MILESTONES OF TEACHING WRITTEN SPEECH IN ENGLISH

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International connections and integration of Kyrgyzstan into the world science and education are developing all the more. Certain number of students at many Universities and schoolboys go abroad for continuing and completing their education. Necessity of foreign language speakers and specialists increases day by day. Hereby, foreign languages(especially English) are beginning to play a great role in life of every teenager, and ways and variants of teaching and learning of foreign language/s began to be searched.

Introduction and the Problem:

The ability to write well is a necessity for work in public relations. Writing is an integral part of the public relations process of research, planning, communication, and evaluation. It is most visible at the third stage, when a program is being implemented and various messages are being communicated to key audiences important to the success of your program **(Zaharova and Ulyanişeva, 2001:5).**

Effective writing is based on facts that are presented clearly, concisely, and accurately. From this standpoint, both the public relations writer and the journalist share a common ground. Indeed, there was a time when experience in newspaper writing was practically a requirement for a job in public relations. Although this is no longer true, emphasis remains on use of in writing. This is because much of what you write is directed to the news media.

Learning foreign languages is one of the most important didactic questions for Kyrgyzstan. So far, many changes have taken place to improve teaching and learning skills. Foreign language in the conditions of changed social-economical relations is becoming efficient factor of scientific and technical progress of our society.

After the teaching English for ten years in different countries and it has been noticed that Writing, being one of Language skills, has an important role in foreign language learning. Why is to teach Writing difficult than the other language skills?

Although there are some similarities between writing and reading, there are some differences among writing, speaking, reading and listening.

Firstly, to produce meaning through Writing requires more effort than Listening or Reading because Listening and Reading are only recognizing the meaning. But in Writing , you should create a new thing.

Second, Writing takes a knowledge of different rules and it takes more time than Speaking. In Writing the writer must follow a suitable punctuation and spelling that make the meaning understandable to others too.You have only one chance to express your ideas clearly.

As for, Speaking, in Speaking a speaker can use gestures, the listeners' reactions, and other face to face communication ways. But in Writing, a writer must work harder to express his/her ideas to unseen readers.
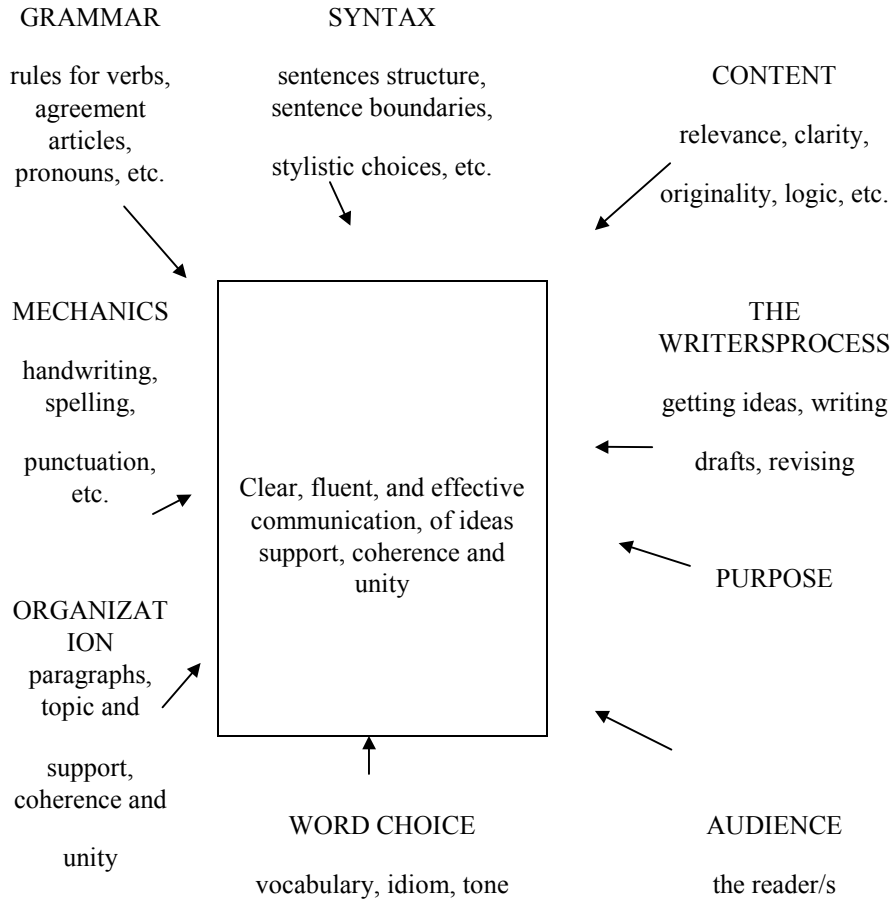
As it has been expressed above, it seems that Writing is a little difficult than the other language skills.

