Revealing and Implementing Introductory Paragraph Models for the Development of Turkish Academic Writing Skills[1]

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Abstract

The aim of this research is to develop a course model in the field of academic writing that international students studying at undergraduate/graduate level need to prepare qualified research papers, reports, scientific writings by determining the structural organization and metadiscoursal features appropriate to the subject and to transfer this writing culture to more comprehensive texts such as articles, papers and theses. This course model is limited to introductory writing and introductory models in academic texts. The grammatical structures, vocabulary, basic phrases, connectors, paragraph structure and planning stages of thoughts specific to introductory section models constitute the content of the course model. In this study, content analysis was used to determine the introductory paragraph models; in order to reveal the success level of the course model, the course model was developed and implemented and the academic writing achievement test was applied as pre-test and post-test. With this approach, some templates regarding the text structure of the introductory paragraph(s) were revealed thanks to the data obtained as a result of the analyses of hundreds of academic texts. Text analyses were carried out based on text structure criteria. In the first stage, small structure analysis and paragraph description were performed. Here, a grammatical analysis was made based on cohesion criteria and the focus was on the words and phrases on the surface of the text. In the second stage, large structure analysis and paragraph analysis were carried out. At this stage, the meaning level of the text was analyzed under the subheadings of coherence, meaning of the text, structural elements that make up the meaning, acceptability, informativeness and key concepts. As a result of the analyses made within the scope of small-scale and large-scale textuality criteria, it was possible to interpret the paragraphs and the types of introductory paragraphs were determined at the superstructure stage. A course model was prepared to transfer the data obtained as a result of the analysis of academic texts to the text production process. In the prepared lesson model, the elements that make up the determined introductory paragraph types and structural organization were emphasized. The funnel model, chronological model, model starting with an interesting or remarkable

event and model starting with a question are presented together with text analyses showing how they are formed.
Keywords: Teaching Turkish as a foreign language, academic Turkish, academic writing, introduction paragraph models.

Introduction

In recent years, with the increasing importance of Turkish language among international languages, foreign students from different countries started to come to Türkiye to receive undergraduate and graduate education in different fields. As a result, the need for academic Turkish in addition to teaching Turkish as a foreign language has increased. Academic Turkish language education in TÖMERs across Türkiye started to become widespread after the Presidency for Turks Abroad and Related Communities (YTB) made this education compulsory for foreign students at undergraduate and graduate levels. While the main purpose of undergraduate students enrolling in this programme is to fulfill the requirement of using an academic language to produce texts such as homework, reports, research papers, etc., the aim of graduate students is to learn how to write articles and theses, to improve themselves in their respective fields, and to master the theoretical knowledge and scientific language required by their fields (Azizoğlu et al., 2019). Since academic Turkish is a new field, we can see that studies and researches in this area are still in their embryonic stage (Kara, 2010; Tok, 2013; Cevher & Güngör, 2016; İşcan, 2015; Ekmekçi, 2017; Demir, 2017; Tüfekçioğlu, 2018, Seyedi, 2019).

As we can understand from the studies on language teaching (Kara, 2010; Güneş, 2009; Azizoğlu et al., 2019), we see that language skills are not handled as a whole with certain skills being overlooked. Notably, writing stands ss one of the most neglected skills. In the process of first language acquisition, individuals first acquire listening skills and finally writing skills. This progression is widely accepted as a natural process in native tongue acquisition. However, the application of the same flow in foreign language teaching poses some challenges. Although the order of acquisition of language skills in foreign language learning varies, writing skill is generally deferred until later stages and is often considered as a homework area. Nonetheless, the development of writing skill entails a complex process wherein students should demonstrate their knowledge and experiences by means of established rules, grammatical structures, and vocabulary. In this regard, writing is known as a difficult skill area since students need to consider many factors such as content planning, paragraph formatting, target audience, purpose, writing process, text type, vocabulary, and sentence structures (Raimes, 1983). In addition, writing skill is also affected by students' higher-order thinking skills including critical and creative thinking, communication, research, problem-solving skills, and the ability to use information technologies (Genç, 2017). Therefore, teaching writing is an area that needs to be emphasized and requires studies and practices that facilitate this process for students. In teaching Turkish as a foreign language, deeming writing skill as a homework area, neglecting to teach the essential m e t h o d s and techniques for effective writing, and lack of practice contribute to students having difficulties in writing and experiencing decline in motivation in this regard. This situation poses greater challenges for students who start to study at undergraduate and graduate levels. This is particularly evident

because the writing process at these academic levels is characterized intensified academic activities that will eventually evolve into more intricate and demanding endeavor for the students.

