

Doğru-yanlış sınırının ortadan kalktığı bu modern dünyada, her biri pikaro olan insanların öykülerinin anlatıldığı romanların daha ayrıntılı irdelenerek, pikaresk romanı ölmeye terk etmektense, onun yeni sınırlarının tespit edilmesi yazına yapılacak katkılardan olacaktır. Türk yazınında da bu çalışmaların yapılıp bunlara ön ayak olunması gerekmektedir.

### Notlar

- <sup>1</sup> Marckwort Ulf-Heiner, **Der deutsche Schelmenroman der Gegenwart**, Pahl-Rugenstein Verlag, Köln 1984, s.29
- <sup>2</sup> Marckwort Ulf-Heiner, a.g.e., s.31
- <sup>3</sup> Aytaç Gürsel, **Genel Edebiyat Bilimi**, PapirüsYayınevi, İstanbul 1999, s.237
- <sup>4</sup> Marckwort Ulf-Heiner, a.g.e., s.19-20
- <sup>5</sup> Naci Fethi, **100 soruda Türk Romanı ve Toplumsal Değişme**, Gerçek Yayınevi, (İkinci Basım) İstanbul 1990, s.9
- <sup>6</sup> **Jakob der Lügner** adlı roman, Fusun Umar tarafından "Yalancı Jakob" olarak Türkçeleştirilmiş ve 1998 yılında Ayrıntı Yayınlarından çıkmıştır. Bundan sonra Romanın isminden Yalancı Jakob olarak bahsedilecektir.
- <sup>7</sup> Jurek Becker, **Yalancı Jakob**, (Çeviri:Fusun Umar) Ayrıntı Yayınları İstanbul 1988, s.127-129
- <sup>8</sup> Heidenreich Helmut(Hg.), **Pikarische Welt**. Schriften zu Europäischen Schelmenroman, Darmstadt 1969, s.475
- <sup>9</sup> Jurek Becker, a.g.e., s.14
- <sup>10</sup> Jurek Becker, a.g.e., s.32
- <sup>11</sup> Jurek Becker, a.g.e., s.69
- <sup>12</sup> Jurek Becker, a.g.e., s.104-106
- <sup>13</sup> Arendt Dieter, **Schelm als Widerspruch und Selbstkritik des Bürgers**, Klett Verlag, Stuttgart 1974, 2. 49-52
- <sup>14</sup> Çoraklı Şahbender, **Jurek Becker'in Jakob der Lügner Adlı Romanında Anlatım Teknikleri**, doktora tezi, Erzurum 2001, s.114
- <sup>15</sup> Jurek Becker, a.g.e., s.104
- <sup>16</sup> Jurek Becker, a.g.e., s.106
- <sup>17</sup> Jurek Becker, a.g.e., s.106
- <sup>18</sup> Nancy Lukens, **Schelm im Getto**, In: Amsterdamer Beiträge Zur Neueren Germanistik, 1985/86, H.20, s.206
- <sup>19</sup> Proteus-Natur, (fikirlerini hemen değiştiren kimse)
- <sup>20</sup> Stuard Miller, **The Picaresque Novel**, 1967, s.12
- <sup>21</sup> Stuard Miller, a.g.e., s.12
- <sup>22</sup> Stuard Miller, a.g.e., s.70
- <sup>23</sup> Stuard Miller, a.g.e., s.71
- <sup>24</sup> Nancy Lukens, a.g.e., s.207
- <sup>25</sup> Jurek Becker, a.g.e., s.270
- <sup>26</sup> Jurek Becker, a.g.e., s.283



## A Harmonizing Approach to Writing

### Uyumlu Bir Yazma Yöntemi

Hüseyin Efe

Atatürk Üniversitesi Fen-Edebiyat Fakültesi  
İngiliz Dili ve Edebiyatı Bölümü  
hefe@atauni.edu.tr

### Özet

Yazma, dil öğreniminde en önemli becerilerden biridir. Beceri kazanma hem zaman alıcı hem de sürece bağlı olduğundan, öğrenenlere bu süreyi en iyi şekilde değerlendirilmeleri için çeşitli yollar gösterilmelidir. Bu yolların okuma becerisi ile takviye edilmesi, bütün ve tutarlı yazma metinlerinin elde edilmesi açısından da önemlidir. Bu çalışmada böyle bir yaklaşım ele alınmış ve uygulama biçimi gösterilmiştir.

### Abstract

Writing is one of the most significant skills in language learning process. The process of acquiring this skill is both time-consuming and time-dependent, for which learners should be provided with a variety of means and ways to evaluate the time or period in the best possible way. That this skill is reinforced by the skill of reading during the writing course is of significance in order to get unified and coherent texts. This study is primarily intended to discuss the workability of such an approach.