According to some methodologists, **(Baskoff, 1981:2)** a foreign language student of English learning how to write is faced with the twin problems: How to Write and What to Write. And a study performed by **(Kaplan, 1972:245)** insists on organization in Writing. Enginarlar says that **(Enginarlar, 1982:53)** "Organization is still a problem for Turkish university students, too". And this problem is very actual nowadays, too by **(Zaharova and Ulyanişeva, 2001:10-15).**

The aim of this study is to make students produce well-organized (which requires outline, coherence, unity) compositions. Because any good extended piece of writing requires unity, coherence and adequate equipment

Moreover, the teacher should apply different approaches in her/his language classroom, s/he should normally inform her/his students about the following diagram given by **(Raimes, 1983:6)** below and showing what students as writers have to deal with when they produce a piece of writing.

DIAGRAM

GRAMMAR

rules for verbs,
agreement
articles,
pronouns, etc.

SYNTAX

sentences structure,
sentence boundaries,

stylistic choices, etc.

CONTENT

relevance, clarity,

originality, logic, etc.

MECHANICS

handwriting,
spelling,

punctuation,
etc.

THE
WRITERSPROCESS

getting ideas, writing

drafts, revising

Clear, fluent, and effective
communication, of ideas
support, coherence and
unity

PURPOSE

ORGANIZAT
ION
paragraphs,
topic and

support,
coherence and

unity

WORD CHOICE

vocabulary, idiom, tone

AUDIENCE

the reader/s

In Kyrgyzstan and Kyrgyzstan-Turkey Manas and some other Universities, to teach written speech, is a big problem for the Students. And nowadays teaching writing especially for students is under the discussion by foreign language teaching methodologists. The student comes across a lot of difficulties in finding right words and structures among the endless information that was supplied for them, they often do not know how and what to write. S/he wants well and various ideas which will be within her/his vocabulary and grammar. Due to this reason teachers have to use approaches to develop the students` written speech.

According to didactic and methodological literature, three skills in teaching written speech skills will be mentioned in this work, that is, in order to to achieve a good organization in writing there are three conditions: ; *outline, coherence*, and *unity.*

Outlining is a useful skill to learn because it can be used in both reading and writing. Reid M. J**.** says **(Reid, 1984:10)** "Student- writers sometimes have difficulty organizing the material they have gathered for a composition. One way to order your ideas is outlining"

Basically, an outline is an organized list of items or ideas. It is a method of grouping together things that are similar in some selected way, then presenting them in a simplified manner that clearly illustrates the relationship within each group and among all the groups. An outline can be defined as a picture of writing or graphics, which helps writers to see the basic skeleton or form of what they plan to write. In every type of writing, changing from a paragraph to composition, outlining is an essential form for the writer, in achieving well-organized texts. For this reason writers should get into the habit of outlining on paper as a step in pre-writing. Outlines are particularly helpful to student writers in the early stages of writing, because they include elements that student writers should learn to communicate successfully in English. These structures contain some of the classical forms for organization of ideas, development of a thesis; beginning, middle, and end of a paper; and the methods of developing and arranging supporting points.

The second item of achieving well-organization is **Coherence**. It can be briefly defined as orderly and logical arrangement of ideas. According to **(Gallo, 1973:58)**, " Coherence is the glue that joins the ideas together". And **(Blass, 1985:26)** says ,"Coherence allows the reader to follow the writer's thoughts through a logical series of sentences and paragraphs". Most students who perform standard grammar exercises and appear to have a "good command of English" usually fail to produce acceptable paragraphs and essays because they cannot arrange the sentences in a paragraph logically or cannot connect them smoothly. Therefore, what they write is not more than sets of sentences that are not related to each other, thus give the reader difficulty for understanding.

The last important element for gaining in well-organization is **Unity**. Uni- is a Latin prefix meaning "one". There are some opinions about unity these are; "When we talk about paragraph unity we mean that you should discuss only one main idea in each paragraph. **(Eells, 1942:12)** says by unity is meant that each paragraph should have one central idea. It is evident that each paragraph should state only one single thought. All the examples reasons, and facts, should also express this thought in a unified paragraph. An idea that does not contribute to the main idea should be left out, because it may destroy the unity of paragraph.

