

Gazi Üniversitesi
Akademik Yazma Uygulama Ve Araştırma Merkezi
Akademik Yazma Semineri 2

Sosyal Bilimlerde ve Temel Bilimlerde İngilizce Makale Yazımında Şekil ve Üslup

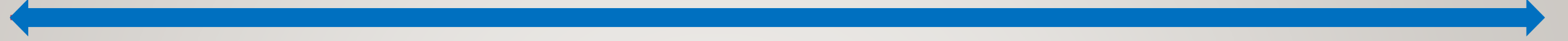
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BİLİM DALLARI

2/47



TEMEL BİLİMLER

- Deneysel ve nesnel
- Bilginin doğrusal artışı
- Nicel
- Belirli okuyucu kitlesi
- Fazlaca yapılandırılmış türler

SOSYAL BİLİMLER

İNSANİ BİLİMLER

- Yorumsal
- Dağınık bilgi üretimi
- Nitel
- Geniş okuyucu yelpazesi
- Esnek yapılı türler

Akademik bilgi şeması (Hyland, 2009: 63)

SOSYAL BİLİMLERDE YAZMA

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...writing in the social sciences contains features of both science and the humanities, turning an initial abstract construal* of experience into something more technical. (1)

to con-strue /kən 'stru: / verb [transitive] to understand a remark or action in a particular way

e.g. *The way the theory **construed** its object would determine the nature of the theory itself.* (2)

con-stru'al | \ kən- 'strü-əl \: interpretation (3)

(1) Hyland (2009: 8)

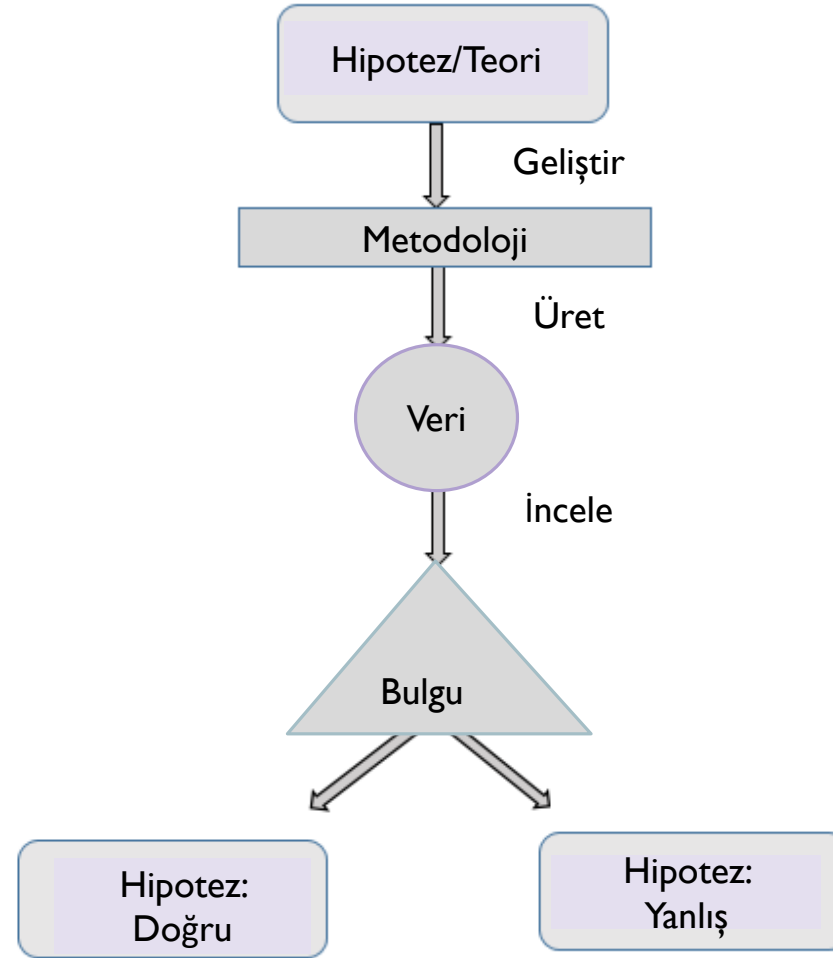
(2) <https://www.ldoceonline.com/dictionary/construe>

