HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
Division of English Language Teaching

TEXTUAL ANALYSIS OF ARGUMENTATIVE ESSAYS ACCORDING TO TOULMIN MODEL, POSITION OF CLAIMS, EVIDENCE TYPES AND COHERENCE

Nihan YILMAZ

Ph.D. Dissertation

Ankara, (2019)

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TARTIŞMACI KOMPOZİSYONLARIN, TOULMIN MODELİ'NE, SAVLARIN YERLERİNE, KANIT TÜRLERİNE VE TUTARLILIĞA GÖRE METİN DÜZEYİNDE İNCELENMESİ

Nihan YILMAZ

Ph.D. Dissertation

Ankara, (2019)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **NİHAN YILMAZ** and entitled "Textual Analysis of Argumentative Essays According to Toulmin Model, Position of Claims, Evidence Types and Coherence" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 12/07/2019 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on ...../...../.....

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Abstract

This qualitative study analyzed 47 L2 English argumentative essays written by Turkish students enrolled in the Department of English Language Teaching at Gazi University, Ankara, Turkey; in terms of the Toulmin's model of argument structure, the position of main and sub claims, the evidence types used, coherence, possible reasons that break coherence and fallacies. The results showed that participants use data and claim as the most dominant Toulmin model elements, and they use much fewer counterargument claims, counterargument data, rebuttal claims and rebuttal data. The results also showed that most participants in the study had a deductive pattern in their essays, with the main claim and sub claims in the initial position. Moreover, the evidence type that is mostly used was revealed to be logical evidence. Incoherence was found to be low and mostly at micro (paragraph) level. The major reasons behind this incoherence were found to be mentioning something totally irrelevant and wrong word choice. Finally, the fallacy that is done most was found to be amphibology. The results indicate the need for a thorough instruction on Toulmin model, evidence types and incoherence reasons for ELT students.

Keywords: toulmin model, toulmin's model of argument structure, coherence, incoherence, evidence types, argumentative writing, argumentative essays, fallacies.

Öz

Bu nitel çalışma, Gazi Üniversitesi'nde İngilizce Öğretmenliği Bölümü'nde kayıtlı 47 öğrencinin İngilizce yazdığı tartışmacı kompozisyonları, Toulmin'in argüman yapısı modeline göre, ana ve yardımcı savların yerine göre, kullanılan kanıt türlerine göre ve tutarsızlığa, muhtemel tutarsızlık nedenlerine ve muhakeme yanlışlarına göre metin düzeyinde incelemiştir. Sonuçlar, katılımcıların en fazla kullandığı Toulmin modeli elementinin kanıt ve sav olduğunu ve karşı argüman savlarını, karşı argüman kanıtlarını, çürütücü savlarını ve çürütücü kanıtlarını çok daha az kullandıklarını göstermiştir. Sonuçlar ayrıca, katılımcılarının çoğunun kompozisyonlarında tümdengelimci bir desen olduğunu ve ana savların ilk paragrafta bulunduğunu ortaya koymuştur. Ayrıca, en çok kullanılan kanıt türünün, mantıksal kanıt olduğu ortaya çıkmıştır. Tutarsızlık seviyesi düşük ve çoğunlukla mikro (paragraf) düzeyinde çıkmıştır. Bu tutarsızlığın temel nedenleri, tamamen alakasız bir şeyden bahsetme ve yanlış kelime kullanımı olarak bulunmuştur. Son olarak, en çok yapılan muhakeme yanlışı, belirsizlik olarak bulunmuştur. Sonuçlar, İngilizce öğretmenliği öğrencileri için, Toulmin modeli'nde, kanıt türlerinde ve tutarsızlık nedenlerinde sıkı bir eğitime ihtiyaç olduğunu göstermiştir.

Anahtar sözcükler: toulmin modeli, toulmin'in argüman yapısı modeli, tutarlılık, tutarsızlık, kanıt türleri, tartışmacı yazım, tartışmacı kompozisyonlar, muhakeme yanlışları.

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love you! Once I come back, you & I & our son will go on many other adventures, as we always do ;)

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Table of Contents

Abstract i

Öz ii

Acknowledgements iv

List of Tables viii

List of Figures ix

Symbols and Abbreviations x

Chapter 1 Introduction 1

Statement of the Problem 1

Aim and Significance of the Study 3

Research Questions 5

Assumptions 6

Limitations 6

Definitions 6

Chapter 2 Literature Review 8

Second Language Writing (SLW) 8

Genre-based approach to SLW 11

Sociocultural approach to SLW 16

An Introduction to Aristotelean Philosophy on Rhetoric and Fallacies 18

Sapir-Whorf Hypothesis of Linguistic Relativity 24

Contrastive Rhetoric 26

Recent Research, Findings and Discussions in Contrastive Rhetoric 30

Argumentation and L2 Argumentative Writing 33

Toulmin's Model of Argument Structure 35

Previous Research Addressing Toulmin's Model of Argument Structure 38

Chapter 3 Methodology 49

Research Questions 49

Setting and Participants 49
Data Collection Process 50
Data Analysis 50
Chapter 4 Findings and Discussion 55
Findings and Discussion for Research Question I 55
Findings and Discussion for Research Question II 58
Findings and Discussion for Research Question III 65
Findings and Discussion for Research Question IV 74
Findings and Discussion for Research Question V 89
Chapter 5 Conclusion and Suggestions 96
Summary of the Study 96
Summary of the Findings and Discussion 99
Pedagogical Implications 102
Suggestions for Further Research 103
References 105
APPENDIX-A: Essays That Were Analyzed in This Study 121
APPENDIX-B: Ethics Committee Approval 168
APPENDIX-C: Declaration of Ethical Conduct 169
APPENDIX-D: Dissertation Originality Report 170
APPENDIX-E: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı 171

List of Tables

Table 1 *Aristotle's Categorization of Fallacies (Aristotle, 1984 as cited in Parry & Hacker, 1991)* 19
Table 2 *Summary of Some Studies Addressing Toulmin's Model of Argument Structure in Argumentative Writing* 40
Table 3 *Definitions and Examples of Toulmin Model of Argument Structure, Adapted by Qin & Karabacak (2010), To Be Adapted and Used in The Current Study* 44
Table 4 *Descriptive Statistics for The Toulmin Model Elements in The Essays (n = 45)* 55
Table 5 *The Number of Subclaims in The Essays* 56
Table 6 *Frequencies of Essays Which Had Their Main Claims in Different Positions (n = 43)*.....59
Table 7 *Position and Number of Subclaims and Their Ratios to The Total Number of Subclaims (n = 106)* 61
Table 8 *Within-subject Analysis of Number of Paragraphs, Subclaims and Positions of Subclaims in The Paragraphs*.....62
Table 9 *Final List of Evidence Types*.....66
Table 10 *Types of Data and Their Frequencies* 68
Table 11 *Subsegments of Each Type of Data and Their Numbers in The Data* 68
Table 12 *Subsegments of Each Type of Data, in The Descending Order* 69
Table 13 *The Descriptive Statistics for Percentages of Irrelevant Sentences* 75
Table 14 *Percentages and Reasons of Incoherence* 75
Table 15 *Numbers of Each Fallacy in The Essays and Their Frequencies*.....89

List of Figures

Figure 1. Feez's (1998, p. 28) teaching-learning cycle. 13
Figure 2. Varying paragraph organizations across five cultures (Kaplan, 1966, p. 11) 26
Figure 3. Matsuda's (2001, p. 258) diagram of how Whorfian hypothesis and Kaplan (1966) have causal determinations between language, thought and culture. 29
Figure 4. Matsuda's (2001, p. 258) diagram of how Whorf and Kaplan actually agree on the causal determination between language and thought. 29
Figure 5. The multilayered model of IR, as drawn by Connor (2018, p. 2).....31
Figure 6. Data (symbolized with the letter D), claim (symbolized with the letter C), warrant (symbolized with the letter W) examples by Toulmin (2003, p. 92).....36
Figure 7. All the elements in Toulmin's (2003, p. 94) model of argument structure, with their examples. 38

Symbols and Abbreviations

CR: Contrastive Rhetoric

ELT: English Language Teaching

ESL: English as a Second Language

EFL: English as a Foreign Language

L1: A speaker's first language

L2: A speaker's second language, or his/her target language

SLW: Second Language Writing

Chapter 1
Introduction

In this chapter, the problem that the researcher has observed and the motivation behind this dissertation are given first under the title "Statement of the Problem". Next, the aim and importance of the study are given in the "Aim and Significance of the Study" part, followed by the "Research Questions", where research questions that this dissertation has are presented. Then, assumptions and limitations are presented respectively. The last part in this chapter is "Definitions", where the definitions of critical terms used in this study are given.

Statement of the Problem

Requiring not only creating ideas but also putting them into readable texts, writing has been identified as the most difficult language skill to master, even for the native speakers of that language, let alone learners of it as a second language (Richards & Renandya, 2002). Be it learners or native speakers of a language, syntactical and lexical skills as well as the rhetorical organizational skills in that language should be mastered, which makes writing the most difficult skill (Tangpermpoon, 2008). To top it off, trying to defend one's point of view about a topic through writing, i.e. argumentative writing, is the most difficult writing type (Manzi, Flotts & Preiss, 2012).

What makes argumentative writing the most difficult writing type is the need to know the *argumentation structures* in that language and culture, English, in our case, as different cultures represent, argue and defend ideas differently (Kaplan, 1966; Connor, 1996). The English argumentation belongs to the Western Argumentation, which has its roots in Aristotelean way of argumentation. Although the theoretical background of argumentation is discussed heavily in the Literature Review chapter, it is worth to have a brief look here for a good presentation of the problem that the researcher observed.

As a result, it is essential to look into what Aristotle proposed in terms of argumentation, namely his *Rhetoric*. Knowing Aristotle's Rhetoric, which is what has affected the English way of thinking, will enable English language teachers, decision-makers and even English language learners to know how native speakers

of English form their argumentations. Since the aim of any argumentation is to *convince* the reader that the presented idea is worth believing in, especially English language learners should know the basics about how native speakers of English might expect a non-native speaker to present his/her arguments. At the end of the day, convincing is easier when it is done in the way the addressee is culturally accustomed to.

The hypothesis that languages and cultures differ in the way they present argumentation also has its roots in Sapir-Whorf Hypothesis of Linguistic Relativity (Ying, 2000). The founders of this hypothesis, Edward Lee Sapir and Benjamin Whorf, believed in the total control of language over thoughts. According to them, humans could not think without language and the first language dominates all of the thinking process, affecting every single thought. When this hypothesis was found "too strong" by some researchers, a "weak" version of it was proposed: language *affects* thought, if not *dominates* it.

Inspired by this Sapir-Whorf hypothesis of linguistic relativity, Kaplan (1966) wanted to see if this effect of language on thought is also visible in terms of writing. More clearly, he wanted to see if learners of English as a Second Language (henceforth ESL) transferred their first language (henceforth L1) rhetoric (argumentation skills) into their target language (henceforth L2), in this case English, rhetoric. With this eminent study, Kaplan (1966) initiated a big interest in comparing and contrasting the outputs of one's native language and the target language in terms of a possible rhetoric transfer (Connor & Traversa, 2014) and he called this research field "Contrastive Rhetoric" (henceforth CR). In his study, he analyzed approximately 600 ESL learners' essays in terms of rhetoric and stated that L2 writing is significantly drawn upon L1 culture and what is considered effective writing in one culture may not be considered that effective in another, coming to the conclusion that writing is culture-sensitive. Therefore, as well as being linguistically proficient, being equipped with the knowledge of the argument structures in the target language, L2 rhetoric, is essential to be a good commander in writing.

What could be concluded from Sapir-Whorf hypothesis of linguistic relativity and CR is that it shows the necessity to *do as Romans do when in Rome*. In our case, it is *arguing the way the English language speakers do*. As said before, arguing is culture-sensitive and perception of an argument as “effective” differs from

one culture to another. Therefore, in order to make solid, convincing arguments, one needs to know how the English language speakers argue. Since language grasps a hold of the thoughts, and organizes them, we, as learners or teachers of English, need to understand how the English language affects the organization of thoughts of native speakers of English. As a result, argument structure frameworks proposed by eminent researchers in this field are to be our guidelines in deciding if our students, learners of English, are on track to write argumentative essays which could be acceptable by native speakers of English, in terms of their organization.

To this end, the argument structure model that is employed in the current study is the Toulmin's model of argument structure (Toulmin, 1958; 2003). Affected by what Aristotle and Sapir-Whorf hypothesis of linguistic relativity offer in terms of rhetoric and organization, Toulmin (1958; 2003) proposed a 6-item framework of argument structure. *Claim, data, warrant, backing, qualifier* and *rebuttal* were the names of the elements in his original model, although some researchers use *evidence* or *grounds* for *data* (e.g., Karbach, 1989; Qin, 2009; Uysal, 2012). In this study, *data* and *evidence* are used interchangeably.

The reason why Toulmin's model of argument structure is chosen as the framework of this dissertation is that in Turkey, it has generally been used in the field of Mathematics and Science Education (Cengiz, 2017; Deveci, 2009; Dinçer, 2011; Köroğlu, 2009; Temiz-Çınar, 2016; Yalçınkaya, 2018) but not in the field of English Language Teaching (henceforth ELT). The only two studies that employ Toulmin's model of argument structure in the ELT field in Turkey belong to Qin (2013) and Uysal (2012). As a result, the researcher of this current study saw the gap in literature and wanted to contribute to literature by analyzing argumentative essays with the Toulmin's model of argument structure.

Aim and Significance of the Study

The first aim of the study is to find out if (and how) ELT students at Gazi University write their argumentative essays in accordance with the elements in Toulmin's model of argument structure. This study is a descriptive one, which means it aims to take a picture of the current L2 rhetoric and argumentation of ELT students at Gazi University and let decision-makers in the field know what is needed in terms of improvement, if any. A slight change was done in the Toulmin's model of

argument structure. Originally, there is only one *claim* in Toulmin's model of argument structure; however, for the purpose of this study, the element *claim* was separated into two: *main claim* and *subclaim*. The reason for this classification is to find out how many main claims and subclaims the participants wrote in their essays. The study also aims to find the *position* of the main claim and sub claims in the essays: Are they in the initial, mid or final position? Is the main claim stated in the introduction, development or in the conclusion paragraph? How are the sub claims located in the paragraphs? Thus, the Toulmin's model of argument structure (shortly, Toulmin model) has been expanded in this study to answer these additional questions.

The second aim of the study is to analyze the type of *data* in the essays. What participants wrote as *data* to support their claims, for example facts, personal experience, citations of authority or anecdotes (Uysal, 2012) are all analyzed and categorized accordingly.

Another aim of the study is to find out the (*in)coherence* in the argumentative essays written by the same group of students, ELT students at Gazi University, if any. (In)coherence will be analyzed in terms of irrelevant sentences in terms of meaning in the essays, both at the micro (sentence-wise) and macro (essay-wise) level.

The last aim of the study is to examine Aristotle's fallacies (1984)[1] in the essays. As writing without fallacies is essential in good argumentative writing, it is important to see if the participants fell into any fallacies in their essays.

After all these aims, it is worthy to mention the significance of the study. First, the data in this study are collected from the essays written by prospective English language teachers studying at Gazi University, one of the most prestigious universities in Turkey. Because educating learners of English begins with educating teachers of English, this study aims at describing the current pattern in L2 rhetoric in terms of argumentation, types of data, coherence and fallacies. After the data analysis, decision-makers, Turkish teachers of English and Turkish learners of

[1] As is known, Aristotle lived between the years 384-322 B.C., but his work was published by several publishers, and the one referenced here was published in 1984. The year that it was published, 1984, should not mislead the reader that Aristotle wrote his paper in 1984.

English can be informed about the general pattern in these essays and could be humbly suggested what could be done in terms of improvement, if any needed. A descriptive study in L2 writing is essential to understand the argumentation and rhetorical preferences of Turkish L2 writers before taking an action. Finally, since writing is the most difficult skill to acquire and argumentative writing is the most difficult writing type, seeing how future English language teachers write their argumentative essays is crucial. For example, analyzing what they give as evidence to support their claims, i.e. their data, is also crucial to see if they use a variety of evidence types or stick to only one or two.

As a last note, it could be said that this study is one of the very few studies in Turkish EFL contexts that employ Toulmin's model of argument structure, so it is also significant in this sense. This study humbly aims to contribute to L2 argumentative writing literature, which definitely needs more research especially in EFL contexts, like Turkey.

Research Questions

This study tries to answer the following research questions.

Research question one. What are the frequencies of the Toulmin model elements in the L2 argumentative essays written by first-year ELT students at Gazi University?

Research question two. Where are the main claims and subclaims located in the L2 argumentative essays written by first-year ELT students at Gazi University?

Research question three. What types of data do the first-year ELT students at Gazi University use (i.e., facts, personal experience, citations of authority, anecdotes) in their L2 argumentative essays? What are the frequencies of each type of evidence?

Research question four. Are the L2 argumentative essays written by first-year ELT students at Gazi University coherent both at the micro (sentence-wise) and macro (essay-wise) level? If not, what could be the reason for incoherence?

Research question five. Do the L2 argumentative essays written by first-year ELT students at Gazi University contain fallacies categorized by Aristotle (1984)? If yes, what are the frequencies and types of those fallacies in the essays?

Assumptions

This current study has some certain assumptions about the collected data. First, it is assumed that the participants truly reflected what they knew about L2 argumentative writing into their essays. A timed essay in the exam format was used as a precaution, otherwise, it would have been impossible to know if participants used an exterior source of help in writing their essays. Thus, it is assumed that they reflected only their own L2 writing competence.

Another assumption of this study is that the participants did not receive a prior training on Toulmin's model of argument structure. Formally, they never received such an instruction, but it is assumed that they did not encounter or study it elsewhere.

Limitations

The current study, like almost all other studies, has some limitations. First of all, due to the study's qualitative research design with relatively few participants (*n* = 47) compared to quantitative studies, the findings cannot be generalized to the general population.

Another limitation of the study is that the data is collected from only one university, namely Gazi University. Moreover, the data is collected from only one department, the ELT Department.

Definitions

Contrastive Rhetoric: The research field whose focus is on comparing and contrasting the outputs of one's native language and the target language in terms of a possible rhetoric transfer (Connor & Traversa, 2014).

Rhetoric: The study of the ways of using language effectively (Cambridge Dictionary, 2019).

Coherence: The situation when the parts of something fit together in a natural or reasonable way (Cambridge Dictionary, 2019). Coherence has been defined in a number of different ways by different scholars, but the definition that this dissertation adopts is this, a general harmony between the sentences in a text in terms of meaning.

Deductive writing: Deductive writing presents the main claim, or the thesis statement, first, and then provides supplementary examples and facts (Fudge, 2015). If a writer wants his/her audience to find his/her main claims easy by scanning the text quickly, s/he can opt for this kind of writing as it saves time for the reader.

Inductive writing: Inductive writing first presents examples and facts for the main claim that it gives at the end, following a bottom-up approach. If a writer wishes his/her audience to read everything in the text before they can come to the general conclusion, that writer should choose inductive writing because it requires the reader's interest at all times (Fudge, 2015). However, the writer should be careful to connect all the examples and facts to the main claim given at the end.

Second language writing: Second language writing is the study of works written by non-native speakers of a language. In the scope of this dissertation, that language is English. So by the term "Second language writing", the written works of non-native speakers of English in English are meant.

Argumentation: A set of reasoning which is used to explain something or to persuade (Cambridge Dictionary, 2019).

Chapter 2
Literature Review

Second Language Writing (SLW)

History of SLW. An inquiry into the history of SLW began around 1990 (Fujieda, 2006; Leki, 1992; Matsuda, 2003; Raimes, 1991). In her eminent article of the history of SLW, Raimes (1991) takes the beginning point of the history of SLW as the year when the TESOL (Teaching English to Speakers of Other Languages) was founded, which was 1966. Beginning in 1966, this first era of SLW was called the "Focus on Form" era by Raimes (1991).

Back in the mid-60's and also in 70's, audio-lingual method was heavily used in English Language Teaching (Raimes, 1991). Inspired by behaviorist theories, audio-lingual method, as the name suggests, puts oral skills (speaking and listening) first (Richards & Rodgers, 2014). Reading and writing, only act as a step to reinforce speaking and listening skills and are therefore underrepresented in teaching. Especially writing skills were believed to be mastered only after mastering speaking and grammar skills, they were not thought to be developing simultaneously (Fujieda, 2006). As a result, grammar acquisition was put emphasis on in almost all areas of teaching English. For instance, instead of personal notes, letters or essays, writing tasks in this era were mostly composed of fill-ins and mechanical drills, which did not require any content creation from the students but the grammatical forms. As a result, learners were not challenged to create, develop and organize ideas through writing but they were told to practice grammar through it.

However, this full emphasis on grammar naturally resulted in (or "from", as language skills could be bilaterally affected) underestimating the importance of writing skills. The approach to SLW was at the sentence level, which meant a focus on controlled exercises on the linguistically correct form of the individual sentences and piling them up together so that they would form a paragraph (Matsuda, 2003). This sentence-level focus on SLW caused controversies since it did not give any space for learners' creativity, which is against the nature of writing. Then, the call for a *guided* instruction rather than the *controlled* one, arose among researchers and teachers of English. However, this guided instruction also failed in providing learners

with good writing skills, because it also focused on L2 writing at the sentence-level (Matsuda, 2003).

The first era of SLW had been criticized on the accounts that it gave too much importance to grammar and ignored the *processes* in writing. As a result, arose the era which put *the process* on the focus, not the *product* (Zamel, 1976). Zamel (1976) believed in teaching creativity in SLW classes, giving less importance to grammar because in her opinion, L1 writing and L2 writing were very similar to each other. Making multiple drafts, getting feedback from peers and the teacher, in other words, the *process* toward the end-product gained more importance than the end-product. Here, what is truly meant by the word *process* is important. According to Susser (1994), the word *process* has been used in three different ways in SLW:

a) to mean the act of writing

b) to describe writing pedagogies

c) to designate theories of writing (p. 32).

In the first one, *the act of writing,* the phrases *writing, the writing process, composing* all are synonyms, which means both the act and the product. In the second one, *process* is used as a symbol for a variety of writing pedagogies (Susser, 1994). Finally, the third use is an incorrectly used one according to Susser (1994), who states that rhetorical systems or disciplinary paradigms are meant by the phrase *theories of writing,* so they are not actually theories. For example, students go through the first usage of the word *process* while writing an impromptu timed essay whereas the second usage of it means the process of idea generation during the essay writing (Lee, 2006). Therefore, in literature, scholars used the word *process* to mean the act, the product and the bridge in-between.

This era of process oriented SLW instruction, beginning in the late-70's, falls into the same era with the emergence of Communicative Language Teaching (CLT), which allows space for learner creativity through real-life activities while using the target language (Littlewood, 1981; Nunan, 1991; Richards & Rodgers, 2014). The philosophy of CLT and process oriented SLW instruction was reflected in SLW as new applications like brainstorming ideas, drafting, reflecting and editing, without teachers' heavy interference. Naturally, new writing assessments that did not solely look at the final product, were developed. Portfolio assessments, which include a

variety of a writer's work throughout a given timeline (Freedman, 1993), gained importance as they focused on the writer's writing development over time (Lee, 2006).

Nevertheless, some researchers (e.g., Susser, 1994) warned against employing process oriented SLW instruction without educating the teachers first, since teachers need to know the process-oriented SLW philosophy well enough before teaching it, otherwise what teachers teach and do may differ, leading to confusion in their students. Process oriented SLW instruction received criticism also because it did not produce learners who could survive in the academic world (Raimes, 1991) as the final products were given less importance. As a result, a new era, which believed in the *content* of the writing more than the process, arose in mid-80's (Raimes, 1991).

Content-based SLW instruction is different from the other SLW instruction types mentioned above in the sense that it puts the emphasis on *academic writing* skills, which are synthesizing and interpreting academic information taken from lectures, books, readings and so on (Shih, 1986). As its name suggests, the focus is what the *content* is, but not *how* that content is given (Krashen, 1982). The grammatical forms lose their importance in relative to what the writer has to say. In this SLW instruction, the instructors should know the content in which SLW instruction is being held in order to be able to analyze students' papers appropriately (Khonsari, 2005). All in all, content-based SLW instruction is more of an academic writing instruction, rather than *second language* writing instruction.

The SLW instruction types that have emerged to date are not limited to the ones above only, nor the ones mentioned above are disconnected and sequential (Raimes, 1991). What the SLW instructors need to do when deciding on the type of the SLW instruction, then, is to conduct a needs-analysis of their learners, what their learners need in the L2, their capabilities and potentials, and what the instructors themselves can do to teach L2 writing. As said above, each SLW instruction type has its own foci and they serve to different profiles of learners and teachers. A good blend of different SLW approaches may also yield good results, rather than leaning on only one approach all the time.

Genre-based approach to SLW

As mentioned in the previous section, product-based approach to SLW was criticized by scholars on the grounds that it puts knowledge of language structures first in writing (Badger & White, 2000). On the other hand, process-oriented approach to SLW, which emphasizes the importance of pre-writing, drafting, revising and editing (Tribble, 1996), focuses on the *development* of writing skills, not *teaching* them. In order words, instead of didactically telling what learners need to do for a better writing, teachers try to "draw out the learners' potential" (Badger & White, 2000, p. 154) by acting as a facilitator in the writing process. However, process-oriented approach to SLW was also criticized because it did not give learners control and ownership they were looking for (Cope & Kalantzis, 1993). It was criticized also because it did not give enough importance to the *types* of texts produced by writers (Badger & White, 2000). In this sense, in the 1990s, genre-based approach to SLW evolved as a reaction to these aforementioned weaknesses of process-oriented approach (Nagao, 2018) and tried to show learners how language functions according to different genres in social contexts (Hyland, 2003).

Before elaborating on genre-based approach to SLW, it may be best to take a look at the several definitions of *genre* given by different scholars. Genre is defined as "abstract, socially recognized ways of using language" (Hyland, 2003, p. 21). Swales (1990), one of the most eminent researchers in the genre-based approach to SLW field, perceives genre as an attractive (because of its Parisian pronunciation) but fuzzy term, as it yielded to many different interpretations in different fields, from rhetoric to folclore. In his own words, Swales (1990) commented that "a genre comprises a class of communicative events, the members of which share some set of communicative purposes" (p. 58). Hyland (2008) took this communicative side of genre and included in his definition of it and stated that understanding the concept of genre will enable teachers to perceive texts as "socially situated attempts to communicate with readers" (p. 543).

What these definitions above have in common is that genre allows us to see what type of text we are reading and form our expectations from it accordingly. For instance, genre tells us whether what we are reading is a recipe of a cheesecake, a horror novel, an argumentative essay or a text message from a worried mother to

her son. Based on the schema of prior knowledge that we have (Hyland, 2008), we can understand and even respond to these different genres if asked. This schema forms in our minds after repetitive encounters with that specific genre. In other words, by encountering and reading many different recipes, we form a schema of a well-formed recipe in our minds and expect to see that schema in all the other recipes that we read. If the ingredients list is missing from a recipe, we tend to be confused, because an ingredients list is essential to a recipe according to our schema of it. This schema could be largely implicit at times, so we may not be aware of what is missing in the text we are reading, but we may still feel that it lacks something. Likewise, we reward well-written texts even if we may be unaware of the required structures to achieve that (Hyland, 1990).

What has been said above could be summarized with only one sentence: There is an intertwined relationship between linguistic aspects that are chosen and social contexts. This relationship has been analyzed under the theoretical approach Systemic Functional Linguistics (henceforth SFL) (Halliday & Matthiessen, 2014; Nagao, 2019). The two main concepts of SFL are language as functional and language as meaning-making (Halliday, 1978; as cited in Nagao, 2019). The functional side of language means being able to understand how users of a language use it in social contexts. The meaning-making side of language means that users of a language have choices in a particular context (Halliday & Matthiessen, 2014), which explains the reason why we choose a particular writing pattern when we write an e-mail to our boss at work, and why we choose another particular writing pattern when we write to our best friend over WhatsApp. The fact that our linguistic choices depend on the context is related to this second side of language, language as meaning-making, according to SFL.

However, SFL is not the only approach to genre. Hyon (1996) explains two other approaches to genre than the SFL, *English for Specific Purposes (ESP)* and *North American New Rhetoric.* Although these two have similar goals, i.e. empowering students with genre knowledge, they fall short on providing explicit instructions to do so (Hyon, 1996). On the other hand, SFL, also called Australian SFL because it emerged in Australia, has many frameworks to teach genre (e.g., Callaghan, Knapp, & Noble, 1993; Cope, Kalantzis, Kress, & Martin, 1993; Joyce, 1992; Literacy and Education Research Network, 1990a, 1990b, 1990c, 1990d).

One of the most cited frameworks of teaching genre belongs to Callaghan and Rothery (1988).

In this framework, the teaching and learning are in a cycle. In the first phase, modelling, questions and social functions of the genre to be taught are brainstormed among learners. Specific linguistic features of the genre are also discussed in this first phase. Next, joint negotation of text occurs, in which teachers and learners get prepared to joint construct a text in the same genre, with activities such as observation, role play and rehearsing. In the last phase, independent construction of text, students take the lead and attempt to construct a text in the target genre going through the consultation, drafting and editing processes.

A very similar framework to this one mentioned above is by Feez (1998).

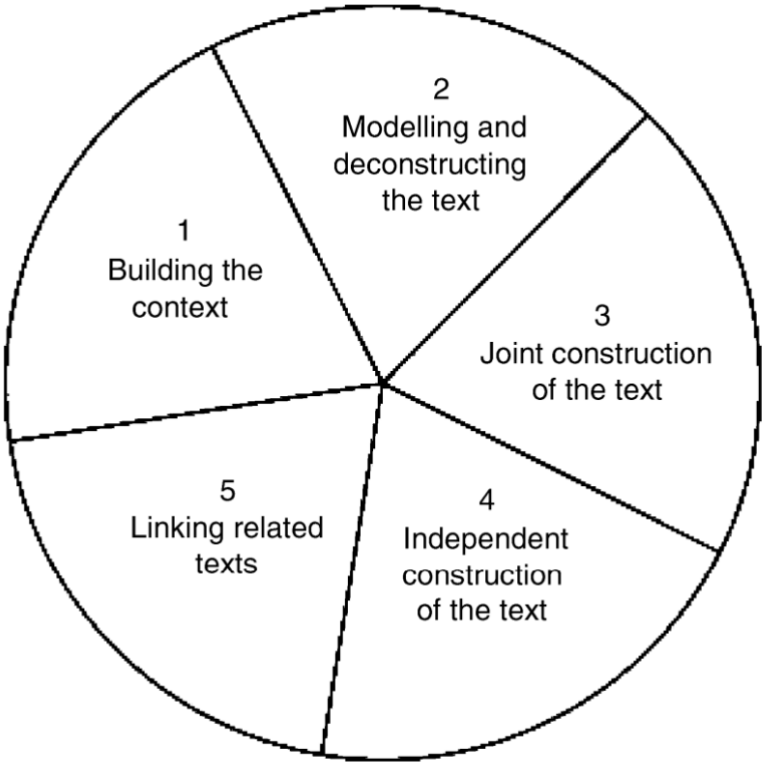

Figure 1. Feez's (1998, p. 28) teaching-learning cycle.

From the figure above, it is clear that Feez has five phases in the cycle, whereas Callaghan and Rothery (1988) had three. However, both frameworks have something in common: The names for some phases (joint construction of the text, independent construction of the text). This similarity tells us that their frameworks are also alike in the steps towards genre teaching. Another similarity between them

is that they both come from SFL genre teaching, giving importance to peer colloboration, scaffolding and peer interaction (Hyland, 2008).

