²² Hashimoto I. *Strategies for Academic Writing: A Guide for College Students*.-Ann Arbor, MI: University of Michigan Press, 1982.-167pp.

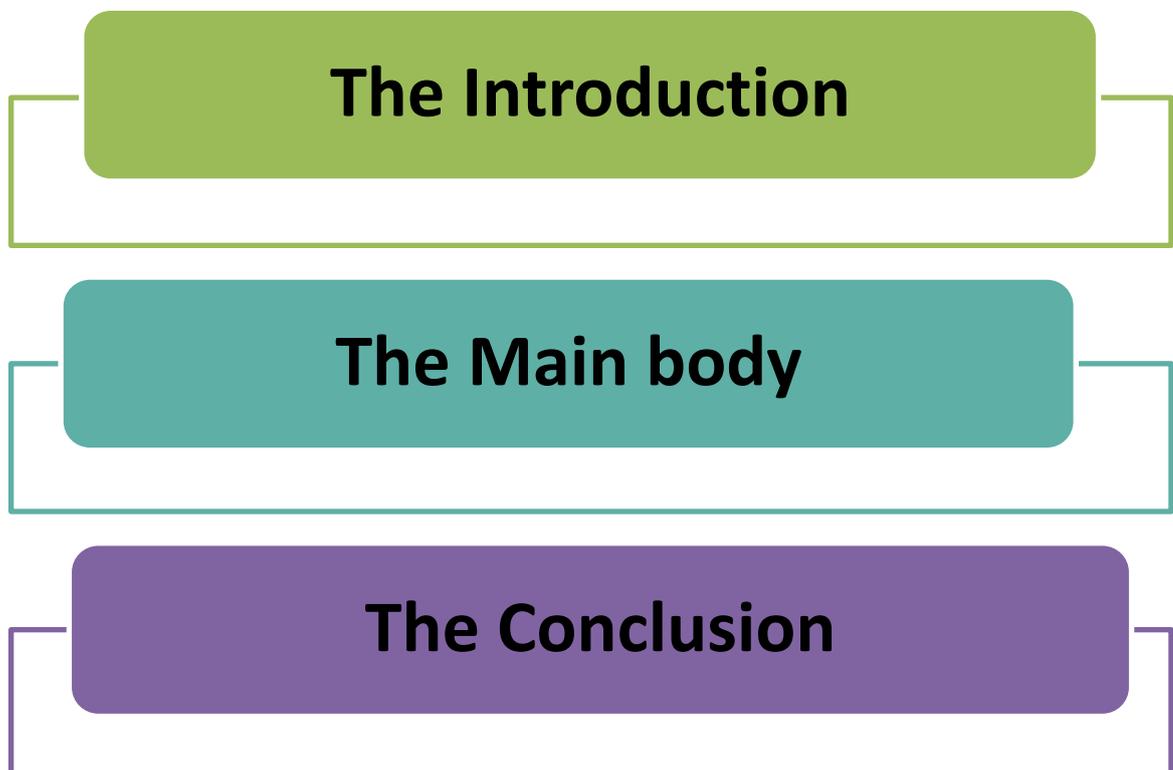
²³ Zinsser W. *On Writing Well*.-New York: Harper & Row, 2000.-187pp.

processes, topic innovation and development, teacher opinion, student feedback, evaluation of teacher and student feedback, “conferencing”, and “instructional frameworks”. Mourtaga has confirmed that in contrast to many investigations among different studies which have been done on error correction and feedback in multiple areas, the ESL/EFL writing does not contain many studies on the recognition, categorization, and explanation of writing errors. However, some studies on ESL/EFL context have reported the fact that the first language interference is the main cause of many essay writing errors.

The structure of an Essay

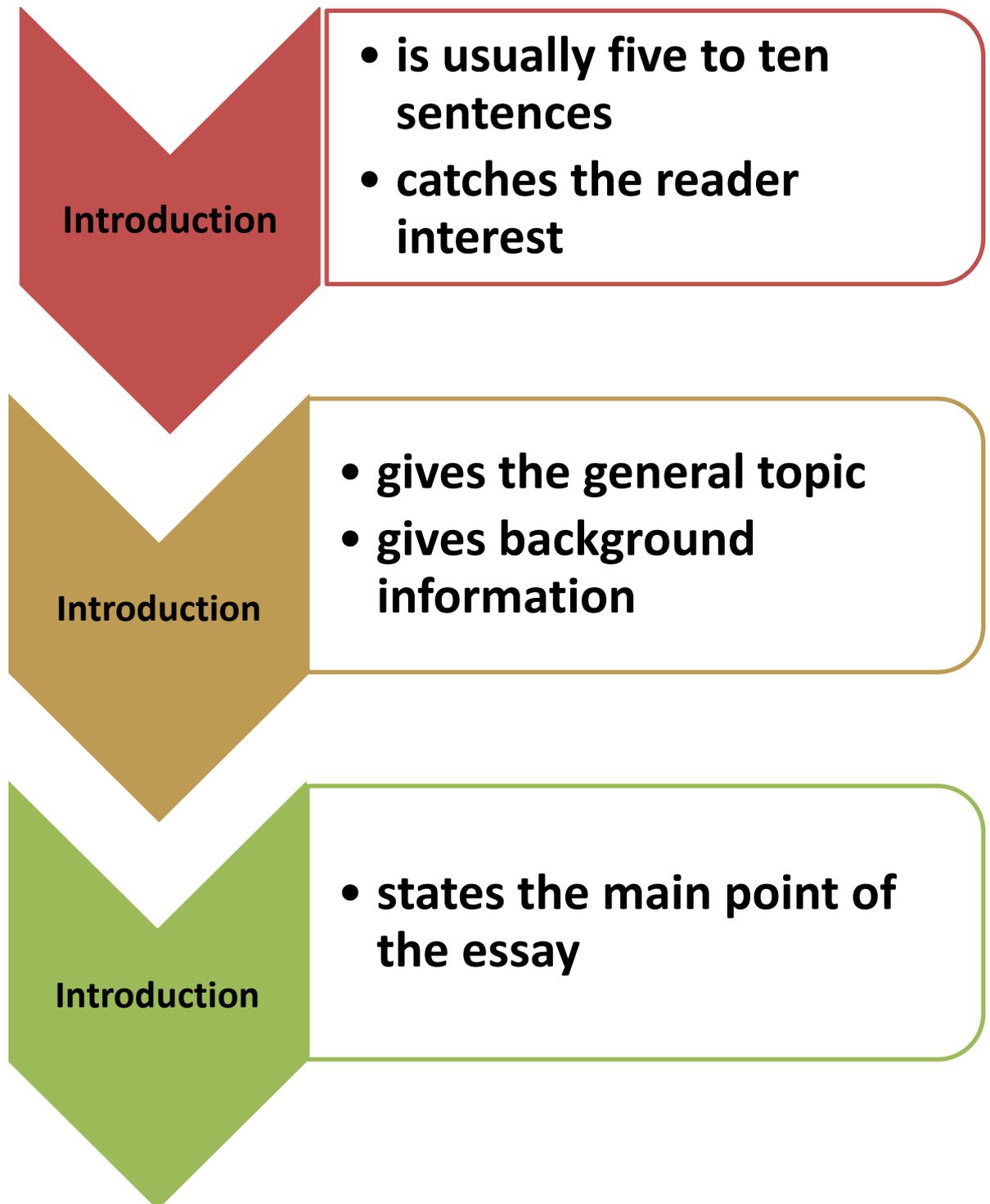
Virginia Evans (*Successful Writing 'Proficiency'2002*) provides useful information about the basic structure of an essay; she noted an essay is a group of paragraphs written about a single topic and a certain main idea. It must have at least three paragraphs, but a five paragraphs essay is a common length for academic writing. (See Graph 3)

Graph 3. The three main parts of an essay



The introduction is the first paragraph of an essay. It explains the topic with general ideas. It also has a thesis statement. This is a sentence that gives the main ideas. It usually comes at or near the end of the paragraph.²⁴ (See Graph 4)

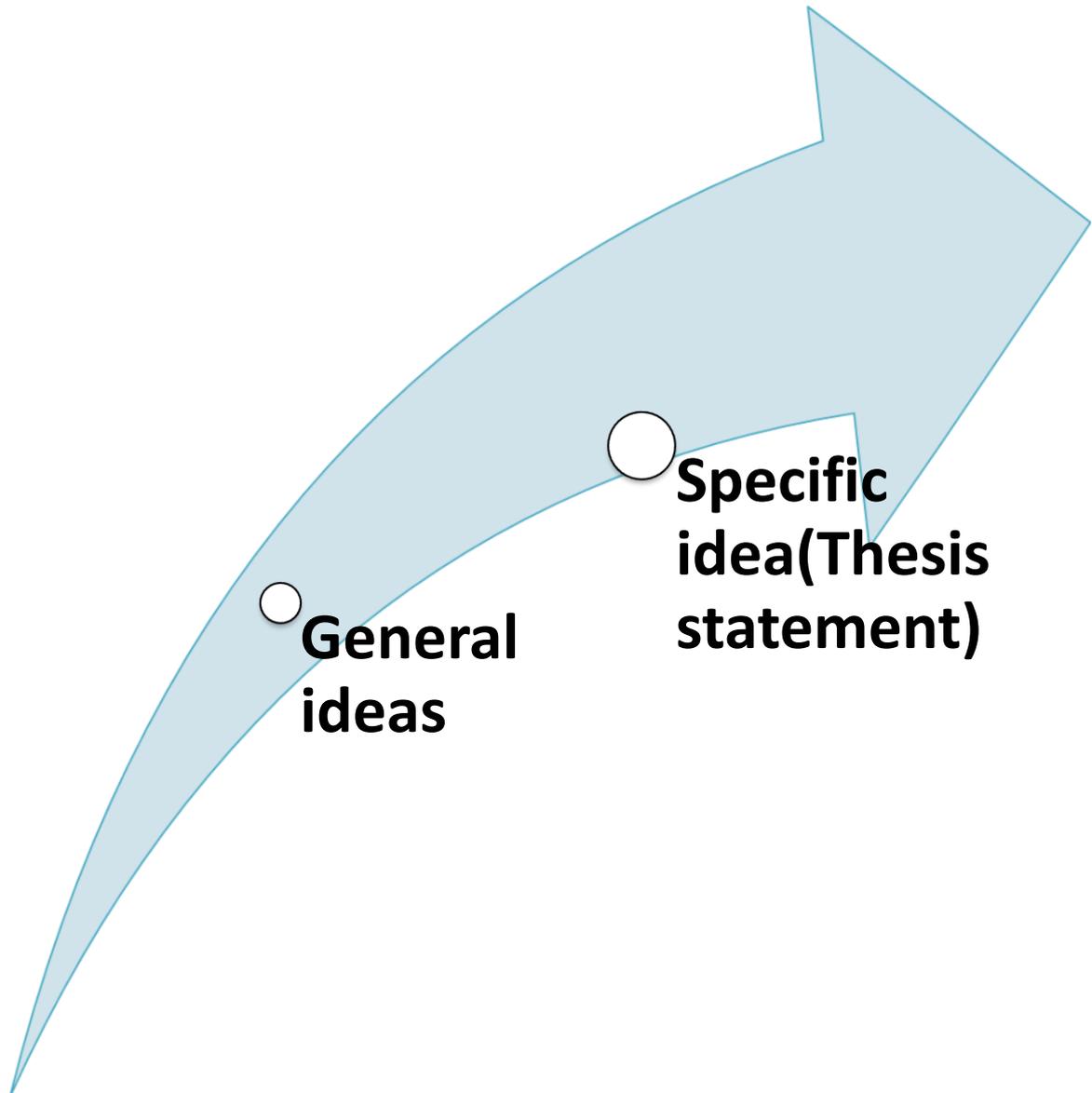
Graph 4



²⁴ Virginia Evans (Successful Writing 'Proficiency'2002).- Cambridge: Cambridge University Press ,78pp.

