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**ANALYSIS OF STRATEGIC CONTENTS TO DEVELOP THE
PERFORMANCE IN WRITING PARTS 2 AND 3 OF PET EXAMINATION OF
INTERMEDIATE STUDENTS IN A PRIVATE UNIVERSITY IN LIMA PERU**

Tesis para optar al grado de:

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Chapter 1

Introduction and general information

1.1 Introduction

Teaching English in various educational contexts such as universities, language schools and secondary schools, to students with different levels of proficiency, and preparing them for international examinations including KET, PET, FCE and CAE, among others, is a challenge for any English as a foreign language teacher. All of those exams have similar characteristics and they pursue the same objective: to certify students' level and their overall performance within the requirements of the CEF (Common European Framework).

It is said that part of the success of a language student lays in his/her ability to communicate effectively orally and written. It is also said that it is during students' natural language production or pre-designed tasks when educators spot mistakes, which once corrected, might affect positively all the other areas of language. However, throughout her teaching English experience, the researcher has encountered that most students do not proceed as expected, or as they were trained to do, and underperform in different parts of these international exams: Reading, Writing, Use of English, Listening and Speaking. Trying to work all them out would be an arduous enterprise. Thus, the current research focusses only on the writing skill to try to overcome one of the common unfavourable situation of intermediate students' performance in writing short or long texts.

Many students (no matter the educational system they are in, the level of English proficiency they have, or the age they are) underperform in Writing parts 2 and 3 of the Preliminary English Test (PET) which is B1 level according to the CEF. These parts of the PET exam deal with everyday communication and assess candidates' ability to produce straightforward written English in pieces of continuous text by using vocabulary and structure correctly (Cambridge Preliminary test 5, 2008). In part 2, candidates have to write a short email according to a proposed situation; while in part 3, candidates have to write a long text with a choice of task: either writing a story or an informal letter.

For the reasons mentioned above, the topic the researcher aims to focus in this study is the strategic contents and the methodological approaches to develop the performance in PET Writing parts 2 and 3, presented in two PET preparation books, which have been used by students with intermediate level of English in a private university in Lima, Peru. This goal will let the researcher find out what the common activities and contents in the two books are, as well as what activities and contents, that might help students to increase their performance in Writing parts 2 and 3 of PET examination, are missing in both books or in one of them.

The researcher has become interested in the requirements of part 2 and 3 of the Writing paper of PET, since she has noticed that some current mistakes her students committed in these parts of the test were generated by applying rather basic abilities and resources to establish communication, instead of applying the supposed abilities to establish and sustain communication, or instead of using the indispensable language to answer a message or tell a story. Undeniably, various skills have to be displayed in a

considerably little amount of time which ought to be sufficient to demonstrate the candidate's abilities in this aspect of written language production. In addition, of that, writing in a foreign language for an evaluator who will take account of students' mistakes and their whole performance could make any person nervous. This can partially explain the problem. Nervousness, while writing, can lead to, not only make grammar and spelling mistakes, but also to forget vocabulary and ideas or sequences to use and follow in these kind of writing situations.

Taking into consideration both aspects: teacher's own procedures and strategies as an instructor, as well as the students' necessities and their assets; it might be stated that a good choice of materials or resources can really serve as a tool to develop students writing skills, and, consequently improve their writing production in international examinations. Whenever examinations are outlined, one of the most determining issues to consider is what aspect of language is going to be evaluated. For this reason, it is pertinent to put forth the criteria in which candidates are assessed and evaluated in each part of the Writing paper. Due to this need, this project attempts to obtain clear insights, which can help teachers to better choose and prepare materials to help candidates for sitting the PET exam with adequate resources to perform in the Writing parts 2 and 3.

The used textbooks in this research are Ready for PET (2007) and Objective PET (2010). These books are designed to improve the English proficiency for students to be able to communicate on the four skills (reading, writing, listening and speaking) to be certified in a B1 level within the requirements of the CEF.

This study will mention some flaws and advantages of the writing sections of the two books, and how they might help students to write their texts according to the tasks content and structure that are evaluated in parts 2 and 3 of the writing section of PET. In order to collect and compare information about the writing sections from the two textbooks, a checklist will be applied.

This study is organized in six chapters. In chapter 1, it will be presented both the academic relevance of the project, and the personal motivation to carry it. It will be presented also the research question, as well as the general and specific aims of the study. Chapter 2 will include the theoretical background where a summary of theories and models, terminology, construct and categories used in the project will be defined. It will review relevant contributions to the field by other authors, linking their relevance to the scope and aims of this project. The theoretical part of the study is intended to examine theories about developing writing skills and to see how these are reflected in the PET Writing parts 2 and 3. In chapter 3, the methodology of the project will be explained, including the justification of the selection of materials and analyzed components, description of the approach of analysis, description of the criteria and stages of the analysis, description of the instruments of analysis, and the description of the materials and their context. Chapter 4 will describe the corpus. In this chapter, the Writing parts 2 and 3 of the PET exam will be explained. Also, the two textbooks will be presented, considering their theoretical backgrounds and approaches. Furthermore, examples of the writing activities from the two books will be presented and explained. This chapter will include fragments or excerpts of the materials being analyzed relevant to show the analysis that will be carried. Chapter 5 will present the results and discussions. This part will be devoted to the analysis and comparison of the different

writing activities in the two textbooks that involve all the writing process. A table of the different activities in the two books will illustrate differences and similarities between them. One section will deal with the approach for developing writing, and another section will deal with strategies for PET writing parts 2 and 3. This chapter will sum up the main contents and activities of the two textbooks and discuss the findings. This part will present and elaborate on the results of the analysis, to proceed to a critical dialogue between the obtained results and the expected results based on the theoretical background. The results of the analysis will be presented based on the questions presented in the first part of this paper, as well as the methodological approaches of the writing language component. Chapter 6 will present the conclusions. In this section, direct answers to the aims of the study will be provided, aligned with the depth analysis of the two selected course books.

1.2 Justification of Academic and Personal Interest

The role of the textbook in teaching and learning a foreign language is highly regarded and it is considered the primary material that guides the flow of both teaching and learning. For the teacher, it serves as a reference that provides ideas for lessons; and for the student, as the source of readings, language models and explanations, as well as a reference they can consult. Thus, the textbook content, structure and approach must be suitable for the students' academic objectives and needs.

To develop writing skills, the texts and exercises included in the course books should be good models when producing language. On one hand, the texts students read should serve them as guidelines and inspirational resources to produce texts. On the other hand, the writing exercises presented in the textbook should lead students during

the writing process and help them to develop strategies for written production in different genres.

Foreign Language teachers are aware that despite the fact that students grasp the lexis and the grammar of the language, it does not necessarily mean that they can produce short or long written texts appropriately. These problems might be the result of a variety of factors, among them, the textbook might play an important role. Textbooks are one of the factors that might help students to perform well in writing parts 2 and 3 of PET examination. These parts consist of producing a short text (a 35-word email) and a long text (a 100-word letter or a story) about everyday life situations. Consequently, teachers who are preparing students to take the PET exam should ask themselves if the course book is providing all the tools to foster writing skills.

The researcher's personal motivation to carry the present study has emerged in response of some needs observed during writing lessons with university students from different language experience and career backgrounds, who have been learning English as a foreign language and who have a pre-intermediate level of the language. These students have to get a B1 qualification: to show *“the ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information”* (CEF) in an International English Exam to be able to graduate. However, after having personally observed that these students struggle with writing when working in class doing the activities proposed in the course book, as well as during the assessment process in PET mocks, the researcher has encountered that most university students might not proceed as expected and underperform in writing small and long texts. This is because, even though they have developed some basic skills, they still

need to develop more complex skills to sustain communication in their writing production. Taking into consideration the students general results during simulation and real PET evaluations, the researcher has become interested in analyzing the writing components of two textbooks for PET preparation, to have a better idea of the textbook and the approach teachers should use to improve their students' performance in written tasks.

The researcher is highly motivated and has access to the necessary material and resources to carry this project out, since she works as an English as a foreign language teacher in a private university in Lima, Peru, where students have to get a B1 qualification in an English international exam to be able to graduate. Moreover, she has experience and some knowledge about the tendencies on teaching writing, focusing on young adults. As well, she is familiar with the material this study will take into account. Therefore, the present study will be based on a sound theoretical background, necessary for a Master's Final Project scope, as it counts with source materials, references, as well as experience on this chosen topic.

This Project analyzes and compares two PET preparation books to find out which materials, activities and strategies can be useful to foster writing strategies in students to respond to Writing Parts 2 and 3 of PET exam. Thus, it will allow the researcher to obtain information and reflect on the trends of teaching how to write in the university, and to compare the advantages and disadvantages, as well as the possibilities of applying the methods that involve writers in all the process of composition. In this way, this project might give ideas to other English teachers to analyse the writing

components of a course book, and apply approaches to enhance the development of the students' ability to communicate effectively in written texts.

1.3 Objectives

1.3.1 Main aim of the Project. This project aims to analyze the strategic contents and methodological approaches of the writing components presented in two PET preparation books to develop students' performance in Writing Parts 2 and 3 of PET examination. The results of this study might provide teachers with ideas on how to select and use a course book, so that students can improve their writing skill, gain valuable language input, be able to communicate effectively in English through meaningful writing activities, and, as a result, improve their performance in writing short and long texts.

1.3.2 Specific aims

- To identify the approach of teaching the writing process presented in the two textbooks
- To identify the approach of teaching the writing strategies presented in the two textbooks
- To identify the metacognitive strategies for writing presented in the two textbooks
- To explore how the two textbooks deal with writing activities
- To find from the analyzed books solutions to improve writing short and long texts

1.4 Analysis questions referring to the aspects considered in the objectives

1.4.1 What kind of approach of teaching writing is it applied in each textbook?

1.4.2 What aspects of the writing process are focused and developed in each textbook?

How much pre-writing is there?

How much while-writing is there?

How much post-writing is presented?

1.4.3 What kind of approach of teaching the writing strategies is it applied in each textbook?

1.4.4 What kind of metacognitive strategies for writing are presented in each textbook?

1.4.5 How do the two textbooks deal with writing activities?

Are the topics interesting?

Is the context understandable?

Is the majority of the vocabulary and grammar appropriate for the students?

Are reading and writing activities combined?

1.4.6 What activities or strategies presented in the analyzed textbooks might help to improve writing short and long texts?

Chapter 2

Theoretical Background

2.1 Writing skill

Writing is a very demanding activity, with many skills and sub-skills behind. It is one of the language form, which not only consists on the use and control of technical skills like handwriting, grammar rules, spelling, and format of genres to put them into paper; but it is a complex socio cognitive process to represent an organization of ideas in a meaningful way. In other words, writing does not only mean the capacity to put into paper some sentences or paragraphs, but individual growth and a challenging intellectual exercise for the exploration and expression of ideas. Thus, according to the revised literature, a successful writer is confident in writing, appreciates the communicative function of writing and uses writing as a tool for enhancing thinking and learning.

Due to its complex nature, writing has been linked progressively to external issues that can possibly have an influence on it, such as writing expertise and literacy, as well as historical and cultural contexts. Muñoz-Luna (2015) stated that writing has to be perceived as a multidisciplinary and challenging activity, which is an exercise of social relations where authors exchange ideas.

2.2 Writing process

Writing activities must involve several stages to let students organize and develop their ideas with coherence and property. The writing process is not linear and

prescribed, and its stages are developed not in linear sequence, but recursively operating. Different authors based on Hoskisson and Tompkins (1987) explain each stage of this process as follows:

2.2.1 Pre Writing (planning). The getting-ready-to-write stage provides background for writing. At this stage, students choose their topics, generate ideas for writing, identify the audience to whom they will write and the purpose of the writing activity, plan (brainstorm ideas and develop the purpose for writing to a target audience), and choose an appropriate structure of the text or form for the compositions based on the audience and its purposes.

2.2.2 Drafting (translating). This is the step to organize ideas into a format, to pour out ideas with little concern about writing conventions or mechanics. At this stage students focus on getting their ideas down on paper and move through successive drafts rearranging the text.

2.2.3 Revising (reviewing). It is the stage where the writers read and reread their texts to refine their ideas, not just polishing the compositions according to their impressions; but also turning to readers for reactions and comments to change, add, delete and rearrange the text to meet the readers' needs.

2.2.4 Editing. This is the stage to put the written texts into final form. In the previous stages, the focus has been on the content, while in editing it changes from content to form. The written text is polished by rearranging words, correcting spelling, punctuation and other mechanical errors to make the composition readable.

2.2.5 Publishing. It implies sharing the compositions with an audience, in oral or written form.

2.3 Writing strategies

De Silva (2014) defines a writing strategy as a “conscious mental activity, employed in pursuit of a goal, often with an aim to solve a problem in writing within a learning situation and an activity that is ‘transferable to other situations and tasks’”. De Silva also mentions writing strategies studied by different authors. Among these strategies are global planning, local planning, thematic planning, rereading, rhetorical refining and translating from first language (L1) to second language (L2) strategy instruction focused by Sasaki (2002); dictionary use while writing (Bishop, 2001); revision strategy instruction (Sengupta, 2000); brainstorming (Rao, 2007); self-monitoring (Conti, 2004); planning the text structure (Kirkpatrick & Klein, 2009).

2.4 Teaching writing

Teaching writing not only means teaching about language conventions, but it mainly means preparing students for communicating in a written text. It is worth keeping in mind that successful written communication depends not just on the ability to write, but also on how effective the way we read is. Learners improve the writing skill the more they practice and are exposed with texts. Thus, exposure to written language is a fundamental requirement since students get meaningful information not only about grammar and vocabulary, but also about how to organize a text in order to express ideas efficiently.

In view of, among the four language skills, reading and writing are closely connected and aim each other in the learning process; the recent approaches have attempted to teach reading and writing strategies together. However, for getting specific directions on how to make students develop their writing abilities, this study have centered on teaching writing. This investigation has considered the research and observations made in one only writing approach and two reading and writing approaches: Process-Oriented Instruction, Whole Language and Semantic Organizer. These methods developed by Florio and Lensmire, Goodman, and Pearson and Robinson respectively, have arisen from research in linguistics, psycholinguistics, sociology, anthropology, philosophy, and other fields of study.

2.4.1 Whole Language. This approach, as Blake (1993) and Goodman (1986) explained, is based in a learning and a language theory. Its learning theory states that language learning and development is a holistic personal-social achievement that is possible when it is whole, real and relevant, when it makes sense and is functional. It states that language is learnt as students learn through language and about language, in the context of authentic speech and literacy events. Therefore, language learning does not mean memorizing grammar structures, but knowing how to express oneself. The language theory of this approach declares: “Language is inclusive and it is indivisible” (Newman, 1985). Language is seen as whole more than the sum of the parts; thus, whole text, connected discourse in the context of some speech or literacy event is a minimal functional unit, where words, phrases, sentences must be seen in the context of whole in order to make sense.

This teaching current does not control teacher's performance in classroom by giving step-by-step guidance about activities the teacher has to follow in a class, but it lets the teacher think and create activities according to his students' backgrounds and interests. Whole language teachers have to get a degree of autonomy in their classrooms to use their professional abilities and knowledge, unlocked from imposed structures such as programs, curricula and materials. The teacher expects and plans for language development without imposing arbitrary standards of performance because each student has different backgrounds, interests and cognitive process.