Nevertheless, as can be seen, this cyclical framework of genre teaching is not explicit enough to illuminate teachers about what to do, exactly. Hyland (2008) gives a clearer list of classroom practices that can be utilized to teach a particular genre. These are:

1. Needs analysis: Teachers should conduct a needs analysis before designing their writing courses. Understanding why their students learn to write, and why they *need* that particular genre will guide teachers to design their activities accordingly. However, this needs analysis should not be solely conducted by the teachers. Learners should be involved in the process of this needs analysis as well, so that they can take control of their own learning, developing learner autonomy.

2. Grammar and writing: The idea of grammar in genre-based approach to SLW, or genre teaching, is not a separate concept than the texts we see it in. In other words, grammar is traditionally taught as a totally separate linguistic system in many countries, including Turkey. The name of the grammatical term to be "taught" that day can even function as an ice-breaker in many lessons in Turkey, as in the example: "Good morning class, today we are going to learn the Simple Past Tense". Starting from the functions of the grammatical item, the teacher then gives examplary sentences about that item and sometimes elicits additional examples from their students. Then both teachers and students take it for granted that they have "learned" that grammatical item. However, this approach does not exist in genre-based approach to SLW. Instead, texts that contain the target grammatical items are presented and learners are asked to see what makes these texts effective in terms of organization, structure and code (Knapp & Watkins, 1994). In short, grammar teaching is embedded into genre teaching in genre-based approach to SLW, as the two are never seen totally separate. Another important thing about grammar and writing in genre-based approach to SLW is that it is students, not the teacher, that take the lead in presentation of *grammar*.

3. Consciousness-raising: This step is very similar to what is being done to teach grammar in genre-based approach to SLW: Making students *notice* (Schmidt, 1990) the key points in a text through making those points salient (Hyland, 2008).

Hyland (2004) gives examplary tasks to involve students in the analyses of the target genres. The activities that he gave include marking all occurrences of "I" in the papers and comparing them with texts from a different genre, marking the most common verbs used after the subject "I" and seeing if these verbs have something in common (in terms of meaning). These activities made students realize the contexts where "I" is used in research papers and how it is used, i.e. with what verbs it is used. Hyland (2004) criticizes textbooks on the grounds that they do not analyze the real language used, and proposes that these consciousness-raising activities will help students become better writers, because they will have internalized the common linguistic patterns in the target genre by analyzing them on their own, rather than being taught by the teacher or the textbook.

4. Mixed-genre portfolios: Hyland (2008) gives credit to Johns (1997) because of her idea of mixed-genre portfolios. Johns (1997) offered a portfolio idea to teach different genres in one semester. This means that students were required to write a research paper, an argumentative essay, a summary and an article critique. Johns (1997) also asked her students to answer some reflective questions such as "Why did you organize your essay this way?", "What problems did you encounter while writing this?", "How is this summary different from the article critique?" and so on. This activity will benefit students more than teaching only one genre during a semester because comparing and contrasting with different genres will show how to write each genre better. This also happens in our daily lives: when we are too deeply involved in something, we tend to overlook its salient features after some time because of tiredness. We may, for example, get stuck in solving a sudoku puzzle. If we give a break and direct our focus to something else, our brain still will work on that sudoku puzzle even if we are unaware of it. In a short while, we come up with the solution to that sudoku puzzle. Therefore, this means that our brains may need a break when trying to solve something. Including different genres over a semester may be the best practice to teach genres, as it gives the chance to our brains to have a break and focus on other things, while it stores and works on the previous information.

All in all, it can be said that genre-based approach to SLW takes writing as always a social practice, influenced by cultural contexts (Hyland, 2008). This means that genre allows to see how language differs across different types of texts, and

learners should be exposed to these differences and analyze them on their own, rather than being dictated by the teacher so as to be better writers. Teachers should also master the salient features of the genres they are teaching in order to guide students into discovering the key points and understanding the language choices in each genre.

Sociocultural approach to SLW

Sociocultural approach to SLW is heavily influenced by the work of Vygotsky (1980)[2], who built the sociocultural theory (SCT). As is known, Vygotsky's (1980) SCT is very deep, multi-faceted and has influenced many fields from language teaching to psychology, so this part on sociocultural approach to SLW does not intend to delve deeply into SCT. Instead, the aim here is to equip readers with only general knowledge about it and its implications to teach SLW.

Vygotsky (1980) claimed that children learn about the exterior world from more knowledgable others (MKOs) who have a better mastery of the matter in question (Hodges, 2017). When applied in writing, MKOs can be classmates and/or teachers. This means that sociocultural approach to SLW does not perceive writing as an activity conducted alone, but rather as a *social* activity in which unexperienced writers can learn from experienced ones (Prior, 2006). As a result, the interaction between peers, friends or students and teachers is as important as the writing products themselves. Teachers get involved in the process by giving feedback, providing support and modelling target items for their learners (Hodges, 2017). Therefore, the idea of teachers standing outside the writing process and giving feedback on the *finished* product is completely wrong in this approach. As the nature of writing is social, expecting students to write on their own does not make sense.

The central construct in SCT is the term *mediation* (Lantolf & Thorne, 2007). Vygotsky believed that although humans have a lower-level neurobiological base, what make humans different from other species is that humans have higher-level cultural tools (e.g., language, literacy, rationality, logic etc.) which help them mediate

[2] As is known, Vygotsky lived between the years 1896-1934, but his work was published by several publishers, and the one referenced here was published in 1980. The year that it was published, 1980, should not mislead the reader that Vygotsky wrote this paper in 1980.

between them and the social world (Lantolf & Thorne, 2007). This could be explained with this example given by Lantolf and Thorne (2007): Although humans have the lower-level neurobiological base that tells them to dig with their own hands, humans have mediated this digging process by developing digging tools such as a backhoe or a shovel. What mediated this process is the higher-level cultural tools that humans have. Actually, language is the most effective, pervasive and powerful cultural tool that humans have to mediate their connection to each other, to themselves and to the world (Lantolf & Thorne, 2007).

Therefore, what SCT tells us in terms of practical applications to teach writing is shown in the following examples (Hodges, 2017).

1. Collaboration on writing activities: At the heart of SCT lies mediation and social interaction, and at the heart of mediation and social interaction lies language. Therefore, a collaboration on writing activities is essential in this approach to SLW. This collaboration can exist in the form of teacher-student or student-student. What has to exist, though, is the interaction between the two parties and participation in writing by both parties. Diab (2011) informs that by working on constant feedback they receive from their teachers, i.e., through self-regulatory feedback, students improve their writing skills.

2. Conferencing about writing: Very similar to collaboration on writing, conferencing about writing entails getting together with the teacher during the writing process, not after it, and revise the writing piece to see if it contains any flaws. Here the idea is that the teacher is a co-author, not an editor or a critic of the writing piece (Hodges, 2017). As mentioned before, the end-product is not as important as the social interaction during the writing process, in SCT. Therefore, co-constructing the writing piece is one of the most essential writing activities in SCT.

All in all, what can be summarized about SCT and its approach to SLW is that SCT perceives writing as a socially constructed and influenced process, therefore, a collaboration on writing by teachers and students together is needed before reaching an end-product. At the end of the day, writing is *always* social and it cannot be completed alone.

An Introduction to Aristotelean Philosophy on Rhetoric and Fallacies

Rhetoric has been in western thought for a long time (Fields & Matsuda, 2018). It goes back to the old Greek (around 300 B.C.) way of thinking and is mostly affiliated with Aristotle, who defined it as “(the) art of discerning the real and the apparent means of persuasion” (Aristotle, 2004, 1355b). Aristotle's Rhetoric has elements that form the base for Toulmin's model of argument structure (1958). As Toulmin's model of argument structure is at the heart of this dissertation, the researcher saw the necessity to start from theoretical beginning, Aristotelean philosophy of rhetoric.

Aristotle (2004) defined three elements of rhetoric (also known as *persuasive proofs*), *logos, ethos* and *pathos.* Logos means *logic,* which appeals to the audience's reasoning with the help of evidence, data and universal truths. For instance, a speaker who gives concrete evidence to support his/her point in a speech realizes this part of rhetoric; since listeners tend to believe what is being presented as evidence. The second component in Aristotle's rhetoric, *ethos* refers to the speaker's credibility. People tend to believe speakers with high credibility in the society, for instance doctors and experts. For instance, if a high school student and a very well-known researcher conduct the same ground-breaking experiment at the same time, most people will resort to the researcher's explanations on this issue, overlooking or even mocking the high school student. Therefore, building credibility in front of listeners beforehand is essential in rhetoric. Finally, the last component is *pathos,* which appeals to listeners' emotions. This could be seen in politicians' speeches, through which they rise the tension and aggression in people. What people may say loses importance over *how* they are able to convey the emotion. In academia, for example, reading from the Microsoft PowerPoint slides probably will not convey the emotion to the listeners, as a result, the speaker is not likely to make the listeners believe that what s/he says is important. It should be noted here that although Aristotle used these components in the spoken form of communication, they are also valid in written form of communication (Rapp, 2010).

Another Aristotelian work that is relevant to the current dissertation is *Sophistical Refutations* (Aristotle, 1984). Aristotle defined sophistical refutations as *fallacies that seem to be refutations* (as cited in Botting, 2011, p. 214, emphasis

added). However, Botting (2011) holds the idea that Aristotle could have named his book "Sophistical Fallacies" instead of "Sophistical Refutations" if Aristotle had really meant his definition. Botting (2011) also notes that it is not uncommon for Aristotle to have conflicting ideas in his works. But the organization of fallacies by Aristotle (1984) has kept its importance throughout history because of its pioneering nature in deductive reasoning. Fallacies are important also because the ability to detect and avoid them could be considered as a criterion for good reasoning (Hansen, 2018). Aristotle (1984) made a distinction between fallacies done through language and fallacies done beyond language (i.e., pragmatics). Table 1 below shows this categorization of fallacies by Aristotle and their examples.

Table 1

Aristotle's Categorization of Fallacies (Aristotle, 1984 as cited in Parry & Hacker, 1991)

Fallacy	In the language / not in the language	Examples
Equivocation	In the language	This fallacy entails use of a word with its multiple meanings in one context. For instance, the use of the word "democracy" to mean "equality" and "to live in peace" in the same context is equivocation (Demirezen, 2010) and it causes confusion among readers, therefore should be avoided.
Amphibology	In the language	This fallacy means forming ambiguous sentences, for instance "I love you more than him." Either "I love you more than I love him" or "I love you more than he loves you" should be picked.

Composition	In the language	This fallacy is done when too general of an induction is made. For instance, because Sodium and Chlorine are dangerous to humans if consumed separately, making the conclusion that a combination of Sodium and Chlorine (NaCI, which is salt) is dangerous.
Division	In the language	This fallacy is making too general of a deduction. For example it is assuming that because NaCI is safe for humans, Sodium (Na) and Chlorine (CI) separately are safe for humans.
Accent	In the language	Avoiding this fallacy is easier in speech, as it is about emphasizing the word by a different tone or adding stress. In the written language, the emphasized word or word phrase should be *felt* by the reader.
Figure of speech	In the language	This fallacy refers to the use of a word either in its real or figurative meaning, but which one is used remains unclear.
Accident	Not in the language	This fallacy is done when exceptions to a rule are disregarded, for example "Going in an apartment without the owner's consent is illegal, the police sometimes do that, so the police are criminals".

		Exceptions to a generalization must be observed.
Secundum quid	Not in the language	This fallacy is done when an arguer gives exceptations as his/her warrant. For instance, if s/he says "All great musicians die at the age of 27. Take Amy Winehouse, for instance.", s/he will have given an exception to support his/her point and will have ignored all the great musicians that died later (which are obviously larger in number).
Irrelevant conclusion	Not in the language	As the name suggests, this fallacy is done when an irrelevant conclusion is made. For instance, stating that "babies need mom's attention. Mothers that work full-time cannot give full attention to their babies. Therefore, working mothers are not good mothers" is jumping to an irrelevant conclusion.
Begging the question	Not in the language	This fallacy shows a case in which the writer takes it for granted that something is true without showing evidence.
False cause	Not in the language	This fallacy is done when one action is wrongly seen as the effect of another, as in superstitions (If you step on this side of the sidewalk, you will have a good day).
Affirming the consequent	Not in the language	This fallacy is assuming that the reverse of an originally true

		conditional is also true. For example, "When I'm not with him, my son cries a lot. Right now, my son cries a lot so I must be distant from him". In some cases, this is not a fallacy as it may be true, but in some other cases, there could be other reasons behind the boy's crying and connecting it with only one thing is a fallacy.
Fallacy of many questions	Not in the language	This fallacy is done when the speaker/writer assumes that something is already true and embeds this in his/her question, thus leaving very little room for the answer. For instance, "Did you like your lunch?" assumes that the hearer/reader already had his/her lunch, whereas s/he may never have had his/her lunch, let alone like it.

All in all, the fallacies indicated by Aristotle should be avoided as much as possible for good argumentation. From both *Rhetoric* and *Sophistical Refutations* and their implications for argumentation, it is clear that Aristotle, about two millennia ago, set the base for the rhetoric and even L2 argumentative writing theories that are still valid today. But Kneupper (1978) warns against the instruction on fallacies for argumentation, he believes that teaching fallacies alone will only tell students what *not* to do, *not* what to do.

However, the word *rhetoric* also had a bad reputation for some scholars before Aristotle, like Socrates and Pluto, who believed that a good rhetorician does not need to know the ultimate truth, s/he only needs to know how to persuade others that s/he knows more than other people do (Lindemann, 2001). In this sense, people with good rhetoric skills may speak beautifully but without making an eloquent point.

As a result, the word *rhetoric* may have a bad connotation, rather than the "art" of persuading. However, Aristotle (2004) stated that rhetoric should be an honest practice. Since over two millennia have passed since Aristotle's, Socrates' or Pluto's definitions and practices of rhetoric, it is understandable that the term has undergone many changes and attributions done to it. Here, Lindemann (2001) points out to the necessity of determining assumptions regarding rhetorics, rather than giving a full definition of it; since the assumptions will give a more concrete idea of what rhetoric is in our century. Her assumptions could be summarized as below:

a) Rhetoric is both humane and pragmatic; which means we can both study and practice it.

b) Rhetoric must be perceived as culturally developed and interdisciplinary. This means that different cultures have different rhetoric patterns and rhetoric should be accommodated to the audience it serves. This assumption is connected with and discussed in Contrastive Rhetoric, the theoretical background of which is discussed later in this section.

c) Rhetoric is practiced through spoken and written language.

d) Rhetoric is used to "induce a cooperation" (p. 36) in an audience. Therefore, not all actions in a language are called rhetoric. Having an exchange of asking "How are you?" is not rhetoric as it does not aim at inducing a cooperation.

e) Rhetoric must give the audience a choice to accept, question or reject the idea. More importantly, rhetoric must give the *freedom* to the audience to do so. Lindemann (2001) states that burglars make other people do what they want by threatening them, but the spirit of rhetoric is not this type of persuasion. Demirezen (2010) also points out to this fact that good argumentative essay writers should give their audience freedom to determine what they think about the thesis statement in the essay. Demirezen (2010) suggests that if writers do not give this freedom of accepting or rejecting to their readers, they will have lost their argument.

At this point, discourse and rhetoric may seem to overlap because both deal with language in use and have mutual functions in some contexts (Fields & Matsuda, 2018). Fields and Matsuda (2018) use the definition of discourse offered by Meyr (2015) as "creating patterns of understanding" (p. 756) whereas they define rhetoric as using these patterns to fulfill a communicative purpose. They also state that

research in Second Language Acquisition (SLA) studies should move from the micro-level view of morphemes and lexicon acquisition to understanding a macro-level view of rhetorical components and how learners develop their rhetoric in L2 (Fields & Matsuda, 2018). Important studies that take rhetoric as their framework are discussed in the next section, under "Contrastive Rhetoric" since rhetoric studies in SLA mostly trace the patterns of L1 and L2 rhetoric.

All in all, for the definition of rhetoric, Silva and Leki (2004) conclude that the discussion is back where it was in the old Greek time, because the current view of rhetoric is that it is socially, rather than independently, constructed; which takes us to the communicative feature of rhetoric. They also pose the question modern and post-modern rhetoric ask, *Does language communicate or generate knowledge?*.

This shows resemblance to the main question posed in Sapir-Whorf hypothesis, the theoretical base for contrastive rhetoric (Connor, 1997). However, there is a disagreement over whether it is the theoretical base for contrastive rhetoric or not, as some scholars (e.g., Ying, 2000) believe that is not the case, as could be seen in the next section.

Sapir-Whorf Hypothesis of Linguistic Relativity

The Sapir-Whorf hypothesis of linguistic relativity states that "the cognitive processes of a human being - perception and thought - vary with the grammatical categories - lexicon, morphology, and syntax - of the language he or she speaks" (Ying, 2000, p. 260). In simpler terms, it suggests that one's own language affects his/her thoughts (Carroll, 1956; Connor, 1996; 1997; Gumpen & Levinson, 1996; Whorf, 1956).

Named after the last names of the linguist Edward Sapir and his student Benjamin Lee Whorf, this hypothesis of linguistic relativity has its roots in German thought (Lucy, 1992; Penn, 1972; Ying, 2000). Penn (1972) commented that "if thought is language and if languages differ from one another, then thought is relative to language" (p. 49). The most famous example in this sense is given by Boas (1966, as cited in Lucy, 1992): The variety for the word *snow* in Eskimo. The Eskimo language has a word for "snow on the ground", another word for "falling snow",

another one for "drifting snow" (Boas, 1966, as cited in Lucy, 1992)[3]. Another example could be given in Turkish language. Turkish language has different words for maternal uncle (*dayı*), aunt (*teyze*) and grandmother (*anneanne*) and their paternal equivalents, paternal uncle (*amca*), paternal aunt (*hala*) and paternal grandmother (*babaanne*); whereas the English language does not have this variety in their family terms. Going deeper, it can be said that the Turkish language has many different words for *sister-in-law*, depending on context (*görümce, elti, yenge, baldız*).

Boas (1966, as cited in Lucy, 1992) did not think that this variation across languages was restricted to lexicon only. He noted that grammatical structures in a given language are also shaped according to the thought of that language; and that is the reason why there are some obligatory structures in all languages (e.g., past tense) but they differ in optional grammatical structures. Overall, his main point was that linguistic structures express ideas and therefore should be studied to analyze those ideas (Lucy, 1992).

Boas's thoughts inspired Edward Sapir and Benjamin Lee Whorf in building their hypothesis of linguistic relativity. Indeed, Sapir and Whorf took Boas's theory one step further and claimed that "language is the cause, thinking the result" (Ying, 2000, p. 261). This gives the total thinking control to language and states that language dominates all the thinking process. Calling this idea "strong", Sapir and Whorf also added a "weak" version of their hypothesis in which they claimed that differences in languages lead to different thought styles in people (Kennison, 2013; Pinker, 1994). The strong version has been "disproven" (Connor, 1996, p. 10), although the weak version is getting more acceptability (Hunt & Agnoli, 1991).

The weak version of Sapir-Whorfian hypothesis, that languages *affect* thoughts, is thought to be the starting point for Kaplan's (1966) Contrastive Rhetoric (Connor, 1996; 1997; Moder & Martinovic, 2004). The standing opinions on this, whether contrastive rhetoric is based on Sapir-Whorfian hypothesis of linguistic relativity, will be presented after contrastive rhetoric is introduced.

Contrastive Rhetoric

Many ESL or EFL teachers state, or complain, that their students reflect their L1 patterns in their L2 writing. This sometimes does not happen only on the vocabulary or syntactic level though; L1 discourse organization could also be transferred and seen in the L2 writing (Connor, 1996). Therefore, this L1 transfer to L2 writing is often beyond sentence-level, and this led to the recognition of the need to teach rhetorical norms in the languages learned. In order to teach the L2 rhetoric, first a review of L1 rhetoric and a comparison of it with L2 rhetoric was needed. Therefore, this new research area, contrastive rhetoric, was defined as:

> "an area of research in second language acquisition that identifies problems in composition encountered by second language writers and, by referring to the rhetorical strategies of the first language, attempts to explain them"
>
> (Connor, 1996, p. 5).

Although Connor (1996) gave a simple and straightforward definition of it, contrastive rhetoric was actually initiated by Kaplan (1966). Kaplan (1966) conducted a pioneering study, in which he analyzed approximately 600 ESL learners' essays in terms of the rhetorical patterns across their L1 and L2, in order to identify if the discrepancy between learners' grammatical and writing skills stems from learners' L1 rhetoric transfer to their L2 writing.

From this large collection of data, he came to the conclusion that L2 writing is significantly affected by learners' L1 cultural backgrounds. He grouped the rhetoric patterns in his data under five categories: English, Semitic, Oriental, Romance, Russian (see Figure 2 below).

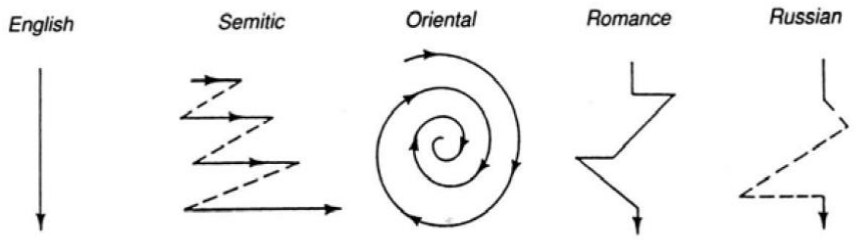

Figure 2. Varying paragraph organizations across five cultures (Kaplan, 1966, p. 11)

Kaplan (1966) explains the diagrams in Figure 1 above as below:

a) English: The English rhetoric has linearity, which means that the thesis statement in the essay is given either through deductively (the thesis statement is given first, followed by the examples) or inductively (the examples on the thesis statement are followed by the thesis statement) and no irrelevant details are tolerated.

b) Semitic: Including the Arabic and Hebrew languages, the Semitic rhetoric has four different types of parallelism, all of which give importance to the use of coordinators and conjunctions between the first and second (or last) part of the statement. As a result, ideas are presented in a parallel structure, like telling a story. Kaplan (1966), similarly, states that the King James version of Old Testament is a good example of Semitic rhetoric.

c) Oriental: In this category, the Chinese and Korean languages are analyzed but Japanese was excluded. According to Kaplan (1966), this rhetoric category holds an indirect approach to writing and it never looks at the statement directly, but looks at it from different angles, making a spiral of points.

d) Romance: Romance languages, like Spanish, Italian and French, have incoherence in their texts, which are discrete points from the thesis statement. For instance, a Spanish-speaking student wrote about his own parents' child-raising philosophy when the topic was how Americans raised their kids (Kaplan, 1966).

e) Russian: This category of rhetoric is similar to Romance category, but the Russian rhetoric has a sharper way of including irrelevant points to the thesis statement. Russian rhetoric also tends to form very long sentences, making sentences look awkward to native speakers of English (Kaplan, 1966).

Basically, Kaplan (1966) stated that L1 culture and rhetoric plays a significant role in the L2 rhetoric development.

CR was criticized by some researchers (Kubota, 1999; 2001; Spack, 1997; Zamel, 1997) on the grounds that CR did not see rhetoric differences across languages as differences but erroneous and it prioritized English rhetoric over the others. Although Kaplan (1966) clearly states that his aim is not to criticize other rhetoric types but to demonstrate that they do exist, his categorization of rhetoric was perceived as too prescriptive by some (Leki, 1991). Kaplan (1966) received

criticism also for the validity of his categorization. For example, according to Clyne (1987), the fact that both Italian, which is under the Romance category, and Russian, which is under the Russian category, use irrelevant details in their writing probably stems from their cultures, not languages; since Italian and Russian are completely different from each other in terms of linguistic features. Also, Mohan and Lo (1985) employed Chinese learners of English who were located in Hong Kong and British Columbia, Canada; to understand if the rhetoric of these two groups of students with the same native language differ from each other. They found out that environment and education have also an effect on the rhetoric development of students, so the native language does not "restrict" L2 rhetoric development to the extent that Kaplan (1966) stated.

Finally, Kaplan (1966) was also criticized for allegedly overgeneralizing the results from a small sample of data. For instance, in the "Oriental" category, only two languages, Chinese and Korean are included but there are more than fifty languages and cultures in Asia, the biggest continent in the world (Severino, 1993). Kaplan, as a response to these criticisms, stated in his later publication (1987; 1988) that rhetorical differences do not necessarily mean different thinking patterns and called his 1966 paper "doodles article".

Connor (2002), on the other hand, is one of the scholars who defend Kaplan's (1966; 1987; 1988) points of view on CR and states that a major finding from CR research is that "readers' expectations determine what is perceived as coherent" (p. 497), agreeing with Kaplan on the idea that although speakers of other languages disagree, speakers of a language have specific expectations from a text that they call "coherent". Therefore, aiming at fulfilling these expectations should be one of the goals in SLW instruction.

Here, we can go back to the discussion over the theoretical base of CR, whether it is Sapir-Whorfian hypothesis of linguistic relativity, another hypothesis or none of these at all. Although there are many studies in the CR field itself, there are very few studies in its historical context (Matsuda, 2001). As said before, some scholars (e.g., Connor, 1996; 1997; Matsuda, 2001) believe Kaplan's (1966) CR is inspired theoretically by Sapir-Whorfian hypothesis. However, other scholars like Ying (2000; 2001) think differently. Ying (2000) states that Kaplan (1966) did not put a causal determination between language and thought, rather, Kaplan (1966)

viewed culture as the antecedent, language and rhetoric as consequent (Ying, 2000) and those two are "diametrically opposed" to each other (p. 263). Matsuda (2001) drew a diagram to show Ying's (2000) points clearer.

Whorf: language → thought
Kaplan: culture → language/rhetoric

Figure 3. Matsuda's (2001, p. 258) diagram of how Whorfian hypothesis and Kaplan (1966) have causal determinations between language, thought and culture.

However, Matsuda (2001) adds that Ying (2000) does not clearly show how these two causal determinations are totally different from each other. Moreover, he draws another diagram to show that, both Whorf and Kaplan are on the same page.

Whorf: language → thought
Kaplan: cultural patterns → language → thought (logic) → 'rhetoric'

Figure 4. Matsuda's (2001, p. 258) diagram of how Whorf and Kaplan actually agree on the causal determination between language and thought.

Matsuda (2001) finishes his paper stating that he had a personal communication with Kaplan himself and that Kaplan admitted he was affected by Whorfian hypothesis (p. 260). As can be seen, the theoretical origin of CR remains to be discussed, but what both Matsuda (2001) and Ying (2000) agree on is that CR cannot be pinned down to only one theory, it must have influences from other research fields, such as contrastive analysis and Christensen's generative rhetoric of the paragraph as well.

Back to Connor's contributions to CR, it can be said that she identified four areas for CR development (Liu & McCabe, 2017). The first one is contrastive textual analysis, which analyzes discourse features across different languages (e.g., Chen, 2008; Kubota, 1998; Yang & Cahill, 2008). The second one is comparison of L1 literacy with L2 literacy development, if there is a relationship between the two (e.g., Liebman, 1992). The third one is comparing and contrasting classroom activities, for instance teacher-student interactions, across cultures (e.g., Carson & Nelson, 1996). The last one is contrastive genre analysis, especially following Swales'

(1990) genre analysis approach. In short, what Kaplan (1966) started with his "doodles article" turned into a multi-faceted research area involving other fields, as well.

All in all, it is safe to arrive at the conclusion that despite all the criticisms about its origin, application or conclusions that it received, Kaplan's (1966) study ignited a big interest in CR and ever since, CR has developed and it expanded from analyzing student essays only to an applied linguistics area which blends theoretical perspectives from both linguistics and rhetoric (Connor, 1996; as cited in Connor, 2002) and it sure is going to be referred to by many ESL/EFL teachers, researchers and practitioners in the future, as well.

Recent Research, Findings and Discussions in Contrastive Rhetoric

As mentioned in the previous section, CR has received a big attention from many researchers in the area ever since it was proposed by Kaplan (1966). However, for over 50 years since its initiation, it is only understandable that its scope has expanded from argumentative essays only to include application letters (Upton & Connor, 2001), conference abstracts (Anvarova, 2018; Fartousi, 2012; Uysal, 2014), grant proposals (Connor, 2002) and many more genres. As a result, CR methodology, once based solely on linguistic text analysis (Connor, 2002), has also been revised and updated accordingly.

In order to address this new and dynamic version of CR; Connor (2004) and Connor, Nagelhout and Rozycki (2008) proposed the term *Intercultural Rhetoric* (henceforth IR). Connor (2011) defined IR as "the study of written discourse between and among individuals with different cultural backgrounds" (p. 1) and as a replacement for the term *Contrastive Rhetoric*, because the latter is believed to have a "static" nature whereas the former has a multi-faceted nature (Connor, Nagelhout & Rozycki, 2008). Below is the exemplary model of IR, drawn by Connor (2018).

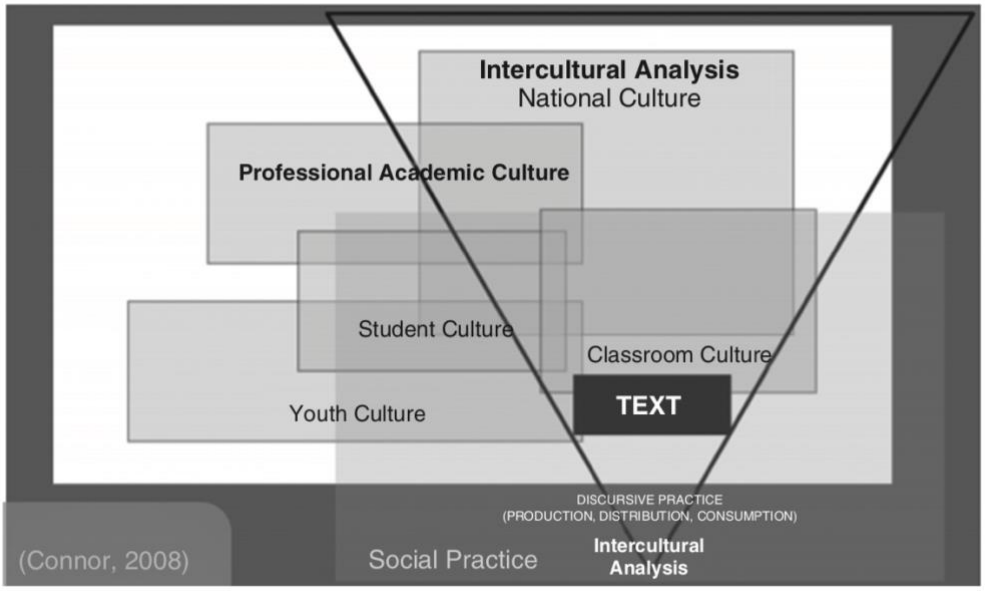

Figure 5. The multilayered model of IR, as drawn by Connor (2018, p. 2).

The model drawn by Connor (2018) above shows that there are many cultural variables (professional academic culture, student culture, youth culture and classroom culture) in rhetorics. Due to these different cultures, Connor (2018) believes in the new term that she attributed to CR, because at the end of the day, rhetorics across different languages are not only compared on a linguistic level but also on a cultural level.

To understand what CR (or IR) has offered in the Linguistics and Second Language Acquisition fields, it is crucial to review the eminent studies in CR and IR. To analyze the most recent trends, findings and discussions revolving around CR (and IR), related literature was reviewed thoroughly with the key words *Contrastive Rheto nric* and *Intercultural Rhetoric* separately and major related studies that went beyond textual analysis were also examined. The year 2014 was chosen as the cut-off point so that the chosen articles would represent the most current trends in CR (or IR) over the last five years. Unfortunately, only four studies that match the aforementioned criteria were found. They are summarized below, chronologically. If there are more than one study in the same year, they are alphabetically listed.

