

Writing Intelligible English Prose: Conciseness vs. Verbosity

DR. CUNEYT DEMİR*

Abstract

When writers perform writing, their primary aim is to communicate instantly with readers and to achieve this they need to be clear and concise because conciseness provides an upper hand for the writer in disseminating the message. An overwritten text filled with redundant words may distract readers, hence may prompt quit-reading; therefore, academic writers should avoid wordiness. Accordingly, this study aims to help non-native writers of English eliminate wordiness in their papers; inform them about the importance of conciseness for vigorous writing, and make some suggestions on how to trim their gratuitous writing style. In line with that, this study investigated the introductions, where conciseness and clarity are crucial, of a hundred research articles written in English by Turkish speakers, and then examples of redundancy were pruned to a word or shorter clauses, or removed at all. Finally, both original and modified texts were presented to fifty readers of English to determine which version of texts is easier to understand. The results revealed that Turkish writers of English use unnecessarily long phrases/sentences and expletives/it clauses in their papers, and Turkish readers of English favour conciseness.

Keywords: Verbose writing, wordiness, conciseness, verbosity, academic writing

ANLAŞILABİLİR İNGİLİZCE ESER YAZIMI: KISA MI UZUN MU YAZMALI?

Öz

Bir yazarın yazmadaki başlıca amacı okuyucuyu vakit kaybetmeden konu hakkında bilgilendirmesidir. Bunu başarmak için yazarın açık ve kısa bir dil kullanması gerekmektedir çünkü kısa dil kullanımı sayesinde içeriğin iletilmesi daha rahat hale gelmektedir. Gereksiz sözcüklerle doldurulmuş bir akademik yazım okuyucunun dikkatini dağıtabilir ve okumayı bırakmasına neden olabilir. Bu yüzden gereksiz sözcük kullanımı akademisyenlerin kaçınması gereken bir durumdur. Bu doğrultuda, çalışma makale yazarken gereksiz sözcükleri atma konusunda anadili İngilizce olmayan yazarlara yardımcı olmayı, öz yazım konusunda onları bilgilendirmeyi ve fazla sözcüklerden nasıl kurtulabilecekleri konusunda onları aydınlatmayı hedeflemektedir. Bu çalışma sade ve öz olmanın önemli olduğu yüz araştırma makalelerinin giriş kısımlarını analiz etti; gereksiz uzun olan cümlecikleri tek

* The University of Siirt, School of Foreign Languages, ardgelen@hotmail.com, orcid.org/0000-0003-2588-372X
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kelimeye veya daha kısa cümleciklere dönüştürdü veya onları tamamen cümleden çıkardı. Son olarak hem uzun halleri hem de kısaltılmış halleri İngilizce eser okuyan elli akademisyene dağıtıldı ve hangisinin daha okunaklı olduğu soruldu. Sonuçlar İngilizce yazan Türk yazarların çalışmalarında gereksiz uzun cümlecik, cümle ve gereksiz giriş cümlecikleri kullandıkları ve okuyucuların kısa yazımları tercih ettikleri tespitine vardı.

Anahtar sözcükler: Çok kelime, akademik yazım, sadelik, kısalık, fazla kelime

1. INTRODUCTION

No matter what it is compared to, time would be incommensurably more important because “Time is more value than money. You can get more money, but you cannot get more time”, says Jim Rohn who has numerous globally-known inspirational books. The importance of time is not limited to any sections, but equally significant for anything as well as anybody. Accordingly, efficient time management is necessary for readers who can find millions of books easily through advanced network technologies. Time, our most precious resource, is too expensive to waste for readers; therefore, we use keywords to pinpoint the source that we want to reach without losing time in piles of information to scan.

When it comes to the issue of a reader, academic writing hastily takes its position because one of the most significant purposes of writing in academia is to reach as a wide audience as possible so that it can affect a wider scope of the area. The first criterion to expand the scope of effect is the language of the manuscript, which should be plain and concise. Intending to be seen intellectual, competent, or more attractive writers may inflate their manuscripts with unnecessary words and so-called pompous frills; however, such texts with redundant lexical and syntactic inflation, redundancy or wordiness, in an attempt to sound important or possibly gloriously elegant only create an overflowing language boring to follow; ending with redundantly filled texts that take more time than it deserves in reality. Using numerous words to tell a simple situation that could be told though only a few words does not add any scientific appeal to writing. On the contrary, such texts may prompt boredom with the audience who need to use the time frugally to get the work done on time because academic readers largely read to acquire specific knowledge to use either in their studies or simply to have the information because they may need it onwards. In concise, different from other readers such as literature, leisure, etc. academic readers undoubtedly have no time to waste with piles of documents waiting for to be read.

When speakers perform a speech act, their “main goal is to communicate in the most successful way with the least possible effort” (Abrantes, 2005, p. 92). This should be the same for writing as well. Although efficient use of words in academic writing is crucial, some

scholars tend to use words “lavishly” through lexical or syntactical additions, which is against the reader’s will. However, a concise language gains ground in academia where the time is of importance for academics, and dull proses with needless repetition or words lead to the tedium that steers these types of texts to the bottom of our reading piles. Of essential elements in good writing such as clarity, style, and accuracy, writing concisely is related directly to the issue of clarity. Whereas so obvious the importance of concise writing is, one of the reasons why a writer uses overwriting may be because s/he wants to ensure that readers clearly understand of what s/he did, or s/he may be polishing the writing intentionally so that it would seem intelligent or sophisticated, but wordy texts and repetition may have opposite effect by taxing the readers’ comprehension and patience (Friedman, 1990, p. 592).