Language development and content become a dual curriculum: for learners, it is a single curriculum focusing on what for is the learnt language being used; but for teachers, the objective is double: to maximize opportunities for students to engage in authentic speech and literacy events, and to study the topics. In other words, it is a linguistic and cognitive event. Language skills are developed and applied in context of the exploration of things, ideas, events and experiences, so the curriculum should start where learners are in language and knowledge, and builds outward from there. Due to the fact that people can learn written language the same way they learn oral language (by using it in authentic literacy events that meet their needs), it is important to make the curriculum more relevant, to make language experiences in school authentic and relevant as the experiences learners have outside school.

Writing development consists of using certain well-developed strategies for figuring out how written language works as a whole; consequently, instead of form preceding function, function creates the motivation for exploring the conventions used in written language. Graves (1978) suggests that writing should be thought of as a

process rather than a product, and to control the process we must “let them write”. Therefore, teachers must provide an environment in which a student can learn about writing and wants to write. Students need to be shown how to write, and allowed to be owners of their own work, writing with real purposes and for real audiences. By providing demonstrations of writing in action, creating formal and informal discussions, and letting students being partners in the writing process, teachers can help their students more than by correcting their errors. Therefore, considering that meaning is more important than language conventions, accurate spelling, punctuation and handwriting should not be overemphasized.

Whole Language approach states its basis on the perception of language as a whole, where the elements are all together and are learnt from whole to parts, and in the social nature of language, which is acquired in interaction with others and aims to communicate or express meaning to a real audience. Therefore, as it is considered that the school facilitates language if the program involves authentic speech and literacy events, the Whole Language programs must get it all together: the language, the culture, the community, the learner and the teacher have to be involved in the process of learning how to write.

2.4.2 Semantic Organizer. This approach, as Pearson and Robinson (1985) explained, directs learning to schemata organizing, based on the assumption that as all learners have cognitive or thinking knowledge strengths, they need instruction in organizing ideas as a base for reading and writing. In addition to the writing and reading function of the semantic organizers, they are useful in consciousness building for higher level thinking process, and in promoting efficient and effective study strategies, such as the

use of schemata as patterns of thinking, recognition of relationships of varied ideas and ideas retaining.

The Semantic organizer approach has three theoretical bases: cognitive organization, developmental stages and neurological insights. Regarding cognitive organization, it follows Bruner and Goodnow's idea that organization is the key to memory. They explained that, to think and remember, people must organize their ideas into sensible wholes, which provides equilibrium of the cognitive system. This equilibrium is challenged by conflicting information, making the whole go through continual change. This process is called assimilation and accommodation of information. The developmental stages, stated by Piaget, explains that people organize their sense of the world initially with the aid of sensory perceptions and reflexes, and through physical relationship. As children mature, they can appreciate the relation among a series of actions, develop the significant understanding that objects can be rearranged and that a scene can be viewed from a different perspective yet remain the same. For Pearson and Robinson (1985), these understandings are important to reading and writing, since they permit recognition and shaping of diverse structures. This clarifies that, since individuals learn from action, testing and changing of schemata must take place or no real intellectual growth can occur. In other words, trial and error are necessary for growth. Thus, in teaching reading and writing, teachers must get students actively involved in the construction of and interaction with written language. Concerning the neurological insights, this conception considers that the human brain is divided into two hemispheres that have different information processing styles: the left hemisphere processes parts-to-whole, while the right one processes whole-to-parts. In most individuals, the left hemisphere is responsible for language-related tasks, and the

right one for spatial relationships and creativity. School tends to teach reading and writing presenting language in parts instead of incorporating right brain visuospatial relationships as well. This, might prevent the text (representation of ideas through words, sentences and paragraphs) being transformed and recorded as visual-spatial relationships that maintain the original basic representation of meaning.

Writers use language in order to represent an organization of ideas that will approximate the organization of schemata in their minds. Hence, as language functions as a mapping system, semantic relationships and networks might be employed to bridge the gap between meaning and grammar. For these purposes, six different semantic organizers have been developed. Although function, form and content are indivisible in normal language use, initially, in writing, emphasis should be placed on function and content to prevent students develop inappropriate and ineffective schemata for reading and writing when form is overemphasized. Once students internalize that the major purpose of language is to convey meaning by presenting content, they can consider form. According to the discourse organization Semantic Organizers are classified in two groups: superordinate and subordinate (realia, picture, verb, noun and concept organizers); and sequence (episodic organizer). The sequence of these organizers begins with tight control by the teacher and gradually places the responsibility on the learner.

Realia organizers focus on activity and are constructed by using a large picture, pieces of rope and real objects to demonstrate relationships involving a topic and related activities. They are useful especially in pre-school.

Picture organizers give children their first notion that things can be symbolized through pictures. Learners receive pictures that represent a single familiar action and have to demonstrate what is happening in the pictures instead of what they see. In other words, students have to describe action, not just objects or people in the pictures.

Verb organizer teach students basic semantic relationships, first among verbs and pictures, then among verbs and nouns. Through this practice, learners will understand that individual words do not convey all the information by themselves, but that words in combination with other words (especially nouns and verbs) provide specific information. Using these organizers students would be introduced to the basic organization of a paragraph, without emphasizing in construction of syntax. They will learn that there is a topic and there are comments related to that topic in a paragraph organization, and they begin to internalize the syntactic principle of word order and sentence boundaries.

Noun organizers emphasize the development of a paragraph in which the noun represents the central topic and the verbs, the comments regarding that topic. These organizers provide the basic tools for the complex process of comparing. With these organizers, students not only learn to write a paragraph in which the similarities and differences of two objects are described, but they also can start learning to eliminate what they consider less important (summarizing).

Concept organizers use telegraphic language (key words). In this kind of organizers, the semantic relationships and syntactic structures, which are basically the same in verb and noun organizers, begin to separate. While verb and noun organizers

involve the entire web phrase and concept, this separation helps students to organize their thoughts and tasks at a semantic level, aside from sentence structuring. Concept organizers are tools for teaching students reading comprehension, information gathering, plan writing, compare and summarize. These organizers may help students to make summary rather than recopy, because by using lines and telegraphic language students may keep concepts and relationships of a text without copying the author's original syntax.

Episodic organizers demonstrate order and relationships over time. They emphasize change expressed as one event leads to another, and the development of an argument or an essay. These organizers are useful in retelling stories as well as writing narrative, and in representing cause-effect and problem solution relationships.

Using semantic organizers students can understand superordinate/subordinate and inclusive/exclusive relationships. They should be taught not only to create a semantic organizer to develop a paragraph, but to reverse the process by developing a semantic organizer based on a prepared paragraph. Semantic organizers encourage convergent thinking (academic purpose), but students also must develop divergent and creative thinking abilities. Consequently, students must not only be encouraged on writing about real events, but also on writing about fantasy. When students have experienced a lot of writing tasks of well-organized compositions and developing logical sequence, teacher can encourage them to become spontaneous writers, because they should be able to internalize organizational patterns as aids in their spontaneous writing.

The Semantic Organizer approach major contribution is the taking into consideration the idea that knowledge must be structured into cognitive strings for understanding and memorization, in addition to the development and use of semantic organizers for learning and increasing writing abilities.

2.4.3 Process-Oriented Instruction. This writing methodology, presented by Florio-Ruane and Lensmire (1989), has its basis on the works on cognition, development of psychological processes, and language developed by John Dewey, Vigotsky and Jerome Bruner respectively. Process-Oriented Instruction methodology emphasizes that writing instruction may be conceived of as involving three interrelated components: direct instruction, response to student writing, and meaningful occasions for writing, due to the fact that writing, like speaking, is a complex sociocognitive process which development depends on communication with others.

The writing process involves mastery of the technical skills of written language production, knowledge of higher order intellectual process such as planning and revision, and understanding of textual forms and functions to create text that is meaningful within particular social situations. Therefore, teachers cannot teach writing simply by explaining it as a process or body of rules, but they must provide meaningful occasions for learners to practice writing skills and written language functions. They serve an essential role as diagnosticians who read and make instructive responses to learners' written work. Hawkins (1974) states: "The function of a teacher is to respond diagnostically and helpfully to a child's behavior, to make what he considers to be an appropriate response, a response, which the child needs to complete the process he is engaged in at a given moment". According to this approach, teachers must teach

students skills, conventions of writing, and concepts through direct explanation or instruction. The teacher's challenge is to create meaningful curricular units that will support the literacy learning, and social occasions for the use of literacy in pursuit of a meaningful communication goal.

The author (student) and respondent (teacher) will be highly involved in the writing process, but also writers should be able to discuss their works with others in order to help them to learn more about the writing process. Calkins (1986) offers a figure, which illustrates four categories of involvement in a writing class (Fig. 1). This figure contains four quadrants representing instructional conditions, which may be present in a classroom.

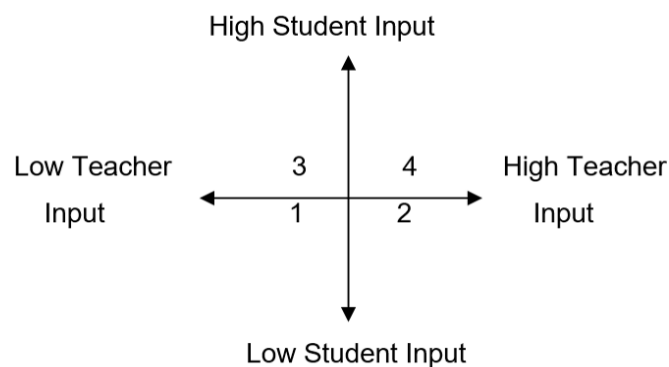


Figure 1: instructional conditions in a classroom

Figure 1. In quadrant 1, the involvement of both teacher and students in the writing process is low. It could happen because of writing might have been taken as a means towards other ends; writing might have not been, explicitly or frequently, discussed by either teachers or students. In quadrant 2, teacher input is high but student input is low. This may result when teacher spends long hours writing stories starters and responds at great length to everything students write; when teacher emphasizes

students' writing about a well-known topic on which the class would spend lot of time before the writing begins to insure ample information to draw on in writing. Students select their own topics but the teacher helps them to focus on a topic and to formulate goals and plans. This approach may produce well-formed drafts; however, it is so teacher directed that is unlikely to teach students to do it for themselves. Quadrant 3 presents low teacher input and high student input. Students are free to determine their own topics, pace and compose strategies; however, the teacher's instructional role and the goals of the curriculum are not clearly specified. Here students write up a storm and share their work in response groups. Therefore, they are apt to write rough drafts, but they do not know how to select what works best in their pieces, and have no direction to follow as they write. In quadrant 4, the involvement of both, teacher and student is high. They work together to frame meaningful writing tasks and instruction. Students have opportunities to help identify the purposes, topics and audiences for writing; as well as to voice their concerns, intentions, and meanings. This might help shape the nature of the instruction they receive. In this kind of instruction, students learn how to write and think for and by themselves, instead of just fulfilling teacher's tasks and purposes. Calkins (1986) considers quadrant 4 the optimum instructional environment. He makes an instructional recommendation: "We should not relinquish our identities as teachers in order to give students ownership of their craft. (...) We need not to be afraid to teach, but we do need to think carefully about the kinds of teacher input which will be helpful to students".

In order to help students develop as writers, teachers must find writing tasks that are functional within the life of the classroom and school, create genuine and meaningful opportunities for students to play the role of authors who have something to

say or express to an audience that have the possibility of response. Florio and Clark (1981) noted five distinguishing activities that constitute occasions for writing: They are of sufficient duration to permit linking of multiple activities in the composing process; arise in the context of real events; are driven by the broad purpose for the writing and therefore linked thematically over time; are expressive in nature and may involve multiple models along the continuum of oral–written expression; teacher and students collaborate and play multiple roles in accomplishing the social and academic goals for an occasion for writing.

2.5 Overview of the studied approaches

The three approaches propose different actions and roles that the teacher must follow in order to help students develop their writing abilities; but also share many ideas, taken from recent theories, such as:

- a. Writing is learnt in the same way as oral language: first comes function then form is learnt.
- b. Students do not learn to write better by drilling in grammar exercises, learning rules or writing conventions; they learn writing through a lot of meaningful practice.
- c. Over attention to form does not help students. Overcorrecting of mistakes may lead on students' lack of motivation and self-confidence for writing.
- d. Organization, accuracy and clarity are the goals for writing, but the focus must be on expressing meaning to a real audience.
- e. Writing must be based on experience. The major source of writing is the writer's own experience.

f. Language should be taught as a whole, not in isolation. Learners should begin instruction in writing with natural language, not individual words or individual sentences.

g. Writing is a complex process, which includes some steps such as planning, drafting, reviewing and editing.

2.6 Suggested materials in active writing teaching methods

In order to summarize the contributions about materials of the studied methods, the researcher has taken into account the main elements that must be considered in any text in a writing instruction program in order to help students become successful writers.

2.6.1 Contents. The three methods state that students must write in different genres according to their needs and purposes. Whole Language (WL) suggests letters, journal entries, stories and reports. Semantic Organizers (SO) focuses on writing transactional texts (descriptions, biographies, comparisons, narratives and essays), and suggests spontaneous writing (imaginary stories). Process Oriented Instruction (POI) sets four functions of written texts: to participate in community (rule settings), to know oneself and others (diaries), for enjoyment (letters, cards) and to demonstrate academic competence (booklets). The three methods consider that students' experiences and interests must be the topics for writing activities and that reality is the source for story content. However, SO also considers fantasy as a source for writing.

2.6.2 Materials. WL and SO do not consider the use of textbooks for writing. WL suggests the use of whole texts such as literature and recreational books, encyclopedias,

dictionaries, journals, magazines, guides, and books edited by other students. SO suggests any written texts and pictures. For WL textbooks are not recommended because they control and fragment the process, separate each language form or skill and impose arbitrary standards of performance. The use of textbooks must not be denied, but the teacher must consider them as tools for teaching language skills; resources, and provision of practice activities. The teacher must set the sequence and topics according to student's necessities and interests, not following the page order or distribution of any textbook. It is recommended to adopt a textbook, which does not fraction the language into its each form or into grammar, vocabulary and spelling, but one that visualizes and presents language as a whole.

2.7 Activities to teach writing

Besides the contributions of the three approaches to writing, this study will consider ESA approach suggested by Harmer (2012). This approach basically considers three elements in any language learning activity: engage, study and activate.

- Engage. The teacher gets the class interested, gets students attention and involves them emotionally.
- Study. This part of the lesson is focused on language and how it is constructed.
- Activate. Refers to the use and practice of the languages, in order to let students take their classroom experience into real-world communication. In other words, students activate the knowledge by putting it into production.

2.8 Assessing writing

Writing has been perceived as a field that is difficult to measure, assess, analyse and quantify. However, different authors agree that the emphasis of writing is on

function rather than on form; therefore, the evaluation of writing must measure the students' capacity to express ideas or intentions into a paper, instead of checking only the formal facts.

WL considers that on writing must be evaluated the student's language development, participation in communicative events, his attitude of accepting suggestions and the application of knowledge about writing to other areas of curriculum. SO considers that teacher must evaluate the communication of meaning and making sense, the quantity of production and specific objects stated by the program. For WL and SO student's writing development must be evaluated in an informal way by observation of students. For formal evaluation, WL suggests teacher-student conferences, anecdotal records, checklists and student's folder. WL and SO consider that evaluation must be performed, in a natural situation, during classrooms writing activities.