Labrador, Ramón, Alaiz-Moretón and Sanjurjo-González (2014) analyzed the rhetorical structure and linguistic features of persuasive language in online advertisements of five electronic categories: digital cameras, video cameras, television sets, e-book readers and digital frames. To this end, they compiled a

corpus of 200 online advertisement texts, 100 in English and the other 100 in Spanish. Then they tagged each rhetorical move with the help of an ad hoc tagger. They found that advertisement texts in both languages had basically two rhetorical moves (establishing a territory and establishing a niche): the first for identifying the product and its purpose, and the second for describing the product with objective and persuasive characteristics. In the English texts, the persuasive characteristics include positive evaluation (as in "that's not all it offers" or "go beyond" etc.) and informal style (use of imperatives and the use of second person *you* to sound more friendly and closer to the customers). Labrador et al. (2014) conclude that non-native speakers of English need to be equipped with rhetorical organization in English in many genres, including the subgenre they studied: online advertisements.

The second study published in the same year, 2014, belongs to Martín and León Pérez (2014). In this study, they analyzed the rhetorical practices in the Introduction sections of 160 research articles (80 in English, 80 in Spanish) in four disciplines in the fields of Health Sciences and Humanities/Social Sciences. They found that although the Introduction parts in English research articles are homogeneous in terms of rhetorical structure and length, whereas the Spanish ones differ. This explains that discourse expectations in Spanish culture are more flexible than their English equivalents, which follow a more precise and static rhetorical pattern. Martín and León Pérez (2014) conclude that being heard internationally is essential in academia and in order to do that, one should internalize the English rhetoric structure because English is the mainstream language used in most subgenres in academia. They make a suggestion for further studies to consider to what extent writers diverge from their first language rhetoric and write in the target language rhetoric.

The third study to be mentioned here belongs to Xu, Huang and Yu (2016). Xu et al. (2016) examined reasoning patterns of 75 undergraduate theses in translation studies at a Chinese university, with the help of semi-structured interviews and written artefacts. They found that lilun and lunzheng, Chinese terms for thesis statement and introduction, are essential concepts for reasoning for the Chinese universtiy students. Another finding from the study is that the participants showed deduction in their theses, adopting the Anglo-American school writing practice.

The last study to be mentioned here belongs to Liu and Du (2018). Liu and Du (2018) employed nine American speakers of Chinese in order to understand how they perceive evidence use to learn Chinese *yìlùnwén* writing. After collecting data with the help of classroom observations, field notes, text-based interviews, Liu and Du (2018) found that learners' L1 rhetoric had a direct impact on their perceptions of Chinese argument structure. Although they were in an immersion program in China, those learners resisted adopting the L2 rhetoric. Liu and Du (2018) conclude that IR research should move their focus to the text producers from the text products.

What can be concluded from the set of studies above is that half of the studies mentioned here (n = 2) employ Spanish and English as their foci. Unfortunately, there are no studies found (published between the years 2014-2019 in SSCI or AHCI indexed journals) that employ Turkish and another language under the contrastive rhetoric term. This suggests the need for call for research, research of high quality, for contrastive rhetoric studies in Turkish settings.

Argumentation and L2 Argumentative Writing

Although sometimes used interchangeably, the words *argument* and *argumentation* do not necessarily refer to the same thing (Andrews, 2010). According to Andrews's (2010) distinction, *argument* refers to the end-product which is gained through *argumentation*. In this sense, argument includes the papers, essays, theses, articles whereas argumentation is the process of exchanging, refuting, arguing ideas before the end-products are formed. Argumentation is also considered as a "medium through which individuals sharpen and elaborate their thoughts" (Andriessen, 2008, p. 195). Here, *learning to argue* obviously gain importance in order to produce an argument; however, *arguing to learn* is another important process worth mentioning here. By presenting ideas from each opposite side of a point of view, participants in an argumentation encourage different ideas than theirs. Here, by allowing these different ideas to cultivate in the argumentation, the arguers learn to look at the issue from different perspectives. In other words, their aims are not convincing the other to believe in their own thoughts, but rather, it is to share a territory of different thoughts on the same issue (Andriessen, 2008). By doing this, they *argue to learn* the thoughts they would not have learned unless enrolled in this argumentation.

In the light of what has been said above, it is clear that argumentation skills are essential to master in academic studies, especially at the university-level (Qin, 2013), since university-level students inevitably need to know how to be critical of what they read, hear and see; and express their ideas in academically acceptable ways (Varghese & Abraham, 1998). Another reason why they need argumentation is the fact that they need to argue rationally both in their courses and in the outer-world (Andrews, 2010). Also, almost everything they do academically includes argumentation in one way or another (Currie, 1996). This is regardless of their departments, be it foreign languages or economy, tourism or engineering; university-level students need to demonstrate their written argumentation skills in their research or term papers, assignments and projects, to convince academia (and themselves) that they have reviewed, synthesized and retold the related literature, conducted a scientifically appropriate experiment and are confident that their research will benefit their field, which calls for the necessity of developed argumentation skills. Argumentation also "allows students to reason critically about the relationship between specific scientific theories and evidence" (Kuhn, 1993; 2010; Osborne, 2010; as cited in Klein & Ehrhardt, 2015, p. 41).

When argumentation is at the heart of academia, it is not difficult to conclude that it is even more essential for L2 English users. The internationally recognized English proficiency tests, IELTS (International English Language Testing System, 2019) and TOEFL (Test of English as a Foreign Language, 2019) both employ argumentative essay questions in the writing components of their tests. This shows one's English writing proficiency is also determined by their capacity to present, argue, defend or refute ideas. Therefore, it is obvious that L2 learners definitely need argumentation skills; however, L2 argumentative writing research seems to be neglected over L1 argumentative writing research (Hirvela, 2017).

In contexts like Turkey, where the education system forces students to memorize, rather than synthesize, knowledge in order to pass the exams and move on to the next grade, argumentative writing is even more important. It is also worthy to look into the argumentative writing patterns of Turkish students. Alagözlü (2007), for instance, analyzed 76 argumentative essays written by Turkish students and found that the students formed too many unsupported claims and they lacked evidence in supporting those claims, which showed an urgent need for critical

thinking. Three years later, Alagözlü and Süzer (2010) came to a similar conclusion after comparing Turkish and English essays written by 30 L1 Turkish prospective English teachers: that critical thinking and its reflection on argumentative writing, is desperately needed.

Unfortunately, there is not much research done in the L2 argumentative writing, as said above. Therefore, we need to analyze more argumentative essays under argumentation schemes and take actions accordingly. Among many argumentation schemes proposed, Toulmin's model of argument structure has been chosen for the current study, for the reasons stated in the next section.

Toulmin's Model of Argument Structure

In addition to classical rhetoric proposed by Aristotle and other scholars in history, new and dialectically grounded rhetoric structures have also been proposed (Connor, 1996; Hitchcock, 2003). Among these new rhetorics, Toulmin's model of argument structure (1958; 2003) is worth noting because of its relevance in today's writing research (Connor, 1996).

Toulmin's (1958) model of argument structure consists of six elements: claim, data, warrant, backing, rebuttal and qualifier. According to Toulmin (1958), the first thing to do in argumentation is to pose a statement, which is called the "claim". Next, this "claim" should be supported by "data", which could be in the form of scientific evidence, statistics or personal experience. From the data to support the claim, there should be a "warrant", which functions as a bridge between the claim and data. A warrant aims to answer the question "How do you get there (from this data to your claim)?" (Hitchcock, 2003) and can be explicitly stated or left unsaid if the deduction from the data to claim is supposed to be easy. For instance, if the claim is "I am a U.S. citizen" and the data is "My parents are U.S. citizens"; a warrant like "A baby, after birth, becomes the citizen of the country that his/her parents are citizens of" may be unnecessary, as this is a well-known fact by most people. However, if the data is "I was born in Austin, Texas" for the same claim "I am a U.S. citizen", a warrant like "Because the U.S.A. gives birthright citizenship, regardless of the nationality of the baby's parents" from the data to the claim could be necessary, since being born in a country alone does not guarantee its citizenship. So, although Toulmin (1958) states that these three elements, *claim*, *data* and *warrant*, are the

"must-have"s in an argument, scholars agree that warrants can sometimes be left unsaid (Qin & Karabacak, 2010) because of their mostly implicit nature. In his edited version of the book, Toulmin (2003) shows a diagram that shows the relationships between data, claim and warrant with an example.

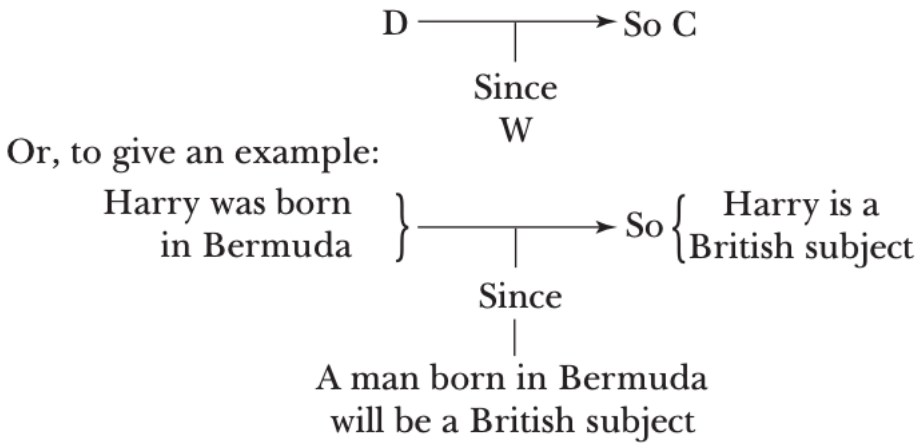

Figure 6. Data (symbolized with the letter D), claim (symbolized with the letter C), warrant (symbolized with the letter W) examples by Toulmin (2003, p. 92)

However, there still may be instances where the warrant in an argument is not enough to show how the data leads to the justification of the claim. In these occasions, the optional components in Toulmin's (2003) model could be used: *backing*, *rebuttal* and *qualifier*. Among these, *backing* is important because it provides answers to challenges directed to the warrant. For instance, if the applicability of the warrant in argument is questioned or challenged by the listener/speaker, i.e. if he asks whether this warrant could be generalized to other contexts, then backing is needed. If we go back to our example,

"I am a U.S. citizen" (claim)

"I was born in Austin, Texas" (data)

"Because the U.S.A. gives birthright citizenship, regardless of the nationality of the baby's parents" (warrant)

We will see that our warrant still may be challenged by an additional question like "How do you know?" (Toulmin, 2003). Here, as a backing, we can say:

"The 14th Amendment to the US Constitution states, 'All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside'" (Lind, 2018).

The type of backings is *field-dependent,* which means backings depend on the *field* they are used in (Toulmin, 2003). For instance, in this U.S. citizenship example, the backing is given in the sense of *law* and *constitution*. Backings could be in the field of *science* (This species is classified within ...), *statistics* (Statistically, most Turkish people are Muslims) and so on (Toulmin, 2003). Therefore, choosing the right type of backings to support our warrants is essential to convince the reader/listener that the data supports our claim, through warrants and backings.

The fifth element in Toulmin's model of argument structure is *rebuttals*. Rebuttals present the occasions in which the claim made in the argument turns out to be false. Rebuttals are included in argumentation in order to avoid the question "What if...?" against the claim and in order to show that the writer/speaker knows his/her argument well enough to know those contradicting occasions and exclude them from his/her main point.

The sixth, and the last element in the model is *qualifiers*. Qualifiers "indicate the strength conferred by the warrant" (Toulmin, 2003, p. 94). The use of hedges, such as *probably, maybe* or boosters like *definitely* and *certainly* before the claim determines how strong our claim is, therefore qualifiers are needed in good argumentation (Toulmin, 2003). As said before, the last three elements in the model, namely *backings, rebuttals* and *qualifiers* are optional in argumentation; but they are strongly recommended to build a concrete argument (Toulmin, 2003). Toulmin (2003) shows all the elements in arguments in the diagram below:

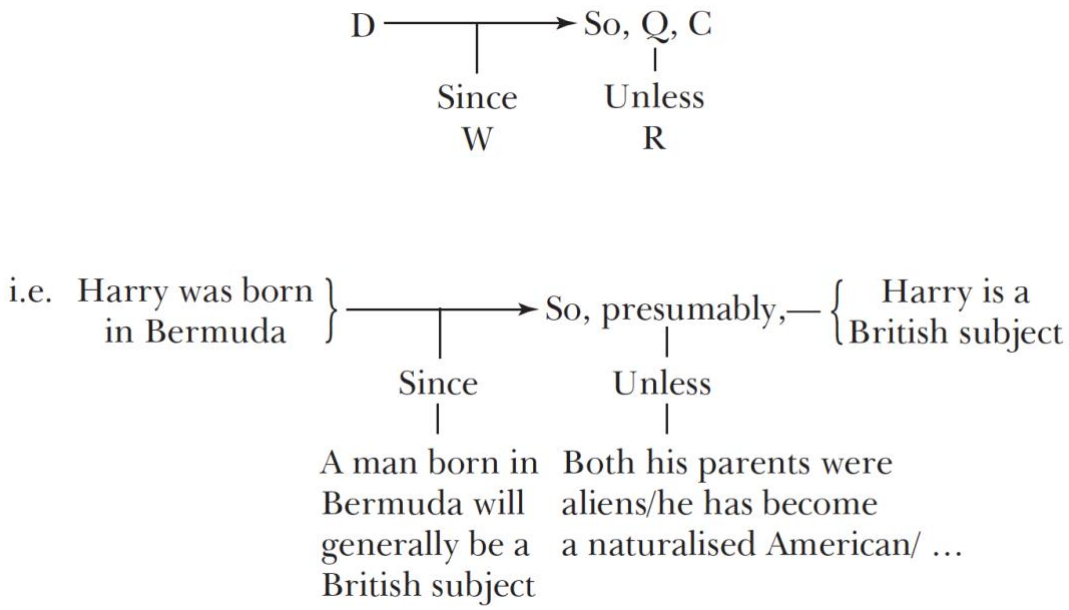

Figure 7. All the elements in Toulmin's (2003, p. 94) model of argument structure, with their examples.

Previous Research Addressing Toulmin's Model of Argument Structure

Since it was proposed by Toulmin (1958), Toulmin's model of argument structure has received both criticism and praise. It has been criticized on the grounds that quantitatively counting and analyzing argumentation schemes according to the model does not truly represent the dynamic epistemic criteria of students (Kim & Roth, 2018). It was also criticized for being too structure-based, ignoring the content and quality of the claims (Macagno & Konstantinidou, 2013). Another criticism about Toulmin's model was that it was confusing for the researchers to recognize and differentiate between the elements in the model, namely, claim, data, rebuttal and so on (Freeman, 1991; Kelly & Takao, 2002; Nielsen, 2013; Nussbaum, 2011; Rex, Thomas, & Engel, 2010).

However, despite these criticisms, Toulmin's model of argument structure has been welcomed and praised by many researchers. It "has achieved broad acceptance and is widely used to assess, teach, and study both debate and argumentative writing" (Yeh, 1998b, p. 126). Toulmin's model of argument structure has been the inspiration for many text-books on it (e.g., Fulkerson, 1996; Olson, 1993, Yeh, 1998b) including two best-sellers (Ramage & Bean, 1992; Rottenberg, 1994). Furthermore, Toulmin received an award in 1990, the Wayne Brockriede

Milestones in Argumentation Award, for his contributions to the debate study and practice (Fulkerson, 1996; as cited in Yeh, 1998b).

Since its initiation in the writing departments in the United States by Kneupper (1978), (Lunsford, 2002; Yeh, 1998b), the scholars that employed Toulmin's model of argument structure in their studies have found it useful to teach students how to structure their arguments, how to express their processes of reasoning and decision-making (Erduran, Simon, & Osborne, 2004; Kim & Roth, 2018). Just more than the argumentative essays, Toulmin's model was also found to be effective in producing more graduate students in a university in Mexico, as a result of well-developed argumentation schemes (Stincer-Gómez & Blum-Grynberg, 2017).

Here it should be noted that the applicability of the model to different fields of science led to the utilization of it in many other fields than writing. The fields that have employed Toulmin's model of argument structure in their studies most are mathematics and science education. There is a big load of research with Toulmin's model of argument structure in these areas (e.g., Cengiz, 2017; Deveci, 2009; Dinçer, 2011; Duschl & Osborne, 2002; Erduran & Jiménez-Aleixandre, 2007; Evens & Houssart, 2004; Giannakoulias, Mastoridis, Potari, & Zachariades, 2010; Inglis, Mejia-Romos, & Simpson, 2007; Jiménez-Aleixandre, Bugallo Rodríguez, & Duschl, 2000; Köroğlu, 2009; Krummheuer, 1995; Metaxas, Potari, & Zachariades, 2016; Pedemonte, 2007; 2008; Temiz-Çınar, 2016; Yalçınkaya, 2018).

Compared to those in math and science education field, there are much fewer research papers examining Toulmin's model of argument structure in argumentative writing (Ho, 2011; Lunsford, 2002; Qin & Karabacak, 2010; Qin, 2013). Unfortunately, it is difficult to find papers employing Toulmin's model of argument structure.

Table 2 below shows a detailed review of studies employing Toulmin's model of argument structure in argumentative writing, with their author(s), publishing years, setting and participants, research questions, data analyses and main findings. Table 2, inevitably, is not exhaustive. The studies in Table 2 are picked based on one criterion: They were all published in SSCI (Social Sciences Citation Index) or AHCI (Arts and Humanities Citation Index) indexed journals. The criterion was set as such because of the same reason stated before: Papers published in SSCI and AHCI

indexed journals are of high quality in terms of their research design, methodology and discussions.

The articles in Table 2 are chronologically sorted (from the oldest to the most recent). If there are more than one article per year, they are listed alphabetically among themselves.

Table 2

Summary of Some Studies Addressing Toulmin's Model of Argument Structure in Argumentative Writing

Author(s) / Year	Setting / Participants	Aim of the Study	Main Findings
Connor (1990)	150 L1 English essays	- Identifying linguistic features of raters' judges for the essays - Examining linguistic and rhetorical characteristics of persuasive essays - Analyzing cross-cultural differences in the essays (all essays were written by native speakers of English, but living in different countries)	- After regression analysis, The Toulmin model formed 48% of the variation, making this variable the most significant one in creating a good persuasive essay - Features of syntax, cohesion and persuasion were the predictors of essay quality.
Crammond (1998)	36 L1 English persuasive texts from 56 students (6th, 8th and 10th grade) in a large city.	- Conducting a comprehensive analysis of argument across the students' and experts' writings - Examining the uses of embedded arguments - Describing the characteristics of argument structure	-The ability to produce an argument starts by Grade 6. - Embedded arguments are frequent, which strengthen the claim. - Neither the expert or the student group used warrants significantly.

Varghese & Abraham (1998)	30 pre-test and 30 post-test scripts written by 30 Singaporean students	- Training students in structural and interpersonal aspects of argumentation, according to Toulmin's (1958) model (the first aspect was evaluated on the quality of claims, data and warrants; the second was evaluated on persona, audience adaptiveness and stance towards discourse)	- There was no control group in the study, but the participants wrote more persuasive texts in the post-test with more distinct persona, clarifying their stance, using a variety of appeals and they have also developed their Toulmin model elements in the post-test writing.
Yeh (1998a)	116 seventh graders in San Francisco	- Investigating the effectiveness of heuristics (guidance regarding readers' expectations) based on Toulmin's model - Seeing if only immersion activities help develop argumentative structures, versus explicit instruction plus immersion activities	- Students in the combined group (immersion activities plus explicit teaching) were found to have acquired argumentative skills, as they transferred them to new writing cases successfully. - The effect of the treatment was strong for minority students (African-American, Hispanic American, Asian American).
Ferretti et al. (2000)	124 students, 62 in general goal, 62 in elaborated goal condition (half of whom are learning disabled (LD)).	- Investigating the effects of giving an elaborated goal with explicit subgoals, based on the elements of argumentation	- Elaborated goal condition group (6th graders, including LD ones) produced more persuasive essays with more argumentative elements. 4th graders were equal in argumentation.
Németh & Kormos (2001)	24 Hungarian learners of English performing argumentative tasks over two years	- How task-repetition, short-term intervention and language development affect pragmalinguistic markers of argumentation.	- Students were found to persuade better in their L1. - Argumentation training did not lead to a significant development in the

		- Seeing if there is a difference between the L1 Hungarian and L2 English version of the same task.	use of argumentation markers.
Nussbaum & Kardash (2005)	184 L1 English argumentative essays, divided into three groups: control, reason and counterargue	- Seeing if students benefit from specific goal instructions - Exploring the effect of providing students with arguments on both sides of the issue	- Specific goal instructions improved students' writings. - Counterargue group produced better quality essays than reason group.
Bacha (2010)	An explicit instructional approach to teach Toulmin model is developed for EFL students, especially L1 Arabic ones.	- Teaching Toulmin-based argument structure through explicit teaching	- L1 Arabic EFL students benefited from the instruction, producing more Toulmin elements and refutations of counterarguments.
Qin & Karabacak (2010)	133 essays by L2 English learners in China	- Analyzing the Toulmin elements in participants' argumentative essays - Analyzing the relationship between the elements and the quality of the essays.	- The majority grasped the basic argument structure (claim and data), lacking the use of rebuttals and counterarguments. - Those secondary Toulmin elements contribute to essay quality.
Uysal (2012)	36 argumentative essays from L1 Turkish L2 English students (18 essays in English, 18 in Turkish)	- Examining a possible L1 cultural transfer to L2 writing - Examining the Toulmin elements, indirectness devices, Aristotle's rhetorical appeals (ethos, logos, pathos) and language style in the essays.	- L1 culture has been found to affect L2 writing, but there are other factors affecting it, as well. - The use of claims and rebuttals showed a similar pattern across L1 and L2 writing, but assertiveness devices and evidence types differ across L1 and L2 writing.
Qin (2013)	Argumentative essays collected twice from 16 L2 English, L1 Turkish university students	- Examining the effect of instruction of Toulmin model on students' argumentative writing.	- Students' essay quality improved after instruction. - After instruction, every paper presented more use

		- Seeing what aspect of writing is affected most by the effect, if any.	of claim, data, counterargument and rebuttals.
Stapleton & Wu (2015)	L2 English argumentative essays by 125 high school students in Hong Kong, 6 of which went for further quality analysis	- Investigating the relationship between quality of reasoning and Toulmin elements.	- Qualitative analyses into the quality of reasoning revealed that good surface structures were judged as weak in the deeper analyses, so good surface does not guarantee a strong argumentation.
Paek & Kang (2017)	33 Korean EFL students	- Examining the Toulmin elements in the essays - Examining overall quality of the essays	- Toulmin elements contribute to the quality of writing. - The element *data* made the biggest contribution to quality. - Toulmin model is an adequate model to assess Korean EFL learners' writing.

Some studies above focused on the effectiveness of instruction in improving Toulmin elements in further writing (e.g., Bacha, 2010; Qin, 2013; Varghese & Abraham, 1998; Yeh, 1998a) or L1 English argumentative writing (Connor, 1990; Crammond, 1998; Ferretti et al., 2000; Nussbaum & Kardash, 2005). The studies by Qin & Karabacak (2010), Qin (2013), Uysal (2012), Stapleton & Wu (2015) and Paek & Kang (2017) are worth looking deeper into because their aims were parallel to the ones of this dissertation: analyzing the Toulmin elements of L2 English learners' argumentative essays.

In this sense, Qin and Karabacak (2010) analyzed 133 argumentative essays written by L1 Chinese, L2 English university students in the light of Toulmin's model. The participants had not received any prior training on Toulmin's model before. Inspired by Crammond (1998) and Nussbaum and Kardash (2005), Qin and Karabacak (2010) slightly changed the names of the original elements in Toulmin's model. Their taxonomy consisted of *claim, data, counterargument claim, counterargument data, rebuttal claim* and *rebuttal data.* As this is the model also

adapted and used by the current dissertation, it is worthy to look at the definition of each element and their examples. Examples for each element are written by the researcher of this current dissertation.

Table 3

Definitions and Examples of Toulmin Model of Argument Structure, Adapted by Qin & Karabacak (2010), To Be Adapted and Used in The Current Study

Elements	Definitions and examples
Claim	Definition: an assertion in response to a topic or problem Example: Attendance should be obligatory in universities.
Data	Definition: Evidence to support a claim, in form of experience, anecdote or scientific facts. Example: Many studies have shown a positive correlation between attendance and high scores.
Counterargument claim	Definition: The opposing views that contradicts the writer's main claim. Example: Some academicians may see attendance in universities unnecessary.
Counterargument data	Definition: The evidence to prove the counterargument claim. Example: For instance, in some departments of Gazi University in Turkey, attendance is optional.
Rebuttal claim	Definition: Statements that try to refute the counterargument. Example: However, the success rate may drop if attendance is optional.
Rebuttal data	Definition: Evidence to support rebuttal claim. Example: For instance, the recent studies have shown that more students get an A from their classes at the Department of Statistics, Marmara University, where attendance is obligatory, compared to the Department of Statistics, Gazi University, where attendance is optional.

The other elements in Toulmin's model (namely *backing, warrant* and *qualifier*) were not involved in this adapted version by Qin and Karabacak (2010) on the grounds that they were seldomly used by the participants in their study. The fact that warrants can be left out (Toulmin, 2003); backings and qualifiers are optional guided the researcher to come to the same conclusion and use this adapted version of Toulmin's model of argument structure. This model was also used in Stapleton and Wu's (2015) study.

In addition to the main findings listed in Table 2, Qin and Karabacak (2010) also found that participants in their study tended not to include counterarguments, giving opinions only one side, a phenomenon called *my-side bias* (Perkins, Farady, & Bushey, 1991). The reason why many participants did not include counterarguments in their essays may be their unawareness of the efficacy of counterarguments in convincing (Nussbaum & Kardash, 2005). Students might be afraid to look as if they are confused if they were to include counterarguments, or they might not know how to refute those counterarguments, so they do not include them in the first place. Whatever the reason is, they need to know that a good argument structure also includes counterarguments. Refuting those counterarguments (rebuttals) will also make sure that their points convince the reader, which is the ultimate goal of argumentative writing.

Another study conducted by Qin (2013) employs L1 Turkish, L2 English learners as its participants. This study, along with the one conducted by Uysal (2012), are the only studies, to the best knowledge of the researcher, that analyze L1 Turkish L2 English participants' argumentative essays under Toulmin's model of argument structure. Qin (2013) analyzed L2 English argumentative essays written by L1 Turkish university students after a 10-week instruction period. The instruction phase included explicit teaching of Toulmin elements, class debates, consciousness-raising activities about Toulmin's model like reading passages with Toulmin elements and identifying Toulmin elements in selected argumentative essays. Although there was not a control group in the study, the 16 participants in the study were all found to have increased their use of claim, data, counterargument and rebuttals. As another research question in the study, the quality of essays before and after the instruction was sought and it was found to increase over the

instruction, as well, which is a finding in line with Bacha (2010) and Varghese and Abraham (1998).

As mentioned before, the other study that analyzes the essays of L1 Turkish L2 English participants under Toulmin model belongs to Uysal (2012). Uysal (2012) recruited 18 L1 Turkish L2 English participants and collected 36 essays from them (18 in Turkish and the other 18 in English). She analyzed the data according to Toulmin model (claims, qualifiers, evidence and rebuttals), Aristotelian rhetorical appeals (ethos, pathos, logos), rhetorical questions and elaborated versus succinct language use. She found that there are similarities across L1 and L2 writing, for example in the use of explicit claim statements and the use of indirectness devices, use of evidence, use of rebuttals and Aristotelian rhetorical appeals. However, they differed in the use of assertiveness devices, evidence types (citing in Turkish versus real-life experience in English), rhetorical questions (asked in Turkish essays but not in English ones), and elaborated language style (a more adorned language use existed in Turkish essays). At the end of her study, Uysal (2012) concluded that employment of different writing strategies in different languages by the same participants, and employment of similar writing strategies across L1 and L2 writing all emphasized the complexity in second language writing and many variables behind it.

In a recent study, Stapleton and Wu (2015) tried to analyze whether the quality of reasoning and the surface structure are informant of one another. They evaluated the surface structure based on the Toulmin model adapted and used by Qin and Karabacak (2010). They state that although their study included an intervention session of 10 classroom hours, they did not measure the effect of it on essay quality. Rather, they wanted to see how surface structure and quality of reasoning measure against each other. They evaluated 125 essays written by L1 Korean, L2 English high school students, with a close look at 6 of them for further analysis. Their data analyses revealed that there are good structures but with not enough rebuttals, with non-aligned rebuttals, or with poor rebutting; good structure but with weak quality of reasoning and good structure with good quality of reasoning. Half of the twenty main reasons given by participants were rated as "weak" by the Ph.D. student raters. Stapleton and Wu (2015) conclude that although students may

produce a number of Toulmin elements in their essays, it does not mean that their points are strong.

The final study to be discussed here is by Paek and Kang (2017). As the most recent study employing Toulmin's model at the time when this dissertation was being written, Paek and Kang (2017) employed 33 L1 Korean L2 English high school students in their study. The participants wrote an argumentative essay, evaluated by an e-rater called *Criterion*, and under the Toulmin's model. Along with the number of elements, Paek and Kang (2017) also investigated which elements contributed most to the quality of the essays. They found that especially the essential elements in Toulmin's model (data, claim and warrant) contribute significantly to the essay quality, and the element *data* made the biggest contribution. They also concluded that in order to achieve better quality, each sub claims in the essays should be supported with data or rebuttals.

All in all, there are very few studies in literature that focused on Toulmin's model of argument structure in L2 English argumentative writing. What can be concluded from the few ones that exist is that L2 learners, be it L1 Turkish (Qin, 2013; Uysal, 2012), L1 Chinese (Qin & Karabacak, 2010) or L1 Korean (Paek & Kang, 2017; Stapleton & Wu, 2015), do not include as many Toulmin elements as desired in their argumentative essays. This current study will contribute to literature in the sense that it analyzes L1 Turkish L2 English argumentative essays written by university students majoring in English Language Teaching at Gazi University, in Turkey.

As a final note, current literature on fallacies conducted by L2 learners of English should be presented here. Unfortunately, there are not many studies on this topic, mainly because there are many different taxonomies proposed by different scholars, and identifying fallacies is purely qualitative and challenging, therefore, it is difficult to find such studies. Alagözlü (2007) is one of the very few researchers that conducted a study with Turkish EFL learners in terms of their fallacies in writing. She found that out of 111 fallacies in the study, the most common fallacies done by these learners were oversimplification (n = 41), straw man fallacy (n = 31) and irrelevant conclusion (n = 24).

Another study in the same stream of research is done by Khoiri and Widiati (2017). They analyzed 40 argumentative essays written by Indonesian EFL learners and found that there are a number of fallacies done, but some of them can be avoided with simple instruction. They encountered fallacies such as *fallacy by manipulation through language, fallacy by manipulation through emotion, fallacy by distraction* and *fallacy in inductive conclusion.*

The last study to be mentioned here on fallacies belongs to Bardakçı (2010). Bardakçı (2010) examined the impact of raising awareness about reasoning fallacies. He employed a 56-item questionnaire consisting of eight fallacies, seven questions for each fallacy. For the experimental group, he included a treatment on critical thinking and identifying reasoning fallacies. At the end of his study, he found that there is a statistically significant difference between the experimental and control group in terms of awareness of reasoning fallacies. This shows that although it is almost impossible to teach students each and every one of the fallacies, it is possible to focus on a group of fallacies and raise awareness about it.