Paragraph formation and paragraph organization are important tools for effective and accurate transfer of ideas in academic texts. As it is known, in academic texts, the introduction section is the part where general information about the subject is put forward, where other studies in the literature are shared, and the importance of the research topic as well as its contributions are conveyed. The main elements of this section include the identification of the main problems guiding the study, sharing general information about the literature review on the problem, identifying the gaps in the literature about the problem, shedding light on the importance of the problem and expressing the purpose of the study. This is followed by the development section, in which the basic ideas mentioned in the introduction section are elaborated. Following the development section, the conclusion section, which summarizes the main ideas and lists the solutions as well recommendations for the problem. Hence, each section in academic texts has its own unique structure and characteristics. In teaching academic writing, this difference should be taken into consideration and the models that facilitate the process for each section should be put forward. Based on that premise and within the scope of this study, 500 academic texts in TR indexed journals and *Bilim Teknik and Bilim Gençlik* journals prepared by TÜBİTAK were analyzed and the introductory sections of these texts were the center of our focus. As a result of the text analyses, we have realized that there are certain strategies in the introductory sections of academic texts and there are differences in these strategies depending on the subject matter.

In this study, which aims to cast light on the introductory section models to develop academic writing skills in teaching Turkish as a foreign language, the genre-oriented writing approach was taken as a basis. When the studies in the field of academic writing are analyzed, researchers found that texts have certain special structures (Grabe & Kaplan, 1996; Jordan, 1997; Dudley-Evans & St. John, 1998; Swales, 1990; Jones, 2007). These structures are divided into groups according to the sections of the texts. In other words, introduction, development, and conclusion sections have several types within themselves. Within the framework of this study, four different types of introductory sections were identified as a result of the analyses conducted on the introduction: The funnel model that goes from general to specific, the chronological model in which the events are explained in historical order, the model that starts with an interesting or remarkable event that aims to attract the reader's attention and focus on the subject, and finally the model that starts with a question that aims to arouse curiosity in the reader.

According to the genre-oriented approach, language is a tool for performing certain functions, and these functions constitute both the grammatical elements and the structure of discourse during communication. In other words, each type of text has predictable structures and textual organization, and these constitute the communicative purpose of the text. The basic idea of this approach is based on "focusing on writing for a specific purpose, not just for the sake of writing" (Hyland, 2003). Therefore, stating the purpose of writing, determining the appropriate introduction for this purpose and being aware of the organization of grammatical

structures and metadiscoursal features of this genre should be taken into consideration in teaching academic writing. This process should be student-centered, but the teacher should take part in that as a guide at every stage of the process. The teacher should steer students as a guide and an expert, support them until they have full mastery over academic text types, and contribute to students' progress throughout the teaching-learning process (Seyedi, 2019).

The main aim of this study, which strives to improve academic writing skills, is to assist international students at undergraduate, graduate and doctoral levels to prepare successful introductory paragraphs in scientific writings such as research papers and reports by determining the structural organization and metadiscoursal features appropriate to the subject and to transfer this writing culture to more comprehensive texts such as articles, papers and theses. It also aims to systematically transfer the grammar structures, vocabulary, common expressions, connectors, paragraph structure and thought planning processes specific to the introductory paragraph models such as the funnel model, the chronological model, the model starting with an interesting or remarkable introduction and the model starting with a question, and to carry out a teaching process with this approach. In other words, we aim to dissect introductory sections in successful text samples of all types together with the students; by revealing the elements that make up the introductory sections and distinguish them according to their types, ensuring that the elements determined in the sample texts will be used in the texts that the students will create. Considering all these, the questions sought to be answered within the scope of the research are as follows:

1. Are there different models for organizing introductory chapters in academic texts? If so, what are these models?
2. What are the elements that constitute the preferred models for organizing introductory paragraphs? What are the basic components that distinguish these models from each other?
3. What is the effect of teaching introductory section models determined within the framework of genre-oriented approach on students' achievement?

Method

Research Design

This study aims to determine the types of introductory sections in academic texts, to reveal the basic elements that reveal these types, and then to reveal the success level of the course model prepared after the teaching process with international students who learn Turkish as a foreign language and complete C1 level. In this direction, content analysis was used to determine the types of writing; to reveal the success level of the course model. Also, the course model was developed and implemented, and the academic writing achievement test was applied as pre-test and post-test.

Study Group

Within the scope of the study, 15 international students who learnt Turkish as a foreign language and completed C1 level were identified. These students were sent by the Presidency of Turkish Communities and Relatives Abroad (YTB) as Türkiye Scholarships holders and attended the

Turkish course at Istanbul University Language Centre in the 2022-2023 academic year.

Data Analysis and Data Tools

The implementation of the prepared lesson model was conducted with a planning of 30 lessons. Istanbul University Language Centre was chosen as the implementation center. At the beginning and end of the study, an academic writing achievement test and an academic writing evaluation scale, which were prepared by the researcher and received expert opinion after piloting, were used. The data obtained from the academic writing achievement test applied as pre-test and post-test were scored with the academic writing evaluation scale. As a result of the t-test analysis of the results obtained with SPSS, pre-test and post-test data were obtained.

Results

Within the scope of this study, which aims to improve the academic writing of international students, the introductory sections of 500 academic texts selected from TR indexed journals and Science and Technique and Science Future journals published by TÜBİTAK were analyzed by document analysis approach. As a result of this analysis, it was concluded that the texts were planned according to some common structural elements and therefore there were common structural elements. Within the framework of these structural elements, we determined that the introductory paragraphs were organized in four basic structures: funnel model, chronological model, model starting with an interesting or remarkable event and model starting with a question.