(3) <https://www.merriam-webster.com/dictionary/construal>

(*) **Construal: Yorum**

NİCEL-TÜMDENGELİMLİ YAKLAŞIM

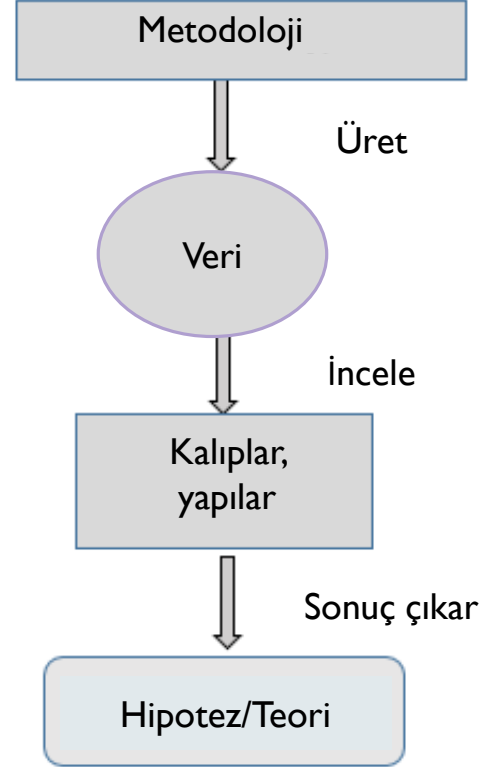
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(Rasinger, 2013: 11)

NİTEL-TÜMEVARIMLI YAKLAŞIM

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(Rasinger, 2013: 12)

BASIC RESEARCH DESIGNS

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Explanatory Sequential Design