2.9 Development of writing in a foreign language

“Writing is one of the most difficult skills that second-language (L2) learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies.” (Barkaoui, 2007). If writing itself implies challenge to generate, organize and translate ideas in one's native language, there is no doubt this task becomes extremely challenging when the medium of writing is in a foreign language.

Barkaoui (2007), in a paper which focused on teaching writing for academic purposes to intermediate and advanced second and foreign language learners,

summarized the main findings concerning the nature of the writing competencies that learners need to develop in order to be able to write effectively in L2 and how instruction can help them attain these competencies. This author reviewed findings from three orientations: text-focused, process-focused, and sociocultural.

2.9.1 Text-oriented research. It sees L2 writing development in terms of the features of the texts that L2 learners produce. According to this orientation, to be able to write in an L2 effectively, writers need to learn the orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the L2. The different theories and studies draw attention to the multiple competencies that students need to attain to be able to write in a second language effectively. Among these competencies are the ability to produce lengthy texts that have appropriate metadiscourse features (exemplifiers, connectives, hedges), varied and sophisticated vocabulary and syntactic structures (Buckwalter & Lo, 2002; Grant & Ginther, 2000), to employ different patterns of overall text organization (description, narration, argument), and to incorporate others' ideas and texts in their own writing effectively (Cumming, 2001).

2.9.2 Process-oriented research. This kind of research emphasizes the importance of teaching effective writing processes explicitly. It suggests that teachers can help students become more competent L2 writers by describing and modelling the processes and strategies that underlie effective writing, and providing learners with feedback on their performance until they are able to apply these processes and strategies independently and flexibly in relation to their goals and task requirements (Chenoweth & Hayes, 2001; Cumming, 2002; Ferris & Hedgcock, 1998; Hyland, 2002; Roen, 1989; Sasaki, 2000; Sengupta, 2000).

One model that teachers can adopt to improve their students' writing and self-regulatory skills is Zimmerman and Kitsantas's (2002) four-step social-cognitive model which involves students in observing how a skill is performed, emulating or enacting the skill, using self-control to achieve automaticity in the skill, and developing self-regulation where students learn to adapt and transfer the skill to different contexts. As several studies have shown (e.g., see Devine, 1993; Kasper, 1997), extensive instruction, practice, and assistance with such self-regulation strategies as goal setting, self-monitoring and self-evaluation (e.g., using checklists) have positive effects on students' L2 writing motivation, learning, and performance.

2.9.3 Sociocultural orientations. They emphasize the importance of raising students' awareness about target audience expectations. Hyland (2002) cited by Barkaoui (2007) states that "effective writing instruction involves guiding students to an awareness of their readers, and the interactional strategies, background understandings and rhetorical conventions these readers are likely to expect" (p. 83). Consequently, teachers should encourage their students to think *as* readers when writing. This includes the idea of different authors cited by Barkaoui (2007) such as Casanave, 2004; Hyland & Hyland, 2001; Beach & Liebman-Kleine, 1986; Cumming, 2002; Hyland, 2002; Ferris & Hedgcock, 1998; Johns, 1996; Reid, 1989 about the importance of raising students' awareness about L2 conventions concerning how to use others' ideas and texts in one's own writing.

In addition to raising students' awareness about L2 writing processes and conventions, teachers should provide learners with constructive feedback on their L2 writing. Zimmerman and Kitsantas (2002) cited by Barkaoui (2007), for example, found

that social feedback on writing processes promotes both learning and motivation. There are mixed findings about feedback effectiveness on mainly teacher's comments on form (i.e., grammar, vocabulary, and mechanics). However, there is less disagreement about the value of feedback on content (e.g., ideas, coherence, use of others' texts) and on writing processes and strategies. This might suggest that teachers should accustom themselves to responding to L2 learners' writing as *readers*, rather than as language teachers on specific moments. It is important to provide some feedback on work in progress to help students understand how they can perform the writing task. This feedback should be neither so detailed that it overwhelms L2 writers and discourages substantive revision, nor so sketchy that it leads to surface text modifications only (Myles, 2002 cited by Barkaoui (2007)). Teachers need also to be sensitive to issues related to text ownership of their writing when helping them by ensuring that students, themselves, take the primary responsibility for what they want to say and how to organize it. Finally, in order to enhance the effectiveness of feedback, teachers can encourage learners to discuss, analyze, and evaluate feedback. Also, according to Barkaoui (2007), it is advisable to use such tools as revision and editing checklists to help students develop self-correction and self-revision strategies. Teacher-student conferences where teachers adopt a *questioning* strategy that directs students' attention to features that need improvement (suggested by Williams, 2003; Cumming, 2002 cited by Barkaoui (2007)), might engages students in the processes of critical inquiry and problem solving that are essential to continued improvement in writing performance, since they are discovering things about their writing for themselves.

Barkaoui (2007) summarizes the finding of the three orientations for teaching writing in L2 in opportunities for practice, motivating students, teacher attitudes,

promoting learner autonomy and self-assessment. This author explains that the three theoretical orientations suggest that teachers can help students learn L2 writing by providing them with opportunities, support, and encouragement to write frequently even before they master the necessary skills. Integrating reading and writing, and encouraging students to read and write extensively in and outside the classroom can provide opportunities for practice. It also can help raise students' awareness about the conventions of L2 texts.

Motivating students to write should include both cognitive and motivational factors in the L2 writing classroom. These factors include learners' beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence. According to Dornyei (2001), cited by Barkaoui (2007), motivation should help learners want to increase their practice time and to set new writing goals for themselves.

The motivation literature suggests several strategies and techniques that teachers can use to create and maintain learner motivation in the L2 writing classroom. Barkaoui (2007) summarizes findings about motivation in six statements: First, teachers should identify and discuss learners' writing experiences, beliefs, needs, and goals with the aim of rectifying misconceptions (e.g., that writing is a gift) and enhancing positive attitudes towards writing. Second, teachers should help students see themselves as successful writers by providing them with positive experiences with writing activities, emphasizing that they can be successful in these activities through their own efforts, praising them on work well done and helping them start seeing themselves as writers. However, it is necessary to consider that "hollow praise" applauding students whether they succeed or

fail might demotivate students even to try. Third, teachers should ensure a pleasant and supportive atmosphere in the classroom where the students can feel safe and trusting. Fourth, teachers should take the different backgrounds, experiences, and expectations that students bring to the writing classroom into account when selecting teaching materials and approaches, developing reading and writing assignments, constructing assessment instruments, and providing feedback. Fifth, the reading and writing tasks and activities should be meaningful, relevant, and varied in terms of content and genre. Finally, teachers should be explicit about the goals of the learning and assessment tasks, provide learners with clear goals and strategies to make writing tasks manageable, and allow students choice.

Another strategy, mentioned by Barkaoui (2007), to both motivate learners and help them become more competent L2 writers is promoting learner autonomy and self-assessment. This author mentions the reports of Ross et al. (1999) that for L2 writing students who received training in self-assessment became more accurate in their self-evaluations and performed better on narrative writing than those who did not receive such training. Barkaoui also mentions Myers (2001) study that shows how encouraging students to reflect on their texts and writing processes, using journal writing and guided questionnaires, helped them identify their writing strengths and weaknesses, become more conscious of their writing processes, and achieve autonomy. Promoting learner autonomy can be achieved by gradually delegating responsibility to students (moving from a teacher-centred to a learner-centred mode) and enhancing the students' self-assessment skills and problem-solving strategies.

Teachers can use student-teacher conferences to discuss texts of students that they identify as strong, express their “liking” and make students “like” their writing as well. Elbow, cited in Barkaoui (2007), contends that people need first to like their texts to improve them, as “only if we like what we write will we write again and again by choice—which is the only way we get better” and that “we learn to like our writing when we have a respected reader who likes it.

An important set of factors in the L2 writing classroom relates to teacher attitudes and expectations. Thus, Barkaoui (2007) states that teachers should hold appropriate, high expectations and take a firm position on them in the classroom. Students should be expected to perform beyond their comfort level following Vygotsky’s notion of the zone of proximal development.

Learning and teaching writing in a second language are very challenging tasks, with a myriad of affective, linguistic, cognitive, and sociocultural factors involved. Thus, teachers need to raise learners’ awareness about successful writing processes, L2 reader expectations, and L2 linguistic and textual conventions. They need also to support learners by providing them with models, clear and specific learning goals, meaningful contexts to practice writing, carefully structured activities, clear presentation of materials, useful feedback, encouragement, and high standards. Teachers need to promote learner autonomy in and outside the L2 writing classroom. Finally, Barkaoui (2007) cited Hyland (2002) “fundamentally, writing is learned, rather than taught ... the teacher’s best methods are flexibility and support”.

2.10 Writing strategy instruction

Strategies for writing training include planning (i.e., brainstorming, clustering, mind-mapping, outlining), formulating (i.e., approximating, translating), monitoring (i.e., problem identification, auditory monitoring, visual monitoring), evaluation and revision. A study by De Silva (2014) revealed that students could be trained to use writing strategies effectively. That study showed that students' writing strategy use and writing performance increased significantly after strategy instruction. The above mentioned author recalls Kellogg (1999) ideas that "successful writing depends on the ability of the writer to retrieve and apply relevant procedures, schemas, facts and episodes through working memory". Consequently, if second language writers learn to use strategies effectively, their working memory functions may be enhanced, and this might result in successful writing.

Among other studies that show that strategy training can be effective and beneficial to learners, De Silva (2014) mentioned two studies: Sasaki (2000) investigated the effects of strategy training on process writing, such as planning and revision. This author found that, after instruction, the number of strategies used by novices decreased, while the use of skilled writers' strategies such as 'rereading' and 'global planning' increased. Graham and Perin (2007) provided a meta-analysis of writing instruction studies, where they found that most of the strategy instruction in planning, revising and editing when writing compositions yielded positive results. Other studies have found that strategy instruction might increase self-motivation, determination and positive attitudes towards writing in L1 and L2 as well, which might lead to a positive effect on learners' writing performance.

Since the product, process and genre approaches to teaching writing have their own advantages and disadvantages, De Silva (2014) presents an eclectic approach that incorporates the main features of three approaches: the genre approach (modelling, joint construction and independent construction), the process approach (planning, drafting, input from the teacher, peers and texts) and the product approach (using model texts). This eclectic approach to teaching writing, in combination with strategy instruction models, was used by De Silva in developing a cycle of strategy instruction. (Figure 2)

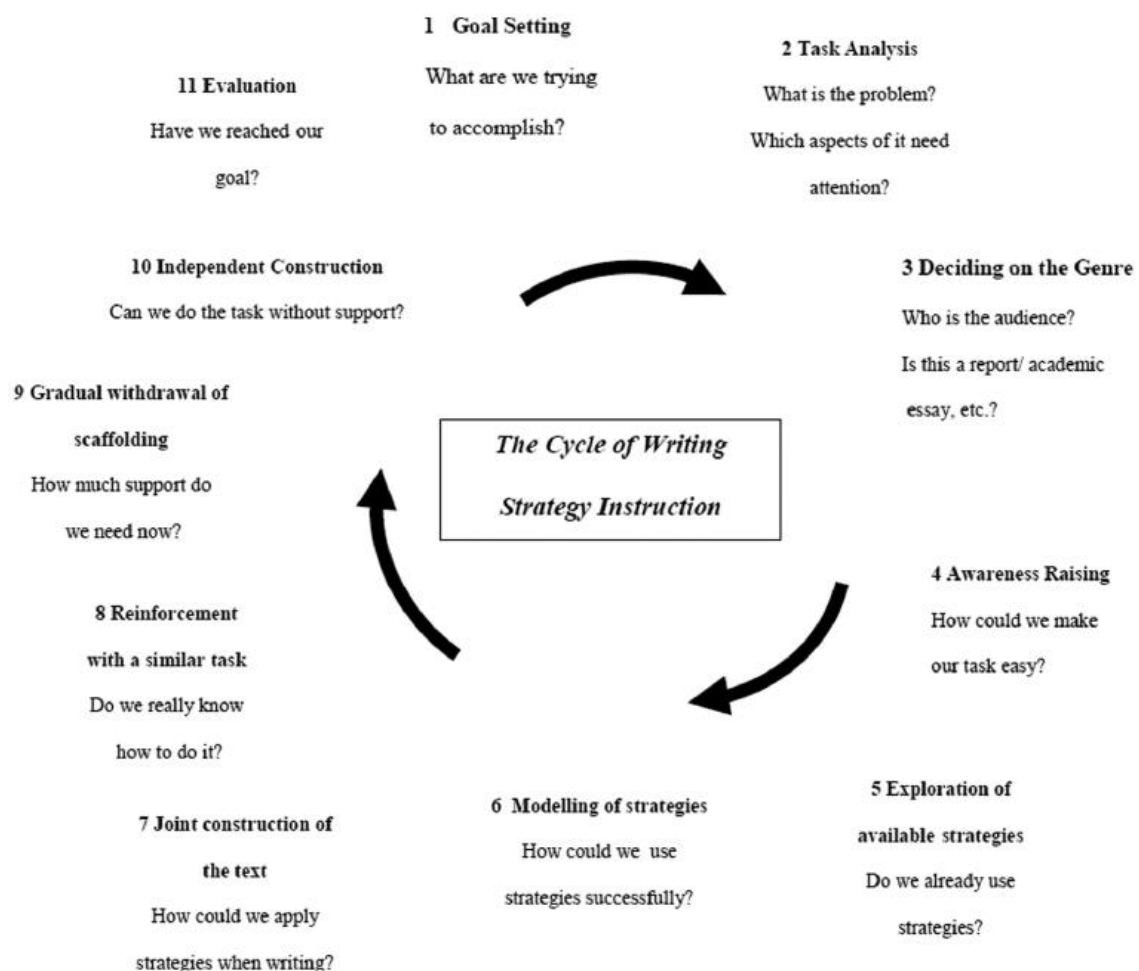


Figure 2. The cycle of strategy instruction (reproduced in De Silva, 2014 from De Silva, 2010) consisted of different steps: Goal-Setting, goals were first set at a broader level (to be achieved at the end of the course) and then for each individual task they attempted. Task Analysis, learners determine the purpose of the task, the nature of the

problems the task presents and the task demands. Task Analysis helps the students in deciding which genre to use and who the audience will be. On joint construction of the text stage, the teacher guides the students in applying the strategies during different stages of the text and explores the possibility of using a combination of strategies and orchestrating them to fulfil the task successfully. Then, the students' use of strategies is reinforced with a similar task. After that, students are provided with scaffolding in the form of learner support sheets and resource sheets, which include vocabulary and sentence structures specific to a particular genre, genre templates and guidance for self-monitoring and self-editing. The students are constantly reminded to use appropriate strategies, to self-evaluate their strategy use and to do some peer evaluation. At this stage, extensive feedback is provided by the teacher to the whole class (on the common problems/strengths observed by the teacher) and to individual students. The next step is the independent construction of the text by the students. The scaffolding is gradually withdrawn. If the task is successfully completed, the students are introduced to a new task (new genre) and taken through the cycle. If not, the students are taken through the relevant stages again.