The introduction is often organized by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement. (See Graph 5)

Graph 5

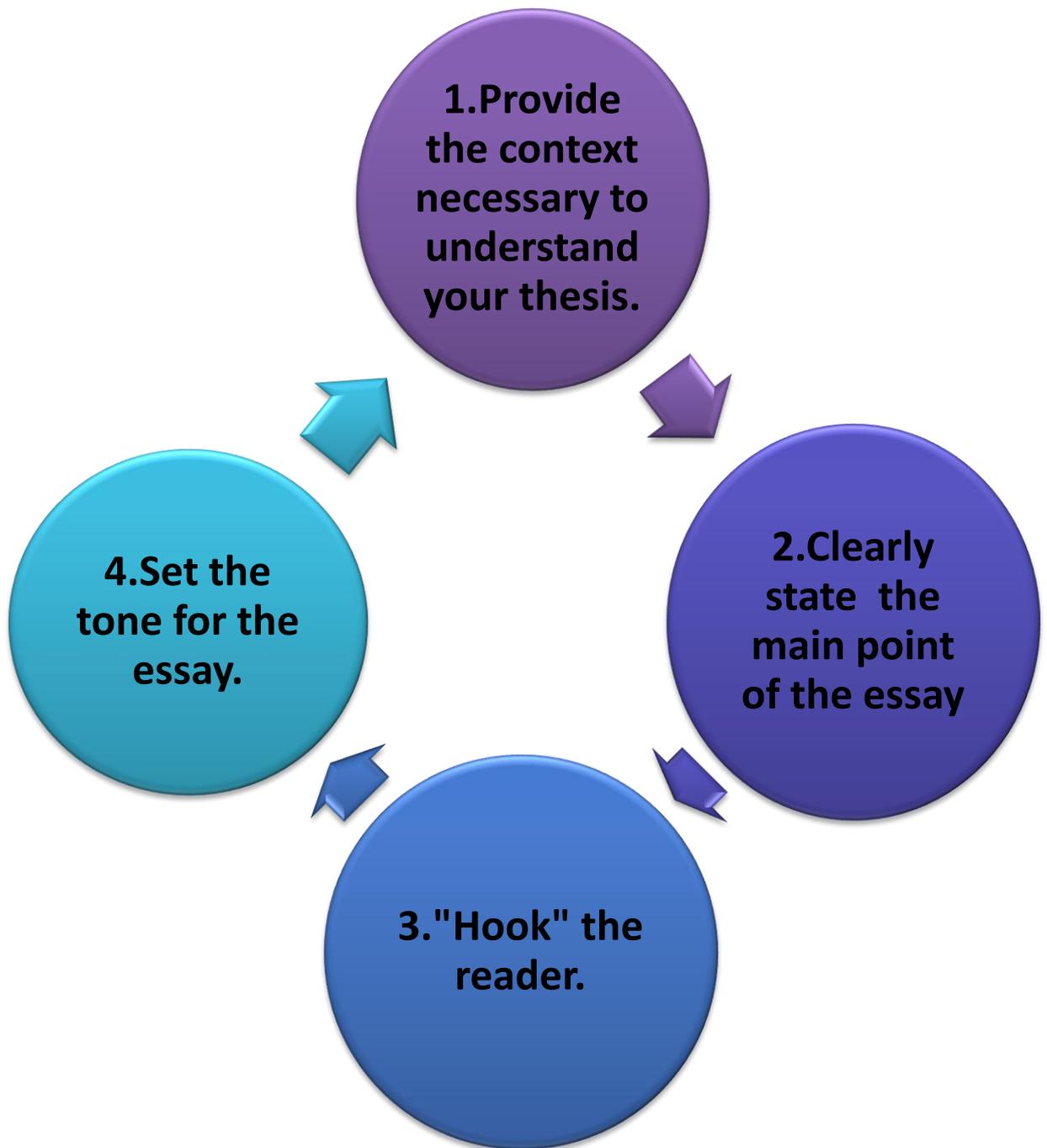


➤ **What an Introduction Should Do?**

A combination of courtesy and strategy, the introduction “sells” the essay to the reader, compelling him or her to read the rest of it. For most assignments, it should also acquaint the audience with the subject and purpose of the essay.

Specifically, essay writers have four tasks to accomplish within the first paragraph or two. An effective introduction should: (See Graph 6)

Graph 6



1. Provide the context necessary to understand your thesis. When you're writing for a general audience, your readers don't know who you are. They may not know your assignment and may not be familiar with the issues or texts you are

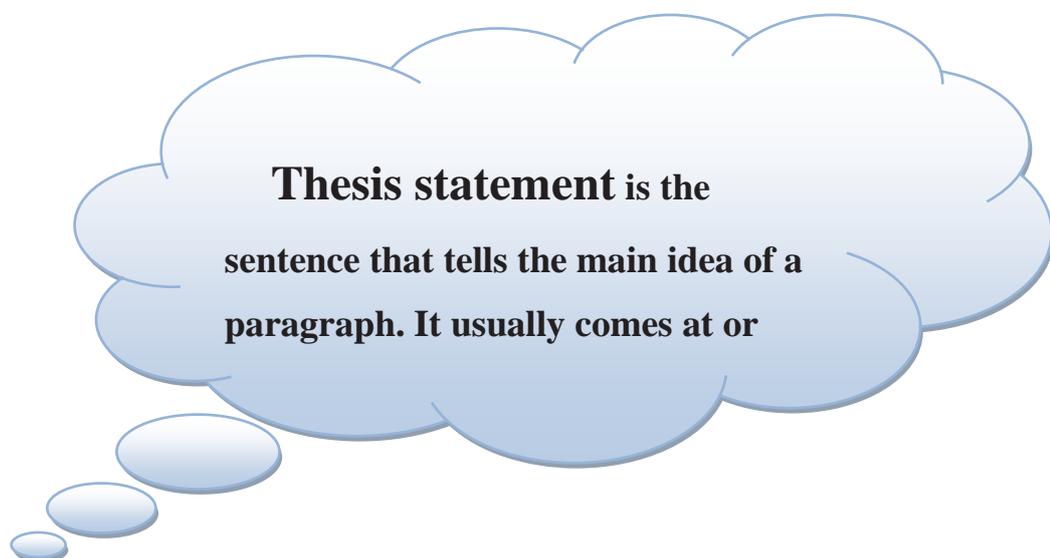
discussing. Thus, you might need to provide background information. If you are writing about literature, you should include the titles, authors, and publications dates of the text you are analyzing. Similarly, if you're writing about a historical event, you should name the event, the date, and the key people (or countries, or issues) involved.

2. Clearly state the main point of the essay. Your readers should know from the beginning what idea you will be developing throughout the essay. A clear thesis statement is a key component of an effective introduction.

3. “Hook” the reader. The introduction should not only get the reader's attention, but compel him or her to keep reading. The next section examines some of the many ways to write a successful hook.

4. Set the tone for the essay. Tone refers to the mood or attitude conveyed through language, particularly through word choice and sentence structure. Your tone may be personal and informal, serious and formal, urgent, relaxed, grave, or humorous.

Graph 7. Thesis statements



Writing a strong thesis statement:

➤ A thesis statement gives the author's opinion or states an important idea about the topic. It should give an idea that can be discussed and explained with supporting ideas.

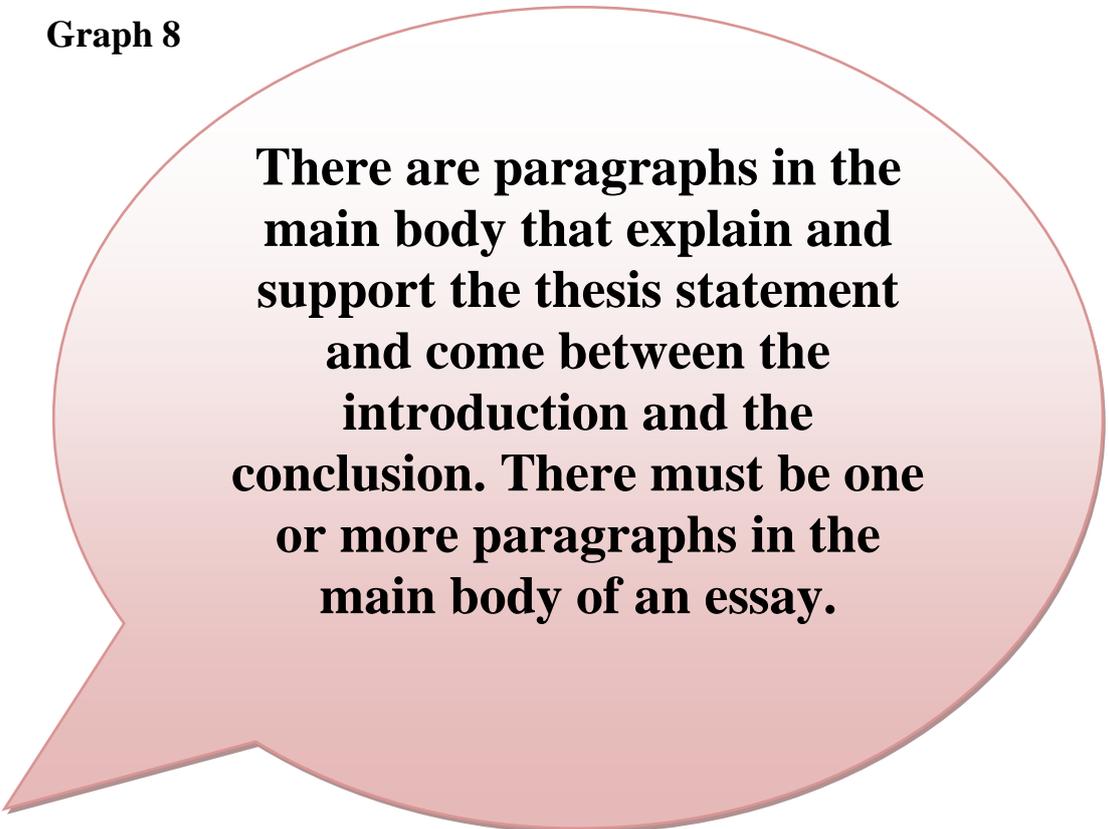
- A thesis statement shouldn't be a sentence that only gives a fact about the topic.
- A thesis statement shouldn't state two sides of an argument.

The main body

The middle or *body* of an essay is composed of paragraphs that support the thesis statement. By citing examples, explaining causes, offering reasons, or using other strategies in these paragraphs, one can supply enough specific evidence to persuade the reader that the opinion expressed in the thesis is a sensible one. Each paragraph in the body usually presents and develops one main point in the discussion of the thesis. Generally, but not always, a new body paragraph signals another major point in the discussion.

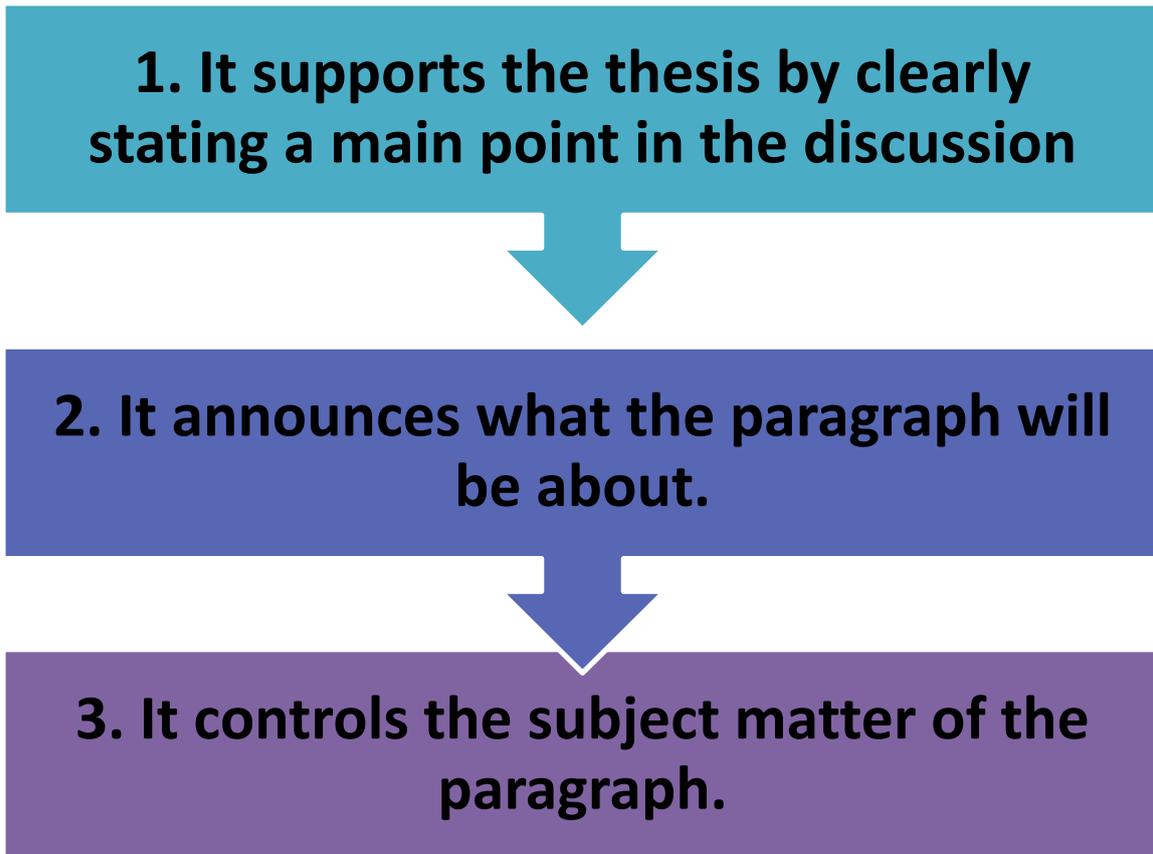
Most of the body paragraphs in an essay will profit from a focused topic sentence. In addition, body paragraphs should have adequate development, unity, and coherence. Most body paragraphs present one main point in your discussion, expressed in a topic sentence. The topic sentence of a body paragraph has three important functions: (See Graph 8)

Graph 8

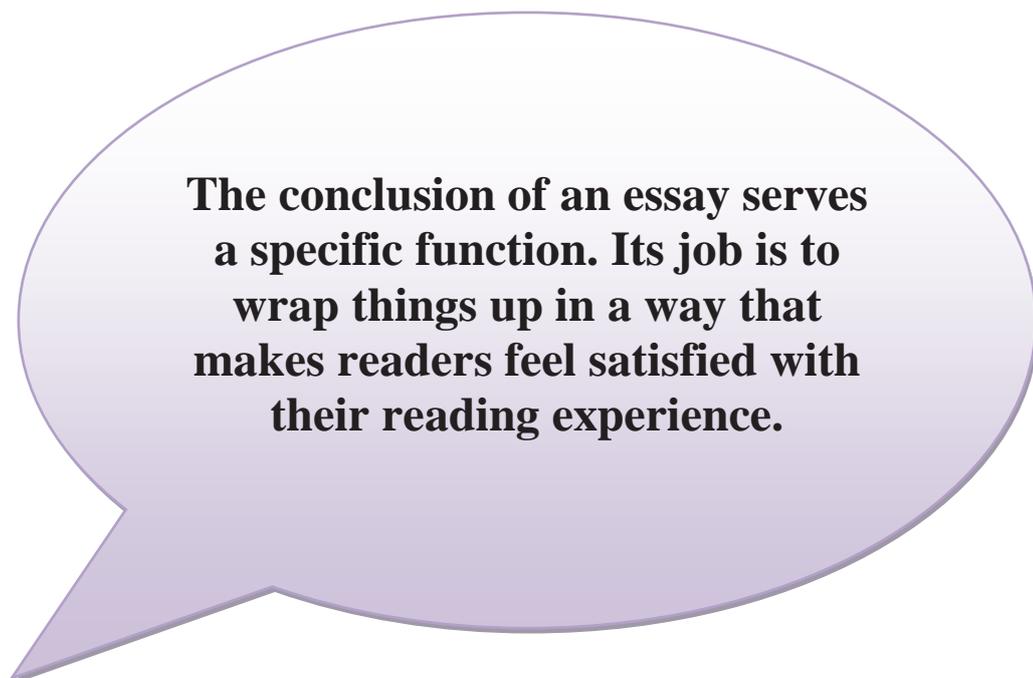


There are paragraphs in the main body that explain and support the thesis statement and come between the introduction and the conclusion. There must be one or more paragraphs in the main body of an essay.