The course model created within the framework of these models was conducted with a group of international students and we aimed to reveal whether this teaching model affected the success level of the students in writing the introduction. The pre-test and post-test processes were completed with the academic writing achievement test and academic writing evaluation scale, and the data obtained were analyzed by SPSS and t-test.

In the first stage of the findings section, the models of introductory paragraphs will be illustrated with sample introductory paragraphs, and then the implementation process of the prepared lesson model and its effect on achievement will be explained with statistical data.

Introduction Written According to the Funnel Model

The first of the models determined as a result of the text analyses is the funnel model. The funnel model, also known as the model that goes from general to specific or from abstract to concrete, is one of the most frequently preferred text arrangements in academic texts. The funnel model is a method in which there is a general introduction to the subject, the problems that guide the study, the literature research on these problems and the importance of the problem. All these are customized and limited from general to specific titles that the author will address in the text step by step.

As in other introductory sections, one of the most important components of the introductory paragraph written according to the funnel model is the thesis sentence. The thesis statement is the sentence that expresses the main theme and the central arguments of the academic text. It is usually placed at the end of the introduction and presents the main idea and sub-

topics of the topic that guide the rest of the text. The thesis statement tells the reader what the text is about and expresses the author's argument. Therefore, in the introductory paragraph model organized according to the funnel model, the thesis sentence is the part where the most specific and limited thoughts are conveyed and constitutes the last step on the way from general to specific.

Example of an Introduction written according to the funnel model

1. *Dünyada ana gündem maddesi olan ve uzun yıllar daha gündemde kalacak olan enerji, dünya için olduğu gibi Türkiye için de çok önemli bir sorundur. Türkiye, enerjide büyük oranda dışa bağımlıdır ve her yıl milyarlarca dolar harcayarak enerji ithal etmektedir. Fosil enerji kaynaklarının yetersiz olması ve yüksek maliyetli olmasından dolayı yetkili kişiler farklı enerji kaynaklarına yönelmiştir. Yapılan çalışmalar neticesinde yenilenebilir enerji kaynakları çok önem kazanmıştır. Yenilenebilir enerji kaynaklarından olan güneş enerjisi, Türkiye için en önemli enerji üretim kaynakları arasında yer almaktadır. Üretilen enerji kaynaklarından en öne çıkanı ise elektrik enerjisidir. Türkiye, güneş enerjisinden elektrik enerjisi üretiminde bir hayli ilerlemiştir ve güneşten elektrik enerjisi üretimi yapabilen Avrupa Birliği ülkelerinden çok daha yüksek güneş enerjisi potansiyeline sahiptir. Avrupa Birliği ülkelerinin büyük bir kısmı, tüketicileri güneş enerjisinden elektrik enerjisi üretimi konusunda bilinçlendirme çalışmaları yapmaktadır ve yaygınlaşmasını sağlamaktadır. Türkiye'de bu çalışmalar yeterli ölçüde yapılamamaktadır. Bu çalışmada özellikle Türkiye'nin güneş enerjisi potansiyelini dikkate alıp Avrupa Birliği ülkeleri ile karşılaştırmalı bir analiz ve güneş enerjisinden elektrik enerjisi üretiminde maliyet analizleri yapılmıştır.*

References: Dinçer, F., 2011. *Solar Electricity Generation Potential in Turkey - Economic Analysis and Comparative Evaluation with EU Countries.* KSU. Journal of Engineering Sciences, 14(1), 8-17.

The sample text given above and four introductory sections compiled from academic texts written in different fields with a similar structure were analyzed together with the students during the application process. In this process, the structural elements of the funnel model, the order of the flow of thoughts and accordingly the function of each sentence in the paragraph were emphasized and the components of the funnel model were revealed. Following this discovery process, writing technique studies were conducted to determine the thesis sentence and to determine the sub-headings to be addressed throughout the text based on this sentence.

Chronological Introduction

Another model reached at the end of the process of analyzing introductory paragraphs is the chronological model. The "chronological model" used in the introductory paragraphs of academic texts is a writing strategy that organizes events or topics in time order. This model is used to follow the development of a particular topic or event over time and to provide the reader with a historical context for the topic. Chronological order provides the reader with a framework for understanding how events progress through time or how a topic develops. It is particularly favored in subjects

such as history, biography, theology, and history of science. The time sequence, the order of events and developments, and the historical context are among the important components of the chronological model (Strunk, W. & White, E.B., 1999; Booth, W.C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T., 2016). While the topic is moving step by step towards the present day in the historical context, it is also important to provide information about the problem situation, the importance of the problem and the aspects of the problem to be addressed. At this stage, the function of the thesis statement, which is the important and final element of the introductory paragraph, is brought to the forefront. The thesis sentence in the introductory paragraphs organized according to the chronological model should first reflect the development and sequence of the subject or event in time. It should clearly express the time period with expressions such as "from the beginning of the X century," "in the middle of the 19th century," etc. Second, the thesis statement should describe the events in a specific order. Third, and while describing the development of the events or the subject over time, it should also emphasize the cause-and-effect relationships between these events. This gives the reader an understanding of the connection between the events and an idea of how the writing will proceed. Fourth, the topic should be placed in a historical context. By focusing on a specific period of history, it should emphasize the place of events and developments in time. Fifth, it should present an original argument or perspective on the development of a particular issue or event over time. And finally, the thesis statement should focus on a specific period, event, or phase. It should deal with a certain stage of the subject, not the whole subject. The following thesis statement can be given as an example in which these features of the thesis statement are made concrete:

A thesis statement such as "In the mid-19th century, with the impact of the Industrial Revolution, urbanization increased rapidly and the traditional structure in the agricultural sector was replaced by a new process supported by technological tools and chemical pesticides." can reflect a chronological model by focusing on a specific historical period and sequencing the development of events on a historical plane.