De Silva (2014) retrieved Macaro's idea that "clusters of strategies interact with each other in the working memory and when these combinations of clusters interact with the language processes, they contribute to enhancement of performance in L2" (2006). De Silva (2014) also refers to Leki (1995) who "identified English as a second language (ESL) students' strategies developed in order to face the writing demands of their main academic disciplines (i.e., focusing on problems, seeking help from teachers and peers, making use of past and current experience or feedback, looking for models and balancing competing demands)".

The distribution of planning throughout the writing process also varied across proficiency levels and the language of composing. Manchón and Roca de Larios (2007), cited by De Silva (2014), discovered that with increased proficiency, writers spent more time planning before writing and incorporated what was planned into their writing. There is a difference between the problem-solving nature of L1 and L2 formulation processes. The time spent by writers on solving L2-related problems while formulating was twice as much as the time they devoted for the same when writing in L1.

Munoz-Luna (2015) conducted a research in a group of 200 Spanish fourth year undergraduates of English Studies, who are expected to be proficient in English academic writing. However, their written production quality varied considerably and revealed that undergraduate students who produced complex sentences and more coherent texts employed a wider range of writing strategies both prior and while writing, being able to structure and design their texts more successfully. These high-scoring students make more proficient use of complex transition markers for coherence and frame markers for textual cohesion; they commonly used these (pre-) writing strategies: drafting, outlining, and proofreading. Thus, this author states that “explicit knowledge and active use of existing L2 writing strategies in the academic genre improves L2 undergraduate writing”. This author looked specific features that uncover writers’ involvement in what they are writing, as well as their awareness of contents and genre as they write. In this way, and to show the different extralinguistic factors affecting L2 academic writing, the author focused on the different uses of writing strategies employed by university students when they write in L2 English, specifically, pre-writing strategies that help them plan their piece of writing. Da Silva showed that the awareness and use of prewriting strategies make a difference in the text, which

would contain specific strategies consciously employed, both in the text preparation and composition; signs to make the text available to the reader; better academic discourse organization; and high scoring lexical and grammatical academic features.

Writing is such a cognitive process very similar in any language the writer is using. Thus, students who lack first language strategies display a similar lack of strategies for writing in second language. Consequently, the teaching of academic writing not only consist on a list of syntactic and discursive uses of the written language, but on planning writing strategies that students can consciously prepare and work on their texts from a multiple perspective which, according to Munoz-Luna (2015), may include:

- Grammatical level: morphology and syntax, word and sentence formation
- Lexical level: lexicon and vocabulary; word register
- Discursive level: cohesion and coherence, transition between sentences and ideas
- Metadiscursive level: extralinguistic items and writers' awareness of genre specifications
- Genre specifications: format, text structuring, target audience awareness, field
- Content compilation: text content according to topic and layout

Students being familiar with the different writing stages and strategies is crucial to have good quality outcomes, to improve their writing skills, to be autonomous and self-regulated in terms of written production. Writing strategies and recursive behavior in academic writing are necessary for writers to refine their ideas in their text

production. Some cognitive and metacognitive strategies that allow for a better written expression, mentioned by Munoz-Luna (2015), are:

- Drafting
- Re-reading or proof-read and revise the written pieces
- relating the text with other text parts
- Going back and forth in the writing process
- Using lexical analogies and discursive organization
- Summarizing
- Underlining

To be able to write academic texts, students need not only linguistic knowledge but academic strategies. The following learning strategies have been identified and grouped by Munoz-Luna (2015), who considers that they could be adapted to the field of L2 academic writing. (Figure 3)

Writing strategies in L2 academic writing	
Strategy	Description
Metacognitive strategies	Planning, monitoring, reviewing, evaluating, reporting findings, recognising essay structures
Cognitive strategies	Repetition, organisation, summarising, imagery using, deducing, inference, note writing, paraphrasing
Comprehension strategies	Re-reading
Socio-affective strategies	Cooperative planning

Figure 3: Learning strategies have been identified and grouped by Munoz-Luna

Munoz-Luna (2015) explained that students who are not successful in self-regulating activities, do not focus on personal progress (i.e. internal cognitive processes), but rather on external indicators (i.e. grades, peer comparisons). This author also

explained that self-regulation and self-confidence in academic writing strategies have a clear influence not only in the text production process but also in the result quality. The use of strategies and prior planning in the production is considered as a crucial step in the composition of any academic text. In the same way, proofreading makes a difference between good and bad written scripts. Both text planning and revision are something that strong academic writers are aware of, in addition to a mastery in metadiscursive features as well as genre awareness. With regard to the relationship between text type and text production, some work has shown that genre-based strategies instruction improves the ability to produce effective tokens of that genre.

Strong academic writers are described, by Munoz-Luna (2015), as self-regulating learners, metacognitive, motivated and strategic. These writers construct a writer identity which implies the use of explicit metadiscursive and language resources. Skilled-writers tend not to translate from their mother tongue, which is consider a technique to use at beginner levels but not with proficient writers. Strong writers make use of a wider variety of metalinguistic items in their academic texts: their scripts are not only cohesive but also coherent. As far as their extralinguistic behavior is concerned, skilled writers enjoy writing in a foreign language, and their writing task awareness involves textual comprehension and deep proofreading while they are producing a text. On the contrary, weak writers' texts are simpler and shorter: simple lexicon, simple sentences, and no risks taken when writing. They perceive academic writing as a difficult and demotivating task, and they hardly ever proofread what they write. Less-skilled writers make use of superficial strategies, paying attention to word morphological aspects, but not to paragraphs and coherence matters.

According to Munoz-Luna (2015), there are three crucial differences between L1 and L2 writers that affect their final written products: L2 writers tend to write their ideas straight away without previous planning, have difficulties in setting writing goals and create new material, and proofread without any reflection on their texts. Since foreign language students easily forget the importance of writing strategies and genre features awareness, teaching genre awareness might help them to reflect upon attitude awareness, target-reader needs, etc., which would improve their L2 writing practice.

The L2 writing process is divided by Munoz-Luna (2015) into three steps, increasing in complexity: search for linguistic accuracy; search for creativity and originality, manipulating ideas and making use of more complex discursive rules; and metacognitive stage, when students are conscious of their own mistakes and try to correct/avoid them.

2.11 Metacognitive strategies for the development of writing

De Silva (2014) mentioned some authors who demonstrated that the use of metacognitive strategies leads the development of writing. For instance, Aziz (1995) found that if a L2 student received cognitive strategy training only improved in grammatical agreement, but not in overall quality in writing, while if that student received both cognitive and metacognitive strategy training performed significantly better, and produced writing with better overall quality and grammatical agreement. Conti (2004) reported that the use of self-monitoring strategies in foreign language students, including error targeting, feedback handling, production monitoring and monitoring familiar errors and editing lead to a significant reduction in the number of errors they made while retaining the quality of the content in their writing.

Chapter 3

Methodology of the Project

3.1 Methodology description

The design of the present study is qualitative-analytical, and the type of evaluation of the material is micro-evaluation. The evaluation of the material is concentrated on the writing sections of the two books that might help students to write their texts according to the tasks content and structure evaluated in parts 2 and 3 of the writing section of PET evaluation. It will be applied the checklist proposed by Cunningsworth (1995), presented by Lennon and Ball, to collect and compare information about the writing sections from the two textbooks. Furthermore, examples of these activities from the two books will be presented and explained. Finally, a table of the different activities in writing sections from the two textbooks that involve all the writing process will illustrate differences and similarities between them, in order to sum up the main contents and activities of the two textbooks and discuss the findings.

3.2 Justification of the selection of materials and components analyzed

The two course books selected for this project have been chosen in terms of different aspects:

- appropriateness of contexts and situations
- students' needs
- learning settings
- adequate subject matter
- communicative load

- presentation and visual appeal
- appropriate sequencing
- adequacy of drill model and pattern display
- previous experience in using them
- availability of supplementary material (resource pack, DVD and virtual component).

These books are designed to improve the English proficiency of adult and young adult students who already have level A2 or B1 at English, but need to improve their grammar and vocabulary knowledge to be able to communicate on the four skills (reading, writing, listening and speaking) to be certified in a B1 level within the requirements of the CEF.

Since there is a necessity to upgrade the writing skill in the lower-intermediate students in the institution the researcher works for, the two course books mentioned will be deeply examined considering the analysis questions and the objectives of this project.

3.3 Description of material

The textbooks that have been analyzed in this study are Ready for PET and Objective PET.

3.3.1 Ready for PET

Written by Kenny and Kelly

Published by Macmillan Publishers in 2007

Level: B1 according to CEFRL

Resources provided: Student's book, student's workbook, teacher's book, Class CDs, CD -Rom, resource pack, audios, DVD's and class CDs

3.3.2 Objective PET

Written by Hashemi and Thomas

Published by Cambridge University Press in 2010

Level: B1 according to CEFRL

Resources provided: Student's book, workbook, teacher's book, Class CDs, CD Rom, resource pack, DVD'.

3.4 Description of the approach or paradigm of analysis

3.4.1 Material Analysis. In this academic context, material will be defined as the textbook signed to be used in class by students taking a particular course of study, in this case English. On the other hand, analysis will be defined as the process of studying or examining something in an organized way with a specific goal.

During the process of selecting the most convenient material to be used in an English class, the analysis of a textbook is the first step for different reasons such as:

- Course-books are usually implemented for a long period, as in the private university the researcher works for.
- The material selected should have a direct impact on the student learning process and eventually in their future as professionals.
- It might be difficult for learners to get used to using a new material without any clear reason or objective.

Textbooks selections might be one of the key problems of English as a foreign language education and one of the teacher's most demanding tasks, due to the fact that the suitability of any material depends on different characteristics of the context. The market offers a huge variety of course books; therefore, the process of selecting the most appropriate one might be complicated due to different factors such as lack of skills, time frame, specific purposes, etc. Besides that, having a textbook that fulfils the teacher's expectations, would not be very probable but he has to search for "the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable" (Cunningsworth, 1995 cited by Lennon and Ball).

3.4.2 Content Analysis. Cohen, Manion and Morrison (2007) state that "content analysis in a broader sense refers to the process of summarizing and interpreting written data, whereas, in a narrower context, it is a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data". According to Neuendorf (2002, p.10) content analysis is a summarizing method of analyzing messages quantitatively, in terms of "objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing". Considering these perceptions of content analysis, it can be inferred that there are two fundamental approaches: a qualitative and quantitative one.

Qualitative content analysis is a method of analyzing written, verbal or visual communication messages (Cole 1988). According to Schreier (2012), this is one qualitative method for analyzing data and interpreting its meaning. It is mainly inductive, as it draws inferences from the examination of topics and data.

Quantitative content analysis provides an objective and descriptive overview of the “surface meaning of the data” (Dörnyei, 2007, p. 246). This type of analysis is considered deductive, aimed at testing hypotheses of finding answer to questions based upon theories or previous empirical research.

The process of content analysis. Cohen, Manion and Morrison (2007) defined this process as “the process of four C”: coding, categorizing, comparing and concluding.

- Coding is used to summarize the information, at the same time specific features must be emphasized in order to connect them to more extensive concepts. He also defines “code” as a label attached to a piece of information to make it manageable and easy to control.
- Categorizing consists on developing meaningful sections into which words, phrases, sentences, etc. as part of the analysis itself can be organized.
- Comparing is the process where connections between categories are made.
- Concluding is the part where the text and the results of the analysis are supported by theoretical concepts.

Cohen, Manion and Morrison (2007) also state three essential features of the process of content analysis: breaking down text into units of analysis; undertaking statistical analysis of the units; and presenting the analysis in as economical form as possible. (ibid., p. 476).

3.4.3 Analysis criteria

The analysis of the material to be used in the classroom is a relevant and complex step. According to Rea-Dickins and Germaine (1992) “When we evaluate different

aspects of the teaching and learning process, it becomes important to make explicit the criteria used in our judgments, and to be principled in our evaluations. III-prepared and ad-hoc evaluations are likely to be unreliable, unfair and uninformative. They are not a suitable source on which to base educational decisions". (p.4). It is a fact that the criteria selected reflects the concepts regarding language learning and teaching. Therefore, this criteria, to some extent, will be able to determine the results. At this point, it would be relevant to quote Rea-Dicking & Germanine (1992: 28) who provide a list of questions to be addressed before the process of analyzing and evaluating teaching and learning materials:

1. What do materials mean for you?

- Do you refer exclusively to textbooks, or do you include teacher's guides, teaching manuals, supplementary units, readers, audio and visuals materials, etc.?
- Do you make a distinction between materials designed specifically for first and second language teaching, and also between those targeted specifically for use in school, and materials that are non-pedagogic but authentic?
- Do you include materials produced by the teachers and the learners?

2. The role of materials within your teaching and learning context:

- What roles are they expected to play?
- What goals are they expected to achieve?

3. How are the materials to be used?

- Are they to be used as the sole source and resource for teaching?
- Are they one of several available resources?

These researchers state that the analysis and evaluation of materials should focus on a small set of tasks, drill or texts, rather than a full-blown textbook. They identified three phases in the analysis and evaluation of materials. (Figure 4)

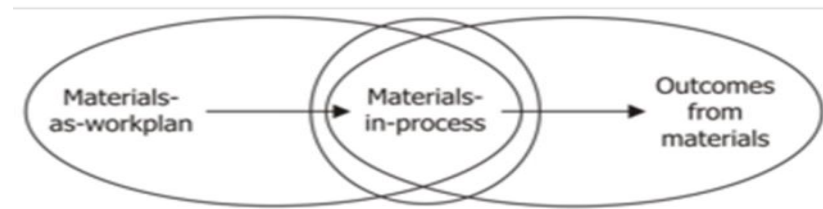


Figure 4. Phases in the analysis and evaluation of materials

The evaluation as a work plan is a valid part and according to the general framework for analyzing materials of Littlejohn, three questions are considered:

1. What aspects of materials should we examine?

The aim of these aspects is to provide comprehensive coverage of the methodological and content aspects for any set of materials.

2. How can we examine the materials?

Different levels of analysis have been suggested, from concrete to abstract aspects of the materials.

3. How can we relate the findings to our own teaching context?

This process is represented in figure 5. There is an emphasis on matching the analysis of materials with an analysis of context.