Graph 9



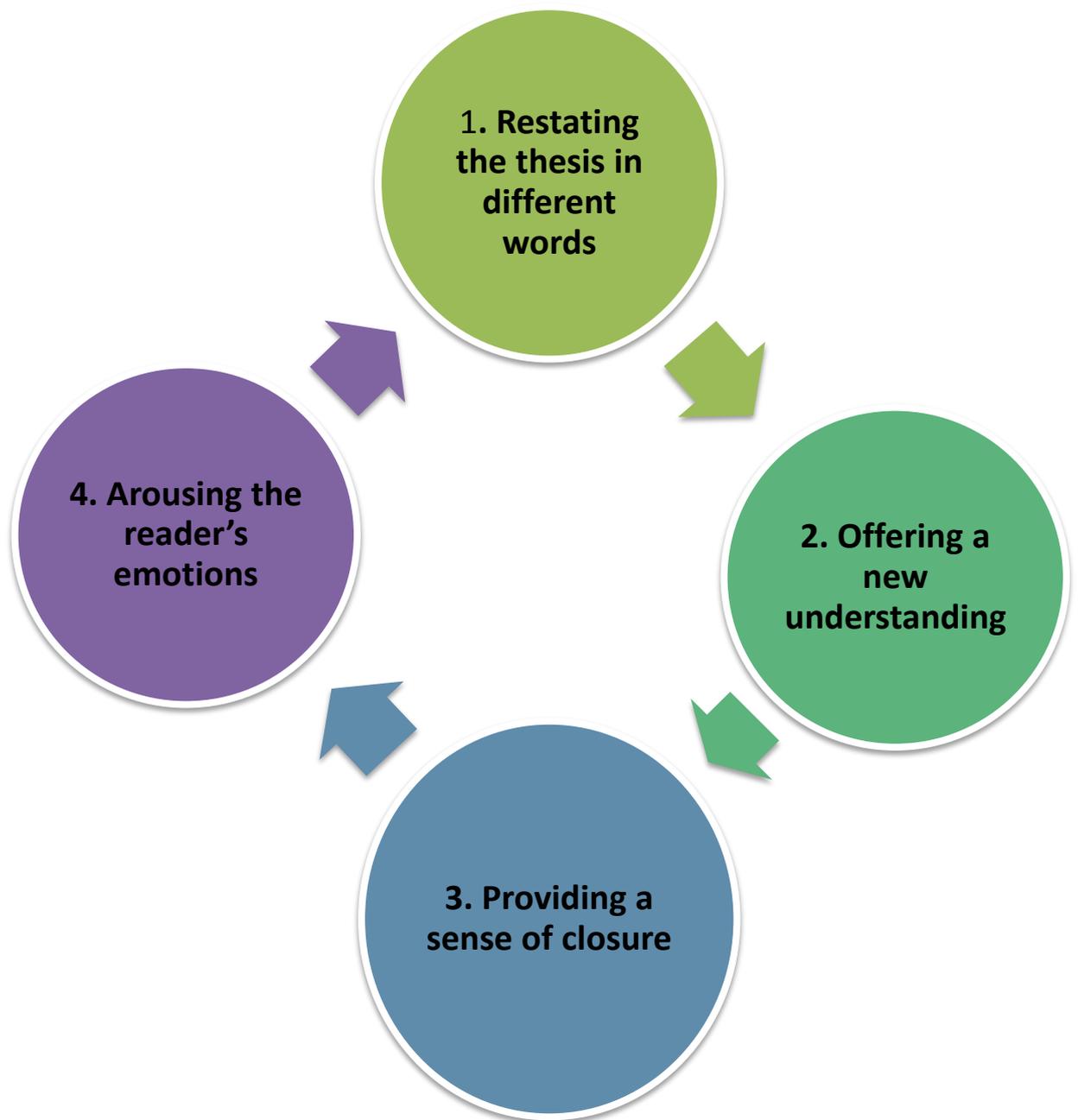
Graph 10. The conclusion



This is the last paragraphs of an essay. It summarizes and restates the thesis and the supporting ideas of an essay.(See Graph 11)

Graph 11.

➤ **What a Conclusion Should Do?**



➤ Strategies for Conclusions

Just as there are many strategies for creating an attention-getting introduction, there are a number of strategies for creating a powerful conclusion. These are among the most effective.²⁵ (See Graph 12)

Graph 12



2.5 Interactive writing tasks

By interactive I refer to learners writing to, for and with other learners. I am, therefore, using the term to refer purely to the organization of classroom work, not,

²⁵ Virginia Evans (Successful Writing 'Proficiency'2002).- Cambridge: Cambridge University Press , -89pp.

as others have used it, to refer to the psycho-linguistic interaction between writer and reader. The following examples should illustrate what I mean.

Example 1: Zany descriptions

Read this description of a motor car. What's wrong with it?

Cars usually have four wheels, a motor and wings. They run on water and go very fast. They taste very nice with tomato sauce.

Now, in a group, think of a common object and write a description of it - but make your description wrong in some ways. Then, give it to another group - they have to correct your description.

In this task, learners work together in a small group to produce a ludicrous description. When they are ready, they pass it to another group who read it, and try to rectify it. Three interesting things have emerged from my use of this task. Firstly, many learners find refreshing a move away from the earnest, authentic, perhaps over-utilitarian atmosphere which seems to dominate many language materials nowadays.²⁶ Even so-called 'serious' learners seem to respond to the task since it, is clear what it is about and does not ask the learner to pretend. Secondly, by insisting on the absurd, the task forces a focus on meaning and with it a focus on accuracy. Learners put considerable energy into constructing deviant texts and then further effort into rectifying the texts, produced by others. Thirdly, the amount of Oral language work that surrounds completion of the task is considerable. In their groups, learners share ideas not only about. What they will write but also how they will write it, suggesting spellings, sentence structures, wording and so on. This helps them to formulate and refine their own ideas about the structure and use of the foreign language.

²⁶ Virginia Evans (Successful Writing 'Proficiency' 2002). Cambridge: Cambridge University Press -94pp.

Example 2: Do it yourself English.

Work in a small group. Make up a gap-filling exercise about the people in your class, using the present and past tenses. For example:

1 *Pedro is ___ next to Irma.*

2 *Last week, Jan _____ ill and he _____ to the lesson,*

3 *Isabel _____ in an office. She _____ her job because it is very boring,*

(If you prefer, you can choose any other subject but make sure you use the past and present tenses.) When you have finished, give it to another group to do. Check that they get the answers right!

In this task, learners similarly work together to produce a text for other learners to work upon, although in this case it is a language exercise (or test) which they are producing. This particular example uses the members of the class as its topic, but learners are free to think of any other topic they wish as long as they restrict themselves to a specific grammatical or vocabulary area. An initial reaction to this task may be that it appears to focus on precisely the kind of work which I have argued against in the earlier part of this paper - narrow linguistic items devoid of a wider context. The important point to note, however, is that the learners' real work lies not in doing the exercise but in designing it. Similar to example 1 above, in working together on the design of an exercise, learners become involved in sharing ideas about sentence structure, phrasing, spelling, vocabulary and so on - perhaps more so than in example 1, given the nature of the text they are to produce. Despite the seemingly dry nature of the task, in practice learners appear to become deeply involved in jointly constructing the perhaps primarily because it offers an opportunity to refresh their understanding and memory of things they have done so

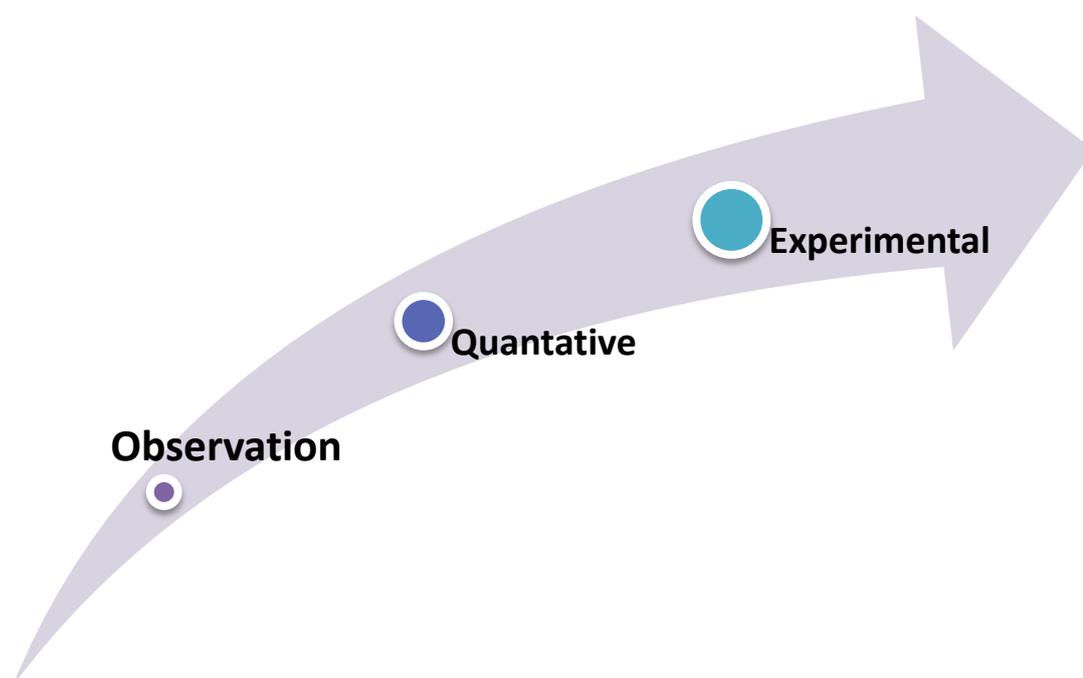
far in a non-evaluative atmosphere. Both of the above examples relate primarily to writing as a mode of teaching and learning, that is to general language development, rather than to 'the skill of writing' specifically. It is, however, not difficult to imagine the design of writing skills tasks which similarly utilize an interactive classroom methodology and which thereby allow learners to share ideas, take risks and to take the role of both writer and reader. Littlejohn (1988), for example, has attempted to do this by devising simulations for the development of business letter-writing skills.

III. RESEARCH METHODOLOGY

In common with listening, speaking and reading, we can distinguish two main roles for writing in English Language Teaching (ELT). One is the by now well - established view of writing as a skill, that is writing as itself a goal of language teaching and learning. The other role, no less important but perhaps under-explored, is writing as a mode of language teaching and learning, where writing is a means of developing the learner's general foreign language abilities I am going to examine the ways in which these two aspects of writing are currently handled in ELT practice. I argue that writing should and could take a much more central role in our classroom work. This research was conducted in order to show how a relatively new task type - interactive writing - may be of value in this respect. The advantages and disadvantages as well as the reliability of this instrument were also part of the objectives.

The Research Methodology part is based on the following research methods:
(See Graph 13)

Graph 13



We used observation method in attending writing classes of experimental groups and analytical reading lessons of traditional groups. During the observation I studied the methods of teaching, the analysis of different teachers in different levels. We compared the distinguishing features of experimental and traditional group programs through the analysis of Essays based interactive activities. The advantages of writing classes in experimental groups are that they can follow the instructions completely and the aim of teaching writing lessons provides the students' writing skills and challenge them feel free in English speaking atmosphere. As we observed, writing classes in experimental classes and analytical reading classes in traditional classes are based on different textbooks. In both groups the teacher holds the lesson differently. In experimental groups the teacher tries to improve writing skills of the students, she gives the instructions, introduces the rules and builds students' knowledge of writing through different activities. But in traditional classes teachers do not follow the instructions too deep. While improving students' knowledge of the language they give information about some structures of writing, like writing letters and etc. We realized that writing classes in experimental groups help students to improve their writing skills. They will be introduced with basic structures of writing letters, essays, reports and types of them. It would be great to hold writing lessons in traditional groups which can be a good step for improving students' writing skills.

In view of the exploratory nature of the current study, and its context-specificity, the naturalistic orientation of interpretive, qualitative research is an appropriate choice. The interpretive approach will help the researcher explore and understand the context within which essay writing in English is taught and learnt at the UzSWLU. This, in turn, will help the researcher reveal the problems that Uzbek student teachers of English encounter in the cohesion and coherence of their written essays. In addition, 2 groups filled in the questionnaire and were

interviewed. The current study made use of a questionnaire and a semi structured interview.

This study followed a survey research design to examine writing problems among students in our university and teachers' experienced feedback towards students' writing problems. Such a design was applied to collect data randomly from 26 students and 10 teachers through a questionnaire (see Appendix) and a sample essay writing by students. The instruments used in this study were a questionnaire and an essay examination. The questionnaire consisted of several questions related to writing and essay writing. The purpose of the questionnaire was to collect data on teachers' perceptions about students' common writing based on their experience to investigate whether their perceptions match with students' writing errors based on a sample essay writing test.