Exploratory Sequential Design

Convergent Design

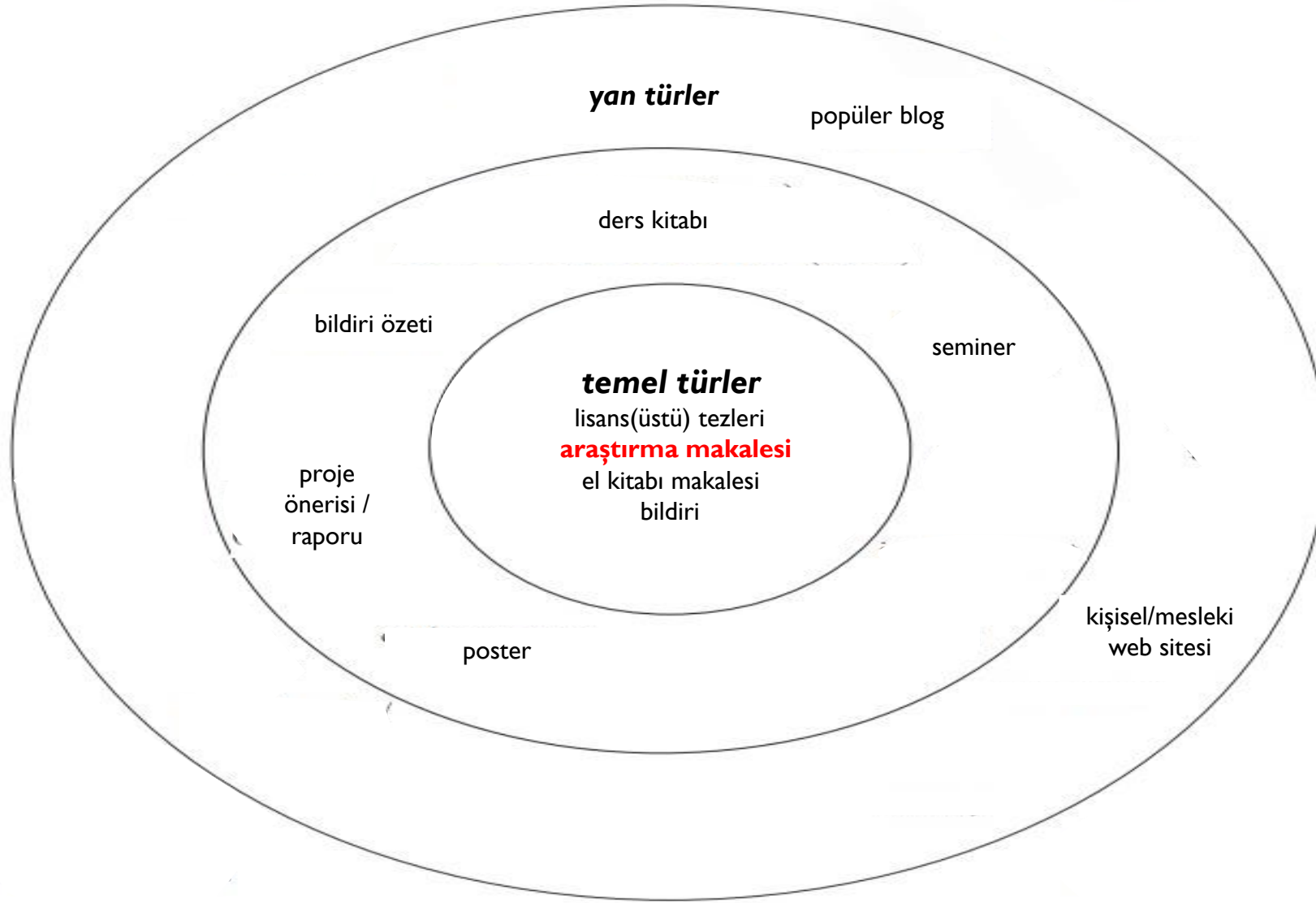
Multiphase Design

(Creswell & Plano Clark, 2018: 59)

AKADEMİK YAZI TÜRLERİ

- Makaleler
- Konferans özetleri
- Proje başvuruları
- Öğrenci yazıları
- Makale teslim mektupları
- Kitap değerlendirme yazıları
- Doktora tezleri
- Ders kitapları
- Editöre cevap mektupları

(Hyland, 2009: 27)



Schmied 2015, p.11

A PROTOTYPE APPROACH TO
ACADEMIC WRITING

CARS MODELİ

'Create a Research Space (CARS)'

=

'Bir Araştırma Alanı Yarat (BAAY)'



BAAY: 3 EYLEM

Eylem 1: Bir araştırma sahası oluştur.

Eylem 2: Bir boşluk ('niche') oluştur.

Eylem 3: Boşluğu doldur.

BAAY: 3 EYLEM VE ADIMLARI

11/47

Eylem 1: Bir araştırma alanı oluştur.

Adım 1: Konunun önemini belirt.

Adım 2: Konuyla ilgili genellemeler yap.

Adım 3: Daha önce yapılan çalışmalara atıf yap.

Eylem 2: Bir boşluk oluştur.

Adım 1: Daha önceki araştırmalardaki yoklukları, yetersizlikleri ve/veya başarısızlıkları belirt.

Adım 2: Mevcut araştırmanın geleneğin devamı olduğunu belirt.

Adım 3: Daha önce yapılan araştırmaları sorgula.

Adım 4: Karşı iddialar öne sür.

Eylem 3: Boşluğu doldur.

Adım 1: Araştırmanın amacını belirt.

Adım 2: Başlıca bulguları bildir.

Adım 3: Araştırmanın kapsamını açıkla.

Adım 4: Araştırmanın önemli unsurlarını bildir.

Adım 5: Makalenin yapısını açıkla.

Örnekler için: <http://www.slu.se/Documents/externwebben/biblioteket/alnarpsbiblioteket/5AgriIntromove.pdf> adresine bakınız.



DİL

Şekil (Biçim)

Yapı Kuralları

Söz Dağarcığı (Sözlem): Kelimeler, Öbekler, Kalıplaşmış Sözler

Üslup (Biçem)

İşlevler

ŞEKİL

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NOKTALAMA İŞARETLERİNİ DOĞRU KULLANMAK

KULLANILAN

The experiment failed it had been left unobserved for too long.