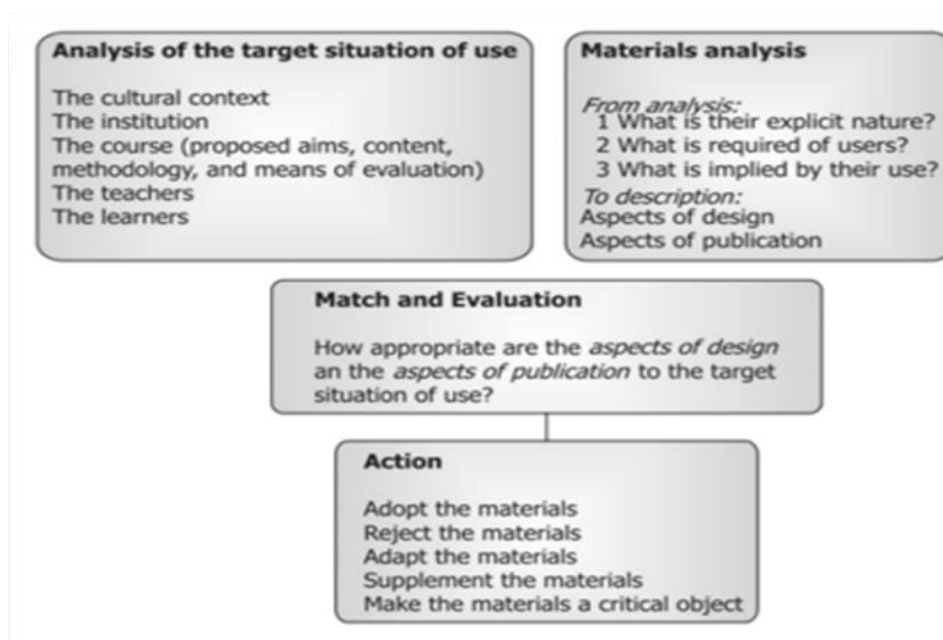


Figure 5: Littlejohn's general framework for analyzing materials

Rea-Dickins and Germaine (1992) highlight an important distinction between the theoretical value (construct validity) and the empirical value of materials. However, they also state that this type of evaluation alone might not be enough to analyse, evaluate and select a course book. They mention a checklist, adapted from Cunningsworth (1984:79), who shows a general checklist for approaching a course book evaluation. This checklist evaluates different aspects such as aims and approaches, design and organization, language content, skills, topics, methodology, among other considerations. (Appendix 1)

Along this project, it is analyzed the information included in the two selected course books, with an emphasis on the writing component. Moreover, the aspects explained in the objectives are considered in the analysis of these materials.

3.4.5 Instruments for the analysis

This proposal evaluates different dimensions in order to decide what type of evaluation should be used, following Littlejohns' suggestions of micro-evaluation through seven dimensions: Approach, purpose, focus, scope, evaluators, timing and type of information. (Appendix 2)

All these analysis in this research is focused on the writing component mainly. Therefore, it will be considered the aspects included in the analysis questions. In other words, the writing component of the course books selected will be analyzed considering the following aspects in order to measure the extent to which the writing activities in the course books comply with the criteria:

- Pre-writing activities.
- While-writing
- Post-writing
- Writing topics
- Writing context
- Vocabulary and grammar appropriateness
- Integrated reading and writing activities

Chapter 4

Corpus

4.1 PET Exam

This test presents three parts: sentence transformation, short text and long text writing. (Appendix 3)

4.1.1 Writing Part 2. In this section of the PET exam candidates have to write a short email of between 35 to 45 words in length. Students are told who they are writing to and why, and the three content points the task include (clearly laid out with bullet points in the question). To gain top marks (5 points), all the three points must be in the answer, so it's important to read the question carefully and plan what will be included in the correct length (not too short not too long texts). Another aspect to be included in the evaluation is the clearness of the message. In other words, marks are given if the message is understandable, if candidate has appropriately expressed, connected all the ideas the candidate could generate from the proposed situation and if these ideas could respond exactly and coherently what it is required. Grammar, vocabulary and spelling are taken into account; however, marks will not be deducted for small errors. (Appendix 4)

To perform well in the Writing Part 2 task, students have to be careful with spelling, read the question carefully and underline the key verb in the instruction, make sure that all the three points in the task have been written, use verbs for different purposes or functions: remind, invite, suggest, ask, etc.. They also have to structure their texts according to the email or note structure. This text should be simple, direct to the

point, short and precise. The note or email body should start with addressing the recipient by a hello, dear etc.; present an introductory line like “How are you, How are you doing etc.; write the points clearly; and give a pleasant end like “All the best for your future endeavors or for you exam, etc.” Awaiting your reply, thanks in anticipation” (If you are expecting reply). Have a courteous bye like “Regards”, “See you soon”.

4.1.2 Writing part 3. Candidates have a choice of task: either a story or an informal letter in approximately 100 words for any of these tasks. To gain top marks (15 points), students should be able to organize ideas clearly and to convey them using a range of language. Assessment is based on the correct spelling, punctuation, accurate use of a variety of grammatical structures, the use of topic related vocabulary and linking words. A mistake that does not prevent the writer from being understood is not as serious as a mistake that interferes with communication. Answers below 80 words or longer than 100 words may receive fewer marks. (Appendix 5)

To perform well in the Writing Part 3 task, candidates should look at both questions and see which one he could say more about, before starting writing. This might prevent the candidate to change his mind after he has started. Although candidates won't have time to write a detailed plan for their text in the exam, focus planning (outlining) is necessary, even a few words may be enough. When writing is finished, it is important to leave time to check through the text.

4.2 Analyzed Textbooks

4.2.1 Ready for PET. According to its authors, this course book is for students of all ages preparing to take the Cambridge Preliminary English test. Along its ten units, this material presents a thorough approach to all the tasks found in the exam. This text aims to consolidate students' knowledge of language relevant to the exam and their ability to use it communicatively. Its authors also suggest that this book can be used with a general language course or on its own for intensive exam preparation.

This book presents topic units. Each unit includes two lessons, within mainly introduction and practice of vocabulary, as well as writing, reading, listening and speaking exercises including tips on how to tackle various exam tasks and help sections giving advice on the skills needed for the PET exam, set indistinctly in Lesson 1 or 2. The book also presents at the end, a grammar and vocabulary practice per each unit. In addition of that, there are two complete practice tests and a model speaking test.

The writing component in each unit presents, basically, two kind of exercises: to complete and to produce. On one hand, the writing component to complete is mainly presented as sentences transformation exercises. This part recycles the grammar and vocabulary taught in the lesson. It provides practice with paraphrasing ideas. In other words, it develop the skills to express ideas in different ways, which is evaluated in Writing Part 1 of the PET exam. On the other hand, the writing component to produce provides practice with expressions or skills to create short and long texts, based on real-life language and situations. It includes tasks that mirror real communication by asking students to react and respond to written texts. The tasks include also activities to organize a text and questions to plan the text. This part presents a table called "Get ready for Pet Writing" where some instructions to handle the writing task in the real

PET exam are presented. Furthermore, some tips on how to tackle the writing tasks are mentioned.

4.2.2 Objective PET. This book is one of the series of course books designed to teach English and provide with tools to prepare students for the Cambridge exams. According to its authors, Objective PET Second edition is a lively course designed to guide students towards success at the Cambridge Preliminary English Test. The authors of this book also state “this course book presents a unique approach which combines solid language development with systematic exam preparation and practice, while its short units cover a wide variety of motivating topics”.

Along its thirty units, this material presents language skills and exam training in an integrated way. There are thirty Exam Folders that cover each exam task in depth and provide practical advice. In addition of that, there are fifteen Writing Folders to develop writing skills and give practice in the exam tasks. Five revision units reinforce grammar, vocabulary, reading and speaking aspects that have been learned. In each unit there have been included fun activities to make learning enjoyable, Grammar Spot to focus on key grammar points, Corpus Spot that uses examples from the Cambridge Learner Corpus to target areas that causes difficulties for PET candidates, a CD-ROM which includes further practice activities for vocabulary, grammar, pronunciation, reading, listening and writing. Furthermore, it includes a complete photocopiable PET test (with audio) for self-study or classroom use. There is also included a free photocopiable PET test with audio on the accompanying website.

This book presents topic units. Each unit includes an introduction for the vocabulary, listening or reading activities related to the topic, language focus, grammar spot, corpus spot, vocabulary spot, pronunciation exercises, and activities to discuss, prepare “discontinuous” texts or other fun pair or group work activities. The Exam Folders cover alternating Reading, Speaking and Listening exam task in depth and providing activities and practical advice. While the Writing Folders present writing tasks for the PET exam, different activities to develop the writing skills as well as practical advice for the exam, and corpus spot items.

The writing component in each unit presents, basically, two kinds of exercises: to develop general writing skills and to produce sentences, short and long texts similar to the ones in PET writing Parts 1, 2 and 3. The writing component to develop general writing skills consists of activities such as filling in the blanks (sentences or texts), organizing a text, reading and answering questions about a text, correcting mistakes, using punctuation marks, etc. This part recycles the grammar, spelling and vocabulary taught in the lesson. While, the writing component to produce provides practice with paraphrasing ideas. In other words, it develop the skills to express ideas in different ways, which is evaluated in Writing Part 1 of the PET exam. It also provides practice to create short and long texts, based on real-life language and situations. It includes tasks that mirror real communication by asking students to react and respond to written texts. The tasks include also activities to analyze sample texts, organize a text and questions to plan the text, questions to analyze the students own texts. This part presents boxes called “Exam advice” and “Corpus Spot” where some instructions to handle the writing task in the real PET exam are presented and some reflections on grammar and vocabulary from common difficulties PET candidates face.

Chapter 5

Results and Discussion

5.1 Ready for PET

5.1.1 What kind of approach of teaching the writing process is it applied in this textbook?

This textbook focus is on the product, on how clear the work is to the reader and on how close to the writing task is the text. It gives the students some model texts for them to highlight the features of the genre and mimic it to produce their own product.

5.1.2 What aspects of the writing process are focused and develop in this textbook?

Writing activities don't involve the different stages to let students organize and develop their ideas with coherence and property. The writing process seems to be linear and prescribed, and the textbook doesn't propose directly any activities that lead students to write developing the different writing stages recursively operating.

5.1.2.1 How much pre-writing is there in Ready for PET?

Mostly each writing task is presented directly with no pre-writing activities. This prevents teachers to find out what students already know about the topic, and at the same time, it prevents students to recover the vocabulary and language structures necessary for producing the text. Although in each unit there are some vocabulary and reading exercises related to the topic for writing, there seems to be a lack of link between these activities and the writing ones. This lack of pre-writing activities might increase the difficulty for students to plan their writing and, in some degree, it might generate anxiety to write in a foreign language. Some of the pre-writing activities offer

opportunities for class discussion and more interaction among the learners and encourage students to generate ideas about the content of what they are going to write.

To write a story, only in some lessons of Ready for PET, there are prewriting tasks. For instance, in one lesson, students have to organize a story by putting in order sentences, before they write their own story. In this way, they can have a model to follow in their writing 3 task. In other lesson, students are given the sentence they have to use to start their stories and, before they start writing, they are asked to answer some questions about their story. This helps students to generate ideas to write about as well as structure their stories appropriately. As a result, students might be more motivated to write even though they may find quite difficult to invent and write a text.

5.1.2.2 How much while-writing is there in Ready for PET?

There are not many different kinds of tasks for students to do in each unit during writing but, basically, just the main task itself. However, in a few units, there are a few activities for students to share their emails or notes and reply them. In one lesson of this book, students are given a part of the letter they have to answer. After they finish writing their letter, they are asked to complete an example letter someone has written answering the previous one. Also they are asked to analyze the example letter and answer some questions about it. This helps students to compare the example letter with the one they have written. Consequently, students might be able to revise their texts structure, grammar and expressions following a model.

The limited during-writing activities might jeopardize learners' engagement in recursive writing, self-editing and revisions; in other words, clear instructions and

resources to complete the next steps in the process: writing drafts, revising, self-editing and expanding are necessary to be included in the book.

5.1.2.3 How much post writing is presented in Ready for PET?

In this book, there is no a single instruction to follow or activity to do after students end the writing task. This might prevent students to revise their text in a collaborative way, based on feedback from an audience, as well as to reflect on the mistakes they have committed, the text result and on their writing strategies.

5.1.3 What kind of approach of teaching the writing strategies is it applied in the textbook?

The textbook doesn't propose directly any other strategies for writing, but monitoring (problem identification). Students are given some exposure to language and opportunities to use the language, but there is not a direct link for students to analyze and deduce the strategies to apply for writing texts.

The book draws attention to the ability to produce texts that have appropriate metadiscourse features. However, there is little training on strategies for writing such as planning (brainstorming, clustering, mind-mapping, outlining), formulating (approximating, translating from first language to second language, dictionary use while writing), evaluation and revision.

5.1.4 What kind of metacognitive strategies for writing are presented in this textbook?

No self-monitoring strategies in foreign language students, including error targeting, feedback handling, production monitoring, monitoring familiar errors and editing are presented in this textbook.

5.1.5 How does the textbook deal with writing activities?

It is hardly seen that the book applies the contributions of WL, SO and PO approaches to writing. Neither it takes into consideration the three elements presented in ESA approach in any language learning activity: engage, study and activate. These elements are hardly seen in the writing tasks. (Appendixes 6 and 7)

5.1.5.1 Are the topics interesting?

This course book offers different topics for writing in each unit. For example, they are asked to write notes or letters about personal description, asking for help, describing your place or your room, planning your trip or vacations, going shopping, pets, lifestyle and habits, being sick. For stories, the titles or the sentences they have to start their stories with are as follows: A strange visitor, working during school holidays, a person going out. The topics are quite familiar to the students. The topics selected might let the students learn the language in a way that they can find natural and interesting. Also, it might encourage students to participate using information from their own lives.

5.1.5.2 Is the context understandable?

The context of the writing tasks is all based on real-life language and situations. Thus, the verbal message and the context been designed could get students engaged easily. The tasks are presented in natural contexts such as emails, notes and stories.

5.1.5.3 Is the majority of the vocabulary and grammar demanded appropriate for the students?

The grammar and vocabulary students have to use in the writing activities and tasks are, mainly, the most frequent and useful language according to the B1 level.

5.1.5.4 Are reading and writing combined?

Each lesson presents some reading as well writing activities. However, neither the topics nor the grammar match in most of the lessons. These two skills are not necessary combined in the lessons, but presented separately. This might not let students recycle and review the key grammar and vocabulary presented in the reading activities of the lesson.

5.1.6 What activities or strategies presented in the analyzed textbooks might help to improve writing short and long texts?

This book presents two kinds of activities that might help to improve writing short and long texts. One type of activities are to reconstruct information, such as reconstructing a personal information diagram by filling in missing words (to write an email or letter), reconstructing a story by filling in missing words, sequencing a text that has been jumbled, answering questions about the story that will be written (to write a story). The other type is the analysis activities, which require students to compare their text with the demands of PET writing paper.

5.2 Objective PET

5.2.1 What kind of approach of teaching writing is it applied in this textbook?

This textbook applies the process-oriented approach, where writing is treated as more of a language exploration to facilitate the writer's understanding of the language and the writing process to be able to communicate with the reader. This book not only presents the task based exercises, but some exercises for students to analyze the orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the L2. It also presents some exercises where learners have to focus on specific strategies before, during and after writing.

5.2.2 What kind of approach of teaching the writing process is it applied in this textbook?

Writing activities involve some of the different stages to let students organize and develop their ideas with coherence and property. The writing process seems to be linear and prescribed. However, the textbook propose some activities that leads students to write developing the different writing stages. (Appendixes 8 and 9).

5.2.2.1 How much pre-writing is there?

Mostly each writing task is presented directly after a pre-writing activity. This allows teachers to find out what students already know about the topic and text structure, and at the same time, it helps students to recover the grammar and vocabulary necessary for producing the text. It also help students become familiar with the task and the text structure to produce a note, email, letter or story.

In each unit, there are some vocabulary, grammar, listening and reading exercises related and linked to the topic. For instance, to write an email or letter, match some PET writing 2 or 3 tasks with emails, notes or letters, to analyze a text written by

a PET candidate and check if it follows the instructions, identify in a sample text, language expression for certain functions or purposes, etc. To write a story, first, students have to match titles with some stories, fill in the blanks, organize a story by putting in order sentences, answer some questions about the story students have to write, writing notes or making a list next to specific headings, etc.