The participants of this research were 26 students from groups 305''a'' and 305''b'', from the upper and lower levels and 10 participant teachers teaching English language. Since, each teacher had taught English for different period of time, therefore, they had varied teaching experiences.

The student and teacher participants of this study were selected from The Uzbek State World Languages University. Questionnaire was taken after the lesson. Students were given 30 minutes to fill out them. The objectives of the research were also explained to the teachers to give a wider perspective to them about the study. The questionnaire consisted of 2 parts. The student participants were randomly selected from both traditional and experimental groups. The questionnaires were also analyzed to compare the students' and teachers' ideas.

Questionnaire 1 for students- 'Thinking about learning how you learn a language'

This questionnaire was distributed to 26 students. Students were given the handouts to complete at home – to provide them with enough time. In the lesson,

we explained the purpose of handouts. For the first handout students were asked which activities they enjoy doing most and least, which basic teaching methods (e.g. explaining every new point of a language) they prefer, etc. . They were asked to fill or mark one of the answers. According to the questionnaire, students have to answer in which skill they are having problem and which skill they are improving better. Almost everyone likes the teacher to explain every new point and as well as using inductive approach to help students to work out things themselves. None of them enjoys being asked a question individually in front of the whole class and therefore I try to avoid it.

The results of the questionnaire were helpful to me. I try to use activities students prefer and avoid those which are not to their liking. I believe that adapting the class to student preferences increases mutual respect and establishes positive rapport between students and the teacher.

Questionnaire 2 for teachers

I used two questionnaire lists which consisted of 18 questions. They were intended for writing teachers. 10 teachers were selected from The Uzbek State World Languages University. The results of the questionnaire were very helpful to me. Teachers shared their experiences, I learned the methods they were using during lessons, and the different methods of teachers were compared.

IV. DATA COLLECTION AND DATA ANALYSIS

This study aimed at investigating the essay writing problems and to provide solutions to these problems with the help of activities. For this purpose, some research questions were posed to the students and the answers to these questions were provided and discussed. The data for the study were collected via questionnaires and the results of essay writing. The informants of this study were 3 year students from traditional and groups and 10 writing teachers from the Uzbek State World Languages University.

In this place I will present the results of students' questionnaire. The questionnaire was designed in order to find out students opinions on their language progress, lessons organization, attitude of the teacher towards the lessons and students, and the overall atmosphere in the lessons. The questionnaire was designed in Uzbek language students for everyone to understand the questions properly. The questionnaire was distributed to students in January and February 2013. Students were asked to fill it in at home. The overall number of students who filled in the questionnaire is twenty four. I processed students' answers into graphs where it was possible. I inserted the graphs in the work for better clarification. For the original questionnaire see Appendix 1

4.1 Results of Questionnaire 1 for students

Question 1.

How would you grade the quality of writing instruction you are receiving at the university? (See Table 1)

Table 1. Grading the quality of writing instruction.

Group	Traditional group	Experimental Group
--------------	--------------------------	---------------------------

Number of students	14	12
A	2	10
B	7	2
C	5	0

A- Very good

B- Good

C- Not bad

The results show that most students from the experimental group are satisfied with the quality of writing instructions they are receiving at the university. 10 students from the experimental group assessed their writing classes “A”.

However, students from the traditional group are not satisfied with the quality of writing instructions. 7 of them assessed their writing skills “B”, 5 of them assessed “C” and 2 of students assessed “A”

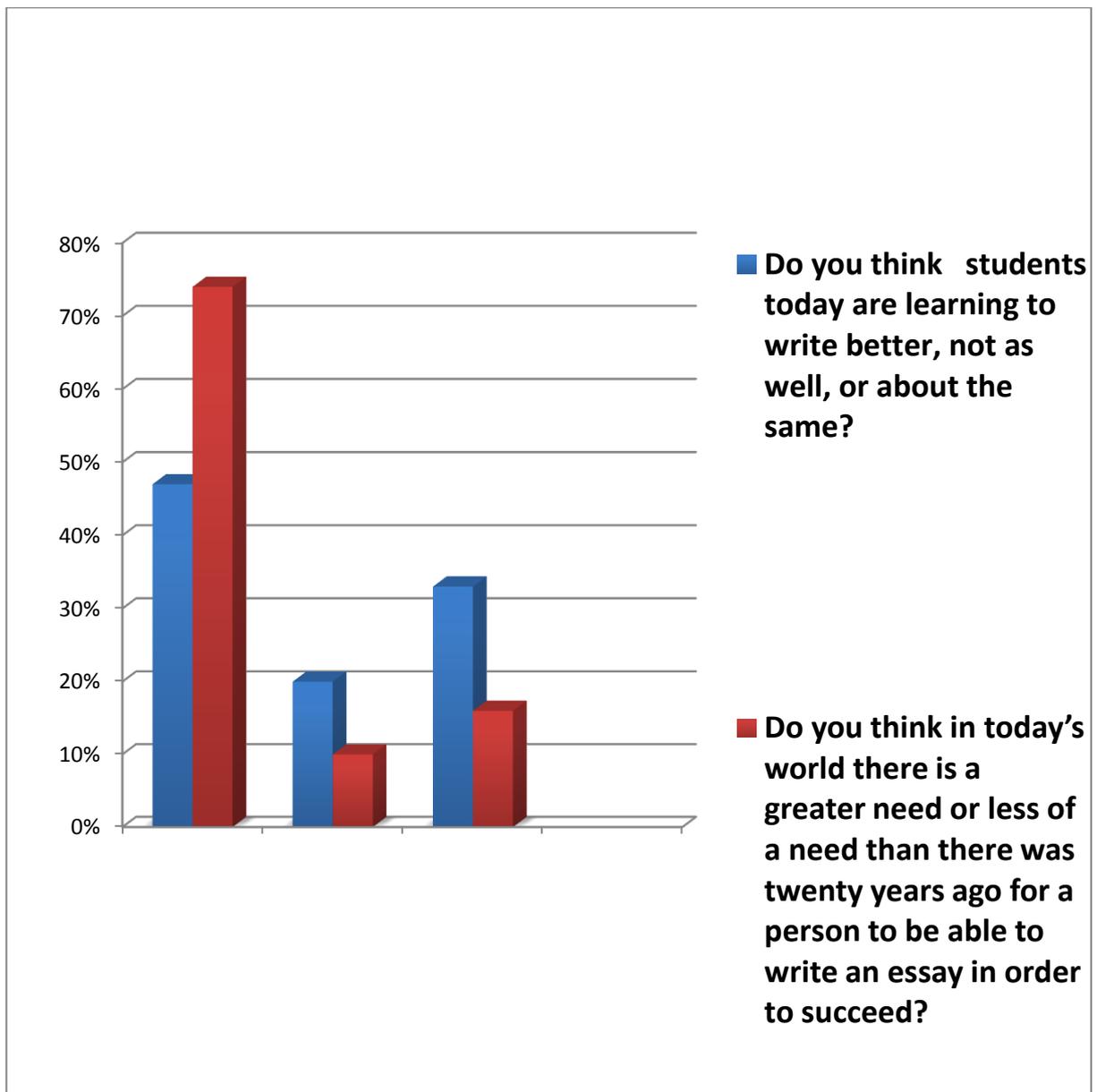
Question 2-3 Do you think students today are learning to write better, not as well, or about the same? Do you think in today’s world there is a greater need or less of a need than there was twenty years ago for a person to be able to write an essay in order to succeed?

I put the results of two questions in one diagram. The results of blue graph show that 47 percent of students (Mostly from the traditional group) think that students are learning to write better not as well, and only 20 percent (from the

experimental group) are satisfied with writing classes and think today students are learning better than before.

Students believe writing skills are essential to get ahead today. The red diagram shows nearly three quarters (74%) say there is a “greater need” than there was 20 years ago for a person to be able to write an essay. Most students think that writing an essay is more important than it was 20 years ago. (See Graph 14)

Graph 14



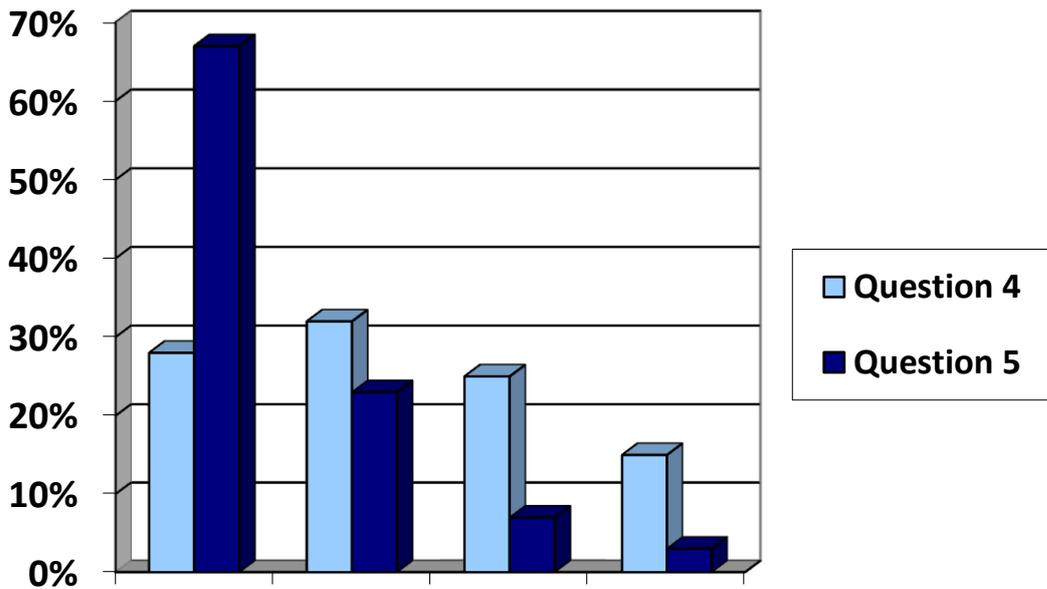
Question 4. What course do you think is the right to start teaching students writing skills?

A) I-II

B) III-IV

More than two third (66%) think first and second courses are the right course to start writing skills at the university. Only one third think third and fourth courses are better. (See Graph 15)

Graph 15



Questi

on 5. What is the role of learning to write essays in writing classes?

a) Essential

b) Important

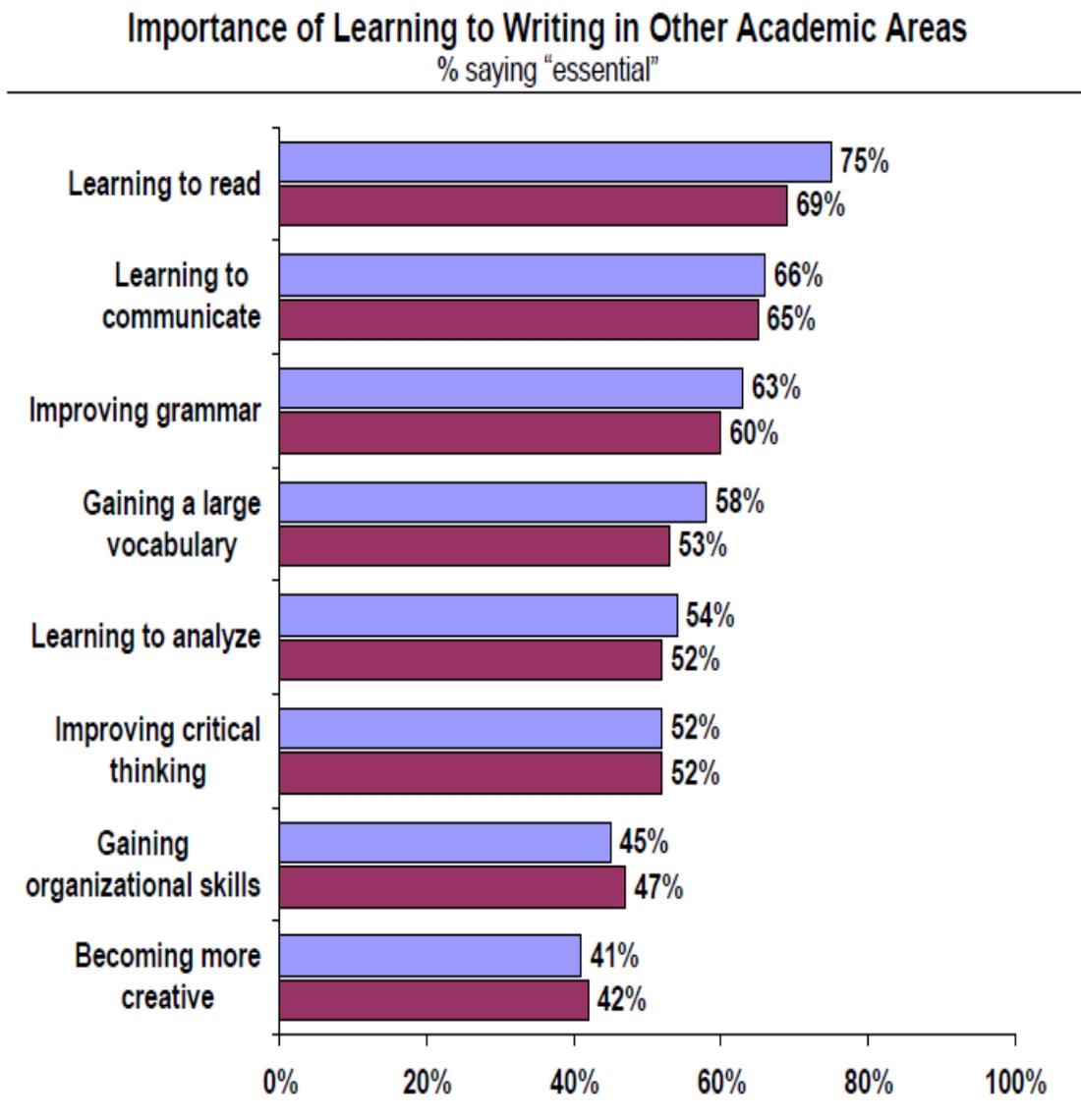
c) Not very important

d) Not at all

Result showed that many students believe learning to write an essay is particularly important for success in higher education. More (67%) identify learning to write essays as essential for success in the educational field.