Example of an introduction written according to the chronological model

Yeni Ahit'e göre Hz. İsa, göğe yükselmeden önce havarilerine yeryüzündeki bütün uluslara gidilmesini emretmiştir. (Matta 28: 19-20; Markos 16:15. vb.) Bu emir gereği ilk inananlar, yolculuklar gerçekleştirerek inançlarını yaymaya başlamıştır. Misyonerlik çalışmalarının başlangıcı kabul edilen bu faaliyetler, zaman içinde hedef kitle ve yöntemde değişiklik göstererek devam etmiştir (Küçük, 2005). Bu değişikliklerin en önemli nedeni, karşılaşılan yeni toplumlar ve onların sahip oldukları özellikleridir. Bu bağlamda genel anlamıyla __ilk hedef__ kitle, Hz. İsa'yı kabul etmeyen Yahudiler olmuş; yöntem olarak ise Hz. İsa ile başlayan yeni söylem üzerinde durulmuştur. __İkinci olarak__ Hıristiyanlar, Gentilelileri (putperest Roma vatandaşları) hedef seçmiş ve yöntem olarak Pavlus'un "takiye" anlayışı ile beraber yeni anlayışın (Hıristiyanlığın), eski anlayışa (Yahudiliğe) göre ne gibi farklılıklar içerdiğine değinmişlerdir. (Elçilerin İşleri: 15) __Üçüncü safhada__, birinci yüzyılın sonlarına doğru oluşmaya başlayan ve ilerleyen yüzyıllarda artarak devam eden heretikler büyük hedef yapılmış ve onlara karşı uygulanan yöntem; eski yöntemlere ilave

olarak- eserler kaleme almak ve gerektiğinde şiddete başvurma düzleminde gerçekleşmiştir. __*Dördüncü safhada*__*, -her ne kadar bahsedilen üç grup üzerindeki çalışmalar devam etse de- Müslümanlar hedef seçilmiş, yöntem olarak ise önceki gruplara göre farklı uygulamalara gidilmiştir. Bu noktada Hıristiyanlar, -Yuhanna ed-Dımeşki (649-749) Theodore Ebû Kurre ve Tellmahreli Dionysius (ö: 845) gibi birkaç kişi sayılmazsa- Müslümanlarla ilk karşılaştıkları yedinci yüzyıldan haçlı seferlerinin sonuna kadar (XIII. yüzyıl) onların öğretilerine karşı genel olarak ilgisiz kalmışlar ve mücadelelerini savaş yoluyla gerçekleştirmişlerdir. Bundan dolayı İslam, onlar için bir gizemi ve bilinmezliği ifade etmiştir. Daha da enteresanı bu dönemde Hıristiyanlar, Müslümanları Hıristiyanlaştırma gibi bir düşünce içinde olmamışlardır. İlgisiz kalma ve savaş anlayışını değiştirerek, tebliğe dayalı misyonerlik faaliyetlerine başlamaları ise, kısmen Haçlı seferleri sırasında, genel anlamda ise Haçlı seferleri sonrasında gerçekleşmiştir. Bu yeni süreçte bazı Hıristiyanlar, İslam'a karşı ilgisiz kalmak yerine onu araştırmayı, savaş yerine de sevgi ve duayı koymuşlardır. Birkaç yüzyıl boyunca farklı isimlerin öncülüğünde (Assisili Francis gibi) savunulan bu anlayışın sistemleştirerek kurumsallaşmasında rol alan ve "Modern Misyonerlik" diyebileceğimiz bu sürece önemli katkılar yapan kişi, XIII. yüzyılın meşhur misyoner vaizi Ramon Llull olmuştur.* <u>*Bu çalışmada, "Hıristiyanların İslam algısı ile misyonerlik faaliyetleri" arasında var olduğunu ileri sürdüğümüz ve şimdiye kadar üzerinde fazla bir yorumun olmadığı ilişki kısaca tartışılacak, akabinde Llull ve misyonerlik anlayışı detaylı bir şekilde ele alınacaktır. Daha sonra Llull'un, "Hıristiyanların İslam algısı ve misyonerlik faaliyetlerinin" değişmesinde oynadığı rol bir problem olarak incelenecek ve değerlendirilecektir.*</u>

Bibliography<u>*:*</u> *Darcan, H., 2015. Ramon Llull in the Context of the Relationship Between Christians' Perceptions of Islam and Missionary Activities.* Journal of Academic Research, 64, 183-214.