Although wordiness may have an overhaul adverse impression on the reader’s digestion, *introduction* will be the most affected part of academic writing because it is the place where readers quit reading or decide to continue. Overpresenting an issue through empty modifiers, transitions and phrases may have a counter-effect on readers, if not on the editors and referees. Only the necessary points for the reader’s understanding should be contained in the paper so that the full attention of readers’ can be attracted, and they can be persuaded to continue reading. In brief, wordiness is the most widespread problem in any kind of writing, and the principal enemy of a clear, brief, bright style (LaRocque, 2007). In line with that, this study investigated the introductions of a hundred research articles written in English by Turkish speakers, and examples of redundancy were picked up, and modified with a concise version. Then, both original and modified texts were presented to fifty readers of English to determine which version of texts is easier to understand and would be their choice. This study aims to help non-native writers of English eliminate wordiness in their papers; provide some knowledge regarding the importance of conciseness for vigorous writing, and make some suggestions on how to trim their gratuitous writing style.

2. LITERATURE REVIEW

The purpose of this section is not just to compile past studies, but mainly to mention possible pros and cons of overwriting and tight writing. In line with that, it will be beneficial to make a compilation of the terms that have been used to describe short and long writing styles; terms such as lengthy writing, overwriting, verbose writing, wordiness, verbiage, verbosity, pleonasm, excessive writing, stilted writing, circumlocution, redundancy, superfluous words, wordy refer to writing styles including more words than necessary while tight writing, economical writing, succinct writing, conciseness, and short writing point out

texts that are not overloaded by redundant words. The present study did not tend to use a single term, but used all these terms arbitrarily.

To begin with, writing succinctly has advantages in some situations; for example, it is memorable (Brohaugh, 2007, p. 2) when compared to lengthy prosés because the information submitted concisely is easier to hold in mind, and recall when needed. In addition, meaningless rows of words and sentences may impede the reading flow, and thus may disrupt reader's digestion for the text; "Therefore, anything that slows the reader from reaching either your point or the end of the manuscript is ripe for removal (Brohaugh, 2007, p. 3).

Another thing that the writers seem to miss is why we write for. Out of many writing motives, academic writing is the one that audiences read to get a piece of information on the matter in question or to acquire knowledge on a particular issue; presumably not for pleasure. This is why scholars are busy even when they sit alone in empty rooms because they are in search of the thing that they currently, or possibly will need. Time is the only rescuer that may save them from this occupied situation, though wordy texts aggravate the rush hours, which is the last thing that a scholar would like. The last point that needs attention would be the close relationship between wordiness and convoluted phrase. An overwritten text may steer the reader's attention to a non-target spot by reason of the confusion that wordy phrases may prompt, so the writer should not overshare every mundane detail, but only the ones that the reader should know.

On the other hand, there are occasions that tight writing leads to a lack of understanding due to insufficient information. Being too frugal with the words to avoid redundancy may end with a parsimonious account of the issue, and subsequently may bring about misunderstanding or even no-understanding at all. However, there exists no motive behind that parlance mentioning any use of verbosity, but what is meant instead is the importance of striking a balance between wordiness and conciseness. Depending on the intention of writing, an author may freely decide on the number of the words s/he will use as well as which words s/he will include because no laws, either natural or manmade, exist to prevent writers from deciding on words they use. However, this freedom is not to drown papers with words; a paper full to overflowing with wordy phrases and sentences possibly will not facilitate the readers' work, but vice versa. In short, on some occasions, writers add words to their writing through extra prepositional phrases or needless repetition without adding any meaning (Fordye-Ruff, 2013, p. 77), which is an infelicity that needs dealing.

On the other hand, teachers as writers do not regard concise writing as a requisite of good writing (Nauman, Stirling, and Borthwick, 2011, p.321), and students prefer excessive writing because it is seen scientific (Chimbganda, 2000, p. 312), which proves that

redundancy in English writing may be an intentional fault in writing (Barrass, 2000, p. 7). However, wordiness may confuse, distract and annoy the readers (Barrass, 2000, p. 7). Therefore, we should prune the papers by removing superfluous words whether it is medical writing (Crowson, 2013, p. 556; Every, 2017, p. 20), business writing (Chan, 2002: Davidson, 2015, p. 16) or legal writing (Osbeck, 2011, p. 460; Gidi, 2018, p. 52). Different from the studies in the literature this study focused on redundancy on papers of Education.

2.1. Research Aim and Questions

This study aims to promote non-native writers' flair for publishing in English. Accordingly, a hundred introductions of articles written by Turkish writers of English were analysed, and examples of redundancy were picked up, then they were analysed and decided on what type of redundancy formation they had. This study also aims to provide non-native writers of English with suggestions concerning the way to avoid overwriting in their prospective papers. More specifically, the present study has two research questions:

1. What is the most and least common redundancy type in Turkish writers of English?
2. What is the preference of a reader: overwriting or tight writing?

3. METHODOLOGY

3.1. Data

The data are composed of a hundred articles written by Turkish speakers of English. Articles were compiled based on the name of the writers. All the articles are in the field of education because rhetorical devices are said to have changed across disciplines (Hyland, 2005, p. 178). The data were collected from five journals indexed in ULAKBIM (a significant Turkish-based network for Turkish scholars) and each journal contributed to the corpus on equal amounts. Only the introduction parts were analysed, where clarity and conciseness are of importance for readers in deciding whether to continue or quit reading. Table 1 provides the number of articles from each journal and the average number of words scanned by the researcher. The introductions have an equal number of words; too short or too long introductions were not included because they may negatively affect the reliability of the data. Another requirement considered to be essential to construct a corpus for critical acts analyses is the publication time of the texts that build the corpus because the type of critical acts and frequency can be affected by the historical time in which the texts had been published (Salager-Meyer, 2008, p. 130). Accordingly, articles published in the last two years were included to secure synchronical similarity. Finally, direct quotations were removed from the data since they did not belong to the writer.