Questions 6-12.

Graph 16



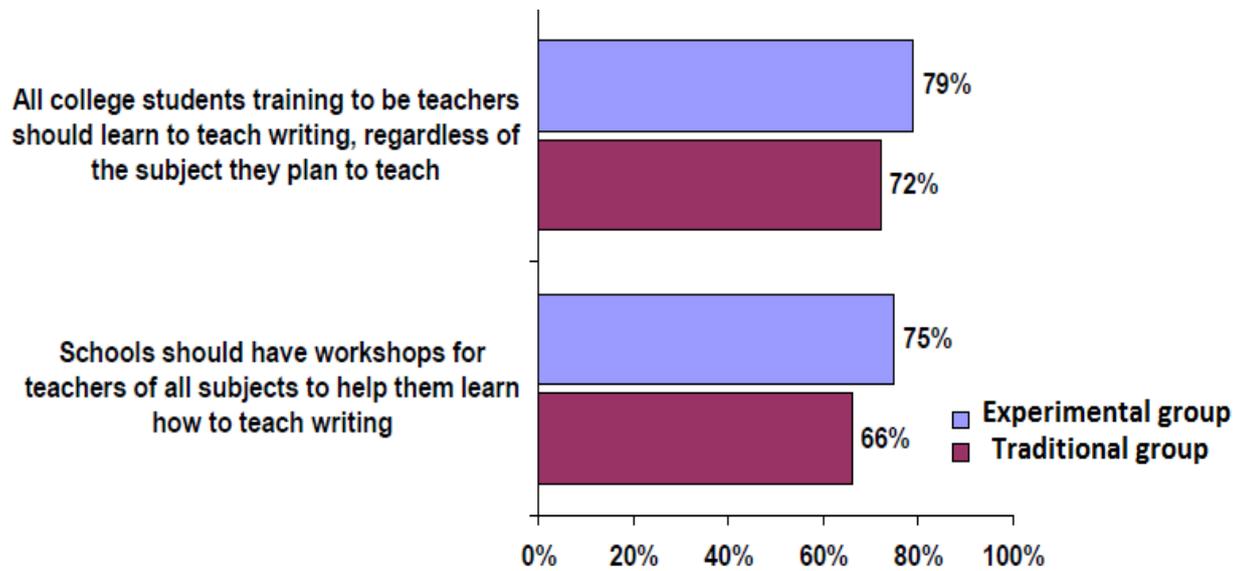
Perception of a strong connection between writing and reading show up again in a series of questions regarding relationship between writing and 8 other skills set. Three quarters of the students (75%) say learning to write an essay is essential for developing reading skills and nearly everyone (97%) say it is important or essential. Students agree writing enhances development of many other important abilities. Looking at the “essential” figures only, two thirds call writing essential for communication skills (66%) and “improving grammar”63%). Majorities also believe writing an essay is essential to build vocabulary (58%) as well as for more abstract intellectual development such as learning to analyze (54%) and critical thinking (52%).

Students is less likely to see how writing an essay relates to other areas; slightly less than a majority feel learning to write an essay is “essential” to “ gain organizational skills” (45%) or to “become more creative” (41%)- yet these, too, are strong endorsements.

Question 13. I am going to read you a list of ideas for the university. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or is not a good idea for the universities.

Graph 17

Proposals to Improve Teacher Training % saying “good idea, put into practice”

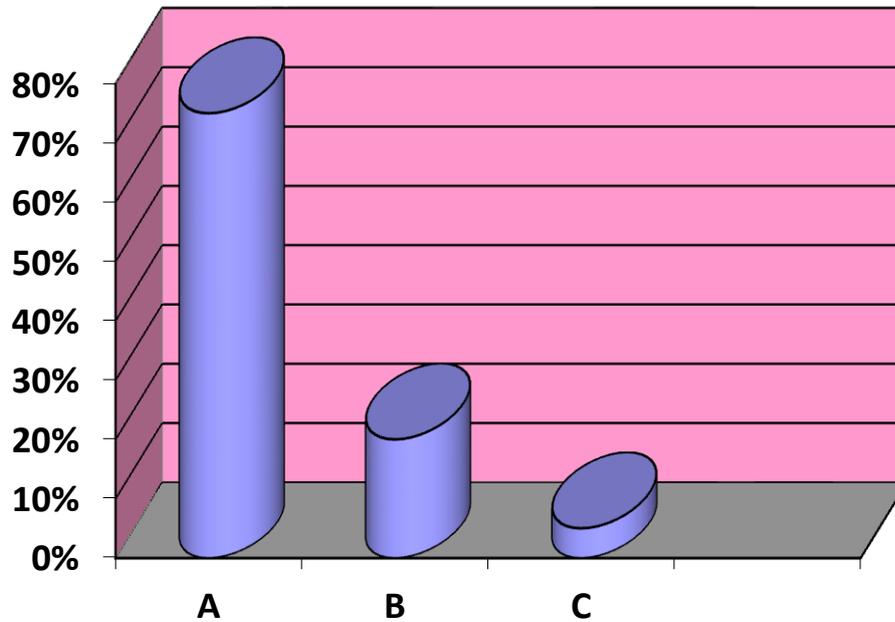


Most students of our university strongly favor those who will become teachers and current teachers in how to teach writing. Eight in ten from the experimental group (79%) believe the proposal that “all students training become teachers should learn to teach writing” is a good idea and should be put in practice. And 72% of the traditional group agreed with this idea.

Question 14

Writing essays should be taught in all subjects and at all grade levels?

Graph 18



A) Good idea put in practice

B) Possibly a good idea, but should be studied more

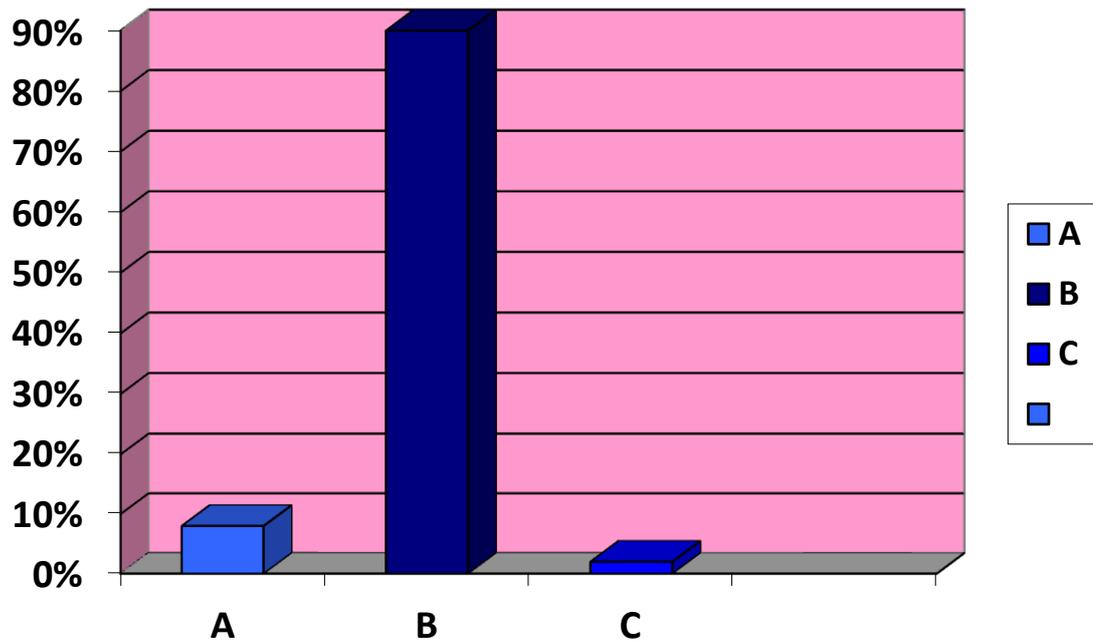
C) Not good idea

Results showed almost 80 % of students from both traditional and experimental groups agreed to be taught writing classes in all subjects and all grade levels.

Question 15.

All students training to be teachers should learn to teach writing, regardless of the subject they plan to teach.

Graph 19



- a) Possibly a good idea, but it should be studied more
- b) Good idea put in practice
- c) Not good idea

The results show that most of the students, (90%) agreed All students who are training to be teachers ought to learn to teach writing, regardless of the subject they are going to teach. It means most students want to be taught writing classes despite their groups, whether they are traditional or experimental group.

4.2 Pre-Writing scores

As the theme of my research paper about essay writing, I chose two groups one traditional group (305a) and one experimental group (305b). The main reason of choosing two different groups was that groups had different aspects and they were being taught by different methods. That's why I decided to teach different groups and compared their results. (See Table 2 and 3)

Table 2. The list of Group 305”A”-Traditional group

Student’s name	Teacher
1. Aripova Aziza	Mrs. Kamola
2. Atabayeva Noila	Mrs. Kamola
3. Gaziyeva Shahnoza	Mrs. Kamola
4. Ganiyeva Barno	Mrs Kamola
5.Jabborova Yulduz	Mrs. Kamola
6.Kazakov To’lqin	Mrs. Kamola
7.Nasullayeva Nafosat	Mrs. Kamola
8.Pardayeva Sevara	Mrs. Kamola
9.Rakhimov Akbar	Mrs. Kamola
10.Sanakulov Maqsud	Mrs. Kamola
11.Sultonova Laylo	Mrs. Kamola
12.Suyarova Shahnoza	Mrs. Kamola
13.Kholboyev Kholmirza	Mrs. Kamola
14.Shodiyev Miryoqub	Mrs. Kamola

Table 3. The list of Group 305 “B”-Experimental group

Student’s name	Teacher
1. Akhmedov Anvar	Mrs. Kamola
2. Akramjonova Nafisa	Mrs. Kamola

3. Baratova Nigora	Mrs. Kamola
4. Ergasheva Shakhnoza	Mrs. Kamola
5. Makhmudova Ziyoda	Mrs. Kamola
6. Mirkholdorov Alisher	Mrs. Kamola
7. Mirzoumidova Rukhshona	Mrs. Kamola
8. Norbekov Sardor	Mrs. Kamola
9. Ubaydullayeva Nozima	Mrs. Kamola
10. Usmanova Nozima	Mrs. Kamola
11. Uronova Madina	Mrs. Kamola
12. Khaziriddinov Ikhtiyor	Mrs. Kamola

As I mentioned, an essay is a piece of writing which is often written from an author's personal point of view. There are many types of essays. In teaching process, I chose to present student how to write an argumentative essay, its basic structure and transitional words. I tried to plan a lesson according to the results of questionnaires. These questions were very helpful and they showed students' attitude towards writing. As my aim was comparing and contrasting two groups, I decided to know both groups' general knowledge. (See Table 4 and 5)

Table 4: Pre-writing scores of Group 305 "A"

Student's name	Score
1. Aripova Aziza	74
2. Atabayeva Noila	79
3. Gaziyeva Shahnoza	71
4. Ganiyeva Barno	80
5. Jabborova Yulduz	77

6.Kazakov To'lqin	75
7.Nasullayeva Nafosat	82
8.Pardayeva Sevara	76
9.Rakhimov Akbar	66
10.Sanakulov Maqsud	81
11.Sultonova Laylo	69
12.Suyarova Shahnoza	74
13.Kholboyev Kholmirza	72
14.Shodiyev Miryoqub	75

Table 5: Pre-writing scores of Group 305 "B"

Student's name	Score
1. Akhmedov Anvar	82
2. Akramjonova Nafisa	84
3. Baratova Nigora	86
4. Ergasheva Shakhnoza	80
5.Makhmudova Ziyoda	79
6.Mirkholdorov Alisher	85
7.Mirzoumidova Rukhshona	83
8.Norbekov Sardor	78
9.Ubaydullayeva Nozima	86
10.Usmanova Nozima	81
11.Uronova Madina	85
12.Khaziriddinov Ikhtiyor	83

Table 6. The lowest and highest scores

Number	The lowest score	The highest score
Group 305”A”	66	82
Group 305”B”	78	86

Pre-writing process showed that some students from traditional group had no idea about the structure of essay writing and they had some difficulties. The scores showed that students of experimental group are aware of basic essay structure.

Conducting a lesson

On the basis of the research described in the chapters above I have developed a plan aimed at improving the effectiveness of the essay writing in my courses. According to the students’ needs it was necessary to focus on increasing their ability to understand the instructions of an essay. As the figures show (see graph 3), many of the learners agreed there is a greater need than it was 20 years ago in writing an essay and they feel that learning how to write an essay can be very helpful (see graphs 6 and 12). Students agree writing enhances development of many other important abilities. Looking at the “essential” figures only, two thirds call writing essential for communication skills and “improving grammar”. Majorities also believe writing an essay is essential to build vocabulary as well as for more abstract intellectual development such as learning to analyze and critical thinking. Students is less likely to see how writing an essay relates to other areas; slightly less than a majority feel learning to write an essay is “essential” to “ gain organizational skills” or to “become more creative”- yet these, too, are strong endorsements.