Achieving Unity in paragraphs is not difficult, but it requires effort and attention. Students should consciously build their paragraphs around topic sentence or topic ideas and learn to examine the organization of paragraphs as they revise their papers. Unity can be tested very simply by these questions; 1)what is the topic sentence or idea? 2)is every statement in the paragraph clearly relevant to his/or her topic sentence or topic idea? If we consider questions above we can write unified paragraphs. Consequently, it can be said that unity, being one of the fundamental elements of a well-organized paragraph or composition, means order, clarity of intention**,** and logic, rather than discover, obscurity, and confusion.

Themethod in the Experiement;

As a method, in the frame of pre and post-test level -defining test, a pre-test is applied to the students; *the level defining group method weren't able be used, in the other words, due to the lack of Control Group, the experiment was fulfilled in only Experiment group* Cohen, Manion, 1990, p. 194-196 in **(Gömleksiz, 1997:83).**

To the group which is under the experiment is used one-group experiment pre and post-test model is used **(Karasar, 1986:101)** this is as follows:

$$G1 \qquad O1 \qquad X \qquad O2$$
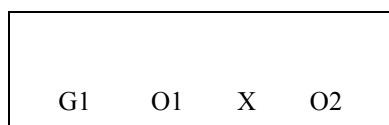
G1:Level Group

O1:Pre-test marks

X: Experimental procedure

O2:Post-test marks

On the other hand, due to the methods of students teaching English in foreign language are not worked out in this Republic in details. The system connected with Writing, the teachers of schools and universities to be sure in effectiveness of scientific-pedagogical experiment which had been done during four months 2000-2001, at spring term with the students who studies Economics at Kyrgyzstan-Turkey Manas University. During the experiment period, it is followed four common criterias which were said by **(McGreal, 1989:18),** *Random sample (grouping according to seating arrangements), that is, we can make groupings according to furniture designing, ability levels (grouping to overcome mixed-ability problems at the*

classroom level), friendship (we consider that similar habitted students should sit together), and interest (putting students with similar interests in the same group).

The students who attended to the experiment period had been exposed to 6 hours of English a week the class was of 18 subjects(students, 7 girls and 11 boys, citizen of the Kyrgyz-11 boys and 4 girls and Turkish Republic-4 boys) –between the ages 17-21 who are the same level in language skills.

On the whole there was no difference in their writing ability because they were chosen according to the pre- test result of the given topic as in the following. Their textbook was "Headway Elementary(upper)". And at the end of Experimental period again the following same topic asked and results were compared in table and graphics

Topic was:Your native town

To overcome the problems mentioned before, firstly various textbooks and manuals were investigated to develop students' Language abilities and about 65 exercises[1] and extra exercises were compiled in a book to improve students written speech during the experiment period. Some of the exercises, chosen from so-called textbook are as in the following;

Exercise 4: Prepare outline of the the given topic;"Studying".

Упражнение №4.составьте план- конспект по данной ниже схеме, на тему "Studying"

I. Introduction /Вступление

II. Main body/ Основная часть

a)

b)

c)

III. Conclusion / Заключение

Exercise 8:Work in groups. Organize your ideas about a special feast or holiday in your country according to the following outline. But do not write the composition .Simply write an outline to indicate the main ideas and supporting details.

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[1] Do see Textbook by **Tosuncuoglu İ**. (2001)

Упражнение №8 (работа в группах). Организуйте свои соображения о каком-либо празднике или торжестве в вашей стране согласно следующему плану. (Но не пишите сочинение. Просто конкретизируйте план-конспект, выразив основные мысли и сопутствующие детали.)

I. Name of holiday. (i.e. Nauruz)

A. Date

B. Meaning and significance

C. Celebrations:

1.Religious, social or family

2.Special customs or events.

a. Music

b. Dance

c. Food

d. Games

e. Clothes

f. Etc.

Exercise 18: Work in pairs. If the idea in the second sentence logically follows the idea in the first sentence, place a "+" on the line at the left. If the idea in the second sentence does not logically follow the idea in the first sentence, place a "—" on the line.

Упражнения №18 (работа в парах). Если мысль второго предложения продолжает логически мысль первого, поставьте "+" на строке слева. Если мысль второго предложения не является логическим продолжением первого предложения, поставьте "-" на строке.

Example: Aybek and Aygul decided to get married.