Table 1. Number of articles, and average and total number of words

Journal	Number of article	Average number of words	Total number of words
Hacettepe University Journal of Education	20	698	13960
Novitas Royal	20	653	13060
Eurasian Journal of Applied Linguistics	20	614	12280
Anadolu J. of Educational Sciences International	20	675	13500
Education and Science	20	632	12640
Total	100	654	65440

3.2. Taxonomy for Categorization of Wordiness

A taxonomic system with eight categories was created to categorize redundancy examples in data. More particular information on the taxonomy is as follows.

1. Meaningless intensifiers: Although intensifiers such as *many, much, quite, so, very* etc. may add significance to the phrase/sentence, writers sometimes use them redundantly; for example, in the sentence *The writer uses the words very well* the word *very* functions as an empty filler because the word *well* would just give the same meaning.

2. Long phrases and sentences: Some phrases are unnecessarily long, and can be pruned to a single (or shorter phrasal) adjective, adverb, or noun; for example,

1) *...large in size* (just *large* would be enough)

2) *...linguistics field* (the word *field* is redundant)

3) *The students who have been performing the worst...* (Instead, *the worst performing students*)

3. Unnecessary passive voice: Some passive verbs cause wordiness; for instance, *The researchers checked the validity of the results* instead of *The validity of the results has been checked by the researchers*. To note down, not all passive voices were regarded as redundant; for example, those who pointed out the object were not turned to active voices.

4. Redundant expletives and introductory phrases: An expletive is a phrase of *there+be* or *it+be* which is largely used as an introductory phrase; for example,

1) *There are three types of methods that we can employ* (redundant expletive).

We can employ three methods (modified form).

2) *It is crucial that we figure out this problem* (redundant introductory phrase).

We should figure out this problem (modified form).

5. Adjectival & Adverbial verbosity: Some useless adjective and adverb examples are
 - 1) The researcher *carefully* studied the students' reactions towards the new technique.
 - 2) The tanks were loaded onto the *huge* aircraft.
6. Double negation: It is the use of two negative forms in the same sentence; for example, *It is common* instead of *It is not uncommon*.
7. Long conjunctions and subordinators: They may be either redundant or unnecessarily long.
 - 1) *In spite of the fact that it is detailed...* (*Although* could be used instead of *in spite of the fact that*)
8. Repetition and needless information and redundant word: There are situations in which writers repeat themselves through paraphrasing (1); provide gratuitous information through non-defining clauses (2), or use redundant words (3); for example,
 - 1) *First and foremost thing to do is the immediate change of the environment* (repetition).
 - 2) *The system, which works rather well, is efficient* (needless information).
 - 3) *Past memories; final outcome; sudden crisis* (redundant pairs).

3.3. Procedure and Analyses

The data were analysed manually because there is not any PC or other technology-based device that could categorize the wordiness according to the taxonomy. The researcher read each introduction and noted down the redundant words or wordy phrases into the taxonomy. To validate the researcher's reliability of analyse, a tenth of the whole data was scanned by a second analyser who has a PhD in Linguistics. To maintain scoring consistency and to minimize analysers' bias, each analyser independently categorized the data according to the same taxonomy. The result showed harmony between analysers; 0.87 inter-rater reliability.

The direct quotations were excluded from the data because they did not belong to the writer. In samples including more than one redundancy example according to the taxonomy, each redundancy example was categorized distinctively. For example, *These dimensions are closely interlinked and intertwined* needs two categorizations; *closely* is an unnecessary adverb while *interlinked and intertwined* is a repetition.

Having pruned the long sentences and removed redundant words, the researcher asked fifty readers of English to compare both original and modified texts, and then decide which one sounds more scientific and is more legible. To achieve this, both original and modified texts were delivered to the participants through a simple questionnaire including two boxes for them to click (appendix 1).

4. RESULTS

4.1. Overall Findings

The results were provided in figure 1. As seen, *long phrases and sentences* is the category with the highest portion, and then the category of expletives and introductory phrases follows. *Double negation* is used only once.

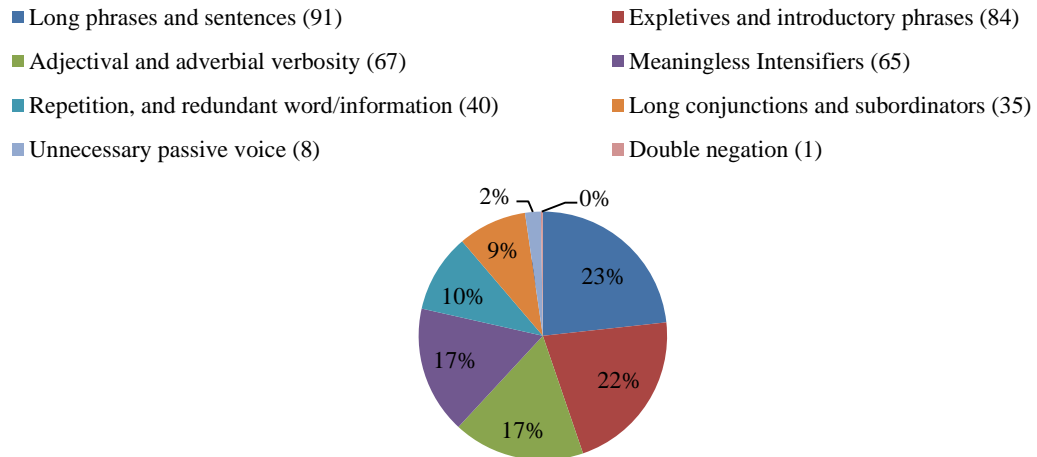


Figure 1. The number of redundancy examples in the corpus.