ÖNERİLEN

The experiment failed. It had been left unobserved for too long. **(period)**

The experiment failed; it had been left unobserved for too long. **(semi-colon)**

The experiment failed: it had been left unobserved for too long. **(colon)**

The experiment had been left unobserved for too long, so it failed. **(coordinating conjunction)**

The experiment failed because it had been left unobserved for too long. **(subordinating conjunction)**

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm

ÇOK UZUN, KARMAŞIK TEK CÜMLE YERİNE KISA BİRKAÇ CÜMLE KULLANMAK

KULLANILAN

Tom thought that he was prepared but he failed the examination which meant that he would have to repeat the course before he could graduate which he didn't want to do because it would conflict with his summer job.

ÖNERİLEN

Tom thought that he was prepared, but he failed the examination. Therefore, he would have to repeat the course before he could graduate. He did not want to do that because it would conflict with his summer job.

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm



ÇOK MADDE YAZARKEN BENZER YAPI BİÇİMLERİNİ KULLANMAK KULLANILAN

- a. I like to swim, to sail, and rowing.
- b. This report is an overview of the processes involved, the problems encountered, and how they were solved.

ÖNERİLEN

- a. I like to swim, to sail, and to row.
- b. I like swimming, sailing, and rowing.
- c. This report is an overview of the processes involved, the problems encountered, and the solutions devised.

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm

ŞEKİL

16/47

FİİL BİÇİMİNİ KULLANMAK

KULLANILAN

The bacteria had an influence on the morphology of the plant.

ÖNERİLEN

The bacteria influenced the morphology of the plant.

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm



ŞEKİL

17/47

EN KISA ŞEKİLDE YAZMAK

KULLANILAN

It is expected by management that great progress will be made by personnel in providing a solution to these problems in the near future.

ÖNERİLEN

Management expects that personnel will soon solve these problems.

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm

ŞEKİL

18/47

EN KISA ŞEKİLDE YAZMAK

KULLANILAN

The tapestries were hanging on the wall. They were abstract yet beautiful.

ÖNERİLEN

The tapestries that were hanging on the wall were abstract yet beautiful. (clause)

The tapestries hanging on the wall were abstract yet beautiful. (reduced clause)

The tapestries on the wall were abstract yet beautiful. (prepositional phrase)

The wall tapestries were abstract yet beautiful. (word)

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm



ŞEKİL

19/47

TAM BİLGİ VERMEK

KULLANILAN The current remained increased for several hours.

ÖNERİLEN The current remained increased for 6 hours.

KULLANILAN Nests were observed frequently for signs of predation.

ÖNERİLEN Nests were observed every 12 hours for signs of predation.

Hoffmann (2009)

ŞEKİL

20/47

BASİT KELİMELER KULLANMAK

KULLANILAN These data substantiate our hypothesis.

ÖNERİLEN These data support our hypothesis.

KULLANILAN Our results reflect deviations from the previous findings.

ÖNERİLEN Our results deviate from the previous findings.

Hoffmann (2009)

ŞEKİL

21/47

KELİMELERİ DOĞRU KULLANMAK

KULLANILAN Changeability of X occurs when Y is added.

ÖNERİLEN X can change when Y is added.

KULLANILAN We made the following experiments.

ÖNERİLEN We performed the following experiments.

KULLANILAN Clean water in the village was the most important factor effecting population size.

ÖNERİLEN Clean water in the village was the most important factor affecting population size.

Hoffmann (2009)

ŞEKİL

22/47

GEREKSİZ KELİME/ÖBEK/CÜMLECİK KULLANMAMAK

KULLANILAN The sample size was not quite sufficiently large enough.

ÖNERİLEN The sample size was not large enough.

KULLANILAN It is well known that there are three dimensions of semiotics.

ÖNERİLEN There are three dimensions of semiotics.

Hoffmann (2009)

ŞEKİLLE İLGİLİ DİĞER KURALLAR

23/47

1. USE CORRECT PREPOSITIONS.
2. USE CORRECT ARTICLES.
3. FOLLOW A VERB WITH THE CORRECT GERUND OR INFINITIVE FORM.
4. DISTINGUISH BETWEEN ADJECTIVE AND ADVERB.
5. ENSURE THAT EVERY SENTENCE HAS A SUBJECT.

Hoffmann (2009)



ŞEKİLLE İLGİLİ DİĞER KURALLAR

24/47

6. CONSTRUCT COHESIVE PARAGRAPHS – BE READER-FRIENDLY.
7. USE A TOPIC SENTENCE AT THE BEGINNING OF YOUR PARAGRAPHS.
8. ARRANGE DETAILS IN A LOGICAL AND CONSISTENT ORDER (e.g. from most to least important, least to most important, chronological order, compare and contrast, problem-solution...)

