



Hacettepe University Institution of Social Sciences of Social Sciences
Division of Foreign Languages Teaching
Programme of English Language Teaching

A SUGGESTED SYLLABUS FOR
ADVANCED WRITING SKILLS
AT ENGLISH LANGUAGE TEACHING DEPARTMENTS

İsmail Firat ALTAY

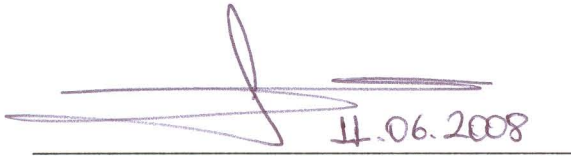
A PhD Dissertation

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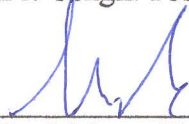
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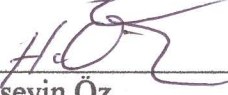
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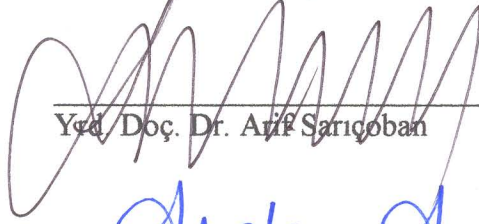
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ÖZET

ALTAY, İsmail Fırat. *İngiliz Dili Öğretmenliği Bölümlerinde İleri Yazma Becerileri Dersi için Önerilen Müfredat*, Doktora Tezi, Ankara, 2008

Bilindiği üzere yazma yabancı dil eğitiminin ayrılmaz bir parçasıdır. Bu bağlamda Yabancı Dil Öğretimi bölümleri söz konusu olduğunda yazma dersleri, özellikle de İleri Yazma Becerileri büyük önem arz etmektedir. Bu durumun nedenleri ise çoktur.

İlk olarak, Yazma Becerileri dersi daha önceki derslerde öğrenilenlerin tekrar gözden geçirilip vurgulandığı ve bu bilgilere yenilerinin katıldığı bir derstir. İlâveten, akademik çalışmalar için taban oluşturur. Bu derste yapılması gerekenlerin yapılmadığı bir durumda akademik yazma için anlamlı ve bilimsel bir taban oluşturulamamış olur. Aynı zamanda dersin içeriği bireyi bilimsel araştırma kritik düşünme yetisi konusunda da geliştirmenin yolunu açar. Bu beceriler de hem İngilizce Öğretmenliği bölümü öğretmenli öğrencileri hem de geleceğin akademisyenleri için üst düzeyde önemlidir. Söz konusu dersin içeriği veya müfredatı da aynı şekilde mühimdir. Eğer bu dersin müfredatı iyi bir şekilde organize edilirse olası çoğu problem de başlamadan çözülmüş olur.

Fakat İngiliz Dili Öğretmenliği Bölümleri için müfredat hazırlamak da çok kolay bir iş değildir. Bunun nedeni birçok bileşenin aynı çalışmada eritilmesi gerekliliğidir. Bu bileşenlerin ne olduğuna karar vermek ise ayrı bir zor kısımdır. Böyle bir aşamada hem öğrencilerin hem de öğretmenlerin değerlidir çünkü iki kesim tarafından da kullanılacak eser taraflardan biri olan öğrencilerin gerekli becerilere sahip olmasını amaçlar. Öbür taraftan öğretmenler de aynı müfredatı kullanarak öğrencilere yardımcı olmaya çalışacak ve konuları ele alacaklardır. Bundan ötürüdür ki İleri Yazma Becerileri dersinin müfredatının oluşturulmasında hem öğrenciler hem de öğretmenler etken olmalıdır.

Her iki tarafın da müfredatın oluşturulmasına katkısını sağlamak amacıyla yazar gerekli veri toplama araçlarını kullanmıştır. Bu araçlar anketlerdir. Anketler vasıtasıyla içerik oluşturulmuş ve tarafların kullanımına hazır hale getirilmiştir.

Ders kitapları dil öğrenenler için önemli malzemelerdir. Ur'un da söylediđi gibi "Ders kitapları bir müfredat görevi üstlenir: Eğer sistematik olarak takip edilirse öğretilmek istenenler dikkatli, planlı ve dengeli bir biçimde öğretilmiş olur" (1996:184). Bu çalışmanın amacı da belirtildiđi gibi öğrencilerin ihtiyacı olan bilgileri içeren bir müfredat oluşturmaktır. Hazırlanan içerik sayesinde öğrenimlerini daha rahat , planlı ve organize bir şekilde yürütebileceklerdir. Oluşturulan üniteler onları sadece gerekli bilgiyle donatmayacak, kendi ihtiyaçları göz önüne alınarak hazırlanmış materyalin varlığı sayesinde de tedirginliđi aşmalarına yardımcı olacaktır.

Kısaca, bu çalışma İngilizce Öğretmenliđi bölümlerine tavsiye edilen İleri Yazma Becerileri Dersi müfredatını oluşturmayı amaçlamıştır. Bu vesile ile öğrencilere yazma becerilerinin geliştirilmesinde yardımcı olunması amaçlanmıştır. Oluşturulan materyalin İngilizce Öğretmenliđi bölümlerine temel oluşturacağı düşünölmüştür. Böylelikle yazar söz konusu amaca ulaşmada öğrenci ve öğretmenlerin işine yarayacak bir eser oluşturmayı amaç edinmiştir.

Anahtar Sözcükler

Yazma, yazma becerileri, müfredat, ileri yazma becerileri, İngilizce öğretmenliđi

ABSTRACT

ALTAY, İsmail Firat. *A Suggested Advanced Writing Skills Syllabus for English Language Teaching Departments*, PhD Dissertation, Ankara, 2008

As is known, writing is an indispensable part of language education. As far as English Language Teaching departments are concerned, writing courses, especially Advanced Writing Skills, are taken as a course of higher importance. Reasons of this situation are many.

Initially, Advanced Writing Skills is a course that reviews necessary components of previously taken writing courses and adds more to the learners. Secondly, it forms the basis for academic studies. Without the things done in this course, a sensible and scientific based academic writing cannot be seen as realized. Besides, some skills and studies provided in Advanced Writing Skills pave the way for scientific research and critical thinking. These things are of utmost importance both for English Language Teaching department students and scholars of the future. That is why, content, or in other words syllabus, of this course is really important. If the syllabus of this course is organized well, a great deal of the problem will be solved at the very beginning.

However, forming a syllabus for Advanced Writing Course for English Language Teaching Departments is not an easy matter. The reason is that all the necessary components need to be put in the same file. But it is not easy to decide on this content. Views of both students and teachers are important in this respect because students will make use of the product, and try to gain necessary skill. On the other hand, teachers will help learners. They will use the same syllabus, and handle subjects of the course. So, both students and teachers need to have taken their place in forming this Advanced Writing Course syllabus.

In order to have the contribution of both parties, the writer of this piece will make use of necessary data collection tool. These tools are questionnaires. By the help of them, the content is formed, and a coursebook is prepared for their use.

Coursebook are very necessary materials for language learners. As Ur says "Coursebook serves as a syllabus: if it is followed systematically, a careful, planned and balanced selection of language content will be covered" (1996:184). The aim of this study is to prepare a syllabus in which necessary material for learners is found. By the help of these materials, learners will feel secure. They will be more planned, and organized. Suggested units aim not only to furnish them with necessary materials but also help them become more organized with the security of some data at hand.

In short, this study aims at preparing a suggested Advanced Writing Course Syllabus for English Language Teaching Departments. Such a syllabus is planned to help learners in many respects. It is considered as a material to form a basis for language learners in English Language Teaching departments. Thus, the writers aim to help them in the way of realising the mentioned aim.

Key words

Writing, writing skills, syllabus, advanced writing skills, English language teaching

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CHAPTER I

INTRODUCTION

As is known, writing is an indispensable part of language education. As far as English Language Teaching departments are concerned, writing courses, especially Advanced Writing Skills, are taken as a course of higher importance. Reasons of this situation are many.

Initially, Advanced Writing Skills is a course that reviews necessary components of previously taken writing courses and adds more to the learners. Secondly, it forms the basis for academic studies. Without the things done in this course, a sensible and scientific based academic writing cannot be seen as realized. Besides, some skills and studies provided in Advanced Writing Skills pave the way for scientific research and critical thinking. These things are of utmost importance both for English Language Teaching department students and scholars of the future. That is why, content, or in other words syllabus, of this course is really important. If the syllabus of this course is organized well, a great deal of the problem will be solved at the very beginning.

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In short, this study aims at preparing a suggested Advanced Writing Course Syllabus for English Language Teaching Departments. Such a syllabus is planned to help learners in many respects. It is considered as a material to form a basis for language learners in English Language Teaching departments. Thus, the writers aim to help them in the way of realising the mentioned aim.

1.1 Problem

The main problem of this study is about the syllabus of Advanced Writing Skills. The reason is that lecturers of this course have difficulty in finding a coursebook that fits their aim. They sometimes try to use a compile made up of different coursebooks; however, such a compile brings the problems of unity and coherence. In addition to these all, since some of the sources are not written for the students of ELT, they do not meet the needs in some situations. So, the problem of finding a coursebook for Advanced Writing Skills arises.

If a coursebook used for a course is not suitable for the course, then the learners cannot expected to be successful. As far as Advanced Writing Course is considered,

if a suitable coursebook is not used for language learners, then they are not thought to have a good command of writing in target language. Since writing forms basis of learning and teaching in this department, they may be inefficient language teachers. In order to eliminate this danger, the researcher aims to form a suggested syllabus for Advanced Writing Course for English Language Teaching Departments.

By the help of this syllabus, he aims to eliminate the danger of using unsuitable materials for this course. Learners will use materials that fit their aims. They will need less outside support and more to the point content. As a result, they will have a step forward in the way of forming a good basis in language learning and they will be better English language teachers.

1.2. Purpose

The main aim is to identify necessary points to take place in the syllabus of Advanced Writing Skills as far as English Language Teaching departments are concerned. This is going to be done by questionnaires which are focused on in the coming parts of this study. After deciding on the components of the suggested syllabus, these parts are handled in detail. All these parts are placed and their sub-topics are studied, as well. More important points are given more place whereas less necessary sides are less emphasised.

The aim is to furnish learners with necessary syllabus for Advanced Writing Course for English Language Teaching Departments. This is realised by forming the units of the syllabus. Totally, nine units are given place in the syllabus of the course. Each of these units refers to the items written in questionnaires. That is to say, they have been decided as a consequence of questionnaires, so learners and teachers. Thus, contributions of these people form the content of the coursebook actually.

To wrap up, aim of this study is give a good material support to students at English Language Teaching departments of universities. If they are given a suitable syllabus,

no doubt they will have a better mastery and command of writing. They will be equipped with necessary skills of advanced writing. This help them not only gain a higher level of English but a more secure, planned and organised study environment.

As for the purpose of this study, the following research questions will be studied.

1. What should constitute the syllabus of Advanced Writing Skills?
2. What are the expectations of learners from this course in terms of content?
3. What are the expectations of learners from this course in terms of content?

The answers for the questions are gained by the help of questionnaires given to learners and teachers. The syllabus is formed in the way of the answers. As a result, the aim of forming the syllabus is reached at the end of the study.

1.3 Hypotheses

The main hypothesis of this study is that current materials used in English Language Teaching departments of universities for Advanced Writing course are not fit the aim of the course. This truth can be based on many reasons. Some of them are as follows.

First of all, most of the books for Advanced Writing course are written for a standard American or European student profile. This profile is far from describing our students and their needs. So these coursebooks do not provide necessary support for our learners.

Secondly, books on the market do not fit the necessities of our learners. What our learners need is marked by the help of questionnaires in this study. Unfortunately,

no book in the market can provide these requirements. So, there is a need for the suggested syllabus for Advanced Writing course.

Thirdly, since no book can fit the needs of our learners, teachers try to use compiles for this course. These compiles take appropriate parts from different writing books. This way, necessary parts come together, but there exists a danger. This collection or compile is generally deprived of unity and coherence. Students feel that they are jumping from one book to another. So, they cannot form whole understanding in advanced writing ability.

As a consequence of the mentioned facts, it becomes crystal clear that current advanced writing books or compiles do not meet the needs of learners. They need new materials for their studies. The writer aims to form suggested syllabus for Advanced Writing course to compensate the mentioned deficits, and a better command in advanced writing is aimed to be reached.

1.4 Scope and Limitations

The subject matter of this research is to develop a suggested syllabus for Advanced Writing course at English Language Teaching departments, and there are some restrictions related to this subject. In this part, they will be focused on.

First of all, in the way of gaining data about the syllabus and the content, questionnaires have been utilized. No doubt, the participants of the questionnaires are very important here. For both questionnaires, there are different participant groups. The first limitation is about them.

The first questionnaire is student questionnaire and it is given to second year English Language Teaching department students. The reason is that they have taken this course from the researcher with a similar content. However, since their number is about one hundred, student questionnaire have been given to this one hundred

student group. This may be taken as a limitation for the first questionnaire. If the classes were composed of more learners, this limitation could be eliminated.

The second questionnaire, that is to say teacher questionnaire, is given to twenty teachers who have taught Advanced Writing in their universities. They are also members of English Language Teaching departments. This number may seem like a limitation to some people; however, the number of people who teach this course in this specific department of universities is not high. Besides, this number is considered as appropriate by the observation committee of this study.

As is known, there always exists an error value in each study. The reason is that some of the questionnaires may not be answered appropriately. This is a truth for all studies. However, with reliability analysis of questionnaires such a possibility is eliminated. So, this is no more a limitation for the study.

Consequently, as far as the scope and limitations of this study is concerned, many factors affecting the scope are unearthed. That is why, they should not be neglected as a complementary part of this subject. They do not only limit the subject positively, but also help the researcher in the path of finding the best form of the suggested syllabus. As a result, limitations of this study are tried to eliminated as much as possible; however, some still remain in the study. But they are considered as within limits and they do not endanger the ongoing of the study.

1.5 Definitions

In this section, the terms composition, letter of motivation, curriculum vitea, APA, MLA, syllabus will be explained since they will be mentioned frequently in this study.

1.5.1 Advanced Writing

Advanced writing is higher mastery of writing skill in language learning. It can also be taken as a course for English Language Teaching departments that tries to equip learners with advanced command of writing as far as academic writing and other related areas. Its content is not limited with a topic or two. Depending on the needs of the learners, it can be enlarged. But, what makes it advanced is that it is not based on basic skills like paragraph writing. Instead it focuses on more detailed and complex writing issues.

1.5.2 Composition

Composition, according to Longman Contemporary Dictionary of English is “a short piece of writing about a particular subject”. So, what we understand first is that it is longer than a paragraph as it is known by people, but it is not long. It must have a topic, as well. It must put together so many components like a topic, major and minor ideas.

1.5.3 Letter of Motivation

Letter of motivation has been a part of academic life for a very long time. It has been started to be used for some specific occasions. Letter of motivation, sometimes defined or interpreted as letter of intention, is actually based on the fact of self introduction and definition of writer’s aim. But depending on writing purpose, it possesses other more concerns which form the basic nature of letter of motivation. It can be written for scholarship, different academic programmes or non-academic programmes.

1.5.4 Curriculum Vitae

Curriculum vitae writing is a very important consideration both in academic writing and academic world. It has a very broad area of usage. It is simple self introduction of oneself in terms of his life story. It is the first step in situations like job applications. However, apart from job applications, curriculum vitae is necessary in places like end of articles in journals, books and personal or institutional web pages.

1.5.5 APA

APA which means American Psychological Association is a reference writing format to be utilized in academic writings. APA style is used in social sciences, and versions similar to it are used in biological sciences, business and earth sciences.

1.5.6 MLA

MLA which means Modern Language Association is another reference writing style. It is similar to APA in some respects; however, it has differences, as well. It is a reference writing style frequently used by linguistics and literature sources.

1.5.7 Syllabus

Syllabus forms an important part in the composition of this research. As Yalden said “Syllabus design in all second or foreign language teaching must take on fundamental importance” (1987:18). The reason is that all the work to be done in devising the sample units is going to be carried out in a certain way. That is to say, the content of the research should necessarily follow a syllabus. Simply, ‘syllabus’ can be defined as the list of subjects, topics, texts etc. included in the course of a study. Since this study will include some materials, these materials should be

designed in such a way that they will be useful for and suitable to the level of the learners.

Consequently, the topics to be handled, structures to be revised and tasks to be designed form the main point in the structure of a syllabus. Every teaching form should follow a syllabus. That is why this study is going to focus on a syllabus.

CHAPTER II

REVIEW OF LITERATURE

Writing has always been a popular study area in foreign language learning and teaching. Thus, countless number of books has been written on this subject. Each of these books has different properties and they serve to different purposes. As a result, it can be pointed out that there is no difficulty in finding books about writing subject in language teaching.

However, as far as Advanced Writing and English Language Teaching departments are concerned, the situation is not that optimistic. The reason is that books on writing are generally reference books which do not consider ELT departments' students. So, here occurs again one more reason of writing suggested syllabus of Advanced Writing Skills for ELT departments.

Since here the matter of debate is syllabus design, it is wise to talk about types of syllabuses. The reason is that there not a single type of syllabus. By defining the types, their properties will become clear and a better understanding of the subject will be realized. A syllabus designer needs to choose his syllabus type as well as the content so as to have a good product. So, in the coming part types of syllabuses will be the topic of interest.

2.1 Syllabus Types

As is said before there is not a single type of a syllabus for all kind of purposes or needs. Thus, a number of different kinds of syllabuses are used in foreign language teaching (Ur 1996:177-179). Here, not all types but the main types of syllabuses will

be focused on. In addition to their names, some brief information about them will be provided as well.

2.1.1 Grammatical Syllabus

This type of syllabuses provide list of grammatical structures such as past tenses, modal verbs, passive voice, reported speech and articles. Such topics are graded according to their level of difficulty in the coursebook which makes use of this kind of a syllabus.

2.1.2 Lexical Syllabus

This type of a syllabus gives a list of lexical items with associated collocations and idioms. These issues are graded according to their order of difficulty as well.

2.1.3 Grammatical-Lexical Syllabus

This type of syllabus is one of the most commonly used syllabuses. They have both structural and lexical areas to emphasize. In grammatical-lexical syllabuses, grammar and lexical topics can be presented either together or in separate sections.

2.1.4 Situational Syllabus

These syllabuses are composed of real-life contexts. In these real-life contexts the language used is also taken from real-life situations. Sections of a coursebook designed in accordance with the regulations of a situational syllabus are entitled like 'In the post office' or 'At the airport'.

2.1.5 Topic-Based Syllabus

This type of a syllabus is just like a situational syllabus; however, the headings are broadly topic based. The headings of the units of a topic-based coursebook are entitled like 'Food', 'Health', 'Relations' or 'Crime', etc.. In such topic-based syllabuses, a large set of related vocabulary items are presented as well.

2.1.6 Notional Syllabus

In a notional syllabus notions are focused on. 'Notions' are concepts that a language can express. 'Number', 'time', 'place' and 'colour' can be instances of such notions. If the notion is taken in detail it may have titles like 'jobs', 'man' and 'woman' and they look more like vocabulary items.

2.1.7 Functional-Notional Syllabus

This type of syllabuses have functions. Functions are things you can do with language. Examples of functions are 'identifying', 'promising' and 'denying'. Syllabuses that only have functional content are not used much. Thus, functions and notions are mostly combined.

2.1.8 Mixed or Multi-Strand Syllabus

Mixed or multi-strand syllabuses are more modern syllabuses in a respect. They are considered more comprehensive and helpful both to the teachers and learners. In this kind of syllabuses you can find specifications of topics, tasks, functions and notions in addition to grammar and vocabulary.

2.1.9 Procedural Syllabus

A procedural type of syllabus specifies the learning tasks to be done rather than the language itself or its meaning. Instances of tasks in procedural syllabuses may be map reading or doing scientific experiments, story-writing, etc..

2.1.10 Process Syllabus

Process type syllabuses are not pre-set. That is to say, their content or the content of the course is designed according to discussions made between the teacher and the learners at the beginning and during of the lesson.

After focusing on syllabus types, it can be noticed that a writing coursebook can be composed of more than one type of syllabus. It can be topical as well as procedural, for instance. But in addition to the syllabus type of the work, its content is important. Its curriculum must fit the needs of learners.

Before defining syllabus types, it was stated that most of the writing books were in form of reference books. Most of these reference books do focus on mechanics of writing. They generally give details on capitalization, punctuation, important mistakes noticed by teachers and sentence types. They do not seem to consider the needs of a department separately. This way they it can easily be noticed that they have been written by considering a general audience or reader group. That is why, they fall short in meeting the needs of a specific group of learners. Learners of English Language Teaching departments are one of these groups. They are not equipped with necessary sources as a matter of this fact.

In one hand, it can be stated that there are not so many coursebooks related to advanced writing but on the other hand there are some good materials. They deal

with some more specific and to the point subjects like composition types. So, the needs of learners are met more efficiently. However, these books do not address to a specific group as well. For instance, the number of books which consider English Language Teaching departments, advanced Writing Skills course are not more than the finger of two hands. Depending on this fact, some teachers do have to use compiles, and these compiles have repetitions or gaps since they are the product of different writers. After so many pessimistic points, as good news there are some good works.

One of the most important studies done in this field is *Essentials of Composition and Short Essay Writing* (1994) by Demirezen. In his book, Demirezen gives detailed information on Composition types and organization of composition. He informs his readers on brainstorming as well as outlining. Since this study aims at informing English Language Teaching departments, it must be noted as a very valuable source. The reasons of this situation are many.

First of all, this book has been written by an academician in English Language Teaching field. So, he has mastery in the area. Secondly, he knows his learners, their levels, interests, proficiency level, ages and weak sides in addition to strong sides. That is why, he has advantages, and he uses these advantages in the content of his book.

In addition to his book *Essentials of Composition and Short Essay Writing*, he has another book which forms basis to his composition book. *Paragraph Development Methods* (1993b), is another book of in the field of writing. However, it is at paragraph level, and it can be a beginning book for writing which can be used before Advanced Writing courses. No matter what its level is, it forms a good basis for writers in English, and it furnishes them with basic writing skills.

Another writing book in the same framework is by Yalçınduran (1998) with the title *Let's Write*. It has been used in as a reference book for years at Hacettepe University. It takes learners from paragraph writing level to composition and essay

writing. It presents different essay types when compared to the types mentioned in Demrezen's studies. This must be taken as a normal approach as different writers in writing have different labeling systems for different types. One weak side of this work is that it is written to be used in preparatory classes which are far from English Language Teaching departments.

Güleç, Özkan and Dikmen (1998) have also worked on writing field. In their compile called *Development of Reading and Writing*, they have formed a valuable study which is beneficial to use at university level. In this study, what they have aimed is to inform readers on both reading and writing. They touch upon paragraph writing at the beginning and later they dwell on compositions more. They identify and analyse composition types, and in order to strengthen them, they present example compositions.

Another academic study is carried out by Evren Öztürk (2007) as masters thesis. In his study, he has worked on *A Suggested Syllabus for Students at Proficiency Level B2 Vantage Defined in Common European Framework of Reference for Languages*. This is a suggested syllabus study in terms of writing; however, as far as Advantage Writing is the matter of debate, it does not possess anything for English Language Teaching departments.

Öz (2000), in his study called *Research Techniques in ELT*, touches upon some of the topics which are found also in *Advanced Writing Skills*. In his book, he touches upon some necessary points which contribute to *Advanced Writing*. These points begin from choosing a topic to limiting it and writing drafts. But, its main aim is to prepare learners for Research course.

There are also very valuable sources written by foreign writers. Smalley, Mark and Kozyrev (2000), handle writing issue in terms of composition skills. In their study *Refining Composition Skills – Rhetoric and Grammar*, they take writing as a process, so they start from composition writing and go up to essay writing. However, here again, composition and paragraph types are confused as is nearly in all books on

writing. This study can be taken as another suitable study for Advance Writing Skills in ELT departments. But, it has limitations like lacking some subjects which may contribute to professional careers of learners. They are subjects like curriculum vitae writing and letter of motivation writing.

O'Hare and Memering (1990), in their study *The Writer's Work*, study writing. Their book is a combination of both source writing and composition writing. That is why it is far from addressing our English Language Teaching departments. The study is more like a reference book which aims to help learners when they feel the need of consulting a basic book in terms of writing. But, this does not hide the fact that it is an effective source for persuasive writing which is called argumentative writing in this study.

Cooley (1993), again dwells on writing in terms of persuasion and thinking process. Since it is written more like a reference book for argumentation and processes in argumentation writing, it can be considered as a very useful source for this subject, but at the same time very limited for the other contents of Advanced Writing Skills. So, it can be used partially in care of need, but it does not lend itself for ELT learners.

Cowan (1983) has worked on writing process in her detailed study called *Writing – Brief Edition*. She has not only focused on paragraphs but also emphasized the importance of topic sentence. Later, she handles both composition writing and preparing research papers. It is evident that this study does not fit the aims of Advance Writing Skills aims. However, partially it can be used as a supplementary book to assist main coursebook in case of need.

Clouse (1992), in her book called *The Student Writer* touches upon essay writing and methods of development for it. In addition to types like description, narration, persuasion, process writing, illustration, comparison and contrast, definition, classification, cause and effect, she deals with responding writing which is not our

subject matter. It does not serve the purpose of Advance Writing Skills but it is a good reference book.

In addition to the mentioned studies, Baker and Philips (1986), Brandon (1994), Harris and Cunningham (1996), Imhof and Hudson (1995), Kolin (1994), Meredith (1984), Barnett and Stubbs (1995), Anderson and Forester (1992), Coe (2002), and Thornton (2006) have important studies in writing field. Unfortunately, these works do not address to our target learner group and can be partially used, or from them all, a good compile can be formed. However, they are insufficient to use in Advanced Writing Skills.

To sum up, as is understood, writing is an area in which many good works have been produced. Still new studies have been carried out in order to form better works. But, it is evident that these studies have been formed for an average learner in mind and none refer to ELT department learners and Advanced Writing Skills. Therefore, a significant need to have syllabus designed specially for Advanced Writing Skills for ELT departments have emerged. This need is the reason of this study, and at the end, the mentioned need is aimed to be meet.

CHAPTER III

METHOD

In this chapter, the research model, the study group, data collection and analysis and assessment of data will be discussed. In order to arrive at reliable and valid outcome regarding the suggested syllabus for Advanced Writing Skills at English Language Teaching Departments, such analysis has to be made. To serve this aim, questionnaires have been issued to both learners and teachers. To explain the situation sometimes views of teachers who have taught Advanced Writing Skills have been utilised as well. Details of all these will be given in this chapter under the title of method.

3.1 Research Model

This research is mainly a combination of a descriptive and quantitative study. The aim is to form Suggested Syllabus for Advanced Writing Skills for English Language Teaching Departments. Composition of this study covers both questionnaires and their analysis and material development. So, it is both a descriptive and quantitative study.

First of all, this study aims at forming a suggested syllabus for English Language Teaching departments. The syllabus aims at forming the content of Advanced Writing Skills course. That is why, what students need is presented in the content. Thanks to the suggested syllabus, learners are expected to reach a higher level of understanding in writing. Forming such a syllabus is a descriptive study in this sense since it does not have any experimental study or any quantitative element in it.

The study makes use of two questionnaires. One is student questionnaire and the other is teacher questionnaire. Student questionnaire is composed of seventeen Likert type five scale items and one open ended question. Likewise, teacher questionnaire is composed of fifteen Likert type five scale items and one open ended questionnaire. Student questionnaire is given to one hundred second year English Language Teaching department second year students at Hacettepe University. Teacher questionnaire is given to twenty lecturers from Hacettepe and Gazi Universities ELT departments. All of these lecturers have taught Advanced Writing Skills. The results of these questionnaires have been analysed. This analysis includes detailed SPSS analysis. Chronbach's Alpha reliability test and independent sample t-test are these SPSS applications. Besides, numbers and percentages of answers and their graphs have been utilised. So, this study is a quantitative study, as well.

To sum up, the study is a combination of both descriptive and quantitative nature. It aims to form both suggested syllabus for Advanced Writing Skills and necessary justification to form this syllabus by the help of data analysis gained from questionnaires. The content is based on a scientific reason by the help of this combination.

3.2 Study Group

The product of this study is to form a suggested syllabus for Advanced Writing Skills at English Language Teaching departments. Thus, in the formation of this suggested syllabus, ideas of its users need to be asked their ideas about the content. The users of this suggested syllabus are students of English Language Teaching departments and teachers of the same department who teach or had taught Advanced Writing Skills course. So, they make up the study group of this study.

As is said before, the first part of the study group is students of ELT department of Hacettepe University. These students are second year learners who had taken

Advanced Writing Skills course from the researcher. Their age is between nineteen and twenty one. About one third of them have attended preparatory class at Hacettepe University School of Foreign Languages. They had taken very good marks from university entrance exam. They have given about ninety five to hundred correct answer out of hundred questions in the exam. They are in the first percentage of all students taking the same exam. So, they can be considered as very successful learners. They have upper intermediate to advanced mastery of English as foreign language. After taking two terms writing skills, they have taken Advanced Writing Skills in which a similar content to that of this study. Since they take this course as learners, it is very logical to give them a questionnaire to ask their ideas about the content of the Advanced Writing Skills. They are asked if they were happy about the content of this course in the items of the questionnaire one by one.

The second part of the study group is composed of teachers who teach Advanced Writing Skills. For this part, twenty lecturers from Hacettepe and Gazi Universities have been given questionnaires. These twenty lecturers have been selected among the ones who had taught or have been teaching Advanced Writing Skills. Since the number of teachers at Hacettepe University English Language Teaching Department is not sufficient to have a sound statistical data, ideas of lecturers from Gazi University English Language Teaching Department have been sought. Titles of these lecturers vary from research assistants to professors, so does their experience. But, what is common is that they have the experience of teaching the same writing course. These teachers have been given a questionnaire which consists of fifteen Likert type items and one open ended question. The aim of asking lecturers their ideas is that since they know their learners and their learners' needs, they may have great help in forming the suggested syllabus for Advanced Writing Skills course. So, they have taken their place in this study as the second part of study group.

To sum up, this study uses one hundred students from Hacettepe University and twenty instructors from Hacettepe and Gazi Universities. All of these people are from Faculties of Education. Their total number is one hundred twenty and this number is rather sufficient for statistical analysis. By using the data gained by the

help of this study group, valuable data is reached. This important have been used for different statistical analysis which result in explaining some facts in forming suggested syllabus. Thus, they have great importance in the ongoing of this study.

3.3 Data and Data Collection

It is an undeniable fact that data constitutes a very significant part in this study. That is why, collection of data is given paramount importance. Basically, data is collected through questionnaires. Three different questionnaires are used in this research. In this part, data and their collection is focused on.

The first questionnaire of this study is student questionnaire. It is given to second grade English Language Teaching Department students form Hacettepe University. Since they were using compiles for their Advanced Writing Skills course, they were deprived of a coursebook which is more suitable for their level, needs and career. So, they are given a questionnaire in the formation procedure of Suggested Syllabus for Advanced Writing Skills.

This questionnaire is composed of seventeen Likert type five scale items. By the help of these seventeen items, attitude of learners against the content of Advanced Writing Skills course is aimed to be learned. As is said before, they are given five scale Likert type items. The scale is numbered from five to one. Five means strongly agree, four means agree, three means not decided, two means disagree and one means completely disagree. Students are expected to choose the most appropriate choice that reflects their attitudes. This way, their ideas about the suggested syllabus content is learned. In addition to the seventeen items, one open ended question is asked to learners. In this question, they are asked if they want to see anything in the content of suggested syllabus in addition to the points mentioned in the Likert type items. They write their ideas about this issue in the blank provided for them. So, besides the topics presented by the researcher, they can add their ideas, as well.

The second questionnaire is called teacher questionnaire because it is given to lecturers from Hacettepe and Gazi Universities. All these lecturers are from English Language Teaching departments and they have taught Advanced Writing Skills. By the help of the teacher questionnaire given to these teachers, their ideas about the content of the suggested syllabus are learned. They are given a five scale Likert type items. These items are fifteen in number, two less than that of student questionnaire. The reason is that sixteenth and seventeenth items of student questionnaire were about their experience of the course. So, they are excluded from teacher questionnaire. Like student questionnaire, lecturers are also given an open ended question at the end of the questionnaire. There, their ideas about additional points other than the ones given in the questionnaire are sought. Thus, very important data in forming the suggested syllabus for Advanced Writing Skills is reached.

After the application of these two questionnaires to students and teachers of English Language Teaching department, numeric data on have been gained. This data is in the form of 5 to 1 in numbers. No need to say, the data is in the form of rough material. Though it means a lot even by looking at the table of answers, it has to be analysed by statistical means in order to reach meaningful and acceptable results. However, it must be kept it mind that this rough data is essential to the nature of this study since without them any further analysis cannot be reached. Thus, this step means a lot before going on to analysis to have more meaningful results.

3.4 Analysis and Assessment of Data

This section of the study aims to give information about analysis and assessment of data. In this study, the most valuable information is collected by the help of two questionnaires given to students and students of English Language Teaching departments. They have been analysed in various ways to get some detailed information to enlighten the content of the study. So, they will be explained in detail in the coming paragraphs.

First of all, answers given to these questionnaires are given numeric values, and these values are written in Microsoft excel document as table. Later, they have been analysed one by one. Responses given to each item of each questionnaire have been analysed in percentages. These percentages are taken both totally for one questionnaire and only as single questions. Their averages have been calculated as well. In addition to getting percentages, these percentages have been shown by pie graphs. These graphs have been commented by the researcher.

It is a widely known fact that percentages are not enough for such a study. They may be taken as primitive. That is why, further analysis is needed. At this step reliability of questionnaires have been worked on. In order to test reliability of questionnaires, Chronbach's Alpha reliability is used. In order to analyse the data by this reliability tool, SPSS have been used. The data have been copied to SPSS files. Later Chronbach's Alpha reliability have been applied to both student and teacher questionnaires. By this way, it has been proved that both questionnaires are highly reliable. Detailed information on the results of reliability analysis is given in the coming chapter which is findings and assessments.

In addition to reliability analysis of questionnaires, they have been subject to t-test analysis. For the t-test analysis, independent sample t-test has been chosen. The reason is that the two questionnaires are independent questionnaires the results of which are aimed to be compared. However, in order to have t-test of these two questionnaires, sixteenth and seventeenth items of student questionnaire have been eliminated since they do not exist in teacher questionnaire. These two eliminate items ask for learners' attitudes towards their experience which is not possible to ask to the teachers. Again SPSS is used to analyse data in t-test. The analysis shows that there is no meaningful or significant relation between the results of the two questionnaires. Further details on this analysis are also given in the coming chapter.

To sum up, by the help of Chronbach's Alpha and t-test analysis with SPSS and related percentages, a look into the deep structure of data is gained. The data

becomes more scientific and researcher can get more information from the responses of the participants. This information is used to form a better suggested syllabus for Advanced Writing Skills. A better syllabus means a better teaching and learning atmosphere, so desired aim of education becomes closer.

CHAPTER IV

FINDINGS AND ASSESSMENT

In this chapter, the findings of the questionnaire and related assessment are going to be studied. The responses given to the questionnaire, their percentages and the researcher's opinions and comments on the results of the questionnaire, in short the evaluation can be found in this chapter, as well. So, it can be said that, an overall evaluation of the findings of the questionnaires can be found in this chapter.