It was found that the major problems that the traditional students mentioned are vocabulary, paraphrasing, writing structure of an essay, and grammatical problems. Because of not having writing classes, most students come across these problems. In order to overcome these problems I conducted lessons with the help of interactive lessons.

The students from traditional groups appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. For students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment. Learners have little opportunities to use the foreign language in their society. As a result, many problems occur when they study at a university where the medium of instruction is a foreign language like English.

Furthermore, the major problems that the experimental students mentioned are vocabulary problems, expressing ideas, and writing structure. However, comparing to the traditional group, experimental group came across fewer problems. As they are taught writing skills, they have a good knowledge of writing skills.

4.3 LESSON PLAN 1(What is Genetic Food?): REFLECTION

The first aim of this lesson plan is to introduce the genetic food, its advantages and disadvantages. As a warm-up a photo of the genetic food is shown to the students and an ensuing discussion helps to evoke the atmosphere. In the next activity students listen to a part of a TV discussion program. They should look at the points in favor of and against genetic engineering and tick the points which the speaker mentions. All the other activities draw on the structure of essay writing. Variety is guaranteed by focusing on vocabulary work, listening with special emphasis on target words and writing practice which aims at the students' ability to express themselves on their own and use some of the information absorbed during the lesson.

I used this lesson plan in teaching third year students. My assumptions regarding the students' previous knowledge and interest were fulfilled as they seemed to be very enthusiastic about the topic. Most of them asked questions about writing argumentative essays. The problems with question formation also arose according to my expectations. It was necessary to revise the rules of writing an argumentative essay using the transition words. During the activity, however, the learners were still unable to form the structure correctly and needed my assistance. It follows that students should practice more in order to improve their writing.

Next activity's aim was to highlight the transitional expressions. Students read an essay and tried to find transitional expressions. Most students from the traditional group had a bit difficulty in doing this task as they had less practice than the experimental group. However, after explanation they managed to do the task.

Vocabulary work proved to be fairly successful as the learners were always able to fill the gaps. It was obvious that they could understand the general idea of the text and guess the meanings of transition words. On the other hand, some of them required the definition of new vocabulary. I did not realize this problem while I was preparing the lesson plan, although it is quite common among learners of this age group. It would be helpful to involve this issue into the "possible problems" section of the plan.

The success reinforced their self-confidence and had a strong motivating effect. With regard to the low level of my students' knowledge, it was necessary to give the students some basic writing tips as well. Surprisingly, they were able to react to my questions about the structure of an argumentative essay.

The final part of the lesson thus took much longer than I expected and the students had to finish their writing at home.

LESSON PLAN 2 (Studying Abroad): REFLECTION

The first aim of this lesson plan is to create relaxed atmosphere in order to get students to talk and try to express their attitudes. The first activity of a lesson plan

is a speaking activity. Its aim is to find out about students' attitude towards studying abroad. I asked several questions about the topic in order to make them speak. Surprisingly, students showed much interest in the topic even gave me some questions which they wanted to find the answer.

I tried to connect the next activity with a speaking activity. I distributed handouts about brainstorming the topic. The topic was "Learning a language in a country where it is widely spoken has many advantages". The students brainstormed this topic and gave in favor of and against ideas. This prepared them to writing an essay. Then they exchanged their handouts with their partner and exchanged their ideas.

The next activity was an essay on the topic "Learning a language in a country where it is widely spoken has many advantages". The essay was not fully finished, the students filled the missing transitional words and both learned the structure of an argumentative essay.

Some students (mostly from the traditional groups) had some difficulties in doing the task. They asked some questions about the usage of transitional words. Students needed more time than I expected. It took them 15 minutes. But students from the experimental groups seemed pleased and they could easily do the tasks.

As a home task students had to write an argumentative essay on topic "Boys and girls should attend the separate schools".

4.4 Post-Writing Results

The lessons have been held in both groups for 2 months. During this period groups learned how to write an essay, especially an argumentative essay, they were introduced different activities. At the end students wrote an argumentative essay, which helped me to compare and contrast pre-writing task to post-writing task. There were some changes, especially in the results of the traditional group.

Table 7: Post-writing scores of Group 305 “A” (Traditional group)

Student’s name	Score
1. Aripova Aziza	80
2. Atabayeva Noila	85
3. Gaziyeva Shahnoza	82
4. Ganiyeva Barno	86
5. Jabborova Yulduz	88
6. Kazakov To’lqin	87
7. Nasullayeva Nafosat	85
8. Pardayeva Sevara	82
9. Rakhimov Akbar	79
10. Sanakulov Maqsud	86
11. Sultonova Laylo	80
12. Suyarova Shahnoza	84
13. Kholboyev Kholmirza	81
14. Shodiyev Miryoqub	83

Table 8: Group 305”A”

The results	The lowest score	The highest score
Pre-writing	66	82
Post-writing	79	88

It can be seen that there was a huge increase in the results. The lowest score increased to 13 points, and the highest score to 6 points.

Table 9: Post-writing scores: Group 305 “B” (Experimental group)

Student’s name	Score
1. Akhmedov Anvar	87
2. Akramjonova Nafisa	89
3. Baratova Nigora	89
4. Ergasheva Shakhnoza	85
5. Maxmudova Ziyoda	84
6. Mirkholdorov Alisher	88
7. Mirzoumidova Rukhshona	87
8. Norbekov Sardor	83
9. Ubaydullayeva Nozima	90
10. Usmanova Nozima	86
11. Uronova Madina	89
12. Khaziriddinov Ikhtiyor	88

Table 10: Group 305”B”

The results	The lowest score	The highest score
Pre-writing	78	86
Post-writing	83	90

It can be seen that there was a huge increase in the results. The lowest score increased to 5 points, and the highest score to 4 points.

Table 11: Groups 305”A” and 305 “B”

	Group 305”A”	Group 305”B”
--	---------------------	---------------------

Pre-writing	The lowest	66	73
Pre-writing	The highest	82	86
Post-writing	The lowest	79	83
Post-writing	The highest	88	90

We can see that the highest scores were received by students who study in the experimental group, as they had been taught the subject for 3 years. They know the basic writing structures and rules.

4.5 Problems with essay writing

While conducting lessons in the traditional group I analyzed some mistakes. The study took into consideration the major syntactic errors made by these students in the structure and the transition words. While analyzing student's essays, it is represented that students have As it can be observed, with an approximate calculation, the highest error which is done by students in essay writing in language use,. Punctuation holds the second position in writing

It was found that while carrying out their writing tasks, students face problems in vocabulary, grammar, organization of ideas, spelling, and referencing (see table 1).

Table 12 Problems with writing essays (Traditional groups)

Problems which students faced in carrying out the writing essays.	Vocab ulary problems	Par aphrasin g	Expres sing ideas	Writi ng structure	Gram matical problems	Organiz ation ideas	Spellin g
14 students (305A)	10	11	8	12	10	9	9

As shown in this study, the major problems that the traditional students faced are vocabulary, paraphrasing, writing structure of an essay, and grammatical problems. Because of not having writing classes, most students come across these problems. In order to overcome these problems I conducted lessons with the help of interactive lessons. (See lesson plan1)

The students from traditional groups appeared to have many problems when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. For students to succeed in a foreign language generally, and writing skills specifically, they need to surround themselves in a language learning environment. Learners have little opportunities to use the foreign language in their society. As a result, many problems occur when they study at a university where the medium of instruction is a foreign language like English.

Furthermore, experimental students face into these problems:

Table 13 Problems with writing essays (Experimental groups)

Problems which students faced in carrying out the writing essays.	Vocab ulary problems	Par aphrasin g	Expres sing ideas	Writi ng structure	Gram matical problems	Organiz ation ideas	Spellin g
12 students (305B)	9	5	8	8	6	5	3

As shown in this study, the major problems that the experimental students faced are vocabulary problems, expressing ideas, and writing structure. However, comparing to the traditional group, experimental group came across fewer problems. As they are taught writing skills, they have a good knowledge of writing skills.

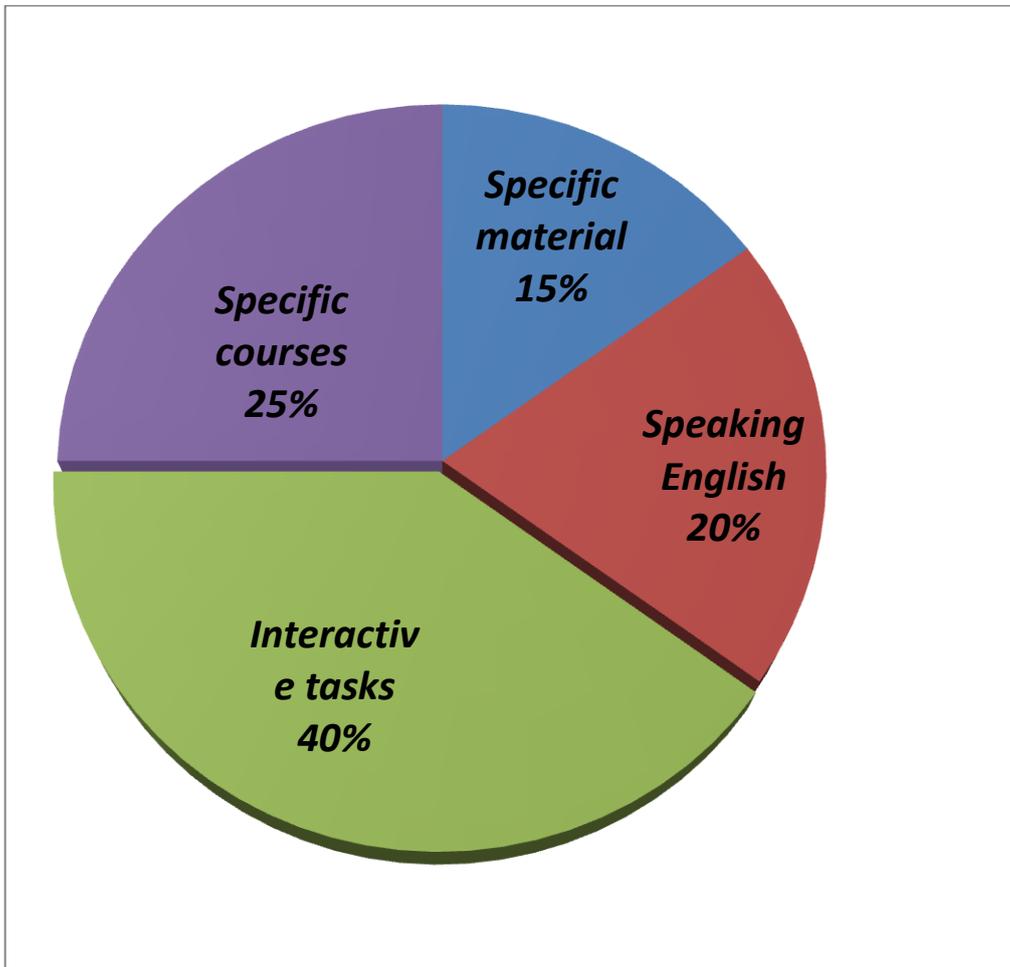
Findings of the current study revealed that Uzbek students experience some coherence and cohesion problems in their English writing. In relation to coherence problems in their English writing some problems were revealed such as difficulty writing the introduction, the thesis statement, the topic sentence, writing concluding sentences and writing the conclusion

A number of reasons are associated with students' coherence problems in English essay writing. First, the effect of topic-specific background knowledge was seen as influential on the general quality and local coherence of student writing. Second, it was highlighted that low English proficiency students find it difficult to develop coherent writing due to paying attention to language matters rather than making meaning. Moreover, it was indicated that University students tend to follow certain techniques in their written English that make their writing incoherent such as including a broad statement in the opening sections of their essays before introducing the topic sentence. In addition, Uzbek students overused coordinate sentences and misused topic sentences which were the reasons for their incoherent and unacceptable quality of writing.

4.6 Suggestions to overcome problems

Some suggestions were provided to by the students to improve their writing skills. Most of them emphasized the role of learners, some concentrated on teachers' role and the writing development process. **(See Graph 20)**

Question: How do you think you can improve your writing skills?



The students pointed out that teachers play an important role in improving their academic writing skills. They suggested that teachers ought to correct the students' grammatical errors. They coincide with Goscik who dealing with the students' grammatical errors, as they arise in students' essay writing helpful. By doing so, it helps to build students' awareness of the different types of grammatical errors they are making and encourage them to check their errors using grammar tasks.

Moreover, students proposed that teachers should employ multiple teaching techniques in order to improve students' essay writing skills. Using interactive

tasks would motivate students' in learning English. This concurs with Ober (1992) who emphasized on including micro-writing activities that focus on students' problems in writing and using interactive tasks that are simple and related to the students' academic discipline.

The students also proposed that writing teachers should increase the number of writing tasks. They believe that by doing so, they would strengthen their abilities in academic writing. In this way the students will be required to write some of the academic writing tasks, if these tasks were attached with the learners' feedback. The students will be aware of their errors and will try to improve their academic writing after knowing their weak points. This is in line with Russell (1991) who suggested including more writing in discipline-specific courses because each discipline has its own terminologies of language use and the style that can best be taught to students in specific contexts of the courses in the discipline.

The students were aware that by providing discipline-specific English materials, they can develop their writing abilities. So, it is advisable for the college to initiate discipline-specific English classes where materials contain discipline specific register. It is recommended that the students take intensive English courses which are related to their academic disciplines. This is to help familiarize students with the writing demands of their disciplines. The students are required to focus on their academic genres. In other words, the students study texts and attempt to various exercises that enable them to draw attention to relevant features of a text, and the replicate them in their own writing.