The basic elements in the chronological introductory paragraph model and the analyses made on the sample texts were conducted together with the students participating in the application, and then guided writing studies were carried out with the students on different topics that were thought to be suitable for the chronological model.

Introductory Section Beginning with an Interesting or Remarkable Introduction

The model starting with an interesting or remarkable introduction used in introductory paragraphs is a writing strategy used to attract the reader's attention, arouse curiosity about the topic and make the text more attractive. This model can include various techniques such as sharing an interesting fact, using quotations, or citing statistical data (Rosenwasser, D., & Stephen, J., 2009). This approach is used to make the reader read the text more carefully and to create a context for the topic.

In the text analyses, some strategies applied in the introductory paragraphs classified under the title of the model that starts with an interesting or remarkable introduction were determined. The first of these strategies is to start the text with an anecdote. The author aims to attract the attention of the reader by introducing the introductory paragraph with an interesting story about the subject. This anecdote also serves as a foundation for the topic or provide an example. The second strategy is to

start the text with a quotation. It is aimed at attracting the reader's attention by sharing a quotation about the subject and then adding a thought-provoking or impressive statement about the subject. The third strategy, which is preferred to keep the reader's interest in the text, is to start the introductory paragraph by sharing statistical data or a remarkable fact. Likewise, the existence and importance of the problem was expressed in a more concrete way. The fourth strategy is to draw the reader's attention by making a contrast. "*When you wake up in the morning as part of your daily routine, open your window and feel peaceful with the colorful flowers you see in front of you, you should imagine that these flowers may no longer exist in the near future. Extreme weather events caused by global warming threaten the future of plants as well as other living things.*" This introduction can be shown as an example of the strategy of drawing the reader's attention with this contrasting situation.

An Example of an Introduction Written According to the Model Starting with an Interesting or Remarkable Introduction

Nietzsche düşünce tarihinin en ünlü sözlerinden biri olan "Tanrı öldü" sözünü ilk olarak Şen Bilim'de kullanır ve daha sonra ifadeyi yoğun bir biçimde Böyle Buyurdu Zerdüşt adlı eserinde insanlığın içine düştüğü ahlaki ve kültürel durumu kodlamak için bir metafor olarak kullanır. "Tanrı öldü" sözü insanın içine düştüğü çökmüş ahlakın nedeni ve aynı zamanda sonucu olan nihilizmin son merhalesini kodlayan bir metafordur. Metafordur, zira bir filozofun ateizmi benimsemek için Nietzsche'nin yaptığı gibi, Hristiyan teolojisinin bu kadar ayrıntılı bir tartışmasına ihtiyacı yoktur. Nietzsche'nin "Tanrı öldü" sözünün nispeten doğru bir yorumuna ulaşmak için onun yazım sanatına nasıl başvurduğuna dair bir ufkun okumaya eşlik etmesi gerekir. Lakin Nietzsche metinleri mecazlardan yalıtılmış, yalın, analitik bir dil olmanın ötesinde, yoğun bir şekilde metaforik ifadeler barındıran ve yer yer şiirimsi özellikler kazanan bir dille yazılmıştır. Öte yandan düşüncelerini tamamlanmış bir resim olarak da sunmaz, aksine metinlere parçalar halinde dağılmış ve tamamlanması gereken bir puzzle gibi sunar. Nietzsche'nin bu ifade tarzı iç/düşünce dünyasındaki kaotik kaynamanın bir dışa vurumu olarak da ele alınabilir. Bu anlamda filozofun eserleri, okuyucuya geniş bir yorum alanı açarak okuyucuyu adeta içine çeker. Nietzsche'yi günümüzde bu kadar yoğun ilgiye mazhar kılan şey yıkıcı düşünceleri olduğu kadar okuyucuya geniş yorum alanı açan bu ifade tarzıdır. <u>Makalede bu varsayım doğrultusunda, Nietzsche'nin "Tanrı öldü" sözünün doğrudan anlamının ötesine işaret eden bir metafor olduğu, Nietzsche'nin ateizmi bir maske olarak kullandığı ileri sürülecek ve ölen Tanrı'nın esasen Yahudi/Hristiyan, Pavlus'un ve rahiplerin hınç ve intikam Tanrısı olduğu düşüncesine bir temel aranacaktır. Bu amaç doğrultusunda, makalede, Nietzsche'nin ateizm maskesinin düştüğü ifadelerin izi sürülecektir.</u>

Bibliography: Türkan, M., 2022. *Looking at Nietzsche's "God is Dead" from the Back Window: The Search for a Loving God.* İnönü University International Journal of Social Sciences, 11(2), 527-545.

The sample text and four similarly structured introductory sections compiled from different fields were thoroughly analyzed with the students during the application process. In this process, the structural elements of the introductory section, which starts with an interesting or remarkable introduction, the order of the flow of thoughts and the function of each sentence in the paragraph were meticulously emphasized and the

components of this model were clearly revealed. Following the discovery process, the focus was on determining the thesis sentence and based on this sentence, writing technique studies were conducted to determine the sub-headings to be addressed throughout the text.