These pre-writing activities might encourage students to generate ideas about the content and the structure of the kind of text they are going to write, decrease the difficulty for students to plan their writing and motivate students to write in a foreign language.

5.2.2.2 How much while-writing is there?

There are different kinds of tasks for students to do in each unit during writing in addition of the main task. For instance, in some units, there are activities for students to share their emails or notes and reply them. In other lessons of this book, students are given a part of the letter they have to answer, and, after they finish writing their letter, they are asked some questions about their letter extension and if they have answered all the questions. There are some exam advice boxes to remind students about the language, content or information they have to include in their texts. The book also presents group work activities where students choose the text they want to write, discusses about the language and information they should include and write a text in group. These during-writing activities might engage learners in recursive writing, self-editing, revisions and expanding if necessary.

5.2.2.3 How much post writing is presented?

In this book, there are not too many activities to do after students end the writing task. However, in a unit students have to share a text they have written in group to another group for them to identify which task the other group has written and if they have included all the information and used the correct verb tense. This might help students to compare the other group text with the one they have written. Consequently, students might be able to revise their texts structure, grammar and expressions following a model. This may let students to revise their text in a collaborative way, based on feedback from an audience, as well as to reflect on the mistakes they have committed, the text result and on their writing strategies.

There are some reminders included after the writing task. These are merely to make students check if they have included the necessary information and used the appropriate number of words.

5.2.3 What kind of approach of teaching the writing strategies is it applied in the textbook?

The textbook propose different kinds of strategies for writing: Metacognitive strategies (planning, monitoring, reviewing, evaluating, reporting findings); cognitive strategies (organization, summarizing, imagery using); comprehension strategies (re-reading), and socio-affective strategies (cooperative planning). (Appendixes 8 and 9)

The book draws attention to the ability to produce texts with appropriate metadiscourse features. Thus, there is some training on strategies for writing proposed by De Silva (2014), such as planning (brainstorming, clustering, mind-mapping,

outlining), formulating (approximating, dictionary use while writing), monitoring (problem identification, auditory monitoring), evaluation and revision.

5.2.4 What kind of metacognitive strategies for writing are presented in this textbook? This textbook presents self-monitoring strategies in foreign language students, including error targeting, feedback handling, production monitoring, monitoring familiar errors and editing. It also presents metacognitive strategies (planning, monitoring, reviewing, evaluating, reporting findings, essay structure).

5.2.5 How does the textbook deal with writing activities?

It is seen that the book applies some contributions of WL, SO and PO approaches to writing. In addition of that, the three elements considered in ESA approach in any language learning activity: engage, study and activate are seen in the writing tasks.

5.2.5.1 Are the topics interesting?

This course book offers a variety of different topics, for example, personal aspects, jobs, family and friendship, entertainment, shopping, predictions, etc. The writing tasks are linked with the topics presented in each unit. For example, they are asked to write notes or letters about planning your trip or vacations, describing your school, going out, sightseeing, doing exercises, preferences for clothing or fashion, personal description, asking for help, going shopping. For stories, the titles or the sentences they have to start their stories with are as follows: experiences or anecdotes, imaginary stories. The topics are quite familiar to the students. Therefore, it might let

students learn the language in a way that they can find natural and interesting. Also, it might encourage students to participate using information from their own lives.

5.2.5.2 Is the context understandable?

The context of all of the writing tasks is all based on real-life language and situations. Thus, the verbal message and the context been designed could get students engaged easily. The context in almost all the units is understandable enough and the tasks are presented in natural contexts such as emails, notes and stories. The tasks are designed to help students to contextualize and link his existing knowledge and expectation to the activity. However, some young learners might not be familiar with some of the topics such as sightseeing and work experience, as well as with the letter structure.

5.2.5.3 Is the majority of the vocabulary and grammar appropriate for the students?

The grammar and vocabulary students have to use in the writing activities and tasks are, mainly, the most frequent and useful language according to the B1 level. The book presents before the writing task a quite extensive language input, which helps students to build the skill. Besides, the grammar and vocabulary information provided are aligned to the B1 level according to the CEFR. All major grammar and vocabulary areas corresponding to the in B1 level are covered.

5.2.5.4 Are writing and reading combined?

Each lesson presents some reading activities, and every two units present writing activities. The topics, grammar and vocabulary, in most of the lessons, match with the

writing activities. Reading and Writing skills are not combined in the lessons, but linked basically with the grammar and vocabulary of the unit. This might let students recycle and review the key grammar and vocabulary presented in the reading activities of the lesson.

5.2.6 What activities or strategies presented in the analyzed textbooks might help to improve writing short and long texts?

The book presents different activities that might help to improve writing short and long texts. To enhance the ability to write an email, letter or story there are some analysis activities that require students to read sample texts and correct their grammar, punctuation, as well as to examine others' and their own texts comparing with the demands of PET writing paper; finding and categorizing information by marking or labelling a text or diagram. To enhance the ability to write a story, there are different exercises such as reconstructing a story by filling in missing words, sequencing a story that has been jumbled and answering questions about the story that will be written. (Appendix 10)

Chapter 6

Conclusions

6.1. The main aim of this research paper was to analyze the writing components in two different English books (Ready for PET and Objective PET) which correspond to B1 level according to the CEFR. The analysis have been developed through research questions grouped by kind of approach of teaching writing, aspects of the writing process, approach of teaching the writing strategies, metacognitive strategies for writing, and writing activities. These questions have been based on the literature review about writing and on the criteria considered in the checklist adapted from Cunningsworth for approaching a course book evaluation, which includes aims and approaches, design and organization, language content, skills, topics, and methodology. The answers to our research questions have generated relevant information about the content and strategies used in the two analyzed books to develop the students' necessary writing skills to perform well in PET Writing Parts 2 and 3.

6.2. Even though that both books, Objective PET and Ready for PET, claimed to be communicative course books, the first one has shown that it fulfills more accurately the process of teaching writing. Ready for PET textbook focuses more on the product, on how clear the work is to the reader and on how close to the writing task the text is. Objective PET textbook applies the process-oriented approach, treating writing as a language exploration to facilitate the writer's understanding of the language and the writing process to be able to communicate with the reader.

6.3. Regarding the writing process, in any educational situation writing should not be considered as one-step action but as a several steps process. Therefore, this idea have to be reflected in the textbooks which have to present pre-writing, while-writing and post-writing tasks to lead students produce their texts appropriately. Pre-writing activities usually focus on the audience, the content and the vocabulary necessary for the task. These activities typically not only review and build students' knowledge of relevant vocabulary and grammar points, but activate their background knowledge to generate thoughtful and interesting written work. Thus, pre-writing tasks are a crucial element of successful writing instruction. While-writing activities are a way to guide students through writing and re-writing. Students should be allowed to use notes they generated from the pre-writing tasks and encouraged to use checklists to ensure that the actual activity aligns with the pedagogical objectives or assigned task. Post-writing is the step in the writing process where the written text is shared with other audiences. Therefore, basic components of post-writing activities such as re-read the story, make sure sentences make sense, add phrases to make the story flow smoothly, eliminate unnecessary or redundant details, proofread for spelling, vocabulary and grammar (checklist), edit your paper and share with audience should be considered in writing activities.

6.4. In Objective PET book, more than in Ready for PET, writing activities are basically broken into two sequenced stages of the writing process (pre-writing and while-writing). In Ready for PET, in general, a number of the writing tasks include activities as pre-writing ones. However, this book presents very limited opportunities for while-writing activities. Furthermore, in the two analyzed books, a lack of post-writing activities has been observed. Although there are some more

post-writing activities in Objective PET than in Ready for PET, mostly the writing activities in both books are not followed by any post-writing exercises to review and check the writing efficiency and result. Therefore, students might not have the possibility to identify their mistakes and reflect on their writing production. To summarize the findings on the writing process, these books consider some stages, but they do not present this model in all of their units, including certain elements in one exercise but not in others. This shows that, even though, the authors of the first book has planned and organized a little bit more the writing lessons in order to motivate and lead learners succeed at performing the writing tasks, the teacher's participation is required in both books to consolidate the result of this type of tasks. In other words, more supplementary material with exercises that contemplate the different stages of the writing process, to let students organize, develop and communicate their ideas with coherence and property in a recursively operating sequence are necessary in order to achieve the writing academic goals.

6.5. The approach of teaching the writing strategies are quite different between the two analyzed textbooks. On one hand, Ready for PET textbook doesn't propose directly any other strategies for writing but problem identification. Students are given some exposure to language and opportunities to use it with appropriate metadiscourse features following models. However, there is little training on strategies for writing and there is not a direct link for students to analyze and deduce the strategies to apply in writing texts. On the other hand, the Objective PET textbook proposes some training on different kinds of strategies for writing, such as metacognitive, cognitive, comprehension and socio-affective strategies for students to be able to produce texts with appropriate metadiscourse features.

6.6. About metacognitive strategies for writing, in Ready for PET there is no self-monitoring strategies; while Objective PET presents some self-monitoring strategies for foreign language students such as error targeting, feedback handling, production monitoring, monitoring familiar errors and editing; as well as metacognitive strategies such as planning, monitoring, reviewing, evaluating, reporting findings. However, further discussion questions on the writing text as well as exercises for the learners to strengthen their impression about these type of tasks have to be designed in both books.

6.7. The topics presented in the textbooks help students be prepared for the writing since they are relevant to their interests, experiences and recycle the target language. The writing tasks of textbooks should include a diversity of exercises designed to promote student's communication on a range of familiar topics, using accurate, appropriate linguistic resources, and the production of ideas of extended coherent discourse. Objective PET and Ready for PET include familiar and interesting topics which are designed to stimulate students, motivate them to comprehend the dynamics and the content of the writing tasks, and develop their communicative skills. The use of this authentic writing material with interesting topics in these two course books plays an important role since the learner is given the chance to develop the skills required according to the level (B1). However, in Ready for PET some topics considered in the vocabulary of B1 level, have not been considered. These topics include interesting information about a variety of situations; however, some students may have some issues in responding to discussion questions that assume more experience or knowledge than they have, especially in the pre-writing and while-writing activities. Objective PET presents each unit in a specific context. On

this way, students are engaged to acquire language and develop writing skills meaningfully. However, Ready for PET has developed topics without a direct link between the grammar, vocabulary or other skills with the writing activities.

6.8. Objective PET as well as Ready for PET present different activities aiming to develop reading and writing skills; however, most of these activities seem to be combined but not necessarily linked in Ready for PET; while in Objective PET there are more linked reading and writing practice. In both books, they should set stronger links between reading and writing procedures to promote and develop these two communicative skills, which reinforce each other. Reading is important for writing because it may work as example of how to structure a text and what language to use at specific type of texts. Reading might establish the good basis for successful communicative exchanges. The reading tasks should focus on the process of improving both reading and writing skills. Thus, before every writing task, students should read a text with a similar topic or with a similar structure, which can be highly motivating to them.

6.9. The analyzed textbooks present some activities or strategies that might help the improvement of writing short and long texts. These activities are varied, such as reconstructing information diagram by filling in missing words, sequencing a text that has been jumbled, answering questions about the story that will be written, examination and comparison of the students' texts with the demands of PET writing paper, reading sample tests, correction of grammar and punctuation in written texts; as well as finding and categorizing information by marking or labelling a text or

diagram. However, it seems that these activities are not presented in a consistent way in all the units of the two books.

6.10. One of the most important tool in teaching English as a foreign language is the use of a textbook, which can act as guidance in the writing teaching and learning process. However, some units or lessons presented in textbooks may not match students' real life context, interests and necessities, or they might not help students to achieve the course goals. This is when teachers should be able to adequate or create any other extra material to fill that gap. They do not have to stick to textbooks but a space for creativity, seeking student's language learning and writing process to be an interesting and useful learning experience, and to prevent the misuse of the material, lack of motivation and frustration towards writing.

6.11. The objective answers to the research questions have generated relevant information about the content, strategies and approach used in the two analyzed books, which may develop or prevent the development of the students' necessary writing skills to perform well in PET Writing Parts 2 and 3. However, research on how writing is taught and how textbooks design their writing content is indispensable for English foreign students become more competitive in writing short and long texts. Furthermore, research on writing in a foreign language can be approached from innumerable perspectives and might take into account different variables. This paper has focused on how textbooks design their writing content. Thus, it is important to point out that it paper has explored only one of the variables that influence the writing learning process, certainly not the only one, and not necessarily the most important one.

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APPENDIX 1

Checklist, adapted from Cunningsworth (1984:79) for approaching a course book evaluation

Quick-reference checklist for evaluation and selection

Aims and approaches

- ☐ Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- ☐ Is the coursebook suited to the learning/teaching situation?
- ☐ How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- ☐ Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

- ☐ What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?
- ☐ How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- ☐ How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?
- ☐ Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- ☐ Is there adequate recycling and revision?
- ☐ Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
- ☐ Is it easy to find your way around the coursebook? Is the layout clear?

Language content

- ☐ Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
- ☐ Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- ☐ Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- ☐ Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)
- ☐ Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

- ☐ Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
 - ☐ Is there material for integrated skills work?
 - ☐ Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?
-

- ☐ Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- ☐ Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?
- ☐ Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

Topic

- ☐ Is there sufficient material of genuine interest to learners?
- ☐ Is there enough variety and range of topic?
- ☐ Will the topics help expand students' awareness and enrich their experience?
- ☐ Are the topics sophisticated enough in content, yet within the learners' language level?
- ☐ Will your students be able to relate to the social and cultural contexts presented in the coursebook?
- ☐ Are women portrayed and represented equally with men?
- ☐ Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

- ☐ What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
- ☐ What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- ☐ What techniques are used for presenting/practising new language items? Are they suitable for your learners?
- ☐ How are the different skills taught?
- ☐ How are communicative abilities developed?
- ☐ Does the material include any advice/help to students on study skills and learning strategies?
- ☐ Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

- ☐ Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- ☐ Are the teachers' books comprehensive and supportive?
- ☐ Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- ☐ Do the writers set out and justify the basic premises and principles underlying the material?
- ☐ Are keys to exercises given?

Practical considerations

- ☐ What does the whole package cost? Does this represent good value for money?
- ☐ Are the books strong and long-lasting? Are they attractive in appearance?
- ☐ Are they easy to obtain? Can further supplies be obtained at short notice?
- ☐ Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

APPENDIX 2

Littlejohns' suggestions of task micro-evaluation through seven dimensions

DIMENSION	KEY QUESTIONS	ANSWERS
<i>Approach</i> 1. Objectives model 2. Responsive evaluation	Is the approach to be one evaluating the task in terms of its objectives or is it to be one of developing and understanding of how the task works for language learning. Or both?	
<i>Purpose</i> 1. Accountability 2. Development a) curriculum improvement b) teacher development	Is the evaluation directed at determining whether the task "works" or is it directed at improving the task for future use or encouraging teachers to reflect on the value and use of this kind of task.	
<i>Focus</i> 1. Effectiveness 2. Efficiency	Is the focus of the evaluation on the effectiveness or the efficiency or the task? If the focus is on the efficiency of the task, with what is the task to be compared?	
<i>Scope</i> 1. Internal 2. External	Will the evaluation of the task be in terms of its stated objectives or will it consider the appropriateness of the objectives themselves? Will the evaluation of the task consider predicted benefits or will it also consider unpredicted benefits as well?	
<i>Evaluators</i> 1. Insiders 2. Outsiders	Who will evaluate the task? What biases do the chosen evaluators have?	
<i>Timing</i> 1. Formative 2. Summative	Will the evaluation of the task take place as it is being used in the classroom or on its completion?	
<i>Type of information</i> 1. Test scores 2. Documentary 3. Self-report 4. Observation	What kinds of information will be used to evaluate the task? How will the information be collected?	