V. FINAL REFLECTION

Essay writing is considered to be very significant in a student's academic career as it is the first and the world-beating type of writing that students are demanded to write by their schools. In other words, we can say that essay is the outset footmark to enroll into the arena of writing. Because of this reason essay has a central and the most eminent emplacement which no body can refuse. However, the process of essay writing is not very easy and childlike; it demands exercise and the students have to memorize essay writing rules and about the accumulation of available materials. A student must feature a vital and analytical memory that is enthusiastic to research on any assigned essay topic.

Essays are still the most crucial method of judgment and enable evaluators to separate between candidates, while also modifying students to demonstrate the skills and abilities which they own. As the essay paper has developed, it has become more postulating with much more vehemence on confounding problems which admit students to show the mellower order attainments. Ever since the inception of paper and pencil, essay writing has never actually altered a lot. It still implicates tons of backbreaking work, exhaustive research, logical establishment of intellections, and advanced vogue of writing. As a lot of candidates go forward to detest this writing action considering it like a time-consuming unworthy process, there are enormous substantial reasons why writing essays is to be conceived as more beneficial than onerous.

Scarcely going through a lecture or plainly reading is not a sureness of knowledge incorporation. Knowledge has been enormously internalized if it has been taken by someone as his own. Knowledge ownership is best accomplished through writing your thoughts and intellect about a certain topic. Essay writing is a beneficial style to internalize the concepts that has been listened or read. Apparently, writing process energizes the basic of understandings and contributes to intellectual maturation. Apart from that, writing essays is a levelheaded way to

amend writing capabilities. Moreover, it is a good exercise for further written exams.

One initial reaction to the arguments put forward in this paper may be that the kind of creative, imaginative, structured tasks I have suggested may be appropriate for students. The teaching materials used with students should cover a wide range of writing skills coping with students' different proficiency levels.

This paper has touched on a number of points which concern not only the teaching of writing but general language pedagogy as well. Perhaps for too long we have seen the 'four skills' as objects of learning, failing to recognize their role as avenues of learning. It has been my intention in this paper to show how writing relates to one of the skills and thereby suggest some new directions for methodological development.

In conclusion, I am very glad that I could make a contribution -though it might be very little - in the improvement of the student's writing skill. Although there were some drawbacks in my study - we never know whether something is good or bad until we try it - I believe, I could prove that teaching writing an essay in the writing process is effective, indeed. I hope that every teacher and student will understand the power of using them, so that writing will not seem the most difficult skill for them anymore.

VI. REFERENCES

1. Bensmaïa R. *The Barthes Effect: The Essay as Reflective Text*. Trans. Pat Fedkiew. Minneapolis: Univ. of Minnesota Press, 1987.
2. Brookes A. and Grundy P. *Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skills*. Cambridge: Cambridge University Press, 1990,162pp.
3. Birkerts S. *Writing Well*. - New York: HarperCollins, 1996.-76pp.
4. Chalker S. *The Oxford Dictionary of English Grammar*.- New York: Oxford University Press, 1994
5. Cherednichenko B. *The practice of beginning teachers: Identifying competence through case writing in teacher education*. Cambridge: Cambridge University Press 2003.-89pp
6. Clouse B. *The Student Writer: Editor and Critic*.- New York: McGraw-Hill, 1996
7. D'Agata J. *The Lost Origins of the Essay*. St Paul: Graywolf Press, 2009.
8. Dorothy Z. and Rumisek L. *Academic writing from paragraph to essay*.-Oxford, Macmillan Education, 2003.-87 p.
9. Elbow P. *Writing With Power: Techniques for Mastering the Writing Process*.- New York: 1998.-90pp.
10. Giamatti L. "The Cinematic Essay", in *Godard and the Others: Essays in Cinematic Form*.- London, Tantivy Press, 1975.
11. Gould Ch. *Writing, Reading, and Research* .- Boston: Allyn & Bacon, 1997.- 99pp.
12. Hashimito I. *Strategies for Academic Writing: A Guide for College Students*.- Ann Arbor, MI: University of Michigan Press, 1982.-167pp.
13. Huxley A. *Collected Essays*.-London, Great Britain: Preface, 1955.-112pp.

14. Kemper D. and Sebranek P. Inside Writing.-Wilmington, Massachusetts, 2003.-165pp.
15. Lynn S. A Short Guide to Writing.- Boston: Allyn & Bacon, 1992.-78pp.
- Lopate P. "In Search of the Centaur: The Essay-Film", in Beyond Document: Essays on Nonfiction Film. Edited by Charles Warren, Wesleyan University Press, 1998. pp. 243–270.
16. Mahmoud Sh. Research and Writing: A Complete Guide and Handbook.-. Betterway Publications, 1992.-145pp
17. Marggraf R. Writing Essays: A Guide for Students in English and the Humanities.-London: Routledge, 2000.-133pp.
18. Phillips VWriter's Guide to Internet Resources , Cambridge: Cambridge University Press -1998
19. Richardson L. Writing Strategies: Reaching Diverse Audiences.-Newbury Park, CA: Sage, 1990.-232pp.
20. Scherage M.Practical English Writing Skills: A Complete Guide to Writing in English.- Passport Books, 1990
21. Selfe, Cynthia. Creating a Computer-Supported Writing Facility: A Blueprint for Action. Houghton, Mich: Michigan Technological University, 1989. -111pp.
22. Stevenson R. Essays in the Art of Writing.- eBooks@Adelaide , 2004.-67pp.
23. Tarnopolsky O. Methods of Teaching Writing in English to Tertiary Students. Vinnytsa: Nova Knyga, 2008.-134pp.
24. Theodor W. Adorno, "The Essay as Form" in: Theodor W. Adorno, The Adorno Reader, Blackwell Publishers 2000.
25. Turaban K. Student's Guide for Writing College Papers.- Chicago: University of Chicago Press, 1977
26. Warburton N. The basics of essay writing.- Routledge, 2006.-65pp.

27. Virginia Evans (Successful Writing 'Proficiency'2002).-78pp.

VII. BIBLIOGRAPHY

Books on essay writing:

For anyone wanting to know more about the actual job of report writing, we recommend the following:

1. "Ta'lim to'g'risidagi qonun". Kadrlar tayyorlash milliy dasturi. Toshkent , 1997
2. Karimov I. A. Uzbekistan along the road of deepening economic reform. - T.: Uzbekiston, 1995. -230 p.
3. Karimov I.A. Yuksak ma'naviyat - yengilmas kuch.- Toshkent: Ma'naviyat, 2008.- 30-31p.
4. Brookes A. and Grundy P, Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skills. 1990, Cambridge: Cambridge University Press. 162pp.
5. Birkerts S. Writing Well .- New York: HarperCollins, 1996.-76pp.
6. Cherednichenko B. The practice of beginning teachers: Identifying competence through case writing in teacher education. Cambridge: Cambridge University Press 2003.-89pp
7. Dorothy Z. and Rumisek L.Academic writing from paragraph to essay.-Oxford, Macmillan Education, 2003.-87 p.
8. Elbow P. Writing With Power: Techniques for Mastering the Writing Process.- New York: 1998.-90pp.
9. Gould Ch. Writing, Reading, and Research .- Boston: Allyn & Bacon, 1997.- 99pp.
10. Hashimito I. Strategies for Academic Writing: A Guide for College Students.- Ann Arbor, MI: University of Michigan Press, 1982.-167pp.
11. Huxley A. Collected Essays.-London, Great Britain: Preface, 1955.-112pp.

12. Kemper D. and Sebranek P. Inside Writing.-Wilmington, Massachusetts, 2003.-165pp.
13. Lynn S. A Short Guide to Writing.- Boston: Allyn & Bacon, 1992.-78pp.
14. Mahmoud Sh. Research and Writing: A Complete Guide and Handbook.-. Betterway Publications, 1992.-145pp
15. Marggraf R. Writing Essays: A Guide for Students in English and the Humanities.-London: Routledge, 2000.-133pp.
16. Richardson L. Writing Strategies: Reaching Diverse Audiences.-Newbury Park, CA: Sage, 1990.-232pp.
17. Selfe, Cynthia. Creating a Computer-Supported Writing Facility: A Blueprint for Action. Houghton, Mich: Michigan Technological University, 1989. -111pp.
18. Stevenson R. Essays in the Art of Writing.- eBooks@Adelaide , 2004.-67pp.
19. Tarnopolsky O. Methods of Teaching Writing in English to Tertiary Students. Vinnytsa: Nova Knyga, 2008.-134pp.
20. Warburton N. The basics of essay writing.- Routledge, 2006.-65pp.
21. Warburton N. The basics of essay writing.- Routledge, 2006.-56 p.
22. Zinsser W. On Writing Well.-New York: Harper & Row, 2000.-187pp
23. Virginia Evans (Successful Writing 'Proficiency'2002).- Cambridge: Cambridge University Press 78pp.

There are also a number of books which should be by your side whenever you write an essay. We have limited the list below to those in paperback or inexpensive hardback editions:

1. Chambers Twentieth Century Dictionary or
2. The Concise Oxford Dictionary (or ideally both)
3. Roget's Thesaurus of English Words and Phrases (Longmans)

4. Authors' and Printers' Dictionary F. Howard Collins. (OUP)
5. The Complete Plain Words Sir Ernest Gowers. (Penguin)
6. Fowler's Modern English Usage (OUP)

VIII. APPENDICES

Appendix 1

Questionnaire for students:

1. How would you grade the quality of writing instruction YOU are receiving at the university?

-A-B-C

2. Do you think students today are learning to write better, not as well, or about the same?

a) BETTER

b) NOT AS WELL

c) ABOUT THE SAME

3. Do you think in today's world there is a greater need or less of a need than there was twenty years ago for a person to be able to write an essay in order to succeed?

a) GREATER NEED

b) LESS NEED

c) ABOUT THE SAME

4. What course do you think is the right to start teaching students writing skills?

a) I-II b) III-IV

Now, I'm going to ask you about the impact of learning to write well on several things.

5. What is the role of learning to write essays in writing classes?

a) Essential

b) Important

c) Not very important

d) Not at all

6. Improving a person's critical thinking.

a) Essential

b) Important

c) Not very important

d) Not at all

7. Learning how to communicate effectively.

a) Essential

b) Important

c) Not very important

d) Not at all

8. Becoming more creative.

a) Essential

b) Important

c) Not very important

d) Not at all

9. Improving a person's grammar.

a) Essential

b) Important

c) Not very important

d) Not at all

10. Gaining organizational skills.

a) Essential

b) Important

c) Not very important

d) Not at all

11. Gaining a large vocabulary.

a) Essential

b) Important

c) Not very important

d) Not at all

12. Learning to analyze and bring details together.

a) Essential

b) Important

c) Not very important

d) Not at all

13. I am going to read you a list of ideas for the university. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or is not a good idea for the universities:

A) Writing should be taught in all subjects and at all levels.

B) All students should have daily writing assignments

C) Students training to be teachers should learn to teach writing

14. Writing essays should be taught in all subjects and at all grade levels.

a) Good idea put in practice

b) Possibly a good idea, but should be studied more

c) Not good idea

15. All students training to be teachers should learn to teach writing, regardless of the subject they plan to teach.

a) Good idea put in practice

b) Possibly a good idea, but should be studied more

c) Not good idea

QUESTIONNAIRE FOR TEACHERS

1. What is your name?

2. Where do you work?

3. Which courses do you teach?

4. Writing is important in the classes you teach:

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. If/when you use writing in the classroom, what are the learning objectives for your students? (check all that apply)

To learn the given content material

To evaluate the given content material

To practice the given content material

To create a product from the given content material

To synthesize and analyze the given content material

Other (please specify):

6. Which of the following writing activities do you use in your classroom instruction? (check all that apply)

Essays

Short answer questions

Free writes

Essay tests

Journal entries

- Written projects
 - Creative writing pieces
 - Other (please specify):
-

7. I have different expectations for my second language learners' writing abilities than my native English-speaking students' writing abilities:

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. The writing abilities of my students measure up to my expectations:

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. Which of the following do you consider to be generally "good" essay?
(check all that apply)

- Writing contains few to no grammatical errors
 - The content is understood and communicated well
 - The essay shows the voice of the writer
 - The essay shows an awareness of audience
 - The essay uses appropriate vocabulary for the content area
 - Other (please specify):
-

10. I feel confident in my abilities to remedy problems with student writing skills:

Strongly Agree Agree Neutral Disagree Strongly Disagree

LESSON PLAN 1

What is genetic engineering?

Target groups: 305”A” and 305”B”

Level: Upper-intermediate

Time: 80 min

Preparation and materials:

- A photo
- Brief introduction of Genetic food and achievements that have been made in genetic engineering.
- Listening and reading activities – Worksheet 1 for each student.
- Track 1+ CD player

Aims:

- To introduce genetic food, its advantages and disadvantages;
- To practice linking words and phrases (One major advantage of, A further advantage of, In addition, On the other hand, Moreover, Finally);
- To develop students’ ability to guess vocabulary from the context;
- To practice listening skills with writing activities;
- To practice writing skills (An essay writing).

Assumptions:

- Students have certain knowledge of the topic;
- The attractive contents of the lesson should raise students’ interest;
- Students are able to guess the meanings of unknown words from the context.

Possible problems:

- Most students don't know the structure of writing an essay;
- Poor practice in the usage of transition words;
- Vocabulary problems.

Solutions:

- The teacher will explain the structure of an essay writing;
- The teacher will try to concentrate students' attention in the usage of transition words and will introduce more exercises on transition words;
- More writing exercises on vocabulary.