Before the assessment of the questionnaire, it is wise to talk about the questionnaire itself first. The aim of the questionnaire is to form a basis for the study. In other words, the result of questionnaire has the rationale of the study. The questionnaire has eighteen items. Seventeen of them are Likert type: they are given answers like strongly agree, agree, undecided, disagree or strongly disagree. They are given numeric values beginning from 5 to 1 respectively. The last item of the questionnaire is an open ended question which aims to seek if the learners have more to say about the target content of advanced writing course. The questionnaire is given to one hundred second grade English Language Teaching Department students from Hacettepe University. They have taken Advanced Writing course from the writer of this piece. The lecturer has used similar content which is tried to be formed in this study. The questionnaire is given in Appendix 1.

Students' responses to the questionnaire are as follows:

		Items																
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Questionnaires	1	4	5	4	4	4	4	4	5	5	4	4	4	4	5	4	4	5
	2	5	5	5	5	3	3	4	5	5	5	5	5	5	4	5	3	4
	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	4
	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5
	6	4	4	4	4	3	4	3	4	4	3	5	4	5	4	5	5	5
	7	5	4	4	5	3	5	4	4	4	4	4	4	4	5	4	5	4

60	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
61	5	5	5	5	3	3	3	5	5	5	5	5	5	5	5	5	5	5
62	5	5	5	5	5	3	3	5	4	4	4	4	4	4	5	4	4	
63	2	4	4	4	2	5	5	4	4	4	4	4	5	4	4	5	4	
64	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	
65	5	5	4	4	1	5	5	5	5	4	5	5	5	5	5	5	5	
66	4	4	5	5	5	4	4	5	5	4	4	3	5	5	4	5	4	
67	5	4	4	4	4	4	4	5	4	5	5	5	5	4	5	3	4	
68	5	5	5	5	5	5	5	4	5	4	3	4	5	4	5	3	5	
69	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	4	4	
70	4	5	5	4	5	3	5	4	4	3	3	4	4	5	5	4	4	
71	1	1	1	1	5	5	1	4	5	5	5	5	5	5	5	4	4	
72	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	5	
73	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
74	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	
75	4	4	4	4	5	4	4	5	4	5	5	5	5	5	4	4	4	
76	4	4	4	1	3	4	4	3	5	4	4	4	4	4	4	3	4	
77	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
78	5	4	5	5	5	5	5	5	5	5	4	4	5	5	5	4	5	
79	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	
80	4	3	4	4	3	4	4	4	5	3	4	4	4	4	3	3	4	
81	4	4	5	5	5	5	5	4	5	5	5	5	5	5	4	4	4	
82	4	4	5	4	4	5	4	5	5	5	2	4	5	5	5	5	5	
83	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	
84	2	4	3	2	4	4	4	4	3	4	4	4	4	5	5	4	5	
85	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	
86	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
87	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	
88	5	5	5	5	1	5	5	5	5	4	4	4	4	4	5	3	4	
89	5	5	4	4	5	5	5	4	5	4	4	4	5	5	5	3	5	
90	4	4	4	3	5	4	4	4	5	4	4	4	4	4	3	3	4	
91	5	5	5	5	4	5	4	5	4	4	4	4	4	5	5	3	4	
92	5	5	5	5	4	4	3	5	4	4	3	4	4	5	4	3	4	
93	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
94	4	4	3	3	2	4	4	4	5	5	5	5	5	4	4	3	3	
95	5	5	5	5	4	4	3	5	5	4	4	4	4	5	5	5	4	
96	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	
97	4	5	5	4	5	5	4	5	5	4	4	4	4	5	5	5	5	
98	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
99	5	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	5	
100	5	5	5	5	4	5	5	5	5	5	5	5	5	4	5	3	5	

Of course, there are just the answers of the students and they do not mean a lot as this table. However, as it can be seen easily, most of the answers are 5 or 4 and even this can form a strong basis for the study. It shows that the researcher is in the right track. In the table below, the percentages of the answers given to the first seventeen items of the questionnaire are given. It makes the situation easier to see and evaluate.

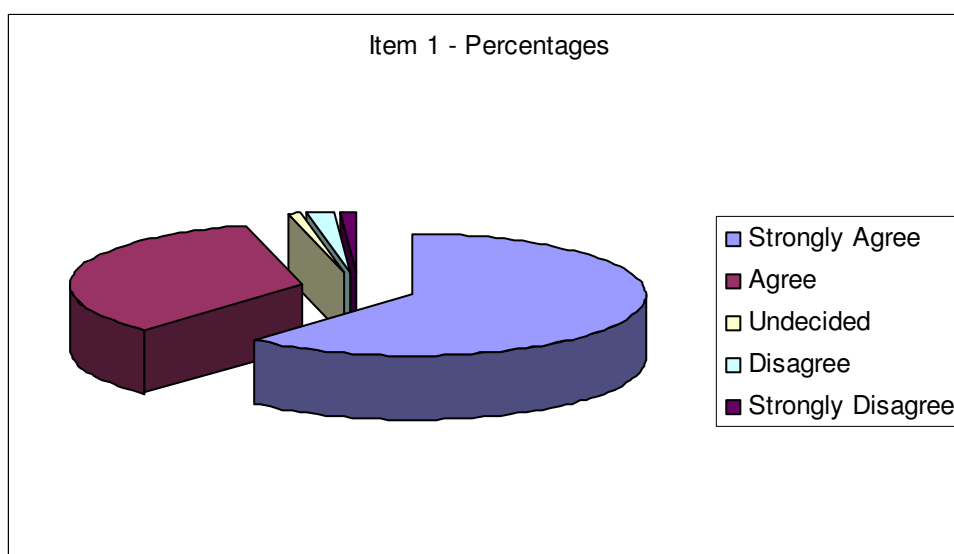
Average of items 1-17	60.352	34.176	5	0.529	0.588
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Of course the total number of answers and percentages can give a rough idea about the results. In order to have a detailed idea about the responses given to the questions, they will be focused on one by one. Here comes the study of items of the questionnaire and responses given to them:

Item 1

1. Paraphrasing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 1 - Numbers and Percentages	62	34	1	2	1

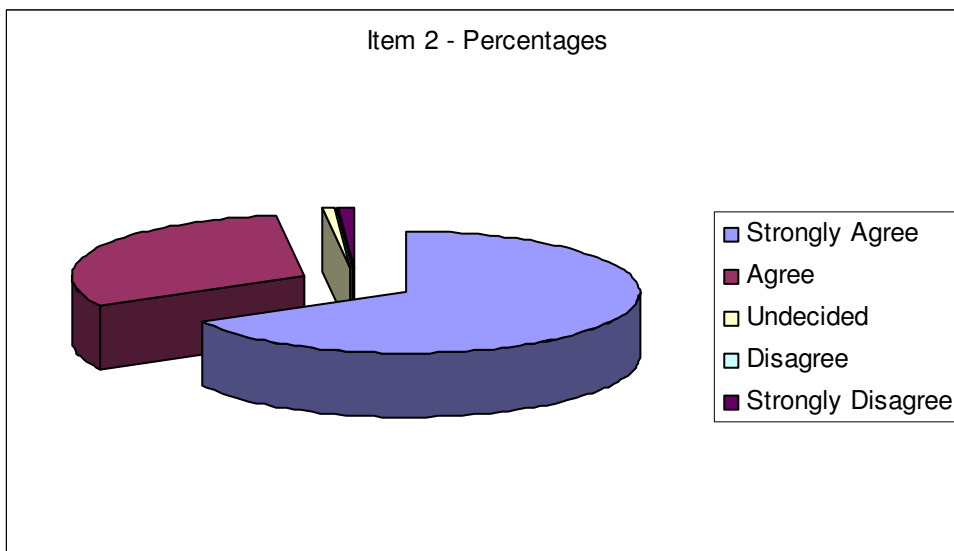


Students' responses for item one shows that they believe paraphrasing is very useful for Advanced Writing course. 62% of them say Strongly Agree, 34% says Agree. Only 4% is left for other choices. So, it can be concluded that paraphrasing should be included in the syllabus of Advanced Writing course. The learners support the view of the writer.

Item 2

2. Summary making was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 2 - Numbers and Percentages	67	31	1	0	1

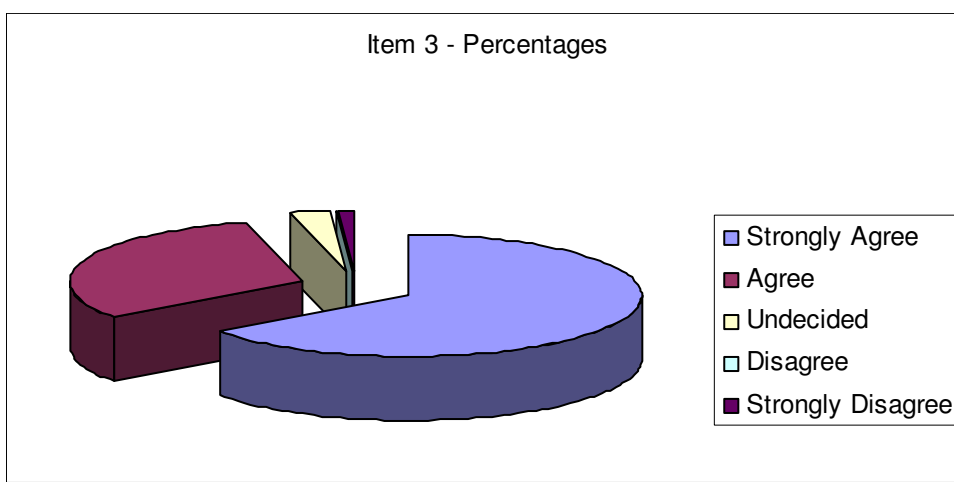


From the responses given to the second item of the questionnaire, it becomes crystal clear that learners are very eager to have summary making in their Advanced writing course syllabus. They believe that summary making is useful for English Language Department learners. 67% of them are Strongly Agree, 31% Agree and only 2% is rest.

Item 3

3. Quotation making was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 3 - Numbers and Percentages	65	31	3	0	1

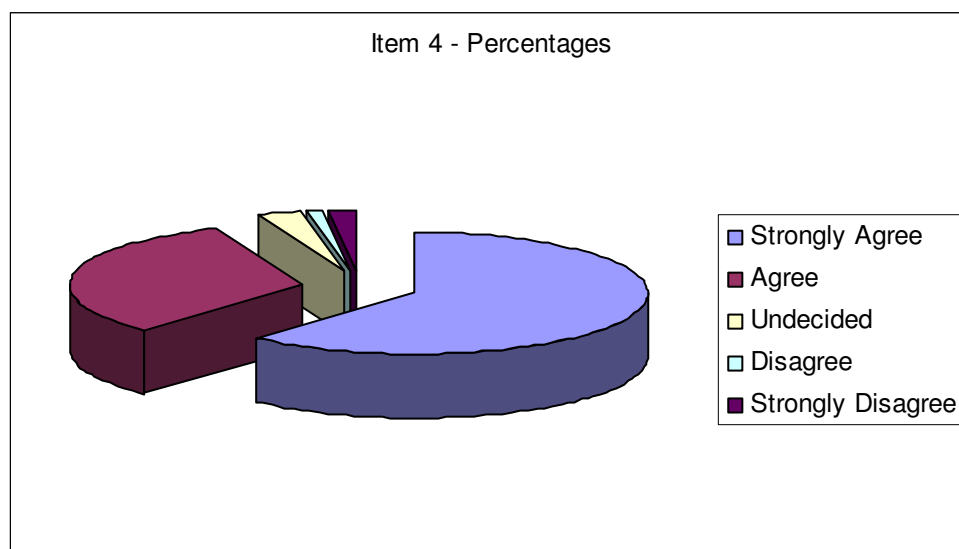


Item three tries to learn the idea of the learners about quotation making. This time 65% of the learners say that they Strongly Agree about the use of quotation making in Advanced Writing course. This is about two third of the whole and about one third says they Agree about this matter. So, we can conclude that this is considered as a very useful subject matter by learners.

Item 4

4. Citation making was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 4 - Numbers and Percentages	62	32	3	1	2

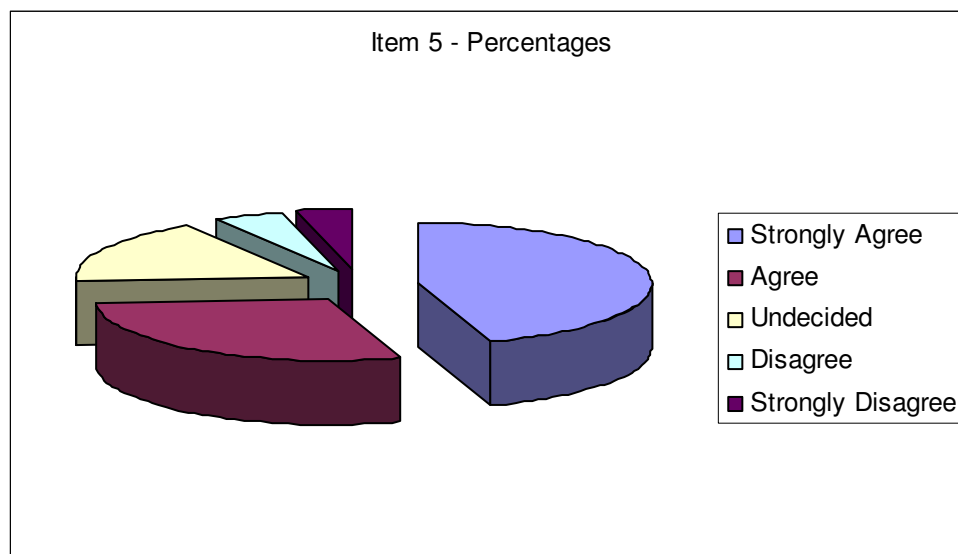


Item four investigates citation making. The results are similar to quotation making. About two third of the participants Strongly Agree that citation making. One third Agree on its use. This supports the view of the writer, as well. Thus, the result is positive for this study.

Item 5

5. Reference writing by using APA and MLA style was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 5 - Numbers and Percentages	45	29	17	5	4

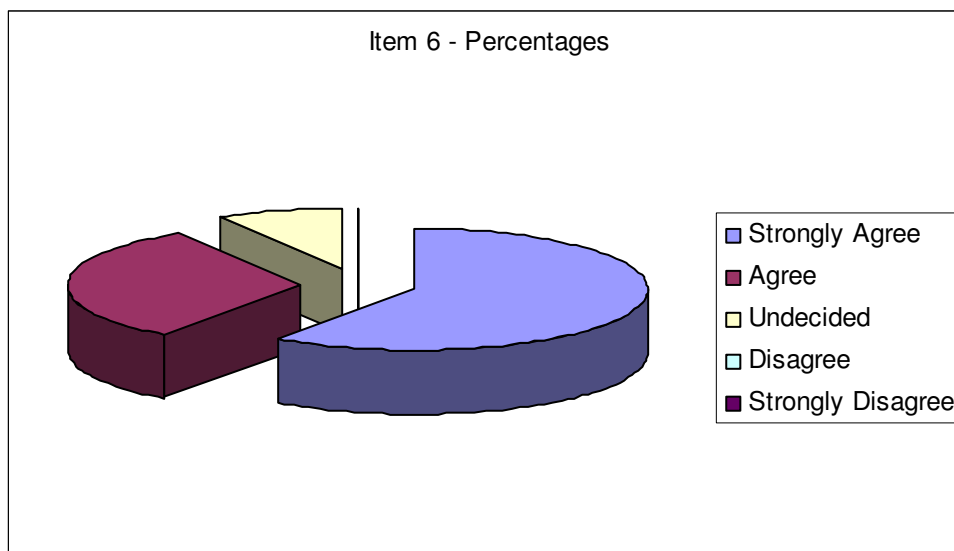


Students' response to this questionnaire item is also positive. Strongly agree is 45% and Agree is 29%. However, it is clear that after the first four items, the percentage of Strongly Agree for this question is lower. There may be many reasons of this. Maybe learners believe that MLA and APA is too detailed for this course. But, they still want to have it. So, they will be included but not much detailed as is in research course.

Item 6

6. Curriculum vitae writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 6 - Numbers and Percentages	60	31	9	0	0

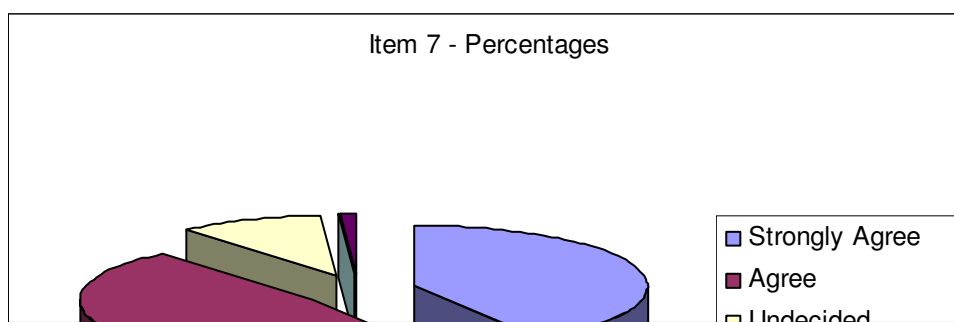


In this questionnaire item, CV writing is focused on. 60% of the students Strongly Agree that CV writing must be included in Advanced Writing course. 31% also Agree that it must be included. The rest 9% is undecided. Learners know that CV is a very crucial thing after graduation. They also enjoy writing CV. So, it is believed that since they both enjoy writing about their qualifications and they believe that it is going to be something necessary, they are on the side of having it in the curriculum of Advanced Writing course.

Item 7

7. Letter of motivation writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 7 - Numbers and Percentages	41	48	10	0	1

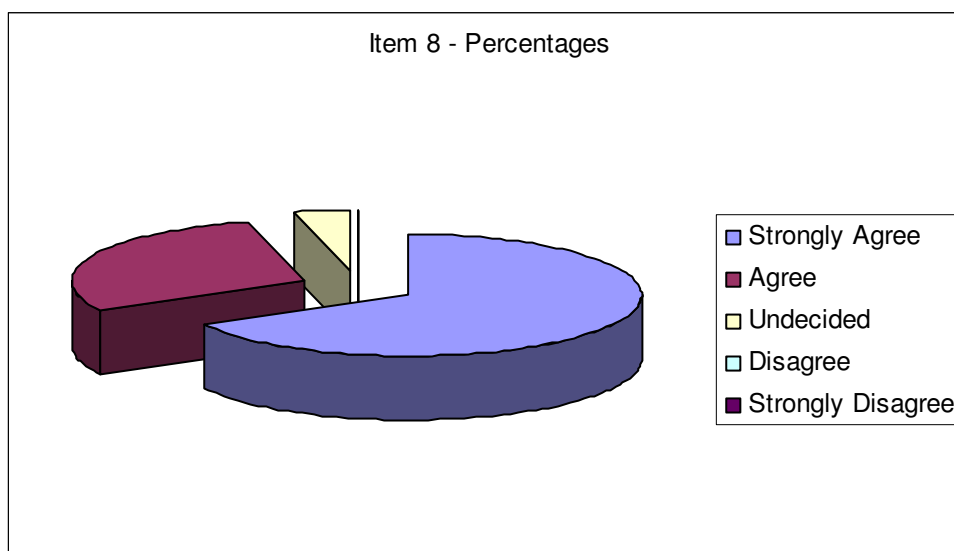


Item seven investigates letter of motivation writing. As is known, for many academic applications, letter of motivation writing is needed. However, students have no or poor knowledge about it. As a result of this fact, 41% of them Strongly Agree and 48% of them Agree on having it in the content of Advanced Writing course. 10% is undecided and only 1 student which means 1% is on the Strongly Disagree part.

Item 8

8. Organisation in writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 8 - Numbers and Percentages	67	29	4	0	0

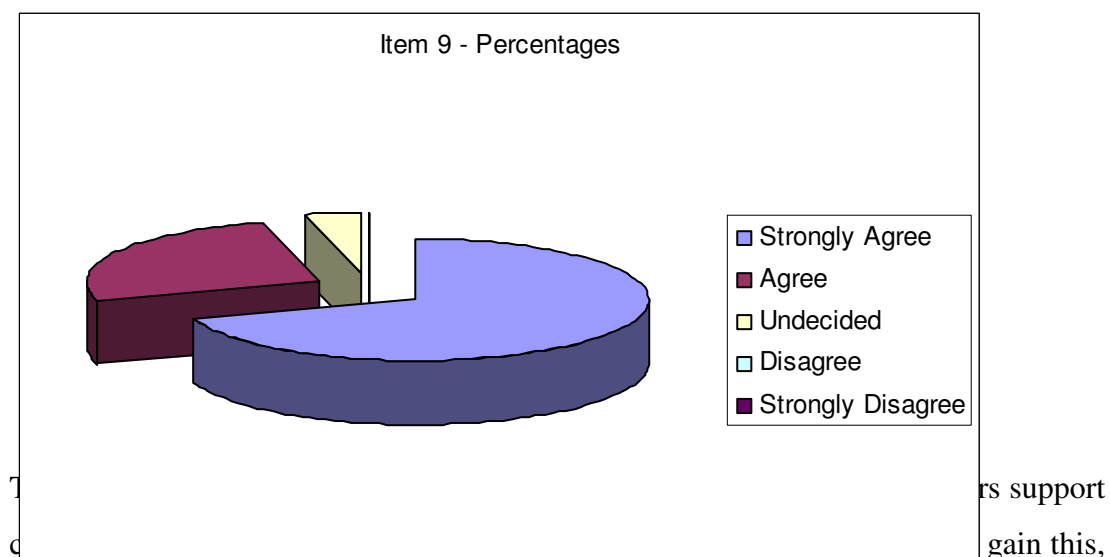


Item number eight of the questionnaire given to the students is about organization in writing. Since learners have great problems about organization, their answers also reveal this fact. 67% of them Strongly agree that organization in writing should be given place in the curriculum of Advanced Writing course. 29% also Agree on the same issue. 4% is undecided. So, it can easily be concluded that organization in writing has a significant place in writing and must be given place in curriculum.

Item 9

9. Creativity in writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 9 - Numbers and Percentages	70	26	4	0	0



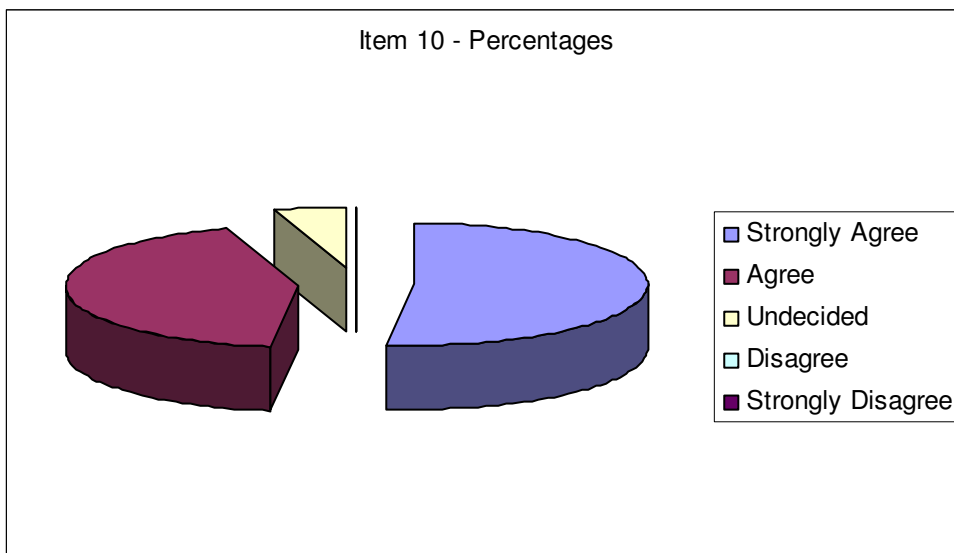
they believe in having creativity in their writings. The researcher also tries to have this kind of component in his study.

Item 10

10. Expository composition writing was useful for Advanced Writing Skills course.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
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Item 10 - Numbers and Percentages	52	43	5	0	0
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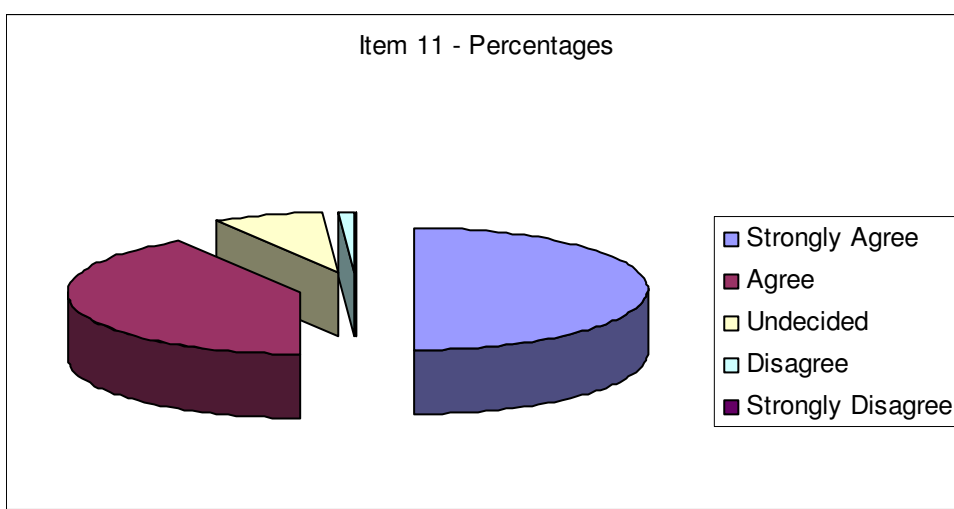


In this item, expository composition writing and its necessity is asked to the learners. 95% of the learners say Strongly Agree or Agree to this question. The reason is that they believe in using this kind of compositions in their academic careers. Presenting knowledge requires this kind of writing they say. So, this type of composition writing is included in Advanced Writing course syllabus.

Item 11

11. Narrative composition writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 11 - Numbers and Percentages	50	41	8	1	0

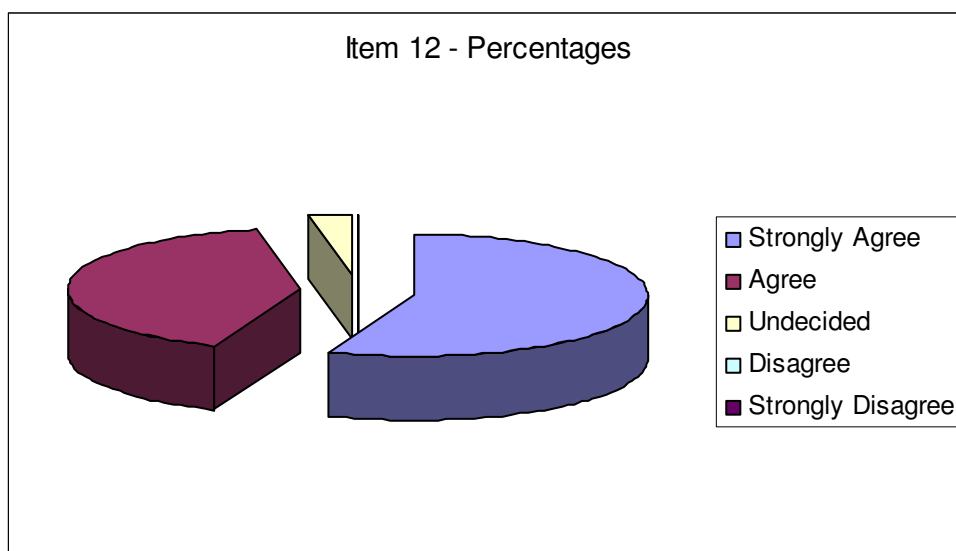


Responses given to item eleven of the questionnaire reveal the fact that students also support having narrative composition writing in their curriculum. This time the percentage of undecided is a bit more 8%. However, supporters are about 91%. As a consequence, they want having this type of composition writing and they believe they need it.

Item 12

12. Descriptive composition writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 12 - Numbers and Percentages	56	41	3	0	0

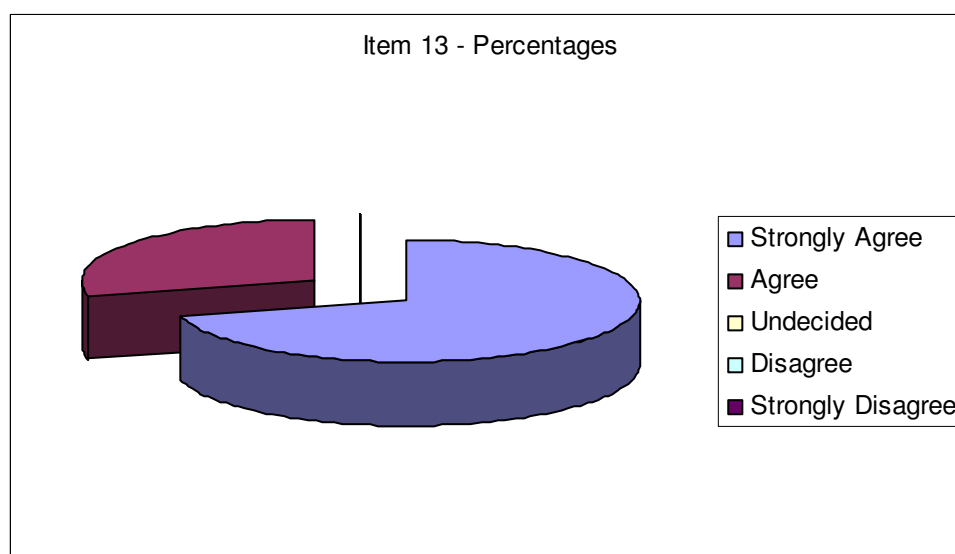


Learners also believe that descriptive composition should be given place in the curriculum of Advanced Writing course syllabus. Only 3% is undecided about it. The rest 97% agrees on having it. This way, the ideas of the researches is supported by the subjects again.

Item 13

13. Argumentative composition writing was useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 13 - Numbers and Percentages	71	29	0	0	0

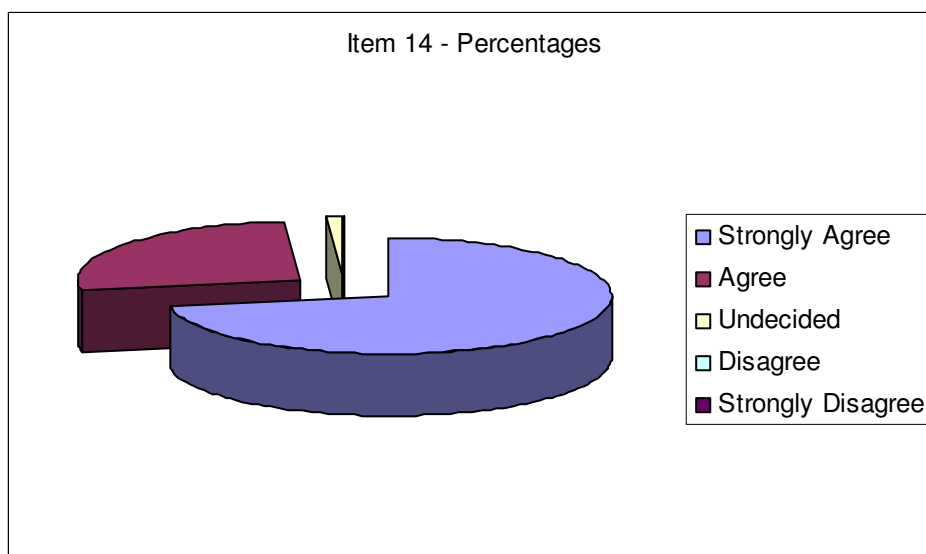


When it comes to item number thirteen, it can easily be noticed that there is a sudden increase in the percentage of Strongly Agree choice. The reason is that this item is about argumentative writing. The learners think that they are weak about argumentative writing and it must be given place in Advanced Writing curriculum. 71% of them Strongly Agree with this idea. So, it is given place as a result of this need.

Item 14

14. This course will form a background for my future studies.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 14 - Numbers and Percentages	72	27	1	0	0

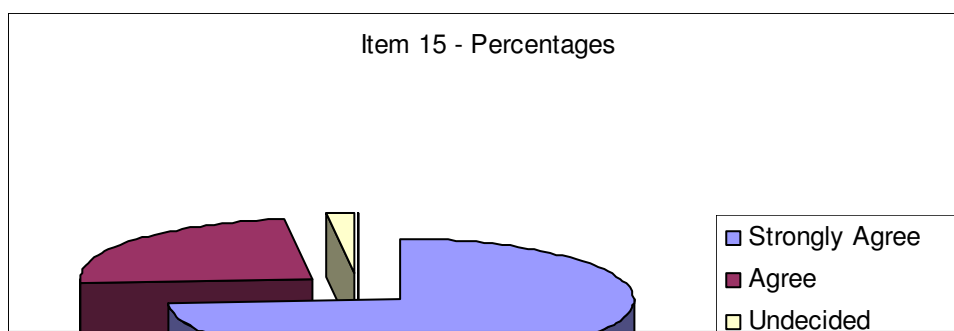


In this item learners are asked if this course, so its content, forms a background for their future career? They believe that it forms a basis for their future career and studies. That is why, 72% of them say they Strongly Agree, 27% say they Agree with this idea. The left 1% is undecided. Learners' answers to this item is a kind of proof for their interest in this course and its subject matter, as well.

Item 15

15. There is a need for Advanced Writing Skills course for ELT departments.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 15 - Numbers and Percentages	74	24	2	0	0

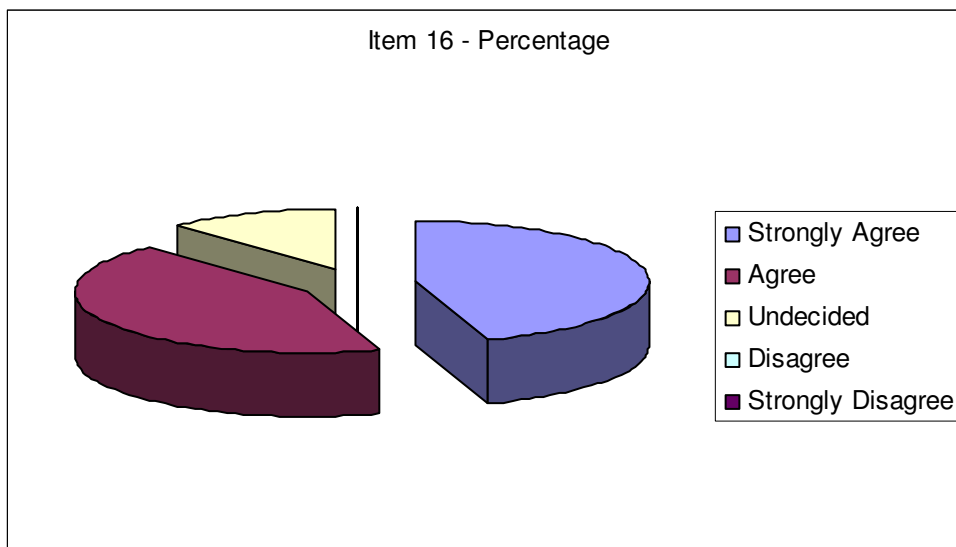


Learners answers to item number fifteen shows that learners believe in having Advanced Writing course in the syllabus of English Language Teaching Department. About three forth of them say they Strongly Agree with this idea. 24% also Agree with this fact. Only 2% is undecided. It is nice to see that nobody says Disagree or Strongly for this item. So, necessity of this course is proved again.