4.2. Results of Each Category

4.2.1. Long Phrases and Sentences

The analyses detected a tendency of writers to use long phrases and sentences. They used long phrases instead of shorter phrases of noun, adverb, adjective, or verb. Table 2 shows the original wordy phrases from the data and their modified forms.

Table 2. Examples of wordy phrases and their reduced forms.

	Original Text	Modified Text
1.	at an increased rate	increasingly
2.	a negative point of view a positive point of view a cosmopolitan point of view	a negative view a positive view a cosmopolitan view
3.	The latest studies in the literature	Recent studies
4.	Another comprehensive study that has been prepared by KMK, it is claimed that ...	It is claimed by KMK that...
5.	plays a crucial role plays an important role plays a significant role	is important
6.	What is usually pointed out with "stress" is the negative experience of feelings	Stress is

7.	When the given definition is studied closely, it is obvious that	It is obvious that
8.	It is expected to shed light on future programs	It will shed light on future programs
9.	Studies which are conducted for scientific purposes	Studies
10.	When looked from this point of view	in this sense
11.	global citizenship education in the literature is defined as	global citizenship education is defined as
12.	Cosmopolitan point of view	Cosmopolitan view
13.	The concept of global citizenship has been	Global citizenship has been
14.	It is required to determine the exact number of student.	The number of students must be determined.
15.	RAN has a role of predicting the reading skill.	RAN predicts the reading skill.
16.	Reading seems to be quite important.	Reading is important.
17.	People tend to fear what they don't understand and this fear often shows itself as hostility.	People fear what they do not understand and this prompts hostility.
18.	the elapsed time is considered to be the raw score	the elapsed time is the raw score
19.	Germany has faced the influx of various groups of immigrants	Germany had influx of migrants.
20.	Teachers should not behave in such a way as to damage the neutrality.	Teachers should not break neutrality.
21.	Germany is a country with cultural diversity.	Germany has cultural diversity.
22.	the practical applications of these recommendations is considered to be important	The application of these recommendations is important.
23.	The factors that significantly associated with science are	The scientific factors are
24.	This study is an attempt to	This study attempts
25.	This study attempts not to be restricted to	This study is not restricted to
26.	it has its origins in	it originates in or it stems from
27.	he or she	S/he
28.	What is meant by subjective vitality is	Subjective vitality is
29.	The main reason for this pursuit of change is	The main reason for the change is
30.	within the life cycle of human beings	in life

31.	Adolescents spend a significant amount of their time in school.	Adolescents spend much of their time in school.
32.	They are expected to make more valid estimations on	They should reliably estimate
33.	Most of the researchers have the point of view that	Many researchers consider
34.	Those students who like	Students who like
35.	Business professionals working internationally	International business professionals
36.	for users of English	for English speakers
37.	With these caveats in mind	therefore
38.	in an effort to contribute	to contribute
39.	There are numerous studies closely correlating...	Numerous studies correlate...
40.	The programs constructed by adults...	Adult programs or Programs of adults
Total	324 words	172 words

The number of words was reduced to 172 from 324, still with no meaning loss. The results showed that the writers largely used long verbs or prepositional phrases while a single word would just do the same thing. In table 2, the phrases were reduced while table 3 provides the long phrases that not only cause wordiness but are redundant; therefore, should be taken out of the sentence. The number of words fell from 96 to 39 saving the sentences from the needless phrases.

Table 3. Examples of needless phrases and modified forms.

	Original Text	Modified Text
1.	What is usually pointed out with "stress" is the negative experience of feelings	Stress is
2.	When the given definition is studied closely, it is obvious that	It is obvious that
3.	When the literature is reviewed, it could be seen that students are	Students are
4.	The literature review in this field shows that there haven't been so many studies over innovative teaching and teacher	There are few studies on innovative teaching and teacher
5.	As a result of the previously conducted studies, it is known that	It is known that
6.	When the related literature is examined, it is considered that self-perception may be a variable...	According to the literature, self-perception may be a variable...

7.	There is some evidence that intervention could have negative effect on adolescents' risk behaviours	Intervention could have negative effect on adolescents' risk behaviours
Total	96 words	39 words

In the wake of long phrases (table 2) and needless phrases (table 3) table 4 shows wordy sentences and their reduced forms. As seen the number of words fell from 250 to 147

Table 4. Examples of overwritten sentences and modified forms.

	Original Text	Modified Text
1.	While there are many studies on global citizenship education abroad, it was found to be more limited number of studies on this subject in the literature in Turkey.	Compared to abroad studies, number of studies regarding global citizenship education in Turkey is fewer.
2.	Life satisfaction includes individuals' judgments about how much satisfied they are when they take their own lives into consideration.	Life satisfaction is a self-measuring of life satisfaction.
3.	It is considered that the support of the school will be very beneficial for the adaptation of the adolescents.	School support is beneficial for the adaptation of the adolescents.
4.	The efforts of understanding the world of emotions that directs the nature and behaviours of human beings indicate the need for a deeper inner vision.	A deep inner vision is necessary to understand the emotions that direct human behaviours.
5.	Students, teachers and school administrators improve their individual adaptations and roles with their intellectual mentalities by bringing their own individual needs, aims, beliefs and values to the school.	Students, teachers and school administrators improve their adaptations and roles through adding their needs, aims, beliefs and values to the school.
6.	When studies conducted on school are examined, it can be seen that different point of views about the technique exist.	The literature shows that there are different views about the technique.
7.	The study also intends to be a source of future reference for further research.	The study aims to be a reference source.
8.	It is important to examine the changes in the students.	The changes with the students should be examined.
9.	They are the ones who decide which standards are actually taught.	They decide on the taught standards.
10.	It is thought that the results obtained from the research give an idea to the theoreticians and practitioners.	Results of this research give an idea to the theoreticians and practitioners.
11.	It is hoped that the results of this study will contribute to the theory and practice.	Results will (hopefully) contribute to the theory and practice.
12.	When the literature is examined, many studies focused on risk behaviours utilized a quantitative examination of the risk behaviours.	Many studies on risk behaviours used quantitative examination.
13.	Researches proved that teachers with less number of students could provide more individualized attention, and they were more flexible using different teaching approaches.	Teachers with fewer students could provide more individualized attention, and were more flexible to use teaching approaches.
Total	250 words	147 words