Procedure:

Time	Activity	Interaction
10	Warm-up Ask students about genetic engineering and achievements that made in this field. Show the photo of the genetic food and elicit their attitudes.	T-S
15	Introduction Divide the class into pairs – student A and student B. Give each student one worksheet. Tell students not to show their copy to their neighbor. Give students time to prepare the questions. Demonstrate the activity. Ask one pair to ask and answer question 1 from each set, (What is genetic engineering? In what fields is it used?) Students work with a partner	S-S

	and interview each other. Monitor and help where necessary.	
15	<p>Listening</p> <p>Tell students they are going to listen part of a TV discussion program about genetics. They should look at the points in favor of and against genetic engineering, then listen to the cassette and tick the points which the speakers mention.</p>	S
15	<p>Reading</p> <p>Ask students to read the following essay by Raquel Cruz and circle or highlight the transitional expressions.</p>	S
10	<p>A Slide-show</p> <p>Ask students to see the slide show about the essay writing.</p>	S
5	<p>A Writing Exercise</p> <p>Distribute student's worksheets. Explain them that they are going to do an exercise on transition words.</p>	S
10	<p>An exercise</p> <p>In a well-supported paragraph or two, take a stand on the following statement: “Living in a foreign country cannot be better</p>	S

	than living in your own!”	
--	---------------------------	--

Worksheet 1

2  You will hear part of a TV discussion programme about genetics. Look at the points in favour of and against genetic engineering, then listen to the cassette and tick the points which the speakers mention.

FOR

AGAINST

- | | | | |
|--|--------------------------|--|--------------------------|
| 1 choosing sex of our children | <input type="checkbox"/> | 6 morally wrong to alter humans | <input type="checkbox"/> |
| 2 creating ideal people for any job | <input type="checkbox"/> | 7 dividing world into rich and poor | <input type="checkbox"/> |
| 3 curing diseases | <input type="checkbox"/> | 8 loss of national characteristics | <input type="checkbox"/> |
| 4 providing food for everyone | <input type="checkbox"/> | 9 unpredictable consequences | <input type="checkbox"/> |
| 5 new species of plants created | <input type="checkbox"/> | 10 creating too large a population | <input type="checkbox"/> |

Worksheet 2

Directions: Read the following essay by Raquel Cruz1 and circle or highlight the transitional expressions.

Some people think that children are interested only in material things, and that adults invent symbols to make life complicated, but I think that symbols start in childhood. For example, I remember learning about one symbol before I could even read. A door was one of my first symbols. I was four years old when I faced that door, the door of a kindergarten in a small elementary school in Patillas, Puerto Rico. The door was big, and it was painted a bone white color. When I saw it, I felt defenseless because I knew that beyond it, someone would take away my freedom to do the things I wanted. Besides, I was scared because the other children were bigger than I was, and the teacher wasn't my mother. I started to cry. Then

my mother lost her patience and began to yell at me. At the same time, the teacher pulled me towards the door. I just saw the room on the other side and I could not see any light, any fun. I cried because I wanted to go with my mother, and I couldn't understand why she was leaving me by this door. I felt miserable and angry as she walked away. However, everything changed when I decided to go through that door. The teacher closed it in back of me and I had to stay. First I was quiet and watched. Then I began to understand about routines. For instance, there was a time for everything: a time to play, a time to eat, a time to sleep, and the time that I liked most, a time to go home. I tried to survive. Soon I began to make friends and to behave the way the other children did. Meanwhile, I learned to make arrangements with myself to adapt to an environment full of new rules and methods. I learned to color figures, to complete puzzles, and to walk instead of run. Finally, I walked in and out of that door freely every day. Now, looking back, I can see that the door that made me afraid and confused yesterday opened the way to my present life. In addition it opened the way to other doors, more complicated, surrounded with decisions, and leading to events that have been sometimes good and sometimes bad. There are others waiting for me, and they all offer me different choices. In fact, though, they all look a little bit like that big white doors I first decided to go through when I was very small.

Worksheet 3

Directions: Fill in the blanks with an appropriate transitional expression from the list above.

For some people, high school and college are a waste of time. _____ a friend of mine was an A student throughout high school. _____ he was accepted into college without any trouble. He studied hard for four years. _____ he received a degree and entered the job market. _____ he was unable

to get a job in his field of study, even though he applied everywhere.
_____ he was

forced to apply for a job which required none of the skills he had obtained in school.

_____ I have become convinced that high school and college are not always the best preparation for the real world.

LESSON PLAN 2

Studying abroad

Target groups: 305”A” and 305”B”

Level: Upper-intermediate

Time: 80 min

Preparation and materials:

- Brief introduction about studying abroad
- Activities – Worksheet 1 for each student.
- Track 1+ CD player

Aims:

- To introduce the topic;
- To practice linking words and phrases (One major advantage of, A further advantage of, In addition, On the other hand, Moreover, Finally);
- To develop students’ ability to guess vocabulary from the context;
- To practice listening skills with writing activities;
- To practice writing skills (An essay writing).

Assumptions:

- Students have certain knowledge of the topic;
- The attractive contents of the lesson should raise students’ interest;
- Students are able to guess the meanings of unknown words from the context.

Possible problems:

- Most students don't know the structure of writing an essay;
- Poor practice in the usage of transition words;
- Vocabulary problems.

Solutions:

- The teacher will explain the structure of an essay writing;
- The teacher will try to concentrate students' attention in the usage of transition words and will introduce more exercises on transition words;
- More writing exercises on vocabulary.

Procedure:

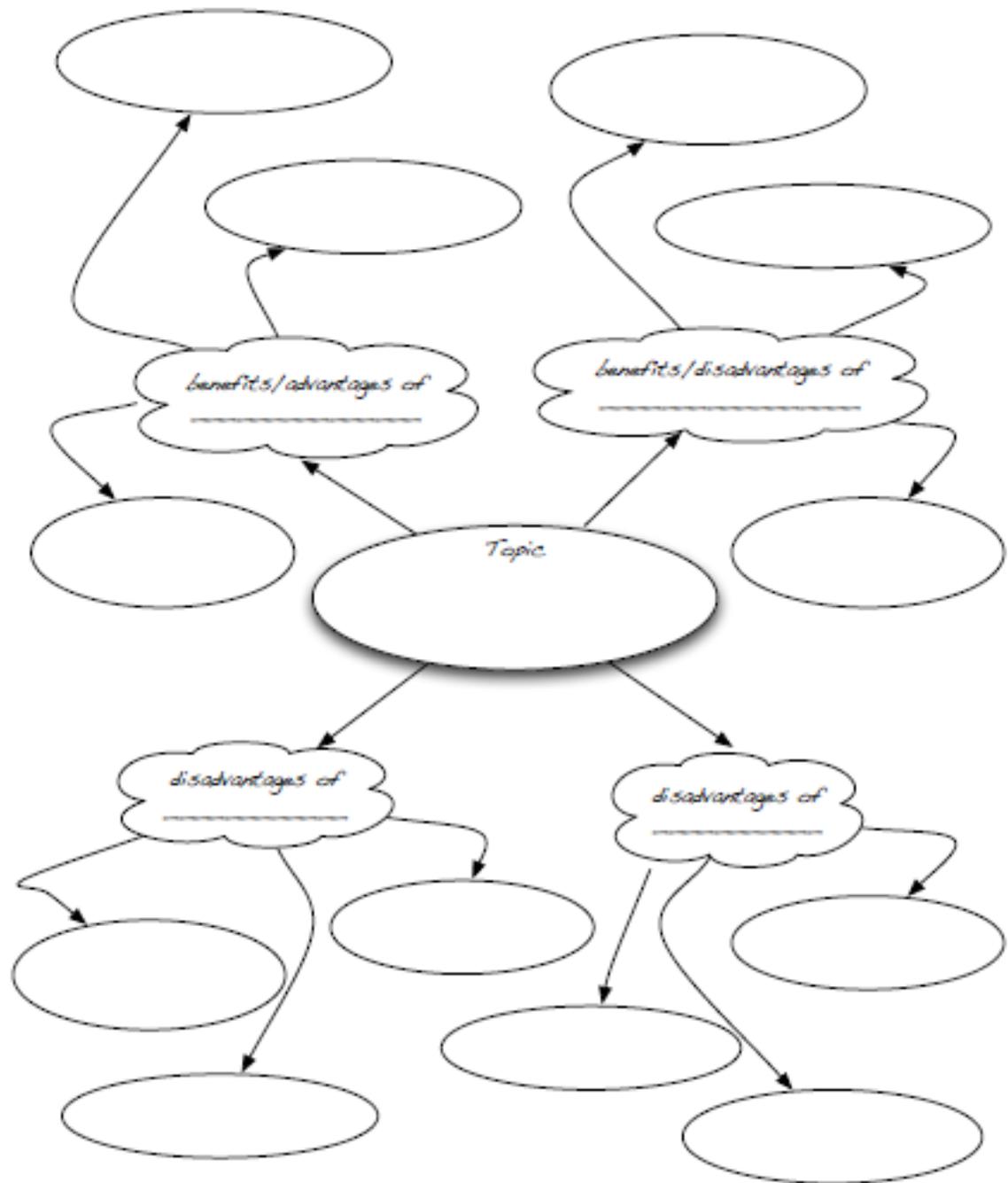
Time	Activity	Interaction
10	<p>Warm-up</p> <p>Ask students about studying abroad. The teacher should give them some questions.</p>	T-S
15	<p>Introduction</p> <p>Divide the class into pairs – student A and student B. Give each student one worksheet. Tell students not to show their copy to their neighbor. Give students time to prepare the questions. Demonstrate the activity. Ask one pair to ask and answer question 1 from each set, (What are the benefits of studying abroad? What kind of scholarships are there in your country?) Students work with a partner and interview each other. Monitor and help where necessary.</p>	S-S

15	<p style="text-align: center;">Brainstorming</p> <p>Ask students to give their opinion about the topic “Studying a language where it is widely spoken has more advantages” They should give both advantages and disadvantages of the topic and brainstorm it.</p>	S
15	<p style="text-align: center;">Vocabulary</p> <p>Tell students they are going to do an interactive exercise on transition words. They should complete the essay with the linking words.</p>	S
15	<p style="text-align: center;">A Writing Exercise</p> <p>The students should insert the best alternative.</p>	S
10	<p style="text-align: center;">An exercise</p> <p>Transition words have been left out of the following paragraph. Students should select appropriate words from the list below, and write them in the proper places. There can be more than one word that fits in some places. Select the one that you think fits best.</p>	S

Worksheet 1

Brainstorming argument essay

eslflow.com



Worksheet 2

linking words: Complete the essay with the linking words below. You can use one word a few times.

therefore however although in general also furthermore secondly even
though but in the first place not only

Studying a language in a country where it is widely spoken has many advantages. It is _____ a good idea to study English in a country such as Britain. _____, I believe it is not the only way to learn the language.

_____, most students in non- English-speaking countries learn English at secondary school and sometimes at university nowadays, _____ their spoken English is not usually of very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language.

_____, studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs, and trying to survive in a foreign country where day to day living causes much stress.

_____, there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. _____, students can experience the culture first-hand, which is a great help when trying to understand the language. This is especially true if they choose to live with a British family, as exchange students for example, _____, if students attend a language school full-time, the teachers will be native speakers. In this case, _____ will students speaking and listening skills improve, _____ attention can be given to developing reading and writing skills as well.

_____, _____ it is preferable to study English in an English-speaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to study.

Worksheet 3

Insert the best alternative

1 Polls show that Tony Blair is the most popular Prime Minister this century.

_____ ,
there are even members of his own party who are uneasy with his approach.

In *For*
particular *However* *instance*

2 There are some slight variations in temperature, but _____ 26 to 27°C should be expected.

consequently *otherwise* *a rule* *as*

3 The two main Channel Islands, _____ Jersey and Guernsey, are much closer to France than to England.

for *in*
example *namely* *particular*

4 It was announced that nurses' working hours would be increased by 25%. _____, even fewer trainee nurses are expected to join the profession.

As a
result *So that* *Likewise*

5 Sales of CDs have experienced a small but steady fall over the past 12 months. _____, vinyl records have seen an increase in their share of the market, up to 1.7%.

Above all *Correspondingly* *contrast* *In*

6 The Vice Chancellor explained that in light of the current financial climate and because of unexpected bad debts, it would be necessary to peg salary levels at their current level for all grades of staff. _____ , no-one was getting a pay rise.

Nevertheless *In other words* *Similarly*

7 It is clear, therefore, that the situation in Brazil will improve only slowly. _____ the economic problems being experienced in Japan, the outlook is slightly more optimistic.

Furthermore *In comparison* *With reference to*

8 In order to try to reduce car use in the inner cities, the government has announced new restrictions on company parking spaces and _____ , a new tax on individual car use.

well as *as* *in addition* *in the same way*

9 Essays must be handed in by the deadline, _____ they will not be marked.

obviously *otherwise* *as a result*

10 _____ it has been shown that fractures can occur at even relatively low pressures, the use of the material should not be completely discounted.

Never B Even
theless ecause though

Worksheet 4

USING TRANSITIONS

Directions: Transition words have been left out of the following paragraph. Select appropriate words from the list below, and write them in the proper places. There can be more than one word that fits in some places. Select the one that you think fits best.

Meanwhil e	As result of	a	First	Once upon a time	While
Through	Next		Under	Beside	Then

(1) _____ there lived a family of bears in a lovely wooded area. Their home was (2) _____ some trees (3) _____ a small stream. One day 4) _____ The bears were not at home, a little girl came to the house.(5) _____, she knocked on the door. (6) _____, even though no one answered her knock, she entered the house. (7) _____, she ate some of the bears' food, and she napped on one of their beds. (8) _____, the bears returned home. They were surprised

to see their door open. Their roars woke up the girl, and she fearfully ran from the house, (9)_____ the woods, and back to her own home. 10)_____ her experiences, she never again went into the woods alone.