Since there are very few studies conducted in fallacies done by L2 learners, this current study hopes to shed some light on this issue. Identifying the fallacies done by future teachers of English in Turkey, if any, will benefit both these future teachers and their future students.

Chapter 3
Methodology

This chapter begins with the research questions, continues with the description of the setting and participants in the study. Then, data collection process is explained, followed by the instruments. The chapter ends with the data analysis section, where analyses and coding are explained.

Research Questions

The current study has five research questions.

Research question one. What are the frequencies of the Toulmin model elements in the L2 argumentative essays written by first-year ELT students at Gazi University?

Research question two. Where are the main claims and subclaims located in the L2 argumentative essays written by first-year ELT students at Gazi University?

Research question three. What types of data do the first-year ELT students at Gazi University use (i.e., facts, personal experience, citations of authority, anecdotes) in their L2 argumentative essays? What are the frequencies of each type of evidence?

Research question four. Are the L2 argumentative essays written by first-year ELT students at Gazi University coherent both at the micro (sentence-wise) and macro (essay-wise) level? If not, what could be the reason for incoherence?

Research question five. Do the L2 argumentative essays written by first-year ELT students at Gazi University contain fallacies categorized by Aristotle (1984)? If yes, what are the frequencies and types of those fallacies in the essays?

Setting and Participants

The participants in this study are tertiary-level students enrolled in Gazi University, Ankara, Turkey. All of the participants are first-year students in the Department of English Language Teaching (ELT). Forty-seven participants enrolled in the study. As the admission to ELT Departments in Turkey is conducted through an exam that assesses English language proficiency, the English proficiency of all participants in the study is quite alike. However, most high school students in Turkey

will not have seen how to write an argumentative essay in English by the time they graduate from high school, so their writing skills are sharpened generally at university. All of these participants have taken the Academic Writing I course before the data collection, so they have seen the basics about how to write an argumentative essay. However, they have not received any instruction on Toulmin's model of argument structure.

The participants are chosen from ELT students because they are going to be teachers of English in different places, be it universities, high schools, or even toddler day-care facilities. This means that they are going to have a wide range of options to choose from; therefore, it is imperative that they sharpen their L2 rhetoric skills to be convincing and to show that they are efficient users of English. To understand in what areas they need sharpening most, if any, it is essential to analyze their argumentative essays to see their writing patterns in terms of Toulmin's model of argument structure. Additionally, coherence, the position of the main claim (initial, mid or final) and types of data in the essays are also analyzed.

Data Collection Process

As the final exam of the course Academic Writing I, all participants wrote a timed, argumentative essay on the topic "Attendance should be optional at university." They were given the chance to choose their side on this topic, so they would either agree or disagree with this statement.

The participants wrote their essays in the traditional manner - they wrote them with a paper and pen. After the participants wrote their essays, the researcher transferred all these essays into a Microsoft Word document, without altering any type of mistake or error, including spelling and punctuation errors.

Data Analysis

This study is a qualitative and descriptive study. The theoretical framework adapted in the data analysis of this study is the adapted version of the Toulmin model of argument structure (Toulmin, 2003), employed in two studies with the same focus, argument structures in argumentative essays written by L2 users (Hatipoğlu, Karabacak & Qin, 2016; Qin & Karabacak, 2010). There are originally

six elements in this adapted Toulmin model of argument structure, which are as follows:

a. claim: The basic aim of an argument, i.e., the thesis in the statement (Karbach, 1989).

b. data: Also known as "grounds" (Karbach, 1989), data means the evidence to support the claim.

c. counterargument claim: This is the claim made against the actual thesis statement (Harvey, 1999). This is an opposing view that challenges the writer's main statement (Qin, 2009).

d. counterargument data: This means the evidence to support the counterargument claim (Nussbaum & Kardash, 2005).

e. rebuttal claim: These are the statements through which the writer shows the possible weaknesses in his/her counterargument claim (Nussbaum & Kardash, 2005).

f. rebuttal data: This is the data through which the writer proves the weaknesses in his/her counterargument claim (Nussbaum & Kardash, 2005).

For the purposes of this study, i.e. to analyze whether participants include a main claim and support it with subclaims, the element *claim* in original Toulmin model is divided into two: main claim and subclaims.

Another variable that was additionally analyzed in the study was the positions of the main claim and subclaims in the paragraphs, whether they are in initial, middle or final position. Kubota's (1998) specifications of the position of claims were adopted in this sense. As their names tell, initial, middle and final positions refer to the introduction, body and conclusion paragraphs respectively. So if a main claim is in the initial position, it means that it is in the introduction paragraph. If it is in the body of the essay, it is in the middle position and if it is given at the conclusion paragraph, it is in the final position. Additionally, Kubota (1998) defines *collection* as an essay where the writer expresses his/her opinion in more than one location. Finally, if there are no clear thesis statements, that paragraph is called *obscure.*

Also, types of data (i.e., facts, personal experience, citation of authority, anecdotes) and their frequencies in the essays were analyzed. Because the heart

of argumentation is presenting enough solid data to convince the addressee, it is essential to support the claim with appropriate data. However, the type of data is also important as well as the usage of data in general, because evidence types can also be culture sensitive. For instance, Enginarlar (1990) and Uysal (2004) show that Turkish writers tend to use anecdotes and imaginary stories as evidence. To understand if there is a general pattern that Turkish writers follow in terms of evidence, more studies on evidence types should be conducted. In this sense, this study hopes to shed light on the evidence types used by Turkish speakers of English, to be exact, future English language teachers of Turkey.

Another variable analyzed was coherence. As for the definition of coherence, Jacobs's (1982) example is adopted:

> A piece of writing is coherent when it elicits the response: “I follow you. I see what you mean.” It is incoherent when it elicits the response: “I see what you’re saying here, but what has it got to do with the topic at hand or with what you just told me above?” (p. 1)

This example above shows us the necessity to avoid irrelevant sentences in a text in order to have coherence. Kaplan (1966) also showed that English language did not have space for irrelevancy as much as Romance or Russian languages. Therefore, it is at utmost importance to see if future teachers of English have coherence in their argumentative essays.

As mentioned before, coherence was analyzed in both at the micro (sentence-wise) and the macro (essay-wise) level. Because this current study tried to see *what* was in the texts as irrelevant, rather than *the frequencies of pre-determined items*, the two coders went over the essays together, twice. Keeping what the writer meant overall in mind, the coders underlined all the parts, whether just one word or a whole paragraph, that made that part irrelevant to the main point in the paragraph (for the micro level analysis) and in the essay (for the macro level analysis). Then they discussed the parts they underlined in the essays as irrelevant and came to full agreement on them after discussion.

The last variable that was analyzed in this study is Aristotle's *Fallacies* (1984). As can be remembered from the Table 1 with detailed explanations and examples, the Aristotle's fallacies (1984) that are analyzed in the study are again shown below.

a. Equivocation

b. Amphibology

c. Composition

d. Division

e. Accent

f. Secundum quid

g. Irrelevant conclusion

h. Begging the question

i. False cause

j. Affirming the consequent

k. Fallacy of many questions

All in all, the variables that were under analysis in this study, along with the adapted version of Toulmin's model of argument structure, can be seen below.

a. Main claim

b. Subclaim

c. Data

d. Counterargument claim

e. Counterargument data

f. Rebuttal claim

g. Rebuttal data

h. Main claim position

Elements in the adapted Toulmin model (from a-h, inclusive)

i. Coherence (irrelevant sentences, if any)

j. Types of data (facts, personal experiences, citations of authority, anecdotes etc.)

k. Fallacies

Every sentence in each argumentative essay was separated and then manually coded according to the Toulmin model element(s) that they had. If they did not belong to any category, they were left blank. If a sentence has more than one element, for example if there is one counterargument claim and one counterargument data in the same sentence, then the sentence was divided into half and it was given credit for both elements. Then, the descriptive statistics for the number of elements were computed.

For coherence, evidence types and fallacies, two raters sat together and discussed all the essays in terms of these research questions. The raters were the researcher and her Ph.D. advisor, who is an Associate Professor in the field of English Language Teaching at one of the most prestigious universities in Turkey and who finished her Ph.D. at the University of Iowa. The inter-rater reliability was found to be .92 at the first round of coding, then the two coders came to full agreement after discussing what they initially had different opinions about.

Chapter 4
Findings and Discussion

In this chapter, findings of the study will be presented starting from the first research question, to the fifth (last) one. Discussions of these research questions, made through comparisons with the findings in the related literature, are also presented after the findings for each research question.

Findings and Discussion for Research Question I

The first research question in the current study is *"What are the frequencies of the Toulmin model elements in the L2 argumentative essays written by first-year ELT students at Gazi University?".* To answer this question, the frequencies of each Toulmin model element in the essays were tallied. Initially, 47 essays were collected from the participants. However, 45 essays were included in the data analysis because two essays were found to be completely off-topic because they confused the meanings of *attendance* and *participation*.

Table 4 below shows the descriptive statistics for the Toulmin model elements in the essays. As mentioned before, the adapted version of the Toulmin model was adopted in this study, which is slightly different than the original model. After the analysis, a total of 597 elements was found.

Table 4

Descriptive Statistics for The Toulmin Model Elements in The Essays (n = 45)

Elements	Total number	Mean	Min	Max
Main claim	43	0.95	0	1
Subclaims	106	2.35	0	6
Data	264	5.86	1	15
Counterargument claim	73	1.62	0	6
Counterargument data	21	0.46	0	3

Rebuttal claim	45	1	0	2
Rebuttal data	45	1	0	6

The table above shows that the most heavily used (44.22%) Toulmin model element in the study is *data* (*n* = 264), which is an expected result, when taking into consideration that each subclaim and main claim in the essays were supported by data. The second most heavily used (17.75%) Toulmin model element in the study is subclaims (*n* = 106), again another not so surprising finding, thinking that each essay generally included more than one, or even two, subclaims. Only two essays out of 45 essays (4.44%) did not have any subclaims at all, all the other 43 essays (95.55%) had at least one subclaim. Table 5 shows the number of subclaims in the essays (*n* = 45).

Table 5

The Number of Subclaims in The Essays

No subclaims	One subclaim	Two subclaims	Three subclaims	Four subclaims	Six subclaims
2 essays	5 essays	18 essays	17 essays	2 essays	1 essay

From the table 5 above, it is clear that 40% of the 45 essays (*n* = 18) had two subclaims in their essays, followed by three subclaims seen in 17 essays (37.77%). Five essays (11.11%) gave only one subclaim, while one essay (2.22%) gave as many as six subclaims. Two essays (4.44%) gave four subclaims, and no essay was found to have five subclaims or more than six subclaims.

After finding out the number of subclaims, it is also important to find the ratio of data per claim. To be exact, the ratio of data per claim (main claims and subclaims combined) was found to be 264/149 = 1.77; which means that the average number of data given per claim is 1.77.

All in all, we can see that *data* and *claim* (main claim and subclaims combined) are the most heavily used (with the percentages of 44.22% and 24.95%, respectively) Toulmin model elements in the study.

This finding is consistent with the related findings in literature. For instance, Crammond (1998) found that the American 6th, 8th and 10th graders in his study employed the basic structure of Toulmin model, using *data* and *claim* predominantly. The finding of the current study is also in line with Qin and Karabacak's (2010) study, in which they analyzed the L2 essays written by 133 undergraduate Chinese learners of English according to the Toulmin model and found that Chinese learners, too, use *data* and *claim* much more heavily than they use other elements in the model. Paek and Kang's (2017) study as well, backs up this finding: Korean EFL learners use *data* and *claim* more dominantly than the secondary elements in Toulmin model. Overall, it can be said that the participants in my study, Turkish learners of English (to be more specific, future teachers of English), have grasped the basic elements (data and claim) in Toulmin's model of argument structure.

What is actually surprising in the findings is that the imbalance between counterargument data and counterargument claim. The number of counterargument claims (n = 73) outnumber the number of counterargument data (n = 21), which basically means that participants in the study did not give further explanations for the counterargument, or present an evidence for it. This can be understandable on the grounds that they might have thought if they'd given the evidence for the counterargument, they would have lost their arguments. Andrews (2010) also states that many university level students lack the need to include counterarguments in their argumentative writing, probably because they do not know how to produce counterarguments looking at their own points of view only. However, as Toulmin (1958; 2003) states, giving a counterargument data is important because it shows the background knowledge of the author on the opposite view, too, and what the author offers has a higher credibility than the counterargument data presented. Nevertheless, in order to do this, a higher state of academic reading and writing might be necessary, so expecting this level of academic writing from the first-year university level students who had never been instructed on the Toulmin model may be a little bit too much. However, it is useful to know that the counterargument claim and data do not match in terms of numbers.

Another surprising finding from the table above is that the total numbers of rebuttal claim and rebuttal data are exactly the same, 45 for each. Since rebuttal data cannot exist without rebuttal claim, since rebuttal claim is the precedent of rebuttal data, we can assume that on average, students in the study wrote similar numbers of rebuttal claim and rebuttal data. This might have happened because by rebuttal claim, they show the possible leaks in the opponent's views and by rebuttal data, they prove "those leaks" actually exist. Thus, they may have used both the rebuttal claim and rebuttal data to strengthen their credibility and make the reader believe in their points, not the opponent's.

This finding, that counterargument and rebuttal are used fewer than data and claim, is also backed up in other studies (e.g., Paek & Kang, 2017; Qin & Karabacak, 2010; Qin, 2013); although the effect of using counterargument and rebuttal in argumentative essays has been proven to increase the quality of writing (O'Keefe, 1999; Nussbaum & Kardash, 2005; Wolfe, Britt, & Butler, 2009). Although Toulmin (1958; 2003) himself admitted that *data* and *claim* are the core elements of the model and the others (*warrant, backing, rebuttal, qualifier*) are optional, it is crucial to include those optional ones in the argumentative writing to sound more convincing. Moreover, it is more important for future English language teachers to grasp a whole understanding and application of the Toulmin model in order to be competent enough in argumentation. At the end of the day, they are going to be the ones who will teach how to argue, defend, criticize and support ideas in English; so they should be equipped with the competence of including these additional elements.

Findings and Discussion for Research Question II

The second research question, *"Where are the main claims and subclaims located in the L2 argumentative essays written by first-year ELT students at Gazi University?",* aims to determine the position of main claims and subclaims in the essays.

The position of main claims in the essays is thoroughly sought because the researcher wanted to see if the participants showed a deductive or inductive pattern in their essays. As is known, deductive essays give the main claim in the beginning, specifically in the introductory paragraph, and develop it with subclaims in the

upcoming paragraphs; whereas inductive essays follow a bottom-up approach and begin with subclaims and go to the main claim generally in the last paragraph, at the end of the essay. Analyzing if there is a common pattern that the participants in the study chose is important to understand if they are on track to develop their essays according to the English rhetoric, which favors a deductive pattern over the inductive (Kaplan, 1966).

For the analysis of this research question, those 45 on-topic essays were picked, as two of the essays were found to be completely off-topic. Each of those 45 essays was carefully examined and the position of their main claims and subclaims were determined.

Results of the positions of main claims. The analyses revealed that two essays out of those 45 essays did not have a main claim at all. Those two essays contained only subclaims, therefore they were also excluded from the further analysis of main claim position. Table 6 below shows the number of essays which had their main claims in the initial, mid and final position.

Table 6

Frequencies of Essays Which Had Their Main Claims in Different Positions (n = 43)

Initial position	Mid position	Final position
38 (88.37%)	3 (6.97%)	2 (4.65%)

Table 6 above clearly shows that the majority of essays (38 out of 43, 88.37%) had their main claims in the first paragraph, following a deductive pattern in their essays since their subclaims followed the first paragraph, after the main claim was given in the initial position (i.e., first paragraph).

Moreover, most of the participants who gave their main claims in the initial position (35 out of 38, 92.1%) had their main claims as the last sentence in the first paragraph. They began their first paragraphs with an introduction to the topic (e.g., *Class attendance in college courses is a debatable subject* (M. K.)*, Class attendance in the college is the debatable issue amang students* (K. K.), *Class attendence has always been a problem since primary school. In fact, it continues*

even in the college (H. G. K.)), stating their main claims afterwards, in the last sentence. Only one participant (2.63%) stated the main claim in the first sentence position in the first paragraph, whereas the other two left (5.26%) stated their main claims in the middle of the first paragraph. However, as Uysal (2008) mentioned, as long as those main claims are in the introductory (i.e., first) paragraph, they are all considered in the initial position.

There is another finding worth mentioning here. Out of the three authors (6.97%) who gave their main claims in the middle position, two authors (4.65%) gave their main claims in the second paragraph, one author (2.32%) gave her main claim in the third paragraph.

Finally, two authors (4.65%) gave their main claims in their last paragraph, falling under the "final position" category. These two authors are the only authors who followed an inductive pattern in their essays, building their main claims starting from subclaims and data; rather than stating the main claim first and building the subclaims and data on it. Thus, they follow an Oriental style in writing, which is inductive, according to Kaplan's (1966) descriptions of language patterns across languages.

What can be concluded from these findings is that the majority of the participants (88.37%) had their main claims in the initial position, and most of those authors (92.1%) had it as the last sentence in the first paragraph, which show their tendency to have a deductive pattern in argumentative writing, which is a common trait in English rhetoric (Kaplan, 1966). The fact that only two essays showed an inductive pattern probably shows that deductive patterns are more preferred by the students, or this may have also resulted from the instructor of the "Academic Writing I" course, who might have somehow favored deductive patterns over inductive ones. Another incentive for deductive patterns could be that it takes more place in curricula (also in Turkish classes) than the inductive one, so it might just be a habit for the students, as well.

Results of the positions of subclaims. In order to examine the positions of sublaims, all the paragraphs in the 45 essays in the study were counted. A total of 245 paragraphs were found in these 45 essays. The minimum number of paragraphs per essay was two whereas the maximum was 7. The average number

of paragraphs per essay, then, is 5.44. However, the extremely low and high numbers are excluded from statistical analyses in order to give a more accurate description of the data. So when the essay with only two paragraphs was excluded from the analysis, the average number of paragraphs goes up to 243/44=5.52. This means that on average, participants followed the traditional Anglo-American school of writing which is composed of five paragraphs: introduction, three body paragraphs with three subclaims, and conclusion. Moreover, on average, they even exceeded this number of paragraphs, which means the majority of them wrote over five paragraphs because the average is over five. As can be remembered from the Findings for Research Question I, the total number of subclaims in all the essays is 106. After these descriptive statistics, the position of each subclaim in each paragraph was sought.

If participants wrote their subclaims in the initial position in the paragraph, they are coded as Initial. The same case goes for Middle and Final positions. If participants included more than one subclaim per paragraph, those paragraphs are coded as Collection (Uysal, 2006). If a paragraph included two or more subclaims addressing different sides of the topic, that paragraph is coded Two or more different topics. The difference between the categorization "Collection" and "Two or more different topics" is that the Collection paragraphs have related subclaims in them, whereas the paragraphs coded as "Two or more different topics" have two or more different subclaims. Finally, if a paragraph did not have a subclaim at all, it was coded as Obscure.

Table 7

Position and Number of Subclaims and Their Ratios to The Total Number of Subclaims (n = 106)

Position of Subclaims	Number of Subclaims	Percentage
Initial	77	72.64%
Middle	15	14.15%
Final	4	3.77%
Collection	2	1.88%

Two or more different topics	8	7.54%

Table 7 shows that the majority of subclaims are in the initial position in the paragraphs, showing that they are on the same track with academic English writing (Uysal, 2006). The second highest ranking position is Middle, which means 14.15% of the subclaims are positioned in the middle of the paragraphs, in between examples and explanations. There are only four subclaims in the final position, which is a sign for inductive pattern in writing. As said before, English rhetoric favors deductive patterns in writing (Kaplan, 1966) so the fact that there are very few subclaims in the final position as opposed to initial position shows that participants in this study have already internalized the English rhetoric.

There are only two subclaims in the "Collection" category, comprising only 1.88% of all the subclaims. Only two related subclaims were given in the same paragraph. Finally, there are eight subclaims that fall under the "two or more different topics" category. There was no paragraph with more than two subclaims, so this number means that there are four paragraphs with two different subclaims in them.

Table 7 gives a general description of the position of the subclaims in the study. For a more detailed and comprehensive understanding, a within-subject analysis of number of paragraphs, number of subclaims and their positions was needed. Table 8 below shows each participant's initials (pseudonyms, as always), the number of paragraphs in their essays and the position of each subclaim in their essays, be it initial, middle, final; collection or two or more different topics.

Table 8

Within-subject Analysis of Number of Paragraphs, Subclaims and Positions of Subclaims in The Paragraphs

Participant's Initials	Number of paragraphs	Number of subclaims	Initial	Mid	Final	Collection	Two or more
E. B.	4	4					4
İ. Ç.	4	2	2				

M. K.	5	3	3				
T. K.	6	2		2			
K. K.	6	3	3				
T. E.	5	2		2			
E. C. D.	5	6	1	3		2	
H. G. K.	6	2	2				
V. A.	6	3	3				
Ş. A.	4	1		1			
Y. T.	6	3	3				
G. N. K.	5	2	1	1			
Z. A.	6	3	2	1			
C. D.	5	3	1				2
H. K.	6	3	3				
D. K.	5	2	2				
E. G.	5	2	2				
M. A.	6	1	1				
E. A.	6	2	2				
F. E.	6	3		1	2		
F. N. Y.	6	3	2	1			
E. G.	6	3	1	2			
Y. K.	5	2	2				
M. D.	7	2	2				
G. Z.	6	3	3				

S. D.	6	3	3			
S. Ö.	6	2	2			
E. S. Ş.	5	2	2			
N. G.	5	2	2			
P. Y.	5	0				
N. G. Ö.	6	2	1	1		
M. E. K.	6	3	3			
D. Ş.	5	1	1			
B. Ü.	6	3	1			2
H. Ç.	2	0				
Y. Y.	6	1			1	
A. D.	6	4	3		1	
R. Ç.	6	3	3			
T. K. G.	5	2	2			
H. Ö.	5	1	1			
Z. T.	6	3	3			
A. P.	5	2	2			
N. Y. Ö.	6	3	3			
E. K.	6	2	2			
H. N. G.	5	2	2			

Table 8 shows us that the majority of participants, 28 participants out of 45 (62.22%), positioned all of their subclaims in the initial position. Three participants out of 45 (6.66%) positioned more than half of their subclaims (i.e., most of their subclaims) in the initial position. Four participants (8.88%) gave all or most of their subclaims in the middle position. Two participants (4.44%) gave all or most of their

subclaims in the final position. Two participants (4.44%) did not have any subclaim at all.

There is only one participant (2.22%) who positioned two related subclaims in the same paragraph, falling under the "Collections" category. Finally, there are very few participants (*n* = 3) who included two or more different subclaims in the same paragraph, analyzed under the "Two or more different topics" category. These participants should have divided these subclaims into two different paragraphs.

In order to compare these findings with the ones in literature, the researcher scanned the related literature. However, to the best knowledge of the researcher, only Uysal's (2006) study analyzed the position of subclaims as well as the main claims. She also found that the majority of her participants, which is 18 in total, seemingly acquired the English rhetoric, showing deductive patterns in their essays, with the topic sentences (subclaims in this study) positioned mainly in the initial position. This lack of studies in this area shows the need to conduct more studies in the subclaims and positions of them in the essays. Researchers can dive into the rich, deep data of subclaims and can have a better understanding of the whole essay organization, because it is the subclaims (and other sub-components) that form the whole essay, after all.

Findings and Discussion for Research Question III

The third research question, *"What types of data do the first-year ELT students at Gazi University use in their L2 argumentative essays? What are the frequencies of each type of evidence?"* deals with types of data used in the essays in the study.

To answer this question, all data pieces in the 45 essays were counted and categorized. The data types were formed after two rounds of analyzing and coding the data by the two coders. Former lists of evidence types were revised and the evidence types that did not exist in the data (e.g., story-telling, definitions, descriptive evidence) were excluded from the list, finally the final list of evidence types was formed. Table 9 shows the final list of evidence types.

Table 9

Final List of Evidence Types

Types of data	Sub-segments of each type of data
Anecdotal evidence	- Personal experience - Other people's experiences
Logical evidence	-Sound reasoning - Creating hypothetical situations - Making deductions and inductions
Empirical evidence	- Referencing a particular study or a group of studies in general - Citation of others - Re-stating the facts generally accepted by society
Assertions	- Personal opinions

Before analyzing the results, it is crucial to elaborate on the data types.

Anecdotal evidence is the type of evidence when the author tries to prove his/her point by giving an example from his/her own life (personal experience) or somebody else's life (other people's experience). Among the other types of evidence (i.e., logical and empirical evidence), anecdotal evidence is the one with least credibility because it lacks grounded data, and is solely based on experiences, be it real or imaginary.

Logical evidence, on the other hand, consists of sub-segments that base the evidence on logic, as the name suggests. *Sound reasoning* consists of logical explanations (i.e., explanation of how a student can fail if s/he exceeds the absenteeism limit) and logical examples of high credibility generally formed with conditionals (i.e., *if this happens, that will also happen*). The second sub-segment in this category, *hypothetical situations* include imaginary situations created by the author (e.g., *if attendance was not obligatory, students would not attend any of the classes.*). Since they take a hypothesis and its possible outcomes as their evidence

base, they are also under the logical evidence category. The last sub-segment in this type of evidence is *making deductions & inductions*. In this evidence type, they either first give their pieces of evidence and then prove their claim, following an inductive pattern (e.g., *Moreover, they do presentations do creative dramas, prepare posters about their topics. They do them with their friends and their teachers evaluate all this process. Thanks to these kinds of activities and preparation, they improve their social skills and have self-confidence to talk and be social out of the class* (E. C. D.)); or they follow a deductive pattern, when they give their conclusions first and mention how they get to their conclusions afterwards (e.g., *People in any circumstance have the ability to instinct whether there is something beneficial for them. So when the students are sure that at the end of the semester they will be learnt something useful they will attend the classes* (Z. A.)).

The third evidence type in the list is *empirical evidence*. Under this type, there are three sub-segments, namely *referencing a study*, *citation of others* and *re-stating well-known facts*. *Referencing a study* or *studies* happen when authors try to prove their claims based on a study or a group of studies (e.g., *Many researches proved that students who attend the courses regularly get higher marks than the bruant students* (N. G. Ö.)). *Citation of others*, on the other hand, happens when authors give a *name* instead of mentioning a study and present their claims with the support of this citation (e.g, *According to San Francisco State psychology professor Dr. Kelvin Eschleman and his colleagues, people who with creative hobby are more likely to be helpful* (B. Ü.)). The final sub-segment in this evidence type is *re-stating well-known facts*. This happens when authors use common sense, or present facts generally accepted by society to prove their claims (e.g., *They put into words that they have absenteeism right legally* (M. K.)). Facts that nobody can refute are accepted in this sub-category.

The final evidence type in the list is *assertions*. Assertions are defined as *statements that a person strongly believes are true* (Cambridge Dictionary, 2019), despite a possible lack of evidence. Hence, they are both considered essential in argumentative writing, especially in the thesis statement; because the author of an argumentative paper should be bold in stating his/her own opinions (Ruszkiewicz, Seward, & Hairston, 2008). However, being bold in assertions without proper evidence is not enough to sound convincing; therefore, assertions left alone are

considered as personal opinions with little to no grounded piece of data. When a piece of data was presented as the support to a claim but it did not convince any of the coders in its credibility, that piece of data was coded as an assertion.

After determining the final list and a thorough analysis, the coders found a total of 164 pieces of data. The types of data and their frequencies in the essays can be seen in Table 10 below.

Table 10

Types of Data and Their Frequencies

Types of data	Frequencies of each type of data
Anecdotal evidence (personal experience, other people's experiences)	6 (3.65%)
Logical evidence (Sound reasoning, creating hypothetical situations, making deductions and inductions)	107 (65.24%)
Empirical evidence (Referencing a particular study or a group of studies in general, citation of others, re-stating the facts generally accepted by society)	28 (17.07%)
Assertions (personal opinions with little to no grounded evidence to support them)	23 (14.02%)

As can be seen from the table above, the most common used type of data (65.24%) is logical evidence, whereas the least used one (3.65%) is anecdotal evidence. In order to have a deeper look, the sub-segments are analyzed according to their frequencies in Table 11 below.

Table 11

Subsegments of Each Type of Data and Their Numbers in The Data

Main types of data	Sub-segments of each type of data	The number of each type of data in the essays (*n* = 164)
Anecdotal evidence	Personal experience	3 (1.82%)

	Other people's experiences	3 (1.82%)
Logical evidence	Sound reasoning	92 (56.09%)
	Hypothetical situations	6 (3.65%)
	Making deductions & inductions	9 (5.48%)
Empirical evidence	Referencing a study (or studies)	11 (6.70%)
	Citation of others	6 (3.65%)
	Re-stating well-known facts	11 (6.70%)
Assertions	Personal opinions with little to no solid data	23 (14.02%)

When put in the descending order of frequencies, the evidence types can be re-organized as below:

Table 12

Subsegments of Each Type of Data, in The Descending Order

Main types of data	Sub-segments of each type of data	The number of each type of data in the essays (*n* = 164)
Logical evidence	Sound reasoning	92 (56.09%)
Assertions	Personal opinions with little to no solid data	23 (14.02%)
Empirical evidence	Re-stating well-known facts & Referencing a study (or studies)	11 per each type (6.70% each)
Logical evidence	Making deductions & inductions	9 (5.48%)
Empirical evidence & Logical evidence	Citation of others & Hypothetical situations	6 per each type (3.65% each)

Anecdotal experience	Personal experience & Other people's experiences	3 per each type (1.82% each)

As can be seen in Table 12 above, top three most commonly used sub-types of evidence are *sound reasoning* (56.09%), *assertions* (14.02%), *referencing a study* and *re-stating well-known facts* (6.70% each). They are followed by making deductions and inductions, with nine occurrences in the data. Then, citation of others and hypothetical situations share the same number (*n* = 6) and thus, the same rank in the order. The least used evidence types both belong to the anecdotal evidence category. Personal experience and other people's experiences have only three occurrences per each data type.

Examples for sound reasoning. As the most heavily used data type, examples for sound reasoning in the data should be shown here to give a clearer image. For the privacy of participants, their initials have been changed and all of them are mentioned with feminine subjects and pronouns, regardless of their gender.

M. K.:

> If a student want to catch the key of success, he mustn't neglect to attend every given lesson. It is likely that some students may misuse attendance freedom, and this will be unavoidable that their success and grades will be effected negatively.

Here, M. K. mentions how absenteeism will affect a student's success, because optional attendance may be abused by some. She makes this conclusion with logical explanations, so this data was coded in this category.

K. K.:

> For example, students can do lots of class activities and they have many presentations which are related to their departments. These activities can be beneficial their jobs - if they don't come to school, they will be lack of experience in terms of their jobs and career.

Here, K. K. supports her subclaim, which is *compulsory class attendance makes students more experienced*, with that data piece above. By giving a logical explanation and related examples to the explanation, she clearly and convincingly states that optional attendance will keep students away from doing academic activities related to their departments.

Examples for assertions. The second data type most heavily used in the essays is assertions, i.e. (bold) personal opinions with little to no grounded data. As said before, these are coded as assertions based on the fact that neither of the coders saw a piece of evidence that convinced them to believe what the author claimed. Examples for this evidence type are shown below.

T. E.:

> Schools are not ordinary places and voluntary attendance make them more irregular.

T. E. gave the piece of data above to support her claim *colleges are formal places and there should be some rules to make colleges ordinate*. However, in her data, she does not clearly state how optional attendance would make a school "irregular": At the end of the day, schools run on their normal hours and optional attendance means that the students who come and go are irregular; not the school itself. Moreover, T. E. does not state why or in what way schools are not ordinary places. As long as she does not prove that schools are not ordinary places, but extraordinary ones like inside of a spaceship, this "data type" is simply an assertion.