Item 16

16. I enjoyed this course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 16 - Numbers and Percentages	45	43	12	0	0

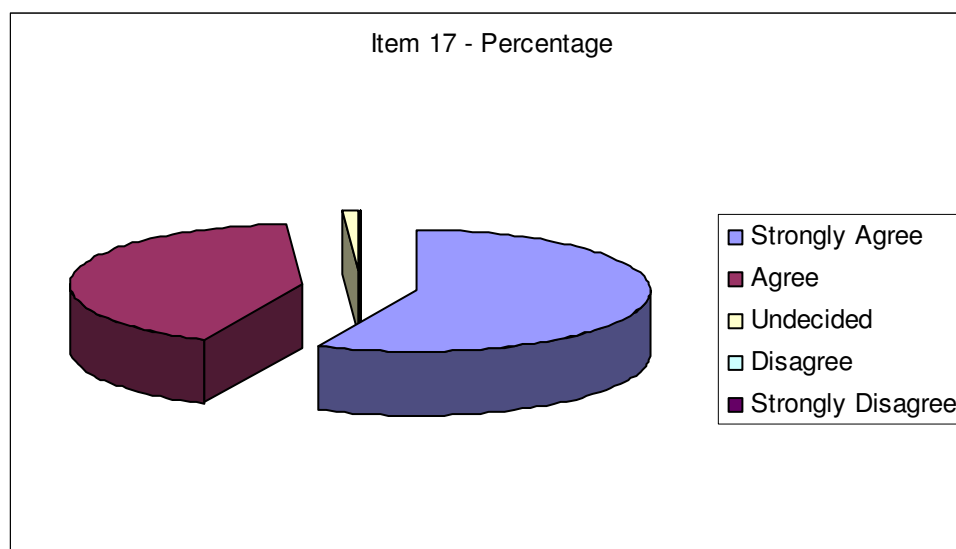


In this item, the researcher aims at learning if the learners enjoy the course or not. The reason is that he has used a syllabus which is nearly the same as that of this study. The results are very motivating. 88% of the learners say either Strongly Agree or Agree about enjoying the course. Only 12% is undecided. Since when learners enjoy something then comes learning naturally, it can be concluded that this content seems to satisfy both academic and personal needs of the learners and let them stay away from a boring teaching time.

Item 17

17. Advanced Writing Skills Course I took this term was useful for me.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 17 - Numbers and Percentages	57	42	1	0	0



In item number seventeen learners are asked if the Advanced Writing course they took was useful for them or not. The results are again encouraging. 99% of them believe that it was useful for them. Only 1% is Undecided. So, it can be concluded the right path for the syllabus formation is found. Learners like content and want to have it. They also seem to have gained desire. Thus, the same content is thought to be used for this study.

Item 18

18. Is/Are there any other subject(s) that you think will be useful for Advanced Writing Skills course? Please write it/them in the space given.

This is the last and the only open ended question of the questionnaire. Not many of the learners have answered this one. Here are the untouched answers given by students:

- Maybe punctuation rules can be repeated in this lesson
- E-mail or letter writing to a formal person or businessman
- MLA and APA rules should be more explicitly explained
- Writing newspaper articles
- An example essay can be written by using the things as we did in paragraph writing
- Making more practice in terms of writing argumentative essays
- We could examine some good writers, how they write

To sum up, learners responses to the items of the questionnaire reveal the fact that the content planned for Advanced Writing course is in the right track. Learners both enjoy the content and they believe that there are useful things in it. They also say that it covers nearly all the things that they think they need. Thus, the syllabus is very inclusive, as well. These data encourages the researcher and makes his points clear in forming the curriculum of Advanced Writing course for English Language Teaching departments. As a result, findings of the questionnaire support the view and rationale of this study.

After student questionnaire, teachers are given the same questionnaire with a few simple differences. The aim of this second questionnaire is to test the responses of

teachers who teach advanced writing course. They are given the same test with deletion of items sixteen and seventeen. The reason is that they test the attitudes of learners against their experiences of the course. So, teachers are given a sixteen item Likert type questionnaire. Here again, the last item is an open ended question. This questionnaire is given to twenty academicians from English Language Teaching departments of Hacettepe and Gazi Universities. The questionnaire is given in Appendix 2.

Teachers' responses to the questionnaire are as follows:

		Items														
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Questionnaires	1	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5
	2	5	5	4	5	5	5	4	5	4	5	5	5	5	5	5
	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5
	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
	6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	9	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5
	10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	11	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5
	12	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5
	13	5	5	4	4	4	4	4	5	5	4	4	4	4	4	5
	14	5	5	5	5	5	5	4	5	4	5	4	4	5	5	5
	15	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5
	16	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	17	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5
	18	3	3	4	4	5	3	3	5	5	3	3	4	5	5	5
	19	5	5	5	4	1	3	4	4	4	4	5	4	4	4	4
	20	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

The table above shows these twenty teachers' responses to the items of the questionnaire. Five means completely agree, four means agree, three means undecided, two means disagree and one means completely disagree. As is seen in the table, Most of the answer focus on five and the rest mostly on four. The rest minority is on three, two and one. Sixteenth item, open ended question is not given any answer at all. Percentages of five choices of fifteen questions are presented in the table below.

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
	Number and %	Number and %	Number and %	Number and %	Number and %
Item 1	18 - 90%	1 - 5%	1 - 5%	0 - 0%	0 - 0%
Item 2	18 - 90%	1 - 5%	1 - 5%	0 - 0%	0 - 0%
Item 3	15 - 75%	5 - 25%	0 - 0%	0 - 0%	0 - 0%
Item 4	16 - 80%	4 - 20%	0 - 0%	0 - 0%	0 - 0%
Item 5	17 - 85%	2 - 10%	0 - 0%	0 - 0%	1 - 5%
Item 6	13 - 65%	5 - 25%	2 - 10%	0 - 0%	0 - 0%
Item 7	9 - 45%	10 - 50%	1 - 5%	0 - 0%	0 - 0%
Item 8	18 - 90%	2 - 10%	0 - 0%	0 - 0%	0 - 0%
Item 9	14 - 70%	6 - 30%	0 - 0%	0 - 0%	0 - 0%
Item 10	16 - 80%	3 - 15%	1 - 5%	0 - 0%	0 - 0%
Item 11	16 - 80%	3 - 15%	1 - 5%	0 - 0%	0 - 0%
Item 12	15 - 75%	5 - 25%	0 - 0%	0 - 0%	0 - 0%
Item 13	17 - 85%	3 - 15%	0 - 0%	0 - 0%	0 - 0%
Item 14	16 - 80%	4 - 20%	0 - 0%	0 - 0%	0 - 0%
Item 15	18 - 90%	2 - 10%	0 - 0%	0 - 0%	0 - 0%

Percentages prove the fact that most of the responses focus on five and four. Their average is 4.25. So, it can be deduced that most of the answer center between strongly agree and agree.

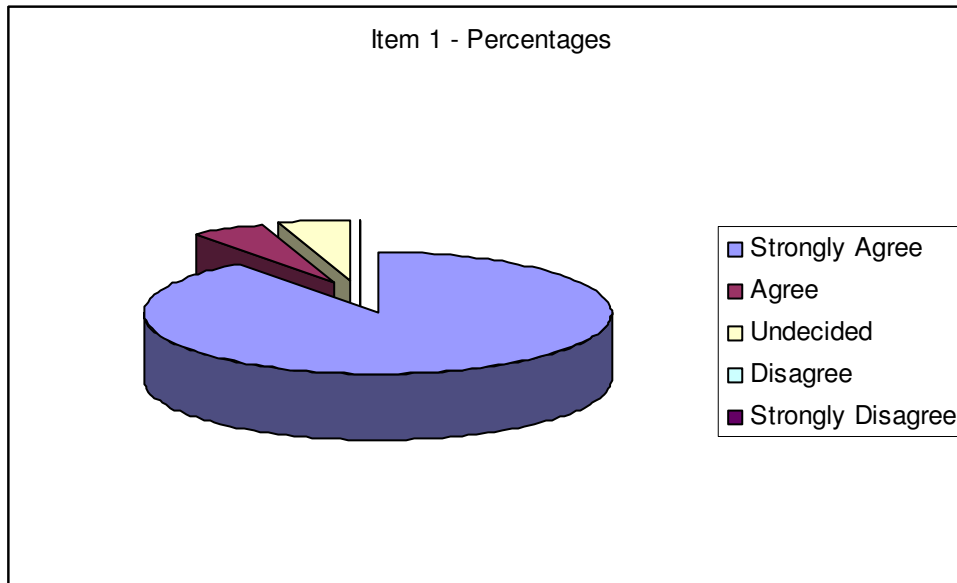
	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
	%	%	%	%	%
Average of Items 1-15	236 - 78.6%	56 - 18.6%	7 - 2.3%	0 - 0%	0.3 - 5%

With the study of each response to each item, a better understanding of the results can be reached.

Item 1

1. Paraphrasing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 1 - Numbers and Percentages	18 - 90%	1 - 5%	1 - 5%	0 - 0%	0 - 0%

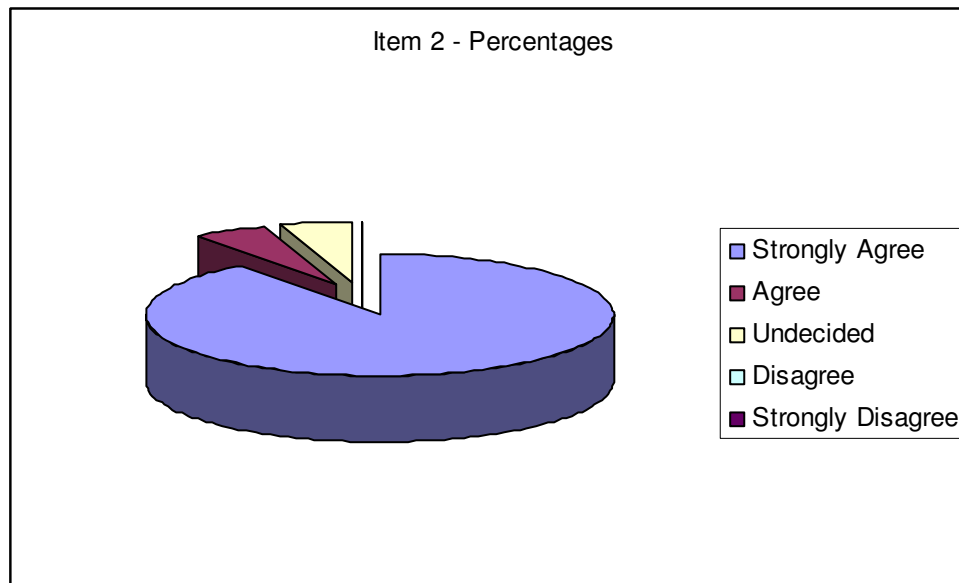


Responses given by teachers strongly agree that paraphrasing is useful for advanced writing course. %90 is a very significant ratio that proves this idea. So, usage of paraphrasing is approved by teachers of writing course.

Item 2

2. Summary making is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 2 - Numbers and Percentages	18 - 90%	1 - 5%	1 - 5%	0 - 0%	0 - 0%

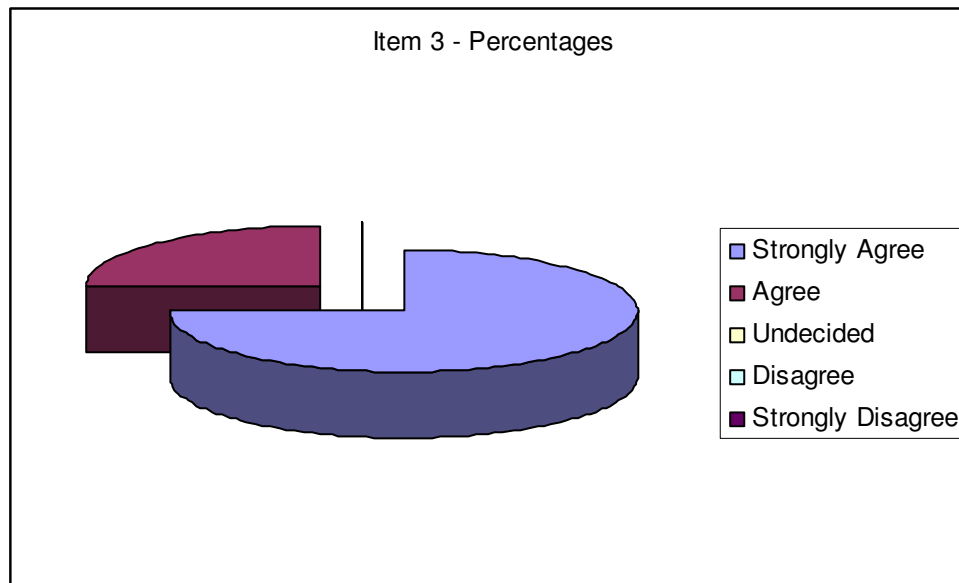


The responses given to item two is no different from that of question one. %90 of Lecturers agree on the fact that summary making is useful for their learners as far as advanced writing course is concerned. This great amount is very encouraging to have such content in the syllabus of advanced writing materials.

Item 3

3. Quotation making is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 3 - Numbers and Percentages	15 - 75%	5 - 25%	0 - 0%	0 - 0%	0 - 0%

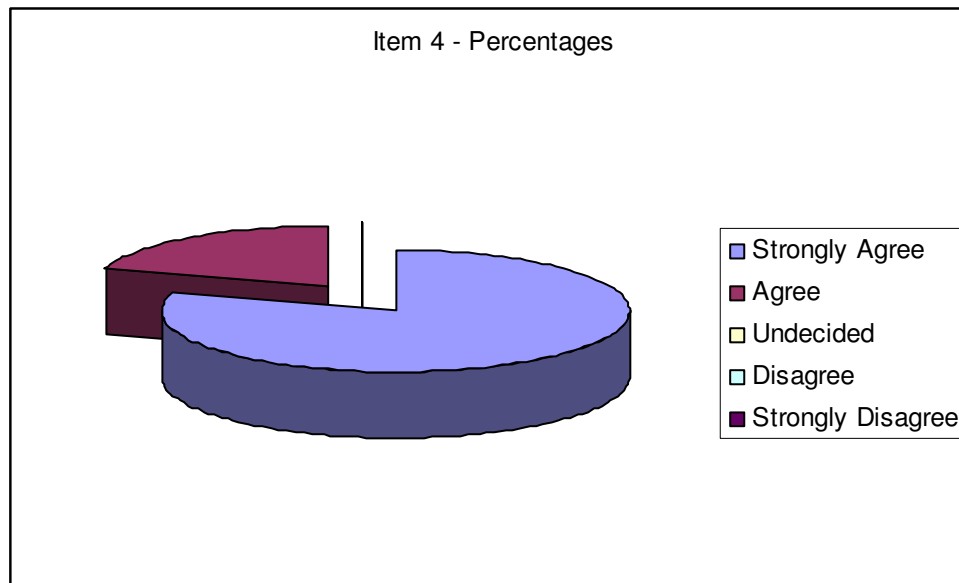


%100 of teachers say either strongly agree or agree for the place of quotation making in advanced writing course. This ratio is very high and big enough to place this subject in syllabus of advanced writing course. Three fourth of this 100% say strongly agree, so it is evident that teachers want their learners to use quotations to avoid plagiarism.

Item 4

4. Citation making is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 4 - Numbers and Percentages	16 - 80%	4 - 20%	0 - 0%	0 - 0%	0 - 0%

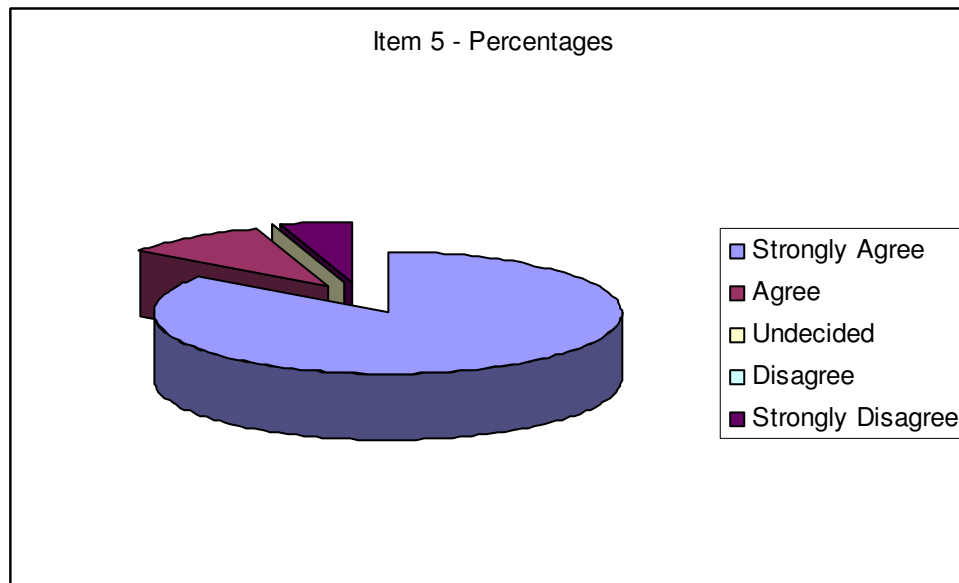


Responses given to this item of the questionnaire make it clear that teachers who teach advanced writing want their learners to learn citation making, as well. The reason is that 80% of them strongly agree and the rest agree on the existence of citation making in the syllabus of advanced writing.

Item 5

5. Reference writing by using APA and MLA styles is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 5 - Numbers and Percentages	17 - 85%	2 - 10%	0 - 0%	0 - 0%	1 - 5%

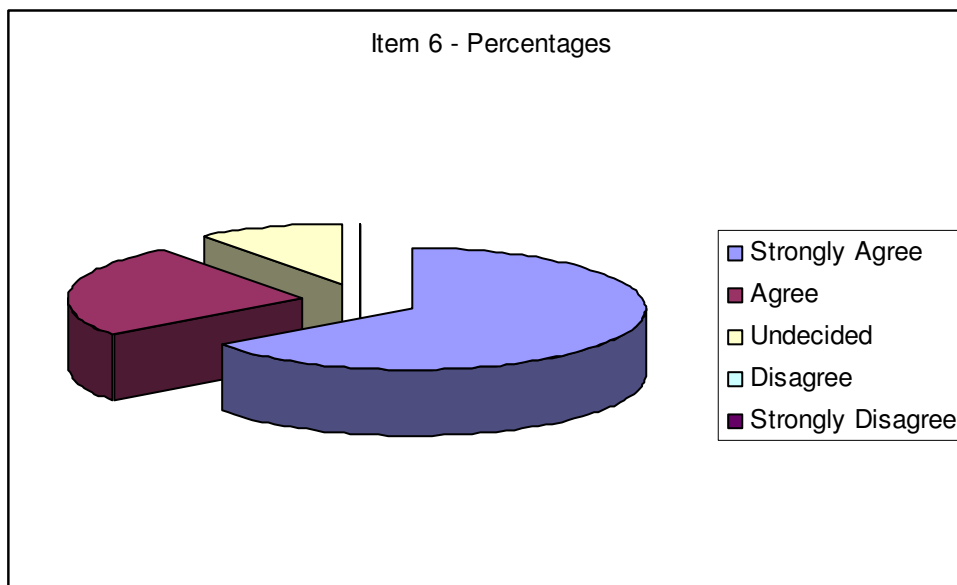


Responses given to item five show that APA and MLA styles are very popular among teachers of advanced writing course teachers because they want them to be known and learned by their learners. That is why, they are considered to be useful for their learners.

Item 6

6. Curriculum vitae writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 6 - Numbers and Percentages	13 - 65%	5 - 25%	2 - 10%	0 - 0%	0 - 0%

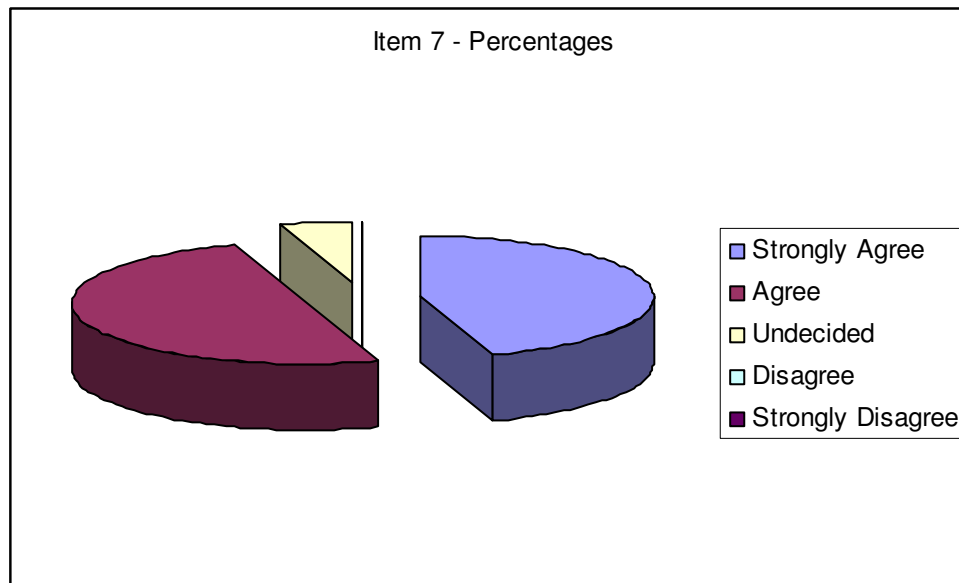


As far as curriculum vitae writing is taken into consideration two third of teachers (65%) strongly agree that it is useful for their learners. 25% agree of the same idea, and only 10% is undecided. So, curriculum vitae writing is placed in the syllabus of advanced writing course by the teachers.

Item 7

7. Letter of motivation writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 7 - Numbers and Percentages	9 - 45%	10 - 50%	1 - 5%	0 - 0%	0 - 0%

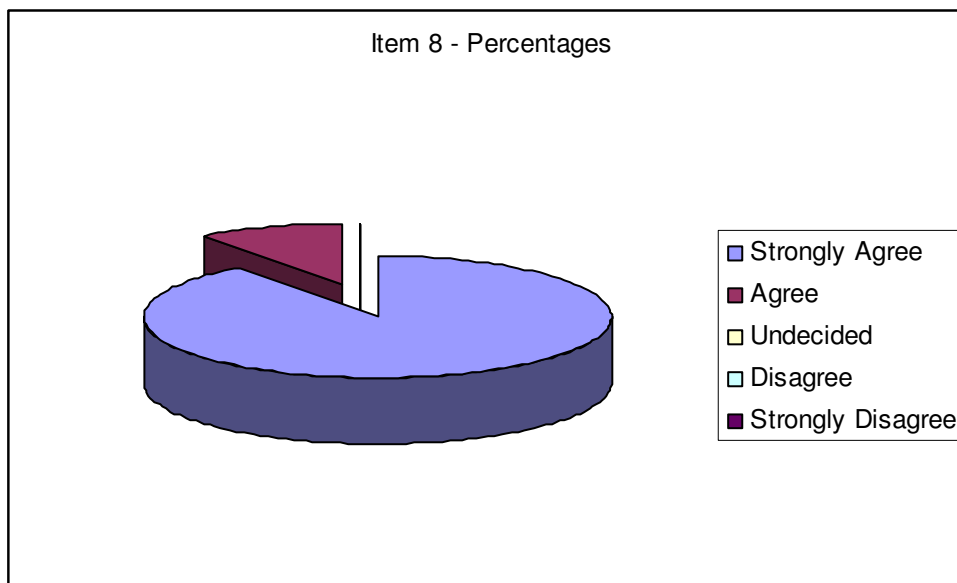


For letter of motivation writing teachers do agree that it is useful for their learners (50%). 45% of them strongly agree on the same matter. Only and only 5% is undecided. In this item, the ratio of agree and strongly agree is 95% though this time agree is more popular than strongly agree.

Item 8

8. Organisation in writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 8 - Numbers and Percentages	18 - 90%	2 - 10%	0 - 0%	0 - 0%	0 - 0%

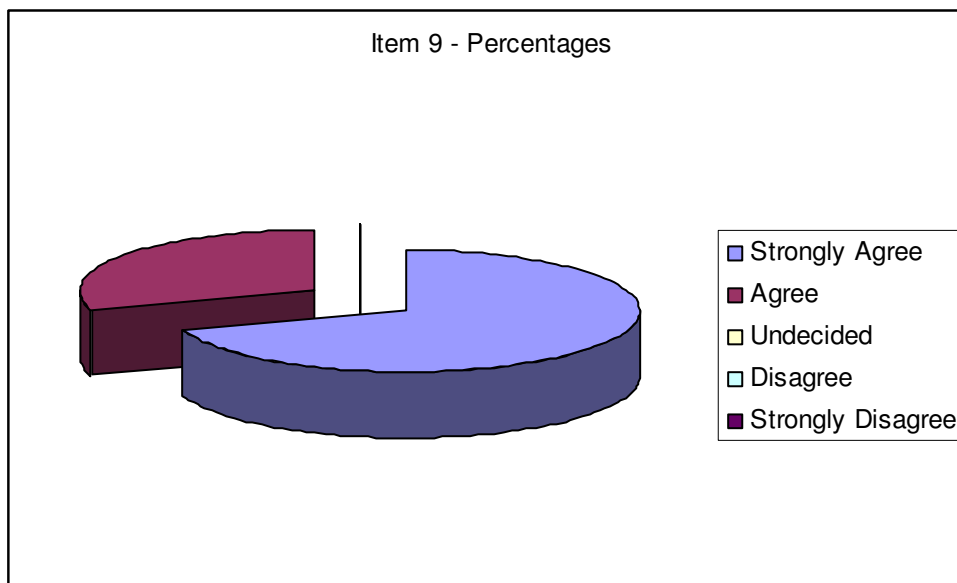


90% of teachers strongly agree that organization is very important for advanced writing course. Maybe they see organizational failures frequently in their students' writing, so they want them to advance in this line. The rest 10% again agree on the same idea.

Item 9

9. Creativity in writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 9 - Numbers and Percentages	14 - 70%	6 - 30%	0 - 0%	0 - 0%	0 - 0%

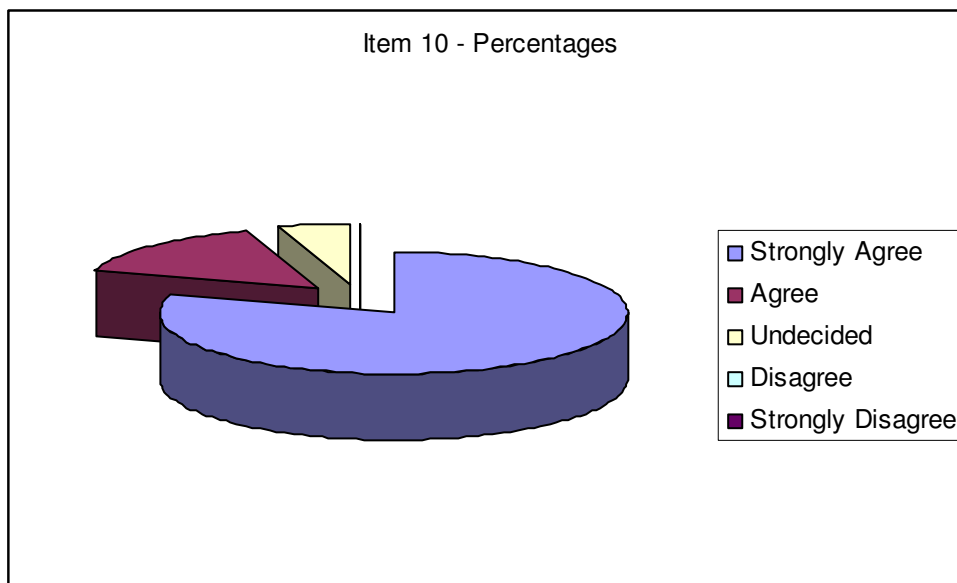


Creativity in writing, another key issue in writing, is popular among teachers of writing course. 70% strongly agree on the use of creativity in writing and the rest 30% agree on its necessity. Thus, it can be deduced that teachers want their learners to be creative in their writings.

Item 10

10. Expository composition writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 10 - Numbers and Percentages	16 - 80%	3 - 15%	1 - 5%	0 - 0%	0 - 0%

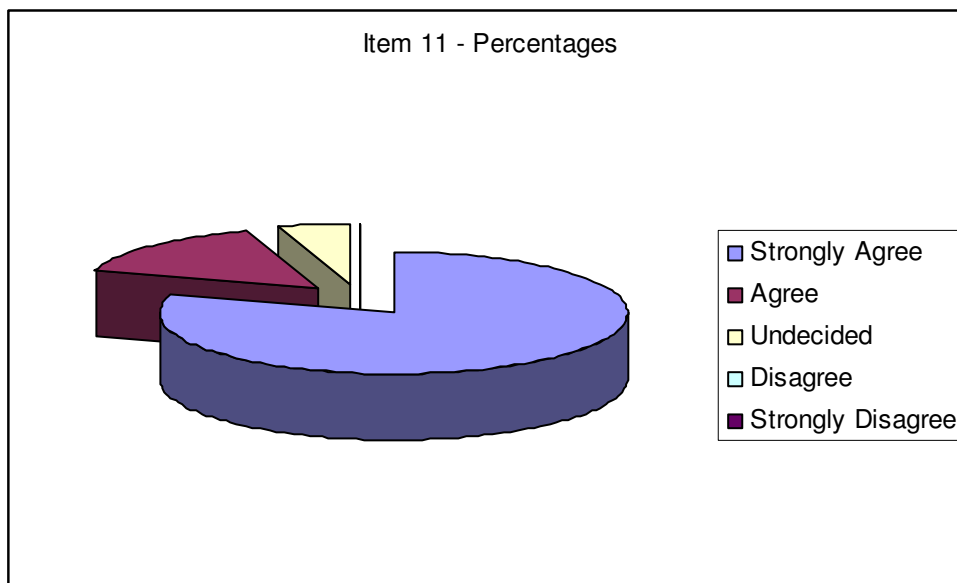


Mastery on expository writing, which means giving information is short, is something desired by teachers of writing skill. 95% of teachers either agree or strongly agree on this issue. So, it is evident that it needs to be placed in the syllabus of advanced writing course.

Item 11

11. Narrative composition writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 11 - Numbers and Percentages	16 - 80%	3 - 15%	1 - 5%	0 - 0%	0 - 0%

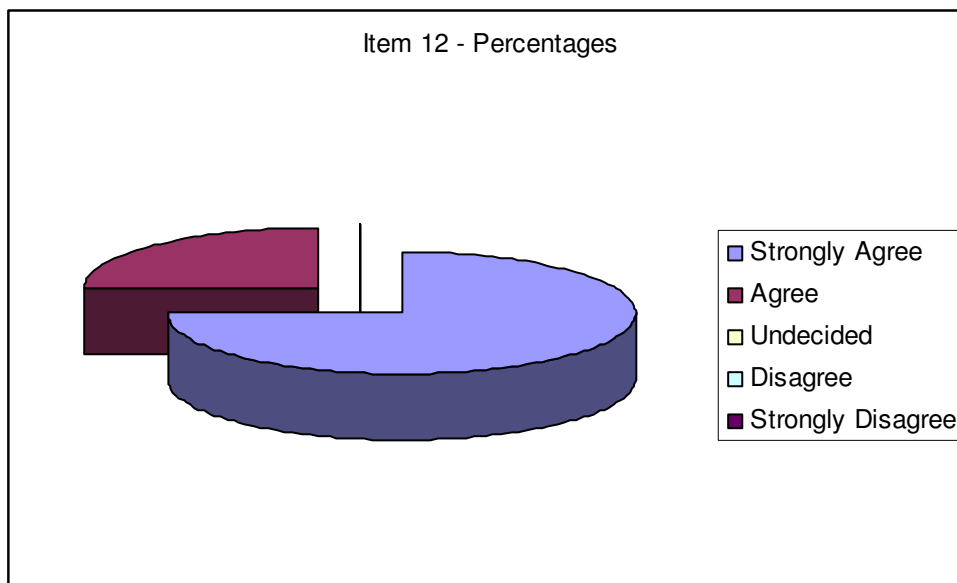


Result of item eleven is very close to results of item ten. Narrative composition is similarly considered as a very useful component of advanced writing course. So, it must be placed in advanced writing course. The reason is that it has 95 support from teachers.

Item 12

12. Descriptive composition writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 12 - Numbers and Percentages	15 - 75%	5 - 25%	0 - 0%	0 - 0%	0 - 0%

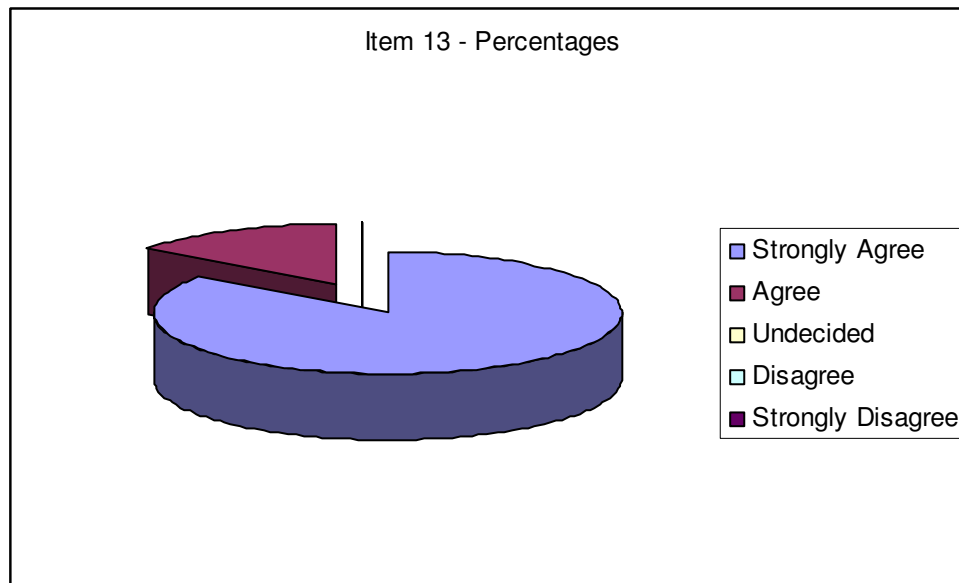


Responses given to item twelve of the questionnaire show that 75% of teachers strongly agree on the use of descriptive composition writing. The rest again agree on that subject. Thus, it can be deduced that similar to other composition types, descriptive composition writing is taken as a useful skill in the side of advanced writing course.