APPENDIX 3

Writing part of PET Exam

Writing			
Part	Task Type and Format	Task Focus	Number of questions
1	Sentence transformations. Five items, plus an integrated example, that are theme-related. Candidates are given sentences and then asked to complete similar sentences using a different structural pattern so that the sentence still has the same meaning.	Control and understanding of Threshold/PET grammatical structures. Rephrasing and reformulating information.	5
2	Short communicative message. Candidates are prompted to write a short message in the form of a postcard, note, email, etc. The prompt takes the form of a rubric to respond to.	A short piece of writing of 35–45 words focusing on communication of specific messages.	1
3	A longer piece of continuous writing. There is a choice of two questions, an informal letter or a story. Candidates are primarily assessed on their ability to use and control a range of Threshold-level language. Coherent organisation, spelling and punctuation are also assessed.	Writing about 100 words focusing on control and range of language.	1

Cambridge University Press (2008) p. 9

APPENDIX 4

General Mark Scheme for Writing Part 2

Mark	Criteria
5	All content elements covered appropriately. Message clearly communicated to reader.
4	All content elements adequately dealt with. Message communicated successfully, on the whole.
3	All content elements attempted. Message requires some effort by the reader. or One content element omitted but others clearly communicated.
2	Two content elements omitted, or unsuccessfully dealt with. Message only partly communicated to reader. or Script may be slightly short (20–25 words).
1	Little relevant content and/or message requires excessive effort by the reader, or short (10–19 words).
0	Totally irrelevant or totally incomprehensible or too short (under 10 words).

Cambridge University Press (2008) p. 8

APPENDIX 5

Mark scheme for Writing part 3

Mark Scheme for Writing Part 3

Band 5 – the candidate's writing fully achieves the desired effect on the target reader. The use of language will be confident and ambitious for the level, including a wide range of structures and vocabulary within the task set. Coherence, within the constraints of the level, will be achieved by the use of simple linking devices, and the response will be well organised. Errors which do occur will be minor and non-impeding, perhaps due to ambitious attempts at more complex language. Overall, no effort will be required of the reader.

Band 4 – the candidate's writing will achieve the desired effect on the target reader. The use of language will be fairly ambitious for the level, including a range of structures and vocabulary within the task set. There will be some linking of sentences and evidence of organisation. Some errors will occur, although these will be generally non-impeding. Overall, only a little effort will be required of the reader.

Band 3 – the candidate's writing may struggle at times to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will be unambitious, or, if ambitious, it will be flawed. There will be some attempt at organisation but the linking of sentences will not always be maintained. A number of errors may be present, although these will be mostly non-impeding. Overall, some effort will be required of the reader.

Band 2 – the candidate's writing struggles to achieve the desired effect on the target reader. The use of language, including the range of structure and vocabulary, will tend to be simplistic, limited, or repetitive. The response may be incoherent, and include erratic use of punctuation. There will be numerous errors which will sometimes impede communication. Overall, considerable effort will be required of the reader.

Band 1 – the candidate's writing has a negative effect on the target reader. The use of language will be severely restricted, and there will be no evidence of a range of structures and vocabulary. The response will be seriously incoherent, and may include an absence of punctuation. Language will be very poorly controlled and the response will be difficult to understand. Overall, excessive effort will be required of the reader.

Band 0 – there may be too little language for assessment, or the response may be totally illegible; the content may be impossible to understand, or completely irrelevant to the task.

Cambridge University Press (2008) p. 8-9

APPENDIX 6

Activities for Writing Part 2 in Ready for PET

3 Writing

Remember to write something about each point – that's three things to write.

1 Imagine this situation and then write a short message to a classmate. You want to ask a classmate to help you do something. Write a note to your classmate. In your note, you should

- explain what help you'd like your classmate to give you
- suggest a time when your classmate can help you
- offer to do something for your classmate

Write 35–45 words.

2 Read your classmate's note to you and then write another note in reply. In your note, you should

- agree to help your classmate
- suggest a *different* time to give this help
- accept your classmate's offer

Write 35–45 words.

Get ready for PET Writing Part 2

<p>1 The first line of the instructions describes a situation to you. Read this carefully and imagine the situation.</p> <p>2 The instructions tell you to write <i>three</i> points in your message. Make sure you say something about each point.</p> <p>3 Remember to address your message to the person named in the instructions (eg <i>Dear Alice, Hi Ben</i>).</p>	<p>4 Don't forget to write your name at the end of your message.</p> <p>5 Don't write fewer than 35 words or more than 45 words.</p> <p>6 Check what you have written.</p>
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Remember to write 'Dear Alice' and to sign your card.

3 Write one of these short messages. Your English friend, Alice, helped you with your English homework last week. Write a card to send to Alice. In your card, you should

- thank Alice
- tell her what your teacher said about your homework
- suggest when you could see Alice again

Write 35–45 words.

You took a phone call for your English friend, Ben, about a parcel. Write the phone message for Ben. In your message, you should

- tell Ben who phoned
- say what is in the parcel
- explain what Ben should do when the parcel arrives

Write 35–45 words.

Remember to check what you have written.

APPENDIX 7

Activities for Writing Part 3 in Ready for PET

5 Writing

1 This is a story called 'The Strange Visitor'. The sentences aren't in the right order. Read the sentences and put them in the correct order. The first one has been done for you.

- ☐ She knew what she had to do.
- ☐ Jenny cried out in surprise and the strange visitor disappeared.
- ☐ Although the person didn't speak, Jenny could hear some words in her head.
- ☒ One day when Jenny arrived home, she saw someone standing at her front door, hidden underneath a large, old-fashioned coat and hat.
- ☐ To prepare for that day, you must study hard and learn all you can.'
- ☐ She went inside, took out her homework and studied all evening.
- ☐ She didn't know why, but she felt that this person was very old, wise and kind.
- ☐ This is only my first visit, and when we meet again I will show you my home on a distant planet.

2 Now you are going to write your own story. It is also called 'The Strange Visitor', but it must be a *different* story.

Before you start to write, answer these questions about your own story.

- Who does the visitor come to see?
- Where and when does the visit happen?
- What is strange about the visitor?
- How does the person visited feel about the visitor?
- What happens in the end?

4 Writing

Write a story which begins with this sentence:

Denis wanted to earn some money during the school holidays so he asked his uncle for a job.

Before you start to write, answer these questions.

- Where did Denis get a job?
- What kind of work did he do there?
- Who did he work with?
- How did he feel about the job?
- What happened unexpectedly one day?
- What did Denis do?

Write your story in about 100 words.

23

4 Writing

1 In PET Writing Part 3, you may write a letter to an English-speaking friend. Look at this example writing task.

This is part of a letter you receive from an English penfriend.

I wanted to buy a T-shirt this morning but I had to go food shopping instead, which I hate. Do you like shopping? Are there any good stores near you?

Now write a letter answering your penfriend's questions. Write your letter in about 100 words.

2 This is the letter one student wrote. Write the missing words.

Dear Chris,
Thank you (1) your letter. I agree (2) you about food shopping. I hate (3), too. The supermarket (4) always crowded and it's boring looking for rice (5) coffee!
But I love shopping (6) clothes even though I (7) not got much money. My friends and I often (8) to the shopping centre in my town just to try (9) clothes. The shop assistants aren't very pleased when (10) don't buy anything!
I also enjoy (11) to a music store in the shopping centre. I (12) hours there listening to (13) latest CDs. I always buy something, even if it's only (14) music magazine.
Please write to (15) again soon.
Love,
Angela

- What is the topic of this letter? Is it what the 'English penfriend' wanted to hear about?
- What different kinds of shopping does Angela mention?
- What *reasons* does Angela give for disliking food shopping?
- What *examples* does Angela give of things she does when she's shopping?
- You start a letter with 'Dear ...' followed by a 'hello' sentence. What 'hello' sentence does Angela use?
- You end a letter with a 'goodbye' sentence. What 'goodbye' sentence does Angela use?
- Look at these sentences. Find three 'hello' sentences and four 'goodbye' sentences.
'Phone me or e-mail me and tell me what you think.'
'I'm sorry I haven't written for a long time.'
'I'm looking forward to your next letter.'
'I was really pleased to hear your news.'
'Give my best wishes to your family.'
'It was great to hear from you again.'
'See you soon.'
- At the end of a letter, you always sign your name. What does Angela write before her signature? Look at these phrases. Find two from an informal letter and one from a formal one.
Yours sincerely,
Best wishes,
Yours,

Get ready for PET Writing Part 3

- 1 You have a choice in this part of the test. You have to write either a **letter** or a **story**. Read the instructions for both carefully and decide which one you can write best.
- 2 If you choose to write the **letter**, you will have to reply to something in a letter from an English penfriend. The penfriend's letter will tell you what the topic of your letter should be. Make sure you know what this topic is, eg 'shopping' or 'clothes'. Also make sure that you write about the topic given, and not about something else. Answer any questions your 'penfriend' asks.
- 3 In your **letter**, start with 'Dear ...,' and a 'hello' sentence. You should end with a 'goodbye' sentence, and sign your name.
- 4 If you choose to write the **story**, you will have either the title or the first sentence to guide you. Ask yourself some questions about your story before you start to write, for example: *Who ... ? Where ... ? When ... ? Why ... ? How did ... feel? What happened in the end?*
- 5 Your **letter** or **story** will look better if you write it in separate paragraphs, as Angela has done. Start each paragraph on a new line.
- 6 Try not to write fewer than 100 words, but don't write many more than 100.
- 7 When you've written your **letter** or **story**, check it carefully. Correct any grammar or spelling mistakes.

Remember to organize your ideas in paragraphs. And check what you have written carefully.

3 Write this letter.

This is part of a letter you receive from an English penfriend.

I wore new shoes to a party last night and now my feet hurt. I hate wearing uncomfortable clothes! Tell me about the clothes you like and don't like wearing. What do you wear to parties?

Now write a letter telling your penfriend about the clothes you like. Write your letter in about 100 words.

5 Writing

Write one of the following questions.

- 1 This is part of a letter you receive from an English penfriend.

I've got flu. I feel terrible and I'm bored because I have to stay in bed. What can I do to make myself feel more cheerful? Tell me about the last time you were ill.

Now write a letter answering your penfriend's questions.
Write your letter in about 100 words.

- 2 Your English teacher has asked you to write a story.

This is the title for your story:

The keep fit class

Write your story in about 100 words.

Get ready for PET Writing paper

- 1 You have 1 hour and 30 minutes for the Reading and Writing paper. The writing comes at the end of the paper, so plan your time carefully.
- 2 There are three writing parts to the paper: completing sentences, writing a short message and writing a letter or story.
- 3 You can get 25 marks for the Writing paper: 5 marks for Part 1, 5 marks for Part 2 and 15 marks for Part 3.
- 4 In the exam, you get a question paper and an answer sheet (see p.88–89). You can make notes on the question paper but you must write your answers on the answer sheet.
- 5 Write clearly. You don't want to lose marks because the examiner can't read your writing!
- 6 When you do Part 1, make sure that you don't write more than three words for any answer.
- 7 When you do Part 2, remember to write something about each point in the instructions.
- 8 When you do Part 3, try to make your letter or story clear and interesting.
- 9 Near the end of the test time, check your answers.
- 10 There is more information about this paper in the **Get ready** boxes in this book. Make sure you read them again before the exam.

APPENDIX 8

Activities for Writing Part 2 in Objective Pet

Writing folder

Writing Part 2

- Read these questions. Underline the three things you must do in each task. Check that you understand the verbs in the Exam Advice box.
- You are having a birthday party next Friday.
Write a card to your English friend Matthew. In your card, you should
 - invite him to the party
 - tell him who is coming
 - suggest how to get there
- Your English friend, Catherine, has invited you to her birthday party next week but you can't go. Write a card to Catherine. In your card, you should
 - thank her
 - apologise
 - explain why you can't go
- It was your birthday last week. Your English friend Ben sent you a present. Write a card to Ben. In your card, you should
 - thank him for the present
 - describe what you did on your birthday
 - ask him when his birthday is

Exam Advice

In Writing Part 2 you need to understand the following verbs – *apologise, ask, describe, explain, invite, say, suggest, tell, thank.*

- Put the correct name at the beginning of each card.

a Dear _____

I'm having a birthday party next Friday. Would you like to come? All our friends from school are coming and some of my family. I live in the city centre. Take a bus to the bus station, then you can walk from there.

b Dear _____

Thank you very much for the book you sent me for my birthday. I spent the day with my family and I went to a nightclub in the evening with my friends. Can you tell me when your birthday is?

c Dear _____

Thank you for inviting me to your birthday party next week. I'm sorry but I can't come because my brother and his wife are visiting us with their new baby. I hope you enjoy the party.

- Look at card a. Underline *Would you like to come?* These words invite Matthew to the party. Now underline in different colours the words which tell him who is coming and the words which suggest how to get there.
- Do the same with cards b and c.
- Write the answers to these questions. Write 35–45 words.
Your English friend called Emily has invited you to go to a concert next Saturday but you can't go. Write a card to send to Emily. In your card, you should
 - thank her
 - apologise
 - explain why you can't go

You spent last Saturday in the city centre with some friends. Write an email to your English friend called Tim. In your email, you should

 - tell him how you got there
 - describe what you did
 - invite him to go with you next time

Corpus spot

Come or go?

We use *come* + *here* or *to me, to you, to my/your house, etc.*

but *go* + *there* or *to him, to her, to another place, etc.*

Complete these sentences by PET students with *come* or *go*.

a He asked me to visit him in Rio and I would really like to _____.

b I hope I can _____ to visit you when I am in your town.

👁

Writing Part 2

- 1 Look at this question. It is an example of the kind of task you will see in Part 2 of the Writing Paper. What does it ask you to do?

You're spending a day in the capital of your country next Saturday. Write an email to an English friend called Helen. In your email, you should

- say what you would like to do in the city
- tell her what time you are arriving
- suggest where to meet

- 2 Work with a partner. Read these three answers. Only one answers the question. Which one?

a

Dear Helen,
On Saturday I'd like to go shopping because I want to buy a new coat and some shoes. Then I would like to go to the cinema and have an Italian meal. My father is bringing me in the car. You can come in the car with us too. We are leaving home at 9.30.
Love
Maria

b

Dear Helen,
I'd like to go to the cinema on Saturday and walk by the river. We can go to a café to have lunch. What do you want to do? I am arriving at 11.30. We can meet outside the station.
Love
Maria

c

Dear Helen,
I'd like to go to the museum on Saturday. I'm arriving at 11.30 so we can meet at midday.
Love
Maria

- 3 In Writing Part 2 you must write 35–45 words.

Add *outside the museum* to answer c. Is this a good answer now?

- 4 Think about your own answer to the questions.

- a What would you like to do in your capital city?
- b Think about when you will arrive.
- c Think of different places you can meet someone.

- 5 Write your answer.