E. C. D.:

> Yes, of course they have the maturity to attend class, but it is not just about the maturity, it is also about the past of them, their characteristic features, mental features, or their daily mood.

What E. C. D. wrote as the evidence to her claim, *attendance should be optional*, lacks actual evidence to support what she wrote in her statement. In other words, she did not elaborate on what she meant by "characteristic features", "mental features", or "their daily mood", nor she gave examples on them. Thus, this data piece is left alone, standing as an assertion only.

Referencing a study (studies). Although the sub-categories "referencing a study (studies)" and "re-stating well-known facts" share the same rank in the frequency, the researcher saw the necessity to mention examples from "referencing a study" type because although they are categorized under this type, the authors of these essays definitely need tutoring in referencing.

M. E. K.:

> A research from Oxford Universtiy shows that the students who atten class regularly are able to use their knowledge even after 5 years.

What M. E. K. gave as a reference to her point is simply "a research from Oxford University". No details about the researchers, or the time when this study was conducted, or about the title of the study. This only sounds like a made-up study for the purpose of convincing the reader.

H. Ç.:

> According the many resarches, atmosphere of learning is very important for learners.

Again, what H. Ç. wrote as a reference to her point is left without proper referencing. Unfortunately, all the other essays with the data type, referencing a study, use the same pattern: referencing without appropriate referencing. Citation of others were also done without proper citation. Only the names of apparently made-up researchers (e.g., *San Francisco State psychology professor Dr. Kelvin Eschleman and his colleagues*) were given.

This might have been acceptable in high-school level but not at university. University-level students are assumed to know the citation rules, referencing rules and what is accepted as proper citation. This situation would have been acceptable if these students, whose essays compile the data for the current dissertation, had not already taken the "Academic Writing I" course before the data collection. However, they had already taken that course so they are assumed to know at least the basics about referencing and citation. They need to write much more academically than only "a study from this university". Moreover, some of them will be teaching English at universities, so they will be the ones to teach "Academic Writing" courses one day. What this finding underlines is that, then, students in the ELT departments should be made to work on their academic writing skills throughout

their undergraduate studies. Unfortunately, Academic Writing courses only last one or two semesters in many ELT departments in Turkey, but this finding shows the necessity to include this course in the course catalogue in the 2nd, 3rd and even 4th year.

Unfortunately, to the best knowledge of the researcher, no study but Uysal's (2012) dealt with evidence types given in L2 argumentative writing. Uysal (2012)'s participants were also Turkish, but they were not prospective teachers of English. Rather, they were either students, graduates or residents in the United States of America. In order to trace the effect of L1 culture on L2 writing and vice versa, Uysal (2012) found that the participants mostly (30%) gave *assertions based on real life situations* as their evidence (for instance, as in the sentence: *In Turkey, people love to get together and have a chat during business hours; whereas Americans prefer to stay focused on their work and have fun with friends after work.*) The second most heavily used evidence type in her study was *hypothetical situations* (32%), followed by *anecdotes* (17%). Citation of others was done only by 5 participants, constituting only 8% of all participants. Facts were used as evidence only by 2 people (3%). These findings in Uysal's (2012) study and the findings in the current study differ in the sense that the most heavily used evidence type in the current study is *sound reasoning* (56.09%), which consist of logical explanations, conditionals and logical examples. This means that the participants in the current study, prospective English language teachers, are more aware of the necessity to include logical evidence in their argumentative writing to convince the reader that their argumentation wins. However, the second most heavily used evidence type in the current study is *assertions* (14.02%), which ranked first in Uysal's (2012) study. Assertions are considered as not having enough grounded, solid data and they generally go no further than being personal opinions (Francis, Robson, & Read, 2000). Therefore, they should be either supported by other types of evidence, logical or empirical; or they should be avoided in order not to sound too bold (Ballard & Clanchy, 1988; Bartholomae, 1985; Read, Francis, & Robson, 2001). Daring to be bold is only acceptable in argumentative writing as long as there is enough concrete data to form the ground for that dare; otherwise, the "seemingly data" will be nothing but a mere assertion. Alagözlü (2007) also found that Turkish ELT students do not support their

claims with enough data forms such as facts, logical explanations and citation of authorities.

All in all, what can be concluded from the findings for the 3rd research question is that the most heavily used evidence type is *sound reasoning*, making up more than half of all the evidence types. *Assertions* rank second, and this finding means that ELT students need to be more aware of supporting their arguments with more concrete data, rather than leaving them with bold statements only. So although mostly they preferred the "preferred" evidence type, in terms of credibility, Turkish learners of English still need to work on their assertions and how to make them more credible by adding logical and empirical evidence.

Another striking finding from this set of data is that ELT students do need to revise and improve their referencing and citation skills; which is what an ordinary university-level student, let alone a prospective teacher of English, should master. Made-up research studies and/or made-up authority figures will only make their argumentation weaker, let alone stronger; as it decreases the academic, empirical tone in the writing.

Findings and Discussion for Research Question IV

The last research question in the study, *"Are the L2 argumentative essays written by first-year ELT students at Gazi University coherent both at the micro (sentence-wise) and macro (essay-wise) level? If not, what could be the reason for incoherence?"* tries to see if the participants wrote irrelevant sentences and digressed from their main and/or subclaims both at the macro level (essay as a whole) and at the micro level (at each paragraph level).

To this end, irrelevant parts / sentences identified by the coders were divided into the total number of words in each essay so that the incoherence percentage could be found. To have a general idea of the irrelevancy rates in the essays, all of the irrelevant parts, both at the macro and micro level, were analyzed and counted. For instance, if the participant wrote a 5-word irrelevant sentence in a 350-word essay (only at the micro level), his/her incoherence ratio was found to be 5/350 ≅ 1.42%.

After the analysis, it was found that 30 essays out of 47 (63.82%) are incoherent, i.e. they had irrelevant sentences in varying percentages. Essays with no irrelevant sentences (*n* = 17) were excluded from further analysis. Two essays with 100% irrelevant sentences (i.e., essays that were completely off-topic) were also excluded from the analysis. Table 13 shows descriptive statistics for the 28 essays with irrelevant sentences in terms of percentages.

Table 13

The Descriptive Statistics for Percentages of Irrelevant Sentences

Mean	SD	Min	Max	Sum	Skewness	Kurtosis
10.06	8.07	0.89	24.1	311.86	0.43	1.48

Table 13 shows that the average incoherence percentage is 10.06%, with the minimum percentage of 0.89% and the maximum percentage of 24.1%.

Here, it is important to note that only three essays (out of 28, 10.71%) are incoherent at the macro level, i.e. paragraph(s) that contained irrelevant sentences only. However, the majority of the essays with incoherence (*n* = 25, 89.28%) are incoherent at the micro level, i.e. paragraphs that contain irrelevant sentences as well as relevant sentences. Therefore, even the essay with only one irrelevant word was analyzed further, because the irrelevancy problem seems to lie at the micro level, not macro level.

In order to understand the reasons behind this micro level irrelevancy, all the incoherent essays (including the two essays completely off-topic) were re-analyzed and the irrelevant parts were grouped according to the reason.

Table 14 shows the irrelevant percentages in the essays in the ascending order and the reasons why those parts are considered irrelevant.

Table 14

Percentages and Reasons of Incoherence

Essay	Percentage of Incoherence	Reason for Incoherence
1	0.89%	Supporting the counterargument claim & wrong word choice
2	1.95%	Supporting the counterargument claim
3	2.03%	Unnecessary details & wrong word choice
4	2.12%	Wrong word choice

5	2.16%	Wrong conjunction use
6	2.38%	Unnecessary details
7	2.63%	Unnecessary details
8	2.97%	Unclear meaning
9	3.13%	Mentioning something irrelevant
10	3.26%	Mentioning something irrelevant
11	3.42%	Supporting the counterargument claim
12	4.05%	Wrong word choice
13	4.24%	Unclear meaning
14	4.96%	Unclear meaning
15	4.97%	Wrong conjunction use
16	8.82%	Mentioning something irrelevant
17	8.85%	Supporting the counterargument claim
18	10.56%	Unnecessary details
19	15.10%	Mentioning something irrelevant
20	15.78%	Mentioning something irrelevant
21	15.83%	Mentioning something irrelevant
22	20.15%	Wrong word choice
23	20.16%	Supporting the counterargument claim
24	20.31%	Mentioning something irrelevant & wrong word choice
25	20.59%	Ideas against common sense
26	22.34%	Mentioning something irrelevant & wrong word choice
27	23.13%	Mentioning something irrelevant
28	24.10%	Wrong word choice

From Table 14 above, we can see that the incoherence reasons seen in the essays fall under seven categories, namely *supporting the counterargument claim* (*n* = 5), *unnecessary details* (*n* = 4), *wrong word choice* (*n* = 9), *wrong conjunction use* (*n* = 2), *unclear meaning* (*n* = 3), *mentioning something irrelevant* (*n* = 9) and *ideas against common sense* (*n* = 1). As can be seen from the table, some essays fell under more than one category.

Supporting the counterargument claim. The categorization of each type of incoherence should be elaborated on here, with examples from the data to follow. First, what is meant by *supporting the counterargument claim* is not *counterargument data,* which is an essential element in Toulmin's model of argument structure. As mentioned before, counterargument data is used in argumentation in order to convince the reader that the writer is aware of the counterarguments and acknowledges the validity of the counterargument to some

extent. What needs to follow a counterargument data, according to Toulmin model is *rebuttal claim* or *rebuttal data*, which show the possible leaks in the counterargument claim and data and aims to convince the reader that the ultimate idea to believe in is the author's. As a result, there is a big difference between giving a *counterargument data* which will be followed by a rebuttal claim or data and *supporting a counterargument claim*, which leaves the reader thinking about which idea the author *actually* supports. As this confusion should not exist in an argumentative essay, the parts that contain supports of counterargument claims with no rebuttal claim or data to follow are considered irrelevant.

Looking at some extracts from the essays that support the counterargument claims will shed light on how irrelevant they look in the whole essay. Below are some examples on this categorization. For the privacy of participants, their initials have been changed and all of them are mentioned with feminine subjects and pronouns, regardless of their gender.

M. E. K.:

> ... Most importantly, if class attendance is voluntary, students at school, parents are not worried about them (subclaim). They are syre about the fact that they are with their teachers, they listen to their classes (data), which is completely wrong (irrelevant)...

From M. E. K.'s data that supports the subclaim, it is clear that she must have meant "compulsory" by "voluntary", as she points out to the fact that parents will be relieved to know their children are in class, if attendance is compulsory. So this voluntary / compulsory differentiation belongs to the "wrong word choice" category for the irrelevancy. What will actually be dealt with here is the second incoherent part, "which is completely wrong". After supporting compulsory attendance with data, M. E. K. turns to the other side of the idea and refutes herself, leaving the reader confused about which side she actually took. Moreover, after this one, she does not state why this is completely wrong, instead, she continues to write other subclaims about why attendance should be compulsory. This shows that she purely supported the counterargument claim without giving any rebuttals, which made this part of her essay irrelevant.

M. A.:

In the college courses, we, students meet some problems. One of them and probably the one that most students suffer is attendance. Most students have diffuculty in attending the class regularly. When we take this problem account, a question might come to our mind: "Should class attendance be voluntary in the college courses?" And it might sound interesting (irrelevant). However, class attendance shouldn't be voluntary in the college courses (main claim).

From the very beginning of M. A.'s essay, the reader gets the feeling that she is going to support voluntary attendance in college, as she mentions attendance as a *problem* that most students *suffer from*, and the fact that voluntary attendance might sound interesting. However, she changes her mind so rapidly and gives her main claim at the end, but all with details that only support the counterargument claim, again leaving the reader confused.

C. D.:

Even if they graduate in any way, they never cannot be a well-qualified person in their jobs(data). Today's statistics show that eight percent of employers want well-qualified people to employ (irrelevant). In such a case, the students not going school regularly because of the voluntary class attendance will not find any job for themselves (data).

A tricky situation exists in C. D.'s essay above. She writes how a regular attendant student will be a well-qualified person in business, but her data points to the quite opposite view. This might just be a spelling error, so she might have meant *eighty*, not *eight*, but missing only one letter has changed the meaning tremendously, making this part irrelevant, because it completely supports the counterargument, without rebuttals.

D. K.:

Some opponents claim that class attendance in college courses shouldn't be voluntary(counterargument claim). It should be compulsory however (irrelevant).

By giving what the opponents say, D. K. gives her own opinion in the counterargument claim: that she supports optional attendance. However, in the next

sentence, she states that attendance should be compulsory, with no rebuttals that show a leak in this counterargument claim.

N. Y. Ö.:

> Today, more and more students are getting drop out of college. According to statics, the number of them has greatly risen recently. There are several reasons underlying why. Students drop out; however, the most common reason is class attendance. Dropouts say that they would not have left college if class attendance hadn't been obligatory. Are they right about their thoughts? Would they have learnt effectively if class attendance had not been important? (IRRELEVANT) There are some reasons why class attendance should be mandotory (MAIN CLAIM).

The irrelevant parts in N. Y. Ö.'s essay are quite similar to the ones in M. A.'s essay, since they both start their paragraphs giving the implication that they hold the idea quite opposite of what they actually write, supporting the counterargument. As such, it could be said that they digress from their own points, breaking the rules of good argumentation.

Unnecessary details. Another incoherence category is unnecessary details (*n* = 5). Giving unnecessary details will bore the reader and as a result, decrease the likelihood of convincing. Therefore, unnecessary details should be avoided in a good argumentation as much as possible. The extracts below will shed more light on this issue.

E. B.:

> Me as a student, I don't want to take grammar courses, but it is obligatory. Why I don't want to take that course? Is it because I don't like it? (irrelevant)

Here, E. B. states that she does not want to take grammar courses, and "complain"s that they are obligatory. Next, she asks the reader why she does not like it and ask a rhetorical question, "Is it because I don't like it?" as a pause before stating the real reason. As could be seen, these are unnecessary details in an argumentative essay on optional versus compulsory attendance. They only make the reader bored and distract the reader from the main claim, resulting in incoherence.

E. C. D.:

If someone wants to be a doctor, a teacher etc, she/he must study in a good college. Actually, it is a general thought in our society. With this thought, people who wants to have a good job should train at colleges (irrelevant). When students come to the colleges, some thinks that they might volunteer to attend the lessons. However, class attendance should not be voluntary in the college courses(main claim).

Here, instead of giving implications on why attendance should not be optional, E. C. D. states that people who want to have a good job should go to colleges. As can be seen, this is an unnecessary detail in an argumentative essay on the topic of attendance, therefore should be avoided.

Wrong word choice. With 9 essays, wrong word choice is the category under which most irrelevant essays fall. Wrong word choice is important because as is known, words have the power to change the direction of an essay completely. With one word, all the aforementioned ideas can go away and the essay can have a completely new look. This new "look" is not always positive, sometimes causing irrelevancy. A striking example from the data for this is the two essays, which are completely off-topic because of wrong word choice. Two participants confused the words *attendance* and *participation* and wrote their essays on why *participation* should be optional (because of peer pressure, being shy etc.) whereas they wrote *attendance* all the time, instead of *participation*. Wrong word choice, or confusing two similar but different terms, can lead to a totally off-topic essay, as can be seen in these two essays.

Other than these two essays, there are others which have utilized wrong word choice in their essays, causing irrelevancy. Below are some extracts from the essays which had this irrelevancy type and each of them is discussed.

Y. Y.:

Making attendance compulsory a sign of some insecurity (irrelevant). A class is not better if a bunch of uninterested students are in class, because inter-student activity ,like peer education, suffers a lot.

Here, what Y. Y. meant by the word "insecurity" remains unclear. The reason why this essay was included in the "wrong word choice" category but not "unclear

meaning" is that at least one thing could be understood from Y. Y.'s statement; however, the essays in the "unclear meaning" category do not yield any meanings at all, as noted by the coders.

Back to Y. Y.'s essay, what is expected after the word "insecurity" is something like "a lack of confidence"; but she fails to elaborate on why she thinks compulsory attendance is a sign of insecurity. Therefore, this incoherence is taken under the category "wrong word choice".

A. P.:

> In conclusion, the negative sides of voluntary attendance are more than the positive sides of it. Also, maintainance is important factor in acquisition of success when we think(IRRELEVANT). That's why, the class attendance should be obligatory.

A. P.'s essay, too, falls under the "wrong word choice" category because of the wrong use of the word "maintenance". From the preceding and succeeding sentences, we may arrive at the conclusion that she may have meant "sustainability" or "continuity" by "maintenance", but this does not mean that she did not break the rule of coherence by using a wrong word.

Ş. A.:

> In schools, we need teachers in order to understand the new subjects. Every school day, we learn something new and someone should teach and explain it for us. Teachers do this job in our schools, so we should attend the courses if we want to take advantage of that service (irrelevant). Some say that, class attendance may be obligatory in the college courses. It has an orbit in surface (irrelevant).

In Ş. A.'s essay, there are two parts, as can be seen above, that are considered irrelevant on the grounds they she both have mentioned something irrelevant and have adopted wrong word choice. The first part that is highlighted talks about what teachers do, which is completely irrelevant with the main topic of the essay. That is why it is considered in the "mentioning something irrelevant" group, whereas in the second part highlighted she says "it has an orbit in surface" whereas she probably meant "it has some merit on the surface".

As a paranthesis here, this phrase, "it has some merit on the surface" is worth mentioning more because the researcher came across it so many times during the analysis. In fact, 23.4% of the 47 essays (*n* = 11) used this phrase as a transition between counterargument claim (and/or data) and rebuttal claim (and/or data). However, only in six of those 11 essays (54%) this phrase is used correctly, as "it has some merit on the surface". In those other five essays, either the word merit was pluralized although it is an uncountable noun, or it was changed to other words, as in Ş. A.'s essay above (from merit to orbit), or the preposition that the word *surface* takes was changed to in or at. The fact that almost half of the students who wrote this phrase could not get it totally right tells us that they might need reinforcement and practice to memorize these fixed chunks.

Back to wrong word choice, it can be said that most of the essays that fall into this category (five out of nine) are considered irrelevant in those parts because the participants confused the meanings of *attendance* and *participation*. They mentioned why teachers should not force students to *participate* because they are adults and they can be embarrased in front of their peers; when this actually means *participation*. One of the participants in the study wrote: *attendance is not only physical*, whereas it actually *is* only physical.

What can be concluded from the wrong word choice group is that learners of English should have a wide range of vocabulary and always practice what they already know, because as can be seen in these examples, confusing only two words can cause all the essay to be considered "irrelevant" and they will be far from convincing the reader, as a result.

Wrong conjunction use. Wrong conjunction use is another category, not under the "wrong word use" category because the two participants that fall under this category are assumed to know the actual meaning of the conjunctions they used, but somehow they have used them in the wrong way.

Y. T.:

Second, students should continue having lessons in their colleges not only for their academic success but also for their social status(subclaim). On the grounds that schools are not just a place where the lessons are given the

students and the pupils are educated academically, students should go to schools.(irrelevant) They meet new friends, teachers in there.

Y. T. used the conjunction *on the grounds that* in order to mean *because*, as what she wrote after the conjunction explains the subclaim that comes before it. However, what put her writing under irrelevancy category is that she should have connected the subclaim with her reason *"schools are not just a place where the lessons are given the students and the pupils are educated academically"* without a full stop after the subclaim. The way she wrote it is considered irrelevant because she did not connect the two sentences that should have been connected with that conjunction, instead, she used that conjunction in a place where it did not belong.

A. D.:

Secondly, when students are forced to attend a class, they may feel under pressure(DATA) and benefit from the class even if they attend all the classes(IRRELEVANT).

A. D., did a similar thing with Y. T. in the way A. D. also used conjunctions in the wrong way. First, if she had meant "students benefit from the class", she should have used *but* instead of that *and* there, as these two parts (feeling under pressure and benefiting from class) are not parallel to each other. Throughout her essay, A. D. supports the idea that attendance should be optional, that is why the coders assumed that A. D. really meant what she meant by *under pressure*. Otherwise, if she had supported the compulsory attendance idea, this phrase would have been analyzed under the *wrong word choice* category.

Another conjunction that A. D. used incorrectly is *even if*. Previously, she says *when students are forced to attend a class*, so she assumes that students attend classes, with or without force. Then she gets confused, and confuses the reader, by using the conjunction *even if*, leaving some space for the attendance freedom. That is why this part is considered irrelevant as a whole, as a result of using two conjunctions in the wrong way.

As said before, only two students out of 29 students used conjunctions in the wrong way that would cause irrelevancy. This shows that most participants in the study used them in the relevant contexts, which is good to know. However, this also

tells us that no matter what they are studying, even in the ELT department, learners of English may need practice with conjunctions and using them correctly.

Unclear meaning. Another category of irrelevancy in the study is *unclear meaning*, which means neither of the coders understood what the author really meant. There are three essays that fall under this category.

R. Ç.:

> When class attends courses half heartedly, the motivation and desire of teaching of a teacher can decrease(DATA). Thus, the feedback got back may immediately decrease(IRRELEVANT).

For example, here what R. Ç. meant by "the feedback got back may immediately decrease" has not been understood by neither of the coders. Who is giving feedback to whom, and whose feedback "got back"? To whom? Leaving these questions unanswered, this part is considered irrelevant because of unclear meaning.

E. G.:

> In conclusion, even if there may be the ones who disagree class attendance should be voluntary on the purpose of blocking the wrong assumption of success(irrelevant), giving students free time, and making lessons productive.

What E. G. means by "on the purpose of blocking the wrong assumption of success" is also marked irrelevant because what she meant by this was not understood.

Like wrong conjunction use, unclear meaning also has a low ratio in the irrelevancy category; but it should not be forgotten that there are many more variables in this unclear meaning category, than the wrong conjunction use category. Since grammar, lexicon, syntax are all involved in forming a meaning, it is crucial that our learners, especially future teachers of English, should master these before they are to teach English to others.

Ideas against common sense. There was only one essay in this category, which presented ideas against common sense.

S. Ö.:

Another reason is that colleges are professional institues. They aim to teach you about classes. However, if the classes are not voluntary, it can be seen that collages force you to do what they want. In other words, this situation makes the collages amaturish institues, which cannot be accepted neither by academicians, nor by the public itself(irrelevant).

What S. Ö. wrote above is considered irrelevant under the "ideas against common sense" category because professional institutes indeed have rules and oblige people to do things. Otherwise, they will be amateurish institutes, because almost nobody will respect a place where anyone can go in and out without any rule. Therefore, what she suggested here contradicts with common sense, that is why it is considered irrelevant under this category. It is also worthy to note that this part belongs to one of the three essays (out of 28) with incoherence at the macro level, i.e. incoherence in the whole paragraph.

Mentioning something irrelevant. The last category to mention here is "mentioning something irrelevant". Both this group and wrong word choice group have nine essays (per group), making them the largest irrelevancy categories in this study. Therefore, it is essential to look at some extracts that fall under this category and try to understand the reasons behind.

E. A.:

that some people who do not want to go to school but they have to. Isn't it obvious that this decreases the quality of education given in the college? (rebuttal claim) This also reduces the success rate in business area.(irrelevant)

What E. A. wrote above could have been considered relevant if she had also mentioned *how* it reduces the success rate in business. Instead, she left this sentence this way, with no examples or explanations coming afterwards. As a result, this sentence was coded as irrelevant and because it mentions something totally new to the main point, without any introduction or explanation, it is considered under the "mentioning something irrelevant" category.

F. E.:

Second, people are not tend to socialize outside in today's world. Instead of going out to socialize, they prefer social media. However; social media

isolates people from the real world. People should go outside and socialize to prevent this from happening. Since socializing starts in early ages, it is the childhoud and puberty which have the most important effect in socializing(irrelevant).

Reading what F. E. wrote above will probably make anyone who read it think that the essay is about socializing or the effects of social media. However, the topic is the same: optional vs. compulsory attendance in college. After this paragraph, F. E. explains that schools have a big role in the socialization of humanbeings, however, the way the paragraph is formed above is considered totally irrelevant, as it does not connect the ideas to the main topic in the essay. This part, by the way, belongs to one of three essays with incoherence at the macro level, i.e. incoherence that happens throughout one paragraph.

T. K.:

From past to present, there are so many arguments about whether education system is qualified in terms of effective learning or not. Moreover, it is argured that which system can be most beneficial and how it can be (IRRELEVANT).

T. K. began her essay with these sentences, seen above. Starting with these sentences is likely to give the impression that the essay is about effective education systems, whereas it is about optional vs compulsory attendance. The reason why T. K. started from here might be the fact that she wanted to start from the general to her main point. However, as can be seen in this example, learners of English should not be told to "give a general introduction to the topic", as is the general case in Academic Writing courses across the universities, as this may have had this effect on students' writings. They want to make a general introduction to their main point but they end up forming irrelevant or too general sentences.

The other essays in this category either did the same mistake with F. E., in terms of mentioning something totally irrelevant to the topic and not connecting it with the main point, or they did the same mistake with T. K., in the way they wanted to begin their essays from a general point of view but took that "general" side way too much, all the way to be considered "irrelevant".

As a summary of the findings for the Research Question IV, it can be said that more than half of the essays in the study (*n* = 30, 63.82%) are incoherent with varying percentages, and mostly (*n* = 25, 89.28%) at the paragraph level. The irrelevancy categories encountered in the data are as follows, in the descending order:

1. *mentioning something irrelevant* (*n* = 9) & *wrong word choice* (*n* = 9)
2. *supporting the counterargument claim* (*n* = 5)
3. *unnecessary details* (*n* = 4)
4. *unclear meaning* (*n* = 3)
5. *wrong conjunction use* (*n* = 2)
6. *ideas against common sense* (*n* = 1)

The most problematic categories that lead to irrelevancy are mentioning something totally irrelevant (not making connections to the main point) and wrong word choice (confusing the meanings of words), and supporting the counterargument claim.

When we want to compare these findings with the ones in other studies, we see that there are very few studies conducted about incoherence, or irrelevancy, in EFL settings. Unfortunately, this results from the fact that coding, analyzing and grouping the irrelevant parts in an essay, or in writing in general, is very challenging due to its subjectivity. As a result, there have been so many different taxonomies and categorizations regarding the incoherence issue in writing. To top it off, no previous studies that analyze the *non-linguistic reasons* behind incoherence was found. This current study, in this sense, is the first one that analyzes the reasons for incoherence that are not related to language only. As can be seen in the categories, it goes beyond linguistic level.

Although not in the same scope, incoherence in writing has partially been analyzed under the category of "irrelevant conclusion" in Aristotle's Fallacies (Aristotle, 1984, as cited in Parry & Hacker, 1991). As El Khoiri and Widiati (2017) note, the irrelevanct conclusion studies in EFL settings are not easy to find, either. The only study conducted in Turkish EFL settings in this regard belongs to Alagözlü (2007) as mentioned in previous chapter. In this study, she analyzed the fallacies

done by 76 ELT students and found that the participants in her study do different types of fallacies, from overgeneralization to hasty conclusions, which show their lack of critical thinking.

Uysal (2006) also tried to see evidence types given by Turkish writers, but in the ESL context rather than the EFL context. She analyzed 18 L1 Turkish and L2 English essays written by the same 18 Turkish people, either studying or residing in the U.S.A. She tried to see the reasons behind incoherence through stimulated recall interviews and a questionnaire about the cultural background of the participants. She found that some participants who had incoherence in their essays claimed that incoherence was because of their creativity, and their never-stopping mind, which is always full of ideas; that is why it was hard for them to organize all the ideas in a coherent way. One participant even gave Nietzsche's books as an example: When Nietzsche writes arguments full of irrelevancy, his books become best-sellers but ours, English learners' writings are considered irrelevant, he questions. Some participants put the blame on their low L2 skills.

These two reasons, might actually be true for the participants of the current study, as well; because the top two reasons for irrelevancy were coded as *mentioning something irrelevant* (n = 9) and *wrong word choice* (n = 9). Mentioning something totally irrelevant, out of the blue, might result from a flow of different ideas in the process of writing, over which the participants could have little control. Likewise, wrong word choice may also stem from their L2 skills, i.e. their L2 lexicon, since those participants got one word in the wrong meaning. As one can remember, there is no other linguistic (grammatical or syntactical) reason behind the incoherence in the data, but lexical. Or simply, this wrong word choice reason may have resulted from exam anxiety only.

No matter what the reason is, it is worthy to have a look at the organization of ideas in argumentative essays produced by Turkish learners of English, and they also seem to need to work on their lexicon. These two areas seem to be the most problematic ones that caused incoherence in their essays. Finally, it should not be forgotten that incoherence was not found to be a big issue in the essays. Indeed, more than half of the essays with incoherence (n = 17, 60.71%) had an incoherence percentage below 10%, which means their incoherence levels were very low compared to their essay length.

Findings and Discussion for Research Question V

The last research question in the study is *Do the L2 argumentative essays written by first-year ELT students at Gazi University contain fallacies categorized by Aristotle (1984)? If yes, what are the frequencies and types of those fallacies in the essays?*. As mentioned in the Methodology Chapter, all the 45 essays (Two were left out from the analysis because they were completely off-topic) were analyzed according to the Aristotle's categorization of fallacies (1984) by the two coders in the study and the frequencies of each fallacy were found. Because of the overlaps in the definitions of fallacies of *composition, accident, secundum quid* and *irrelevant* conclusion, all of which more or less deals with *hasty generalizations*, the fallacies done under those categories are all piled up under the *accident* category. Another change that was done in the list is that because the fallacy of *accent*, which is failing to make the reader/hearer feel what is being stressed in a particular part of speech/writing, is much harder to detect in written language; it is left out from the analysis.

After these changes, all the essays were re-read fully and evaluated by the two coders according to the list below, and the coders compared their evaluations. The inter-rater reliability was first found to be .90, and the coders came to full agreement in the second round of reading and analyzing. After the analysis, a total of 18 fallacies were found. Table 15 shows the results of numbers of each fallacy in the essays in the study.

Table 15

Numbers of Each Fallacy in The Essays and Their Frequencies

Fallacy	In the language / not in the language	Numbers of each fallacy / Frequencies of each fallacy
Equivocation	In the language	0
Amphibology	In the language	10 (55.55%)
Composition	In the language	1 (5.55%)
Division	In the language	5 (27.77%)
Figure of speech	In the language	0

Accident	Not in the language	2 (11.11%)
Begging the question	Not in the language	0
False cause	Not in the language	0
Affirming the consequent	Not in the language	0
Fallacy of many questions	Not in the language	0

Table 15 clearly shows that the number of fallacies (*n* = 18) found in the 45 essays are quite low, which is a gratifying finding, because the participants in the study are future teachers of English in Turkey. Moreover, we see that most of the fallacies belong under the "in the language" category (*n* = 16, 88.88%), which shows that the fallacies done by the participants in the study are mostly at linguistic level, not at the pragmatic level. This shows that improvements in these learners' grammatical and lexical skills will probably result in a decrease in these fallacies. To understand better, some excerpts from each category of fallacies are shown below.

Amphibology. Amphibology, as mentioned in the Literature Review section, is a fallacy when the meaning is ambigous because of the grammatical structure. Because it is the most common fallacy type encountered in the study, it is worth looking at the examples that illuminate this fallacy better.

C. D.: However, there was always an obligatory about attendance and it was a strong motive to prompt us (amphibology).

Apparently, C. D. meant to write "obligation" instead of "obligatory", confusing the adjective form with the noun form of the verb "to oblige". What causes amphibology here is that what is referred to by "it" remains unclear: Is it *obligation* or *attendance*? Although what is referred to by "it" is probably *obligation*, this does not prevent this sentence from falling under the amphibology fallacy, because assumptions that it can refer to one thing but not the other should not exist in a good argumentation. What is referred to should be given explicitly, if there is a possibility of more than one thing.