Hoffmann (2009)



ŞEKİLLE İLGİLİ DİĞER KURALLAR

25/47

9. DO NOT OVERUSE INTENSIFIERS AND HEDGES.

10. PLACE NEW, COMPLEX, OR LONG INFORMATION AT THE END OF A SENTENCE IN THE STRESS POSITION.

11. AVOID INTERRUPTIONS BETWEEN SUBJECT AND VERB AND BETWEEN VERB AND OBJECT.

Hoffmann (2009)



ŞEKİLLE İLGİLİ DİĞER KURALLAR

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12. USE ACTIVE VOICE (ÇOĞUNLUKLA TEMEL BİLİMLERDE?!!!).

13. USE PAST TENSE FOR OBSERVATIONS, COMPLETED ACTIONS AND SPECIFIC CONCLUSIONS.

14. USE PRESENT TENSE FOR GENERALIZATIONS AND STATEMENTS OF GENERAL VALIDITY.

15. WRITE SHORT SENTENCES (ÇOĞUNLUKLA TEMEL BİLİMLERDE?!!!).

Hoffmann (2009)



Table 3.1 *An Interpersonal model of metadiscourse*

Category	Function	Examples
Interactive	Help to guide the reader through the text	Resources
Transitions	express relations between main clauses	in addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information in other parts of the text	noted above; see Fig; in section 2
Evidentials	refer to information from other texts	according to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as; in other words
Interactional	Involve the reader in the text	Resources
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear that
Attitude markers	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self mentions	explicit reference to author(s)	I; we; my; me; our
Engagement markers	explicitly build relationship with reader	consider; note; you can see that

AKADEMİK YAZMADA DİLİN BAZI İŞLEVLERİ

28/47

1. Duruş sergilemek
2. Okuyucuyu dahil etmek
3. Yeniden ifade etmek
4. Örneklendirmek

(Hyland, 2009; 2007)

DURUŞ SERGİLEMEK

Yazarın:

- **Metinsel 'sesi'**
- **Tutumları**
- **Yargıları, fikirleri ve odak noktaları**

(Hyland, 2009)

OKUYUCUYU DAHİL ETMEK

Okuyucuyu:

- **İddiasına yöneltmek**
- **Söylemine ortak etmek**
- **Yorumlarına yöneltmek**

(Hyland, 2009)

Duruş ve dahil etme ifadeleri, insani bilimler ve sosyal bilimlerde %75 oranında kullanılmaktadır.

(Hyland, 2009)

1. DURUŞ SERGİLEME ARAÇLARI:

- **Yumuşatma: Kesin tutumdan kaçınma**
- **Kuvvetlendirme: Kesin tutum takınma**
- **Tutum ifadeleri: Duyuşsal tutum (şaşkınlık, hemfikirlik, önemseme, hayal kırıklığı vb.)**
- **Yazarın kendinden bahsetmesi**

(Örnekler için: Hyland, 2009'a bakınız.)