Introductory Paragraph Starting with a Question Model

The question-starting model, which is used in the introductory paragraphs of academic texts, includes the strategy of asking questions to attract the reader's attention, provoke them to think and increase their engagement in the text. This model generally directs the reader's thinking process through questions and helps to direct the reader to the main topic of the text. The questions prepared in this model should be interesting and thought-provoking and should lead to the subject and thesis statement of the text. For example, "*How effective is the education system that has been in practice in Türkiye since 2018 in the development of individuals and society? Is this effect limited to increasing the knowledge level of individuals, or does it have a wider network of social and cultural interaction*?" Such a question can encourage the reader to think and focus on the main topic of the text.

Example of an introductory paragraph written according to the model starting with a question

Üretken yapay zekâ, geleneksel eğitimin sonunu mu getirecek? Eğitimin geleceğini şekillendiren bu yenilikçi teknoloji, bazı eğitimcilere göre geleneksel eğitimin sonunu getirecek bir tehdit iken diğerleri için yeni ve heyecan verici fırsatlar sunmaktadır. Peki, gerçekten durum ne? Eğitimdeki geleneksel yaklaşımlar, çoğunlukla "tek tip" öğrenme yöntemlerine dayanmaktadır. Yani bir sınıftaki tüm öğrenciler aynı eğitim materyalleri ve aynı yaklaşım ile eğitim görmektedir. Farklı bilgi seviyelerine ve öğrenme yeteneklerine sahip öğrencilerden bazıları öğrenme sürecinde ilerlerken bazıları geride kalabilmektedir. Ancak üretken yapay zekâ, her öğrencinin bireysel ihtiyaçlarına ve öğrenme yeteneklerine uyum sağlayarak kişiselleştirilmiş bir öğrenme deneyimi sunma potansiyeline sahiptir. Bu teknoloji, öğrencilerin performans verilerini analiz ederek seviyelerine ve öğrenme yeteneklerine en uygun eğitim materyallerini ve etkinlikleri önermektedir. Böylece öğrencilerin bilgi seviyelerine ve ilgi alanlarına göre özelleştirilmiş bir eğitim yolculuğu mümkün olabilmektedir.

References: Kurtuluş, Ö., 2023. *Will Productive Artificial Intelligence Bring the End of Traditional Education?,* Tübitak Bilim Genç Magazine.

The basic elements in the introductory paragraph model starting with a question and the analyses made on the sample texts were conducted together with the students participating in the application, and then guided writing studies were carried out with the students on different topics that are appropriate to be written according to this model.

Findings Related to Student Texts

The lesson model prepared according to the determined introductory paragraph models was conducted with 15 international students who learnt Turkish as a foreign language and completed the C1 level. At the beginning and at the end of the implementation, an achievement test with expert opinion was applied. In the achievement test, two different topics suitable for two of the models were presented and students were asked to produce texts according to the instructions given.

In this section, the qualitative and quantitative findings obtained by analyzing the data will be discussed. Kolmogorov-Smirnov and Shapiro Wilk tests were applied to determine whether the difference between the pre-test and post-test scores showed a normal distribution, and it was determined that the difference was significant (confidence level was adjusted according to 0.05). The findings obtained from the examination are given in Table 1.

Table 1

Normality test of general pre-test and general post-test scores

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Genel Ön Test	.157	15	.200	.934	15	.310
Genel Son Test	.171	15	.200	.916	15	.169

*This is a lower bound of the true significance
a. Lilliefors Sigificance Correction

In the normal distribution tests of pre-test and post-test averages, the significance level results obtained from both Kolmogorov-Smirnov and Shapiro-Wilk tests were higher than the p=0.05 confidence level (p>0.05). According to the mostly accepted practices, it is considered more appropriate to use the S-W test when n=50 (Taşdemir, 2017). This shows that the pre-test and post-test averages have a normal distribution.

Based on the data obtained, we understand that the dependent groups' t-test is a test that can be used in this research. After this stage of the research was completed, the topics related to the introductory writing skills in academic texts were analyzed. These titles were determined as form, spelling and punctuation, syntax, grammar and sentence structure, vocabulary, content and paragraph organization and metadiscoursal determinants. The analyses made under the determined headings are as follows;

Firstly, in the analysis conducted under the heading of form, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 2, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre-test and post-test are given in Table 3.

Table 2

The pre-test and post-test results on the form study

	Mean	N	Std. Deviation	Std. Error Mean
Form - PreTest	4.0000	15	.84515	.21822
Form - PostTest	4.4000	15	.82808	.21381

When the statistical data in Table 2 are analyzed, it is not possible to say that there is a difference between the pre-test and post-test scores of the students, but it is not possible to say that this is a significant increase. While the mean of the students in the pre-test application was 4, 0000, this mean increased to 4, 4000 in the post-test application.

Table 3

The pre-test and post-test dependent sample t-test of the form study

	Mean	Std. Deviation	t	df	One- Sided p	Two- Sided p
Form PreTest	-.4,0000	.82808	-1.871	14	.041	.082

When the findings obtained from the pre-test and post-test dependent sample t-test of the form study in Table 3 are analyzed, we understand that there is a positive difference in the arithmetic mean, but this difference is not statistically significant (0.01< 0.05).