D. K.: To some extent, this obligation might create some benefits for students like they are self-discipline (amphibology).

Here, what is meant by "they" is unclear: Does it refer to "benefits" or "students"? What contributed to this fallacy is also the lexical or spelling error in "self-discipline". Did she mean the adjective form, "disciplined" to refer to students or did she mean the noun form, "discipline" (she should have omitted the part "they are" though, if she had meant this)? These errors make this amphibology even bigger.

F. E.: The more students attend courses, the more they will be qualified (amphibology).

A very good example of amphibology can be seen above. There are no grammar or lexical errors here, and what is meant by "they" is perfectly unclear. Is it "students" or "courses"? Because of the connotation of "qualified" with "people", it can be assumed that "they" refers to "students", however, grammatically it is not possible to fully decline the possibility of "courses" as the referenced object by "they". Another thing worth mentioning here is that the first part of this sentence, *the more students attend courses*, means that "if the number of students who attend courses increases", not "if students attend the courses more". As is known, to give the latter meaning, that phrase should include a frequency adverb after "the more" and be changed into "the more frequently students attend courses", to mean what the writer most probably meant here. In this original form, *The more students attend courses, the more they will be qualified,* it also looks as if more students attend courses, the courses will be much better. In order to avoid such ambiguity in meaning, what is truly meant should have been given without amphibology.

K. K.: Opponents of compulsory class attendance say that studenst should decide on their own whether they go to the school or not because it restricts their independence (amphibology).

The last example for amphibologies that are given here is the one above. It is worth mentioning because what is meant by "it" can be the whole phrase of "whether they go to school or not", or the noun "school". What restricts students' independence? The answer to this question, is fallacious here because of the ambigious reference of "it".

All in all, we can say that amphibologies encountered in the study are mostly about references done by subjects and pronouns. In our case, future teachers of

English should be reminded of the ambiguity that can be caused by using subjects and pronouns if there is more than one possibility. They should be guided to be as explicit as possible in order to present their argumentations in a clearer way.

Division. The fallacy of division is the second most heavily encountered fallacy type (*n* = 5, 27.77%). This fallacy is done when a part of a whole is also assumed as true, because the whole is true, without considering the exceptions. This is also similar to the *hasty generalizations* in the opposite way: from general to specific. Excerpts that show this fallacy will show better what is meant here.

Z. A.: This new age is the age of freedom so every individual may be free to make his/her own decisions. Attendance is one of that decisions that should be left to the student to decide (division).

What Z. A. wrote in the beginning, that *this new age is the age of freedom*, is used as the *cause* of the specific incident of *attendance*. So she assumed that because people are free, which itself is not a good argumentation because there are lawful, ethical and cultural limitations to a person's freedom, attendance should be left to people's own decisions. This argumentation is not considered as persuasive because it comes from a way too general of a statement, which has flaws in itself, anyway.

In addition to Z. A., two other participants also did this fallacy. They also come from the very general and faulty statement that *people are free*, to their argumentation, which is *attendance should be optional*. Why this is considered as a fallacy is although people are *mostly* free, they are not free in specific contexts, be it workplaces, schools or government buildings. Therefore, this statement overlooks the exceptions to the case, causing fallacy of division.

Although the number of division fallacies is low, future teachers of English still should be told about divisions, and that they should not jump off to a direct conclusion that a part of a whole is also true because the whole is true.

Accident. The third fallacy category to be mentioned here is *accident* (*n* = 2, 11.11%). This is the other way round of *division*, because *accidents* are done by making too hasty of a generalization. As said before, all the fallacies that point out to making too general conclusions from specific occasions are grouped under the

accident category in the current study. As there are only two excerpts with this fallacy, it is worth looking at them both.

S. Ö.: Finally, if class attendance becomes obligatory, it has an tremendously bad effect on students in their future life. It means that they will be people who cannot decide freely because they are forced to do something by other authorities, which affects new generations. As a result, we have ideally-dependent people and it is nothing but a disaster, for human beings (accident).

What S. Ö. concluded from the obligatory attendance is "nothing but a disaster" (in her own words). Assuming that obligatory attendance will make students deprived from questioning skills is too hasty of a generalization.

G. N. K.: For example, my math teacher isn't good at teaching math and he uses class attendency for marking students' exam paper because he doesn't know even students' names , so all students taking lesson from him are bored in his lesson but they have to attend class for getting high mark (accident).

The second and last example for *accident* is by G. N. K., as seen above. She hastily concludes that *all* students are bored, without leaving room for exceptions.

As said before, there are not many fallacies of accident in the study, which shows that these future teachers of English are mostly capable of making logically sound conclusions. However, as recycling is always important in learning, students could be reminded of the fact that they should avoid hasty generalizations.

Composition. There is only one incident in which this type of fallacy is encountered. Composition occurs when a whole is accepted as true because a part of is true. As seen above, this fallacy applies the validity of a part to the whole.

M. E. K.: Students should attend their classes to get the knowledge, to have good friendships and to be in a place where they should be. If they try to do it, they'll be succesful every part of their life(composition).

M. E. K. concludes that if students attend their classes for the aforementioned aims, they will be successful in *every* part of their lives. As is obvious, assuming that students will be successful in every part of their lives because they are successful in their academic lives causes fallacy of composition. Because a part of a whole is true does not necessarily mean that the whole will be the same.

After showing and discussing the examples for each fallacy in the study, the researcher sees the need to add that there are lots of different taxonomies of fallacies in literature and coding arguments as fallacies is very subjective due to the purely qualitative nature of the data. Because analyzing if a sentence contains fallacies is different than analyzing its quantiative aspects like spelling, syntactical or punctuational errors, there is almost always room for differences between coders, even at the coder level. One coder may see an argument with fallacies whereas he may oversee the fallacy even the next day. That is why, Hundleby (2010) also warns against sticking to a fallacy taxonomy in a narrow context. She states that these static taxonomies are not responsive enough to the developments in the argumentation theories.

Nevertheless, fallacies have taken attention from researchers despite these difficulties in describing and analyzing them. However, in the EFL setting, there are not many research papers that try to depict a picture of fallacies in argumentative writing.

As mentioned before, Alagözlü (2007) is one of the very few researchers that conducted a study with Turkish EFL learners in terms of their fallacies in writing. Out of the 111 fallacies found in the study, the most common fallacies were oversimplification (n = 41), straw man fallacy (n = 31) and irrelevant conclusion (n = 24). It is interesting that in her study, she never found a fallacy of amphibology, which is the most common fallacy type in the current study.

Another fallacy study is done by Khoiri and Widiati (2017). After analyzing 40 argumentative essays written by Indonesian EFL learners, they realized that there are a number of fallacies done, but some of those fallacies can be avoided with simple instruction. In their data, they found fallacies like *fallacy by manipulation through language, fallacy by manipulation through emotion, fallacy by distraction* and *fallacy in inductive conclusion.* The common point between the study of Khoiri and Widiati (2017) and this current study is that both set of participants did fallacy of *hasty generalizations*, in which they jumped off to a general conclusion from a small set of data.

All in all, because of the distinctions between taxonomies, the qualitative nature of the fallacies and the hardships in analyzing them, the research papers that

examine fallacies in argumentative writing in EFL settings are quite rare. This current study, in this sense, aims to shed some light on this area. The participants in this current study did not show a high number of fallacies, but this does not mean that their arguments are flawless. As can be seen in the finding and discussion parts for other research questions, there are faulty areas in their argumentation (such as coherence, lack of data for their claims, etc.). This same research design will definitely yield different results for other groups of future English teachers, let alone other EFL learner profiles.

Chapter 5
Conclusion and Suggestions

In this chapter, the summary of the study is given first. Then, the summary of the findings and discussion is given. Next, a general conclusion from the whole study is made, followed by pedagogical implications. This chapter ends with suggestions for further research, in light of what has been done in this study.

Summary of the Study

Identified as the most difficult skills by Richards and Renandya (2002), writing has almost always been problematic both for learners and native speakers of English, because not only syntactical and lexical skills, but also English rhetorics should be mastered in order to be competent in writing (Tangpermpoon, 2008). When defending, arguing or refuting an argument, is added to this equation, it becomes clearer why this type of writing, i.e. argumentative writing, is problematic for learners of English.

What causes more problems in argumentative writing includes the findings from Sapir-Whorf Hypothesis of Linguistic Relativity (Ying, 2000). In the strong version, this hypothesis supports the idea that one's language *has full control* over *thought*, whereas in the weak version, one's language *affects* thought. Inspired by Aristotelean Rhetoric, this hypothesis claims that all languages differ in thought patterns.

In order to analyze if these relativity theories have anything to do with L2 writing, i.e., if speakers of different languages show their L1 rhetoric patterns in their L2 writing, Kaplan (1966) conducted a pioneering study and opened up the gate for a new research area: Contrastive Rhetoric. Although it was criticized by some researchers on the grounds that Kaplan (1966) prioritized English rhetorics and underestimated rhetorics in other languages, CR kept its importance and evolved out of analyzing only argumentative essays to be a multi-disciplinary research field, and Connor (2011) even suggested a name change for it: Intercultural Rhetoric.

Under CR (or IR), many argument structure taxonomies were proposed in order to better understand how L2 learners organize and present their argumentation in L2 writing. Among them, the most famous and widely-used one

belongs to Toulmin (1958; 2003), and his model is called Toulmin's model of argument structure (shortened as Toulmin model). The original Toulmin model has six elements (data, claim, warrant, backing, qualifier, rebuttal) but because of the secondary nature of warrant, backing, qualifier and rebuttal, the model was revised and slightly changed in some studies. The current study, as well, employs this adapted version of Toulmin model for practicality issues.

Another reason why Toulmin model was employed in this current study is that the researcher observed that it was mostly used in the Mathematics and Science Education field in Turkey, rather than the ELT field. To be exact, only Qin's (2013) study analyzed L2 argumentative essays written by 18 Turkish ELT students under the Toulmin model. Therefore, seeing how it can benefit our writing curriculum, teachers and learners, the researcher wanted to have a larger database than Qin (2013) and analyze 47 argumentative essays written by ELT students, future English language teachers, at Gazi University, Ankara, Turkey.

In addition to the adapted version of Toulmin model, essays were also analyzed according to the positions of their main claims and subclaims. In this sense, too, this study is one of the very few studies that focus on the position of main claims and subclaims (see, Uysal, 2006). The reason why the researcher wanted to analyze the position of main claims was because she wanted to see if there is a deductive or inductive pattern in the essays. For the position of subclaims, she wanted to see if they have a general pattern of being in the introductory, body or final part of the essay, which is very important for essay organization.

Another important aim of this study was to see the evidence (data) types used by the participants in the study. Again, there are very few studies that focus on the evidence types given by the authors. Moreover, this study, to my best knowledge, is the first one that focuses on evidence types given by Turkish ELT students.

Another aim of this study was to see the (in)coherence level in the essays, both at the macro (essay) and micro (paragraph) levels. In this sense, too, this study is one of the very few studies that focus on the *reasons* behind incoherence as well as the frequency. Other studies tend to focus on the *fallacy types* or *irrelevancy degree* only, whereas the current study manually analyzes the actual *reasons* behind the incoherence.

Finally, the last aim of this study was to examine the fallacy types in the L2 argumentative essays written by Turkish ELT students. The taxonomy that was used when examining the fallacy types belongs to Aristotle (1984). As Aristotle is one of the most eminent philosophers of all times, and is considered to be the "father" of fallacies and rhetoric, it is important to see which fallacies the participants did, if any, in their L2 argumentative writing.

All in all, this study had these research questions in mind:

1. What are the frequencies of the Toulmin model elements in the L2 argumentative essays written by first-year ELT students at Gazi University?

2. Where are the main claims and subclaims located in the L2 argumentative essays written by first-year ELT students at Gazi University?

3. What types of data do the first-year ELT students at Gazi University use (i.e., facts, personal experience, citations of authority, anecdotes) in their L2 argumentative essays? What are the frequencies of each type of evidence?

4. Are the L2 argumentative essays written by first-year ELT students at Gazi University coherent both at the micro (sentence-wise) and macro (essay-wise) level? If not, what could be the reason for incoherence?

5. Do the L2 argumentative essays written by first-year ELT students at Gazi University contain fallacies categorized by Aristotle (1984)? If yes, what are the frequencies and types of those fallacies in the essays?

To answer these questions, 47 argumentative essays written by Turkish ELT students enrolled at Gazi University, Ankara, Turkey were collected. The essays were written in a time limit, in an exam format (no cell phones, computers or electronic devices that had Internet connection were allowed, and students who tried to cheat were strictly punished) at the end of their Academic Writing I course. During that course, students were briefed about general English rhetorics (although they did not know the term rhetoric, but used *writing organization* instead), but they did not learn anything about the Toulmin model, evidence types or incoherence. They were of course instructed to organize their ideas coherently, but they were not told about possible reasons for irrelevancy.

Summary of the Findings and Discussion

Out of the 47 essays collected, 45 of them were involved in further analysis as two of them were completely off-topic (Those participants confused the meanings of *attendance* and *participation*).

For the first research question, the distribution of Toulmin model elements, it was found that the most heavily used Toulmin model elements were *data* and *subclaims* (44.22% and 17.75%, respectively). This finding is consistent with previous research, as Toulmin himself admitted that data and claims are the basic structure of an argument, whereas the others are of secondary nature. However, the effect of including counterarguments and rebuttals on building a more solid argumentation has been proven, so our students should also know how to include those two elements in their argumentative essays. Moreover, it was found that counterargument claims were not supported by enough counterargument data, probably because participants thought that they would lose the argument altogether, if they "proved" a counterargument claim. However, it is essential to "prove" the other side's point first in order to show why the author's point is more credible than that "proven" point. In other words, a good argumentation first proves the counterargument claim, then proves why his own judgment is more convincing than that point. If writers only talk about their side of things, they will fall into "my-side bias" (Qin & Karabacak, 2010), which prevents a good argumentation from taking place. Therefore, especially ELT students, future English language teachers of Turkey, should know how to not be afraid of proving counterargument claims by presenting more solid evidence for their own claims. However, when this is not done carefully, it may cause incoherence (supporting the counterargument claim), which is analyzed under the 4th research question.

Back to the first research question findings, it can be said that those findings mostly resemble with the findings of previous related studies, however, since the participants in this study are future English language teachers, we, as decision-makers or academicians, should instruct them to include more counterargument claims and counterargument data as well as rebuttal claims and rebuttal data. Although they are of secondary nature, they are completely "complementary" to a

good argumentation, which is what our ELT students need in order to be competent teachers of English.

Findings for the second research question showed that the majority of the participants (88.37%) had their main claims in the initial position, showing a deductive pattern in their essays. This means that they first indicate their main claim, and support it with subclaims throughout the body paragraphs and conclude their ideas in the concluding paragraph. Only two participants followed an inductive pattern, beginning from subclaims to form their main claims. This finding shows that most ELT students internalized the Western style thinking, which is deductive; and employing this deductive pattern is important especially for a future English language teacher, as some day in the future, they are going to teach how to write in English to other people.

Findings for the third research question suggest that the most heavily used evidence type (56.09%) by the participants in the study is *logical evidence*, followed by *assertions* (14.02%). This shows that more than half of the participants supported their claims in the academically appropriate way, which is through logical explanations and logical examples. Although this news is good, the fact that assertions ranked second is not. Taking into consideration that assertions do not go beyond being bold personal opinions because they do not have a solid ground to support their claims, it is easy to understand why assertions should not rank high in this list. In order to decrease the number of assertions, ELT students can be asked to include other types of evidence - logical or empirical. However, they also need to be careful in using those types of evidence. As the findings suggested in this study, two sub-categories of empirical evidence, namely *citation of others* and *referencing a study*, were found to be not correctly used by the participants. The participants who used these types of evidence apparently used made-up research studies in their essays (because googling what they wrote as studies did not yield any results) and they did not comply with any citation rules (No appropriate referencing styles were found in any of the essays). This shows the necessity to underline the importance of proper citation and referencing in academic contexts, even after Academic Writing I course. All university-level students, let alone future English language teachers some of whom will teach writing in English one day even at the university-level, should know at least the basics about citing and referencing,

because universities are institutions where students learn how to conduct research, analyze, compare and report the findings. So it is essential that they be equipped with proper citation and referencing skills. The findings showed that one course, Academic Writing I, may not be enough to cover all these skills, so additional courses on writing and proper citation might be needed to solve this problem.

The fourth research question in the study aimed to see the incoherence percentages in the essays, both at the macro (essay) and micro (paragraph) level. Because irrelevancy is a very large research area that has employed many different taxonomies, and because this current study did not employ an already-existing taxonomy but developed one itself, it is very difficult to compare the results with previous research findings. However, it can be said that a big majority, 89.28%, of the essays is incoherent at the micro (paragraph) level. The most common reasons for the incoherence were found to be both *mentioning something irrelevant* (n = 9) and *wrong word choice* (n = 9). In line with the interview findings in Uysal's (2006) studies, these results show that authors may be challenged too much to organize their flowing ideas during the writing process, and their L2 skills may hinder their actual potential in L2 writing. These could be prevented by instructing students how to doodle all the ideas they have before writing and submitting their final work. Because apparently, they begin writing and go with the flow, without caring much for the organization of their ideas, causing incoherence. They also need to work on their lexicon, as the results of this study suggested, because misunderstanding a word can cause all the essay to go irrelevant.

The last research question in this study aimed to see the Aristotle's fallacies (1984) in the essays. The fallacies were found to be few in number (n = 18) and the majority of these fallacies (n = 10) is in the amphibology category, which is *forming grammatically ambiguous sentences.* EFL learners and ELT students need to have a more solid grammar instruction and an instruction on these fallacies in order to write with fewer fallacies in the future.

Overall, this study has found that the essay organization of the participants is in compliance with basic structures in Toulmin model, but not with the secondary ones; they generally follow a deductive pattern; they use logical evidence and assertions as the first and second ranking evidence types, and they slightly have micro-level incoherence, which is mostly caused by mentioning something irrelevant

and wrong word choice and the fallacy that they did most is amphibology. As qualitative studies that focus on these variables are quite few, this study will hopefully shed some light on future directions in teaching argumentative writing.

Pedagogical Implications

After conducting this descriptive study and seeing the results, the researcher humbly wants to give some pedagogical implications that could be utilized in ELT curricula across different universities in Turkey.

As said before, this study is limited to ELT students at Gazi University, but because Gazi University is a very prestigious and leading university especially in the Faculty of Education, we can say that most other universities can also benefit from what is suggested here for Gazi University. Therefore, the implications will be given in a general scope, mentioning ELT students in different universities in Turkey, not only the ones at Gazi University.

First, as this study showed, ELT students need a solid instruction on Toulmin model. As Qin's (2013) study showed, an explicit instruction on Toulmin model with discussing, analyzing, comparing, contrasting articles and theses according to the Model, may benefit Turkish ELT students in their future writing. Moreover, this fact, that students benefit from an instruction on the Toulmin model, has been proven in many other studies with participants from different L1 backgrounds (Bacha, 2010; Varghese & Abraham, 1998; Yeh, 1998a). However, it should be noted here that, the instruction should be carefully designed because improving a productive skill (speaking & writing) does not happen as fast as an improvement in a receptive skill (listening & reading). Therefore, the instruction should take weeks, maybe months, and participants in the instruction should always thrive to write according to the Toulmin model. Their work should be carefully evaluated and upon receiving constructive feedback, students should be careful not to make the same mistakes again and reinforce what they wrote good. For instance, Qin (2013) included debates in her training so that her students' critical thinking levels would increase, which would reflect itself in the argumentative writing. Although it is a slightly different issue than the main topic of this current study, critical thinking should also be reinforced in ELT writing classes because it is at the heart of questioning,

analyzing and synthesizing new information. Without critical thinking, writing a good argumentation cannot be expected.

Here, training of the educators is also important. A teacher who received a "quick" instruction on Toulmin model apparently cannot teach it as effectively as it should be taught. Academicians and researchers in this field should get together and work on the codings of the elements, as the coding is purely subjective.

Another pedagogical implication that this study can give is on the evidence types. ELT students should know how to make a citation and give a reference properly, and the results indicated that one course on Academic Writing I is not enough to cover that. Most ELT departments in Turkey offer Academic Writing only in the first year (if they do, actually), but it is clear that it is not enough, even for Gazi University students. ELT students should also know how to give grounded data for their claims and stay away from assertions. They should know the difference between being bold and being *too* bold, the latter of which is giving personal opinions without concrete, solid evidence.

The last pedagogical implication could be that ELT students need to write more coherently, although the incoherence levels were not found high in this study. They need to make a draft of their ideas, organize them in the draft and write the final task with cohesion and coherence. Otherwise, if they just write without a draft, they inevitably mention something irrelevant out of the blue and cause incoherence in their essays. Finally, they should work on their L2 lexicon because confusing even relatively easy words (easy for an ELT student, presumably) like *attendance* and *participation* causes big incoherence in their essays (even to 100% level), as the data showed.

Suggestions for Further Research

This study tried to see how Turkish ELT students wrote their argumentative essays in terms of Toulmin model, along with the position of main and sub claims. The evidence types they used in those essays and the incoherence were also analyzed. This study, as mentioned before, is one of the very few studies in this area; which means that there are still a lot to explore.

First, a cross-sectional study on the Toulmin model elements in the essays by ELT students from different universities (may be in Turkey or even different countries) can be conducted, to see if they share a common pattern or they differ. Previous research studies included this topic, but not with ELT students, to the best knowledge of the researcher.

Second, evidence types and incoherence levels in the essays written by students from other departments (from positive sciences, medicine or humanities, for example) can be examined to see if they differ in evidence types and incoherence levels and reasons.

Third, writings in different genres (articles, dissertations, conference abstracts, conference proceedings etc.) can be examined in terms of Toulmin model, evidence type, coherence or fallacies in a within-subject designed study to see how authors change their writing across different genres.

All in all, as said before, there is not much research done in the areas that this Ph.D. dissertation focused on; that is why, there are so many research opportunities. They sure will contribute to literature and education, somehow.

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APPENDIX-A: Essays That Were Analyzed in This Study

Topic: Should class attendance be voluntary (optional) in the college courses?

1. E. B.

Class attendance should be voluntary in the college courses. Since students who keen to take course most probably would come to the class, there would be no problem for unwilling students. There are lots of students who take courses from their former class. One of the reasons why they take course again is their not attending to courses. Attending the courses should not be the determinant factor for passing the course. If they can get a good mark, that is enough to pass a significant mark, they should be able to pass that course.

Me as a student, I don't want to take grammar courses, but it is obligatory. Why I don't want to take that course? Is it because I don't like it? No, I just learn better by myself. Grammar course teacher teaches more complicated way and this issue makes me get bored from grammar courses.

Lots of people states that class attendance should not be voluntary. They think that students can learn the subjects easily when students are in a group. Teachers think that students' attendance is a significant factor in terms of their learning capability.

In contrast of teachers' idea, attendance is not the thing that determines students' learning capability. Every student has a significant capability of learning. Some students learn better when they are alone, some students like to attend a crowded course. Making the attendance obligatory is not the right solution. College students can decide to take whichever course they want. The administration of college should make a change about it. Because students' unwillingness to take course may not be good for the reputation of the college. If the college has many students who can't graduate, people may think about the college's educaticational level. I think college courses should follow a curiculum and attending to the course should not be obligatory.

As a conclusion, class attendance should be voluntary. Willing students take their courses, unwilling students don't take them. Because students might learn the courses better with their own strategies.

2. İ. Ç.

Which is better? Obligatory or voluntary

Class attendance in college courses is a debatable subject. Some people think that class attendance must be obligation because students use their nonattendance rights for unnecessary things, and they can even say that nonattendance is not students' rights. However, it is a limited time we have that we can use it for any reason. Class attendance in college courses should be voluntary but we shouldn't exaggarate this situation.

Firstly, people usually don't like things which are pinned down them. This is just the same as obligatory class attendance. If students feel themselves under pressure for attendence, they can become distant to their courses. I think the best education is done with desire. For example, although a student always attend the courses, if he / she is not willing, he / she can't learn anything. In this situation, the student attends courses in vain.

Secondly, there can be a strong reason for not attending the courses, and if the student exceed limited nonattendence time, he / she fails the course. Think that there is a student who doesn't attend to a specific course, but he / she gets high marks in the exams. In this condition, I think there is no problem if the student is really successful. I believe that class attendance isn't always a remarkable factor of being successful in courses.

In conclusion, class attendance should be voluntary, so some students will be more willing to come to school. Of course, having a disciple is a good thing, but it sometimes become a problematic subject for students.

3. M. K.

Almost every school has the limit of absence for students. If students exceeed the limit, it means they will be among repetitive students in the next term. Students generally have trouble in this matter. They put into words that they have absenteeism right legally. However, it is a controversial issue whether attendance should be voluntary or not. Better choice is obligatory attendance for students' success at school.

First, no lesson is completely independent from previous ones. If a student want to catch the key of success, he mustn't neglect to attend every given lesson. It is likely that some students may misuse attendance freedom, and this will be unavoidable that their success and grades will be effected negatively.

Second, a country's restruction depends on its education level. Every earned academic person contributes to the development of the country. Today, millions of students study in universities. Nevertheless, are all of them aware of the being a part of this development? Saying "yes" would not be a fair answer. In other words, the fact that students' success will be effected negatively is not only a personal matter, but also it will be a territorial matter as probable developmental deceleration.

Some students put forward that freedom will bring success, not failure. They think that they are aware of what their responsibilities are. Voluntary attendance is thought to make the students love school more. This point has some merit on the surface, however it must be taken into account that every student is not conscieus enough. So students' thought is insufficient at this point.

To sum up, voluntary attendance will effect students negatively doubtedly. At least, unless every student becomes conscieus eneugh for education, attendance must be compulsory for a successful education system considering all negations.

4. T. K.

SHOULD CLASS ATTENDENCE BE VOLUNTARY OR OBLIGATORY?

From past to present, there are so many arguments about whether education system is qualified in terms of effective learning or not. Moreover, it is argured that which system can be most beneficial and how it can be. After countless investigations, a considerable majority of scientists and educators defence that; active paticipation and voluntary attendence have a huge impact on successful learning. In college courses class attendence should be voluntary.

First of all, unless class attendence is optional for students, they can not get efficiency to learn subject on the contrary pupils will be prejudicied because of tutor's press. Also, mandatory education cause to lose their enthusiasm for being successful in lecture. They will probably just want to get rid of class as soon as possible.

Second, obligating college students to participate the lessen will not be responsed as teacher wish all the time. Cause learners are aware of that, they are adult people not a children and being answered like that occasilon teacher to lose him/her authority.

Finally, when lecturer force the reluctant students to attend classroom, as psychological, students perceive the lesson as a boring and due to the discipline, they come to school to finish the lesson instead of desire of that statistics show that; university students have enough mental age to be aware of their responsibilities and the ones who come to school without obligation have more desire to learn subject.

Opponents of mandotory system say that students who havent an obligatory to came lesson will give up to attend lessens regularly and it causes to being failure. This point has some merit on the surface. However, it is important to remember that; they are old enough to know that; even there is no obligation, going to school is a duty.

In conclusion, there are many well-documented factors to attending lessens as a voluntary in university. Studies show that students learn better and act relaxier and more positive whey they are willing to attend lesson. In our education system class altendence should require being voluntary in order to benefit both the pupils and the tutors as a whole.

5. K. K.

Should class attendance be voluntary in the college courses?

Class attendance in the college is the debatable issue amang students. Some people believe that students should decide on their own whether they go to college courses or not. There are lots of discussions about it. Should class attendance be voluntary in the college courses, or should class attendance be obligatory in the college courses? Class attendance in the college courses should be compulsory for three reasons.

Firstly, compulsory class attendance makes students more responsible. They can know when lessons will start or how many howeworks they have. These are important responsibilities for students. With the help of compulsory class attendance, they act more responsibly and their life goes on smoothly.

Secondly, compulsory class attendance contributes the success of students. If students go to the lesson on time and listen it carefully their success on the exam can increase. Also, they can learn more effectively if we compare to students who rarely come to school. So, class attendance is necessary to have information and effective learning for student's succes on the exam.

Finally, compulsory class attendance makes students more experienced. For example, students can do lots of class activities and they have many presentations which are related to their departments. These activities can be beneficial their jobs - if they don't come to school, they will be lack of experience in terms of their jobs and career.

Opponents of compulsory class attendance say that studenst should decide on their own whether they go to the school or not because it restricts their independence. This point has some merit on the surface. However, society should remember that colleges are official buildings and they have some rules. These do not restrict their independence they want in outside.

To sum up, compulsory class attendance has lots of benefits for students. So, class attendance should not ve voluntary in the college students. People should not ignore conributes of compulsory class attendance in terms of experience, responsibility and success.

6. T. E.

Nearly all college students want class attendance in colleges should be voluntary. They want to decide whether to go school or not. Although some say attendance should be voluntary in college classes, I believe it should be obligatory because of two reasons.

First reason why I think class attendance should be obligatory is that colleges are formal places and there should be some rules to make colleges ordinate. They are not ordinary places and voluntary attendance make them more irregular.

Second reason is that if it is obligatory to go school, students feel they have to go school and this increases their attendance in classes. College students are in their most beautiful tines and they prefer doing other things instead of going school. Of course, not all students are some but many students can't see their responsibilities

and later in life, they become regretful. Therefore, schools should make them come school.

Opponents of this idea can say that college students are old enough to decide whether to go school or not. To some extent, it is right but I think it is unsufficent. Like I said, college students are in their most exciting ages and this can cause them not to see important things in their life. Therefore, colleges attendance should be mondatory.

To sum up, class attendance in colleges shouldn't be voluntary because colleges are formal places and making it obligatory increases the attendance in classes. All college administrations should think about it and make the school attendance obligatory.

7. E. C. D.

If someone wants to be a doctor, a teacher etc, she/he must study in a good college. Actually, it is a general thought in our society. With this thought, people who wants to have a good job should train at colleges. When students come to the colleges, some thinks that they might volunteer to attend the lessons. However, class attendance should not be voluntary in the college courses.

The first reason why class attendance should not be voluntary in the college is that students get lots of important lessons in their courses. If they have chance to voluntary attend the class, they most probably don't attend the class. So, they will miss the class and the time when the exams come will be more difficult for them. They won't know the subjects and will get low marks. Additionally, they will fail the course. Thus, the duration of college will be extend. This reveals some problems. For example, a student family suppose that their child graduates from the college within 4 years. But their child's school extends 6 years. This means a heavy burden for family's budget. Furhermore, students will regret by thinking "Why I waste my time?" "I wish I attended the classes". These may cause psychological problems and effect their lives.

Second reason is that students will be more social in the class atmosphere. To illustrate, English teachers must know how to teach and contact with students. In the lessons, they are thought various topic such as the critic terms of skills, the strategies to teach etc. Moreover, they do presentations do creative dramas,

prepare posters about their topics. They do them with their friends and their teachers evaluate all this process. Thanks to these kinds of activities and preparation, they improve their social skills and have self-confidence to talk and be social out of the class.

Those who agree with the attendace voluntarily claim that they studied hard from the primary school ages and this is the time when they have fun. According to them, they go to the lessons whenever they want. This point has some merit on surface. However, youth ages are fairly important for people's lifes. The lessons they take will be more helpful in their future because they not only learn the lessons but also have chances to practice them. To be well-educated people in their field, they should attend the classes and benefit from every little opportunities.

All in all, students shouldn't attend classes voluntarily because they get important information about their job, have chances to be social and improve their skills. The college ages are important for fun and for creating their own future by themselves. Why do they waste this precious time?

