



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

İNGİLİZ DİLİ ÖĞRETMENLİĞİ BÖLÜMLERİNDE İLERİ YAZMA BECERİLERİ DERSİ İÇİN ÖNERİLEN MÜFREDAT

İsmail Fırat ALTAY **

ABSTRACT: 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. However, forming a syllabus for Advanced Writing Course for English Language Teaching Departments is not an easy matter. 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 makes use of necessary data collection tool: questionnaires. By the help of them, the content is formed, and a coursebook is prepared for their use. In short, this study aims at preparing a suggested Advanced Writing Course Syllabus for English Language Teaching Departments. It is considered as a material to form a basis for language learners in English Language Teaching departments.

Keywords: writing, writing skills, syllabus, advanced writing skills, English language teaching

ÖZET: Bilindiği üzere yazma, dil eğitiminde önemli bir yere sahiptir. İngilizce Öğretmenliği bölümleri söz konusu olduğunda Yazma Becerileri dersi özellikle de İleri Yazma Becerileri dersi daha da büyük bir önem kazanmaktadır. Fakat bu bölümler için uygun müfredatı bulmak kolay bir iş değildir. İleri Yazma Becerileri dersinin müfredatını oluşturmak için hem öğrenci hem de öğretmenlere görev düşmektedir. Her iki tarafında bu noktada katılımını sağlamak için araştırmacı, bu çalışmada veri toplamada anketler kullanmıştır. Bu anketlerden elde edilen verilerden yola çıkılarak, İleri Yazma Becerileri dersinin içeriği ve ders kitabı oluşturulmuştur. Kısacası, bu çalışma söz konusu dersin müfredatını oluşturmayı hedeflemiştir. Oluşturulan müfredatın İngilizce Öğretmenliği bölümlerinde kullanılması amaçlanmaktadır.

Anahtar sözcükler: yazma, yazma becerileri, müfredat, ileri yazma becerileri, İngilizce öğretmenliği

1. 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.

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

* This study is a part of the doctoral dissertation of the writer.

** Lecturer Dr., Hacettepe University, ifaltay@hacettepe.edu.tr

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 organised. Suggested units aim not only to furnish them with necessary materials but also help them become more organised 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.

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 be expected to be successful. In order to eliminate this danger, the researcher aims to form a suggested syllabus for Advanced Writing Course for English Language Teaching Departments.

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.

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.

2. METHOD

In order to arrive at reliable and valid outcome regarding the suggested syllabus for Advanced Writing Skills at English Language Teaching Departments, necessary 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. .

2.1. 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.

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.

2.2. Study Group

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. 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.

2.3. 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 from 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. 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.

2.4. 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.

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.

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

3. FINDINGS

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 Student 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 presented in appendix 1.

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 given to teachers is presented in appendix 2.

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.

Table 1: Student Questionnaire Reliability Analysis Result - Case Processing Summary

Case Processing Summary			
		N	%
Cases	Valid	100	100
	Excluded ^a		
		0 0	
	Total	100	100

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

Table 2: Student Questionnaire Reliability Analysis Result - Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0,841	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.

Table 3: Teacher Questionnaire Reliability Analysis Result - Case Processing Summary

Case Processing Summary			
		N	%
Cases	Valid	20	100
	Excluded ^a		
		0 0	
	Total	20	100

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

Table 4: Teacher Questionnaire Reliability Analysis Result - Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0,921	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:

Table 5: Independent Sample t-test for Student and Teacher Questionnaires

Mean	Std. Deviation	Std. Error Mean
4,53	0,367	0,037
4,75	0,357	0,08
Mean Difference	-0,223	
Std. Error Difference	0,088	
df	27,629	
t	-2,539	
Sig. (2-tailed)	0,017	

The results of this analysis reveal the fact that t-test results of student and teacher questionnaires 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 questionnaires 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 tests 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.

4. DISCUSSION and RESULTS

To conclude, writing as a productive skill has a significant place in language learning. Future English language teachers need to have a good mastery of writing skill. 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.

In writing 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.

This research has given way to the design of a coursebook for Advanced Writing course for ELT departments. Data has been collected scientifically and its reliability has been proved. So, it has formed the basis for the necessary syllabus. To sum up, by the help of this study a new insight to material development, syllabus formation and coursebook writing has been pointed, and a coursebook has been aimed as an outcome.