Exam Advice

Remember there are always three things you must write about in Writing Part 2.

- 6 Have you answered the three parts of the question? Count the words. Make sure you have 35–45 words.
- 7 How many lines of your writing is 35–45 words?

APPENDIX 9

Activities for Writing Part 3 in Objective Pet

Writing Part 3

- 1 Read this question. It is an example of the kind of task you will see in Part 3 of the Writing Paper.

- This is part of a letter you receive from an English friend.
I'm coming to your school for one term. In your next letter, tell me about the school. What do you like about it?
- Now write a letter to this friend.
- Write your letter in about 100 words.

- 2 Read these three answers. Which one answers the question above?

a I'm coming to your school for one term and I'd like to know more about it. How big is it? What are your favourite lessons? I'd like to know how many computer rooms there are because I want to study computing after I leave school. My best subject is maths but I also like science. The science teachers in my school are very good. I hope you do lots of different sports. I enjoy rugby and athletics and I'm in my school team. I know you have lots of friends so I hope I'm in the same class.

b My school is quite small. It's in the city centre. I walk there every day. The building is old and in winter it's very cold. After school my friends and I sometimes go to the city centre. There are three cinemas and lots of coffee bars. I like playing tennis and basketball and I go to the sports hall in the city centre at weekends. I think school is boring. I want to travel round the world and I'm looking forward to leaving school soon.

c My school is in the city centre. It has 1000 students aged 12-18. We have lessons from 8.30 until 4.30 except Wednesday afternoons. On Saturdays we have lessons from 8.30 until 12. My favourite lessons are science and sport. We have very good laboratories and I enjoy those lessons. I also like sport – we play basketball, football, hockey and tennis. There's a really good swimming pool too. I often go to the computer room after school and do my homework. I've got a lot of good friends here. It's a very friendly school. We often meet after school and at weekends.

- 3 Make a list of the topics students A, B and C wrote about. Can you think of any other things to write about in your answer?

*buildings
position
favourite subjects*

- 4 What do you like about your school? Write some notes next to each heading like this.

*buildings – new, clean, lots of windows
position – near railway station
favourite subjects – English, drama*

- 5 Now answer the question. Write about your school. Count the words. Are there 90–110?

Exam Advice

You may lose marks if you write under 80 words.

- 6 How many lines of your writing is 90–110 words?

Writing Part 3

1 Look at the task below and think about these questions.

- What does *What about you?* mean here?
- What kind of places can you write about?
- What kind of things can you do to keep fit?

- This is part of a letter you receive from an English penfriend.

Dear Alice,
I've just joined a fitness centre.
What about you? Is there a place where you can do sport near your home? Tell me how you keep fit.

- Now write a letter to your penfriend.
- Write your **letter** in about 100 words.

2 Look at this answer. Does it answer the questions in the task? Is it a good answer?

I don't go to a fitness centre. I prefer to do sport outdoors.
There's a sports ground near our house.
I go swimming quite often.

All the best,
Mirza

Exam Advice

In Writing Part 3, it is important to answer the question and to give extra information to make your answer interesting.

3 Which of these sentences can you use to improve Mirza's letter? Decide where to put them. Why can't you use the other sentences?

- Thanks for your letter.
- I live near the station.
- There's one near our house and my brother joined it last year. He says it's good.
- I often go to the cinema with my brother.
- I go there on Saturdays and play football with my friends.
- On Sundays we have matches against other teams.
- I usually go to the big pool in the city centre, but sometimes we go surfing in the sea.
- Do you go to a fitness centre?
- I really like that and I think it's a great way to keep fit.



Grammar spot Asking for a reply

When we write a letter, we often want to say that we would like a reply. How do we say this in English? Mark the correct words in each column, then write the sentence in the space.

I	wait look forward like look	hearing to hear for hearing to hearing	from of by	you.
---	--------------------------------------	---	------------------	------

I you.

4 Now look at this answer. Make up some sentences to add to it. Compare your ideas with those of other students.

I go to our local fitness centre every week.
There's also a tennis club near our house, but I don't go there. I sometimes play volleyball after school.

Love,
Liz

5 Write your own answer to the task in about 100 words.

Writing Part 3

1 Read these titles of stories.

- 1 The unwanted present
- 2 A wonderful surprise
- 3 The lost key
- 4 The wrong house
- 5 A dangerous plan
- 6 A difficult journey

2 Below are the beginnings and endings of the stories. Match each one to its title.

a Last Friday the weather was good so I walked to school. While I was going across the park I saw something metal on the ground.

.....
The businessman gave me €100. I was really amazed. He said, 'I was looking for it all round town. Thank you for finding it.'

b Last summer, we moved to a big city. A few days later, I went to the city centre on my own.

.....
I phoned home. I said, 'I know we live in Oxford Road, but what number is it?'
When I arrived, all my family were laughing about me. I've been careful not to forget our address since then.

c When we looked out of the tent, it was snowing hard. We packed our rucksacks and put on our coats.

.....
At last we saw the lights of the city. An hour later we were sitting in a café with a hot drink in front of us.

d It was John's birthday, but he was sitting alone in his room. He usually met his friends on Saturday evenings, but this week they were all busy. He was miserable.

.....
'It's been a great evening,' he said.

3 Work in a group. Write the middle of one of the stories on a piece of paper.

4 When you have finished, pass your piece of paper to another group. They decide which story it belongs to.

5 Choose one of the titles and write your own story. Write about 100 words.

Exam Advice

Make sure your story has a good beginning and ending.

e I work in a café on Saturdays. One man who often comes in is a journalist. A fortnight ago, when I brought him his coffee, he said, 'I'm going to meet someone.' 'Who?' I asked.

.....
'I hope you'll return safely,' I said.
'I hope so, too!' he answered.

f I like my cat. Her name is Sheba and she is black, beautiful and very intelligent. At night she explores the garden.

.....
I wrapped it in newspaper and put it in the dustbin before Sheba woke up. I don't think she knows.



Corpus spot

search / search for / look for



We **search** *somewhere* when we want to find something.

We **search for** or **look for** *something or someone* that we want to find.

Choose the correct verb in these PET students' sentences.

- a It's no good *looking for* / *searching* your watch now, it's lost!
- b We *searched for* / *searched* the whole town until almost nine o'clock in the evening but we didn't find him.
- c I know that you are *looking for* / *searching* a job in your holidays.
- d When it suddenly started to rain, we left the beach and *looked for* / *searched* a hotel.
- e I've *looked for* / *searched* everywhere but haven't found it.

APPENDIX 10

Activities or strategies presented in Objective Pet to improve writing short and long texts

Writing Parts 1, 2 and 3

Exam Advice

Correct punctuation is important in your writing. Understanding punctuation also helps you when you read.

- 1 Work with a partner. Look at the conversation below and answer the questions.

'Would you like a drink?'

'Thanks, but I've got one.'

'My name is Tom. I'm Jane's brother.'

'I'm Julietta, but my friends call me Julie.'

 - a How many capital letters are there? Why are they there? Can you think of other places where English uses capital letters?
 - b Find the quotation marks. Mark them in colour. Why are they there?
 - c How many apostrophes are there? Mark them in a different colour. Why are they there?
 - d How do we end a statement?
 - e Where do we use a question mark?
 - f Where do we use a comma?
 - g Do you know any other punctuation marks?
- 2 What's the difference between *the student's books* and *the students' books*?
- 3 These sentences need apostrophes and capital letters. Can you correct them?

I

 - a My brother and *j* usually watch football matches at my grandparents flat because their televisions very big.
 - b On thursday im going to the match between italy and scotland with dad and uncle ian.
 - c Were travelling in my uncles car to edinburgh and after the match, were staying at the norton hotel.
 - d Then on friday morning my uncle and i are visiting edinburgh castle and my fathers going to the national gallery and a museum.

4 Correct the punctuation mistakes in this note.

dear pia

how are you i must tell you about a new club in my town. its in oxford road and i think youd love it. we can play tennis and go swimming and theres a small gym i made a new friend there last sunday. her names jessica. shes from canada and shes got blonde hair and she makes me laugh. shes a good dancer too. i hope you can come here soon and meet her with love,

Andy

Corpus spot Irregular plurals

We usually make plurals by adding s, but there are some important exceptions. Correct the mistakes of these PET students.

- a In my country, all the womans wear new clothes at weddings.
- b I like the London streets with their red telephone boxes.
- c There are a lot of friendly persons at the club.
- d I look after the childs when their parents are working.
- e During the break we talk about our lifes and our friends.

APPENDIX 11

Comparative table of the writing parts in Ready for PET and Objective PET books

	Ready for PET	Objective PET
1. What kind of approach of teaching the writing process is it applied in each textbook?	<p>This textbook focus is on the product, on how clear the work is to the reader and on how close to the writing task the text is.</p> <p>It gives the students some model texts for them to highlight the features of the genre and mimic it to produce their own product.</p>	<p>It applies the process-oriented approach, and treats writing as more of a language and process exploration to be able to communicate.</p> <p>This book not only presents the task based exercises, but some exercises for students to analyze the orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the L2. It also presents some exercises where learners have to focus on specific strategies before, during and after writing.</p>
2. What aspects of the writing process are focused and develop in each textbook?	<p>Writing activities don't involve the different stages to let students organize and develop their ideas with coherence and property.</p> <p>The writing process seems to be linear and prescribed, and the textbook don't propose directly any activities that leads students to write developing the different writing stages recursively operating.</p>	<p>Writing activities involve some of the different stages to let students organize and develop their ideas with coherence and property.</p> <p>The writing process seems to be linear and prescribed. However, the textbook propose some activities that leads students to write developing the different writing stages.</p>
2.1. How much pre-writing is there?	<p>Mostly each writing task is presented directly with no pre-writing activities. Only in some lessons, there are prewriting tasks to write a story.</p> <p>In each unit there are some vocabulary and reading exercises related to the topic for writing, but not a link between these activities and the writing ones.</p>	<p>Mostly each writing task is presented after a pre-writing activity.</p> <p>In each unit there are some vocabulary, grammar, listening and reading exercises related and linked to the topic.</p>
2.2. How much while-writing is there?	<p>There are not many different kinds of tasks for students to do in each unit during writing but the main task itself.</p> <p>In some units, there are a few activities for students to share their texts and reply them.</p>	<p>There are different kinds of tasks for students to do in each unit during writing in addition of the main task.</p> <p>There are some exam advice boxes to remind students about the language, content or information they have to include in their texts.</p>

	<p>In one lesson students are given a part of the letter they have to answer. They are asked to complete an example letter someone has written answering the previous one. Then, students are asked to analyze the example letter and answer some questions about it.</p>	<p>The book also presents group work activities where students choose the text they want to write, discuss about the language and information they should include to write a text.</p>
2.3. How much post-writing is presented?	<p>There is not a single instruction to follow or activity to do after students end the writing task.</p>	<p>There are some activities to do after students end the writing task.</p> <p>In one unit, students have to share a text they have written in group to another group for them to analyze the information and grammar.</p> <p>There are some reminders included after the writing, merely to make students check if they have included the necessary information and the appropriate number of words.</p>
3. What kind of approach of teaching the writing strategies is it applied in the textbook?	<p>The textbook doesn't propose directly any other strategies for writing, but monitoring (problem identification).</p> <p>Students are given some exposure to language and opportunities to use the language, but there is not a direct link for students to analyze and deduce the strategies to apply for writing texts.</p> <p>The book draws attention to the ability to produce texts that have appropriate metadiscourse features. However, there is little training on strategies for writing.</p> <p>Its focus is on the product, on how clear the work is to the reader and on how close to the writing task is the text. It gives the students some model texts for them to highlight the features of the genre and mimic it to produce their own product.</p>	<p>The textbook propose different kind of strategies for writing: Metacognitive strategies (planning, monitoring, reviewing, evaluating, reporting findings); cognitive strategies (organization, summarizing, imagery using); comprehension strategies (re-reading), and socio-affective strategies (cooperative planning).</p> <p>The book draws attention to the ability to produce texts with appropriate metadiscourse features. There is some training on strategies for writing.</p> <p>This textbook applies the process-oriented approach, where writing is treated as more of a language exploration to facilitate the writer's understanding of the language and the writing process to be able to communicate with the reader. This book not only presents the task based exercises but some exercises for students to analyze the orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the L2. It also presents exercises where learners have to focus on specific strategies before, during and after writing.</p>

4. What kind of metacognitive strategies for writing are presented in each textbook?	No self-monitoring strategies in foreign language students, including error targeting, feedback handling, production monitoring, monitoring familiar errors and editing.	Self-monitoring strategies in foreign language students, including error targeting, feedback handling, production monitoring, monitoring familiar errors and editing. Metacognitive strategies (planning, monitoring, reviewing, evaluating, reporting findings, essay structure)
5. How do the two textbooks deal with writing activities?	It is hardly seen that the book applies the contributions of WL, SO od PO approaches to writing. The three elements considered in ESA approach in any language learning activity: engage, study and activate are hardly seen in the writing tasks.	The book applies some contributions of WL, SO od PO approaches to writing. The three elements considered in ESA approach in any language learning activity (engage, study and activate) are seen in the writing tasks.
5.1. Are the topics interesting?	There are different topics for writing in each unit, among them: personal description, asking for help, describing your place or your room, planning your trip or vacations, going shopping, pets, lifestyle and habits, being sick. The topics are quite familiar to the students.	This course book offers a variety of different topics: personal aspects, jobs, family and friendship, entertainment, shopping, predictions, etc. The writing tasks are linked with the topics presented in each unit. The topics are quite familiar to the students.
5.2. Is the context understandable?	The context is all based on real-life language and situations. The verbal message and the context designed could get students engaged easily. The tasks are presented in natural contexts such as emails, notes and stories.	The context of all of the writing tasks is all based on real-life language and situations. The context in almost all the units is understandable enough. The tasks are presented in natural contexts such as emails, notes and stories.
5.3. Are the vocabulary and grammar appropriate for the students?	The majority of the grammar and vocabulary students have to use in the writing activities and tasks are, mainly, the most frequent and useful language according to the B1 level.	The majority of the grammar and vocabulary students have to use in the writing activities and tasks are, mainly, the most frequent and useful language according to the B1 level. All major grammar and vocabulary areas corresponding to the in B1 level are covered.
5.4. Are reading and writing activities combined?	Each lesson presents some reading as well writing activities, but neither the topics nor the grammar match in most of the lessons. These two skills are presented separately.	Each lesson presents some reading activities, and every two units present writing activities. The topics, grammar and vocabulary, in most of the lessons, match with the writing activities. Reading and Writing skills are not combined in the lessons, but linked with the grammar and vocabulary of the unit.

<p>6. What activities or strategies presented in the analyzed textbooks might help to improve writing short and long texts?</p>	<p>Reconstructing a personal information diagram by filling in missing words (to write an email or letter); Reconstructing a story by filling in missing words, sequencing a text that has been jumbled, answering questions about the story that will be written (to write a story); Analysis activities that require students to compare their text with the demands of PET writing paper.</p>	<p>Reconstructing a story by filling in missing words, sequencing a text that has been jumbled, answering questions about the story that will be written (to write a story) Analysis activities that require students to read sample tests and correct their grammar, punctuation, as well as to examine others' and their own texts comparing with the demands of PET writing paper. Finding and categorizing information by marking or labelling a text or diagram.</p>
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