8. H. G. K.

FORCED BEAUTY WON'T DO

Class attendence has always been a problem since primary school. In fact, it continues even in the college. Some people say that now that the student is in the college, he or she must be able to attend the class whenever the teacher asks, while some people think that it should be voluntary; because nobody has to do it if they do not want to. I myself also think that class attendence should be voluntary because of several reasons such as being shy, or not being able think fast, or some other methods that can be used to evaluate the student.

First of all, just because the student is in the college now, he or she does not have to be fully self-esteemed. Because it is a characteristic feature of a person, and it cannot be changed; it may just be stretched a little bit. When a student cannot feel comfortable, no matter what the age of him or her, the student does not want to attend the class, and if the teacher forces him or her, the students already low self-esteem can be lower.

Secondly, sometimes students do not have the energy to attend the class continuously. In a case like that, making him or her attend the class cannot be

productive for both the teacher and the students. Instead of doing this the teacher should use other methods to provide the attendence and to be able to evaluate such as pair works, or homeworks. In pairworks, students can share the work, and can compare their notes. In homeworks, for the students can do them at home with a relaxed brain, they can be more productive.

Thirdly, and most importantly, sometimes as naturally, students not being able to think fast. Even if they have the confidence, for they can not think immidately after the question asked, they cannot attend the class actively, or cannot express their ideas. So, when the teacher donot wait, and make a pressure on the students to take an answer quickly, the students brain officially stops. Therefore not to live the situation like this, or to be take a logical answer, the teachers should wait for a while after they ask the question, or should start with the voluntary ones.

Some people say that college students must have had enough maturity up to now. This saying may be true to some extend, but it has a merit on its surface. Yes, of course they have the maturity to attend class, but it is not just about the maturity, it is also about the past of them, their characteristic features, mental features, or their daily mood. Therefore, one should not judge them just by their age. Because they are more than that as every single person.

In conclusion, the class attendce in the college classes should be voluntary because of several reasons such as students being introverted, not being able to think quickly, or the existence of the some other methods that can be used to evoluate the students and can provide the attendce. So the teachers should not force the students to attend the classes; they should try the other things that are mentioned formerly to get what want from the students.

9. V. A.

CLASS ATTENDANCE: RIGHT OR OBLIGATORY?

Class attendace has been discussed since first modern universities were established. Many people think that class attendance is one of the most important part of education system. However, opposite of this idea says it is unnecessary thing and not as important as in the past anymore. I think class attendace should be obligatory in the college courses.

First, class attendance reminds students that the school is a special place for learning. If students attend their lessons regularly, they feel that they go to school

for a reason learning. This situation also makes students eager about their lessons because class attendance creates a common sense for learning.

Second, success rates increases in many lessons when students attend their lessons. Most of students are not successful in many lessons. Teachers say students who do not attend their lesson often fail and don't pass the final exams. Obligatory class attendance might be seen a cruel decision for students but when students are careful about their attendance there is no reason for not to be a successful student. Students are exposed information about their lessons even if they don't realize.

Last, class attendance creates a social environment for students. When students attends their lessons all the time, they spend so much time with their friends, which is essential part of learning. Vygotsky say that learning is a social process. Therefore, class environment and our friends have an effective role on our learning. Class attendance creates great opportunity for interaction with other students. It also help students to make their own valves analyzing situations between themselves and other students.

Many people claim that technology has developed so students may learn watching some videos and using online sources. Obligatory class attendace is seen wasting students time by them. This is not the case. Education is not only about just learning information. It is a multi-sided process so it is consist of learning information, interacting with other students and experiencing some situations.

To sum up, class attendance give many benefits to students. It improves not only students' success but also their social skills. Therefore, class attendance should be obligatory for students' sake.

10. Ş. A.

Why Should Class Attendance Be Voluntary?

In schools, we need teachers in order to understand the new subjects. Every school day, we learn something new and someone should teach and explain it for us.

Teachers do this job in our schools, so we should attend the courses if we want to take advantage of that service. Some say that, class attendance may be obligatory in the college courses. It has an orbit in surface. However, I for the idea that class attendance should be voluntary for some reasons.

First of all, some people, who are against my idea about class attendace, say that if class attendance were voluntary, any of the students would not come to school. On the contrast, I am of the opinion that, a student must attend the courses in order to learn the subject not to be afraid af lack of attendance. When student comes to school only to have attended the course, this course will not be useful for his education and not contribute anything to him. Student should come to school by being aware of that this subject is important both his academic career and his job.

Secondly, the against people to my opinion say that if attendance class were obligatory, this would make students more successful. It is not correct. Students feel under pressure because of class attendance issue. They thşnk that if they do not attend the all courses, they will repeat those courses again. This leads students to be anxious and effect their success in a bad way. Even if they are good at a subject which they have not attended its all courses, they think that they cannot give that subject because of the lack of attendance.

To sum up, students must be aware of the importance of the courses and should decide on his own to attend the courses, so they should not feel under pressure. Consequently, the class attendance should be voluntary for the sake of students.

11. Y. T.

THE IMPORTANCE OF ATTENDANCE

Some people think that class attendance should be voluntary in the college courses. Pupils can come the school whenever they want and listen and participate any subject they choose. There is no obligatory to attend lessons or sign the attendance sheet until a specific limit. Such kind of people agree that students should be free and we shouldn't restrict them or we shouldn't force them to send to schools. However, the truth is that there should be a restriction about attendance in the college courses for some extends.

First, when there is a limitation for attending courses, students feel more bound to schools. Hence, they will be aware of the importance of education. If they feel like

that, they want to go to schools and to be educated well. I mean, the important point is that feeling connected to somewhere. This emotion guides students to study more and success more, I think. Therefore, in the colleges attending shouldn't be done voluntarily and pupils should go to schools according to an attendance plan to reach the aim of the education.

Second, students should continue having lessons in their colleges not only for their academic success but also for their social status. On the grounds that schools are not just a place where the lessons are given the students and the pupils are educated academically, students should go to schools. They meet new friends, teachers in there. And so, students are also developing their social skills because schools and colleges are the places which prepare us to life in every aspect. We learn how to make friends, how to get on well with people, how to speak, how to make a social atmosphere in the schools. Because of all these reasons, pupils should be guided to go to schools and to make it true, attendance is required.

Third, children should go to schools regularly if they want to have good jobs and to be good people. Schools are the places where always a leader teacher or manager is there. Such kind of people affect students deeply and more importantly they can change their life totally in a good way. These leaders are generally helpful, thoughtful and understanding, so they can help any student and lots of students start to be aware of the importance of education like their leaders. To make it become, a duration is necessary for these teachers to touch students' lives. Therefore, attendance is crucial and shouldn't be voluntary.

On the negative side, some believe that when students do not go to schools and study at homes, they become more successful. They think that, at homes students can more focus on subjects by themselves because the noice in schools distract their attention and students cannot listen and understand the topic well. However, that is not the case. A human is a social creature and it requires that he or she should be in a connection with someone to learn better. Lots of educationist say that education is a process which becomes between people by sharing information, by talking about something, by discussing and like that. Therefore, students should go to schools in a regular way without lack of continuity.

To sum up, attendance in college courses is obviously required to feel bound the schools, to become social, to have a good leader and lastly to learn better with

groups. Therefore, students should go to schools according to an attendance plan not voluntarily.

12. G. N. K.

IS CLASS ATTENDENCY A MUST???

Class attendency is a problem in college nearly in every country. Many students want to be flexible about class attendency, on the other hand; nearly all teachers and directors of school wish class attendency must be an obligatory, or else; students never be successful. I think class attendency should be volunteer in college in two reasons.

Firstly, students in college can know everything about whether the thing is bad or good in every perspective. If students feel themselves as restricted, I mean some teachers may use class attendency as a threat for students, it could have effect on students while learning, so attending class won't be important any more for students because they are not eager and they don't want to learn anything from this lesson. From now on, aim is not learning the lesson, the aim is to attend the class just not to be absent. For example, my math teacher isn't good at teaching math and he uses class attendency for marking students' exam paper because he doesn't know even students' names , so all students taking lesson from him are bored in his lesson but they have to attend class for getting high mark.

Secondly, class attendency should be volunteer because students must learn autonomously if they don't attend the class properly, it affects their success. This is the rule of the academic learning. Teachers and directors teach this rule and they must be just guardian not to be a threat. For example, one of my teachers from university says ' I don't care class attendency because it is your choice. My lesson is difficult and without attending class you cannot pass the exams. I teach everything in lessons in detailed way, so it's up to you whether attending class or not.' Saying like this, she doesn't make restrict us and she shows the way.

On the other hand, some teachers and directors believe that unless students can attend the class, students can focus on different things like using drugs, being criminal or being bad person. And also, they think that when students aren't interested in lessons, this is teachers' mistake and they feel guilty. However, they forget that students go to school regularly when lessons are enjoyable, interesting

and also teachers are supportive. In this subject, teachers have a big role on students about their class attendency.

To sum up, class attendency should be volunteer. When something is banned, almost everyone is more eager than any time because prohibition or banning always draws attention. Students must learn autonomously whether the thing is bad or not. Teachers and directors must be guide not threat.

13. Z. A.

ARE RULES ARE STILL RULES?

College years; the period of life that every student looks forward to come. It means freedom, a lot of time to spend for oneself and procrastinating everything for so many students. They think that it is not high school anymore so they don't have to attend the early morning classes or any class that they don't want to. But the brutal fact is different. A young student, starting to college with the thoughts of not attending the classes may be disappointed since attendance is very important for so many professors in college. Here we must see the fact that attendance is not something that is only physical, so it is essential that the attendance should be voluntary.

First of all, attending to classes is a responsibility for a college student. A person who is mature and smart enough to go to college is also mature enough to understand that following the classes are important. Therefore, by making attendance mandatory, professors are giving the message that they do not see their students as responsible people.

Secondly, when a teacher is confident about the content of his/her lecture and how much he/she will be beneficial for the students, then his/her lesson will be followed already, without any call for attendance. This is a very important aspect when evaluating the attendance. People in any circumstance have the ability to instinct whether there is something beneficial for them. So when the students are sure that at the end of the semester they will be learnt something useful they will attend the classes.

When it is attendance that is discussed, the management and the professors may say that rules are rules and attendance to classes is a rule. But the college is the

flagship of freedom so there wouldn't be very strict rules about attendance. Every student must be free about the choice of attending the courses.

Attendance in college has been the subject of so many debates. Teachers think that their lesson will be learnt better, school management think that rules are important and should be obeyed. Also, teachers may think that if there isn't anyone attending to their classes why they are giving so much effort on the lectures. But as expressed above, any responsible student will attend the classes. Also if the content is satisfying they will follow tour classes even attendance is not mandatory. Last and most important thing is that attending to classes doesn't mean only being there physically. It not something that can be evaluated by counting how many signatures a student has on the attendance sheet. When talked about attendance we must clarify what is important is being in the classroom both physically and mentally.

All in all, the debate on attendance will continue both between students and the professors. This new age is the age of freedom so every individual may be free to make his/her own decisions. Attendance is one of that decisions that should be left to the student to decide. So it must be voluntary.

14. C. D.

SHOULD CLASS ATTENDANCE BE VOLUNTARY IN THE COLLEGE COURSES?

There has been a time for many of us that we did not want to go to school. It is highly possible that we made up an excuse for not going to school or we acted as if we were ill. However, there was always an obligatory about attendance and it was a strong motive to prompt us. The argumentative matter is about this. Should class attendance be voluntary in the college courses or not? Although there are some people thinking class attendance should be voluntary, the obligatory class attendance is the only way to put the students in action.

Firstly, the students who know that they do not have to go to school do not want to go there. Therefore, they lack many courses at school. This situation reflects their notes, and the failure become an inevitable ending. Even if they graduate in any way, they necer cannot be a well-qualified person in their jobs. Today's statistics show that eight percent of employers want well-qualified people to employ. In such

a case, the students not going school regularly because of the voluntary class attendance will not find any job for themselves.

Secondly, the voluntary class attendance affects the students' inner behaviours badly. For example, they become irresponsible, for there is no motive to force them to do something like going to school. This irresponsibility has become their permanent behaviour in time. Knowing that there is no obligation to do something relax them and they get used to being reckless. In addition to this irresponsibility and relaxation, they also become unsociable people. The students who do not go to school, being aware of the fact that absenteeism is not important spend their time in leisure activities. They play more video games or surf on the Internet much. Instead of this, if they go to school regularly, they will become sociable and extroverted people thanks to the class environment and their friends.

The proponents of the voluntary class attendance claim that if students go to school although they do not want to go, they cannot learn effectively. This point has some merit on the surface, but it is insufficient because the problem of not learning effectively does not only result from the obligatory class attendance. This is not the case, actually. Learning effectively can be possible with good class environment and continuous attendance. The voluntary class attendance can be beneficial in learning effectively to some extent.

In conclusion, the class attendance should certainly be obligatory in the college courses. Otherwise, the students never want to go to school. If the absenteeism is continuous, there will be nothing to put them in action. They become unqualified people in their job; in addition, they will be a irresponsible and unsociable person.

15. H. K.

IT IS MY RIGHT

Some people think that class attendance is a important issue and it shouldn't be voluntary in the college courses, because they thinks that if students are given a chance to attend classes just voluntarily, they will misuse it and will not attend. However, others think that people live in democratic countries where people are free, so class attendance should be voluntary not compulsory for some reasons.

First of all, students who are educated in college courses are mature enough to decide whether they attend the class or not. They are not child anymore, they skipped that part of their life, so they can easily take their own decisions. If they do

not want to attend the class, most probably they have a good reason to do that. Since they are adult now, they can be responsible for their decisions.

Second, conscious people are aware of the importance of attending the classes, so nobody needs to force them to attend classes by means of class attendance. School is like a ladder that helps us to rise and to get positions and jobs which we desire. If students do not think and concern about their future, nobody needs to worry about them. Moreover, if these irresponsible people are determined enough not to attending classes, nothing can stop them especially class attendance.

Lastly, people who attend classes regularly are succesful people and they really want to learn something new by heart, so they will attend classes anyway. Their desire is to broaden their horizons. When succesfull and eager people are in class, the class will be silent and peaceful. This creates a good environment for learning. However, if students just attend classes because it is compulsory, they will disturbn others because they do not come school to learn something. Therefore, by letting lazy and careless people attend classes voluntary, we can keep away from them, and create a effective learning environment.

Opponents of the idea that class attendance should be voluntary can say that class attendance gives students a conscious about life, because it will be same for their future jobs. They will have to go and do their jobs regulary also. Class attendance gives them a chance to adopt that situation before. However; every job is not same and every job has their own rules. If you are a teacher, you have to go school regularly but if you are a tourist guide, you do not have to work all time, just summers are enough. Therefore, this idea isn't enough to support class attendance.

All in all, class attendance should be voluntery because students are mature enough to decide their decisions, conscious people are aware of importance of attending classes and succesful and eager people can have a effective learning environment.

16. D. K.

OBLIGATION OR NOT

Today, there is a debatable issue about class attendance in the college courses. And some experts say that the attendance must be obligatory, but I think that it should be voluntary in the college because of some views.

Firstly, in the college, students are rather conscious and adults. They can decide if something about their lives is true or not on their own. Therefore, there is no reason to limit them strictly. Each individual or student is aware of this and they always choose the truth.

Secondly, that class attendance is obligatory makes students limit to creativity and productivity. If we do something willingly and with pleasure, we can improve ourselves and encourage imagination, ingenuity and productivity. Thus this compulsion is an obstacle for students inasmuch as there is a force for them to do something they don't want. Shortly, neither students nor college staff will be glad of this situation.

Some opponents claim that class attendance in college courses shouldn't be voluntary. It should be compulsory however, attending to courses willingly makes students more eager to learn something, develop yourselves and create new things. To some extent, this obligation might create some benefits for students like they are self-discipline but opponents of it think that if it isn't voluntary, students always have to come to courses and it makes them succesful. It is really incorrect. Being succesful is about the individual not school, teacher and limits. If a person want to be so, be sure this person will be.

All in all, there are diffent views about the attendance in college courses, however, the most common opinion is about being voluntary because of dominance of its benefits providing to students. So the government and college staff should think about all things and regulate if they wish to see qualified individuals around.

17. E. G.

Class attendance is one of the biggest problems college students encounter. Absenteeism is very limited that one have to attend more than 75% of classes. The majority of people believe that class attendance is better to be obligatory but it should be voluntary in the college courses.

First of all, attendance is not a good criteria for success. For example, when the students who don't attend the courses get high grades in their exams, what will happen? Is it a failure? In my opinion, it requires more success than the contrary situation does. However, those students are officially considered as failed and will

have to take the courses the next year again. Students are successful as soon as they pass the exams even if they don't come to the school once.
Secondly, class attendance being voluntary, student will have much more free time. In the college years, people are mostly focussed on leisure time activities because they know that academical success alone is not enough to get a job after graduating. Nowadays, employers give importance to what hobbies their job applicants have, what they do after work, how they can be beneficial for the company. Although students are aware of this, they complain about not being able to find time. Because they spend most of their time in schools.
Some may argue that most of student will stop going to the school if this happen and may consider this as a disadvantage. This idea is true to some extent. It is right that the number of student in classes will decrease but it is flawed to think that is disadventagous. Whereas, the less crowded the schools are, the more productive the lessons will be. When only the volunteer students attend the classes, there will not be distractions any more.
In conclusion, even if there may be the ones who disagree class attendance should be voluntary on the purpose of blocking the wrong assumption of success, giving students free time, and making lessons productive. Don't you think?

18. M. A.

In the college courses, we, students meet some problems. One of them and probably the one that most students suffer is attendance. Most students have diffuculty in attending the class regularly. When we take this problem account, a question might come to our mind: "Should class attendance be voluntary in the college courses?" And it might sound interesting. However, class attendance shouldn't be voluntary in the college courses.
First of all, for a good education dicipline is one of the most important thing. If the class attendance were voluntary, it would damage dicipline that is important and integral part of education. When the dicipline is broken, we can't talk about good and effective education. If we want to have good education, we should have dicipline and to have dicipline class attendance shouldn't be voluntary.
Second, in education regularity is also important. Without regularity, we can'T have education that we need. If the class attendance were voluntary, regularity would be

missing. We couldn't go on education regularly without regularity. To execute regularity, class attendance mustn't be voluntary.

Finally, if we can't get regularity and dicipline, we meet problems when we finish school and start to do our job. It could be habit for us and we could be in hope that working also be voluntary. To get dicipline and regularity, school attendance must be compulsory.

There are some who claim that class attendance should be voluntary because compulsory is not suitable for education. However they are completely wrong. Because to have a good education compulsory, dicipline and regularity are indispensable. And class attendance is the key to execute them.

To sum up, though it sounds good that class attendance is voluntary, it is not suitable for education. If we really want to have good and effective education, class attendance shouldn't be voluntary. In fact it must be compulsory.

19. E. A.

CLASS ATTENDANCE

In the world, 73% of people are now getting an education. They go to primary school, secondary school, high school and college. Besides, there is an attendance rule in the schools. This makes us think that should class attendance be voluntery in the college courses?

First of all, there is a freedom in the world. Now that they are free, they should decide all by themselves whether they go to school or not. In other words, class attendance should be voluntary in the college courses. If they don't want to go, they should have a chance not to go.

Secondly, they become adults in college. They can think multidimensional. It is obvious that after they are 18, they can make a decision more critically than ever, for this reason, they can choose not to go to school and everyone should respect this decision.

Finally, if there is a voluntarily class attendance, people who want to improve themselves and also people who learn something eagerly come to school. It makes the education in college more effective, more productive and more beneficial. The more their effectiveness are, the advantageous the education will be.

There are some people who are the opinion that class attendance should not be voluntary. This may be true to some aspects, for example, there is no discipline but think that some people who do not want to go to school but they have to. Isn't it obvious that this decreases the quality of education given in the college? This also reduces the success rate in business area.
All in all, class attendence should be voluntary because of some reasons like becoming adults, making the education effective and beneficial and also having a freedom.

20. F. E.

Colleges are places that contribute people's values and information like other schools. They are important for all countries because they shape the new generations. Therefore, it is really vital to go to college courses to have a better future. The more students attend courses, the more they will be qualified. That's why; class attendance shouldn't be voluntary in the college courses.
First, when students are forced to do something, they do it. If they are forced to go to college courses, they will learn more. Because lots of information is taught in college courses, they tend to get the information. If they sleep instead of going to school, they will waste their times. Therefore; they won't learn anything. When lots of students do this, the future of a country will not be bright. Because the new generations will create the future for a country, attending the college courses is vital.
Second, people are not tend to socialize outside in today's world. Instead of going out to socialize, they prefer social media. However; social media isolates people from the real world. People should go outside and socialize to prevent this from happening. Since socializing starts in early ages, it is the childhoud and puberty which have the most important effect in socializing. If they go to schools instead of using social media, they are more tend to socialize. As we know, friends of students are students. However; when the attendance to college courses or the other schools is not enough, they are less tend to socialize. They will have fewer friends. On the contrary, when the attandence is sufficient, they are more likely to socialize. That's why; attending college courses has an essential effect in socializing.
Third, all the employees are at work during the working hours they have no excuse not to go to work. If they don't go to work, they are fired immediately. We can infer

from the situation that people who are mature have to go to work everyday. Otherwise; there are some consequences. If people are forced to go to work every single day, the matures of the future should know how it is. To do so, students who study in college courses have to go to school everyday. Since, all the habits occur in early stages of life, people who will work everyday in the near future should go to schools everyday to get used to it. Also, if they don't attend the class, they will fail because of the shortage of knowledge. It, olso happens at work. When someone doesn't go to work, he/she is fired. For this reason, college courses are important to get used to jobs.

Some people say that class attendance in college courses should be voluntary because in these ages people are free to do anything they want. However, this is not the case. Although they have a right to do whether they want, there is a limitation of it. In govermental and constitutional issues they don't have a right to do everything. Class attendance is determined by the goverment for the better future of the country like other regulations of the country. Since schools are the most important thing of the country, the goverment has to make some limitations. That's why; it is vital to attend college courses.

All in all, althuugh there are ones who says class attandence in college courses should be voluntary, because of the freedom, it is not the case. In college courses people learn more, socialize better and get used to the intense working hours that they will face in the future. For this reason, class attendances in college courses shouldn't be voluntary.

21. İ. Y.

Attending Yourself vs. Being Picked to Attend

Class attendance is an important factor in effective teaching. But, should it be voluntary or should teachers pick up the student. It is actually better that teachers pick up the student There are several reasons for teachers pick up the student.

First, students don't answer the questions voluntary when they don't pay attention to lesson. But, when teacher asked the question suddenly, they have to pay attention to course

Second, choosing the student to answer the question, helps teachers to see how much the student knows about the topic.
Third and last, asking questions suddenly make students be prepared to lesson and raise their attention to study
Opponent of this idea state that, students shouldn't be forced to attend course. They say forcing students to attend course make students uninterested to course. However, catching the student's interest is not always easy and when attendancy is voluntary, students don't pay attention to what the teacher asked. But picking up the students, give students a warning and they attention to class more.
All in all, class attendancy is an important factor in effective teaching and it should be teacher choosing students to attend the course. Because students are not always effective in attendancy.

22. F. N. Y.

In today's schools class attendance is obligation. This is both advantageous and also disadvatageous. In some cases, this can be a good solution for foilures, but at the same time this obligation can create boredom for some students. However, when it comes to success, class attendance shouldn't be voluntary in the college courses.
First, every school has its own aims To achieve these aims, some concerns must be obligation. Shohool is a place where students are prepared for life. While preparing them, some missions must be imposed on them. class attendance provide students more responsible characteristic. They learn how the proceeding in school works, and while learning they understand that to be successful in life and work place, people should be responsible. This responsibility comes from some obligations that I mention, class attendance.
Second, regular attendance to the class helps students reach higher exam scores and get extra information. Whether we want or not, in every class we learn something from teachers, from history, from friends etc, so class attendance should be obligation also from that point.
Third, as I mentioned in the third paragraph, school-life success help students moke good connection with teachers because generally the most successful, responsible students are remembered easily by the teacher Having a good relationshio with

teacher provide students a career-orientated life. They choose a teacher a role model, but before reaching success, students should be coutious about regular class attendance.

While the general idea is for the class attendance, I believe that this obligation shouldn't limit the students' life. Sometimes, they are given permission to go school trips, museums, cinemos etc. because these activities help students feel relaxed. They can make a connection with the environment other than school. However, while class ottendance is allowing some free time activities, it should also control the students not to relox too much. Actually, with this obligation, student should toke some precoutions ond behove according to this.

As a consequence, sometimes obligations moke the life worse, but if it is for life, think thot it works.

23. E. G.

"Voluntary First"

Class attendance is a problematic matter among students and also teachers. Generally ir urges students to be at school everytime even if they have a serious problem that doesnt let them be at school. Mainly, there are three exoct exomples explaining this topic.

First of all, being voluntary affects student's success. If they are willing, they learn faster and they adapt lesson's strategy faster. Besides, they give importance to the subject they study more.

Secondly, class attendance should be voluntary becouse there are some people who work and study at the same time. Sometimes, they cannot attend the class because of their tight schedule If they attend class, maybe they lose a big job opportunity. For this reason, attendacy should be up to people.

Thirdly, I think the most important one is time. I mean, when you go to school, it doesn't mean that you learn something new or it gives you the information you don't know before. Clearly, sometimes you go to school but you feel like you learn nothing in that day. It makes people dissopointed becouse you spare your time for subject you want to learn but thot lesson gives you nothing worthy. In this case, being willing to attend the class is really essential. Instead of losing time, you can improve

yourself by attending different courses you are interested in. It provides you much more important things.

In contrast to these examples, some people think that attendancy should not be up to people's willing. It is a must and we have to obey this rule for the sake of our children; however, it is not accepted by many psychologist. They keep saying that learning progress doesn't work by force it should come from our innter and voluntary is the first step for it.

All in all, we as educaters should make our children our student feel that they can success without any force or any limitation.

24. Y. K.

THE CHOICE OF RUINING EDUCATION

In today's world, regulations are made for students to make them feel more connected and more comfortable in the school environment. These regulations can be applied to any topic from grades to break-time durations. One of the topics about these regulations is about attendence. Some parents, students and even educaters are on the ground of making college course attendences voluntary. However, the attendence in the college courses should not be voluntary.

Firstly, the attendence should not be voluntarily because of the misuse of this choice. People need to think about it that way: are all the students self-aware about their "educational being" in the courses? According to the surveys, which are made for discovering the feelings and thoughts of the students about lessons, two thirds of students in the USA feel pessimistic about their grades and 69% of the college students do not like to attend to the lessons at which they are bad. Of course we should not underestimate the students who are self-aware about their education. Nevertheless, the surveys show that not most of the students are like that. If there were freedom of attendence to the courses, apparently, most of the student would misuse their choices to attend the lessons.

Secondly, the voluntart attendence to the college courses would effect the teachers and the people who are dealing with education in the college schools. The people who are in fovor of such legislation should consider the circumstances which the

teachers find themselves in. What if the students use their "choice" not to attend any particular lesson? What would happen to the teachers of these lessons? Seemingly, they would be unemployed. Also, the organization of these lessons, the hours, the regulations would cause mass confusion. We should devise the regulation national-wide schools. In a nutshell, the willingly attending to the courses show up itself in a more problematic return.

The people who are in the support of this proposal claim that students should have a right to pick up the lessons that they think sufficient and useful for them That kind of argument can easily be seen as pointless and nonsensically untrue. The students try to see the big picture in the very front of the view. At the beginning, they feel some lessons are not useful for them and classify these lessons as a "waste of time". They are not cabable of seeing the lessons' benefical outcome in their future. As a result, their educational and future life can be damaged by their freewill of attendence to the lessons in their college times.

To sum up, students are sent to the colleges to improve their skills and fulfil their duties that their teachers give them for the sake at their educational life. They are not to be sent to the colleges to decide or judge the lessons which they think as beneficial. The surveys and the easily-seen outcomes of such legislation shows that the voluntarily attendence would not have pleasant results so the attendence should not be voluntary in the college courses.

25. M. D.

TO BE AT CLASS OR NOT

Some students generally have a problem in attending class. It may be because that they do not like school or they cannot leave their sleep their behind. But it does put a barrier into the development in their career, does not it? Student should attend their class regularly and enthusiasticly.

Firstly, it is essential to attend courses Lest students do not miss any important points about their major. If they miss any necessary points, it is difficult to catch up with their classmates. Then it puts an extra stress to the students about exams.

Also, that they miss any information will become a problem when they perform their job. Hence, students should not miss their courses.

Secondly, pupils should build a link with his mates and teachers. They get an opportunity to get to know them if they go to school and take the courses. There are some students who do not know their teachers' name, and they ask their friends what teacher's name is while they are taking exam. What is even worse is that they cannot call these friends with their names.

Additionally, classes should have an intimate and warm atmosphere to develop the students' performence. It can be possible if they are not a stranger but a friend. Hence, classes should be full of with students.

Thirdly, pupils should attend courses so that they can be a social individual. Colleges have many projects which can be a use for students to meet new friends and to have fun. In fact, students naturally cannot be informed if they do not go to school. In addition to that, colleges supply pupils the chance to learn how to get along with people. There are a lot of people who has different background. They learn how to talk to them with the help of the education.

Some people seem to believe that college students are mature enough to decide if they go to school or not. In fact, it is an untrue idea because they are about to step maturity stair. They are young and exciting individual. Thus, there should be a regulation about attending courses.

All in all, students want have fun. Who doesn't? That's why, they skip the classes and meet friends. They do not aware that they throw their future into a trash, so there must be a kind of regulation that say that students have to come school regularly. Education is required to have a bright future. So be at class.

26. G. Z.

Today, we are faced with some certain questions about college courses. One of the most important one is class attendance. Some universities make class attendance optional while others make it compulsory. Which one is the better choice? Some of the people say that college courses should be voluntary. However, there are three reasons that show why it should be obligatory.

First of all, class attendance gives you a chance to interact with professors. Sometimes, professors talk about something that doesn't take part in books. You learn them when you are in class and by interacting with the professor. Professors

ask some questions and explain their answers to make them clearer. Because of this reasons obligation in college attendance is important.

Secondly, you learn regularly thanks to obligation in courses. When college attendance is voluntary, you don't care missing a class. On the contrary, this interrupt your study. You learn something in a class but other week you don't go to closs. When you do that, your knowlege become lacking. Therefore college attendance is vital for your education.

Finally, you can take your own notes when you attend the class. Using your own notes always better than taking others. When you are in class, you write important things for you. In addition, you do this in an understandible way for yourself. In conclusion, we understand that attendance in college is necessary.

Opponents of the obligatory attendance in college say that obligation makes students feel under pressure. However, this is completely wrong. Thanks to obligatory class attendance they take their education serious.

To sum up, class attendance in colleges is a burning question. The best solution is obligatory class attendance. For the students' success class attandence should be obligatory in colleges.

27. S. D.

Voluntary Attandance

Schools are the places where the formal education is provided. Schools have an important role in shaping our thoughts. As schools are important, class attendance is an important issue which needs to be taken into consideration. There is a discussion about whether class attendance should be voluntary or not and I strongly believe that class attendance should be compulsory.

First of all, that class attendance is compulsory makes schools more formal places and students become self-disciplined. By attending to classes regularly, students have to evaluate their time effectively. In order to be in the lesson on time, they arrange what needs to be done before participating in the class. They try to make time for both entartinment and studying and this gives them time management skills.

Secondly, if students attend the classes regularly, it is easier for them to follow the courses and to catch up with their friends. If they do not participate in the courses regularly, their grades will be lower and it can take long time to overcome the deficiencies. For this reason, it is important to attend classes regularly.