REFERENCES

- Anderson, T. & Forrester, K. (1992). *Reading then writing*. New York: McGraw-Hill.
- Bailey, S. (2006). *Academic writing*. London: Routledge.
- Baker, R. G. & Philips, B. R. (1986). *The Sampler pattern for composition*. Lexington: D. C. Heath and Company.
- Barnett, S. & Stubbs, M. (1995). *Practical guide to writing and reading*. New York: Harper Collins.
- Brandon, L. (1994). *Paragraphs and essays*. Lexington: D. C. Heath and Company.
- Carter, J. (2001). *Creating writers: A creative writing manual for schools*. London: Routledge.
- Clouse, B. F. (1992). *The student writer*. New York: McGraw-Hill.
- Coe, N. (2002). *Writing skills: A problem solving approach for upper intermediate and more advanced students-Teacher's book*. Cambridge: Cambridge University Press.
- Coffin, C. (2003). *Teaching academic writing: A toolkit for higher education*. London: Routledge.
- Cooley, M. E. (1993). *The inventive writer*. Lexington: D. C. Heath.
- Crystal, D. (1987). *The Cambridge encyclopaedia of language*. Cambridge: Cambridge University Press.
- Crystal, D. (1991). *A dictionary of linguistics and phonetics*. Oxford: Blackwell.
- Cummings, M. G. (1989). *Writing your way: A writing workshop for advanced learners*. New York: Newbury House.
- Demirezen, M. (1993a). *From sentence to paragraph structure*. Ankara: Adım.
- Demirezen, M. (1993b). *Paragraph development methods*. Ankara: Adım.
- Demirezen, M. (1994). *The essentials of composition and short essay writing*. Ankara: Adım.
- Françoise, G. (1996). *Writing for advanced learners of English*. Cambridge: Cambridge University Press.
- Goatly, A. (2000). *Critical reading and writing: An introductory coursebook*. London: Routledge.
- Greetham, B. (2001). *How to write better essays*. Bas: Palgrave Houndmills.
- Harmer, J. (2004). *How to teach writing*. London: Longman.
- Harris, J. & Cunningham, D. H. (1996). *The Simon and Schuster guide to writing*. Upper Saddle River: Prentice Hall.
- Imhof, M. & Hudson, H. (1995). *From paragraph to essay*. London: Longman.
- Ingram, B. (1994). *From writing to composing: teacher's manual*. Cambridge: Cambridge University Press.
- Jacobus, L. A. (1989). *Writing as thinking*. New York: Macmillan Publishing Company.

- Karlı, İ. (1999). "Content-Based Curriculum Design and Interactive Teaching Techniques in Business English." (Yayımlanmamış Yüksek Lisans Tezi), Ankara: Hacettepe Üniversitesi.
- Kiniry, M. (1993). *Critical strategies for academic thinking and writing*. Boston: Bedford Books of St. Martin's.
- Kolin, P. C. (1994). *Successful writer at work*. Lexington: D. C. Heath and Company.
- Kroll, B. (2003). *Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press.
- Lester, J. D. (1996). *Writing research paper – A complete guide*. New York: Harer Collins.
- McMohan, E. & Funk, R. (1999). *Here's how to write well*. Boston: Allyn and Bacon.
- Meredith, R. C. (1984). *The art of composition*. Lincolnwood: National textbook Company.
- O'Hare, F. & Memering, D. (1990). *The writer's work: A guide to effective composition*. Englewood Cliffs: New Jersey.
- Oshima, A. (1997). *Introduction to academic writing*. White Plains: Longman.
- Öz, H. (2000). *Research techniques in ELT*. Ankara: Şafak Matbaacılık.
- Öztürk, E. (2007). "A suggested writing syllabus for students at proficiency level B2-vantage defined in common European framework of reference for labguages." (Yayımlanmamış Yüksek Lisans Tezi), Ankara: Hacettepe Üniversitesi.
- Procter, P. (Ed.). (1995). *Cambridge international dictionary of English*. Cambridge: Cambridge University Press.
- Raimes, A. (1983). *Techniques in teaching writing*, Oxford, Oxford University Press.
- Redman, P. (2006). *Good essay writing: A social science guide*. Milton Keynes: The Open University.
- Reid, J. M. (1994). *The process of paragraph writing*. Englewood Cliffs: Prentice Hall.
- Reid, J. M. (1999). *The process of composition*. Englewood Cliffs: Prentice Hall.
- Richards, J. C., Platt, J. & Plat, H. *Dictionary of language teaching and applied linguistics*. London: Longman.
- Sarıçoban, A. (2001). *The teaching of language skills*. Ankara: Hacettepe Taş.
- Smalley, R. L., Ruetten, M. K. & Kozyrev, J. R. (2000). *Refining composition skills*. Boston: Heinle and Heinle.
- Sullivan, K. (1989). *Paragraph practice: writing the paragraph and short composition*. New York: Macmillan.
- Trimmer, J. F. & McCrimmon, J. M. (1998). *Writing with a purpose*. Boston : Houghton Mifflin Company.
- Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.
- Veit, R. (1997). *Writing reading and research*. Boston: Allyn and Bacon.
- Wyrik, J. (1990). *Steps to writing well: A concise guide to composition*. Englewood Cliffs: Prentice-Hall.
- Yalden, J. (1987). *The Communicative syllabus design*. Englewood Cliffs: Prentice-Hall.