thanks to pruning.

The last thing causing wordiness is overwritten references; i.e. both the reference writer and his/her statements are given separately; however, providing reference writer at the end of the statements in parenthesis would prune the texts as in table 5.

Table 5. Overwritten sentences through references.

	Original Text	Modified Text
1.	In the qualitative review study by Casey (2014), it was stated that the attitudes ...	It was stated that the attitudes ...(Casey, 2014)
2.	As stated by Dr. Christian Dahlheim at the 4. International Education Forum in 2016, it is important...	It is important...(Dahlheim, 2016)
3.	According to Bourdieu (2013), social background poses a very significant effect.	Social background poses a very significant effect (Bourdieu, 2013).
4.	Hansemark (1998) says that entrepreneurship education also impacts ...	Entrepreneurship education also impacts ... (Hansemark, 1998)
5.	Cenkseven Önder and Yılmaz (2012) found in their study, motivation is important.	Motivation is important (Cenkseven Önder and Yılmaz, 2012).
6.	According to another study conducted in Africa by Jane (2012) found that it is...	It is... (Jane, 2012)

4.2.2. Expletives and Introductory Phrases

Turkish writers of English heavily use expletives and introductory phrases as shown in table 6. It was seen that removing expletive or introductory phrases from the sentence does not lead to any meaning change. Only some of the examples were presented in the table because of space availability.

Table 6. Redundant expletives and introductory phrases.

	Original Text	Modified Text
1.	It is asserted by researchers that the educational environment is important for the students.	Educational environment is argued to be important for students.
2.	We do maintain that BELF is important for...	Belf is important for...
3.	It has been observed that one of the reasons for these relational differences is the difference of organizational structure.	One of the reasons for these relational differences is the difference of organizational structure.
4.	It has been explored in several studies that RAN is a very strong predictor in oral reading fluency (Christo & Davis, 2008; Kasperski, Shany, & Katzir, 2016)	RAN is a very strong predictor in oral reading fluency (Christo & Davis, 2008; Kasperski, Shany, & Katzir, 2016)
5.	it can be said that the subjective vitality may have a role...	Subjective vitality may have a role...
6.	It is stated that the development of self-perception	The development of self-perception

	increases in adolescence.	increases in adolescence.
7.	Nicolaou and Philippou (2007) highlight that there is a strong relationship between mathematical success and problem-posing.	There is a strong relationship between mathematical success and problem-posing (Nicolaou and Philippou, 2007).
8.	It is crucial that the profile of the innovative teachers should be clear.	The profile of the innovative teachers should be clear
Total	120 words	82 words

Needless expletives and introductory phrases are provided in the table 7. The first ten phrases are the most used ones by Turkish writers of English.

Table 7. Expletives and introductory phrases in the corpus.

1.	It can be said that	19.	It has been noted that	37.	X writer says that
2.	It was seen that	20.	It can be predicted that	38.	X writer emphasized that
3.	It was stated that	21.	It has been explored that	39.	X writer highlighted that
4.	The results showed that	22.	Research has shown that	40.	X writer found that
5.	It is known that	23.	It is proclaimed that	41.	X writer showed that
6.	It is thought that	24.	Some studies have shown that	42.	X writer stressed that
7.	It is believed that	25.	It has been observed that	43.	X writer indicated that
8.	It is considered that	26.	It is intended that	44.	X writer claimed that
9.	Studies show that	27.	It is unsurprising that	45.	X writer asserted that
10.	It is stated that	28.	It is surprising that	46.	X writer discovered that
11.	It is explained that	29.	It is emphasized that	47.	X writer detected that
12.	It is evident that	30.	It occurs to us that	48.	X writer expressed that
13.	It should be pointed out that	31.	It is inevitable that	49.	X writer told that
14.	It is asserted that	32.	It is expected that	50.	X writer argued that
15.	It is seen that	33.	It is apparent that	51.	X writer maintained that
16.	It is foreseen that	34.	It was found out that	52.	X writer supported that
17.	It is occurred that	35.	It is necessary that	53.	X writer confirms that

18.	It is reported that	36.	It is crucial that	54.	X writer said that
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4.2.3. Adjectival and Adverbial Verbosity

Adjectival and adverbial verbosity in Turkish speakers' English texts is the third most common category. Turkish writers of English largely prompted verbosity when they used adjectives and adverbs as either boosters (assertive words) or hedges (mitigating words). Table 8 contains adjectives and adverbs in a redundant position.