Secondly, in the analysis conducted under the heading of spelling and punctuation, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 4, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre-test and post-test are given in Table 5.

Table 4

The pre-test and post-test results on the spelling and punctuation study

	Mean	N	Std. Deviation	Std. Error Mean
Spelling and Punctuation - PreTest	6.6000	15	1.84391	.47610
Spelling and Punctuation - PostTest	8.3333	15	1.04654	.27021

When the statistical data in Table 4 are analyzed, there is a mathematical difference between the pre-test and post-test scores of the students. While the mean of the students in the pre-test application was 6, 6000, this mean increased to 8, 3333 in the post-test application.

Table 5

The pre-test and post-test dependent sample t-test of the spelling and punctuation study

	Mean	Std. Deviation	t	df	One- Sided p	Two- Sided p
S&P - PreTest - S&P -PostTest	-1.73333	1.57963	-4.250	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of the syntax study in Table 5 are analyzed, the difference between the mean scores of the students was found statistically significant (0.001>0.05).

Thirdly, in the analysis conducted under the heading of syntax, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 6, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre- test and post-test are given in Table 7.

Table 6

The pre-test and post-test results on the syntax study

	Mean	N	Std. Deviation	Std. Error Mean
Syntax-Pretest	5.3333	15	1.11270	.28730
Syntax-PostTest	6.6000	15	.73679	.19024

When the statistical data in Table 6 are analyzed, there is a mathematical difference between the pre-test and post-test scores of the students. While the mean of the students in the pre-test application was 5, 3333, this mean increased to 6, 6000 in the post-test application.

Table 7

The pre-test and post-test dependent sample t-test of the syntax study

	Mean	Std. Deviation	Std. Error Mean	t	df	One-Sided p	Two- Sided p
Syntax PreTest – Syntax PostTest	-1.26667	1.09978	.28396	-4.461	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of the syntax study in Table 7 are analyzed, the difference between the mean scores of the students was found statistically significant (0,001>0, 05).

Fourthly, in the analysis conducted under the title of grammar and sentence structure, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 8, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre-test and post-test are given in Table 9.

Table 8

The pre-test and post-test results on the grammar and sentence structure study

Mean		N	Std. Deviation	Std. Error Mean
G&S-Pretest	19.1333	15	3.44065	.88837
G&S -PostTest	26.9333	15	3.43234	.88623

When the statistical data in Table 8 are analyzed, there is a mathematical difference between the pre-test and post-test scores of the students. While the mean of the students in the pre-test application was 19, 1333, this mean increased to 26, 9333 in the post-test application.

Table 9

The pre-test and post-test dependent sample t-test of the grammar and sentence structure study

	Mean	Std. Deviation	Std. Error Mean	t	df	One- Sided p	Two- Sided p
G&S - PreTest G&S - PostTest	-7.80000	3.29935	.85189	-9.156	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of the grammar and sentence structure study in Table 9 are

analyzed, the difference between the mean scores of the students was found to be statistically significant (0,001>0,05).

Fifthly, in the analysis conducted under the title of vocabulary knowledge, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 10, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre- test and post-test are given in Table 11.

Table 10

The pre-test and post-test results on the word knowledge study

	Mean	N	Std. Deviation	Std. Error Mean
Word Knowledge - PreTest	6.9333	15	1.27988	.33046
Word Knowledge - PostTest	8.9333	15	.96115	.24817

When the statistical data in Table 10 are analyzed, there is a statistics difference between the pre-test and post-test scores of the students. While the mean of the students in the pre-test application was 6, 9333, this mean increased to 8, 9333 in the post-test application.

Table 11

The pre-test and post-test dependent sample t-test of the word knowledge study

	Mean	Std. Deviation	Std. Error Mean	t	df	One- Sided p	Two- Sided p
WK PreTest – WK PostTest	- 2.00000	1.36277	.35187	-5.684	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of the vocabulary study in Table 11 are analyzed, the difference between the mean scores of the students was found statistically significant (0,001>0, 05).

Sixthly, in the analysis conducted under the title of content and paragraph organization, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 12, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre-test and post-test are given in Table 13.

Table 12

The pre-test and post-test results on the content and paragraph organization study

	Mean	N	Std. Deviation	Std. Error Mean
Content and Paragraph Organization PreTest	11.0000	15	2.17124	.56061
ContentandParagraph Organization PostTest	16.4000	15	2.44365	.63095

When the statistical data in Table 12 are analyzed, there is a mathematical difference between the pre-test and post-test scores of the students. While the mean of the students in the pre-test application was 11, 0000, this

mean increased to 16, 4000 in the post-test application.

Table 13

The pre-test and post-test dependent sample t-test of the content and paragraph organization study

	Mean	Std. Deviation	Std. Error Mean	t	df	One- Sided p	Two- Sided p
C&PO PreTest – C&PO PostTest	-5.40000	2.50143	.64587	-8.361	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of the content and paragraph organization study in Table 13 are examined, the difference between the students' averages was found statistically significant (0,001>0,05).