Item 13

13. Argumentative composition writing is useful for Advanced Writing Skills course.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 13 - Numbers and Percentages	17 - 85%	3 - 15%	0 - 0%	0 - 0%	0 - 0%

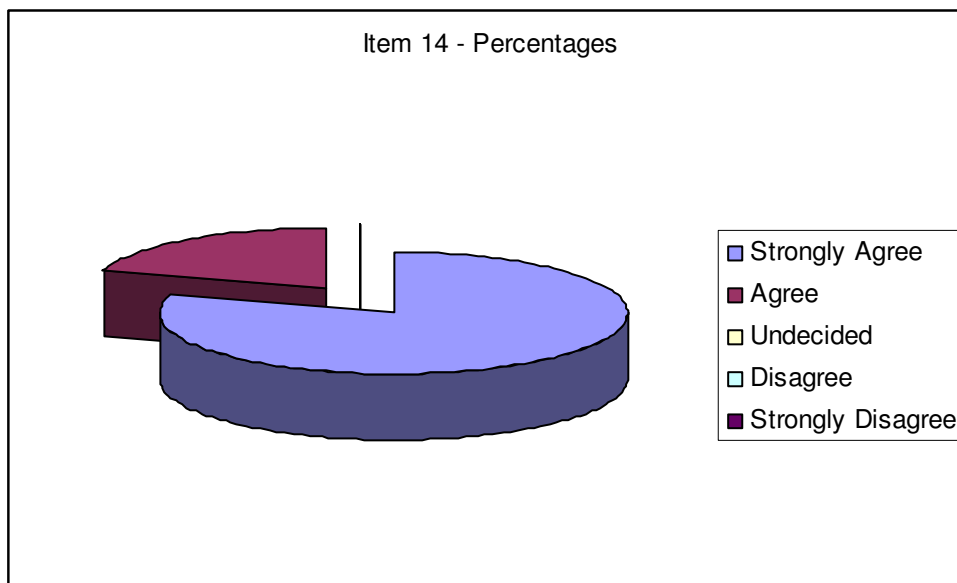


Among the composition types, the most popular one seems to be argumentation. Teachers support this type with 85% as strongly agree. The rest 15% agree on the use of this type of composition writing. So, argumentative composition writing needs to be placed in the first rank among composition types.

Item 14

14. Advanced Writing course forms a background for my future studies.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 14 - Numbers and Percentages	16 - 80%	4 - 20%	0 - 0%	0 - 0%	0 - 0%

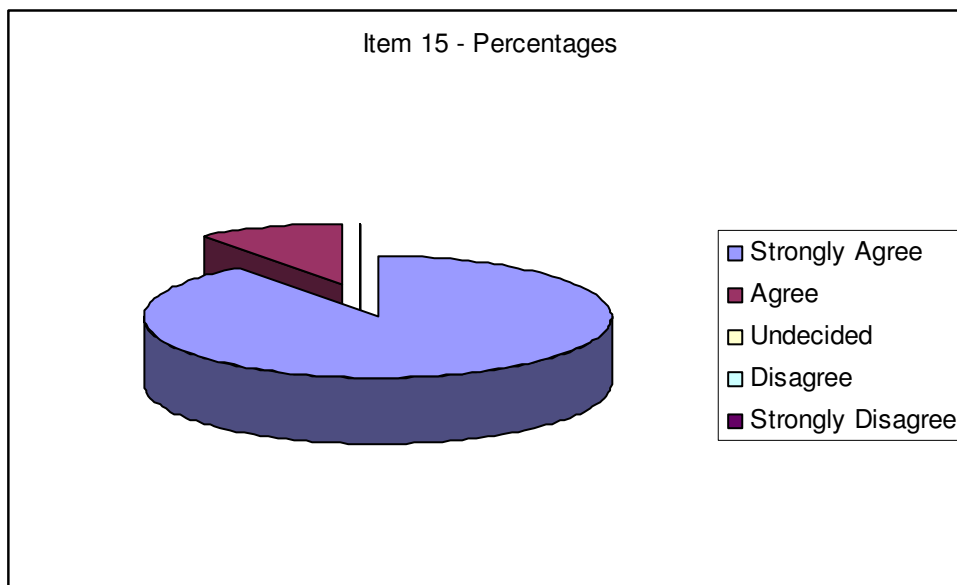


Responses to item fourteen show that more than three fourth of teachers think that advanced writing course forms a background for learners in English language teaching departments. In addition to this 80%, 20% of teachers from the mentioned universities also agree on this idea.

Item 15

15. There is a need for Advanced Writing Skills course for ELT departments.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Item 15 - Numbers and Percentages	18 - 90%	2 - 10%	0 - 0%	0 - 0%	0 - 0%



Teachers of writing think that there is a great need for advanced writing course in English Language Teaching departments. 90% of teachers who answered the questionnaire strongly agree on the necessity of this course. The rest 10% again agree with the idea that their learners need this course.

Item 16

16. Is/Are there any other subject(s) that you think will be useful for Advanced Writing Skills course? Please write it/them in the space given.

It is surprising that teachers do not write anything for open-ended question. Most probably, they think that the items of the questionnaire focus on all necessity subjects that can be placed in the syllabus of advanced writing course. This is a positive point for the writer of this piece, and it means that research and investigation on the suggested syllabus of advanced writing course has been done successfully. Thus, pre-questionnaire study is considered to be successful.

Up till this part, student and teacher questionnaires have been focused on. The responses given to these questionnaires have been investigated. Number and percentage of responses given to each item of questionnaires have been given.

Tables have been designed to show them more visually. Pie charts have been added, as well. One hundred students and twenty teachers make a great number of participants. However, these studies need to be supported by more scientific and analytical information. This is going to be done in this part of evaluation.

In order to test reliability of the student and teacher questionnaires, SPSS programme has been used. Both questionnaires have been tested with Chronbach's Alpha Reliability. The results are rather encouraging. But before handling these results, it is wise to talk about criterion for reliability of Alpha Chronbach. It is shown with these references (P means significance) :

Criterion for Reliability of Alpha

P = 0.00 – 0.20 : not reliable

P = 0.20 – 0.40 : insufficient reliability

P = 0.40 – 0.60 : less reliability

P = 0.60 – 0.80 : reliable

P = 0.80 – 1.00 : high reliability

The first questionnaire was composed of

Student Questionnaire Reliability Analysis Result

Case Processing Summary

		N	%
Cases	Valid	100	100,0
	Excluded ^a	0	,0
	Total	100	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,841	15

Reliability analysis of student questionnaire reveals the fact that the questionnaire is highly reliable. After analysis of 100 cases by using SPSS 15.0, Chronbach's Alpha value is seen as 0.841. It is close to 1.0, and it is higher than 0.80. So, it is very significant and meaningful. This result can be formulated as follows:

$$P = 0.841 - 0.80 < P < 1.0$$

The same process has been applied to teacher questionnaire. This time questionnaire results have been analyzed for 20 cases. As a consequence of this analysis, the following tables have been reached.

Teacher Questionnaire Reliability Analysis Result

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0,0	
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,921	15

Reliability analysis of teacher questionnaire shows that the mentioned questionnaire is highly reliable, and there is no need for hesitation in using the results gained from

it. Chronbach's Alpha value is seen as 0.921. This is even higher than that of student questionnaire. Results of the second questionnaire are closer to 1.0. So, it is very reliable in terms of statistics and SPSS analysis results.

$$P = 0.921 - 0.80 < P < 1.0$$

After Chronbach's Alpha reliability analysis of both questionnaires, they are analysed in terms of t-test. The suitable t-test in order to learn the relation between these two questionnaires is independent sample t-test. This type of t-test has been applied to both questionnaires. Again, SPSS has been utilized to analyse data of the study. The results for this analysis are as follows:

Mean	Std. Deviation	Std. Error Mean
4,53	,367	,037
4,75	,357	,080

Mean Difference	-,223
Std. Error Difference	,088
df	27,629
t	-2,539
Sig. (2-tailed)	,017

The results of this analysis reveal the fact that t-test results of student and teacher questionnaire have significant difference. Significance of t-test is 0.017. This significance result is less than reference value which is 0.05. So, results of student questionnaire and teacher questionnaire have meaningful or significant difference. This fact can be shown as follows:

$$P = 0.017 < 0.05$$

To sum up, student questionnaire given to second year students of English Language Teaching Department of Hacettepe University, and teacher questionnaire given to

teachers from Hacettepe and Gazi Universities English Language Teaching Department point out that the suggested syllabus for Advanced Writing course of ELT departments is supported in terms of the content. The questionnaires are five scale Likert type questionnaires with seventeen and fifteen items, and each has an open ended question in the end. Both teachers and students find the content very necessary and useful for learners studying in this department. On hundred students who have been taken Advanced Writing course also say that they enjoyed this course with the suggested syllabus materials, and they assert that the content of the course forms a very beneficial background for their future studies. So, basis of this study seems to have gained necessary support.

Initially, answers of students and teachers have been analysed in terms of percentages. Each question has been subject to this analysis one by one. Besides, their total percentages have been calculated. The results show that more than 65% of both students and teachers 'strongly agree' with the suggested syllabus. Besides, about 30% of them 'agree' with the same content. So, results supported the writer of this piece strongly.

The results of these two questionnaires are very encouraging and supportive for the study. However, how about the reliability of the questionnaires? Of course they have been tested, as well. Both teacher and student questionnaires have been tested with Chronbach's Alpha Reliability. Reliability score of student questionnaire is 0.841 and reliability score of teacher questionnaire is 0.921. This means that both questionnaires are highly reliable and their results require no doubt. To get Chronbach's Alpha Reliability scores, SPSS has been utilized.

In addition to Chronbach's Alpha Reliability, these two test have been analysed with Independent Sample T-test. T-test result for this analysis is 0.017. This value is lower than reference value which is 0.05. This means that there is a significant difference between the results of student and teacher questionnaires. This fact has been pointed out with independent sample t-test analysis by SPSS.

All in all, Suggested Syllabus for Advanced Writing Course for ELT Departments seems to have statistical support. Statistical Analysis of questionnaires' data reveals this fact clearly. Since questionnaires have been found highly reliable, their scores are trusted, as well. With the help of reliability analysis and t-test scores, this study has gained a more scientific ground, so Suggested Syllabus of Advanced Writing Course can be taken as a sound and clear result of necessities in English Language Teaching departments.

CHAPTER V

A SUGGESTED SYLLABUS FOR ADVANCED WRITING SKILLS AT ENGLISH LANGUAGE TEACHING DEPARTMENTS

This part of the study is composed of suggested syllabus for Advanced writing Skills at English Language Teaching departments. This syllabus is made up of different subjects. These subjects are presented under the name of units. In brief, in this chapter, units forming the suggested syllabus for Advanced Writing Skills are presented.

Some of the subjects are given separately while some others are handled with other. This depends on their being related or not as well as their importance. For instance, Units related to composition types are in form of different units. The reason is that composition writing is taken as a very important skill in Advanced Writing Skills. That is why, for each composition type one unit is formed. In these units, examples to the related types are written, as well.

In contrast to composition types, summarising, paraphrasing and documenting sources are given in the same unit. The reason of this situation is that all these subjects are related to documenting sources, and they are partially related to research skills. As a natural consequence of this fact they are not handled in detail. But, it must be noticed that they are not neglected at the same time.

To sum up, the main concern and the result of all the research carried out in this study aimed at forming the coming part. The coming part, in other words the syllabus, is aimed to help students develop their advanced writing skills. It should not be forgotten that no coursebook is perfect or no syllabus is holly book, they are subject to criticism. But, the way that goes to real success passes from the first start, and what the writer of this piece has done in the coming pages is definitely this.

UNIT 1

ORGANISATION IN WRITING

Writing is a very important skill in learning a language. Likewise, organization has a very significant place in writing. That is why, it has to be given special importance in writing compositions or essays. In this part, some key points about the place of organization in writing are presented.

1.1 Finding a Topic

The first step of organization begins with finding a topic. Without finding a topic, the very initial brick cannot be put in the wall. But in finding the topic writers have to be careful about some considerations.

A writer needs to find a topic that he is familiar with. If the writer cannot handle the subject matter or have detailed information on it, it is not possible that he can write good compositions. Especially for argumentative topics, finding a topic which is not known by writer is very tricky and dangerous since he cannot be persuaded, and his ideas can be refuted easily.

1.1.1 Narrowing Down the Topic

After finding the topic, comes narrowing it down. This step is also very crucial since a topic like 'television' is too broad, and it needs to be narrowed down. If it is not narrowed down, content becomes too much broad. The writer then needs to cover so many sides. This is not possible for most of the subjects. So, narrowing issue is requires. It may be like 'Good sides of watching documentaries on television'. This

is easier for the writer, since his subject matter is limited and he will not need to be confused about where to begin. Thus, narrowing may seem like a detail but it is a very beneficial and vital detail for the writer.

1.2 Brainstorming

Brainstorming is simply idea generation. In order to write good compositions, one needs to generate ideas. This is basically noting down related ideas on a piece of paper. There is no limit in brainstorming. Writer can let it go in the way he wants. However, the way he wants should not be away from the narrowed topic. Otherwise, the right path is lost.

By the help of brainstorming, writer makes his ideas visible and concrete. Since human mind is limited with the boundaries of memory, the writer will not fall into the trap of forgetting thanks to brainstorming. He will see every single idea related to his topic, and he will have the chance to evaluate all the ideas formed in brainstorming part.

For instance, on a topic like television such ideas can be generated by brainstorming:

<i>good for communication</i>	<i>recording sound</i>
<i>harmful for health</i>	<i>the bills</i>
<i>using technology</i>	<i>very practical</i>
<i>keeping away from children</i>	<i>second hand issue</i>
<i>easy communication</i>	<i>needs repair</i>
<i>very small</i>	<i>millions of users</i>
<i>expensive things</i>	<i>so many people using it</i>
<i>taking photos</i>	<i>damaging brain</i>
<i>many functions</i>	<i>internet connection</i>
<i>creating addicts</i>	

1.3 Grouping Ideas

Writer may have finished idea generation by brainstorming; however, so many ideas which may be in different order or mixed format needs to be organized. This can be realized only by grouping ideas. This step is an important constituent in organizing ideas.

For instance, for the same topic mobile phones some ideas can be listed under different headings

Good sides of mobile phones

good for communication

using technology

easy communication

very small

taking photos

many functions

recording sound

very practical

second hand issue

internet connection

Bad sides of mobile phones

harmful for health

expensive things

creating addicts

recording sound

the bills

needs repair

damaging brain

Such a grouping makes the job of the writer easy since it is a means of organization in writing. Thus, it is advised to writers to make a grouping after brainstorming phase.

1.4 Outlining

Outlining is the last step before the process of composition writing. After grouping ideas, the ideas need to be placed in an order which has hierarchy. This is realized through outlining process. Cubing and looping are more simple procedures which are similar to outlining. However, since they are more primitive in terms of organization, and this is the issue of lower levels, they will not be mentioned here.

The hierarchy of outlining is shown as follows:

I.	→	Topic
A.	→	Major idea
a.	→	Minor idea
1.	→	Sub-minor idea
Conc.:	→	Conclusion

A composition is combination of paragraphs, so when paragraphs come together, there needs to a component which is beyond the topics of all paragraphs. This is what is called 'introduction'. So, at the beginning of very first paragraph of composition, there needs to be a phrase or sentence representing the most inclusive idea of the composition. In addition to this, to indicate last paragraph of composition 'general conclusion' is written before the last

1.4.1 Types of Outlines

There are basically two types of outlines. The first one is sentence, and the second one is phrase outline. Each has its own characteristics. In this part, they will be studied one by one.

1.4.1.1 Phrase Outline

Phrase outline means that each hierarchical element of the outline needs to be a phrase. There cannot be a sentence in these phrases. Besides, a phrase has to be at least two words, otherwise it is not a phrase. It is advised that they should not be longer than seven or eight words. If they are kept longer, it will impede the meaning of phrase outline. The reason is that phrase outline aims writer to see his plan with a simple look at his outline. Punctuation marks are not used after phrases in phrase outlines. However, question marks can be used to indicate that that phrase is asking a question. An example of a phrase outline for a composition is as follows. Again, the same topic, mobile phones, is chosen.

Type of Outline : *Phrase Outline*
Title : *The wild face of technology*

Introduction : Mobile phones : Being widely used

I. Becoming popular in a short time

A. Children using it

B. Millions of users

C. A good market

Conc.: Global importance

II. Money trap

A. A new model each day

a. Means of showing off

B. Difficulty in paying bills

C. Repair and second-hand affairs

Conc.: An increasing deficit in our market

III. Social side

- A. Harming private life*
- B. Disturbing other people*
- C. Long hours of conversation*

Conc.: A new subject to sociologists

IV. Negative effects on health

- A. Causing accidents*
- B. Brain damage, cancer, heart disorders*
- C. Causing disabled children*

Conc.: Undermining our lives

V. Some positive sides

- A. Ex.: Being lost in a forest*
- B. Ex.: Your health following all your life*
- C. Ex.: Taking photos, internet connection*

Conc.: Just like Troy

General Conclusion

VI. Mobile phones: Surprise of modern life

- A. Having many negative sides*
- B. Less positive sides*

Conc.: Wild face of technology

Another example for sentence outline is like that:

Type of Outline: Phrase Outline

Title : What is MSN?

Introduction: The meaning of MSN?

I. A way of getting in touch

- A. Downloading programme*
 - a. Getting an address*
 - b. Adding friends and chatting*
 - c. Sending messages, sharing files*

Conclusion: Being owned by Microsoft

II. Positives sides of MSN

A. Enjoyable times

a. Personal messages

b. Developing English

B. Being free

a. Getting a boyfriend or a girlfriend

1. Getting married

b. Using microphone or webcam

1. Having live conference

c. Appearing offline or busy

Conclusion: Not being alone

III. Negative sides of MSN

A. Harmful for many reasons

a. Danger of getting virus

b. Harmful for eyes

c. Being addict and ignoring responsibilities

d. Losing Money via hackers

Conclusion: Wasting time with psychos

General conclusion:

IV. A part of our life

A. What coming next

- a. *Three dimensional conference*
- b. *Possible in mobile phones*
- c. *Informal language being popular*

Conclusion: A step forward in our way of life

1.4.1.2 Sentence Outline

Sentence outline, as the name suggests, is composed of sentences. They need to have a predicate and a subject. This is what makes them different from phrase outlines. They are longer in nature, and this long form may make it difficult for writer to understand the content by taking just a glance on his plan. Punctuation marks are used after sentences in sentence outlines. However, it is easier to write a composition from a sentence outline since they are in sentence form already. The same outline can be written in sentence form as follows:

Type of Outline : Phrase Outline
Title : The wild face of technology

Introduction: Mobile phones are widely used.

I. They became popular in a short time.

- A. Children use it.*
- B. They have millions of users.*
- C. There is a good market for them.*

Conc.: They have global importance.

II. They are money trap

- A. A new model is shown each day.*
 - a. They are means of showing off.*
- B. People have difficulty in paying bills.*
- C. They need repair and second-hand affairs are problematic.*

Conc.: They cause an increasing deficit in our market.

III. There is a social side.

- A. They harming private life.*
- B. They are disturbing other people.*
- C. They cause long hours of conversation.*

Conc.: They form a new subject to sociologists.

IV. They have negative effects on health.

- A. They are causing accidents.*
- B. They cause brain damage, cancer and heart disorders.*
- C. They cause disabled children.*

Conc.: They undermine our lives.

V. They have some positive sides.

- A. Ex.: They help if you are lost in a forest.*
- B. Ex.: Your health following all your life.*
- C. Ex.: You can taking photo, and have internet connection.*

Conc.: It is just like Troy.

General Conclusion

VI. Mobile phones are surprise of modern life.

- A. They have many negative sides.*
- B. They have less positive sides.*

Conc.: They form the wild face of technology.

Another example for sentence outline is like that:

Type of Outline : Sentence Outline
Title : Big Family Happiness

Introduction : Should We have larger families?

I. People have different ideas about big families.

- A. Some people like it.*
- B. Some people are against it.*

Conc. : Average Turkish family is big.

II . Big families require a lot of Money.

- A. This is not reality.*
 - a. Each member can work.*
 - b. God gives Money.*

Conc.: This should not be a reason.

III. Parents cannot provide good education.

- A. This is not logical consequence.*
 - a. Ex. Minister Mehmet Şimşek is from a big family.*
 - b. Ex. Our class member Nevcan is successful.*

Conc. : Big families do not block good education.

IV. Parents cannot take care of all children.

- A. *They care more.*
 - a. *They are more experienced.*
 - b. *They get help from older children.*

Conc. : Parents job becomes easier.

- V. *Larger families are beter.*
 - A. *They have strong family relations.*
 - B. *Members never feel alone.*
 - C. *They can share responsibilities.*

Conc. : Big families make life easier.

Gen. Conc. :

- VI. *Larger families are necessary for a happy life.*
 - A. *People develop interpersonal communication.*
 - B. *They learn sharing.*
 - C. *They become mature.*

Conc. : They celebrate many birthdays.

1.5 Title of Composition

Title is a must for a good composition. Paragraphs do not have titles, but compositions do have titles. Titles can be taken as the shortest summary of a composition. An effective title is about two to four words. However, this does not mean that longer titles are not effective. But, it must be kept in mind that longer titles generally confuse the mind of readers, therefore they had better be avoided. Titles of compositions can be written in capital letters, or only the first letters can be capitalized.

1.6 Writing Introduction Paragraphs of Compositions

There are many ways of writing introductory paragraphs. These types depend on the subject and the way in which the writer wants to affect and inform his readers. Demirezen (1994) explains some of the beginning ways of composition writing and they will be utilized here. Some of the main types of beginning types for composition writing are explained in the coming parts of the study.

1.6.1 Beginning with a Direct Quotation

A direct quotation means using the words of somebody else. This person needs to be somebody important. He must be someone respected, known, famous or an expert in his field. Otherwise, his words are not effective on the audience.

1.6.2 Beginning a Contradiction

When a writer starts writing by saying the opposite of a widely known fact, he attracts the interest of readers. So, this is a good way of writing beginning for composition. It makes beginning interesting. However, contradiction needs to be based on scientific or logical facts, or else it is refuted easily, and the writer loses his reliability.

1.6.3 Beginning with an Illustration

An illustration is like setting the scene. It means forming the atmosphere in the mind of the reader. So, it is a good way of beginning writing. To write good illustrations, writers need to be careful because if some details are not considered, illustration may be unsuccessful. Thus, details must be noticed carefully.

1.6.4 Beginning with a Question

By asking a question at the beginning, writer aims to cause a lightning in the minds of the readers. He wants them to think on the topic. This is especially a very useful way of writing beginning for argumentations, since they are based on idea generation and persuasion.

1.6.5 Beginning with a Surprising Fact

This type is very similar to beginning with a contradiction. The main difference is that there is no contradiction here. Instead, the writer presents a surprising fact to attract the interests of readers. The reason is that if a composition is interesting, it is more successful.

1.7 Types of Development Writing

After focusing on writing beginning types of composition, what comes next is writing development types. To have effective developments in compositions, these developments need to be organized in a way. These ways are presented in this part of the study. They are chronological order, importance order or logical order.

1.7.1 Chronological Order

Chronological order is actually an order type based on time sequence. It is simply time order. In telling a story in a composition, all the events need to be given in order of time. Time line should not be violated, otherwise minds of the writers are confused. If writer uses so many flashbacks, again time order is violated and the reader feels lost in the composition. He loses his interest in reading the composition, and this shows that writer is not successful. This type of development is especially used in narrations.

1.7.2 Importance Order

When writer is not writing something related to time, it is not possible to use chronological order. If the ideas presented in body paragraphs have different levels

of importance, then order of importance can be followed. This means ordering ideas by considering their relative importance. It can be in ascending order or descending order depending on the choice of the writer. Order of importance is especially important in argumentative type of composition writing. The reason is that writer may order his arguments in ascending order and leave the most important argument to the end. Or he may begin from the most important or strongest argument. So, order of importance is another way of development writing.

1.7.3 Logical Order

If writer wants to base his development in an order other than time or importance he can chooses logical order. In logical order, ideas can be given either by deductive reasoning or inductive reasoning. In deductive reasoning, the writer talks about the main concern initially, and later gives details or examples related to it. In inductive reasoning, the writer prefers reaching the principle by the help of examples or minor ideas related to the big principle. No matter which reasoning type he chooses, a logical order which makes the job of the reader easier is made use of.

1.8 Writing Conclusion Paragraphs of Compositions

Just like introduction paragraphs, there are different ways of conclusion paragraphs writing, as well. These different types are used for different purposes, or their usage can change according to the type of composition utilized. So, a composition writer needs to know all conclusion ways in composition writing. They are explained in this part of the study.

1.8.1 Ending with Restatement

When a writer chooses restatement, he makes a summary of what he has said before. He says the same things; however, he chooses different sentence structures. He makes use of paraphrasing in a way. He simply picks up the most important and effective sentences from the body or introduction, and uses them in the conclusion by reshaping them.

1.8.2 Ending with an Illustration

Just like the way in beginning writing, a composition writer may choose illustration in writing conclusion paragraphs, as well. While ending the composition, the writer may choose the way of forming a scene in the mind of the writer. Then he applies illustration, and then he creates a scene in which the aim is to affect the reader. He may use examples or descriptions to support his illustration.

1.8.3 Ending with a Prediction

Writer may end his composition by using a prediction. Prediction is a kind of guessing. However, while making a prediction, the writer needs to base it on some visible or logical reasons. Otherwise, prediction is no more than a very simple and illogical guess. Such a simple guess may fail easily when attacked by opponents. Such a failure is not a desired situation especially in argumentations.

1.8.4 Ending with a Recommendation

One of the good ways of ending a composition is ending with a recommendation. In this type, the writer aims to create a morale or lesson out of his composition. So,

readers are given advice, and they are warned or given information about possible dangers.

1.8.5 Ending with a Question

If the writer aims to leave a question in the mind of the readers, he may prefer ending his composition with a question. When a question is asked at the end, the readers are left to think of a matter. They are given opportunity to think on a debated situation. When the readers are still thinking on the topic, this means that the writer is successful enough.

1.8.6 Ending with a Final Point

Final point means only one way but no other. That is to say, the writer presents only one way out to the readers. Any way other than the given solution is not possible. So, readers are stick to a single situation. Here, the aim of the writer is to block all the other ways and enlighten his way. This type of ending is useful especially if the readers are wanted to rush to a way but not to others.

1.8.7 Ending with a Direct Quotation

As is explained before, writer may choose using quotations to support his thesis. Direct quotations of famous people, experts or individuals who are trusted by society make the argument of the writer stronger. So, quotations are used to impede refutations and to make the ideas of the writer more effective.

As a consequence, organization is a very important consideration in writing compositions. Without order of ideas in a composition and following necessary steps, a successful is difficult to write. When the mentioned steps are observed

beginning from finding a topic to outlining and at the very end composition writing, it is not very possible to make at least organizational mistakes. Then, compositions become effective and writers influence their readers in the way they want it to be.

UNIT 2

EXPOSITION

Exposition is presenting explanation or illustration of ideas and facts by putting forth necessary information or process. It is combination of defining, classifying, relating, evaluating and explaining facts and concepts. It is based on the nature of giving information on many things and happenings in the universe. Therefore, it has a wide area of usage both in science and academic writing.

Exposition makes use of both identification and logical exposition of unknown realities to readers. Thus, expository composition writers need to be careful when writing such pieces. Logical reasoning, arranging steps and putting these steps into correct order are main characters of exposition. However, what needs to be done in this matter first to make necessary research first.

A good exposition writer should have detailed information on his topic initially. If this phase is not realized, he is improbable to be successful in passing to the next one. So, he must collect all the necessary information. This fact makes writer a good researcher, as well. Collecting data precedes organizing it, and explaining it to readers in a meaningful way.

All textbooks, technical equipment booklets, user's manuals, teacher's books and informative pieces of writings are expository in nature. They are good sources for expository composition writers. The reason is that they aim to teach people how to do something. Documentaries are good expositions too since they explain how some natural events happen. Even dictionaries and encyclopedias are good sources for exposition because they inform their users about what something is. As is seen here, there are many dimensions of exposition. In order to understand them better, a more detailed look at exposition types would be better.

2.1 Types of Exposition

As is said before, exposition has many types, and each of these types address to various types of explanations. They are mainly listed under two headings: expository composition and process writing. In this part they are explained.

2.1.1 Explanatory Composition

Expository composition tries to answer the question ‘What is it?’. It tries to explain essential facts about an issue or subject. Vague topics or unknown themes are subjects of expository composition. The aim of writer in writing explanatory composition is to clarify an unclear matter to the reader. Here are some examples to explanatory composition subjects:

Genetic engineering

What is nano-technology?

The aim of TUBITAK in Turkey

What is Yeşilçam?

The place of writing in learning English

What is a cell?

Heart implantation

The role of advertisements on human psychology

Over-steering in cars

Ozone layer

Explanation of such topics is good expository composition examples. With the necessary information at hand, writer can illuminate readers. But in order to realize this aim, he needs to consider some facts. Initially, he needs to find a topic for explanatory composition. It must be suitable. That is to say, he must make sure that

there is something unclear or unknown about it. Otherwise, there exists no need of writing the composition. Then necessary data is collected. The data is subject to elimination. Relevant ones are used and irrelevant ones are not used. It is given a correct order and there comes explanatory composition.

2.1.2 Process Writing

Process writing is the second type of expository composition. As the name tells, it is based on process. That is to say steps of achieving things or steps on doing some activities are the matter of debate in this situation. Process writing tries to answer questions like ‘How something work?’, ‘How something happens?’ or ‘How to do something?’. Essential facts about doing such things are the main concern in process writing. In order to write good process compositions, writers need to take care of some steps. These steps are explained in the coming part

2.1.2.1 Steps of Process Writing

Writing good process compositions requires necessary steps. If these steps are taken into consideration, a better product is formed. That is why, composition writers are warned about these points. So, they need to be handled carefully

2.1.2.1.1 Knowing the Audience

If a writer knows his audience, it is easier for him to write a process composition. Information on the reader’s age, level, interest and background information are key matters in preparing for process writing. Such facts can directly affect vocabulary choice, grammar constructions, language level, exposure to subject matter and like. It is understanding reader needs. So, writers need to collect data on readers as much as possible

2.1.2.1.2 Time Order in Steps

Steps of a process need to be in order. Otherwise, mind of the reader is confused. Therefore time order is of crucial importance. Order of each step needs to be defined one by one and this order should not be violated. Wrong order causes misunderstandings and this may end in a bad product.

2.1.2.1.3 Defining Terms

In writing process, definition of terms play a great importance. If some vocabulary items vital to the ongoing of events are not clear, process is never understood well. Thus, key vocabulary need to defined.

2.1.2.1.4 Explaining Necessity of Steps

Each step needs to be explained with necessary justifications so that readers do not have question marks about their vitality. Violation of this step may bring questioning some steps and not doing them. This may abolish the process and cause harms on result.

2.1.2.1.5 Warnings and Easy Steps

Readers always want to know easy and difficult point about doing a work. That is why, they need to be given information about them. This information also helps readers arrange time for these steps. Dangers as well as difficulties are vital for readers since they impede possible accidents.

2.1.2.1.6 Accomplishment of Steps

When a step is accomplished, readers need to be given information so as to get prepared for the next step. This is a logical preparation which has cognitive basis. People feel more secure and less anxious when they understand that a phase is done. So, they must be given this information at the end of a step.

2.1.2.1.7 Place of Supporting Vocabulary in Process Writing

In process writing, since order or explanations are of great importance, they need to be supported by use of necessary vocabulary items. Important coordinators, subordinators, adverbs and adjectives have this heavy duty. Though they are of vital significance in all types of compositions and writings, they are more important in process writing. They need to be used whenever necessary. Some of the mentioned vocabulary items are as follows:

To show addition

- and
- in addition
- besides
- furthermore
- moreover
- what's more
- too
- not only ... but also
- both ... and
- not so obvious
- as well as
- another

To show time

- now
- since
- after this
- at length
- thereafter
- already
- after a few hours
- in the end
- afterwards
- then
- later
- previously
- formerly

- at an earlier time
- at the same time
- simultaneously
- meanwhile
- in the meantime
- and then

To show sequence

- first, second, etc.
- next
- former
- latter

- final
- last

To show purpose

- to
- in order to
- so that
- for the purpose of
- with this in mind
- with this in view

To conclude

- to conclude
- in conclusion
- thus
- finally
- last
- to end

To infer

- hence
- so
- therefore
- consequently
- as a result
- for this reason
- this being the case
- it follows that ...

To summarize

- in brief
- in summary
- on the whole

- to sum up
- in other words
- briefly
- in short
- in conclusion

To exclude

- with this exception
- all except
- all but
- except for this
- not that
- but not
- neither ... nor

To show condition

- if
- whether

To show alternatives

- or
- either ... or
- whether ...or not

To concede

- no doubt
- admitting
- to be sure
- certainly
- indeed
- granted
- true

- in any case
- in any event

To emphasize

- obviously
- in fact
- as a matter of fact
- indeed
- what's more
- even without this
- especially
- truly
- really
- certainly
- moreover
- in truth
- above all

To compare

- similarly
- likewise
- in like manner
- parallel with
- in the same category ·
- comparable to
- equally important

To contrast

- on the other hand
- on the contrary
- conversely

- by contrast
- from another point of view
- more important
- but
- yet
- and yet
- however
- still
- after all
- for all that
- although this is true
- while this is true
- in spite of
- though

- even though
- nonetheless
- nevertheless
- notwithstanding
- in spite of this

To include

- namely
- especially
- specifically

- in detail
- including
- in particular
- to list
- to enumerate

To repeat

- to repeat
- in brief
- in short
- as I have said
- as I have noted
- in other words
- once more
- again
- yet again
- that is

To give examples

- for instance
- for example
- to demonstrate
- to illustrate
- as an illustration
- a case in point
- another case

To paint a picture

- imagine this scene
- to illustrate my point
- let's examine this idea closely

To mark

- with respect to
- as for ...
- concerning
- in point of reference

To link

- in general
- to resume
- in particular
- to continue
- to return
- along with

To refuse

- no
- hardly
- on the contrary
- never

2.1.2.2 Types of Process Writing

Process writing has two types. They are instructional process analysis and informational process analysis. Though they both are process writing, they have

main differences. So, they need to be handled separately. In this part they will be explained in this respect.

2.1.2.2.1 Instructional Process Analysis

By writing instructional process analysis, writers aim to answer the question ‘How to do something?’. Subjects like ‘How to make an apple pie?’ or ‘How to pass phonetics course?’ are good examples to this type. Reader is aimed to be informed in giving steps to accomplish a task. They are given instructions just like the instructions in addressing a place. At the end, generally a product is formed. So, it can be defined as a very productive writing.

2.1.2.2.2 Informational Process Analysis

Informative process writing aims to answer questions ‘How something work?’ or ‘How something happens?’. Using a Xerox machine or formation of a volcano are subjects of informational process analysis. In this type, readers are not given instructions, instead they are informed about the formation process of a natural event or the working mechanism of a machine or thing. Such things should be repeatable. Otherwise, it is narration not exposition.

2.2 Sample Expository Compositions

After saying much about expository type of composition, now it is time give example compositions. Below are some examples of different types. They exhibit instances of steps and principles about exposition. So, a careful consideration of them is very helpful for writers and people who work on exposition.

Sample 1

Type of composition: Exposition-Instructional Process Analysis

Type of outline: Phrase outline

Title: Love Cake

Introduction: Making a cake: fun activity

I. Opportunities for making a cake

A. Various reasons

- a. A birthday party
- b. Any kind of celebration
- c. Having guests

Conc: Having enough time

II. Types and ingredients

A. Different cake types

- a. Ex: Fruit and chocolate cakes
- b. Ex: Cheese and tea cakes

B. Basic ingredients and making the cake

- a. Ex: Flour, sugar, eggs and oil
- b. Ex: Milk or yoghurt
- c. Ex: Baking powder, vanilla and chocolate

Conc: Depending on the type

General Conclusion

III. Additional things

A. Ornaments on the cake

- a. Using banana
- b. Hazelnut, chestnut and walnut
- c. Coconut and candles

Conc: Love and desire

LOVE CAKE

For most of the females and a minority of males, making a cake is a fun activity. That's why they look for opportunities for making it. Actually, there is no need for that, because life itself presents various reasons. First of all, a birthday party is maybe the best reason. You can also make a cake to celebrate anything you like. If you are expecting guests, an easy cake can be a good solution. All in all, no matter why you make it, you need enough time to cook a good cake.