+ They applied for a marriage licence

1.The room temperature rose to above 90 degrees.

It was time to turn on the heat.

2.Vadim does not use sugar in his coffee.

-He reached for the salt.

3. More women than men work as secretaries.

The unemployment office is open daily from 9a.m. to 4 p.m.

4. Asghar Akhaev is a very famous president for Kyrgyzstan.

He is a famous scientist too.

5.I haven't heard about our Maths teacher and I am worried.

I like maths.

6.He didn't obey his father.

He soon became a very poor person.

7.If you study regularly.

You can pass the exam with a good mark.

Exercise 54:Work in groups. Select one of the following topics and write about it. Then compare your ideas with the students in the other groups.

Упражнение №54 (работа в группах). Выберите одну из предложенных тем. Напишите текст. Сравните с работой учащихся из других групп.

1.Sometimes a car is a necessity: other times it is a luxury. Write a paragraph describing when a car is a necessity and when it can be considered a luxury.

2.Agree or disagree: wealthy parents should buy cars for their children as soon as they get their driving licence.

All the same, some of the additional exercises applied during the experiment period, are as follows:

Exercise 1 ;

IF THE ATOM BOMB STRIKES

You, who read this, may never have any ocassion to protect yourself or others against bombs of any kind, atomic or otherwise. Nevertheless, since that summer day in Hiroshima back in 1945, there has been and probably always will be the possibility of other such air raids.

The most likely targets would, of course, be the big industrial centers, important seaports and railroad centers. In the case of an atom bomb, atomic clouds may drop ashes hundred of miles away from the place where the explosion actually took place.

In the case of an air burst, there is a terrific flash, and a fireball appears which rapidly grows until it is about 900 feet in diameter. This fireball is a hundred times as bright as the sun. After the flash, a tremendous shock wave sweeps over the area. This is caused by the expansion of hot gases from the explosion, and it causes winds of about 800miles an hour. At the end of 10 seconds, the immediate danger from the actual explosion is over.

If you are above ground anywhere within three quarters of a mile from the air burst, your chances of survival are less than fifty-fifty. If you are underground here, your chances of coming through are good. From one mile to two miles only concrete and steel-framed buildings would stand. The rest would be destroyed.

The first warning you will get will be the blinding flash of the explosion. When this comes, no matter where you are, you must close your eyes, and if you are in the open, fall to the ground face down. If you are near a building, get as close to the wall as possible. Cover your head with your arms or with anything you have. If you are indoors, dive under a bed, table, desk, or counter. Keep as far away from the windows as you can and cover yourself with anything within reach. If you have a choice, cover yourself with something white or light in color.

A.Read and answer the following questions:

1.Was there a possibility for the people in Hiroshima to protect themselves against the effects of A-bomb?Why?

2.Where may an atomic bomb be exploded? In important places:

3.In the case of an air burst, what happens?

4.When is the immediate danger over?

5.How are your chances of survival at different places in the case of an explosion?

B.Complete the given sentences

1.Atomic explosion ……………

2. In the world , all the the time, ………………

3. You can not do anything for protecting ………………………

4. When there is an atomic explosion …………………..

5.If you have a choice, dark colored clothes are . …………………….

When the students' papers are analyzed, in the pre and post-tests, the scoring system was according to decimal system (from 1 to 10); if we compare it with the scoring system in Kyrgyzstan; 9 or 10 equals to 5, 7-8 equals to 4, 5-6 equals to 3, 3-4 equals to 2.When I was giving marks to the students I used 100 instead of 10, in order to give exact points to each subject(student). If their marks were below than 50 , I evaluated them as *"poor"*.The papers which were called *"poor"* mean; non-fluent, confused or disconnected ideas, not enough organization, inadequate development of topic, little substance, lack of logical sequencing and development If their marks were above than 50 and more , they are described as *"good or satisfactory* ".These papers consist of; pertinent somewhat choppy but fluent ideas to assigned topic, knowledgeable, logical or mostly relevant sequencing of expressions, ideas clearly stated/supported, sufficient/well organization, adequate range of thesis.