It is generally accepted that writing is a difficult task and time-consuming process for most learners who are studying a foreign language.<sup>1</sup> While the students are learning how to write, they also learn such other significant issues as organization, grammar, unity, coherence and vocabulary in order to come up with a coherent paragraph or composition. Since writing is a process whose results can not immediately be achieved, learners should be given enough time to master the technical aspects of writing, such as punctuation and capitalization, which is indispensable for a clear-cut style and provides clarity and flexibility to a written text.<sup>2</sup> Apart from unity and coherence, grammar points should be considered alongside writing activities, in view of learners' abilities to express their ideas. But formal grammar instruction is not effective in helping learners to write;<sup>3</sup> instead, time may be allocated to see and learn the rules within the reading passages because there is a direct relationship between reading and writing.<sup>4</sup>

Good writing should be supported by a variety of reading materials that help learners enlarge their vocabulary, absolutely necessary to be

proficient in writing. Voluntary pleasure reading is related to writing ability and time spent reading is at least as effective as time-spent writing, and is usually more effective;<sup>5</sup> better writers read a lot during their course hours and spare a significant time for it. In this respect, a course book with reading passages may meet the learners' needs in supporting ideas and stating topics clearly.

Planning in a writing activity is crucial and good writers consume more time on planning.<sup>6</sup> In support of this view, Demirezen suggests that more emphasis be given to the process of making outline and model paragraphs, and compositions are useful for learners who study short essays and who want to develop writing skills.<sup>7</sup> Some dictation may help students to correct their spelling. Moreover, it can be said that even professional writers must make plans, use notes, and make several rough drafts before completing their work.<sup>8</sup> So teachers give some information to the students to organize their ideas around a topic. After giving students general writing rules, writing techniques and strategies should be introduced. These are description, narration, exposition and argumentation.

### Material

Our objective is to help learners write more independently, naturally, and fluently while acquainting them with literature in the English language.<sup>9</sup> Regina L. Smalley's **Refining Composition Skills, Rhetoric and Grammar** (Boston, Heinle and Heinle Publication, 2000) was used as the main course book and during the course, which lasted for two terms, a lot of writing books were used as to broaden the horizons of writing. Occasionally, some handouts were provided to the students, and they studied and used them while engaged in the process of writing. The texts were intermediate and upper intermediate levels since the students were assumed to concentrate exclusively on language and literature programs for the succeeding years. During the course, students participated in activities by discussing the questions, the purpose of the writer, vocabulary and the style of the writer and overall organization of the passages. They were eager to join communicative activities dealing with the subjects about the writing topics. It was observed that these activities encouraged students to think on the subjects thoroughly and write comprehensively.

### Class Activities

Having been familiarized with the theory of unity, the students were also provided with detailed information on the outline of the writing course that would normally last 28 weeks, six hours per week. This preliminary

information helped students on the scope of the course during which they were going to have four mid-term exams and a final at the end of the academic calendar.

Two weeks later, students began to study each chapter and discussed them first together, then in groups of five. Teacher walked around and provided the students with some encouraging feedback. After ten or fifteen minute discussion about the topic and rearranging the topic to a manageable proportion, they were asked to produce their paragraphs or compositions. While writing, they were told to discuss the topic first with their peers, then, the group they were in.

Before writing their final drafts, the students were encouraged to raise questions and to help each other create paragraphs that would have unity and coherence. They were advised to write their final drafts since they were going to have mid-term exams and a final exam individually. It is said that these exams are really important in the sense that their improvement in language skill is observed and necessary feedback is provided. Before the exams, all the paragraphs or compositions written by the students were evaluated considering organization, grammar, unity, coherence and vocabulary. In this particular activity, each of the students was informed of his/her mistakes and advised to study on the point at which he/she was poor. This also helped those who were a little shy and used irrelevant information in their writing. Then, as part of joint classroom activity, we wrote a sample copy of the paragraph or composition on the blackboard. Since everyone in the class knew the topic, they copied it after making some correction with the help provided by the teacher.

### Shared Writing

Near the end of the second term, almost all the methods, techniques and strategies related to writing were studied with relevant examples. The students were asked to survey the main course book and to compile the topics. A week later, they brought them to the class and we wrote more than a hundred topics on the blackboard and chose fifty of them that were prominent. Each student was assigned two or three topics to collect ideas by using every kind of source such as, library, Internet, teachers, friends, books, etc. Having collected the materials, they brought them to the class in the form of abstracts or summaries that were photocopied and subsequently made available to the other students so that they could have information about each of these topics. Then they produced better writing passages without the pressure of time which, I tend to assume, always causes anxiety among the students.