There is not a single type of cake and there are necessary ingredients. Cake types may differ. For example, fruit and chocolate cakes are the most favorite ones. Cheese and tea cakes are less preferred instances. After deciding on the type of the cake, come basic ingredients and making the cake. Firstly, you should mix flour, sugar, eggs and oil in a big bowl. Secondly, you need to add milk or yoghurt depending on your choice. After mixing them for some time, you should not forget to add baking powder, vanilla and chocolate. Do not forget note that the ingredients depend on the type of the cake you choose.

To sum up, your cake is nearly ready; however, before or after cook it in the oven, there may be some additional things to do. These are ornaments on the cake. If you like banana cake, you can slice some bananas and put them on the top of the cake. Instead of banana, you can use hazelnuts, chestnuts and walnuts, as well. Especially for celebrations, you can use coconut and burning candles to form a different atmosphere. In brief, you can do your best to cook the most delicious cake, but keep in mind that it can be more delicious if you add your love, sincere and desire into it.

Sample 2

Type of composition: Exposition - Informational process analysis

Type of outline: Phrase outline

Title: Monster in our wallet

Introduction: Credit cards affecting people negatively

I. Many people having credit cards

A. Reasoning of having them

- a. Easy to have
- b. The prospect of not paying in cash
- c. Paying by installments
- d. Earning chip money

Conc. Realising the facts later

II. People finding themselves in trouble

A. Reasons of predicament

- a. Buying what you see
- b. Not looking at the prices
- c. Exceeding limits
- d. Forgetting deadlines

B. Results waiting people

- a. Working hard to pay debts
- b. Family problems
- c. Experiencing execution
- d. Prison days
- e. Committing suicide

Conc. Monster in wallet

General conclusion:

III. Taking precautions

A. Paying credit card debts

B. Not using them

C. Not having so many credit cards

D. Considering your budget

Conc. Using cards or not

MONSTER IN YOUR WALLET

As a result of many experience, Turkish society learned that credit cards affect many people's lives negatively. However, this fact didn't stop them having too many cards exceeding their budget. If the current situation is so, we should try to unearth the reasons of people's having too many cards. Firstly, you may even have a credit card in order to stop the persistent utterances of marketing members of banks who say that their credit card is advantageous and easy to have. Some others take credit cards as a sign of respect and they say that paying in cash makes you seem lower class. Installments which avoid paying great sums of money can be mentioned as an advantage of credit cards. Earning chip money at the end of every shopping makes you feel like a child who gets a present from his father. Unfortunately, these advantages hide the undesired affects; that's why people begin to realize the facts about credit cards later on.

As is said before, people using credit cards find themselves in trouble. There are many reasons of this predicament. Initially, since you have a credit card, you buy what you see and you do not consider your income. As if you are not going to pay their costs, you do not look at the prices of the things you buy. You may even exceed your limits and try to cover it by getting some cash from ATMs. If you forget the dead lines of your payments, you may find yourselves in the pool of compound interest. Of course, if you use your credit card unconsciously, there are bad results waiting you. In its simplest way, you may have to work at weekends to pay your debts. Since you have a problematic family budget, members of the family may not be able to live in peace. One day you may hear a knock on the door which belongs to a lawyer coming your home for execution. You may start living in a dark prison cell which may also make your psychology down. If you are really in a bad situation,

committing suicide may not seem far away. Only at the end of such happenings, you realize that you have been carrying a monster in your wallet.

This situation doesn't look so good if you have a pessimistic point of view, but by the help of some precautions you can improve it. The most important thing is that you need to pay your credit card debts in time. Besides, you should not use credit cards all the time if you have cash with you. Even though each may have a different advantage, you shouldn't have many credit cards. Even if you have a single credit card, you should take your budget into consideration and you should not forget your limits. As a consequence, using credit cards over the limits or not using them can be equated to ruining your life or not end the choice is yours.

Sample 3

Type of composition: Exposition-Instructional process analysis

Type of outline: Phrase

Title: What makes you rich?

Introduction: "Money makes the world go around"

I. Importance of money

A. Criteria for being rich

a. Earning enough to live

b. Having enough money for everything

Conc: Common aim: being rich

II. Legal ways of being rich

A. Requiring hard work

a. Going abroad

b. Commercial intelligence

c. Finding a rich and old woman

B. Twist of fate

a. Winning a lottery

- b. Finding a treasure
- c. Attending competitions
- d. Inheriting from relatives
- C. Saving money
 - a. Not being extravagant
 - b. Being mean

Conc: Not satisfactory for everybody”

III. Illegal ways of being rich

- A. Bribery in action
- B. Robbing a bank
- C. Joining up a mafia
- D. Embezzlement as another way
- E. Killing rich relatives
- F. Kidnapping people

Conc: Not preferable

General Conclusion

IV. What about happiness?

- A. Money not bringing happiness
 - a. Ex: Bill Gates
 - b. Ex: Vehbi Koç
 - c. Ex: Michael Jackson

Conc: Money working with happiness

MONEY MAKES THE WORLD GO AROUND

Most people agree that money makes the world go around. Nobody can ignore the importance of money. Criteria for being rich change person to person. To some, earning enough to live is the definition of richness. On the other hand, some

others take wealth as having enough money for everything. In spite of the differences between people's perception of richness, the common aim is being rich.

Legal ways of being rich are much in number and they are known by people. The first way of being rich requires hard work. You can go around and make money either by using academic success or by using your opportunities presented in foreign countries. Some people who have commercial intelligence may make huge amounts of money in a very short period of time. Finding a rich old and ill woman may be considered as another interesting means of being rich as far as legal ways are chosen. Sometimes twist of fate may change the monetary status of some lucky people. Winning a lottery is the one that comes to our mind initially. If you find a treasure, it is again a legal way to be rich. Individuals who think that they have enough cultural and background information may attend some competitions to make money. Rich relatives who like you may leave you money when you do not expect it. It is also stated that it is not impossible to be rich by saving money. In order to realize this idea, you should not be extravagant. Even, if you are keen on saving money, you should take the risk of being called mean. These legal ways are expected and appreciated by most of the people in our society. They may not be satisfactory for some others, so they look for other ways for easy money.

Illegal ways of being rich are in fact crimes which cause unexpected harm to our society. Statistics indicate that bribery is in action in many countries. It causes a corruption that cannot be denied. You can choose robbing a bank if you take the risks. From the news, we hear many people join up mafia to increase their living conditions, but does it worth? The world embezzlement is not something unknown thanks to people whom practice it and it can be taken as another illegal way of being rich. If you exaggerate this situation, you can also kill rich relatives; however, you should be sure that you will get the money left. Kidnapping people may be counted as another illegal way of being rich, but is against moral values. Thus, it would be wise to declare that the above mentioned ways leading to bloody money are not preferable.

It is nice to have too much money all the time; however what about happiness? It is widely known issue that money does not bring happiness all the time. Let's take Bill Gates: he is the wealthiest person in the world but since he is

divorced, he can see his children only twice a week. Michael Jackson is also a very rich pop star; on the other hand, he said that he has not had a happy day throughout his life. The last example is Vehbi Koç for the last twenty years of his life; he could not eat things that we call delicious but potatoes and the like. As a consequence, we may know the ways of being rich or we may be rich but we should never forget that money is nothing without happiness.

Sample 4

TYPE OF COMPOSITION: Exposition - Explanatory Composition

TYPE OF OUTLINE: Phrase Outline

TITLE: What is MSN?

Introduction: The meaning of MSN?

I. A way of getting in touch

A. Downloading programme

- a. Getting an address
- b. Adding friends and chatting
- c. Sending messages, sharing files

Conclusion: Being owned by Microsoft

II. Positives sides of MSN

A. Enjoyable times

- a. Personal messages
- b. Developing English

B. Being free

a. Getting a boyfriend or a girlfriend

1. Getting married

b. Using microphone or webcam

1. Having live conference

c. Appearing offline or busy

Conclusion: Not being alone

III. Negative sides of MSN

A. Harmful for many reasons

a. Danger of getting virus

b. Harmful for eyes

c. Being addict and ignoring responsibilities

d. Losing Money via hackers

Conclusion: Wasting time with psychos

General conclusion:

IV. A part of our life

A. What coming next

a. Three dimensional conference

b. Possible in mobile phones

c. Informal language being popular

Conclusion: A step forward in our way of life

WHAT IS MSN?

Do you know the meaning of MSN or in short ‘ ‘ what is MSN ‘ ‘. People define it as a way of getting in touch with the rest of the world. In order to realize this, you need to download the necessary programmes initially. After that you can get a Hotmail or any valid e-mail account. You can design your account the way you like by adding your favourite friends and start chatting. You can send messages, photos, exchange files whenever you are online. In brief it can be stated that this very useful programme owned by Microsoft has qualified features.

As long as you use MSN, you can see its positive sides easily. When you are bored, you can have enjoyable times through this network. You may get some funny personal messages as well as interesting photos or pictures. If you want to improve your English through written or spoken language, you can chat with foreigners whose native language is English. In addition to having enjoyable times, MSN also means being free. You can have a boyfriend or a girlfriend without stepping out of your room. Even some people find their couples through MSN and get married in the end. Another advantage of MSN is that u can use microphone or webcam with it. In case of mean you can have live conferences thanks to these devices. If you don't want to be disturbed, you can choose to be seen offline, busy or away. To sum up MSN brings you the world and you are not alone as you used to be.

To be frank, there are undeniable negative sides of MSN as well. Most people agree that it may be harmful because of many reasons. First of all there is a danger of getting virus by means of different files. Looking at computer screen for a long time is harmful for your health, namely to the eyes. Thirdly you can be an MSN addict and ignore your responsibilities. Lastly you can lose money or account information via hackers. As a consequence, you may waste a lot of time and have to deal with psychos whom you don't know even.

All in all, we must admit that in today's world MSN is a part of our life. But what is coming next in developing it? Can it be three dimensional for conferences? Or do you think that all MSN properties will be possible in mobile phones? Maybe

our formal written language will be informal and popular. We don't know whether these predictions will be real or not; but what is clear is that msn is a step forward in our way of life.

Sample 5

Type of paragraph : Exposition- Explanatory composition or essay

Type of outline : Phrase outline

Title : WHAT IS TRIMMINGS?

Introduction : Trimmings: not known very much

I. The lexical meaning of trimmings

A. Having synonyms: side dishes, appetizers

a. Not being the main course

b. Making the food seem more appetizing

B. Ornamenting the dish

C. Using vegetables and fruits as a garnish

Conc. : Satisfying not your stomach but your eyes

II. Two types of trimmings

A. Sweetish trimmings

a. Cream and nuts as trimmings

b. Trimmings served with milky desserts

c. Trimmings suitable for cold stewed fruit

d. An easy method of preparing sweet trimmings

B. Salty trimmings

a. Used especially with fish, meat and chicken

b. Potatoes : preferable trimmings

1. Not prepared easily

i. Choosing the less sugar containing ones

ii. Yellow or white potatoes

iii. Mashing with milk

Conc. : A wide range of trimmings

Gen. Conc. :

III. Methods of preparing trimmings

A. Boiling vegetables or fruits

- a. Mashing them or not
- b. A wide variety of choice

B. Frying in oil

- a. Before frying
- b. Not able to use fruits
- c. Vegetables that can be fried

C. Grilling: a healthy way

- a. choosing the right vegetables

Conc. : Preparing trimmings suitable for your palate

What Is Trimmings?

The name of 'trimmings', in other words 'fixings' is not known widely among women; however, they do trimmings without knowing that they are trimmings. The lexical meaning of it is: the extra things that it is traditional to have for a special meal or occasion. Nonetheless, it is also known as 'side dishes' or 'appetizers' among people. As it is understood from the word *side dishes*, it is not the main course but served with it as a garnish. They are also making the dish seem more appetizing; that's why, it can also be said *appetizer*. By ornamenting our dish or dessert with all the trimmings, we make them seem more attractive. In order to garnish our dishes or desserts we can use not only vegetables but also fruits which are suitable to our food. It is apparent that you can not full your stomach with trimmings (fixings), but they can satisfy your eyes fully.

There are two types of trimmings when their ingredients are concerned. The first type is *sweetish trimmings* which are made from fruits, nuts, cream or coconut.

Cream, peanut, nuts and walnut are served with desserts made by dough. Marmalades made from fruits are suitable for milky desserts like pudding. If you want to serve cold stewed fruits, the most suitable trimmings would be the grated peeling of oranges. The easiest method in order to prepare sweet trimmings is mashing the boiled fruits and then boiling it with sugar again. The second type is *salty trimmings* which are made from vegetables. These kinds of trimmings are especially serviced with meat, fish and chicken. The most preferable salty trimmings are made of potatoes. As it is the most preferable one, it is thought to be prepared easily; however, that's not the case. First of all, while preparing fixings with potatoes, we should choose potatoes with less sugar. Secondly, we shouldn't forget that, while yellow potatoes are suitable for making puree or mashed potato, white potatoes are suitable for frying. Lastly, what's the most important thing is, using enough milk, not too much, while mashing potatoes in order to prepare puree. As a consequence, there are a wide range of fixings both sweetish and salty.

We can prepare trimmings by using three different methods. The first method is boiling the vegetable or fruit for 1-2 minutes. After boiling we can either mash them or serve without mashing. We have the opportunity use many vegetables and fruits in this way; such as bean, carrot, aubergine, strawberry, plum, etc. The second method is frying the substances in oil. Before frying we should clean and chop them however we like. We can use a wide variety of vegetables in that way, but not fruits. We can fry rosemary, aubergine, etc. and serve them with meat or fish. The last method is grilling which is not only delicious but also healthy. We can grill tomatoes, aubergine, rosemary and again serve them with meat. As a consequence, we have the chance to choose whatever method or use whichever vegetable or fruit while preparing trimmings, that's up to us and our palate taste.

UNIT 3

NARRATION

Narration is one of the four types of compositions in writing. It is simply defined as story telling, description of a time sequence which focuses on an event or more. Since it is story telling, it completely dependent on the view of the author. It touches upon the details of a memory. So, it is what has somebody has experienced or witnessed.

Narration means reflection of lived facts. It is of many types, but no matter what type they are, they mainly direct the reader to the story in terms of chronological order of what has happened. That is why, time order is very important in narrative composition. Time order also means organization of events. What is understood from this principle is that the happenings or cases. Besides, there are more other things to tell about narration. In order to understand these matters, it will be wise to talk about principles of narration which form the coming part of this chapter.

One more important fact must be kept in mind about narratives is that they should not be confused with expository compositions. Some writers confuse these two main types of compositions since they both tell the happening phase of an action. The main difference is that is the activity can be repeated again and again the same direction, then it is exposition. If it is impossible to repeat it in the same way, then it is narration, because experiences of people cannot be repeated. However, happenings like natural events are subject to repetition. So, if this reality is kept in mind, writers of composition do not confuse narrations and expositions.

3.1 Principles of Narration

Narration has some basic principles which make the job of the writer easier and the comprehension of reader more efficient and effective. If a composition writer obeys these principles, no doubt his writings will be more organized and they will address to level, cognition and perception of reader. In addition to the mentioned points, obeying the principles of narration will keep the composition away from possible dangers that could be faced while writing narrations. As a consequence, they help both readers and writers in composing effective pieces of writing.

3.1.1 Chronological Order

Chronological order or with its widely known name time order is the simplest but the most effective precaution that can be taken in writing a narrative composition of any kind. No matter what is written, the way it is written is very significant and in this regard, time order has an extraordinary emphasis. If a story is reflected to readers with a special weight to time order, it is understood easier. If this time order is violated, minds of readers are confused. This causes misunderstandings and wrong reflection of facts. For instance while talking about life of a person, his childhood should come before his youth, and his youth should come before adulthood. Some bad story tellers do not stick to this principle, and they cause unhappy audience. Thus, chronological order must be taken into consideration seriously if writers want to have good narrations.

3.1.2 Characters

Characters in a story form the focus of attention all the time. No matter who they, either good or bad, they have to be introduced to readers. If characters are not introduced to readers, the readers may feel themselves lost in the ongoing of events because of facing strangers. Data about characters are based on their order of

importance. That is to say, if a character is more important than another one, for sure, he will be given more intelligence. This is completely the job of the narrator. If characters are not defined efficiently in a story, readers also lose interest and do not follow the events carefully. All in all, writers of narrative compositions need to take this notion into consideration, and stay away from committing such a mistake.

3.1.3 Setting

Setting or setting the scene is the third principle in writing narrative composition. This principle can be taken as preparing the reader to the environment in which the story takes place. Since writing has no visual aid or means like television, movie or theatre, readers need to be given support about the scene in which the action happens. Scene means place, time, social and economic background of story and similar influential information which make understanding of a story easier. Writer of narrative composition should give information based on these facts. So, if the scene is not set, there will be a gap in each case. Basic information fills this gap and helps readers understand cases more vividly.

3.1.4 Details and Their Relevance

Narration of any event requires selection and collection of details. However, this sorting process is not an easy task. A good narration writer needs to use relevant details and leave behind irrelevant ones. This way, readers can handle the situation given in the story. If a narration writer cannot eliminate unnecessary points, there occurs a big danger of vagueness. Readers feel lost in extra information. Besides, if necessary and key facts are not touched upon, then the situation becomes worse. So, a good narration writer should take necessary precautions in order to avoid unnecessary parts of a story and dwell on main facts.

3.1.5 Selection of Time

As is said before, time is a crucial consideration in narrative compositions. There should be consistency between the tense of sentences used in writings. If writer starts writing his composition in past, he must continue by using the same tense. If he chooses present in reporting a memory, this time he must continue in present tense. If this order is violated, the link between the sentences is broken in terms of time. Thus, writers need to take care of this fact, and choose appropriate tense which fits their aim best.

3.1.6 Point of View

In a narrative composition, point of view means who is telling the story. It explains not only the narrator of the story but also gives information the reader depending on the observation of the story teller. Generally, two main points of view are used. First one is first person main character and the second one is first person observer.

3.1.6.1 First Person Main Character

If the writer is the first person main character in a story, this comes to mean that he is telling his own story. He has experienced a case, some time after that, he transfers his story to other people. This type of narration may fall into a subjective way since the writer is telling his own story.

3.1.6.2 First Person Observer

If the story teller is first person observer, he has not experienced the action; however, he has witnessed it. He may not have information on the details of the event since he has not taken part in it. He focuses more on visible and vivid facts more than the

inner psychological relations. Despite this deficiency, the writer can be more objective in relating the narration.

3.2 Types of Narration

Narration, principles of which were the main concern till now, has some types which are different from each other. Types of narratives are based on the story teller or the content of the narration. So, they have various natures.

3.2.1 Personal Narratives

Personal narratives are the type of compositions the writes of which take part in the ongoing of the action. The writer is either in the story individually or as one of the members of the group that experience the story. So, the writer uses pronouns 'I' or 'we' in transferring what has happened. This type of narratives are taken as more subjective

Demirezen (1994) says that personal experiences are wonderful sources of personal narratives. They reflect what writer has done or achieved in the past. When it comes to refer to these past stories, they are taken as personal narratives.

3.2.2 Objective Narratives

Objective narratives are stories of people other than the writer himself. In this type of narratives, the writer does not make use of his experiences, or affairs in which he has not take part in. He focuses on lives or stories of other people. Therefore, he does not make use of pronouns like 'I' or 'we'. Instead, he uses third person pronouns like 'he, she, it, they'.

Since, in objective narratives writers do not dwell on their lives, they are considered more objective. This is the main reason of calling this type as objective. Of course, the writer cannot be expected to be completely objective; however, when compared to personal narratives, they are relatively more neutral.

Objective narratives have some advantages and disadvantages. One very significant advantage is that they give the writer a great deal of freedom. Since the writer is not limited with the eyes of the person who lives the incident, more information can be presented to the reader. So, readers can be furnished with more details. On the other hand, observation of an event is subject to misunderstandings. This impedes the percentage of factuality or truth in the story. A good writer can eliminate this fact and turn this disadvantage into advantage.

3.2.3 Informative Narratives

In formative narrative is the third type of narrative compositions. This type is actually not a very different type apart from personal or objective narratives. What makes this kind as a separate type is its additional content.

In informative narratives, writer can tell both his stories and stories of other people. What makes this type different is that writer can present information on any subject in addition to focusing on an experience. In other words, informative narratives have two aims: the first one is presenting a lived story, the second one is giving information. If a writer is trying to achieve both of these aims, what he should do then is to write an informative composition.

There is no order in presenting informative part or narrative part. Information giving process can be given first and narration can be given later. Or, first story is told, later information is handled. However, writer needs to know how to emphasize both sides equally. He should not overdose narration part or informative side. He also should

not explain an event which should not be repeated. A repeatable action like a natural event may turn narration into an expository composition.

3.3 Sample Narrative Compositions

After focusing on principles of narration and its types, now it is time to examine narrative composition types. Below are the examples of narration. They present properties mentioned above. By studying these examples, a better understanding of narration can be reached. So, they must be studied carefully in order to be a successful narration writer.

Sample 1

Type of Composition: Narration-Personal Narration

Type of outline: Phrase Outline

Title: First Application

Introduction: Important events

I. A difficult decision

A. Rationale for my application

a. Needing money

b. Having spare time

c. Seeking experience

Conclusion: Reaching

II. Looking for a part time job

A. A time-consuming process

a. Consulting my friends

b. Following newspaper advertisement

Conclusion: Finding a suitable job

III. Big day arrival

A. Coming to bookstore

- a. Meeting the boss
- b. Submitting my CV
- c. Discussing the work hours
- d. Agreeing upon my wage

Conclusion: Being accepted for the job

General Conclusion

IV. The importance of this application

A. Having a deep impact on me

- a. Meeting new people
- b. Gaining experience
- c. Refining my reading habit
- d. Developing my self-confidence

Conclusion: "Give a try, and see yourself"

First Application

Can you recall an important event that impressed you and your life very much? I can; it was one the most difficult decision I made, my first job application. Though it was an uneasy condition, I had some reasons for coming to this decision. Since it is a tough job to be an undergraduate, you inevitably be in need of money most of the time. Moreover, as I was in prep class last year, having only three or four hours of lessons a day, I had lots of spare time. Most importantly, I wanted to have experience in real life by putting a small step into the business world. So keeping all these factors in mind, I finally decided to look for a job that suits me.

Similar to most working students, I considered that it was better for me to look for a part-time job because I had no chance to work full-time. As you can guess, it was a time consuming process to find a job since our country is full of unemployed people. As a first step, I consulted my friends who are also having part-time jobs for some time. After, I followed some newspaper adverts where I luckily came across with a job that I had been seeking for. Fortunately, I found a suitable job which will satisfy my needs, shop assistance in a book store.

After making a call with the boss of the store, feeling excited, impatient, and a little anxious, the big day arrived, and I was ready for conversing about the pay and rules. Wearing formal clothes, and being alone, I came to the bookstore which looked like a historical building more than a shop. Firstly, I met the boss of the book store, who gave the image of a highly tolerant and friendly person. After having a chat about me, and my qualifications, I submitted my CV (Curriculum Vitae) to him. Then, I reported the work hours. Lastly, I proposed different amounts, we agreed upon my wage. Consequently, getting surprised with how short the appointment lasted, I was accepted for the job.

Finally, ordinary as it may seem, but it was a very important turning point in my life. Having a deep impact on me, it affected my life in many ways. By conversing with the customers, I had the chance of meeting with new people, and even becoming friends with some of them. In addition, as I am going to be a teacher, I gained experience in business area, and had a job to write for the reference part in my CV. Being in a place which is all surrounded by books and dealing with them, I refined my reading habit, and increased the number of the books I had read. It also helped me to develop a kind of self-confidence by earning my own living. To conclude, considering all these benefits, I have no hesitation in recommending you to get a part-time job; “give try and see yourself”

Sample 2

Type of Composition: Narration – Personal Narration

Type of Outline: Phrase Outline

Title: An Unforgettable Day

Introduction: A graduation we were looking forward to

I. Preparations made with great enthusiasm

- A. Buying all necessary things
 - a. Going to hairdresser
 - b. Getting together with my friends
 - c. Having our photos taken

Conc.: A mysterious travelling

II. Hours starting to pass fast

- A. Being met by male partners
 - a. Not being recognised
 - b. Greeting each other one by one
 - c. Taking our seats
- B. Music being already effective
 - a. Becoming drunk
 - b. Being more sincere
 - c. A trivial misfortune
 - d. Unexpected visitors

Conc.: Not wanting to leave the place

Gen. Conc.:

III. Like a Cinderella tale

- A. Deserving such a night
 - a. Example: Boasting our morale

b. Example: Understanding the value of our friends

c. A good memory to share

Conc.: Indelible impression

An Unforgettable Day

The day was so important for us as it was like a reward as the worth of our studies for four years, and it was the symbol of our first serious graduation we were looking forward to. The date of the day, place and time had been organised beforehand, but we just made our personal preparations with great enthusiasm on that day. We firstly bought all necessary things on the early hours of the day; in fact, each of us went shopping by her or himself; however, as the city we are living is the small one, we could come across each other, so we found the opportunity of guessing what our friends would be like. In the afternoon, I went to the hairdresser, and I had my hair done, then I made up in order to be different from school life. All about five o'clock I got together with my friends who were Handan and Arzu because we had planned to go to the party together, so Handan's father took the responsibility of carrying us to the place. As the entertainment would start at seven p.m., I spent my two hours in photographer's studio with my friends, and we had our photos taken to make the day immortal. As a result of all these preparations, we set off a mysterious travelling through out which I imagined what kind of things I would live by being affected shiny lights and the scene of sea throughout the way that we followed.

When we arrived at Mersin Club, where we would have our party, hours had already started to pass fast. Our entertainment was organised so systematically that there were mainly two period of time to live everything step by step, so the early hours was the first one which was firstly carried out by girls' being met by male partners. Then it continued with our entering the big hall, but like my other friends I wasn't also recognized so the party was like a masked ball; however, we hadn't a mask on our faces. Afterwards, we greeted each other one by one by shaking hands during this time I saw two of our teachers, and I understood that they were also invited because they were the new university graduations, so I'm sure that my friends

had thought they would be helpful for us to make the party more cheerful. After that, we again started to take our seats one by one, and I recognized that I hadn't expected such a perfect preparation as everything was decorated skilfully such as the chairs on which the boys would seat were covered with blue fabric, and the girls were covered with pink one. Towards the night was the second period when music had already been affected for us to dance without any break; therefore, we couldn't find the opportunity for eating anything, so we couldn't catch any services of food. Also, we became drunk with the accompaniment of music and dancing, so we couldn't even recognize the swelling of our feet. Besides, we were more sincere with all of our friends than the other times, perhaps we hadn't greeted all of them during the four-year; that is to say that kind of different condition supplied us the opportunity of knowing each other from a different aspect. Moreover, one of my friends lived a trivial misfortune; her trousers was torn, but fortunately our fathers were waiting outside, and they helped us to bring a new one Furthermore, some of our friends couldn't afford to buy the invitations, but our some thoughtful and wealthy friends bought theirs as a surprising present, and they called them to come as an unexpected visitors. As a conclusion, towards the end of the night we didn't want to leave the place, but our permissions were only until twelve o'clock, so may be our cars wouldn't become sweet gourds, but our fathers could have gone mad if we hadn't left the place on time.

Consequently, the day was full of with nice memories, and also, it was like a Cinderella tale as there were many difficulties behind the day, and as it ended in a charmed way. I also believe that we deserved such a night because we had studied hard for four years, and thanks to the night we also gained some opportunities. For example, it boasted our morale before the university examination. Another instance may be that we understood the value of our friends well. The day was also a good memory for me to share with my friends even if a day like this waits for us in near future. In brief, the day gave up an indelible impression on me as I can't forget even the songs which were sung on that day, and as I have the photos which remain behind from the day.

Sample 3

Type of composition: Narration - Personal

Type of outline : Phrase

Title : My İstanbul Trip

Central Ideas : My dream of İstanbul; my roommates' and my common plans;
start of the trip; opinions about İstanbul and our trip

Introduction: My dream of İstanbul

I. My roommates' and my common plans

A. Invitations from two friends

- a. My decision
- b. Permission from my family
- c. Preparation for the trip
- d. Leaving the campus

Conclusion: Waiting for the set of

II. Start of the trip

A. Arriving in İstanbul

- a. Eyüp Sultan
- b. Topkapı Palace Museum
- c. Sultan Ahmet Mosque and eating fish sandwich
- d. Dolmabahçe Palace

B. End of the day

- a. Having dinner
- b. Being very tired

Conclusion: Returning to Ankara

General Conclusion:

III. Opinions about İstanbul and our trip

A. Beautiful city for holiday

- a. The traces of Ottoman Empire

b.Fascinating Bosphorus

B.Future plans

a.Planning to go

b.Not wanting to live there

Conclusion: A wonderful trip

My İstanbul Trip

I have been dreaming of going to İstanbul for a long time; Don't you have a dream like that? My roommates and I had common plans to go there together. That week, two of my friends invited me to two İstanbul trips. I decided to go with my classmates Şerife, Aysel, Ayşenur and Ayşegül instead of my roommate since two of my roommates were not going. It was very difficult for me to get permission from my family, because they thought İstanbul was a big and dangerous city, but I could get it in the end. Thus, I started to make my preparations for the trip like getting my suitcase ready. On Friday afternoon, I left the campus with Aysel and Ayşenur, and went to Galaria where the bus was waiting. Consequently, we started to wait there for the set off.

When everybody came, our trip started at 10.30 on Friday night. After a six hour journey we arrived in İstanbul and the Bosphorus which excited me came into scene. Firstly, we went to Eyüp Sultan, and climbed into Pierre Loti to watch Haliç before having breakfast. Secondly, we went to Topkapı Palace Museum where I strolled in admiration for Ottoman Traces. Thirdly, we rested in the garden of the Sultan Ahmet Mosque, and later we ate fish sandwich. Then we strolled in Dolmabahçe Palace which is furnished richly. At the end of the day, we put an end to our trip and went to one of our friends' home. Her mother had prepared us delicious meals, and we had dinner there. Later, we decided to rest a little as we were very tired. In conclusion, when we felt better, we set off, and returned to Ankara at midnight.

In sum, I had one of my dreams come true, and I left İstanbul with good opinions of about it and our trip. İstanbul is a beautiful city with its unique features.

For example, wherever you go, you come across the traces of Ottoman Empire. Another example of İstanbul's beauty is, the fascinating Bosphorus. I will miss these beauties. I have some future plans about İstanbul. I am planning to go there every year, but this time I will go to the places I haven't gone. However I don't want to live there, since it is too crowded and complicated. In short, it was a wonderful trip, and it's a special memory for me.

Sample 4

Type of composition: Narration-Personal

Type of outline: Phrase Outline

Title: A Birthday Party

Introduction: Being remembered

I. Birthdays of my friends

A. Making them surprised

a. Giving presents

b. Having party

c. Forgetting bad things

Conclusion: Organisation being very important

II. A friend's birthday

A. Planning secretly

a. Buying the present

b. Collecting money

c. Deciding for the place

d. Calling everybody

B. The day of the party

a. Buying the birthday cake

b. Going to the place

c. Behaving as if we forgot

d. Bringing the cake

Conclusion: A very good plan

III. A wonderful day

A. Our first success

a. My friend's thought about the day

b. Everybody's being happy

Conclusion: "Being remembered is a great thing."

A BIRTHDAY PARTY

Being remembered is a wonderful feeling because as long as you are loved, you will always be remembered by the people around you. For this reason, birthdays of my friends are very important for me; even if I cannot be with them, I call them to say that I love them. Especially, I like making them surprised on their birthdays; but all of my friends know how funny I am, and I will do something to enjoy them. Firstly, I like giving presents; people say that love cannot be measured by money, but the presents we give to our friends show how much importance we give to them. Secondly, having party is a good way; because, some people like crowd and parties; on the other hand, there can be some people who do not like and do not want to participate in such things. The final and the most important thing is that the birthdays are good opportunities to forget bad things which had happened in previous years, and they are the doors opening to the future. In brief, I like remembering my friends' birthdays, and I also think that organisation is very important to succeed something in this subject.

This year, there was a friend's birthday on the 5th of January, and it was very important; because, this was our first year to know each other. We had to plan secretly, for all of us were in the same class, and our friend could have heard us. First, we bought the present we had decided before. Then, I collected money for the birthday cake from my friends who would come to the party. Also, we decided to the place; the campus was the most suitable place for everyone, and Beycafe was the most silent place in this campus. We called everybody to the campus, even our friend

who had the birthday; we would have an exam next week, and we had to prepare a presentation in groups for it, so we called her to study in Beycafe on Sunday. The day of the party was more enjoyable than preparations. I was the only person in Kızılay, so I had to buy the birthday cake. But, I could not have gone to the place with the cake; because, the bus I got on stopped in front of her, in Tandoğan, and she would have got on it; fortunately, she did not get on this bus, and I could go. When she came, all of us behaved as we have forgot her birthday, and we studied for the exam during 2 hours; however, my friend could not stop herself and said to us that this day was her birthday, and anybody did not call, even her parents. We could not bear to see her so worried, and brought the cake. In short, it was a very good plan, and she told us she had not noticed anything before the party.

In conclusion, it was a wonderful day, and everyone enjoyed. First of all, it was our first success; because, this was our first year, and it was our first group work. My friend's thought about the day was also very important for us for these reasons. Everybody's being happy was another point to be focused on that day. Consequently, my friend said to us that "Being remembered is a great thing.", and I think this explains everything clearly; besides, as it was said by our ancestors, people are not forgotten when they pass away; however, they can die if they are forgotten.

Sample 5

An Important Day

My first day at school was very important for me indeed. Till that time, I had had very little knowledge about school except what I had heard, and the idea of school was exciting me very much. From the school lives of my elder sister I learned some points about school. First of all, there was an issue of homework which took much time. Secondly, there was much had work which was very necessary for success. Being away from family was most important fact for me as a child. Consequently, wonder and fear were filling my mind.

The first day of my school life affected me in many ways two of which were very different. Leaving home in the morning was not very easy. Beginning from that time, I was nearly alone. After that, I began to step to a new atmosphere. During that time, seeing my first teacher made me feel very different, perhaps it was because of his friendly approach. Later, the start of the lessons was another point in school life of mine. Beginning from that time, I had my first step in my academic career. I also met the books that I would use. The rules of the school were going to become a part of my life which I tried to obey as much as possible. Apart from all, I had lots of friends most of who caused effects on me.

When I think of those days, I call them as nice memories, or they can be defined as good things that are remembered. Now, I am in a different environment and I am away from my memories. When I remember these days, I miss them very much as a pure part of friendship and relations. Also, missing friends and teacher is another point which deeply hurts me even after many years. With these all, I know that the past years will never come back, and this situation makes me consider my life from a pessimistic point of view. As a result, it is an indispensable fact that the first of everything is really different.

UNIT 4

DESCRIPTION

Descriptive composition is one of the main types of composition in writing. It has a great importance in writing. The reason is that people need to describe so many things in the world. So, writers face description in many places including academic writing.