Finally, by attending the classes, you get a chance to interact with teachers and you can utilise from their experiences by having strong relationship with teachers. It is a scientific fact that if students are motivated by their teachers, they learn faster.
Some opponents of this idea say that class attendance should be voluntary because they believe that college students should be free to decide whenever they go to school, but I strongly disagree with this idea. How come a college student does not participate in the courses especially if the courses are relevant to his major?
To sum up, class attendance makes schools more serious and students become well disciplined. If students attend the courses regularly, it will be to follow the courses and to catch up with their friends, and attending the class gives a chance to interact with different kinds of teachers. For this reasons, attendance in the college courses should be compulsory.

28. S. Ö.

Collages are one of the most important education institues. Most of the high school graduants follow their education life with them. However, they complain about attendance to the classes in collaje. Although some experts support the necessity of attendance in collages, I think that attendance should be voluntary in the collage courses in terms of 3 reasons.
First reason why it should be voluntary is that collage students are not children. They are aware of the importance of the classes. Because they are not children, they can decide what to do. Even if they do not attend classes regularly, they, surely, will find a way to compensate the classes they have missed.
Another reason is that colleges are professional institues. They aim to teach you about classes. However, if the classes are not voluntary, it can be seen that collages force you to do what they want. In other words, this situation makes the collages amaturish institues, which cannot be accepted neither by academicians, nor by the public itself.
Finally, if class attendance becomes obligatory, it has an tremendously bad effect on students in their future life. It means that they will be people who cannot decide freely because they are forced to do something by other authorities, which affects new generations. As a result, we have ideally-dependent people and it is nothing but a disaster, for human beings.

People who are against to voluntary attendance in collages states that without attending the classes, students cannot learn effectively and it results in unqualified and irresponsible working class. It is totally insufficient. Students who did not attend the classes regularly may be very successful people. Additionaly, if they got a place in a collage, it means that they are mature enough how to act in a balanced way considering their life style.

In conclusion, attendance to classes in colleges should be voluntary so that we have a bright future, who are able to think without affected by others. Otherwise, this situation brings about a restricted generation.

29. E. S. Ş.

A controversial issue that, people hawe argued over is whether class attendance should be voluntary or not in the college courses. Many universities make it obligatory, while some of them make students free in class attendance. However, class attendance should be voluntary in the college courses for some reasons.

First reason is that they feel themselves free if they don't have to attend classes. College students want to feel free in their decisions. When they feel the classes obligatory, they probably don't want to attend classes. In addition, as being free make them relax, they attend the class voluntarily. That's why, classes will be more beneficial and more enjoyable. For example, when a student attend the class just for attendence, he/she doesn't be volunteer to listen the lesson, so he/she doesn't get benefit of it.

Second, making voluntary attendance provide them responsibility. Students in the college courses should attend classes and complete their education, and they should be conscious about them. Making classes voluntary give them a chance to be responsible people. Both in school and in their future lives, they will be responsible and successful people thanks to that.

Some opponents disagree with the idea that class attendance should be voluntary as they think that student can not be succesful in courses, however, they are wrong in their argument because making attendance voluntary give them freedom and responsibility. When they are free in attending classes, they learn better, that is, lesson will be more beneficial and enjoyable. Furthermore, they gain responsibility.

In conclusion, since being voluntary provides students many advantages, such as freedom and responsibility, the class attendance should be voluntary in college courses, despite opponents ideas.

30. N. G.

ATTENDANCE IN THE COLLEGE COURSES

All of us go to the school in our lives. We need to do that so that we can have a good job. In a elementary and in a high school, we have to attend the class exactly five days in a week unless important or urgent things happen. What do you think about this issue? Should we also attend the courses regularly in the college? Or should it be optional? The attendance of the courses should be compulsory because of two main reasons.

First of all, if students decide on whether they attend the courses or not, they will not be willing to go to the college. Therefore, they cannot know what their friends have learned in the lessons or they may not understand the topic. Therefore, their success will be getting lower. Some educationalists believe that students success is related to their attendence the lessons. Thus, attending the class should be a must for students.

Secondly, students who are not willing to the courses will be isolated from their college friends day by day. When they attend the class, they may not keep up with their friends. Hence, they feel isolated from the friends' groups. For example, I have a friend from the college and she does not always come to the school. When she comes, she feel unhappy and depressed. For this reason, she leaves the courses earlier than us. This situation affects her badly. She could not have a friend in the class.

Although some people say that the attendance of the courses should be compulsory, a lot of people believe this should be up to the students. This is really debatable issue. When they are asked why they think like that, they say if students attend the class only when they want, their success and their motivation will be higher. However, it may not be appropriate for all human beings. Some students may become addicted not to go to the school. In our first school ages, we used to attend the class regularly, so this should not be changed later.

All in all, attending the class obligatorily affects students in a good way for not only their success at school but also their relationships with their friends in the class. These things are also important for their whole lives because they need to be successful and friendly person for a peaceful life.

31. P. Y.

ARE YOU FOR OR AGAINST CLASS ATTENDANCE?

Education requires continuity. In Turkey, students go to primary schools, secondary schools, high schools and colleges. In all types of schools except colleges, attendance is compulsory because students don't have the maturity to decide whether they have to go to school or not. That is, they are not of full legal age. However, attendence depends on students in colleges. They can decide if they want to participate in the courses or not. Even if students have that freedom, the advantages of obligatory attendance surpass the disadvantages of it.

Supporters of the thought that class attendance should be voluntary state that attendance limits social life. In other words, they do not have time to do whatever they want in order to socialize. However, they ignore one point: it is learning the subjects better. As long as students take the courses regularly, they will not kill time to study more than normal. They will feel relaxed as they already know what is covered during the lessons and since students will not have to study that much, they will already have free time to do leisure time activities or hang out with their friends. Those who think that voluntary attendance is required also state out that taking courses and going to school all the time cause fatigue. That seems to be true, but it is open to debate. Even if students feel tired a little bit after college or school, they will understand how important the attendance is when getting high marks. That is, attendance reflects their success in exams. Seeing that high point on the exam paper will most probably be enough for satisfaction.

The people who are against the idea that class attendance should be voluntary claim that attendance and going to college on a regular basis are necessary for discipline. That is completely true. People who favor voluntary attendance may think that it results in stress due to the fact that students are to do the same thing almost everyday and feel uncomfortable about being late for college. Yet, discipline affects

almost every aspect of life and one of them is education. On the other hand, it is a scientific proof that students who are disciplined are more succesfull than the others and they do not have difficulty in getting over the hardships of life.
All in all, once compared the advantages with the disadvantages of voluntary class attendance, it is pretty obvious that the advantages become prominent in terms of being successful, disciplined and learning the subjects better. Thus, it's high time instructors and teachers did something more to help students' attendance.

32. N. G. Ö.

VOLUNTARY OR OBLIGATORY ATTENDANCE

Today, there are so many students who go to colleges and their success is important both for them and for their parents. That is some parents think that one of the most dominant effects to success is to study hard. However, the truth is that students who attend their courses are more successful than the other students not going to school regularly.
Generally college students' age is limited from 14 to 23. Therefore, according to Sigmund Freud's reseeaches, at those ages they are more interested in what their peers do or whether their peers smoke. Namely, if class attendance is voluntary, the students will probably not be able to find out they should attend the courses and listen their teachers. Accordingly, class attendance should be an obligation.
College students usually have so many lessons like maths, chemistry, history and so. Most students do not like all lessons, so they are mostly keen on the courses which they are successful. Even if the class attendance is not voluntary, some of them do not want to go to courses they are not good at. Nevertheless, because of the must of the attendance, they also have to be in those courses. Thus, they acquire a chance to love the lessons which they ignore; moreover, some of them start to be tend to these lessons.
To be successful in the exams and to learn what teacher try to teach, students should be in lessons and attend to their courses. Otherwise, most of those students cannot keep up with their classmates who attend to school. Many researches proved that students who attend the courses regularly get higher marks than the bruant

students. The reason of this is that bruant students lose their concentration on their lessons and they become more irrelevant to school day by day.

The opponents of the obligatory attendance think that class attendance should be voluntary, because when attendance is not an ought, those students will be able to be more interested in all lessons. That is, without an obligation, they try to lead themselves and they will learn how to deal with problems and how to make their grades high on their own. This has a merit on the surface. The truth is that a few of them may manage to lead themselves, yet most of them will need leading, because they are not an adult. At these ages, they try to be an adult, so they do not care about their attendance. at the end, so many of them may have to study their class again because of the absence. Thereby, class attendance ought to be a must in the college courses.

To sum up, attendance is essential that students at colleges be successful in the exams, be away from the bad habits like smoking and take a chance to love the lessons which they are bad at. Every parents wants their children to be a hardworking student, so they shouldn't ignore the importance of attendance, or else their children would be in a place different from a college.

33. M. E. K.

Class Attendance

In most education system all over the world, students have an obligatory to attend class regularly. In other word, they have to come to school and sign the attendance sheet in most of the school days. If they exceed the attendance limit, they are considered as a student who fails in that semester. Many students don't like this system and they want to have a class schedule as they likes. However; I totally disagree with this idea. Class attendance should be obligatory for each students.

First of all, students cannot understand the subject completely unless they listen to their teachers. To some extend, they can get the point, they can have enough knowledge to pass the exam, but this is not a longerm knowledge. A research from Oxford Universtiy shows that the students who atten class regularly are able to use their knowledge even after 5 years. Thereby, a student should class regularly to understand subjects well.

That students don't attend class regularly affects their relationships with their classmates. They don't have enough time to improve the relationship between their friends. It occurs because of the fact that they just go to school once or twice a week. Of course this will not be enough. On the contrary, when they spend only school time with them, they will have a great friendship. If I take an example from my own life, I spend plenty of time with my classmates. Sometimes, we meet even weekend. So, I am eager to come to school and attend the classes.

Most importantly, if class attendance is voluntary, students at school, parents are not worried about them. They are syre about the fact that they are with their teachers, they listen to their classes, which is completely wrong. Most of the students who are free of class attendance, they prefer to spend time outside to listen their teachers without informing their parents.

Many people claim that students have to come to school each day even if they don't want to. However, I believe that sometimes, students have a right not to attend classes. May be they can be ill or they don't feel energetic to go to school. It can be acceptable. We are human being and we cannot be the same each day of the year. If they don't make it a habit, students might not attend classes without any reason.

All in all, class attendancy shouldn't be voluntary in schools. Students should attend their classes to get the knowledge, to have good friendships and to be in a place where they should be. If they try to do it, they'll be succesful every part of their life.

34. D. Ş.

Class attendance is one of the major problem in universities. University students think that class attendance should be voluntary in the collage courses. It is not true because of three main reasons.

Firstly, class attendance should not be voluntary because it can create a chaos in the classes. If it was voluntary, most of the students would not came the school and because of this, they would have confusion about closses. They would not know about subjects and they would probably fail the classes.

Secondly, class attendance is very important because of future. University students are our future doctors, teachers or lawyers. Without class attendance, they can not be learnt properly and it can easily effect our future generation and future is only think that we have. We must shape it properly for progress.

Lastly, if students had a right to not coming school any time they like, it would cause a dcrease n the level of education. Without regular attendance, instructors cannot teach everyone tricks of their major and because of these, our country's level of education can easily decrease to the level of undeveloped countries' level.
Some of the students and instructors are against this idea. They think that class attendance should be voluntary. They agree that university students are grown up and they can attend classes whenever they want. Of course everyone know that university students are grown up and they can make their own decisions, but everyone should know that universities are one step ahead from the real world and it is the place that students learn about their future job. Without attendance, how can they learn every little details about their work. As grown ups, university students have a responsibility of learning their future job properly. Attendance cannot be voluntary.
In conclusion, there are three main reasons why the class attendance should not be voluntary which are our future, chaos in the classroom and the level of education. University students should be carefull about ther attendance because they are grown ups now and they have responsibilities to their country.

35. B. Ü.

In the worldwide, we all agree that college courses are significant for students. In almost every university around the world class attendance is compulsory. However, this method isn't benefical and class attendance should be voluntary in the college courses.
Firstly, it's the professor's job to make classes interesting enough that students would love to show up in classes. They can make students more curious about their lesson and also ready to learn. For some classes students don't even need a professor because some of them don't actually learn much from lectures. A class would be terrible if a lot of uninterested students are in class.
Secondly, we don't have a college in every corner of the streets. Number of colleges are limited so some students live far away from compus. Sometimes students may get sick or simply fall asleep. We can imagine that it's so hard to get up and take at least one hour journey to school when you're sick. It's not necessary to force people come to school when they're not feeling like going school.

Thirdly, not only classes, homeworks, project and professors are important for one's education life but also social activities and hobbies are remarkable. Hobbies and extra curricular social activities are good break for students' mind and body. They help prevent from getting too stressed. According to San Francisco State psychology professor Dr. Kelvin Eschleman and his colleagues, people who with creative hobby are more likely to be helpful, collaborative and productive. They feel more relax and in control.

Opposing views claim class attendance should be compulsory because they expect doctors, nurses, teachers, lawyers etc. to have put in the training hours and have academic, considerable knowledge. However, they forget one fact: students can learn so many things from their materials and homeworks. Every brain has its own ideal and special way to gain information.

All in all, having said all of those, supporting compulsory class attendance would be illogical. University students are adult enough to make their own decision about their education life. They're free to build up their dreams by themselves. Nobody shouldn't force them to do anything they don't want to. They can learn anything however and whatever they like.

36. H. Ç.

Some people think that all students must be free to attend the courses. They argue that students can learn without attending the courses by searching the topic on the web. However, this idea is completely wrong as they need to be in the class to gain permonent information. According the many resarches, atmosphere of learning is very important for learners. Just passing the exams won't make them enough.

All in all, class attendance shouldn't be voluntary in college courses, as students tend to run from their responsibilities, attending courses regularly makes them learn necessary information and this spoils the atmosphere of the majestic learning places, schools. Every student has a path that they need to follow to be successful, offering them an option which gets them out of this path is the worst thing to do to them.

37. G. Ş. D.

ATTENDANCE IN COURSES

Have you ever had to state your opinion in your class by your teacher's force? Nowadays, in my colluges, lots of teachers forces their student to say their opinions in class. They do not care about student's feelings. However forcing them to share their opinions, may cause some problems on students. These problems can be reduction of courage, not attending the course and being withdrawn. But the most important problems are reduction of self-confidence and performance on the course. Forced by the teacher in class, when the student has right of audience, he/she may feel under pressure, if there is no exact answer or definition in his/her mind. The fear of not being able to answer his/her teacher expectations or not being appreciated can damage his/her psychology and this may cause the reduction of self confidence. With the reduction of self-confidence, the student cannot understand and benefit from course effectively. Because he/she is always on a knife-edge if teacher force him/her to stand. Not being able to keep up with the class and fearing from teacher can reduce the student's performance.

Opponents of this issue, teachers claim that every student in class should share their opinions in their minds whether they are willing or not so that there can be equal conditions and environment. However this opinion quite incorrect. In reality, not forcing them to talk but give them the right of the audience with their ow desire can affect them positively.

In conclusion, attandance in courses should be voluntarily but not by force. Only with their desire to attend the course can improve their self-confidence and performance. If you are a teacher, you should not forget this fact and encourage your students to have their own right to audience.

38. Y. Y.

NO OBLIGATORIES ABOUT CLASS ATTENDANCE

From the begining, because of nature of human being obligatories have not give any enjoy. Unfortunately, in general, there are always some obligatories about attending to class. Because of that, children become under stress and waste their time. Thus, class attendance should be voluntary.

Making attendance compulsory a sign of some insecurity. A class is not better if a bunch of uninterested students are in class, because inter-student activity ,like peer education, suffers a lot. Also, without any interest students can disturb the other students who wants to learn something and the instructor by behaving and speaking irrelavant . Because of that, they may creat unwanted problems.

Nowadays, most of the companies who want new staff don't ,firstly,look at how the person's grades are, they look at which social activities the person did or they took place which social responsibilty programs. Because of the intensive lessons students do not have so many chance to take place that programs. If there was no obligatory students can easily attend that activities.

Everybody may be in so urgent or so sad both physical and mental situations that they could not attend the classes. Because of obligatory they had to ignore the stiuation and attend the class but it is not a effective way to learn and also can be harmful for not only the person but also the other student and instructors.

Some may argue that it should not be voluntary because the teachers will not know what to teach anyone. They will not have anything planned because they would not know where everyone is. What they would be teaching might be easy for someone and it might be a lot harder for someone else. So the teacher would not be productive for some students because the students who already know that stuff would be bored. But that is not so logical because when the student who has no interest about lessons attend the class he will not listen the teacher again and there will be no difference about he attend or not.

To sum up, if the class attendance is voluntary, there will be good for everybody in the view of not disturbing class mates and teachers and attending much more social activities.

39. A. D.

SHOULD CLASS ATTENDANCE BE VOLUNTARY?

Class ateendance is one of the real problem od students. Generally, they may have difficulty about that. Also, it is an important issue that affects their academic achievement because if they do not attend the classes more than specific weeks,

they may have failure. Mostly, while teachers want the class attendance not to be voluntary, students want it to be voluntary. The important thing is the students and therefore class attendance should be voluntary in colleges.

Some people believe that class attendance is really important for students' academic achievement. They think that if they attend all the classes, they will be successful, but this is not completely accurate. First of all, the important thing is that how the students benefit from the class they have to attend. Secondly, when students are forced to attend a class, they may feel under pressure and benefit from the class even if they attend all the classes. Thirdly, in colleges, class attendance is a little bit unnecessary because they are adults.

To begin with, how students benefit from the class is the important thing. In colleges, most of the students take the classes in the morning hours. They attend the class but they cannot benefit from them because in that hours, they are not completely awake and cannot understand the lesson. That classes do not have any advantages for students, instead of attending all the classes that they do not comprehend anything, attending the classes when they feel good and awake is more useful for them.

Secondly, some teachers are really careful and strict about the rules of attendance and that situation causes that the student have a negative reaction for it. When the teacher force the the students to attend the classes, students' motivation decreases and they do not have good feelings about the teacher. Naturally, that situation affects the students' academic success. For example, some countries changed the rules of attendance, they make them more flexible and parallelly with that situation, students' motivation and grades are increasing day by day.In brief, teachers sould be more flexible about attendance for students' good.

Thirdly, students in colleges are the ones who are aware of their responsibilities and tasks. They learn what they need to do and how to behave in school until they get a place in a university. They can decide what will be advantageous and useful for them by taking consideration the academic succes. Briefly, they are grown up to make their own decisions for their academic life. Therefore, class attendance should be voluntary in colleges.

To sum up, there may be some people who think that class attendance should be obligatory in colleges but there are stronger reasons for that class attendance should be voluntary such as attending classes when they feel good, increasing

academic success when teachers be more flexible about attendance and having no need for rules of attendance because they are adults. In brief, class attendance should be voluntary if it is wanted that students be successful in their department.

40. R. Ç.

The Education Desire

Desire is the key word if you want to achieve something. Even if you try hard or work hard without being voluntary you cannot achieve your goals exactly. Especially in education, a student should be voluntary while attending classes. A better way is make students love education.

Like in other parts of our lives, in education, especially in college courses, the class attendance in voluntarily may increase the passion in learning and passion brings success. So the educations system can progress easily.

Attendance of a class voluntarily also may affect the teacher's motivation. When class attends courses half heartedly, the motivation and desire of teaching of a teacher can decrease. Thus, the feedback got back may immediately decrease.

Timing in course is one of the most important parts of education system. Teachers have schedules in order to lead the courses pğroperly. So, the absence of the class or involuntarily attendence of the class can easily hinder the schedule. Therefore, the attendence of the class, especially being voluntary in the class helps the course continue in proper way.

Opponents say that just attendence, even if it isn't voluntarily, is enough for the course and progress of the lesson. Working hard or attending collage is enough for them but showing no desire or voluntary isn't necessary for them at all. They say even just by working hard by own their own can provide progress. However they forget the thing that without desire there can be no succes in education. Listening courses half heartedly and showing no feedback means nothing.

In conclusion, there are many reasons to prove the fact that the class attendence should be voluntary in the collage courses. If student want success and achievement in their education period they must be aware of the fact that they should show desire in their courses.

41. T. K. G.

COMPULSIVE CLASS ATTENDANCE

Colleges are where many teenagers prepare for life. In colleges, teenagers explore new things and develop themselves in many aspects. But, they have a responsibility that they are also expected to finish and succeed in the field which they study. For that, they should work hard and attend the classes regularly. Therefore, class attendance in college courses shouldn't be voluntary in some points.

First of all, it teaches to take responsibility. Teenagers that don't attend the classes regularly, ignore their courses and often fail at them. But when you attend even if you don't want to, it becomes a habit and you won't make it a big deal. Even in your daily life, you will know your responsibility and you become punctional.

The second point is that you will develop your social relationships. For example, attending classes regularly, you will see the same people almost everyday. In time, having a mutual place, you will become friends with most of them, hang out with them, share your feelings and on. Also, there will be group works in courses, it will also help to improve your social interactions.

Opponent's of compulsive class attendance in college courses say that teenagers shouldn't be pushed hard to do somethşng, everybody has a right to choose how to live and it just makes them hateful for college. This point has some merits, however, making class attendance compulsive is for the benefit of the teenagers. They should admit that in order to survive and live a better, privileged life, they should accept the hardships and learn to live with them.

All in all, for teaching to take responsibility and developing social interactions, class attendance shouldn't be voluntary in college courses. It is for the sake of the

teenagers, of course. They are preparing for life so, they should also be prepared for the difficulties which they may face in later life.

42. H. Ö.

VOLUNTARY OR NECESSİTY?

Education is a part of people's lifes. To get a job, we try to complete our education. The best place for education is courses. However, this topic is controversial. People think that should class attendance be voluntary in the college courses?. It is much better class attendance is obligatory in the college courses.

First of all, if there isn't any necessity, we can easily see that participation of students will decrease. Students will start to think if it isn't compulsory why should I attend the college courses. They won't go on attending the college courses because of this understanding. Therefore, they will feel free to go to the college courses or not. In time, they won't attend the college courses. As you can see while we are trying to make the college courses voluntary, in fact, we contributed to lessen participation of the college courses.

In addition, students who are free go to the college courses or not think that I can learn my lessons at home, so I don't have to go to the courses. They think that learning lessons at home will be beneficial for them. However, schools are the best place for learning. Learning something at schools much better than learning something at home. Therefore, learning at home won't be productive on the contrary it will be a disadvantage for students. If we examine students' grades, we can realize they are low because of voluntary attendence.

Some people say that students should attend the college courses whenever they want. These people think that if students don't feel any compulsion, they can learn better. This point has some merit on the surface. However, we can't deny the fact that obligation makes students learn lessons not being volunteer. Unfortunately, students learn lessons to reach their aims not they wish learning something.

To sum up, there shouldn't be voluntary attendance as students will stop attending the college courses and their grade will decrease. As I stated earlier, lessons can be learned in schools not at home.

43. Z. T.

CLASS ATTENDANCE SHOULD BE VOLUNTARY

College is somewhere people can see higher Education. Colleges have their own rules. Wearing style, exam types and classroom hours are designated with these rules. Attendance is also determined by rules. In some colleges, it is obligatory. Students have to attend all the class which is designated by the college. They have limited hours for not to come. However, class attendance should be voluntary in the college course.

Firstly, students have to came to college even in really hard conditions, when attendance is an obligation. To illustrate, the student who studied at Gazi University, prep. class had a bad traffic accident. After the accident, he could not walk for a long time because of his broken legs. He could not get permission for attendance and he had to come school with wheelchair. Because of that, he had psychological problems. If the attendance hadn't an obligation, he could have study the lesson at home and this would be better.

Secondly, the output of classes decreases in obligatory attendance classes. Students come to colleges for the sake of being attended. Thus, they can sabotage courses by distracting other student and lecturer. According to a research, sat by Cambridge University, the colleges where attendance is voluntary is more sucessfull then those in which attendance is an obligation. If the students attend classes for just they want to learn something new, classes will be better.

Thirdly, voluntary attendance contribute to improve autonomous learner skills. A college student is experienced enough to decide what is necessary for his development. student should make the decision about attending by themself. Bill Grimesi an expert psychologist, say "Mankind can improve theirself as much as they decide about their lifes." A college student should be aware of his education necessities and make the decision about attendance by himself.

Those who disagree with the propasal would claim that student would not attend classes without an obligation. They would be right to some extent, but education is not an issue of attendance but attention. Without paying attention the lecture, attendance is not important. Those who want to learn something come classes, pay attention to lecture without an obligatory attendance.

All in all, attendance should be voluntary in all colleges. Student would have hard times when the attendance is an obligation. Even if they attend lectures the ones

who do not want to attend will not learn anything besides they they will be an obstacle to an efficient lecture. Learning can occur when students are volunteer.

44. A. P.

THE IMPORTANT FACTOR IS ATTENDANCE

Some people points out that class attendance should be voluntary in the college courses owing to the some serious problems that hinder constant attendance. However, this statement is open to debate. I think that class attendance should be compulsory due to the lack of dicipline and good results of courses.

First of all, that class attendance is voluntary reduced the dicipline in the courses. For example, most of the students don't want to come to the school on this situation. A few of students attend the course. Also, some students who attend it begin to enter the class in the middle of the course. This becomes a habit of the students gradually, therefore; it causes to decrease seriousity of the class.

Secondly, good results the courses cut down on when the compulsory attendance is cancelled. Students become isolated from school and the courses. They prefer to learn and work at hove instead of at school and on time. Furthermore, they miss the important points about the courses. They think that they can contemplate for it. This sometimes can fail, so they cannot learn well and have low marks. All these cause lack of success.

The opponents say that the class attendance should be voluntary. They think that students have serious problems that is obstacle for the attendance. Also, they think that this encourages the students to attend the class. This thoughts are not necessarily true. On the condition that the attendance is not compulsory or not limited, seriousity and dicipline reduce and failure comes out.

In conclusion, the negative sides of voluntary attendance are more than the positive sides of it. Also, maintainance is important factor in acquisition of success when we think. That's why, the class attendance should be obligatory.

45. N. Y. Ö.

Class Attendance and A Better Life

Today, more and more students are getting drop out of college. According to statics, the number of them has greatly risen recently. There are several reasons underlying why. Students drop out; however, the most common reason is class attendance. Dropouts say that they would not have left college if class attendance hadn't been obligatory. Are they right about their thoughts? Would they have learnt effectively if class attendance had not been important? There are some reasons why class attendance should be mandotory.

First and most significant reason is that students learn effectively in the class. By attending lessons, students interact with each other; they discuss, evaluate, criticize and realize the aim of classes which is to help students learn more.

Second, absenteeism, which is the state of being away from collage, disrupts sequency of learning. A student from H. L. University has himself stated that he could not keep up with the lessons, and lost his motive to continoue to college after he missed some lessons. As shown again in the example, class attendance has an important role to continoue learning.

Finally, students set good relationship, gain social skills, and benefit from college opportunities when they go to the classes. According to a research, made between dropouts and graduated students, it has been proven that graduated students have better chances to choose where they will work, indeed, they are able to find a job which they want to work becouse of their social skills and good retationships which are provided by their college as they were in heathy communication with their college, class and teachers.

Opponents of class attendance might sat that class attendance limits students and every college does not offer good relationships. They have some merits on the surface, but who would deny advantages and importance of class attendance after seeing its effect on a student's life even after graduating from collge? Doesn't it worth to be limited for having advantages at the end?

Class attendance has an irrefutable importance in a student's life for her life, affecting her future life. As a result, class attendance should be obligatory.

46. E. K.

DO NOT OBEY!

For a long time, education in college has been researched in certain extents. As a popular issue, class attendance takes a major role in studies of educational arguments. Reliable experts are divided into two opposite groups more specifically whereas some claim that colleges should not allow students to be voluntary whether to come or not, opponents of this idea harshly criticize this obligation, which is a big obstacle in learning process. Do you think that is that really necessary an obligation in attending the college courses or should it be free? As a student in department of teaching, class attendance should be voluntary in the college courses for three reasons.

First of all, it is scientifically proven that human beings naturally stay away from the situations of obedience. The more students are forced to study and to attend the college coursess, the less students take advantages of the courses. According to a recent survey, college students who go to colleges which are voluntary of attendance are rather succesfull in comporison with other college students.

Secondly, students are becoming more capable of self-study freedom of obedince in class attendance encourages students to study more as they realize that it is essential to do. Additionally, proponents may assert that students in colleges should be aware of impropriety in being pushed to study and to take responsibilities as they are already adults.

As a last point, students will find more efficient time to be interested in other beneficial activities related to their departments. They are able to attend conferences or conversations easily when they want. Freedom of attendance in college courses enables to student to use their time in a planned way. Instead of wasting their time in college cafes, they can work voluntarily in their areos and experience it.

Those who are against to this idea claim that being free of choosing whether to come or not to college courses creates lack of discipline. This point has some merits on the surface. However, what instructors expected from students is to become atonomous learners. To push students to learn is nonsense.

All in all, this view has been debated since the beginning of education. Nonetheless, because of fear of obedience, a way of encouraging students to study and using their time more efficiently, class attendance should be voluntary in the college courses.

47. H. N. G.

CLASS ATTENDANCE

Whether class attendance should be voluntary or not is a controversial issue ongoing for years. Many research have been done and lots of decisions have been made; however, no result has shown the truths. In a short word, no matter what the authorities say or do, class attendance should not be voluntary in the college courses.

To begin with, class attendance should be obligatory in order to discipline students. In other words, whether the students attend the courses should not be depended on their own decisions on the grounds that they may start to behave in a more relaxed way day by day. For instance, my brother was sick two weeks ago, and he did not go to school with the consent of my dad. It is okey till here, but afterwards, he continued not to attend classes with the excuse of illness even though he was okay. Consequently, this situation reflects how they get accustomed to act lazily.

The obligation of class attendance can make parents feel relaxed. What I want to say is that they are far away from their children and they are concerned for their sons' or daughters' safety. However, when they know that there is a obligation of class attendance, they can be sure that their children are at school and they are trying to achieve their goals rather than wandering around.

On the negative side, those who are against the obligatory class attendance claim that it restricts students' freedom, and it does not let students have a good time outside. However, this thought cannot go further being a claim since the students have weekends to enjoy themselvesi and also class hours do not last all day long. Other than that, the students' turning boring courses into enjoyable cases is also possible.

In conclusion, class attendance is a must for the benefit of students and their parents. Not only does obligatory class attendance help the students discipline themselves in the way they want, but also it makes parents feel comfortable when they are confident that their children are at school.

APPENDIX-B: Ethics Committee Approval

Tarih: 27.04.2018 09:52
Sayı: 35853172-755.02.06-
E.00000017666

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-755.02.06
Konu : Etik Komisyonu Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 13.04.2018 tarihli ve 966 sayılı yazınız.

Enstitümüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Nihan YILMAZ**'ın **Dr. Öğr. Üyesi Didem KOBAN KOÇ**'un danışmanlığında yürüttüğü **"Edimbilimsel Anlama ve Konuşma Yeterliğini Geliştirmek: Derlem Temelli Öğretim"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **17 Nisan 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

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APPENDIX-C: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

12/07/2019

Nihan YILMAZ

APPENDIX-D: Dissertation Originality Report

06/08/2019

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: **Textual Analysis of Argumentative Essays According to Toulmin Model, Position of Claims, Evidence Types and Coherence**

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I respectfully submit this for approval.

Name Lastname: Nihan YILMAZ

Student No.: N14244664

Department: Foreign Language Education

Program: English Language Teaching

Status: ☐ Masters X Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Title, Name Lastname, Signature)

Doç. Dr. Hacer Hande Uysal Gürdal

H. Hande Uysal

APPENDIX-E: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

12 / Temmuz / 2019

Nihan YILMAZ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir". Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

** Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*