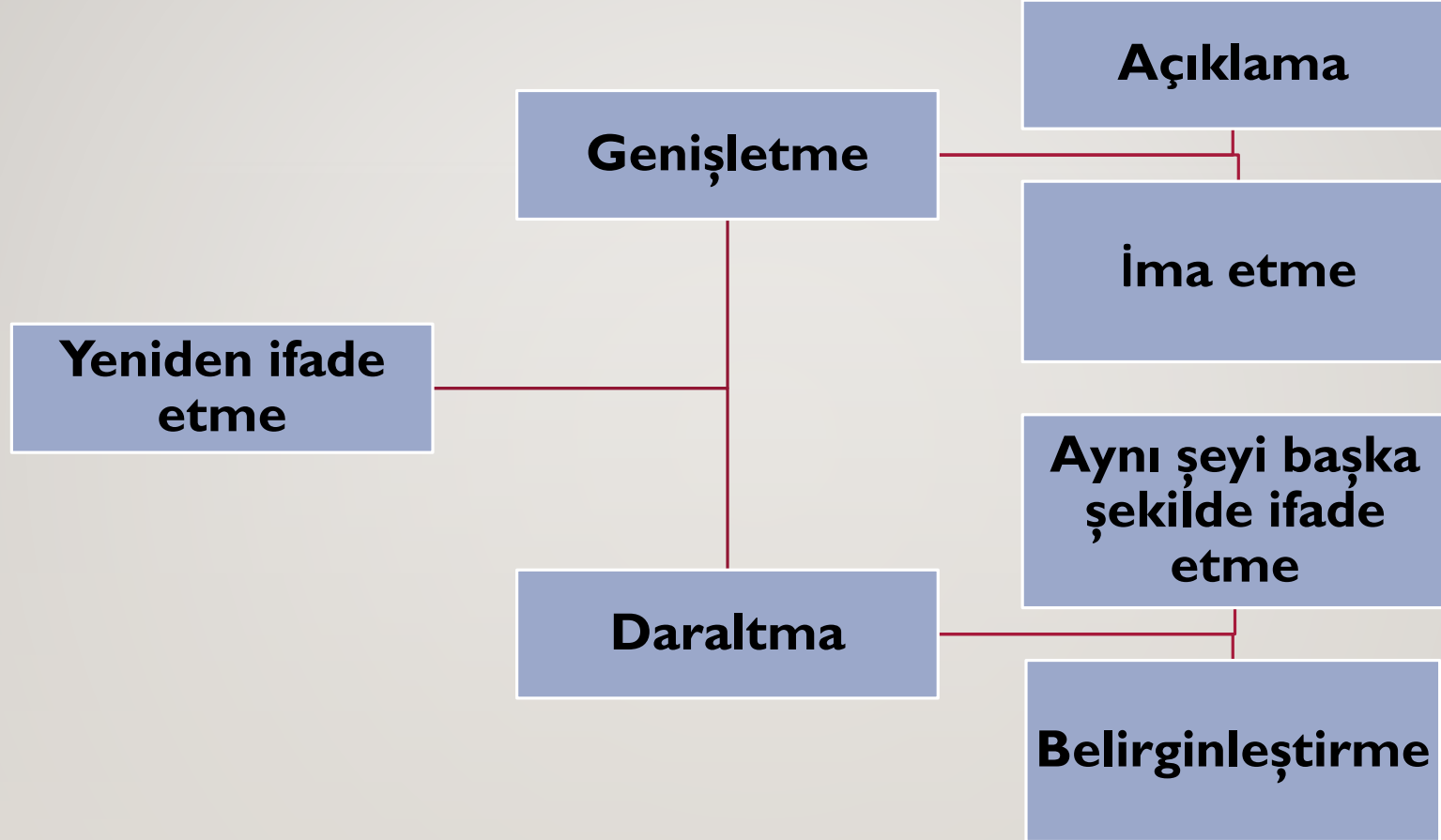
2. OKUYUCUYU DAHİL ETME ARAÇLARI:

- **Yönergeler: Emir ve zorunluluk kipleri kullanmak**
- **Metin arasında okuyucuyla kısa bir diyalog kurmak**
- **Paylaşılmış bilgiye atıf yapmak**
- **Soru yöneltmek (%80'i retorik sorular)**

(Örnekler için: Hyland, 2009'a bakınız.)

3.YENİDEN İFADE ETME YÖNTEMLERİ

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GENİŞLETME

- **Bir bilgiyi genişleterek yeniden ifade etmek**
- **Okuyucunun anlayışını genişletmek**
- **Açıklama yapma ya da ima etme**

(Hyland, 2007)

AÇIKLAMA

- Daha önce söylenmiş bir şeyi tanımlama
- Teknik bir terimi açıklama
- Parantez ve *that is*, *known as*, *called*, ve *referred to as* gibi ifadeler kullanma
(Hyland, 2007)

(Örnekler için: Hyland, 2007'ye bakınız.)

İMA ETME

- **Bir sonuç çıkarma ya da az önce söylenen bir şeyi özetleme**
- **Söylenenden okuyucunun bir şeyler çıkarması (Hyland, 2007)**

(Örnekler için: Hyland, 2007'ye bakınız.)