Description is drawing pictures with words. It is the way writers choose to visualize objects, people, landscapes, scenes or anything concrete. Even abstract things like ghosts, spirits and fears can be visualized by description depending on the success of the writer. Thus, description is very vital in academic world.

4.1 Important Consideration in Description

In writing descriptive compositions or essays, writers have to be careful about some key points. If these key points are considered effectively, the writer has a better product in the end. That is why, writers of descriptive composition should focus on the following basic principles in writing description.

4.1.1 Selection of Topic

Selection of topic is of utmost importance in descriptive type of composition writing. The reason is crystal clear: if writer picks up a topic which does not lend itself for description, then the beginning point is completely wrong, and therefore the rest cannot be in the correct path. Then what must be done? The answer is not difficult. The topic should be on suitable for description. It must be about something visible

and concrete because description itself means drawing pictures with words. A topic like 'My lovely car' is very suitable while 'Disadvantages of having an old car' is not appropriate for description. The first one is based on an object: a car. It can be described by the help of words, and it can be visualized in the mind of the reader. However, the second one, 'Disadvantages of having an old car' is not a suitable subject for description. The reason is that disadvantages of an old car cannot be visualized in the mind of the reader in terms of description. So, composition writer needs to be careful in finding the right topic for description in the way of forming an image by using words.

4.1.2 Point of View

Point of view is perhaps the most important article to take care of in writing descriptive type of compositions. In order to make an effective visualization in the mind of the reader, the writer needs to form a fixed point of view. If this fixed point of view is realized, no doubt description is more successful. But what is this fixed point of view?

Fixed point of view means that the writer does not change his position while describing a place, person, object or landscape. This way, what he writes about is easy to put in the mind of the reader. When he says right side, the reader knows which side he is talking about. Similarly, when he says left side, the reader again knows what the writer is talking about. In other words, the reader is not confused. If the opposite happens, what the writer describes and what the reader understands may differ greatly.

4.1.3 Order of Presenting Details

In writing descriptive type of composition, order of presenting details about an object, a person or anything visible is an important point to discuss. There are

mainly two ways of presenting facts. It can be general to specific or specific to general.

If the details of an object, a person or landscape are given first and a general picture including all these minor things is written at the end, this way can be defined as inductive way. On the other hand, a dissimilar method may be preferred depending on the choice of the writer or the subject to be described. Big picture may be given initially and later there may be a smooth pass from the big picture to details. Then deductive way will be chosen.

4.1.4 Sorting Out Irrelevant Details

In writing descriptive type of composition, the writer has to be careful about getting away from the correct path. That is to say, the writer has to neglect irrelevant details. While stating visible and concrete sides of the subject, he can write about some other sides supporting the body of the description. However, if this is carried out with overdose, then a danger of using irrelevant details happen. He may start writing expository composition if he gives too much abstract information. If he tries telling a story then he may fall into the trap of narration. If he tries to support a view in description process, he may start writing argumentation. So, irrelevant parts and details need to be cleared from a descriptive type of composition if the aim is to make a picture of an object, a person, a landscape or anything the writer chooses.

4.1.5 Choosing Relevant Vocabulary

Choosing relevant vocabulary and terms is another particular issue about in description writing. Depending on the subject, terminology may be necessary for readers. Description of technological devices, vehicles, objects which are not familiar to the readers require necessary terminology. Similarly, description of a landscape from the viewpoint of an artist, description of human body by a painter,

visualizing of an image by an expert makes use of technical terms a must. The amount of using technical terms is up to the level, interest and age of the readers, as well. However, the fact that should not be neglected is that they need to be given place in order to make description more sophisticated and impressive. So, writer must foresee this truth in writing descriptive compositions or essays.

4.2 Types of Description

Demirezen (1993) classifies description as of two types. The first type is called emotional or subjective description. The second one is called expository or objective description. Similarly, Meredith (1984) divides description into two categories: subjective and objective description. Each of these two types of description have their own characteristics. So, it is wise to mention the two types in the coming parts.

4.2.1 Objective (Expository) Description

Objective or expository description tries to emphasize the facts about the appearance of a person, place, object or a thing. The description mentioned is solely on primary facts and objective information. Feelings of the writer on the described object, person or thing are not given. They may be given sometimes; however, they are not given an important place in the complete picture of description.

In objective description, the writer may write about shape, smell, colour, other physical features or prominent features of the thing he wants to describe. While writing about visible things, he neglects his positive or negative feelings about it. So, someone else can read the description and have a clear about and objective idea about the described object. He is not affected by the ideas of the writer because they are not given a significant place in the description.

4.2.2 Subjective (Emotional) Description

Emotional description tries to give information to the reader both on physical features that address to the senses and gives information about the feelings of the writer about the object, person or thing that is described. Despite objective description which focuses mainly and solely on visible physical features, subjective, or in other words, emotional description gives a special emphasis to the feelings of the writer by use of adjectives. Here, the use of positive or negative adjectives are of utmost importance. The reason is that they give clues about the viewpoint of writer about description.

Below are some positive adjectives that can be given place in a subjective description composition:

happy	nice	determined
optimistic	ingenious	amiable
marvellous		patient
sweet	creative	
lovely	entertaining	hardworking
sympathetic	cute	delightful
perfect	cool	wonderful
breathtaking	charming	trustworthy
great	glamorous	delicious
smart	fascinating	compassioned
funny	pretty	philanthropic
brilliant	hopeful	beautiful
stunning	intelligent	handsome
awesome	wise	pure
excellent	gentle	tasty
glorious	efficient	tidy
	beneficial	clever
	amazing	attractive

extraordinary
precious
victorious
logical
sufficient

almighty
watchful
graceful
talented
attentive
gorgeous

remarkable
blissful
energetic

In addition to positive adjectives, negative adjectives form another affective side to subjective description compositions. Some of negative adjectives that can be used are given below:

ridiculous
untidy
messy
lazy
mean
stupid
inadequate
unreasonable
horrible
bloody
pessimistic
foolish
mad
crazy
jealous
awful
miserable
scary

cruel
loser

bad
sad
upset
devoid
insufficient
anxious
cunning
absent-minded
aggressive
unkind
reckless
ill-tempered
lonely
arrogant
clumsy
reluctant
untrustworthy

crack-brained
terrible
cynical

unconfident
incompetent
immoral
dreadful
nasty
sarcastic
disgusting
credulous
idiot
naïve
ugly
indifferent
poor
naughty
stubborn
hazardous

boring

careless

petrifying

harmful

illogical

complicated

greedy

unjust

disastrous

sorrowful

inconvenient

unreliable

uneven

inedible

To sum up, both subjective and objective descriptive types of compositions give information appearance of the thing described. Objective description composition lends itself to the visible features of the described thing. It addresses to the five senses and the description is based on the data gained this way. On the other hand, subjective description addresses both to visible facts and feelings of writer. While writing as explained, he uses different adjectives exhibiting the way he thinks about the description he makes.

No matter which type he uses, the writer also needs to consider some facts. First of all, the topic should be appropriate for description. If the topic is suitable, then the composition writing process becomes easier. After selection of the topic, comes the point of view. If the descriptive composition is about someone, it has to start from a certain point and follow an order. This order can be from top to bottom or bottom to top. If the description is about a building, you can start from the first floor and then move to the last floor, or you can follow the opposite order. You can go from details to the big picture or from the general picture to details. No matter which way is chosen, writer needs to neglect irrelevant details, and consider relevant ones. Only this way a good descriptive composition can be written.

4.3 Sample Descriptive Compositions

Up till now, detailed information of description has been given. Now it is time to illustrate these details. Here are some examples to descriptive compositions:

Sample 1

Type of Composition : Description – Emotional
Type of Outline : Phrase Outline
Title : Our Beloved Friend Gülşah
Introduction : Gülşah Coşkun

Introduction: Physical Features

I. A girl easy to notice

- A. Green eyes and blond curly hair
- B. 162 cm and 57 kg
- C. Make up, nails, and earrings
- D. Casual style with a big bag

Conc.: A beautiful girl of 19

II. Some Basic Characteristics

- A. Having both positive and negative sides
- B. Always smiling
- C. Emotional, stressful and stubborn
- D. Tidy and clean girl
- E. Best friends Behice, Ezgi, Gamze

Conc. : Always online

III. Reflection of Her Interests

A. A good sense of quality

- a. Example : Fan of quality
- b. Example : Şebnem Ferah
- c. Example : Member of ADD

Conc. : An active life

General conc. :

IV. Popular and Hardworking

- A. Getting high marks
- B. Being liked by friends

Conc. : A prospective qualified teacher

Our Beloved Friend Gülşah

When we saw Gülşah Coşkun in the first day of our university life, we did not have any information about her; however, in time we learnt about her. Let's start with her attention drawing physical features . She is a girl easy to notice. Maybe her emerald green eyes and curly blond hair are the reason of this fact. She is 1.62 cm tall and weights 57. She likes make up very much. That's why you can never see her without shining colours on her eyelashes or nail polishers in addition to ornaments like huge earrings. Her wearing style is generally causal but one thing she can not to do without is her big black bag. As a result we can say that with all these properties in hand she is a beautiful girl of 19.

Apart from her physical features she has some basic characteristics. Most of these characteristics are positive; however, like any human being she has a few negative sides. What is mostly liked by people around her is her ever smiling face. Besides, she is very emotional like a sweet melody. But this emotional side brings a stubborn and stressful mood as well. She is tidy and clean like an ideal Turkish girl.

Because of these fascinating qualities she has many friends among whom Behice, Ezgi and Gamze can be taken as her favourites. So it is difficult to share her, maybe because of this reason she is always online to communicate with her friends.

The reflection of her interests expresses her gorgeous character. In other words we can say that she has a good sense of quality. For instance, she supports a successful and UEFA cup winner team like Galatasaray. Another example of her taste of life can be found in her music choice that focuses on talented singer like Şebnem Ferah. She is a member of ADD as well. Thus it can be observed that she is an active and participant of society.

To some up Gülşah Coşkun is a hardworking and popular individual in our class. Especially in exams, she never gets low marks, she is often among the top scores. She is liked by all of her friends. In brief, these marvellous qualities make it clear that no doubt she will be a qualified teacher whose students will be very lucky.

Sample 2

Type of composition:Description-Emotional

Type of Outline:Phrase Outline

Title:Fatih Terim:The Name of Success

Introdunction:Fatih Terim:Emperor of Turkish Football

I.Famous person in his soccer

A.Hero: coming from Adana

B. Family life

a.A good father and a sensitive husband

C.Wealthy person

Conc:An appreciated person

II.His physical appearance's not being extraordinary

A.Typical Turkish Man

a.Ex:Being fat man like an avarage Turkish

b.Not so short and tall

c.His being bald

B.Different characteristics reflecting his character and hometown

a.Different speaking style

b.His gesture: Being both admirers and opponents

Conc:Being in the hearts of many people

III.His personality

A.Example:Features of a good sportsman

a.Bein leader

b.Being confident

c.Having sense of discipline

d.Being experienced

Conc:A very aggressive person

IV.His career

A.A life of success

a.Years of GS team captain

b.Ever-ready player for the national team

c.National team trainer

d.Trainer of GS

e.Uefa cup winner

f.Fiorentina and Milan experiences

Conc:Losing against BJK

Gen. Conc:

V.The most popular sportsman

A.Turkey's pride

a.Example:Representing Turkey

b.Example:Appreciated by other nations

c.Example:Improving face of Turkey in sports

Conc.: The name of success

Fatih Terim: The Name of Success

Fatih Terim, who is a very important sportsman in Turkish sports history, is considered as the emperor of Turkish football. He is very famous, perhaps the most famous person in the field of soccer: even small children know his name much better than their own names. He is a star who comes from Adana, and becomes a hero for a generation. He is married, and it is an accepted belief that he leads a very happy family life. Besides being a sensitive husband, he is the father of two daughters. In addition to spiritual wealth, he has materialistic wealth as well: he is a very rich person. As a consequence of those all, he is liked and appreciated by all the people in Turkey including his main rivals.

The physical appearance of this national hero is not something extraordinary: he has a modest figure. In another sense, we can consider him as a typical Turkish man with typical features. For example, he is a fat man like most middle-aged Turkish men. He is not a short person; however, he is not very tall either. His being bald, is another instance of him which is something common among Turkish men. In addition to this above mentioned points, he has different characteristics that reflect both his character, and his hometown. Firstly, he has a very different speaking style seen rarely among such people. His interesting gestures have both admirers and opponents; however, these same gestures make him most famous by being the raw material of tabloids, and imitation programmes. Thus, with all these qualifications which are taken as the prominent features of a real Anatolian man, Fatih Terim has taken his place in the hearts of many a person as 'the man of my land'.

When his personality is the matter of debate, we face some significant qualities of his way of thinking. As a reflection of his personality he has the features of a good sportsman, for instance. He is, no doubt, a good leader of his team. He is also very confident, and his self-confidence paves the way for success in his bright career. He has a balanced sense of discipline, and this is a career stone in most of his achievements. He had many years in many strata of sports world, so he is very experienced. Consequently, depending on all the mentioned crystal-clear personality features, he is a very aggressive person.

This marvelous person certainly had bright, shiny days in the past, in other words his career is just like a blaze. A life of success is embodied with him. First, he

spent more than ten years of his football life as the captain of GS team. He had been an ever-ready player for the national team. After retiring, he had been the boss of the national football team, and this certain step was a mile-stone for further success. As the trainer of GS professional football team, he had brought the UEFA cup to Turkey; this has never been achieved by any other trainers in Turkey before. He had also trained Italians' worldwide famous football teams Fiorentina and Milan. In brief, his career is really very gorgeous; however as a twist of faith, the only black page of this life of success is composed of heavy defeats recorded against BJK.

To sum up, Fatih Terim is the most popular sportsman in Turkey. He is Turkey's real pride. For instance, he has represented Turkey in many areas as a real leader. He is loved not only by Turkish people, but also by foreigners. For example, he is appreciated by other nations like English, French, and Italians. He has been taken as the improving face of Turkey in sports. As a result, he is the only real winner in sports, and the greatest name of success that has lived in our holly country.

Sample 3

Type of Composition: Description-Emotional Description

Type of Outline: Phrase Outline

Title: My High School

Introduction:My high school

I.Located in the city centre

A.Comprising of two buildings

B.Middle-sized garden

Conclusion:Usual features

II.General appearance of main building

A.A historical building

a.Housing lots of students since 1920s

b.Like a palace of the Renaissance

c.Having architectural value

d.Striking huge door

e.High ceilings and windows

B.Brown and stony building

C.Wooden floors

Conclusion: One of the most famous buildings

III.General appearance of the back building

A.No special features

a.Two-floored grey building

b.A long corridor

Conclusion: Classical high school building

IV.Being educated at that school

A.Some difficulties

a.Hard to warm up

b.Not presenting good opportunities

1.Insufficient laboratories,equipments

2.Giving no chance to improve sporting skills

B.Good sides

a.Close to everywhere

b.Cool and spacious in summer

c.Meeting some tourists

Conclusion:Dream of lots of students

General Conclusion:

V.Its impression on people

A.Reflection of the past

B.A fascinating construction

C.Well protected

Conclusion: Being one of the lucky students

MY HIGH SCHOOL

Everyone spends time in a place which is very special for them at least once in a lifetime, that is my high school for me. It is located in the center of Bergama, which makes it very easy to be found and seen. It comprises of two buildings: Main building in the front and the other one in the back, which was built after the main building. Like all other schools, it has a garden which is not very large. Even these usual features mean so much to me.

When you see it, the main building will attract your attention first, I am sure. I think this stems from its being a historical building. I was built at the time of the First World War, and it has been housing lots of students since 1920s. It is seen like a palace of the Renaissance by some architects. Because, it reflects both the Ottoman's and Rome's architectural values. One of the most striking parts is the huge door with lots of motives on it. As a property of being historical, it has high ceilings and windows. It is a brown and stony building with four classes, a library, a computer laboratory and a common room in it. Its floors were furnished with wood. Thanks to these features and its history, it is one of the most famous buildings of Bergama.

Except for the main building, there is another building behind it. It has no special unlike the historical building. It is a two-floored grey building. It has more classrooms than the main building. Its corridor is long and not so wide. It's one of the classical high school buildings.

I know how it is to be educated at that high school. If you manage to study at that school, you come face to face some difficulties. One of these is its being hard to warm up, which stems from its high ceilings and stone walls. Another one is that it doesn't present good opportunities. For example there aren't enough laboratories and equipments. Besides, the students who are interested in sports activities have almost no chance to improve their skills. Despite these difficulties, it has lots of good sides. It is close to everywhere, this enables it easy communication. Furthermore, it is both cool and spacious in summers. As it is one of the historical constructions of Bergama, you can meet some tourists passing in front of it. Despite bad sides, it is a dream of middle school students of Bergama owing to its good sides and education.

While you are walking around of this high school, the main building will influence you first, as the other one is barely seen. The main building is like a

reflection of the past, when you enter, you feel as if you were one of the students of those years. It is seen as a fascinating construction, because in every detail you feel the effort spent for it. Fortunately, it is well protected and lose almost nothing from its original state. Thanks o these situations and the gain I got it from, I am really grateful to spend four years there, and I'm one of the lucky students who have a chance to study there.

Sample 4

Type of composition: Description – Emotional

Type of outline: Phrase outline

Title: Şanlıurfa Castle

Introduction: At the tpo of a mountain

I.General appearance

A.Prominent features

- a.Thousands of years ago
- b.Being made of yellow stone
- c.Having a polygoned structure
- d.Being very high
- e.A very good view

Conclusion: Symbol of the city

II.Having two sides

A.Stone made side

- a.Looking out on the city
- b.Having holes among the stones
- c.Having right slopes
- d.Having a hidden passageway

B.Back side

- a. Having no walls or mound
- b. Having a very deep ditch
- c. The natural beauty
- d. Having places for soldiers

Conclusion: A significant construction

III. The top of the castle

A. Example: Historical ruins

- a. Two ancient columns
- b. A wind mill
- c. Seeing the whole city
- d. Having clean air
- e. Enigma of the past

Conclusion: Focus of interest

General conclusion:

IV. Not being well promoted

A. Effects of this situation

- a. Not being very famous
- b. Not attracting many tourists
- c. Help from the government
- d. No repair or restoration
- e. Getting older day by day

Conclusion: Precautions being taken

Şanlıurfa Castle

Through many castles are situated near a river on a plane area, the Şanlıurfa Castle is situated at the top of a mountain, and it exhibits all the good properties of a man-made construction. When we consider its general appearance, it seems to have come out of a fairy-tale with its mighty beauty. Şanlıurfa Castle has some prominent

features which are difficult to be found in any castle. Initially, it has been built thousands of years ago, it has the strains of the past: it is a living history. Secondly, it is made of yellow stone which makes the castle durable, good-looking and extraordinary. Thirdly, it has a polygoned structure, that is to say, its walls have corners but not round places and this polygoned structure is difficult to be found in that region. Fourthly, it is a very big castle and it is very high and this also makes it different from others. However, the most important property seems to be that it has a very good view which is accepted appreciated by many people. As a result, the Şanlıurfa Castle has become the symbol of the city with its superior characteristics.

As its fronts are concerned, the Şanlıurfa Castle has two sides each of which has different distinctions. The first one is the Stone-made side. This stone-made side looks directly out on the city. The walls of this side have holes among the stones which have been used by soldiers and now they add a clear beauty to the sight of castle. The ends of the walls have right slopes both to protect the castle and pose it stronger. The castle also has a hidden passageway which goes beneath the stone walls in order to get help, food and water in case of a war and this fact shows the cleverness and intelligence of the people who achieved this project at that time: today the normal way to climb the castle passes from the stone-made side too. The second front of the castle is its back side. This side has no wall or mound to protect itself from the outcoming danger or attacks. Instead, it has a very deep ditch which makes it impossible to reach the castle by climbing and still scientists wonder how men have dug such a marvelous ditch thousands of years ago. This side faces on the natural beauty of Şanlıurfa. The back side also has some places which are constructed near the ditch for soldiers to hide themselves. As a consequence, the Şanlıurfa Castle is a very significant construction which is worth visiting because of its important valves.

The top of Şanlıurfa Castle has a fascinating and a marvelous atmosphere as well. Historical ruins and natural beauty it has can be an example of this fact. On the top of the castle, in the front there are two ancient columns formed of big pieces of rock. In the middle, there is a windmill showing the advanced technology of the past. On the top, near the front walls, the whole city of Şanlıurfa can be seen with its all belongings. The top of the castle also has clean air and this makes its bewitching

atmosphere much more different from that of the city. When you see all the history and the natural beauty, you can feel the enigma of the past on your spirit. Thus, the Şanlıurfa Castle is the focus of interest in the city.

As a result, the Şanlıurfa Castle, which is impossible to have equal is not well promoted. The negative effects of this situation are many. Since it is not known very much, it is not very famous. As a consequence of not being famous it does not attract many tourists. Because of lack of tourists, it does not get any monetary help from the governments. As it does not get any monetary help, the municipality is not able to repair or restore the castle. Since the castle is not repaired, it is getting older day by day more than it should. Therefore, precautions must be taken both to protect Şanlıurfa Castle and the history that lives along with it.

Sample 5

TYPE OF COMPOSITION: Description-Objective

TYPE OF OUTLINE: Phrase outline

TITLE: Mevlana Museum

Introduction: The most visited museum: Topkapı Palace

I.The second most visited museum?

A.Mevlana Museum

a.Two millions visitors

b.Increasing attraction

B.Mevlana: known by everyone more or less

a.A great philosopher

b.Symbol of Tolerance

Conc: A mystic atmosphere

II.General appearance

A.The history of it

a.Being a rose garden

b. Being turned into a museum

B. Distinctive features

a. Travelling to the past

b. Architecture of the building

c. Housing Mevlana's tomb

Conc: Symbol of Konya

III. The parts of the museum

A. Backyard of it

a. Şebi Arus pool

b. Fountain called Selsebil

B. Opposite the pool: Tombs

a. Two sayings in the entrance

b. Tomb of Mevlana and his relatives'

C. Dervishes' cells

a. 17 cells in total

b. Exhibiting belongings of them

Conc.: Air of those times

Gen. Conc:

IV. Konya: associated with Mevlana

A. Attempts of municipality

a. Ex: Free entrance every Monday

b. Ex: Arranging sema dances

Conc: Doing something more

Mevlana Museum

When we ask people which museum is most visited in Turkey, no doubt, most of the answers will be Topkapı Palace. But what about the second one; in other words, which museum comes after Topkapı Palace in terms of visitors it has? Thinking that a great majority of people have no knowledge about it, I will give the answer: Mevlana Museum. It attracts 2 millions of people every year. And as the year 2008 is accredited with Mevlana by UNESCO, this rate has probably risen. Although most people know about him more or less, another question may bear in mind: Who is Mevlana? Shortly, he is a great philosopher whose sayings appealing people even today although they had been written long before. As his work shows, he is the symbol of tolerance, reasoning, goodness and love. Maybe because of these ideas, embracing human beings no matter what colour they are, people from all over the world go to this museum in pursuit of his precious thoughts.

When we consider the general appearance of it, unlike the others, its being composed of a group of buildings draws attention. The underlying reason of this may be its location which has a long history. In the times of Seljuk state, it was a garden full of roses. But after the death of Mevlana, it was turned into a tomb, and then in 1926 a museum. So this historical museum has some prominent features which makes it different from others. Firstly, when you enter the museum the mystic atmosphere captivates you and gives a feeling of traveling to the past. Secondly, the architecture of the buildings, especially Yeşil Türbe, fascinates you. Last but not least, in addition to its having some belongings, objects from past, it houses the grave of Mevlana, which makes it a mausoleum apart from a museum. Because of all distinctive features, Mevlana becomes the symbol of Konya.

As far as its architecture is concerned, the museum lays over a broad area, so there are some parts which can be considered as a museum itself. And all these buildings meet in a garden with big trees. In the middle of it, there is a pool called 'Şebi Arus' which symbolizes death, but considered as a wedding day by Mevlana. Next to the pool there is a fountain called 'Selsebil' whose water considered to be health-giving. Just opposite to the pool, there is an entrance to the main building in which tombs are exhibited. Just after entering the silver door opening to the tombs, sayings of Mevlana encounter you both on the right and left sides: 'Come, come again, whoever you are come again.' When you go along a bit, you will see the

glorious tomb of Mevlana and some of his relatives'. Near the tomb, a long one more building stands: Dervishes' cells. There are 17 cells in which dervish like images made of wax are exhibited to show their life. Some belongings of dervishes such as long staphyleas are displayed, too. As a consequence, Mevlana Museum gives you an opportunity to breathe the air of those times.

As Mevlana has fame all over the world, Konya is associated with him. As a result, municipality tries to promote it. For example, the entrance is free every Monday. In addition to this, at the end of the every month, the whirling dance, 'Sema' is displayed open to public. But of course these attempts are not enough to introduce this great philosopher who tries to assemble people in the circle of tolerance, love and brotherhood.

UNIT 5

ARGUMENTATIVE COMPOSITION

Argumentation is one of the most important kinds of compositions academic writing. It is actually a fighting process in which writer's argument, counterarguments and refutation takes place. It is based on ideas, so it has to be built on scientific or logical basis. Thus, it is a very remarkable process in writing the product of which is pure thought and ideas.

Argumentation may be defines as a fight of ideas, but Jacobus says that argumentation "avoids fights and aims to bring readers into agreement with the writer" (1989:150). In argumentation, writer aims to defense a position on a controversial issue, and thinks of persuading the audience. That is why, argumentation is defined as persuasive composition in many sources.

5.1 Important Considerations in Writing Argumentation

In argumentation there are some key points to be considered by writer. These headings need to be paid attention in order to write effective argumentative compositions. Some of these matters are given under the title of important considerations in argumentation in order to warn writers.

5.1.1 Knowing the Audience

A good argumentation writer always needs to know his audience. Age, language level, interests, social background, economic background and other effective details about audience make up a remarkable background for writer. By having detailed

information about these matters, a writer always begins defending his arguments with a step forward. He arranges his language to the level of readers, and by making this fine tuning, he turns his writing into a more understandable composition or essay. Thus, focusing on such concerns makes the job of writer easy.

By thinking of age level of his audience, the writer arranges his argumentation level in terms of concreteness or abstractness. As is known, younger learners have difficulty in understanding subjects that require abstract terms or subjects. Young learners want to have more concrete examples that make the situation or argument more visible and easy to understand. On the other hand, adults can cope with abstract terms or explanations.

Language level also forms another notable fact in argumentation writing. No need to say, a writer always should think of the language level, so comprehension level, of his readers. If he writes more complex sentences than the ones his audience can understand, sure he will fail in defending his argument. Likewise, if he constructs simpler sentences which are below the level of readers, again there is a problem of mismatch. As a result, level of language a writer makes use of has paramount significance in this concern.

Interests of the audience constitute another factor that needs to be handled by writer. Without knowing the interests of the audience, writer cannot touch upon effective remarks in argumentative compositions. No doubt, if he knows his audience better, he can make his composition or essay more interesting. If a piece of writing is interesting, it is likely that it can attract more interest and it can be more successful.

Information on social and economic background of readers comprises very powerful and valuable data for writers. As a writer gains knowledge about readers, he becomes more powerful. He can base his argument on more related examples and concerns. He can understand world of readers. As he understands them, he begins to avoid traps, and refute counterarguments. When he gets the way of thinking that his readers have, he can persuade them. So, this fact needs to be understood by writers.

5.1.1.1 Dealing with a Hostile Audience

Audience may be problematic sometimes, it can even be hostile. A good argumentation writer needs to know how to deal with hostile audience. Jacobus (1989) gives some clues in dealing with such audience. They can be listed as follows:

- Take audience as fellows and look for the truth.
- Avoid challenging that counter your views, instead try to persuade them with a friendly manner.
- Let your audience draw their way by the help of your friendly remarks.
- Prove that you base your arguments on visible data and evidence.
- Try to neglect keen reflexes on opposite ideas.
- Balance ideas and do not focus on single side of the argument.
- Let the audience believe in you, instead of neglecting or offending them because of their opposing beliefs.

These simple but effective ideas make the job of the writer easy. His writing becomes more effective and hostile audience respects his efforts. They become ready to understand and accept his ideas. Thus, they need to be taken into consideration in the way of coping with hostile audience.

5.1.2 Avoiding Overgeneralization

Overgeneralization is a common mistake committed by majority of writers in writing argumentative composition. They take it as a way of exhibiting the truth; however, they make the mistake of forming false relation forming. In order to avoid overgeneralizations, writers need to be careful using words like 'always' and 'never'. A judgment like 'All Greeks are coward' or 'All cats are disloyal' make the work of

the writing unnecessarily vague because of overgeneralization. The reason is that he cannot defend himself by proving his remarks. As a result, a writer needs to think twice before making generalizations in order not to fall into the trap of overgeneralization.

5.1.3 False Dilemma

Argumentation writers should be careful when they write sentences exhibiting dilemma. Here it useful to define what dilemma is. Cambridge international dictionary of English defines dilemma as “a situation in which a difficult choice has to be made between two possibilities” (1995:384). If there is a third choice that writer neglects, he may fail the argument. Consequently, before talking about the mentioned structures, argumentation writer needs to see all the possibilities and make his sentences in the line their probable results.

5.1.4 Use of Superstitions

Superstitions are beliefs which have no scientific base. Thus, in argumentation they have no place. If writer uses superstitions in his argumentation as a proof, it is likely that his ideas are refuted easily. No matter how much they are appreciated or given value by some societies, superstitions do not have logical explanations, and they should not be used by writers.

5.1.5 Avoiding Prejudice

People have prejudices, no matter how educated they are. They are based on some experiences, misbelieves or wrong judgments. If such things are used in argumentative compositions, arguments of writer become weak, and audience loses his respect and trust to the writer. Writers need to neglect prejudices in explaining

their thoughts in argumentation and respect beliefs of readers even if they do not agree or oppose ideas of readers.

5.1.6 Following the Crowd

Some mistakes are done by many people; however, this situation does not hide the fact of their being wrong. If writer advocates for a wrong idea saying that many people do the same, it means that he is following the crowd. An idea like ‘everybody saying lies, so why should not I do the same?’ cannot gain ground. Popularity of a wrong idea does not make it right. Hence, writers need to avoid this trap if they want to write effective argumentations.

5.1.7 Argument from Authority

People who are respected, known or are experts in their fields are of great use for the writer. The reason is that if an idea is based on an expert’s idea, nobody can refute it, and people believe the writer. Saying of important people and even quotations from them can be used to support the arguments of writer. They make it easy to defend ideas. And refuting them becomes hard for people who are against them. One thing that should not be neglected is that these people have to be selected carefully, not randomly. If the argument is not based on the sayings of experts, it becomes easy to refute these ideas.

5.1.8 Considering Statistics and Facts

Statistics and facts are the simplest but the most effective helpers of an argumentative composition writer. The reason is that they are rather objective and they never lie. If an argument is based on statistical facts, it is nearly impossible to refute it, and it becomes easier for writer to persuade readers.

To sum up, these points warn writers about things to avoid and things to do in argumentative composition writing. If these concerns are taken into account, their composition becomes more popular. They become more effective on the audience. It becomes hard to refute their ideas, and make the audience believe in themselves. So, they constitute a noteworthy subject in the way of argumentation writing, and they must be followed carefully.

5.2 Patterns of Argumentative Composition

Argumentative compositions do not have only one pattern. They may be written in different ways each of which serves a different purpose. These patterns change the outline, so the skeletal of composition. In this part, properties of these patterns are presented with their outlines. By examining these outline patterns, a better understanding of argumentation types can be realized.

5.2.1 More Arguments and Ascending Order

In this type, writer has more arguments than counter argument, and he lists them from the weakest one to the strongest one.

- I. Introduction
- II. Weakest argument supporting your view
- III. Stronger argument supporting your view
- IV. Strongest argument supporting your view
- V. Counterarguments and refutation
- VI. Conclusion

5.2.2 More Arguments and Descending Order

In this type, writer has more arguments than counter argument, and he lists them from the strongest one to the weakest one.

- I. Introduction
- II. Strongest argument supporting your view
- III. Stronger argument supporting your view
- IV. Weakest argument supporting your view
- V. Counterarguments and refutation
- VI. Conclusion

5.2.3 Basing Argument on Counterarguments and refutation

In this type of organization, counter arguments so points to be refuted are more, and not more place is given place to the argument of the writer.

- I. Introduction
- II. Counterarguments and refutation 1
- III. Counterarguments and refutation 2
- IV. Counterarguments and refutation 3
- V. Stronger argument supporting your view
- VI. Conclusion

5.2.4 Binary Argumentation

In the binary type, good sides and bad sides, or advantages or disadvantages of a topic is handled, and writer advocates his point of view in one of these sides.

- I. Introduction

- II. Good sides of the argument
- III. Bad sides of the argument
- IV. Conclusion

5.2.5 Cumulative Argumentation

In this type of argumentation, writer gives place to counter arguments, refutation and his argument in the same paragraphs of body part

- I. Introduction
- II. Counterarguments, refutation and your argument 1
- III. Counterarguments, refutation and your argument 2
- IV. Counterarguments, refutation and your argument 3
- V. Counterarguments, refutation and your argument 4
- VI. Conclusion

5.3 Choosing an Argumentative Topic

Topic of an argumentative composition should lend itself to this type. That is to say, they should reflect a point of view, an argument or a topic that makes argumentation clear. They can be in form of question, as well. If they focus on giving information, they are expository but not argumentative. Thus, writers must be careful in not falling to this trap. Some topics that can be suitable for argumentation are like follows:

- *Is fame blessing or cursing?*
- *Is cloning ethical?*
- *Is physical appearance enough for a partner?*
- *Should we have punishment in education?*

- *Are advertisements useful?*
- *Are cartoons useful?*
- *Is marriage necessary?*
- *Abortion*
- *Shall we have nuclear power stations?*
- *Euthanasia*
- *Are credit cards necessary?*
- *Friendship*
- *Plastic surgery and beauty*
- *Internet: good or bad?*
- *Education in a foreign land: a gamble?*
- *Are all educated people civilized?*

5.4 Sample Argumentative Compositions

After saying so much about argumentation, it is time to see examples of argumentative compositions. These examples exhibit mentioned points and considerations about this type of composition. Thus, a careful study of examples will help readers understand the subject matter in a better way. For sure, no example is perfect, and they possess some weaknesses. However, this fact should not be taken as something discouraging. It is a chance to analyse examples in a more critical way, and another occasion for critical reading.

Sample 1

Type of composition: Argumentation – Type 3

Type of outline: Phrase Outline

Title: Love or Logic

Introduction: Love or logic

I. Having different ideas

A. Effect of culture

B. Economic situation

C. Educational level

Conc.: Shaping our lives

II. People tricking each other

A. Dating process

a. Showing good sides

b. Hiding habits

c. Giving promises

Conc.: Using your mind

III. Love not lasting forever

A. Changing after marriage

a. A routine life

b. Facing real characters

Conc.: Having a good pre-marriage friendship

IV. Logic never making people regret

A. Not having disappointment

a. Being a winner all the time

b. Being away from love pain

Conc.: Marriage not being business

V. The affect of money

A. Money makes the world go round

a. Leading a wealthy life

b. Using power of money

c. A colorful life

Conc.: Not ethical

VI. Love opening the door

A. A key to happiness

- a. Nothing as being loved and respected
- b. Strengthening desire for life
- c. Smallest unit for a happy country
- d. Mentally developed and self-confident children

Conc.: Love: a god-given gift

Gen. Conc.:

VII. Being on the side of love

A. Choosing your partner by feelings

- a. Love showing the right way
- b. Aging together
- c. Becoming a whole

Conc.: Listen to your heart

LOVE OR LOGIC

What makes a good marriage: love or logic? Different causes make people have ideas in these long-lasting choices. As a first one, we should consider the effect of culture which differs from person to person. The other, perhaps the most important one is economic situation; that is to say a rich girl for a rich boy. Last but not least educational level is another point in our mind. All the factors bring our mind an ideal partner and shaping our lives.