Geniş Özet

Dört temel beceriden biri olan yazma becerisi dil öğretiminde oldukça önemli bir yer kaplamaktadır. Özellikle yabancı dil söz konusu olduğunda bu durum daha da belirgin bir şekilde görünmektedir. Çünkü kendini ifade edebilmek için üretici bir beceri olan yazma becerisinin gerekliliği kaçınılmazdır. Fakat bu becerinin iyi öğretilip öğretilmediği tartışma konusudur.

Yabancı dil öğretimi veya daha da daraltmak gerekirse İngiliz Dili öğretiminde yazma öğretimi İngilizce Öğretmenliği Bölümü öğretim elemanları ve öğrencileri açısından ana dildeki yazma becerisi öğretiminden daha da zor görünmektedir. İlk olarak, Yazma Becerileri dersi daha önceki derslerde öğrenilenlerin tekrar gözden geçirilip vurgulandığı ve bu bilgilere yenilerinin katıldığı bir derstir. İlaveten, 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 önemlidir. Eğer bu dersin müfredatı iyi bir şekilde organize edilirse olası çoğu problem de başlamadan çözülmüş olur.

Problemlerin nedenleri çok olmakla beraber dikkat çeken en belirgin nedenlerden biri uygun ders kitabı bulma güçlüğüdür. İngiliz Dili Öğretmenliği bölümlerindeki İleri Yazma Becerileri dersi incelendiğinde, bu derste kullanılan materyallerin ya öğrencilerin sosyoekonomik, kültürel, dilbilimsel ve mesleki yapılarıyla tam uyuşmadığı sonucu ortaya çıkmaktadır. Bu durumu gören öğretim elemanları, çeşitli kitaplardan aldıkları kısımları birleştirmekte ve derleme oluşturmaktadırlar. Bu durum öğrencilerin ihtiyaçlarını karşılamada belirli ölçülerde yardımcı olsa da tam anlamıyla hedefe yönelik olmaktan uzaktır. Bütünlük ve uyumdan uzaklık ifade edilen problemin temel kaynağıdır.

Ders kitapları dil öğrenenler için önemli malzemelerdir. Ur'un da söylediği gibi "Ders kitapları bir müfredat görevi üstlenir: Eğer sistematik olarak takip edilirlse öğretilmek istenenler dikkatli, planlı ve dengeli bir biçimde öğretilmiş olur" (1996:184). Bu çalışmanın amacı da belirtildiği

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 tedirginliği aşmalarına yardımcı olacaktır.

İşte bu noktada üniversitelerin İngilizce Öğretmenliği bölümlerindeki İleri Yazma Becerileri Dersi için uygun müfredatı oluşturma fikri ortaya çıkmıştır. Bu çalışma, bahsedilen amaca yönelik yapılmıştır. Müfredatın oluşturulması için en başta bir araştırma sürecine girilmiştir. Bunun için veri toplama amacıyla anketler oluşturulmuştur.