Table 8. Adjectives and adverbs in redundant position

Adjectives				Adverbs			
1.	Lucid	13.	Abstract	1.	Deeply	13.	Substantially
2.	Selected	14.	Further	2.	Recently	14.	Directly
3.	Important	15.	Ongoing	3.	Mainly	15.	Actually
4.	Clear	16.	New	4.	Successfully	16.	Positively
5.	Significant	17.	Desired	5.	Generally	17.	Negatively
6.	Active	18.	In-depth	6.	Gradually	18.	Probably
7.	Best	19.	Past	7.	Closely	19.	Effectively
8.	Unique	20.	Critical	8.	Undoubtedly	20.	Effectively
9.	Positional	21.	Possible	9.	Vitality	21.	Unsurprisingly
10.	High	22.	Previous	10.	Highly	22.	Intelligently
11.	Separate			11.	Widely	23.	Basically
12.	Striking			12.	Reciprocally	24.	Wilfully
Total	22 Adjectives			24 Adverbs			

Some of the adjectival and adverbial verbosity examples together with justification of why they are redundant are provided as follows:

- *Lucid* definition...

Lucid means "clearly expressed" and a definition already does this.

- This situation should be investigated *deeply*.

There cannot be a superficial scientific investigation with articles.

- ...to *successfully* accomplish...

The verb “accomplish” already means *to do something successfully*.

- Educators *generally* suggest that...

The adverb has no function.

- ...to achieve *selected* outcomes

An outcome is the thing you aim to reach. It does not need selecting.

- It is a *vitally* important issue.

Vitally functions as an unnecessary booster.

- There are *clear* distinctions between ranks.

There is not “unclear” distinction.

- Humans are *reciprocally* interact with other living organisms

Interacting is an action already done reciprocally. You cannot interact on your own.

- Achieving the reading fluency *successfully*...

The verb “achieve” already includes being successful.

- ...can *probably* be explained by...

The modal *can* makes the adverb redundant.

- Their *abstract* thinking...

There is not a concrete thinking.

- There is an *ongoing* debate...

When used in present tense, *debate* means a quarrel that is still going on.

- Experience will enhance the probability of success in *new* venture creation.

venture already means a new activity

- Looking for *new* creative ideas

You cannot have an old creative idea because all creative things are new

- there is a need for *in-depth* case studies

Case studies, as a research technique, are already detailed

4.2.4. Meaningless Intensifiers

This category picked up adjectives, adverbs, and quantifiers that unnecessarily intensify a noun or situation, and 65 examples including such intensifiers were found (Table 9). The first five intensifiers are the most used ones by Turkish writers of English; following the table five examples were provided.

Table 9. Meaningless intensifiers

1.	very	13.	undoubtedly	25.	plenty of
2.	many	14.	important	26.	much
3.	more	15.	obviously	27.	a great amount of
4.	most	16.	indispensable	28.	significantly
5.	only	17.	utmost	29.	notably
6.	strongly	18.	so	30.	always
7.	actively	19.	at all	31.	a great deal of
8.	highly	20.	any	32.	a good deal of
9.	relatively	21.	none	33.	whole
10.	far more	22.	all	34.	thousands of
11.	rapidly	23.	quite		
12.	great	24.	hundreds of		

1. ...a *very* significant effect...
2. There are *very* few studies ...
3. *Only* a small percentage of them actually incorporate...
4. The findings are of *great* importance
5. The *whole* data were analysed

4.2.5. Repetition, Redundant Words/Information

Under this category, forty examples were found; some of them were provided below.

1. The *external* world...
2. ...they use to communicate *their message*.
3. The *actual* problem is...
4. ... results *obtained from* the research.
5. Language learners' *learning* and development...
6. Teachers' *own* attitudes and perceptions...
7. In order to address the *mentioned* criticisms
8. ...*practical* applications...
9. ...receiving *private* tutoring.
10. The aim of environmental education is to increase the awareness of environment *of the individuals*.

4.2.6. Long Conjunctions and Subordinators

Under this category, long and redundant conjunctions and subordinators were collected, and thirty-five examples with twenty-one different redundant conjunctions and subordinators were found; the first three are the most used ones by the Turkish writers of English (table 10).

Table 10. List of long conjunctions & subordinators, and their reduced forms

Original	Modified	Original	Modified
In order to	to	Despite the fact that	although
For this reason	because, as, since	As a result of the fact that	because
For that reason	because, as, since	In terms of	in, of, for
In spite of the fact that	although	In the case of	for
In addition to this	also	For the purpose of	for
This is the reason that	because, as, since	As a consequence of	because of
In addition to the fact that	also	Due to the fact that	because, as, since
With regard to With respect to In regard to	as to, regarding, concerning	In the course of	during
At this point in time At the present time	now	This is why	because, as, since

4.2.7. Unnecessary Passive Voice

Unnecessary use of passive voices is not common in Turkish speakers of English, though the use of passive voices is common. Nine examples were found and provided in table 11, together with modified forms. Pruning the sentences decreased the number of words from 106 to 58.

Table 11. Unnecessary passive voices and their active forms.

	Original Text	Modified Text
1.	A creative teacher is seen as the one who is consistently curious.	A creative teacher is curious.
2.	It is asserted by researchers that...	Researchers assert...
3.	Academic achievement is facilitated by a strong sense of competence.	Strong sense of competence facilitates academic achievement.
4.	It is expected to be used by teachers.	Teachers may use it.
5.	The attitude towards mathematics was defined by Neale.	Neale defined attitudes towards mathematics.

6.	Another important study that scrutinized the educational achievement is provided by Bourdieu (1986) in the sociology field.	Bourdieu (1986) conducted a study that scrutinized educational achievement.
7.	Penalizing exclusivist approaches and addressing the needs of the entire minority community has been tried to be guaranteed by this law	This law guarantees penalizing exclusivist approaches and addressing the needs of the entire minority community.
8.	It is suggested in the study performed by Savage and Frederickson (2005) that...	Savage and Frederickson (2005) suggest...
9.	The inter-correlations among power bases have been studied extensively by researchers.	Researchers have studied inter-correlations among power.
Total	106 words	58 words

4.2.8. Double Negation

Double negation nearly does not exist in the texts of Turkish writers of English. Only one example was found.