DARALTMA

- **Söylenen şeyin anlamını sınırlandırma**
- **Yorumun kapsamını daraltma**

(Hyland, 2007)

DARALTMA

- Aynı şeyi başka şekilde ifade etme
- Belirginleştirme

(Örnekler için: Hyland, 2007'ye bakınız.)

ÖRNEKLENDİRME

- Genel bir kategori için örnek vermek
- Bir kural ya da ilkeyi vermek
- Benzer bir olguyu vermek

(Örnekler için: Hyland, 2007'ye bakınız.)

APA 6th Edition, 2010.

Creswell, J. W., & Plano Clark, V. (2018). *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks, CA: SAGE.

Hoffmann, A. H. (2009). *Scientific writing and communication: papers, proposals, and presentations*. Oxford: Oxford University Press.

Hyland, K. (2007). Applying a gloss: exemplifying and reformulating in academic discourse. *Applied Linguistics*, 28/2: 266–285.

Hyland, K. (2009). *Academic discourse*. London: Continuum International Publishing.

Rasinger, Sebastian M. (2013). *Quantitative research in linguistics: an introduction*. London: Bloomsbury Publishing PLC.

Schmied, Josef. (2015). Graduate academic writing in Europe in comparison: a research-based approach to metalanguage and genre. In Josef Schmied (Ed.). *Academic writing for south eastern Europe: practical and theoretical perspectives*. Cuvillier Verlag (pp. 1-24).

Swales, J. M. and Feak, C. B. (2004). *Academic writing for graduate students*. Ann Arbor: University of Michigan Press.

<http://www.slu.se/Documents/externwebben/biblioteket/alnarpsbiblioteket/5AgriIntromove.pdf>

http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm

MANCHESTER ACADEMIC PHRASEBANK

Araştırma makalelerinde olası bütün bölümlerde kullanılacak İngilizce kalıpları sıralayan «Manchester Academic Phrasebank», akademik çalışmalarda faydalanılabilecek önemli kaynaklardan biridir.

<http://www.phrasebank.manchester.ac.uk/>

Describing percentages

Well over			
More than			
Just over			
Many more than		of those surveyed	
Around	40%	of the	
Almost	50%	respondents	agreed that ...
Approximately	80%	of those who	
Just under		responded	
Less than			
Fewer than			
Well under			

SNAPSHOT

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Mathews-Aydinli, J. & Ortaçtepe, D. (2018). Applied linguistics and language teaching in Turkey: 2010-2016. *Language Teaching*, 51(2), 210-245.

After identifying the complete list of **Turkey-based** journals that are available online:

Step 1: Going through each journal to identify articles related to ELT.

Selection criteria were:

1. Turkey-based journals with double blind review
2. Articles written in English or with at least an abstract in English
3. Articles focused on ELT and applied linguistics

Result: 400+ papers retrieved from 31 Turkey-based journals (p. 214)

SNAPSHOT

45/47

Mathews-Aydinli, J. & Ortaçtepe, D. (2018). Applied linguistics and language teaching in Turkey: 2010-2016. *Language Teaching*, 51(2), 210-245.

Step II: Excluding the articles which:

1. Developed teaching material but did not test its effectiveness on learners;
2. Presented a literature review of teaching methods without contributing to the field with some new discussions/insights;
3. Were based on the analysis of a policy or practice in Turkey that no longer exists (e.g., TÜBİTAK journal classification, the KPDS exam);
4. Provided only teaching tips/suggestions;
5. Presented a textbook evaluation—not a selection of coursebooks or story books but one particular book or a couple of books;
6. Presented a case study research based on one institution's policy.

Result: ≈200 publications excluded

(p. 214)

SNAPSHOT

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Mathews-Aydinli, J. & Ortaçtepe, D. (2018). Applied linguistics and language teaching in Turkey: 2010-2016. *Language Teaching*, 51(2), 210-245.

Step III: Examining the articles in terms of their research quality and scope

Selection criteria:

1. Has relevance to issues and topics which are under discussion internationally
2. Has an important theoretical stance
3. Presents adequate data/examples and discussion to contribute to the literature
4. Deals with local data and issues but has implications that may apply to other countries

Result: 140 articles selected

(p. 215)

Teşekkürler...😊