It is a well-known fact that people trick each other in life. These tricks are seen in dating process among couples. They show good sides of their bad habits which they think that this may spoil their friendship. Giving promises which are dream works is another point which we should focus on. However, by using your mind, you can overcome these problems.

A minority of people who think they are logical creatures claim that the pure love grossing the heart does not last forever. They declare that couples change after marriage due to some reasons which they could eliminate thanks to love. Having past so many years, they lead a routine life. Another cause spoiling marriage is that they face real characters of each other. However, having a good pre-marriage friendship, couples will surely walk in the street of happiness forever.

Some people think that logic never makes people regretful. They state that if you listen to your logic, you will probably not have disappointed in your life. They see themselves as the winner of anything all the time. Besides these, by using these methods, they keep themselves away from love pain. But, it should not be ignored that marriage is not a business.

Supporters of marriage by logic point out that the affect of money in one's life has a significant place. They base this idea on the famous saying 'Money makes the world go around.' Thanks to money they can lead a wealthy life. Also they can use the power of money enables them have a colorful life. On the other hand, this is not something ethical.

Once more, it is accepted by the majority of people that love opens every door in life. Love is defined as a key to happiness because of this reason. Nothing is better than being loved and respected. People strengthen desire for life. Besides these all, love is a must if you want to have happy families which constitute the smallest unit for a happy country. Thanks to this smallest unit, families will have mentally developed and self-confident children. For all these reasons, love is a god-given gift.

Thus, we should always be on the side of love if we want to survive in bliss. People had better choose their partners depending on their feelings. Sometimes, they may feel themselves just like a kitten lost in jungle; however, then love will appear in front of them just like a torch in the in the darkness and it will show them the right way. Pure love will help couples age together. When they feel themselves alone, they will get the necessary back up from love and at the end they will become a whole. So, no matter what some people say, listen to your heart and have a happy and peaceful life.

Sample 2

Type of Composition : Argumentation - 1st Type

Type of Outline : Phrase Outline

Title : The wild face of technology

Introduction : Mobile phones : Being widely used

I. Becoming popular in a short time

A. Children using it

B. Millions of users

C. A good market

Conc.: Global importance

II. Money trap

A. A new model each day

a. Means of showing off

B. Difficulty in paying bills

C. Repair and second-hand affairs

Conc.: An increasing deficit in our market

III. Social side

A. Harming private life

B. Disturbing other people

C. Long hours of conversation

Conc.: A new subject to sociologists

IV. Negative effects on health

A. Causing accidents

B. Brain damage, cancer, heart disorders

C. Causing disabled children

Conc.: Undermining our lives

V. Some positive sides

A. Ex.: Being lost in a forest

B. Ex.: Your health following all your life

C. Ex.: Taking photos, internet connection

Conc.: Just like Troy

General Conclusion

VI. Mobile phones: Surprise of modern life

A. Having many negative sides

B. Less positive sides

Conc.: Wild face of technology

THE WILD FACE OF TECHNOLOGY

We are all familiar with the fact that mobile phones are widely used and have an important place in our lives. They took their place a very short time ago; however, they are very popular now. You can see even very young children taking with somebody by the help of their handies. Users of these new-born machines reached millions. As a result of some research, it's also noticed that they have a good market as far as the economic side of the matter is handled. So, it is not difficult to see the global importance of mobile phones.

No doubt, this new technology product is a big money trap. Since a new model is produced everyday, people spend great sums of money, and this is something very important. They see mobile phones as a means of showing off; that's why, they even use the money necessary for other stuff. Buying phone is the beginning, but not the end: you may also have difficulty in paying bills. If the phone is broken, you have to pay again to fix it, and if you try to sell it, you lose again. Thus, they cause an increasing deficit in our pocket.

The social side of the matter is problematic, as well. We all accept the fact that mobile phones harm our private lives. In addition to harming private life, by using them everywhere, we may disturb other people. Long hours of conversation as

a gift of some operators may seem positive at first; however, the results are proved to be rather negative. As a result of the data gained, it's pointed out that a new subject for sociologists is discovered.

Perhaps the most negative effects of mobile phones are observed on human health. Initially, since many people use them while walking and driving, they cause accidents. Producers do not accept, but it is proved that handies cause brain damage, cancer and health disorders. If they are used by pregnant women, there's a risk of having disabled children. In sum, we can say that by using mobile phones, we undermine our lives.

With all their bad effects, mobile phones have a few positive sides, too. If you're lost in a forest for an instance, your life can be saved thanks to it, but don't forget other harms on your health. They also make the world smaller; however, don't forget that they limit your privacy, for instance your health may follow all your life. Handies can be used for taking photos, internet connection, watching TV and the like, but these good properties can be used for bad purposes. So, it can be declared that they are just like the horse of Troy with hidden evils in it.

Mobile phones are the surprise of the modern life. They have many negative sides. They have positive sides, too; but they are not strong to cover the negative sides. Who knows, probably, that's why, they call them the wild face of technology.

Sample 3

Type of composition: Argumentation

Type of outline: Phrase outline

Title: Is Vivisection Necessary?

Introduction: A matter of debate

I. A matter of science

A. Definition of vivisection

a. Having a long history

b. Practiced by scientists

c. Not most number

d. Useless animals

Conc.: A discussion point for all

II. Negative sides of vivisection

A. A cruel practice

a. Killing animals

b. Deep pain

c. Extinction of some species

d. Animal rights safeguard

B. Psychological viewpoint

a. Affecting children

b. Breeding violence

c. Affecting adults

Conc.: Precautions being taken

III. Positive sides of vivisection

A. Importance of human life

a. Finding cures to diseases

b. Saving many lives

c. Example: Serving mankind

d. Example: A family member

B. Careful practice

a. Against wasting animals

b. Only scientific purposes

c. The last choice

d. No cross no crown

Conc.: Divinity of human life

Gen. Conc.:

IV. Vivisection being necessary

A. Need for scientific advancement

- a. Stopping backward thinking
- b. Not wasting next generations
- c. Keep innocent people alive
- d. Back to the middle ages
- e. Thinking objectively

Conc.: Indispensable fact

Is Vivisection Necessary

Vivisection has been a matter of debate among many scientists nowadays. Vivisection, in fact, is a matter of science and it must be considered in this respect. Vivisection can simply be defined as practice of performing surgical experiments on live animals for scientific purposes. Vivisection has a very long history nearly as long as medicine, and that's why it's very advanced. It has been practiced only by scientists and doctors but no other people. Besides, vivisection hasn't been practiced on a vast number of animals: only a limited number is seen in records. The animals used in such experiments are generally useless animals like rats, and people can't put forth a sound proof which contradicts this fact, can they? However, with all these, vivisection remains as a discussion point not only for scientists but also for all the other people.

People who are against vivisection claim that it has many negative sides, and they sum up these negative sides under two branches. Firstly, they say that vivisection itself is a very cruel practice, and is not a humane approach. They consider vivisection just killing animals: no difference is seen from their point of view, but is it really like this? They assert that during an act of vivisection animals feel a deep pain, and they are terribly against this, but how can they know this? They even declare that vivisection may cause distinction of same species in the future. All these ideas are supported by animal rights safeguards, but do they care about human life? People who are against vivisection secondly claim that psychological viewpoint of vivisection is very important as well. According to them, vivisection scenes may

affect children negatively, and this may lead to future psychological disorder on children. Children under the influence of these sciences might happen to apply similar applications to their sisters, brothers, peers or pets, and this may breed violence, but do they know that such scenes are never declared? They also say that this event does not only affect children but also adults. Consequently, they think that vivisection is a very dangerous fact, but they forget one thing: for such situations, a all precautions are taken before head.

Positive sides of vivisection are more than its so-called negative sides. Importance of human life comes first for scientists as for all human beings. By the help of vivisection, scientists have found many cures to diseases, haven't they? Thanks to its applications, many lives are saved, and many families stayed unbroken. It should also be known that animals are created to serve mankind: an example to this situation is explained in our holy book Koran and in it, this situation is dealt with clearly. Another example showing the holiness or human life can be presented like this: would you choose a member of your family or a mouse, if you were in such a case? It should never be forgotten that practice of vivisection is carried out very carefully, just as in every scientific affair. Scientists never play games with the lives of animals. Because they are against wasting animals. They use animals only for scientific purposes. Besides, it must be known that sometimes vivisection is practiced as the last choice, if there were other choices, why would scientists practice it? The history of men shows that unless you take some risks, you can't make progress as explained in the English proverbs "No pain no gain" and "No cross no crown". So, we should seriously contemplate the divinity of human being and its priority in the world.

As a result, vivisection is very necessary if we want to cope with our problems and be happy throughout our life; Human beings need scientific advancements to maintain their existence and to develop their living conditions. In order to do this, we should stop backward thinking. We should not waste the next generations by creating so-called vivisection problems. Abolishing vivisection may take us back to the Middle Ages when plague was killing people: are you in desire of this? Besides, we should think objectively and we must understand that vivisection is a very important means which helps scientists to be able to achieve their goals and find drastic

solutions to major problems. Therefore, we should practice vivisection and consider it as an indispensable fact for the survival of mankind.

Sample 4

Type of composition: Argumentative (4. Method)

Type of outline: Phrase outline

Title: Must Military Service Be Compulsory?

Introduction: Discussions about compulsory military service

I. A subject of debate

A. The place of compulsory military service

a. Many countries having it

b. Using it in many fields

c. Having public support

Conc.: Being compulsory military service an issue of all

II. Advantages of compulsory military service

A. Full security

a. Having a big and strong arm

b. Human factor

c. Having knowledge about military service

d. Being dissuasive on enemies

B. Human sides

a. Making no discrimination

b. Having the sense of discipline

c. A step to adulthood

d. Alone and real life

e. Spending no money

Conc.: Multi-sided development

III. Disadvantages of compulsory military service

A. Disturbing the lives of people

- a. Breaking up the plans
- b. Disturbing academic life
- c. Keeping away from family

B. Being conscientious objector

- a. Being against war
- b. Keeping away from guns
- c. Not accepting military service

Conc.: Security being in the first rang

Gen. Conc.:

IV. Compulsory military service being necessary

A. Keeping ready for bed situations

- a. Needing people for power
- b. Needing a strong army
- c. Growing mentally
- d. Disciplining people

Conc.: Inseparable part of life

Must Military Service Be Compulsory?

Since a very long time, there have been great discussions about compulsory military service. Owing to this situation, compulsory military service has been a subject of debate. But when making discussions about the situation of compulsory military service, it is significant to mention about the place of it due to the current situation. First of all many of the countries in the world have an army composed of soldiers of compulsory service. Secondly the soldiers of compulsory military service can be used in many fields. Lastly, people are on the side of military service being compulsory, so it has public support. Even from the interest of people it can be understood that compulsory military service is an issue related to all.

It is very clear that compulsory military service has unneglectable advantages. For example, full security is one of them. By the help of military service a country can have big and strong army in order to defend itself. Human factor which forms an important point is gained by this way. Compulsory military service also makes whole man have knowledge about military service and this can be necessary in certain situations. A strong and big army enriched by compulsory military service dissuasive against enemies. Humanly sides from another part on the advantages of compulsory military service. No discrimination in an army where there is compulsory enlisting. By the help of compulsory military service young people have sense of discipline. Apart from these, people of this kind of army step from childhood or youth to adulthood. All men of a country can have knowledge about real life, because they will be alone and give decisions by themselves when they serve military service. Also due to compulsory military service, less money will be spent on professional soldiers and country will benefit from this situation. As a result, compulsory military service will settle a multi-sided development in a country either from personal or social sides.

Even it is in minority, it is thought that compulsory military service has some disadvantages. Disturbance of the life of people or in other terms cutting the flow of peoples life is one of them. It is claimed that compulsory military service breaks up the plans for future. It is point out that it disturbs academic life. It is also mentioned that it keeps people away from their families and damages the relations. Besides these, some people call themselves conscientious objector, that is to say they are morally against war and by this way they are against compulsory military service. They are against any kind of military operations and war. They also want to keep away from guns which they think are necessary. As objectors do not accept military service they do not want it to be compulsory. But security and human life is in the first rank and compulsory military service is the best way to get them; in addition to these, for people of the mentioned situations all facilities are supplied so their criticism are unnecessary.

Consequently, it is deeply understood that compulsory military service is necessary. It keeps people ready for bad situations that we do not want. Firstly, a country may need people of armed forces in order to gain power. Secondly, a strong

army is necessary. Thirdly, young people grow mentally during compulsory military service. Lastly, they are disciplined and they learn about real life. In sum, accepting compulsory military service as an inseparable part of life must be the right way to choose since it prepares people to have both security and maturity.

Sample 5

Type of Composition : Argumentation – Type3

Type of Outline : Sentence Outline

Title : Big Family Happiness

Introduction : Should We have larger families?

I . People have different ideas about big families.

A : Some people like it.

B : Some people are against it.

Conc . : Average Turkish family is big.

II . Big families require a lot of Money.

A : This is not reality.

a : Each member can work.

b : God gives Money.

Conc. : This should not be a reason.

III. Parents cannot provide good education.

A : This is not logical consequence.

a : Ex. Minister Mehmet Şimşek is from a big family.

b : Ex. Our class member Nevcan is successful.

Conc . : Big families do not block good education.

IV . Parents cannot take care of all children.

- A . They care more.
 - a .They are more experienced.
 - b . They get help from older children.

Conc . : Parents job becomes easier.

V . Larger families are beter.

- A . They have strong family relations.
- B . Members never feel alone.
- C . They can share responsibilities.

Conc . : Big families make life easier.

Gen. Conc. :

VI . Larger families are necessary for a happy life.

- A . People develop interpersonal communication.
- B . They learn sharing.
- C . They become mature.

Conc . : They celebrate many birthdays.

BIG FAMILIES HAPPINESS

Should we have larger families, that is to say, should couples have many children? People of our society have different ideas about this big family issue. It can be observed that most of the people are for this idea because they like children around them. However, minority of the people are against it. Actually, when we think of average Turkish family, we can easily notice that Turkish society is on the side of big families.

Opponents of big families claim that a large family requires a lot of money. But, this is not the reality. The reason is that each member of the family can start working after a certain age to support the family budget. Besides, religiously thinking, it is believed that God gives money with each new born baby. So, it becomes crystal clear that money is not a block for big families.

It is also argue that parents cannot provide good education, if they have more children. Yet, this is not a logical consequence. For example; our economy minister, Mehmet Şimşek, is from a big family, and he has a good educational background. Another instance is our successful class member Nevcan, who has a large family. Thus, it is proved that big families do not impede good education.

Another so-called difficulty of big family is shown with the explanation that parents cannot take care of all children. What is ridiculous with this belief is that they even care more. Firstly, parents of big families are far more experience. Secondly, they can get help from older children. Consequently, it seems that parents' job becomes easier in bringing up their children.

What we understand from the refutation of so-called disadvantages of big families is that larger families are better because of varies reasons. By the help of them, relations in the family become stronger. They never feel alone because they find a family member whenever they want. They can also share responsibilities in case of need. As a result, big families make life easier, and give you more time yourself.

All in all, it is the evident that larger families are necessary for a happy life. People have a greater chance to develop interpersonal relations in them. They learn sharing as well as caring. They become mature for more ahead of their age. The only negative side may be the danger of forgetting one's birthday or finding a wealthy financier to support present for family members.

UNIT 6

DOCUMENTING SOURCES, PARAPHRASING AND SUMMARISING

As is known, documenting sources is a very important consideration in academic writing. In order not to cause plagiarism in writings, one has to consider documentation of sources. However, documentation of sources requires some rules with it. These rules are so different in their nature that even there are great differences among them. Since this study aims to form suggested syllabus for Advanced Writing Skills not for Research Skills, these matters will not be handled in detail. A surface study is aimed.

6.1 Quoting

Quoting or direct quotation means using exact words of somebody in a piece of writing. Summarising or paraphrasing is not utilized anyway. Since words are not changed at all, quotation marks are used at the beginning and at the end of the words. In addition to using quotation marks name of the writer and publishing date as well as page number are necessary. However, usage of such information may change according to the style of referencing.

6.2 Citing

Citation making is often confused with quoting. However, they are different things. A citation does not have to be direct quotation all the time. It can indirect as well as direct. If it is a direct quotation, then there is no problem about it because it is mentioned beforehand. Quotation marks are used to make the situation clear. If it is

indirect quotation then it is another way. Quotation marks are not used. But similar to direct quotations, information on writer, date and even page numbers can be given.

6.3 APA and MLA Styles

APA and MLA are two main documenting styles used in academic writing. APA is a documenting style governed by American Psychological Association. This style is frequently used in the social sciences, and versions similar to it are used in the biological sciences, business and the earth sciences.

6.3.1 APA Style

In this part some examples to APA style are presented. Only main referencing examples are given since this study does not aim forming suggested syllabus of Research Skills. So, the mentioned examples will be handled briefly. Here is some basic information on using APA for documenting.

6.3.1.1 Book with One Author

Smith, R. (1999). *The importance of writing in English*. London: Longman

6.3.1.2 Book with Two Authors

Smith, R. and Johnson, M. (1999). *The importance of writing in English*. London: Longman

6.3.1.3 Book with Three Authors

Smith, R., Johnson, M. and Rush, E. (1999). *The importance of writing in English*.
London: Longman

6.3.1.4 Article with One Author

Smith, R. (1999). The place of motivation in using visuals in teaching English.
English Teaching Journal. 23(1), 55-66.

6.3.1.5 Article with Two Authors

Smith, R. and Johnson, M. (1999). The place of motivation in using visuals in
teaching English. *English Teaching Journal*. 23(1), 55-66.

6.3.1.6 Book with an Editor

Smith, R. (Ed.). (1999). *English as a second language*. Longman: London.

6.3.1.7 Article from a Newspaper

Smith, R. (1999, June 3). The place of motivation in using visuals in teaching
English. *New York Times*. Section 8, 1.

6.3.1.8 Article from a Full-Text Database

Smith, R. (1999, May/June). The place of motivation in using visuals in teaching English. *English World* [Online], 44-66. Available: InfoTrack SearchBank. [1999 July 22].

6.3.2 MLA Style

In this part some examples to MLA style are presented to learners. These basic examples will give brief information to readers in the way of forming awareness in documenting by MLA style.

6.3.2.1 Book with One Author

Smith, Robert. *The importance of writing in English*. London: Longman, 1999

6.3.2.2 Book with Two Authors

Smith, R. and Michael Johnson. *The importance of writing in English*. London: Longman, 1999

6.3.2.3 Book with Three Authors

Smith, R., Michael Johnson and Ellie Rush. *The importance of writing in English*. London: Longman, 1999.

6.3.1.4 Article with One Author

Smith, Richard. "The place of motivation in using visuals in teaching English." *English Teaching Journal*. 41 (1999) 55-66.

6.3.1.5 Article with Two Authors

Smith, Richard and Michael Johnson "The place of motivation in using visuals in teaching English." *English Teaching Journal*. 41 (1999) 55-66.

6.3.1.6 Book with an Editor

Smith, Richard, ed. *English as a second language*. Longman: London, 1999.

6.3.1.7 Article from a Newspaper

Smith, Richard. (1999, June 3). "The place of motivation in using visuals in teaching English." *New York Times*. [New York] 3 June 1999 Section 8, 1.

6.3.1.8 Article from a Full-Text Database

Smith, Richard. "The place of motivation in using visuals in teaching English." *English World* May-June 1999: 44-66. Available: InfoTrack SearchBank. Online 22 July 1999.

6.4 Paraphrasing

Paraphrasing is a very useful device in academic writing. By making use of paraphrasing, writers can avoid plagiarism. By changing the form and structure of quoted parts, they are paraphrased and they are no more defined as direct quotations. There are different ways of applying paraphrasing. In this part of the study some ways of paraphrasing are explained.

6.4.1 Dividing Sentences

A sentence which can be considered as long can be divided into two or more parts. This way, structure of the sentence is changed. Besides, different linking words can be used to change the structure more. This is the simplest way of paraphrasing

6.4.2 Connecting Sentences

In contrast to dividing sentences into shorter chunks, shorter sentences can be connected as a way of paraphrasing. When such a technique is used, different subordinators or coordinating conjunctions are utilised. Structures of sentences are changes, and compound, complex or compound-complex sentences are formed.

6.4.3 Changing Grammatical Structure

Changing grammatical structure of a sentence is another way of paraphrasing. For instance, an active sentence can be transformed into a passive, or the opposite. Likewise, a sentence can be inserted a relative clause to change its structure. This way, the meaning of the sentence is tried to be kept; however, the grammatical structure is never the same.

6.4.4 Using Different Vocabulary Items

Using different vocabulary items is perhaps the simplest way of paraphrasing. Instead of the original vocabulary, paraphrased form may include synonyms. It must be noted that, these synonyms have to be true synonyms. If true synonyms are not used, meaning may change, and more than paraphrasing, interpretation occurs.

6.5 Summarising

O'Hearn says that "a summary is an abbreviated version of longer piece of writing, a miniature reflection of the original text" (1989: 80). As she has noted down, first of all, a summary has to be shorter than the original text. Secondly, it must reflect the basic meaning and content of the whole. This is not an easy task; however, it is possible. By considering a few principles, a good summary can be written. Here are a few of them.

6.5.1 Finding Topic Sentence

In order to write a good summary, a writer first needs to find the topic sentence of the text so that he can have a complete mastery of the subject. Then, writer of the summary can stick to the topic, and instead of writing an interpretation or irrelevant sentences, he can write a good summary which does not neglect the topic of the text.

6.5.2 Identifying Major and Minor Ideas

In the way of summary making, major and minor ideas of the text need to be considered, as well. Depending on the length of summary, initially sub minor ideas, later minor ideas and at the very end major ideas are eliminated. The reason of doing

it is that, a summary needs to possess the most important elements in a text. However, it must be kept in mind that a summary is never elimination of some sentences and leaving more important ones. A summary is a kind of paraphrasing.

6.5.3 Finding Examples

Finding examples in a text is an important matter in making summaries. The reason is that examples are vital to the comprehension of a text. Sometimes, in writing a summary, more than major ideas and minor ideas which support them, examples are more vivid in explaining facts. Therefore, examples must be studied carefully in making the summary of a text because if the example is good enough, it can be used as a representative of the text with some other additional explanations.

6.5.4 Rewriting

It must be kept in mind that summary making is a rewriting process. It is paraphrasing in a sense. However, the main difference is that a summary has to be shorter than the original text. What must be understood from this part is that summary making does not mean leaving out some relatively less important sentences and keeping more important sentences and the topic. This is not summary making, thus summary making requires rewriting. No need to say, good summary makers are good paraphrase writers. Thus, a good summary writer must have the capacity to rewrite pieces of writing, as well.

All in all, documenting sources, paraphrasing and summary making go hand in hand in writing process. The reason is that without having knowledge of these considerations, a writer may cause plagiarism. To avoid this unwanted situation, mastery of documenting sources is a vital issue; however, it must be supported by paraphrasing and summary making. Otherwise one leg of the three pod is broken and this way or that way a mistake leading to plagiarism occurs.

UNIT 7

CURRICULUM VITAE WRITING

Curriculum vitae writing is a very important consideration both in academic writing and academic world. It is the first step in situations like job applications. However, apart from job applications, curriculum vitae is necessary in places like end of articles in journals, books and personal or institutional web pages. As a consequence of this fact, English language learners must be given information on this issue in writing courses.

7.1 Parts of Curriculum Vitae

Curriculum vitae has many parts each of which has different functions. In this part, parts of curriculum vitae will be examined in terms of their importance and duties. All these parts have different values in curriculum vitae, but it must be noted that all these parts do not need to be placed in CV all the time. Their existence is based on the aim of the curriculum vitae, so some of these parts may not take place in each.

7.1.1 Personal Information

Personal information is the first thing to be given in curriculum vitae. It is a must, the reason is that it gives information like name, birth date, birth place and occupation. Sometimes marital status can be given, as well. It is generally placed at the very beginning of the curriculum vitae and sometimes name and/or occupation is written with bigger fonts. This way, it can be more attention taking, especially in job applications.

7.1.2 Communication Information

Right after personal information, what is to be placed in a curriculum is communication information. The reason is simple: If they cannot reach you, you cannot be employed or given information on anything. So, communication information is another must for a curriculum vitae. Communication information includes phone number, e-mail, address and other means which make it easy to reach you in need. Phone number can be mobile number, home number or office number. However, in the fast routine of modern world, mobile phone numbers are much favoured in communication information part. Address has to be a safe one because you may be posted something important through it. E-mail address is another thing that needs to be placed. Some institutions prefer calling their applicants through sending e-mails which costs less and takes less time. If you have, fax number can be placed in communication information part, too.

7.1.3 Educational Background

Educational background part in curriculum vitae forms another very vital part. It presents all the educational history of the applicant. The order is generally from the most recent one to the least recent one. Institutions are placed generally with graduation years. However, both year of beginning and graduation can be stated, as well. It is advised not to write primary school if not wanted especially. In addition to the schools attended, other educational institutions which contribute to the professional development of the applicant should be placed in educational background part.

7.1.4 Success and Scholarship

Success and scholarships an individual gets make him or her different from other people. They make him or her more close to his or her professional aim. So, in

curriculum vitae, this is placed to visualize the person applying for a job in a more concrete and distinctive individual. All the scholarships you get through your life, both educational and non-educational achievements make you have an outstanding position. It must be noted that in today's world, people are close to each in the background that they have built in terms of education. What makes them different is the way and rank they had taken their titles. As a consequence of this fact, graduation rank, being an honour student or having a degree in an educational or non-educational institution makes you more outstanding and preferable.

7.1.5 Experience

Education and success are qualifications that every employer wants; however, what they want besides is experience. All kinds of previous studies and works are listed under the title of experience. If they are related to the position applied, it is better for the applicant. Other experiences which may seem unnecessary to the subject matter may help, as well. For instance, if an English language teacher position is applied for, all types of private courses, teaching experiences, language use opportunities may be very advantageous for the applicant.

7.1.6 Courses Given

If the curriculum vitae writer has experience in terms of teaching, courses he or she has given should be given under this title. Courses with their codes and preferably credits should be presented here. Courses given are very important because they give clues about the writer's branch and expertise field.

7.1.7 Certificates

Certificates are licenses that one has accomplished something. So, they are signs of success. All types of certificates contribute to your personal development and help you get a better position in your career. Thus, they need to be placed in curriculum vitae. For example, TOEFL scores, ALES, KPDS, GRE and similar exam scores are proofs of your concrete success. In addition to academic certificates, non-academic certificates like driving licence can be taken as an advantageous qualification. As a consequence, it is advised to write such certificates in curriculum vitas.

7.1.8 Objectives

This part gives information about future objectives. It is important to talk about objectives because objectives of the applicant and the institution should match. Thus, in curriculum vitae, the writer should talk about his or her objectives. They should be stated as simple as possible so that no misunderstanding takes place. It is advised to be honest about objectives, or else it will not be ethical.

7.1.9 Hobbies

Hobbies or sometimes called activities and interests part is about personal areas of interest. It gives clues about your personality and way of life. So, people who read your curriculum vitae want to have information about your hobbies in order to have some information about your personal life. As is known, people want to have employees who are cooperative, friendly, sympathetic, understandable and hard working. A curriculum vitae with good hobbies may help you in this respect. Aggressive sports or hobbies may be disadvantageous to write in this respect. Sport and activities which reflect high sense of quality, sophistication and friendship are of great help. Thus, while writing this part, curriculum vitae writers must be careful about such concerns.

7.1.10 References

References are maybe the most important considerations in curriculum vitae. The reason is that they are the people from whom very valuable information about you is sought. Depending on this fact, curriculum vitae writer should select references carefully. Ethically, references need to be informed if they are taken as references. Besides, curriculum vitae writer is expected to place references with higher titles as much as possible. People with titles, experienced people, or people who are well known in their field are appreciated as references. So, it is more advantageous to write their names in curriculum vitae. In addition to their affiliation and names, contact information like address, phone number and e-mail should be placed, as well. In case of communication need, they are to be looked for through such information. First degree relatives should not be placed in references part because it harms the objectiveness of curriculum vitae. As a consequence, references part forms a very important component in curriculum vitae and just like choosing the people to write in it, presenting necessary information about them is also very important.

7.1.11 Photograph

With the development of technology, some things there were not placed in curriculum vitae before have been used for some time. One of such things is photograph. It is a clear fact that photograph is not something new; however, use of it in curriculum vitae cannot be thought of something novel. In short, sometimes in a curriculum vitae, photograph can be placed. Properties of the photograph are important in a serious form like that. First of all, it must be formal. Both the posture of the individual and the clothing needs to be in a formal way. For men a tie with a shirt and jacket, and for women a formal style suit is advised. Men had better be shaven. Both sexes need to have neat hair, as well. A photograph with all these qualifications will help the curriculum vitae writer form a good and serious

impression which will help him in the way of reaching his aim. As a result, if a photo is going to be used in curriculum, these facts must be considered.

7.2 Important Facts to Consider in Curriculum Vitae Writing

Curriculum vitae writing is a serious concern and one needs to be sensitive while touching upon some matters in writing it. The reason is that details create great differences. So, while writing curriculum vitae, some concerns need to be investigated. Here are some of them:

7.2.1 Aim and Address of Curriculum Vitae

Aim of curriculum vitae is the first factor that shapes it. So, its writer needs to be aware of the aim of curriculum vitae, and he or she needs to design it in accordance with its aims. Aims may be like job application, self introduction in web page or writer information on the back of a book. As the aims differ, design changes.

If the aim of curriculum vitae writing is job application, generally it is written as separate paragraphs each of which focus on a different subject like, personal information, experience, success and scholarship and references. It can be in table form, as well. It had better be one page so that extra pages do not get lost. However, if detailed information is looked for, of course it can be longer. If it does not fit one page, fonts can be smaller. Parts like references, objectives and hobbies are characteristics of curriculum vitae for job application.

Curriculum vitae may be written for personal web pages. In web pages, curriculum vitae may be less formal than that of job application. However, it is not informal either. Personal information like marital status, birth place and date may not be placed here. Instead, depending on the aim of the web page, information on academic career or personal features may be emphasized. For instance, if the web

page is designed for academic purposes, then the curriculum vitae will emphasize academic features, if it is written for non-academic aims, then it will emphasize hobbies, interests and personal information. So, even for the same place, the content of curriculum vitae may exhibit differences.

Another aim of curriculum vitae is relatively shorter and is designed generally for back of the books or articles. They are not very long. Even there may be word limit for them. Therefore, their content is limited. Basic information like a short summary of academic life and achievements are presented. In addition, areas of interest in academic life can be presented.

To sum up, as the aim of curriculum vitae changes, information filled in it changes. The writer needs to be careful about this very significant fact. If the mentioned considerations are not neglected, no doubt desired aim is reached. So, curriculum vitae writing have to be taken as an important fact in writing and details about it need to be learned.

7.2.2 Design of Curriculum Vitae

Design of curriculum vitae may exhibit differences according to the aim of the writer or the design he aims. Of course, the design is based on the preference of the writer. So, different styles may be used.

Initially, curriculum vitae writer may choose to use a type which is based on questions and answers. This way, the information presented in curriculum vitae is designed as answers given to the questions or headings. For instance, under the title of personal information, basic personal information is presented. Or for experience part, some information concerning experience is given for the reader. In this type, as answers to the headings, both phrases or full sentences can be preferred. It depends on the choice of the writer.

Secondly, tables can be used for writing curriculum vitae. In this form of curriculum vitae, all the information is given in boxes in table. This is something just about the visual side of the activity. In other words, the information given is no different from that of the others. However, the way it is presented differs. This is the choice of the writer or desire of the institution that asks for it.

Lastly, curriculum vitae may be written as essays. The curriculum vitae written in essay form is actually a kind of composition the basic aim of which is to inform the reader about someone. It can be taken as an expository composition. In this type of composition, more than statistical information, basic explanatory information on the personality and life of target person is focused on. Such types are generally observed on the back of books. And they are hardly ever used for academic life or job application.

Consequently, there are different styles for curriculum vitae writing. Each type is used for a different purpose. One is not superior than the other. The most important thing is to use the most appropriate one that fits the writer's purpose.

7.3 Samples for Curriculum Vitae Writing

After considering important facts about curriculum vitae writing, now it is better to clarify the subject with some examples. Below are some sample curriculum vitas of different types. By studying them, both differences between types and important considerations in writing them is understood better. So, they are given to make the point clear.

Sample 1

AYŞEN KÜPELİOĞLU

Kutlutaş Blok. 41.sok. Kemer 49 apt.

Zemin kat Eryaman/ANKARA

Mobile: 0 542 693 39 00

OBJECTIVE.....

To have a challenging and outstanding position in my field that will enable me to use both my personal skills and educational background.

EDUCATION.....

Hacettepe University / B.A in Economics (English) 1994-2000

Worked on various projects such as;

- An overall evaluation of Russian Crisis through a deterministic viewpoint
- Statistical modelling and regression analysis in Econometrics

- *Karacasu Lisesi* *1991-1994*

COMPUTER SKILLS.....

- Advanced command of Microsoft Office Applications such as Excel, Word, Powerpoint
- User of Web Browsers such as Internet Explorer

LANGUAGE SKILL.....

- Advanced command of both written and spoken English at university level

EXPERIENCE.....

- Republic of Turkey , Prime Ministry,
Undersecretariat of Foreign Trade
Rotational Summer Apprentice *1998*

ACTIVITIES AND INTERESTS.....

- Currently attending a private dancing course. Special interest in drama, cinema, opera and ballet as well as amateur drawing. Meeting new people, travel.

PERSONAL DETAILS.....

- Born 22.08.1978
- Able to travel within and out of Turkey

REFERENCES.....

..

- Hüsamettin Nebioğlu , General Assistant Manager
Republic of Turkey , Prime Ministry,
Undersecretariat of Foreign Trade, Ankara
- Prof.Dr. Orhan Morgil
Hacettepe University

Sample 2

Zeliha Demir

	Beytepe / ANKARA	mailto:zelihadagdelen@gmail.com
	Beytepe Öğrenci Evleri C Blok Oda No:305	+90 505 775 82 99 +90 543 512 07 14
Personal	Birth place and date: Denizli, 08/03/1983 Sex: Female Marital Status: Single	
Objective	I would like to serve my country and the institution I work for by performing my job in the best way.	
Education	October, 2001 – June, 2005 / Hacettepe University / Ankara <ul style="list-style-type: none"> ▪ Computer Engineering Department ▪ GPA = 2.70 / 4.00 1994 – 2001/ Nazilli Anatolia High School/ Nazilli - AYDIN <ul style="list-style-type: none"> ▪ GPA 5.00 / 5.00 ; I graduated with first degree. 	
Experience	Traineeship: <ul style="list-style-type: none"> ▪ 23/06/2003 - 15/08/2003 Milli Eğitim Bakanlığı, Ankara <ul style="list-style-type: none"> ○ Tools: SQL Navigator, Oracle ○ Implementation of update, insert, delete operations on database of teachers' appointment and other informations who work in Milli Eğitim. ▪ 14/06/2004 - 23/07/2004 T.C. Merkez Bankası, Ankara <ul style="list-style-type: none"> ○ Tools: JavaBeans, ActiveX Control Bridge 	

- Preparing plug-in for Borland Delphi with using JavaBeans

Senior Project:

- I worked with **Ferhat Savci** in the project group of six people on the subject 'Management of REST based relational database on web and increasing the performance of the implementation'.
 - **Oracle 9i** database server
 - **IDEA 4.5** software development tool
 - **Tomcat 5.5** application server
 - **Rational Rose** modeling tool are used.