Original text : *It is not unacceptable* to change the current system of learning.

Modified text : *It is acceptable* to change the current system of learning.

4.2. Questionnaire Results

The results proved the superiority of modified texts; 30 of 50 participants stated that modified texts are more scientific while the rest, 20, chose original texts more scientific. Similarly, 45 out of 50 chose modified texts as more legible while the figure was only five for original texts (Figure 2)

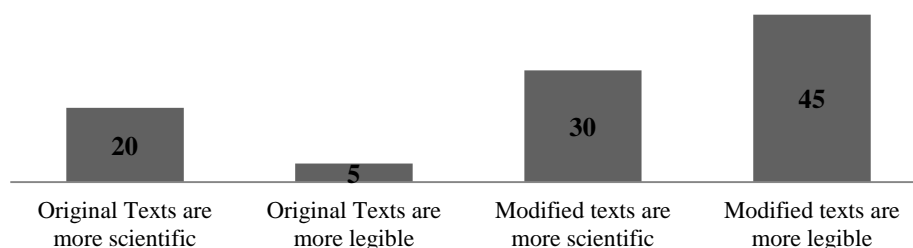


Figure 2. Questionnaire results of whether original or modified texts are more scientific and legible.

5. DISCUSSIONS AND CONCLUSION

The purpose of this study was to investigate wordiness that Turkish speakers of English used in the *introduction* of their papers; provide some knowledge regarding the importance of conciseness for vigorous writing, and finally propose some suggestions on

how to trim their wordy expressions. Results reveal that Turkish writers of English, as non-native writers, are partly prone to overwriting, which is one of the language pitfalls that non-native English speakers experience (Joubert & Rogers, 2015, p. 23) as well as native English speakers (Prasetyo, 2015, p. 92). Of different sections, this study investigated only introduction parts, but some studies investigated the whole sections and found that verbosity is a problem particularly for introductions, methodologies, and discussions (Aziz, Kashif, & Aijaz, 2016, p. 682).

The category of long phrases and sentences was found to be the most common out of all other categories amidst Turkish writers of English. Phrases are unnecessarily prolonged through prepositions, adjectives, or adverbs; even some phrases could be pruned to a noun. On the other hand, double negation is the least common redundancy category for Turkish writers. They did not include any of such redundancy examples in their writing; except one example.

The questionnaire results proved that Turkish readers of English regard tight writing more scientific and legible than overwriting, yet a few supported overwriting because it seemed to be more scientific. That overwriting appears to be scientific is not a new finding, as Chimbanga (2000) found that students prefer long sentences due to their scientific appearance. However, there are not any scientific studies proving the positive correlation them; on the contrary, studies (Crowson, 2013; Davidson, 2015; Every, 2017; Gidi, 2018) propose a writer to be concise and plain.

5.1. Suggestions

1. Wordiness may prompt vocabulary errors (Chen, 2018, p. 57) through inaccurate word combinations, which is a disadvantage for writers because collocation competence is a sign of native-fluency in writing (Demir, 2018, p. 299).
2. Be concise with your writing because wordiness is considered to be a weakness of the writer (Antonetti, 2017, p. 116).
3. The explicit aim of scientific writing is conciseness (Scott & Jones, 2017, p. 2218); therefore, cut to the essence and be concise because readers may get lost in a pile of words while aiming to reach the main point. This would decrease the efficiency of your work.
4. Use a single word to convey a phrase by trimming long phrases. Check again if you could prune your phrases to words.
5. Inform your message straightforward; therefore, check long sentences again, and eliminate wordiness if necessary. Do not forget that long sentences with too many

words may cause complexity, which would make our writing inaccessible (Pinker, 2014, p. 57), hence may confuse the readers.

6. Trash empty modifiers like *very, really, totally, etc.* if you want to have effective writing (Heard, 2017, p. 24)
7. Shorten or eliminate empty transition (conjunctions and subordinators). Using long conjunctions/subordinators does not provide more windows for your readers.
8. De-clutter your writing by avoiding unnecessary repetition because it makes the writer seem incompetent over the issue, impedes clarity, and annoys readers (Messuri, 2015, p. 57) .
9. An expletive may contribute to wordy texts because they are weak sentence openers. (Every, 2017); therefore, avoid starting a sentence with *it or there clause* if there is nothing deserving to be highlighted. This is because they largely prompt lacklustre phrases that create awkward proses.
10. Redundant pairs or needless information adds nothing into your work. Omit the purposeless words that explain the obvious, or provide excessive detail (Wordiness, 2009)
11. Double negation can be used in poetry literature to sparkle the words whereas it has no place for scientific writing. Use affirmative sentences instead of double negation.
12. Use active voice rather than passive voice because passive sentences need using *it/that clauses*, which causes wordy phrases
13. Use adjectives and adverbs frugally. Boosting and hedging words mostly have function no more than highlighting or mitigating sentences. Use boosters or hedges when needed.
14. Be aware of that meaningless intensifiers are meaningless. Prune your sentences by eliminating intensifiers like *very, many, much, quite, etc.*
15. Minimizing redundancy, identifying and eliminating the content that is not critical, and editing final drafts in terms of conciseness are the three keys to writing concisely (Lynn, 2016, p. 346).
16. Edit your work; check the final draft critically in a way to prune your texts, and see if there is anything redundant before submission.
17. You may miss the points through self-editing; therefore, let someone else do the editing one more time for you.