The scoring table that was used in giving marks as in the following;

Well-Organized Written Work *(According to 100)* *Name of the students*	*Pre test score*	*Post test score*
Outline (45)	--	--
Design of paper (10)		
Title (5)		
Introduction (10)		
Main body (10)		

Conclusion (10)			
Coherence (40)		--	--
Putting the ideas in right order (10)			
Using synonyms and pronouns (10)			
Using transtional words (10)			
Using parallel structures (10)			
Unity (15)			
Total			
Language Use(100) *(Grammar)*	mistakes		
	mark		
Vocabulary (100)	number of words (70)		
	mark		
	Using suitable words(30)	mistake		
		mark		
Total			
Mechanics (100),	Spelling (40)	mistakes		
		mark		
	Punctuation(40)	mistakes		
		mark		
	Handwriting (20)			
Total			

By means of the scoring table, students' pre and post-test results, were counted. Then, success percentage was achieved by means of the formula by Usova A.V

$$C_c = \frac{1}{n \cdot N} \cdot \sum_{i=1}^{N} \cdot n_i$$

C_C : coefficient completeness ability of the Control Group

N : number of the students
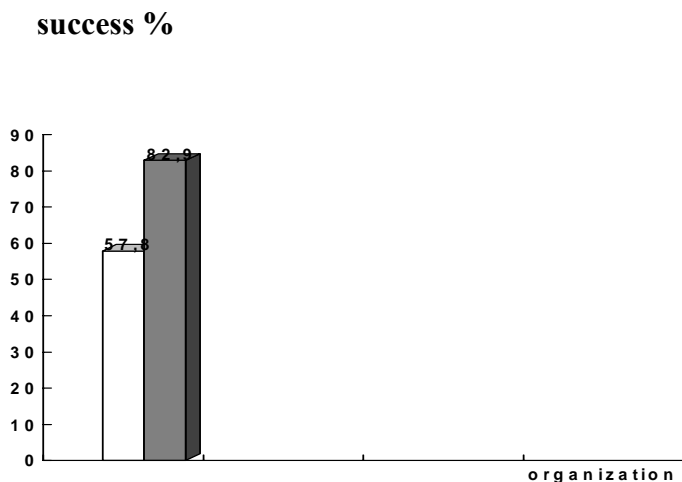
n_i : number of marks more than 50

n : maximum mark

Findings;

If the results are shown in graphic; comparision of the Experimental Group's scores in the Pre and Post-Test.

Tests	% Results
Pre-Test	57.8
Post-Test	82.9

Pre-Test ☐

Post-Test ▦

success %

As a result of the hypothesis of this research that contains a great effectiveness on teaching foreign written speech, can be fulfilled successfully if:

-the main task of the material in the text should be as a main organizator fact of all level of language and real communication means;

-to clear up the leading peculiarity of the text in meaning and in structure should improve written speech in foreign language;

-in teaching written speech, the base system of the text should develop structural and communicative abilities;

-to use pair and group work techniques as to develop the students' creative activities in teaching written speech in crowded classes.

All the same, there are some areas where the results of this action research were not as successful as hoped. For instance, the students needed to be prompted with eye contact and a repeated question from the teacher to answer a question, and when they did not understand something, they still did not interrupt the teacher with a question.

The activity and variation shows ways in which learners can provide formal and practical grammar explanations to help others in the class with their problems. It is possible that the students will come up with the same problems, in which case more than one pair may be working on a presentation of, for example, the Present Perfect. This is not a problem. The teacher may have to help students with terminology when

they are naming their problems . I think that, in this subject some more and detailed researches should be fulfilled in order to develop students skills on the whole.

Discussion;

As it has been mentioned above, any good extended piece of writing requires outline, coherence and unity. This work has attempted to explore the result of suggested exercises, which consist of three major requirements in a composition. The aim of these exercises is to teach students to be able to communicate their ideas in examinations, reports, short essays etc. Materials and exercises to teach writing, indeed, are very important. If they aren't chosen well, the students lose interest in the subject and stop studying in writing lessons. If the results of the students are poor, for example, if 50% of the students get low marks, it testifies that not only poor assimilation of the material by the students but to the poor work of the teacher. At the end of analysis of all papers (pre and post test) of the students, it has been proved that these exercises in order to develop students' written speech are very relevant and students in the crowded classes can be more successful by means of group and pair-work techniques.

However the problem of improving written speech for the students in Kyrgyzstan and some other countries hasn`t been solved yet, and to try to find the ways for improving written speech, some approaches and writing forms suggested by various kinds of scholars, have been under the discussion . However the types of texts and methods of their organization must be taken into consideration all the time; three types of exercises in teaching the well organization of the material must be used in working out: 1.outline, 2.coherence, 3.unity. The types of texts on expressing of the ideas must be taken into account inside these organized means (narration, description, discussion) too.

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