Database Project:

- Within the framework of the lecture Bil 455 DataBase Laboratory, I took part in the implementation of the project 'Management of Intensive Care Service'.
 - **Borland Delphi 9** software development tool and
 - **TOAD** are used.

Artificial Intelligence Project:

- Within the framework of the lecture Bil 482 Artificial Intelligence, I implemented the project 'Mancala(Bantumi) Game'.
 - **Borland JBuilder** software development tool is used.

Other:

- Automation of Bottled Spring Water Distribution Station: Rational Rose Modeling, Java Threads-XML- Rational Rose- Windows
- A Card Game Cooked: Network-Socket Programming, C, Java and Linux
- Socket Programming: Java and RMI, Borland JBuilder and Windows
- Simulation of File Management System: Operating Systems, C and Windows
- B Tree Application: Data Structures, C and Windows
- Join Strategies: Database Management System, Java and Windows
- Process and Thread Programming: Application of a simple text based media player , ANSI C and CentOS
- Artificial Intelligence-Decision Trees: Data Structures, C and Windows
- Converter from Infix to Postfix: Assembly Programming, C and Windows
- Hex, Float, Integer Calculator: Generic Programming,

	<p>ADA95 and Windows</p> <ul style="list-style-type: none"> ▪ Application of Binary Search Tree: Data Structures, ADA95 and Windows ▪ Application of Java Swing: Java Programming, Borland JBuilder ve Windows ▪ Code Converter from C to Assembly: System Programmig, C and Assembly ▪ Artificial Neuron Network: Graph Theory, C and Windows ▪ Pattern Search: Programming with Unix Shell Commands, C and Unix ▪ Polinomial Operations: Data Structures, C++ and Windows ▪ Checkers Game: Data Strructures, C++ and Windows ▪ Application of Binary Search Tree: Data Structures, C and Windows
Computer Skills	<p>Programming Languages:</p> <ul style="list-style-type: none"> ▪ Java -- <i>good</i> ▪ JSP -- <i>intermediate</i> ▪ C / C++ -- <i>well</i> ▪ Pascal -- <i>good</i> ▪ Borland Delphi -- <i>good</i> ▪ Assembly -- <i>intermediate</i> ▪ ADA 95 -- <i>good</i> <p>Database:</p> <ul style="list-style-type: none"> ▪ SQL, Standart Query Language -- <i>good</i> ▪ Oracle versions --<i>good</i> <p>Operating Systems:</p> <ul style="list-style-type: none"> ▪ Linux ▪ MS Windows versions
Languages	<ul style="list-style-type: none"> ▪ English: <i>good</i>
Interests and Hobbies	<ul style="list-style-type: none"> ▪ Traveling, listening music, aeronautics.

Sample 3

REŞAT ONUR

**Sokulu Mehmet Paşa cad.
Cenk apt. 129 / 1 Dikmen
Çankaya / ANKARA
RESAT3863@hotmail.com
Mobile:(+90) 0 536 954 63 96**

OBJECTIVE

To be the best in my field
To be able to use both my personal skills and educational background effectively whichever institution I work in
To be a useful citizen to the society and my nation

PERSONAL DETAILS

Date of birth : 05.03.1986
Place of birth : Kahta
Marital statu : Single
Sex : Male

EDUCATION

2003 - Hacettepe University, Department of Foreign Language Teaching Education, Ankara/TURKEY
1999-2003 Mersin 75th year Anatolian Teachers High School, Mersin / TURKEY
1996-1999 Mehmet Fatih Secondary School, Mersin / TURKEY
1991-1996 Abdullah Günaydın Primary School, Mersin / TURKEY

PERSONAL SKILLS

Language Skills : Turkish(Native Speaker)
English(Advanced)
German(Beginner)

Computer Skills : User of MS Office, Windows 98 & 2000 & XP programs
User of Web Browser such as Internet Explorer

WORK EXPERIENCE

(2004) Worked as a barman in a bar of a resort hotel in an area which was heavily populated by foreign people, for three months in Antalya / TURKEY

(2003) Gave tuitions to two boy of fourteen in English for six months in Ankara / TURKEY

(2001-2003) Worked as a waiter in a restaurant for two years in Mersin / TURKEY

(1995-2000) Worked in a photographer's shop as a helper for five years in Mersin / TURKEY

SPECIAL ACTIVITIES

(2004) Partipated in a seminar for Fast Reading and Fast Understanding Techniques by Adil MAVIŞ , Ankara / TURKEY

(2003) Participated in a seminar for Creative Thinking and Memory Developing Techniques, İstanbul / TURKEY

PERSONAL CHARACTERISTICS and INTERESTS

Personal Characteristics:

Learn and adapt quickly, self-starter, self-learner, problem solver, team player, cultural understanding , cooperate social responsibility

Interests :

Interested in Information Technology, interested in all sports; good at soccer (amateur footballer) and table tennis, chess, loves travelling , enjoys cooking, music and cinema

SUCCESS and SCHOLARSHIP

(2003) Being the 194th most successful student in Turkey in the foreign language exam by taking the point of 385,395

(2003) Being the 5th most successful student in Mersin in the foreign language exam made in Turkey

(2003) Scholarship of Ministry of Education of Turkey (No payback)

(2003) Scholarship of Prime Ministry of Turkey (No payback)

(1997) Being the 1st in Mersin Fatih secondary school in the exam made by the Ministry of Education

REFERENCES

Res. Asst. İ. Fırat ALTAY (Hacettepe University,Department of English Language Education)

Prof.Dr. Mehmet DEMİREZEN (Hacettepe University,Department of English Language Education)

Sample 4

HİLAL AYDIN

PERSONAL INFORMATION

Name : *Hilal*

Surname : *Gumus*

Birth place / date : *Kutahya / 12.07.1986*

Marital status : *Unmarried*

Address : *Eighth Avenue Yesiltepe blocks 4.block No: 102 Emek / ANKARA*

E-mail address : *hilalgumus06@yahoo.com*

Telephone number : *0 544 526 3997*

EDUCATION

- *Studying in Hacettepe University Faculty of Education English Language Teaching Department (continuing...)*
- *High school education in Kutahya Anatolian Teacher High School (License grade: 04.66 out of 05.00)*
- *Secondary school education in Kutahya Anatolian High School (Taking scholarship for 2 years)*
- *Primary school education in Kutahya Azot Primary School (it finished in 4 years time)*

WORK EXPERIENCE

- *Giving several private English grammar courses to a high school student*

FOREIGN LANGUAGE

- *English (professionally)*
- *German (as a beginner)*

COMPUTER SKILLS

- *Word 2000 (adequate), Excel and Power-point (on the average),using the internet*

BRANCH ISSUES

- *Teaching English Language*

ACTIVITIES

- *Writing essays and poems (literal), reading books (especially in new Turkish literature), dancing, going to theatre*

REFERENCE

- *I. Firat ALTAY (Lecturer in Hacettepe University Faculty of Education English Language Teaching Department) Tel: 0 542 313 42 87 e-mail : ifaltay@hacettepe.edu.tr*

Sample 5

ALİME ÖVER

Fatih Mah. İnci Sit. B/ Blok No:24 Merkez/ÇANKIRI

TEL: (0376) 213 80 10 GSM: 0546 681 18 75

E-mail: alimeyilmaz@yahoo.com

PERSONAL DETAILS:

➤ Date of birth	27.11.1988
➤ Place of birth	ÇANKIRI
➤ Marital status	Single

OBJECTIVES:

➤ To be an effective teacher and improve myself while transmitting my knowledge to the students

EDUCATION BACKGROUND:

➤ 2007-...	Hacettepe University English Teaching Department (still studying)
➤ 2003-2007	Çankırı Nevzat Ayaz Anatolian Teacher Training High School

LANGUAGE SKILL:

➤ English (Advanced)

COMPUTER SKILLS:

➤ Word
➤ Excel
➤ Powerpoint

ACTIVITIES AND INTERESTS:

➤ Traveling	➤ Swimming
➤ Listening to music	➤ Cooking

➤ Reading book	➤ Shopping
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SCHOLARSHIP:

➤ MEB Scholarship (for four years)

REFERENCES:

<p style="text-align: center;">Sebahat ÇOLAK Çankırı Nevzat Ayaz Anatolian Teacher Training High School English Teacher Tel:(544) 761 99 36</p>	<p style="text-align: center;">Derya UNAL Çankırı Nevzat Ayaz Anatolian Teacher Training High School English Teacher Tel: (505) 966 57 88</p>
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To sum up, curriculum vitae is an indispensable part of academic writing. Besides, in modern life, it has a very wide area of usage. It is used in job applications, journals, web pages and many other similar areas. Therefore, students of English language teaching department need to know how to write curriculum vitae. By having information on curriculum vitae writing, their job will be easier, and they will be able to cope with the stress and difficulties of writing such a piece. They will be able to explain their forthcoming qualities, and this will help them have a better and bright career. So, curriculum vitae writing needs to be learned by them.

UNIT 8

LETTER OF MOTIVATION WRITING

Letter of motivation has been a part of academic life for a very long time. It has been started to be used for some specific occasions. In this chapter, letter of motivation writing and related topics are focused on. In addition to this, related examples are presented. As a consequence, a complete understanding about letter of motivation and writing it is aimed.

8.1 The Nature of Letter of Motivation

Letter of motivation, sometimes defined or interpreted as letter of intention, is actually based on the fact of self introduction and definition of writer's aim. But in its nature, it possesses other more concerns which form the basic nature of letter of motivation. In this part, the mentioned considerations will be unearthed. So, a better understanding of letter of motivation writing and a strong step forward in academic writing is aimed.

8.1.1 Introducing Yourself

The first step that goes forward in the way of motivation letter writing is self introduction. Without this very first step, other aims cannot be reached. This part is far more different than curriculum vitae, the reason is that in letter of motivation the main focus about the writer is his academic side. Schools graduated, academic achievements, success and scholarships, awards, study areas are some of these. However, in addition to the academic information, personal information may be given, as well. In some occasions, personal information is asked next to academic

one. The aim of asking personal information is to get know the writer better. Family life, hobbies and interests and personal choices may help the readers understand the character of the letter of motivation writer and evaluate him in a more meaningful manner. So, such information may be sought in these letters.

8.1.2 Reason of Writing the Letter of Motivation

Reasons for motivation letter writing no doubt have a great influence on the composition of these works. The reason is that both the content and style change due to the address it is written for. For academic positions, titles and schools or universities a more academic way including basic academic information is presented, whereas for less academic aims like work and travel programs, a more friendly but still a formal language can be used. In such occasions, the emphasis is on personal skills since they form the criteria of selection. This article is going to be dealt with in detail in the coming parts.

8.1.3 Why Should You Be Chosen?

In a letter of motivation, the core part or the body is based on the question ‘Why should you be chosen?’. In this part, things that make you different from and more preferable to other applicants are explained in detail. The writer does not need to be humble. He can talk about all of his qualifications without going far away from realities.

Qualities that make him privileged are the main focus of interest in this section. Special awards, graduation degrees, certificates and diplomas, exam results, some hobbies, sports activities, personal relations or any other distinguishing trait can be very essential. People generally find it hard to say extraordinary things about themselves as if they are lying. However, this is not the correct thing. Without telling your substantial attributions, you cannot reach your aim.

8.1.4 Things That You Can Provide

Every institution or program wants people that they can benefit from. Thus, they want to know how they can get the best service from the letter of motivation writer. While writing this letter, writer needs to know the address' requirements and services that are sought. So, he can explain the things that he can provide for them. These concerns had better be listed in detail so that no misunderstanding or disinformation occurs. If this part is written in an organized and effective manner, it is more probable that desired aim is reached. So, the writer should focus on the things that he can give to the institution, organization, school or university that he writes to, and he has to do it in the right manner.

8.1.5 Your Positive Development in the End

In addition to the things that what he can give, details about how he can improve himself if he has given an opportunity for the position or scholarship he applies to. The reason of explaining such a concern is that position holders want to know how the applicant will benefit from the chance they will give. It is a widely known fact that people want to choose employees, workers or scholars that can best use the opportunities they are given. In this respect, writer of motivation letter need to write facts reflecting such a situation. This way, question marks in the mind of the readers will be cleared away. If they know that you will use this chance well, they will be more willing to choose you. Hence, as the writer of letter of motivation, its is an important subject to think about using the titles or positions you are probable to be given.

8.2 Reasons for Writing Letter of Motivation

Letter of motivation is not written for a single address or for a single reason. Since there are different reasons of writing motivation letters, their composition, content and emphasized areas also change. Writers need to be careful about such matters. If they are calculated beforehand, for sure desired aims are reached in a better and more guaranteed way. Some of the reasons of letter of motivation writing are given below. However, it should not be forgotten that reasons are not limited with this list. Such letters can be written for various reasons including most of academic positions, exams and programmes. Depending on the reason, the writer put emphasis on different points, but the skeletal stays nearly the same.

8.2.1 Job Applications

Job applications form the first reason of letter of motivation writing. Many people are asked to write motivation letters in order to have more information about them. In this respect, what is meant by information is knowledge about the character and aims of the writer more than statistical information. By the help of style, vocabulary choice and encoded data in the sentences, employers choose the workers they want. They read between the lines as well as the lines themselves. So, for job applications, motivation letters are wanted from applicants.

8.2.2 Scholarships

As is known, scholarships of any kind attach more people than needed. That is way some kind of elimination is always on the agenda. After some exams and interviews, comes letter of motivation. Academicians and institutions ask for this letter to have some more information about applicants. They try to learn why they want that particular scholarship, and how they can be successful there. This way, the best student or applicant is chosen. Since academic information is not enough for

choosing a person in some respect, motivation letters compose a crucial part in academic life for scholarships.

8.2.3 University or School Programmes

For graduate like MA and PhD, and undergraduate programmes which require special quality, motivation letters are necessary. Universities want such letters from applicants to choose the best students for their programmes. These letters are generally given with application pack. It is taken as a way of elimination before choosing students for the initial exams. Also, later they are considered as a way of analyzing their personal characters. They are also used to examine applicants' use of language which is an important point in foreign language teaching divisions. Thus, for both graduate and undergraduate programmes, applications generally require letter of motivation.

8.2.4 Exchange Programs and International Work Programmes

Exchange programmes at universities and international work programmes like work and travel programmes are very favourable these days. Many students want to have an international experience in which they can see new places, get academic information and earn money if they can. In order to be accepted for these programmes, applicants are asked to write motivation letters. By the help of letters of motivation, such programmes or organizations try to understand how serious the applicants are. Besides, what they can give to the programmes and how they can be utilized is understood by them. So, people write motivation letters for these occasions, as well.

8.3 Sample Letters of Motivation

In this part, different letters of motivation are presented. Each of these letters of motivation are written for different purposes and different addresses. So, they can be taken as exemplary for learning motivation letter writers.

Sample 1

It is not easy to talk about future plans in an ever-changing world. However, without a plan for the future, success and happiness is not easy to reach. Therefore, it may be a good idea to plan things that we want to realize by considering the fact that possible changes and problems may arise. If we do so, we may be more successful and happier.

As a career objective, firstly I want to finish my PhD dissertation as soon as possible. The reason is that having a PhD diploma is a very important step in making an academic career. My topic for this dissertation is “A suggested syllabus for advanced writing skills at English language teaching departments”. I have been giving writing courses for more than three years, so such a topic is very interesting and exciting for me. I am at the stage of collecting data these days. It will take some time, but I believe it will worth doing so.

I also teach some courses in my division. I like teaching, and I am trying to do better each time I teach a subject. I want to see the shining eyes of my student which tell me that they learn and they like it. That is why, I feel relaxed and happier in class. I get regular feedback from my students, and I try to improve myself by the help of them. I believe that I am a good team player in this respect.

I want to participate in the FLTA Program of Fulbright, because it offers many advantageous opportunities for young researchers like me. If you are interested in a foreign language, and furthermore if it is your job, it will be a great chance to live in a country where this language is spoken. This will increase my pronunciation and fluency at first. It will be a different country with a different culture. In a globalizing world, being aware of other cultures is very important. If this is the culture of one of the target language speaking countries, it is much more

important, because people get to know target language speaking countries' cultures to communicate better. In some books this is considered as *intercultural competence*. So, improving intercultural communication is nearly a must for a language teacher. Having such a useful experience will cause a brilliant remark for my career, as well. The reason is that abroad experience is a very significant consideration for academic improvement. I also like helping people. If this is about my occupation, it will be better. That is why, teaching Turkish as a foreign language would be both exciting and useful. Thus, I would like to take part in such a program.

I am teaching at Hacettepe University as a research assistant, so I think that I have enough necessary background education and training to take part in such a program. Besides being a research assistant at this university, I believe that I am trying hard to improve my intellectual and academic qualities. If I take part in such a program, it will be a very good positive experience for me, and it will help me gain a better academic career in the future. So, I want to take part in this program.

As a consequence, I believe that teachers of English language should go to target language speaking countries if they have a chance. If I am given an opportunity, I believe that I will benefit from it. I will be able to improve both my qualities and I will be beneficial for the people whom I help in the United States. Thus, I want to be a member of Fulbright team.

Sample 2

Everyone has dreams about their future plans: one of them is me. I believe the success comes from hard and different work. However, in order to be successful, you should have a determined aim.

My career objective is to be a successful as well as a cultured English teacher. To achieve this, firstly, I should obtain a suitable diploma that will be a momentous step in my academic career. Then, I want to improve myself in different ways such as going to foreign countries.

I am giving vocabulary courses as a research assistant at Hacettepe University nearly two years. Before this, I was a lecturer at Foreign Languages High School of the same university for a year.

Then, I became a research assistant; therefore I have plenty of information thanks to my research for assistance position.

I want to participate in the FLTA Program of Fulbright, because it provides a lot of advantages with people, thus, I want to be one of them. I like teaching and I am curious of new and different things. Also I would be appreciated to exchange my educational and cultural ideas with other people like me. Furthermore, it helps me improve my skills better and gain new perspectives. In addition to all these, it is beneficial to both schools and communities. Between two schools develop a professional relationship which can lead to future student exchanges. Among communities, I and other people with whom I am acquainted learn a new culture, a diversity of ideas, values, world views and ways of life. If we take into account all of these, I would like to take part in such a program.

In sum, I can say that everybody who has a chance to achieve a program like this should join to be useful for both their own country and the target ones. I have given a chance and I believe I will benefit from it in the best way as well as my other colleagues. So I am too happy to be given a chance and I want to participate in this program so much.

Sample 3

Dear sir or madam,

I want to make an application to be an instructor at Hacettepe University.

To begin with I want to give information about my education. This will be my first year in teaching. But my educational background is strong and if I am given a chance I will go on improving myself. First of all, I graduated from a high school whose basis was to give education to future's teachers. I took teaching lessons since my first high school years. And I graduated with a good degree. My biggest ambition in life was to be a good teacher. And as a second step I won Hacettepe University

English Language Teaching department. Together with a good high school, having been graduated from one of the biggest universities of Turkey gives me another chance, I think.

When it comes to talking about why I want this job, I can say that it will be beneficial both for me and for my students. Because I am a newly graduated teacher I can understand them better than other teachers. I say this because in my opinion, in teaching process understanding each other is crucial. Also language teaching necessitates being open to newness. If I teach the students who are new in English, it will be very exciting for me, as well.

In my opinion people should have objectives for their coming futures. The happiness of getting what you want cannot be compared with anything else. I can say that, up to now I achieved all of my academic aims. And honestly speaking, I want to make this job dream to become true and make it take its place in those true ones. In sum, I can say that if I am given this job, both I and my students will gain from it.

Sample 3

Dear Sir or Madam,

I am writing to apply for the Erasmus Program at the University of Cambridge. I am studying at Hacettepe University for Bachelor's Degree in English Language Teaching. It will be in the 2nd year of my studies and therefore I believe this is the best opportunity to deepen my knowledge in a multicultural environment.

I have always lived in Turkey, but studying abroad has been always part of my plans. I am a conscientious person, dividing my time between studies, reading and music. Through my bilingual high school I have contacted with people from different countries and backgrounds, thus creating a strong thirst for moving out and get to know other cultures.

The Erasmus program seems like the perfect opportunity to meet other cultures, learn another language, experience other educational system and enrich my curriculum vitae, as well as gain more independence. British culture is, I believe, very different from mine and that is a plus when choosing my destination.

The University of Cambridge is offering a wide range of courses and appears to be the perfect complement to my education, mainly focused on English Language studies. It would enable me to develop a strong background of knowledge from a different view than my current studies and that would give a significant plus to my future career.

I am confident I would prove to be an enthusiastic and hard working student.

Thank you very much for your interest and consideration.

Looking forward to your reply,

Sample 4

In the world, there are a number of cultures involving politically, historically, socially different backgrounds and an interaction process is experienced among these cultures. Individuals experiencing this interaction process establish an international culture exchange bridge. At this point, a cultural exchange youth program, *Work and Travel* serves this aim and presents the chance of meeting with the USA, the melting pot of different cultures.

In accordance with the requirements of this program, I have certain qualities. I am in the department of English Language and Literature at the Hacettepe University which is the best indication of my English level. I am in the second grade and my GPA is 3.65. I believe that there is not any drawback for my participating in this program.

I want to participate in the WAT program, because it provides many advantages which will highly contribute both to my personal development and job experience while enjoying the time in the USA. In the first place, I will get the scope for learning about different cultures of different nations and this will teach me to perceive the world in an objective way. Secondly it will be a great benefit in terms of language. I will catch the chance of practicing my English by adopting various English dialects. Furthermore, it will prepare a sound ground for effecting improvements on my self-courage and thus I will easily overcome the difficulties I come across. As it is understood from the name of program, *Work and Travel*, will serve me to accomplish my target: both 'to work' and 'to travel'.

In conclusion, I believe that every undergraduate should benefit from this opportunity if they have a chance. This program will be helpful for me to improve myself in several aspects and at the same time through this program, I will have the chance of introducing the culture of my country.

Sample 5

It is undeniable that if someone wants to have a happy life and career which is full of success, having some purposes for his future is the most precious thing for him. Thus I, as a person wishing to have these, believe that taking my first step of teaching career at Hacettepe University as a research assistant is the best objective for my future at the moment.

I'm studying for an MA in English literature, and firstly I want to finish it. I graduated from English language teaching department of Hacettepe University. I took a lot of courses which are formation lessons for teachers and basically focus on teaching how to teach for four years at university. These courses have helped me to complete my missing knowledge, because I had already taken some courses like these at a teacher training high school for three years. Therefore, I believe that all of these make me an appropriate candidate for a research assistant.

Teaching is a kind of passion for me. I like it very much and while I'm teaching, I feel as if I have a supernatural power. In this respect, I really want to be a

research assistant as I think that I will be more effective at university while teaching. I also like helping people and believe that I can take responsibilities like registering and counseling.

As a consequence, I really want to participate in Hacettepe University. I believe that people can learn a lot of things while teaching and this is a suitable opportunity for me to achieve this. In addition to this, this position can help me to gain enough experience. Thus, I look forward to launching my new career and hope to hear from you in near future.

Sample 6

Almost everyone has many aims to reach in future. Some of these aims are very important for people's lives. This vital aim may differ from one person to another person. So, for a student, working as a research assistant at university after graduating can be considered as one of such important aims.

I have studied in English Language Teaching Department at Hacettepe University for four years. During these years, I gave private courses to some high school students. Besides this, I worked as a teacher in a specialized school. And, my recent experience is teaching in a state school as an apprentice. In all my experiences I got great pleasure. I really love English teaching and I would like to improve myself in this field.

I have already mentioned about working as a research assistant, that is why, since I am also a graduate student from Hacettepe University, I want to be accepted as a research assistant in this university. The reason why I want to do this is to improve my English skills and build an academic career. That I studied in Hacettepe for four years is the main cause why I want to be here. At the same time, Hacettepe University is among the most famous and favourite universities in Turkey and I know that education is of good quality here, so I hope I will get noteworthy knowledge for my aim.

To sum up, my best for future is an academic career in this university and should I have a chance to do this I have a strong feel that not only will I gain progress but my students will improve.

Sample 7

I am a student of the English Language and Literature Department in Hacettepe University. I want to participate in WORK & TRAVEL programme. I believe it will be a useful experience for me because I am dealing with a foreign language in my department so living in a country where this language is spoken will be more useful than everything.

This programme is a great opportunity to gain some experiences; I will improve my English skill in terms of speaking and listening, I will learn about American's lifestyle and culture. I believe that if someone wants to learn a language, first he or she must learn about the culture and lifestyle of these people. Because language is the representation of everything in life. Someone will come across, some common ideologies of people, things which are connected with their culture while using this language. So with the help of being aware of the culture, I believe I will communicate better. Also I will be acquainted with many kind of people, learn about them and their country, I will teach many thing about my culture and country, too. So we can create an interactive learning platform.

In addition, during this programme I will live in America apart from my family, face some problems and solve them by myself. From this aspect the programme will be useful to improve myself, too.

As a consequence, from all aspects work and travel is an opportunity which I do not want to miss so I want to take part in this programme.

CHAPTER VI

CONCLUSION

To conclude, writing as a receptive skill has a significant place in language learning. Future English language teachers need to have a good mastery of writing skill. They need to reflect their feelings through writing in the way they like. However, realisation of this fact requires some other skills and knowledge of on some topics. In order to get it, different writing skills courses are given to learners at university level.

Initially, English Language Teaching Department students are given different writing courses. One of these courses is Advanced Writing Skills in which writing skill is worked on. This course is one of the basis forming courses for these learners. So, in this course they are expected to have an advanced level mastery of writing.

In the same course, up till now, different course materials have been used. These materials are especially compiles which are made up of different coursebooks. In other words, good sides of various coursebooks are picked up and collected under the same file. This is a good way of material formation because no coursebook is perfect. But, unity and coherence cannot be expected from such a compile. Since they are written by different authors, methods, approaches even techniques they make use of change from one page to another. Thus, necessity of using a single coursebook as the main material bears.

When the market is searched, good books on writing can be found. There is a danger in these books, they do not consider the needs of our learners because most of them are not written for English Language Teaching departments. Even if they are written for students of English Language Teaching departments, it must be noticed that students of one university or one department may be different from that of another.

So, a genuine material need for Hacettepe University English Language Teaching Department has emerged. This need forms the basis of this study.

As there is a need for an Advanced Writing Skills coursebook, this study has had a start. In order to form the suggested units' content, ideas of both learners and teachers who teach this course are asked. The data gained from these questionnaires are analysed by statistics programs like SPSS. Valuable data is reached, this data have been used in forming the suggested units for Advanced Writing Skills course.

The data gained from questionnaires have shown that the content planned to be placed in the syllabus are really necessary for English Language teaching departments. Both student and teacher questionnaire results prove this fact. More than 95% of the answers to the questionnaires support the placement of composition types, curriculum vitae writing, letter of motivation writing, organisation, documenting sources, summarising and paraphrasing in Advanced Writing syllabus. In other words, more than 95% of the student and teacher answers either say 'strongly' agree or 'agree' to the five scale Likert type questionnaire. So, these subjects are given place in suggested units.

Reliability of the questionnaires is another matter to work on. However, in this study reliability of teacher and student questionnaires have been investigated and very satisfactory results have been reached as a result of statistical analysis. Both teacher and student questionnaires have been tested with Chronbach's Alpha Reliability. Reliability score of student questionnaire is 0.841 and reliability score of teacher questionnaire is 0.921. This means that both questionnaires are highly reliable and their results require no doubt.

In addition to reliability test of questionnaires, they have been subject to t-test, as well. For this analysis, independent sample t-test have been utilised. T-test result for this analysis is 0.017. This value is lower than reference value which is 0.05. This result means that there is a significant difference between the results of student and teacher questionnaires.

Considering the importance and their use in English Language Teaching departments, different subjects are given different emphasis. For instance, Composition types are handled separately. Exposition, narration, description and finally argumentation are given great place since they add great deal of writing ability to learners of English Language Teaching departments. When students are given information on these topics, they do not only learn composition types but also process writing, critical thinking, idea generation and drawing pictures with words. This is actually what every English Language Teacher wants for his or her learners.

Unlike composition types some parts are not that much emphasised. One of them is documenting sources. In this part of the suggested syllabus, documenting sources is not worked on in detail. The reason is that students of English Language Teaching departments take Research course in which the main concern is the same matter. So as not to bore the learners with unnecessary repetition, they are touched upon briefly. Main points in MLP and APA styles as well as citation and quotation making are focused on. Besides, paraphrasing and summarising are given because they are taken as important steps in advanced writing skills gaining. It must be noted that the ultimate reason in forming suggested syllabus is not to help learners gain research skills but advanced writing skills. So eventhough some research skills are given place, they are not the main core of the study.

What English Language Teaching department graduates need to the end of university life is a good job or graduate level education. In modern life, to get what they want, they need to write curriculum vitae and letter of intention. So, these two important things are placed in this syllabus. Basic and tricky cornerstones are emphasized and necessary examples are given so as to make the job of learners easy. In the pilot study of this syllabus, learners have pointed out that such examples have been very useful for them since they do not feel themselves lost in the net of theoretical information.

All these things were useful; however, what is more important than all these matters is organisation. Without organisation all the valuable skills and components are wasted. That is why organisation is given the first rank in the suggested syllabus. Idea generation, topic finding, narrowing down ideas, grouping them, eliminating irrelevant points and outline making are presented as main concerns of organisation in writing. Thus, organisation skills of learners are tried to be furnished in composition writing.

No need to say, this study formed only suggested units for the mentioned course since there was a great need. Of course, there are missing parts or some units which need revision. The reason is that as is said before, no coursebook is perfect, and a coursebook is improved as it is used by its target users. So, suggested units need revision as it is used by the students of Hacettepe University English Language Teaching department.

To say it again, what is aimed in this study is more than preparing the best book for our learners, is to show that Advanced Writing Skills material can be formed by a lecturer who teaches it. This way, the material used is more effective. The reason behind this fact is simple. A teacher knows the needs of his learners best. So, he can design his syllabus in this framework. Other than using imported no clear target audience books, using discrete address coursebooks are far more better. Thus, such studies had better be supported.

Such a study have been done but in order reach success in advanced writing matter, learners need to have a sound background which seems to be difficult to gain these days. The reason is that the number of writing courses in English Language Teaching departments is decreasing in years with changing programmes. Its number was five in late nineties. That is, learners were furnished with five different writing courses in which their abilities were improving. Later the number came to three. Now the number is two and they are combined with reading courses. In all these three programmes there is an advanced writing course, but it can easily be noticed that background for learner is weakened. So, the job of teacher is getting more and

more difficult day by day as far as Advanced Writing course is concerned. Therefore he must find a book that meets the need of his learners, and at this step the necessity of such a study comes to the surface again.

To sum up, by the help of this study a new insight to material development, syllabus formation and coursebook writing has been pointed. Some steps have been put forth. What must be done next is to improve such studies. If this improving phase is carried out in detail by its all means, better products are reached. When better products are reached, our learners find better occasions to improve themselves in the course of writing. Since writing is like a key opening every door, they may be more successful in their future careers. Thus, such improvements should be done in order to reach expected levels of success and be good writers in English.

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APPENDICES

APPENDIX I

STUDENT QUESTIONNAIRE

Dear participants,

This questionnaire is prepared to have your valuable contribution in designing A Suggested Syllabus for Advanced Writing Skills Course at English Language Teaching Departments as a part of my PhD Thesis. Please, read the instructions carefully. Thanks for your participation.

İsmail Fırat
ALTAY

Read the following statements, and put a tick in the box of the idea you agree with.

Questions	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Paraphrasing is useful for Advanced Writing Skills course.					
2. Summary making is useful for Advanced Writing Skills course.					
3. Quotation making is useful for Advanced Writing Skills course.					
4. Citation making is useful for Advanced Writing Skills course.					
5. Reference writing by using APA and MLA style is useful for Advanced Writing Skills course.					
6. Curriculum vitae writing is useful for Advanced Writing Skills course.					
7. Letter of motivation writing is useful for Advanced Writing Skills course.					
8. Organisation in writing is useful for Advanced Writing Skills course.					
9. Creativity in writing is useful for Advanced Writing Skills course.					
10. Expository composition writing is useful for					

Advanced Writing Skills course.					
11. Narrative composition writing is useful for Advanced Writing Skills course.					
12. Descriptive composition writing is useful for Advanced Writing Skills course.					
13. Argumentative composition writing is useful for Advanced Writing Skills course.					
14. Advanced Writing course forms a background for my future studies.					
15. There is a need for Advanced Writing Skills course for ELT departments.					
16. Is/Are there any other subject(s) that you think will be useful for Advanced Writing Skills course? Please write it/them in the space given.					

APPENDIX II

TEACHER QUESTIONNAIRE

Dear participants,

This questionnaire is prepared to have your valuable contribution in designing A Suggested Syllabus for Advanced Writing Skills Course at English Language Teaching Departments as a part of my PhD Thesis. Please, read the instructions carefully. Thanks for your participation.

İsmail Firat
ALTAY

Read the following statements, and put a tick in the box of the idea you agree with.

Questions	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Paraphrasing is useful for Advanced Writing Skills course.					
2. Summary making is useful for Advanced Writing Skills course.					
3. Quotation making is useful for Advanced Writing Skills course.					
4. Citation making is useful for Advanced Writing Skills course.					
5. Reference writing by using APA and MLA styles is useful for Advanced Writing Skills course.					
6. Curriculum vitae writing is useful for Advanced Writing Skills course.					
7. Letter of motivation writing is useful for Advanced Writing Skills course.					
8. Organisation in writing is useful for Advanced Writing Skills course.					
9. Creativity in writing is useful for Advanced Writing Skills course.					
10. Expository composition writing is useful for Advanced Writing Skills course.					
11. Narrative composition writing is useful for Advanced Writing Skills					

course.					
12. Descriptive composition writing is useful for Advanced Writing Skills course.					
13. Argumentative composition writing is useful for Advanced Writing Skills course.					
14. Advanced Writing course forms a background for my future studies.					
15. There is a need for Advanced Writing Skills course for ELT departments.					

16. Is/Are there any other subject(s) that you think will be useful for Advanced Writing Skills course? Please write it/them in the space given.	
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APPENDIX III

ANSWERS OF STUDENT QUESTIONNAIRE

		Items														
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Questionnaires	1	4	5	4	4	4	4	4	5	5	4	4	4	4	5	4
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92	5	5	5	5	4	4	3	5	4	4	3	4	4	5	4

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı soyadı : İsmail Fırat Altay
Doğum Yeri ve Tarihi : Şanlıurfa / 17.09.1977

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü, İngiliz Dili Öğretmenliği
Yüksek Lisans Öğrenimi : Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı
Bildiği Yabancı Diller : İngilizce, Almanca
Bilimsel Faaliyetler :

İş Deneyimi

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