Veri toplamada iki ankete yer verilmiştir. İlki bu dersi alan öğrencilere, ikincisi ise bu dersi yani İleri Yazma Becerileri dersini veren öğretim elemanlarına verilmiştir. Öğrenci gurubu yüz kişiden oluşurken öğretim elemanları yirmi kişiden oluşmuştur. Her iki gruba da beşli Likert ölçeği şeklindeki anketler verilmiştir. Bu anketlerle hedef müfredatın içeriğinin nasıl olması gerektiğine dair bilgi toplanması hedeflenmiştir. Beşli ölçekte onbeş soru tamamen katılıyorum, katılıyorum, kararsızım, katılmıyorum, hiç katılmıyorum şeklinde cevaplanırken son soru açık uçludur. Anketten alınan bilgiler dahilinde, ihtiyaçları en fazla şekilde karşılayacak içeriğe ulaşılması hedeflenmektedir. Anketlerin güvenilirliği için istatistiki çalışma yapılmış ve anketlerin üst düzeyde güvenilir olduğu ortaya çıkmıştır.

Bu çalışmada anket çalışmasındaki kısıtlamalardan söz etmek gerekirse şu konulara değinmek gerekir. Anketler ikinci sınıf öğrencilerinde uygulandığından bu grubun sayısı yüz kişidir. Bu sayı istatistiki olarak güvenilir ve yeterli veri toplamak için yeterli olmakla beraber daha yukarıya çekilememiştir. Dolayısıyla yüz öğrenci çok yüksek olmamakla beraber ihtiyacı rahatlıkla karşılamıştır. Öğretim elemanlarına verilen ankette ise oldukça seçici davranılmış, özellikle İleri Yazma Becerileri dersini vermiş personele anketler dağıtılmıştır. Bu sayede alınan bilgiler hem daha güvenilir hem de içerik açısından şüphe gerektirmeyecek kadar sağlıklı toplanılmaya çalışılmıştır.

Sevindirici olan noktalardan bir tanesi de böyle bir çalışmanın araştırma aşamasında destek görmesi ve üniversitelerin Eğitim Fakültelerinin İngilizce Öğretmenliği bölümlerinde okutulan İleri Yazma dersi için ciddi anlamda kaynağa ihtiyaç olduğunun çoğu öğretim elemanı ve öğrenci tarafından onanması olmuştur.

Kısaca, bu çalışma İngilizce Öğretmenliği bölümlerine tavsiye edilen İleri Yazma Becerileri Dersi müfredatını oluşturmaya amaçlamıştır. Bu vesile ile öğrencilere yazma becerilerinin geliştirilmesinde yardımcı olunması amaçlanmıştır. Oluşturulan materyalin İngilizce Öğretmenliği bölümlerine temel oluşturacağı düşünülmüştür. Böylelikle söz konusu amaca ulaşmada öğrenci ve öğretmenlerin işine yarayacak bir eser oluşturmak amaç edinmiştir. Böyle bir ürünün ortaya çıkması hem hedef kitleyi tanıyan öğretim elemanlarının değerli görüşlerinin müfredat oluşturma sürecine olan katkısı, hem de öğrencilerin kendi ihtiyaçlarını belirlemeleri açısından oldukça önemlidir. Bunun dışında yabancı kaynaklar yerine İleri Yazma Becerileri dersinde yerli kaynak kullanılmış olacaktır. Bunu çeşitli faydalı vardır. Bunlar, materyale kolay ve daha ucuza ulaşma gibi ülkemiz açısından önemli ekonomik nedenleri de içerecektir.

Sonuç olarak, belirli bir ihtiyaçtan yola çıkılarak yapılan bu çalışmada hedef belirlenmiş, bu hedefe yönelik veriler anketlerle toplanmış, veriler SPSS ile değerlendirilmiş ve sonuç oldukça tatmin edici bulunmuştur. Bu bağlamda İngilizce Öğretmenliği bölümlerindeki İleri Yazma Becerileri dersi müfredatı oluşturma yolunda adımlar atılmış ve oluşturulan materyal kullanıma hazır hale getirilmiştir.

APPENDIX 1**Student Questionnaire**

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 2**Teacher Questionnaire**

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.					