Seventh and finally, in the analysis conducted under the title of metadiscoursal determinants, the statistical data determined on the basis of the individual scores of the students from the pre-test and post-test are given in Table 14, and the findings obtained from the dependent sample t-test conducted to determine whether there is a significant difference between the scores of the students from the pre-test and post-test are given in Table 15.

Table 14

The pre-test and post-test results on the metadiscourse makers study

	Mean	N	Std. Deviation	Std. Error Mean
MetadiscourseMarkersPreTest	4.4667	15	1.84649	.47676
MetadiscourseMarkersPostTest	7.4667	15	.83381	.21529

When the statistical data in Table 14 are analyzed, there is a mathematical difference between the pre-test and post-test scores of the students. While the mean of the students in the pre-test application was 4, 4667, this mean increased to 7, 4667 in the post-test application.

Table 15

The pre-test and post-test dependent sample t-test of the metadiscourse makers study

	Mean	Std. Deviation	Std. Error Mean	t	df	One- Sided p	Two- Sided p
MM PreTest – MM PostTest	-3.00000	1.81265	.46803	-6.410	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of the metadiscoursal determinants study in Table 15 are analyzed, the difference between the mean scores of the students was found statistically significant (0,001>0,05).

The analyses of the tests applied at the beginning and at the end of the implementation process of the models preferred in writing introductory sections in academic texts with the determined student group are shown separately according to the evaluation titles. The general pre- test and post-test total statistical data table taken from all titles is given below.

Table 16

The pre-test and post-test results on the general study

	Mean	N	Std. Deviation	Std. Error Mean
General-PreTest	57.4000	15	9.71597	2.50865
General-PostTest	79.0667	15	8.00417	2.06667

As can be seen in the table above, at the beginning of the practice of writing introductory sections in academic essays carried out with 15 students, the students' general average score was 57.4000, while this average increased to 79.0667 at the end of the practice.

Table 17

The pre-test and post-test dependent sample t-test of the general study

	Mean	Std. Deviation	Std. Error Mean	t	df	One- Sided p	Two- Sided p
MM PreTest MM PostTest	-21.66667	8.21729	2.12169	-10.212	14	<.001	<.001

When the findings obtained from the pre-test and post-test dependent sample t-test of all titles in Table 17 are analyzed, the difference between the mean scores of the students was found statistically significant (0,001>0,05). These results indicate that the developed introductory course model and the implementation process revealed a positive difference and provided a significant improvement in the students.

Discussion and Conclusion

As with all types of writing, academic writing is based on sentences and paragraphs. So students need to learn how to write a well-designed paragraph to reach a competent level of academic writing skills (Boardman & Frydenberg, 2008; Doyumğaç, 2022; Doyumğaç & Börekçi, 2023; Karanfil & Oğuz, 2022). Besides, when students are skilled in paragraph writing, they can easily write an academic text. Otherwise, it may be difficult for students who do not have practical knowledge of paragraph writing to write a resume, academic essay, thesis or thesis. (Wali & Madani, 2020). It is also stated that one of the biggest problems in the writing process is the organization of ideas in paragraphs, so that the desired meaning is transmitted. (Siddiqui, 2020). In this context, it is understood that writing a paragraph is a prerequisite for writing a well-designed experiment, research paper, and even a thesis. Therefore, it is necessary to develop the students' paragraph writing skills, especially at lower levels, thereby enhancing their writing skills at higher levels of competence.

This study focuses on the development of international students' academic writing skills in Turkish. In recent years, with the increasing role of Türkiye in the international arena, learning and teaching Turkish have gained importance. However, studies have shown that international students who are involved in academic activities, especially at undergraduate and graduate levels, face challenges in academic writing skills.

The literature review of the study reveals that studies on Turkish language teaching generally do not address language skills in a holistic manner and writing skills are neglected. Writing skill is a complex process that requires students to express their knowledge and experiences using an academic language. In this process, many elements such as content planning,

paragraph formatting, mastering grammar structures must be taken into consideration.

The analyses conducted within the scope of the study showed that there are different models in the introductions of academic texts and that these models are based on certain elements. Different types of introductory sections such as funnel model, chronological model, model starting with an interesting or remarkable event and model starting with a question were identified. We put forward that this type-oriented approach should be used as a tool to achieve a specific purpose.

The main purpose of the study is to teach these different models of introductory sections to students and to help them create successful introductory sections by using these models. Teachers guiding students and adopting a student-centered approach will play a key role in the development of writing skills. The analyses of the achievement tests conducted before and after the implementation process conducted with this approach were also shared within the scope of the study. The results obtained both in the analyses made under separate headings and in the general evaluation analysis show that the lesson model and the implementation process provided a significant increase in the achievement level.

In conclusion, this study strives to the development of academic writing skill in teaching Turkish as a foreign language and suggests a genre-oriented approach in teaching this skill. By teaching the contents prepared in line with the determined models, students will express their thoughts more effectively and accurately in academic texts and write more successful introductions. This study aims to contribute to future research and teaching practices.

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