5.2. Further Research

Overwriting in academic writing is an issue that should be dealt with. This study investigated only the field of education whereas there are still fields to investigate; for example, medical English where conciseness is not only important but also a necessity. Furthermore, this study constructed its taxonomy composed of eight categories; however, this taxonomy can be expanded through the addition of new categories such as definite and indefinite articles, redundant relative clauses and so on because the analyses showed that writers prone to overusing *the* and *-wh* clauses. This study investigated only introduction parts; however, researchers may make a full investigation of articles, and compare introduction, methodology, result, discussion, and conclusion parts to find which part has the highest average of wordiness. I also advise researchers to expand the corpus and contract the categorization; for example, investigation of only redundant adjectives in a larger data would be of benefit to reveal more detailed results.

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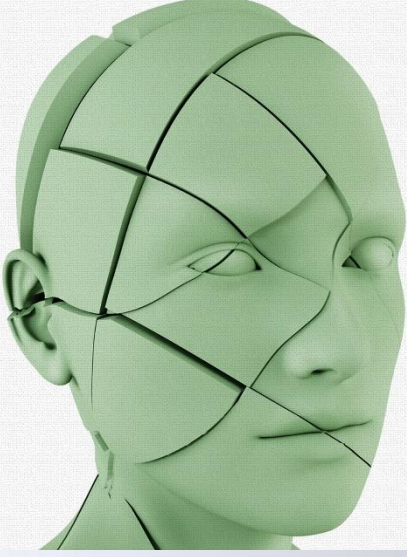
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Appendix 1. The questionnaire delivered to fifty academicians.

Please read the texts below and decide with column seems more scientific, and is more legible.	
While there are many studies on global citizenship education abroad, it was found to be more limited number of studies on this subject in the literature in Turkey.	Compared to abroad studies, number of studies regarding global citizenship education in Turkey is fewer.
Life satisfaction includes individuals' judgments about how much satisfied they are when they take their own lives into consideration.	Life satisfaction is a self-measuring of life satisfaction.
It is considered that the support of the school will be very beneficial for the adaptation of the adolescents.	School support is beneficial for the adaptation of the adolescents.
The efforts of understanding the world of emotions that directs the nature and behaviours of human beings indicate the need for a deeper inner vision.	A deep inner vision is necessary to understand the emotions that direct human behaviours.
Students, teachers and school administrators improve their individual adaptations and roles with their intellectual mentalities by bringing their own individual needs, aims, beliefs and values to the school.	Students, teachers and school administrators improve their adaptations and roles through adding their needs, aims, beliefs and values to the school.
When studies conducted on school are examined, it can be seen that different point of views about the technique exist.	The literature shows that there are different views about the technique.
The study also intends to be a source of future reference for further research.	The study aims to be a reference source.
It is important to examine the changes in the students.	The changes with the students should be examined.
They are the ones who decide which standards are actually taught.	They decide on the taught standards.
It is thought that the results obtained from the research give an idea to the theoreticians and practitioners.	Results of this research give an idea to the theoreticians and practitioners.
It is hoped that the results of this study will contribute to the theory and practice.	Results will (hopefully) contribute to the theory and practice.
When the literature is examined, many studies focused on risk behaviours utilized a quantitative examination of the risk behaviours.	Many studies on risk behaviours used quantitative examination.
Researches proved that teachers with less number of students could provide more individualized attention, and they were more flexible using different teaching approaches.	Teachers with fewer students could provide more individualized attention, and were more flexible to use teaching approaches.
In the qualitative review study by Casey (2014), it was stated that the attitudes ...	It was stated that the attitudes ...(Casey, 2014)
As stated by Dr. Christian Dahlheim at the 4. International Education Forum in 2016, it is important...	It is important...(Dahlheim, 2016)
According to Bourdieu (2013), social background poses a very significant effect.	Social background poses a very significant effect (Bourdieu, 2013).
Hansemark (1998) says that entrepreneurship education also impacts ...	Entrepreneurship education also impacts ... (Hansemark, 1998)

Cenkseven Önder and Yılmaz (2012) found in their study, motivation is important.	Motivation is important (Cenkseven Önder and Yılmaz, 2012).
According to another study conducted in Africa by Jane (2012) found that it is...	It is... (Jane, 2012)
It is asserted by researchers that the educational environment is important for the students.	Educational environment is argued to be important for students.
We do maintain that BELF is important for...	Belf is important for...
It has been observed that one of the reasons for these relational differences is the difference of organizational structure.	One of the reasons for these relational differences is the difference of organizational structure.
It has been explored in several studies that RAN is a very strong predictor in oral reading fluency (Christo & Davis, 2008; Kasperski, Shany, & Katzir, 2016)	RAN is a very strong predictor in oral reading fluency (Christo & Davis, 2008; Kasperski, Shany, & Katzir, 2016)
it can be said that the subjective vitality may have a role...	Subjective vitality may have a role...
It is stated that the development of self-perception increases in adolescence.	The development of self-perception increases in adolescence.
Nicolaou and Philippou (2007) highlight that there is a strong relationship between mathematical success and problem-posing.	There is a strong relationship between mathematical success and problem-posing (Nicolaou and Philippou, 2007).
It is crucial that the profile of the innovative teachers should be clear.	The profile of the innovative teachers should be clear
More scientific <input type="checkbox"/> More legible <input type="checkbox"/>	More scientific <input type="checkbox"/> More legible <input type="checkbox"/>

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MAKSUT YİĞİTBAŞ

Edebiyatın Ebemkuşağı
Halit Ziya Hikâyeciliğinde
Renklerin Dili



Yazma Sanatı

Türkçe Doğru ve Etkili Yazma Teknikleri

Prof. Dr. Önder Göçgün

