Doğru-yanlış sınırlının ortadan kalktığı bu modern dünyada, her biri pikaro olan insanların öykülerinin anlatıldığı romanların daha ayrıntılı irdelenecek, pikaresk romanı olmeye terk etmemen, onun yeni sınırlarının tespit edilmesi yaza yapılabacak kılklardan olacaktır. Türk yazımında da bu çalışmaların yapılp bunlara ön ayak olunması gerekmektedir.

Notlar

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Özet


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. 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. 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; 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.

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; 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. 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. 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. 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. 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

5. See http://www.tdl.com/~schafer/goodwrite.htm
6. Ibid.