### Conclusion

It can be understood that since 90% of the students passed the composition course exam, they responded well to this course and their anxiety turned out to be one of enjoyable activities. The harmony and atmosphere became such a thing that everyone in the class competed to come up with more original ideas and share the necessary information. Within a classroom environment, by getting students to study together, they were provided a lot of information in order to eliminate difficulties in writing process. In addition, some poor students were encouraged, and as a result, they produced good writing pieces in the final exams.

### Notes

- <sup>1</sup> JoEllen M. Simpson, "Research Writing in a Foreign Language", **English Teaching Forum**, Vol. 36, No. 2, April-June 1998, p. 34.
- <sup>2</sup> Mehmet Demirezen, **From Sentence To Paragraph Structure**, Adım Publications, Ankara, 1993, p. iii.
- <sup>3</sup> See <http://www.tdl.com/~schafer/goodwrite.htm>
- <sup>4</sup> Hüseyin Efe, "ESP: Is It Suitable for the Department of English Language and Literature?", **Dil Dergisi**, Sayı. 73, Kasım 1998, p. 54.
- <sup>5</sup> See <http://www.tdl.com/~schafer/goodwrite.htm>
- <sup>6</sup> Ibid.
- <sup>7</sup> Mehmet Demirezen, **Paragraph Development Methods**, Adım Publications, Ankara, 1993, Foreword.
- <sup>8</sup> Anima Chakraverty & Kripa K. Gautum, "Dynamics of Writing", **English Teaching Forum**, Vol. 38, No. 3, July-September 2000, p. 22.
- <sup>9</sup> Ruwaida Abu Rass, "Integrating Reading and Writing for Effective Language Teaching", **English Teaching Forum**, Vol. 39, No. 1, January-March 2001, p. 31.



### Fasîhî-yi Herevî, Herat ve Şam Karşılaştırması

*Fasîhî-yi Herevî: A Comparison Between Herat and Sham*

Ahad Emirçupani

Atatürk Üniversitesi Fen-Edebiyat Fakültesi  
Doğu Dilleri ve Edebiyatları Bölümü  
[emirhantebriz@hotmail.com](mailto:emirhantebriz@hotmail.com)

#### Özet

İran'ın XI/XVII. Yüzyıl Mirzâ Faîhuddin Fasîhî-yi Herevî, Herat'ın ileri gelenlerinden olup soyu Hâce Abdullah Ensârî'ye dayanır (481/1088). Fasîhî 987/1579 yılında Buharâ'da doğdu. Gençlik yıllarını Herat'ta geçiren şair, oradan Horasan hükümlerini Hüseyin Hân Şâmlu ve oğlu Hasan Hân Şâmlu'nun hizmetine girdi. Dört bin beyitten oluşan basılmamış bir Divan'ı vardır. Şair 1049/1640 yılında vefat etmiştir.

#### Abstract

Mirzâ Faîhuddin Fasîhî-yi Ensârî-yi Herevî, poet of the 11 th/17 th century, belonged to a noble family of Herat, which traced its lineage back to Hâce Abdullah Ensârî (481/1088). Fasîhî spent his early youth and poetic career in Herat, where he was attached to the court of Hosayn Han Samlu and his son and successor, Hasan Khan. Fasîhî's poetry is graceful and mostly in the style of Khorasanî masters. His Divan is stil in manuscript. Fasîhî died in 1049/1640.

Mirzâ Faîhuddin Fasîhî-yi Ensârî-yi Herevî, Mevlânâ Mîrcân'ın oğlu Ebu'l Mekârîm'in oğludur. XI/XVII. yüzyılın önde gelen şairleri arasında yer alan Fasîhî-yi Herevî, yaşadığı dönemlerin birinci derecede söz ustalarından biridir.<sup>1</sup> Güzel bir hatta sahip olan şair söz bahçesinde iyi bir eleştirmen olduğu kadar kaside ve gazelde de söz sahibidir.<sup>2</sup>

Doğum tarihi kesin olarak bilinmeyen şairin, Heratlı olduğuna dair birçok tezkirede bilgi verilmektedir.<sup>3</sup> Sadece *Nigârîstân-ı Suhen*'de onun Yezdli olduğu yazılıysa da bu bilgi doğru değildir. Belki de Molla Abdurrahman-ı Câmî (ölm. 898/1492) ile çağdaş olan Fasîhî-yi Yezdî karıştırılmış olabilir. O, bir beytinde kendisinin dindar bir aileden geldiğini, atalarının Heratlı ve doğum yerinin de Meşhed olduğunu şu şekilde ifade etmiştir: