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An Action Research on the Improvement of Writing Skill in Teacher Training

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Abstract

The aim of the research is to improve the writing skills of students with procedure-based gradual writing training practice by positively changing their writing perception, attitude and motivation, anxiety and fear, lack of education, writing difficulties, and writing process. The present research is considered to be significant in terms of affecting the writing perception, attitude and motivation, anxiety and fear, writing training and process as a result of performing the writing training with a gradual procedure. The research was conducted with action research model from the qualitative research designs. The study group consists of 15 first grade students, 7 male and 8 female, who were studying in the Turkish Teaching Program at the Faculty of Education in a university in the fall semester of 2018-2019 academic year. The criterion sampling method was used among the non-probability sampling methods in the determination of the study group. Data collection was performed with a semi-structured interview form. The research data was analyzed with the content analysis technique. A code-category map of the obtained data was created by using a qualitative data analysis program, MAXQDA 12. Based on the results of the present study, it can be suggested to give adequate importance to writing education in teacher training, conduct studies towards eliminating students' unwillingness and negative attitudes toward writing, perform writing activities to improve the writing perception of students and eliminate writing anxiety and fear, and carry out procedure-based writing training in an incremental manner.

Keywords: action research, teacher training, writing process, writing skills, writing training,

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Introduction

Writing can be defined as the narration of exercises and experiences by the opinions, ideas, and emotions people who possess the power of thought on a selected subject by planning their interest in the subject and in accordance with the rules of the language (Göçer, 2010). The writing activity includes skills that are difficult to carry out such as reading, thinking, and conveying thoughts (Ungan, 2007). Writing skill, which is defined as the way of conveying what we understand, also constitutes a substantial part of language education (Pilav, 2014). Since writing is not a skill in which we state our ideas randomly, it requires methods of which we can plan and organize our ideas with a certain discipline. For this reason, writing skill can be provided formally through an appropriate educational environment, different from the listening and speaking skills which take place automatically in the natural environment (Tağa and Ünlü, 2013). Elftorp (2007) defines writing skills as one of the ways of expression that humans use in expressing themselves along with speaking. Briefly, it is possible to evaluate it as a skill that consists of conveying emotions, thoughts, and knowledge through written communication channels (Carter, Bishop, and Kravits, 2002).

A practice-based education is required for the acquisition of writing skills which has a significant place in Turkish education (Yılmaz, 2018). The reason for this is the fact that writing is directly related to learning through experience. Because writing training requires activities such as critical thinking, creative thinking, possessing study skills, obtaining problem-solving skills, and using Turkish correctly (Ungan, 2007). As the writing skills improve, students can transmit knowledge better, edit and review their thoughts more efficiently and this situation provides the production of writings with a higher level (Akyol, 2013). According to Yıldız (2018), the main purpose of writing training is to provide the expression of ideas, thoughts, emotions, and experiences. For this, students should be aware of why do they write, for who do they write, and in which genre they should write. Because writing skill can be obtained through writing (Demirel and Şahinel, 2006). It is required for students to possess certain qualifications in order to reach a certain maturity in writing skills. Possessing certain knowledge, culture, and significant experiences, using Turkish efficiently and accurately, possessing the technical knowledge of writing, establishing a cause and effect relation between the incidents by developing a different point of view, performing analysis, synthesis, and evaluations, distinguishing different ideas and opinions in accordance with certain principles can be listed among these qualifications (Göçer, 2010).

Writing skill requires a process that includes certain stages. Writing is a chain process in which ideas are transformed into a certain draft with preparation and shaped by performing various changes before sharing the ideas with other people. The stages that comprise this process are preparation before writing, forming a draft, editing, reviewing, and publishing (Tompkins, 2007, Trans. by Yıldız, 2018). In language education programs, writing skill is included as a process that consists of certain stages and each stage is the preparer of the following stage (Canada Ontario Language

Curriculum, 2006; Australia English Curriculum, 2012; Authorship and Writing Skills Course Curriculum, 2018). These stages progress by supervising each stage, returning and editing when necessary instead of a linear progression. In the Authorship and Writing Skills Curriculum (2018), the writing process consists of preparation, planning, improving, editing, and presenting stages. Several researchers emphasize that writing is a skill that consists of certain stages (Arıcı and Urgan; 2017; Eryaman, 2008; Güneş, 2013; Karatay, 2013; Tekşan, 2013; Yıldız, Okur, Arı and Yılmaz, 2013). Researchers also state that conducting the writing process gradually has an important place in the development of writing skills (Bruning and Horn, 2000; Graham and Sandmel, 2011; Karatay, 2013; Neuman, 2007).

Importance of the Research

The competence of teachers who are the practitioners of the process in writing training has great importance in acquiring writing skills to the students. Individuals who would be teachers should possess four basic skills. Reaching a certain competence in language skills for prospective Turkish teachers is considered to be significant in terms of acquiring these skills to the students. Conveying the emotions, opinions, and knowledge to the students in different grades in written and oral form by teachers is directly proportionate with the development level of understanding and expressing skills (İşeri and Ünal, 2012). Teachers can actualize the writing process, restructure the student and subject, and guide the process. For this reason, the qualification of the teacher plays an important role in shaping the process (Tağa and Ünlü, 2013). Acquiring writing to students which is a product of thinking and requires certain knowledge, process, and skill can be performed through the existence of a teacher who has efficient writing skills.

Concretizing the writing process by realizing its stages would bring along the positive changes in the writing perception of students, their motivation and attitude, writing anxiety and fear, writing training, writing skills. The present research is considered to be significant in terms of affecting the writing perception, attitude and motivation, anxiety and fear, writing training and process as a result of performing the writing training with a gradual procedure.

Aim of the Research

The aim of the research is to improve the writing skills of students with procedure-based gradual writing training application by positively changing their writing perception, attitude and motivation, anxiety and fear, lack of education, writing difficulties, and writing process. Answers were sought for the following questions in accordance with the aim of the research:

1. Does gradual writing training application create positive changes in the writing perception of students?
2. Does gradual writing training application increase the writing motivation of students and positively change their attitude?

3. Does gradual writing training application decrease/eliminate the anxiety and fears of students towards writing?
4. Does gradual writing training application decrease/eliminate the writing difficulties that students experience?
5. Does gradual writing training application fill the deficiency of the writing training of students?
6. Does gradual writing training application develop the writing skills of students?

Method

Research Design

Action research is regarded as a research method as well as a process. In this process, data is collected and analyzed systematically and the analyzed data is presented as feedback to the participants, thus, it is provided to develop action plans in a planned way (Seggie and Bayyurt, 2017). Action research was preferred as the research design since it mentions certain problems in an institution or society (Patton, 2014). Action research is a research pattern used to develop skills of individuals in the field of education. Since this research was conducted within the scope of developing writing skill, the research was carried out with action research.

Study Group

The study group consists of 15 first grade students, 7 male and 8 female, who were studying in the Turkish Teaching Program at the Faculty of Education in a university in the fall semester of 2018-2019 academic year. The criterion sampling method was used among the non-probability sampling methods in the determination of the study group (Creswell, 2013; Cohen, Manion & Morrison, 2007; Robson; 2017). The criteria for determining the study group are as follows: Being a first-grade student in the Turkish Teaching Program, not feeling insufficient in writing, volunteering. The students were coded as S1, S2, S3... The age range of students was 18-20.

Data Collection Tool

Data collection was performed with a semi-structured interview form. Semi-structured interviews merge fixed alternative answers and in-depth analysis in the related field (Büyükoztürk et al., 2018). Two semi-structured interview form was used as before and after the application. The semi-structured interview forms were examined by three experts in the Turkish training field and the experts were asked to evaluate the forms in terms of language-expression, reflecting the related conceptual dimension, and whether or not the questions serve the purpose of the research. The interview form was finalized after the evaluations of 3 experts.

Data Collection

The data of the research was collected in two stages from the students in the study group as before and after the application. Before the application, the writing perception, motivation, and attitude towards writing, writing anxiety and fear, writing difficulty, writing training and process of students were revealed with semi-structured interview form. The application lasted 6 weeks (2-course hours per week). The application consists of preparation, planning and forming a draft, writing, editing and reviewing, correction and presentation, and evaluation processes, respectively. After the application, it was tried to determine the changes in writing perception, writing anxiety and fear, writing difficulty, writing training and process of students. Therefore, the effects of gradual writing training were measured.

Data Analysis

Data analysis is the process of exporting the meaning of the data. Exporting the meaning of the data includes merging, reduction, and interpreting what people say and what the researcher observes and read (Merriam, 2013). The data of the research were analyzed with the content analysis technique. Content analysis is defined as a systematic, iterable technique in which certain words of a text are summarized with smaller content categories based on certain rules (Büyükoztürk et al., 2018). The data obtained from the study group was classified by coding. A code-category map of the obtained data was created by using a qualitative data analysis program MAXQDA 12. The data were made more meaningful by gathering the codes under these categories. The coding was performed twice by the researcher for the reliability of the codes and the consistency between the codes was examined. For this, the formula of Miles and Huberman (2016) was used. Reliability Coefficient = $\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100$. The obtained result from this coding which provides internal consistency should be at least 70%. The reliability coefficient was determined as 95.49% after the recoding performed by the researcher. Furthermore, direct transfer was performed for each code in order to provide the reliability of the codes. Analysis of the research data was carried out in two stages. The data collected before the application in the first stage and the data collected after the application in the second stage were analyzed. The findings of the research were reached with the data analyzed before and after the application and by comparing these data. The data was presented and interpreted with the visuals obtained from the program.

Findings and Interpretation

Writing Perception Before and After the Application

The writing perception of students before the application was demonstrated in Figure 1.

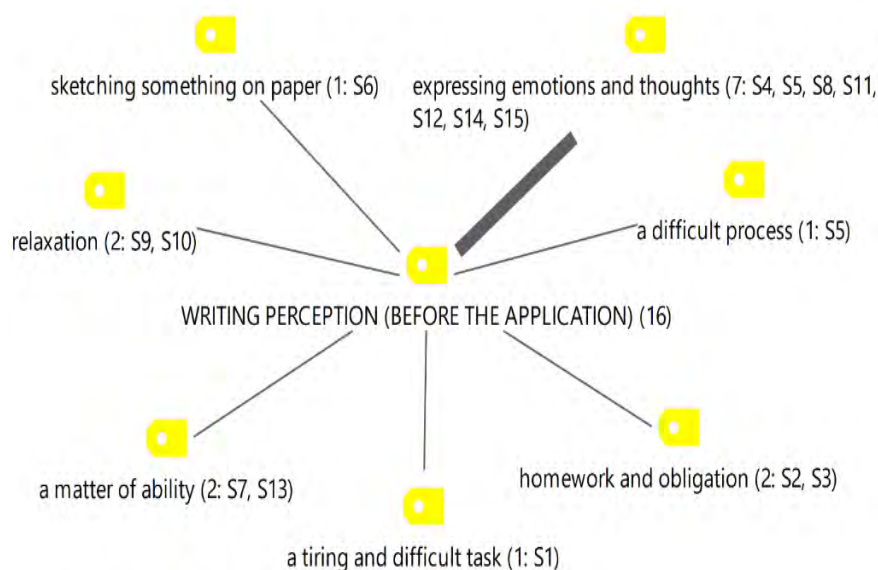


Figure 1. MAX Maps Code Concurrency Model Regarding the Writing Perception before the Application

When Figure 1 is examined, it was observed that the codes regarding the writing perception before the application were *expressing emotions and thoughts*, *homework and obligation*, *a matter of ability*, *relaxation*, *sketching something on paper*, *a difficult process*, *a tiring and difficult task*. Before the application, 7 students perceived writing as expressing emotions and thoughts, 2 students perceived writing as homework and obligation, 2 students perceived writing as a matter of ability, 2 students perceived writing as relaxation, 1 student perceived writing as sketching something on paper, 1 student perceived writing as a difficult process, and 1 student perceived writing as a tiring and difficult task. Codes and opinion samples regarding the writing perception before the application was given in Table 1.

Table 1. Codes and opinion samples regarding the writing perception before the application

Code	Opinion	Student
a tiring and difficult task	<i>Writing is a tiring and difficult task for me</i>	S1
homework and obligation	<i>I perceived writing as homework I am writing because I have to</i>	S2
expressing emotions and thoughts	<i>It is the process of writing down our emotions, thoughts, and feelings.</i>	S15
a difficult process	<i>Writing is a difficult process</i>	S5
sketching something on paper	<i>Writing states sketching something on paper.</i>	S6
a matter of ability	<i>Writing is a matter of ability. Not everyone can write.</i>	S7
Relaxation	<i>I mean, writing is a means for relaxing in my opinion.</i>	S10

The writing perceptions of students after the application were given in Figure 2.

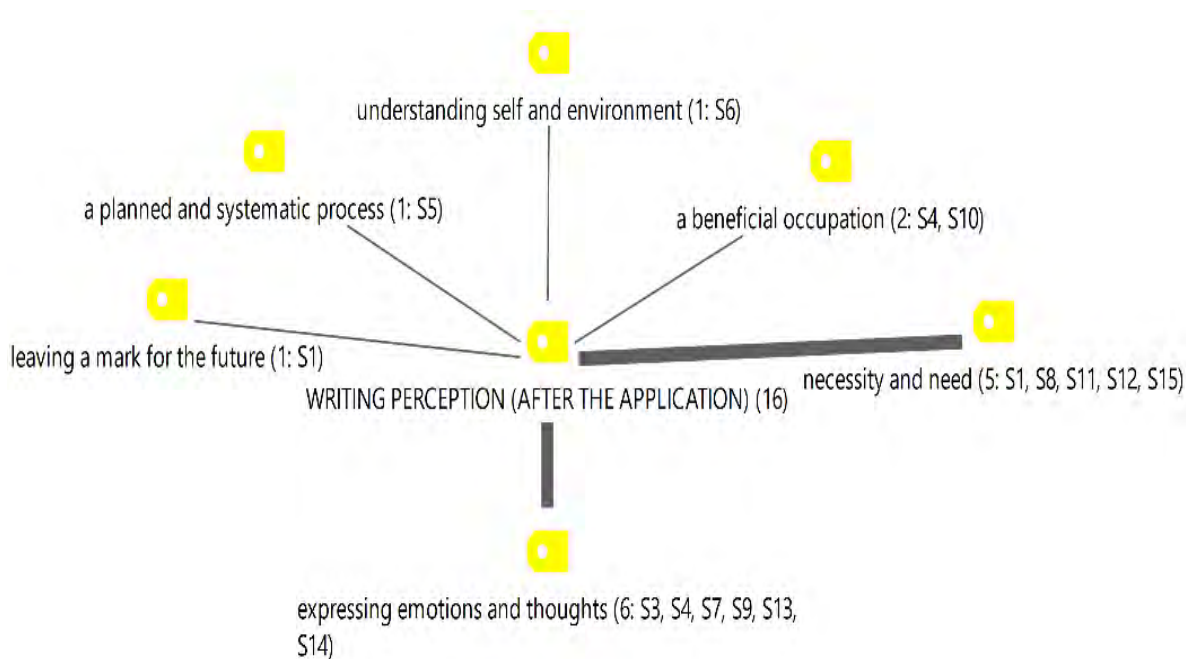


Figure 2. MAX Maps Code Concurrence Model Regarding the Writing Perception after the Application

When Figure 2 is examined, it was observed that the codes regarding the writing perception before the application were *expressing emotions and thoughts, necessity and need, a beneficial occupation, leaving a mark for the future, a planned and systematic process, understanding self and environment*. After the application, 6 students perceived writing as expressing emotions and thoughts, 5 students perceived writing as necessity and need, 2 students perceived writing as a beneficial occupation, 1 student perceived writing as leaving a mark for the future, 1 student perceived writing as a planned and systematic process, and 1 student perceived writing as understanding self and environment. Codes and opinion samples regarding the writing perception after the application was given in Table 2.

Table 2. Codes and opinion samples regarding the writing perception after the application

Code	Opinion	Student
Necessity and need	<i>Writing has become a necessity for me to express my experiences and memories.</i>	S15
Leaving a mark for the future	<i>We leave our mark from today to the future with writing.</i>	S2
Expressing emotions and thoughts	<i>I believe that writing is the best way to reflect my emotions and thoughts.</i>	S13
A beneficial occupation	<i>After the application, I realized that writing is a beneficial thing.</i>	S4
A planned and systematic process	<i>Writing should progress systematically and planned.</i>	S5
Understanding self and environment	<i>After writing practices, I realized that writing helps me to understand myself and the environment.</i>	S6

When the codes regarding the writing perception that emerge before and after the application were compared, it was observed that students perceived writing as *expressing emotions and thoughts, homework and obligation, a matter of ability, relaxation, sketching something on paper, a difficult process, a tiring and difficult task* before the application and *expressing emotions and thoughts, necessity and need, a beneficial occupation, leaving a mark for the future, a planned and systematic process, understanding self and environment* after the application. This finding indicates that gradual writing training application positively changed the writing perception of students.

Writing Motivation and Attitude Before and After the Application

The writing motivation and attitude of students before the application were given in Figure 3.

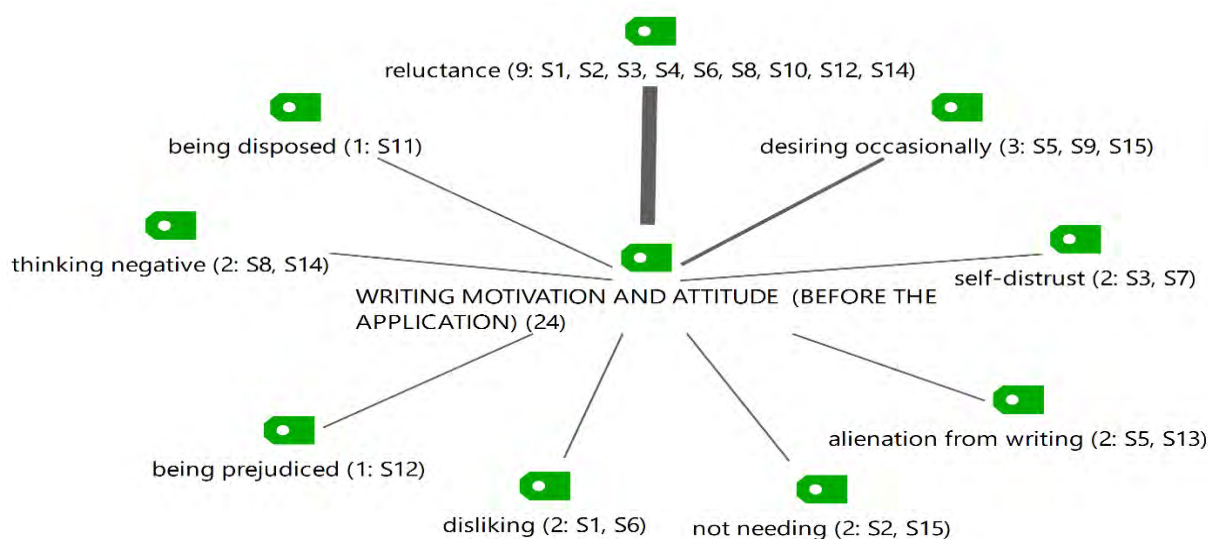


Figure 3. MAX Maps Code Concurrence Model Regarding the Writing Motivation and Attitude before the Application

When Figure 3 is examined, it was observed that the codes regarding the writing motivation and attitude before the application were *reluctance, desiring occasionally, disliking, not needing, self-distrust, alienation from writing, thinking negative, being prejudiced, and being disposed*. Before the application, 9 students stated their attitude and motivation towards writing as being reluctant, 3 students stated as desiring occasionally, 2 students stated as disliking, 2 students stated as not needing, 2 students stated as self-distrust, 2 students stated as alienation from writing, 2 students stated as thinking negative, 1 student stated as being prejudiced, and 1 student stated as being disposed. Code and opinions samples regarding the writing motivation and attitude before the application were given in Table 3.

Table 3. Code and opinions samples regarding the writing motivation and attitude before the application

Code	Opinion	Student
Reluctance	<i>I am reluctant to write anything.</i>	S3
Disliking	<i>I hate writing.</i>	S6
not needing	<i>I only write when I have to, I usually don't need to write.</i>	S15
self-distrust	<i>I always refrained to write since I don't have the writing skill.</i>	S7
alienation from writing	<i>I tried to write several times by being influenced by what I have read, however, I became alienated since I couldn't put my thoughts in order.</i>	S13
sesiring occasionally	<i>I have a desire to write when I feel intense emotions.</i>	S5
thinking negative	<i>It is an activity that I perceive negative since I will fail.</i>	S14
being prejudiced	<i>I have a prejudice against writing</i>	S12
being disposed	<i>I am disposed to writing.</i>	S11

The motivation and attitude of students towards writing after the application was given in Figure 4.

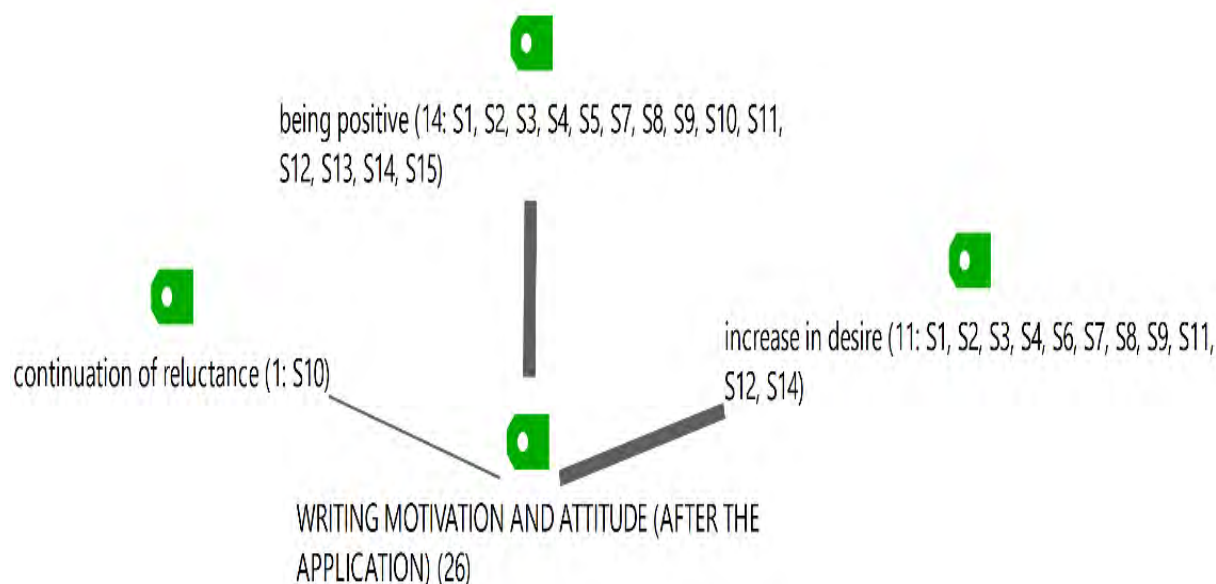


Figure 4. MAX Maps Code Concurrence Model Regarding the Writing Motivation and Attitude after the Application

When Figure 4 is examined, it can be observed that codes regarding the writing motivation and attitude after the application were *being positive*, *increase in desire*, and *continuation of reluctance*. After the application, 14 students stated their writing motivation and attitude as being positive, 11 students as an increase in desire, and 1 student stated as the continuation of reluctance. Code and opinion samples regarding the writing motivation and attitude after the application were given in Table 4.

Table 4. Code and opinion samples regarding the writing motivation and attitude after the application

Code	Opinion	Student
Being positive	<i>I started to think more positive towards writing after performing the application.</i>	S4
Increase in desire	<i>Although I had difficulty and didn't want to write at the beginning, I desire to write to see how much I can improve myself.</i>	S7
Continuation of reluctance	<i>My desire to write has not changed much.</i>	S10

When the codes regarding the writing motivation and attitude before and after the application were compared, it was observed that the writing motivation and attitude of students were *reluctance, desiring occasionally, disliking, not needing, self-distrust, alienation from writing, thinking negative, being prejudiced, and being disposed* before the application and after the application, their motivation and attitude determined as *thinking positive, increase in desire, and continuation of reluctance*. Only 1 student stated that his/her reluctance in writing continued. This finding indicates that gradual writing training practice increased the writing motivation of students and positively changed their attitude towards writing.

Writing Anxiety and Fear Before and After the Application

The writing anxiety and fear of students before the application were given in Figure 5.

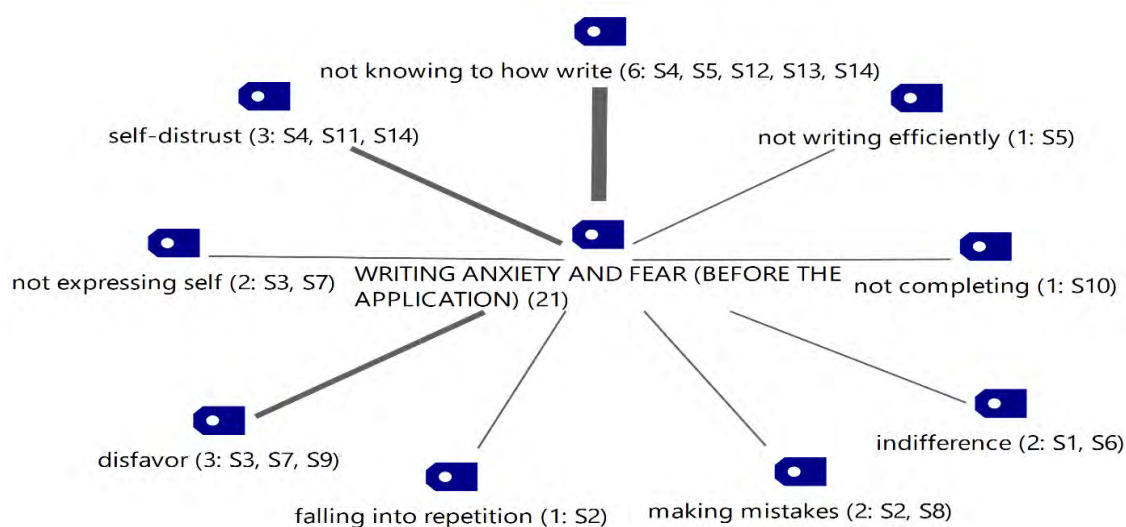


Figure 5. MAX Maps Code Concurrence Model Regarding the Writing Anxiety and Fear before the Application

When Figure 5 is examined, it was observed that the codes regarding writing anxiety and fear before the application was *not knowing how to write, self-distrust, disfavor, not expressing self, making mistakes, indifference, falling into repetition, not writing efficiently, and not completing*. Before the application, 6 students stated their writing anxiety and fear as not knowing how to write, 3 students as having self-distrust, 3 students as being disfavored, 2 students as not expressing

themselves, 2 students as making mistakes, 2 students as being indifferent, 1 student as falling into repetition, 1 student as not writing efficiently, and 1 student as not completing. Code and opinion samples regarding writing anxiety and fear before the application was given in Table 5.

Table 5. Code and opinion samples regarding writing anxiety and fear before the application

Code	Opinion	Student
Indifference	<i>I have anxiety and fear of writing due to my indifference.</i>	S1
Making mistakes	<i>First of all, will I be able to write well? I am anxious about writing because I think of this before starting to write.</i>	S8
Falling into repetition	<i>I feel anxious about falling into repetition when writing.</i>	S2
Disfavor	<i>It frightens me to being mocked or being disfavored by my writings.</i>	S7
Not expressing self	<i>I may not be able to express my opinions and thoughts on a subject.</i>	S3
Not knowing how to write	<i>I feel anxious about writing because I don't know how to start to write and what to write.</i>	S12
Self-distrust	<i>I feel anxious about whether or not I can write since I have not practiced at all.</i>	S4
Not writing efficiently	<i>It frightens me to write inefficiently.</i>	S5
Not completing	<i>When I start to write, I have never completed what I wanted to write. I choke up after several sentences.</i>	S10

The writing anxiety and fear of students after the application were given in Figure 6.

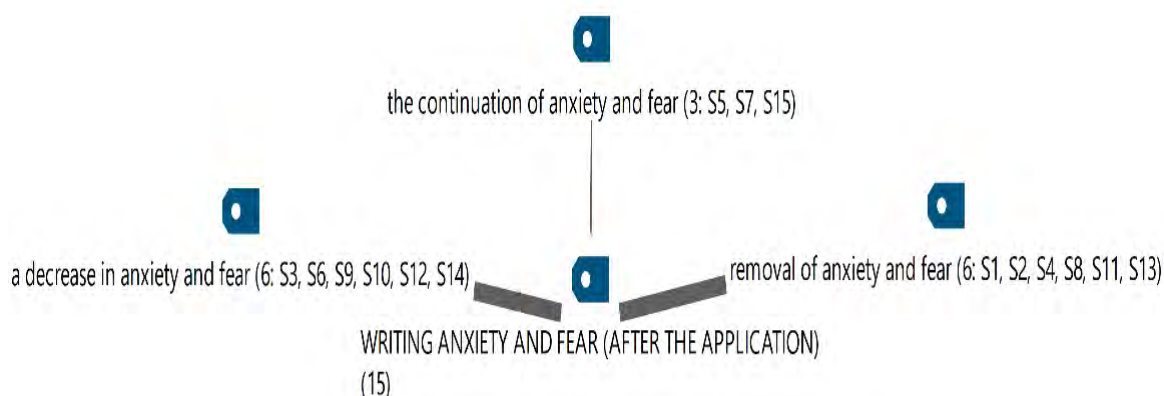


Figure 6. MAX Maps Code Concurrence Model Regarding the Writing Anxiety and Fear after the Application

When Figure 6 is examined, it was observed that the writing anxiety and fear of students after the application were determined as *removal of anxiety and fear*, *a decrease in anxiety and fear*, *the continuation of anxiety and fear*. After the application, 6 students stated that their anxiety and fear were removed, 6 students stated that their anxiety and fear decreased and 3 students stated that their anxiety and fear continued. Code and opinion samples regarding writing anxiety and fear after the application was given in Table 6.

Table 6. Code and opinion samples regarding writing anxiety and fear after the application

Code	Opinion	Student
The decrease in anxiety and fear	<i>Now that we break the writing process into pieces, it became easier and this provided my anxiety to decrease</i>	S10
The decrease in anxiety and fear	<i>My fear of whether or not my sentences will be correct and how will I write is minimized. My self-confidence increased.</i>	S14
Removal of anxiety and fear	<i>I have no anxiety and fear of writing.</i>	S1
Continuation of anxiety and fear	<i>I still worry that I will write badly.</i>	S7

When the codes regarding the writing anxiety and fear of students before and after the application were compared, it was observed that the writing anxiety and fear of students were *not knowing how to write, self-distrust, disfavor, not expressing self, making mistakes, indifference, falling into repetition, not writing efficiently, and not completing* before the application and after the application, their anxiety and fear determined as *removal of anxiety and fear, decrease in anxiety and fear, and continuation of anxiety and fear*. Only 3 students stated that their writing anxiety and fear continued. This finding indicates that gradual writing training applications decreased and removed the writing anxiety and fear of students.

Writing Difficulties Before and After the Application

The factors that affected students' writing before the application were given in Figure 7.

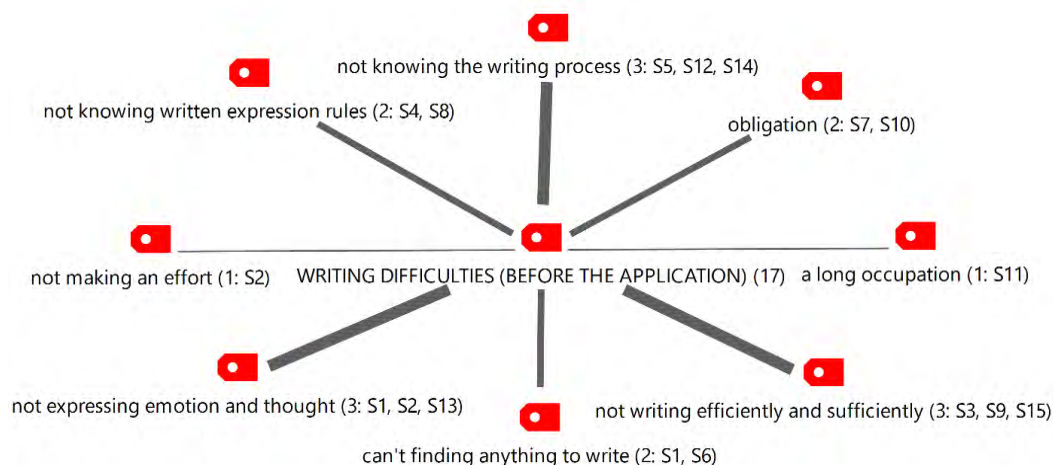


Figure 7. MAX Maps Code Concurrence Model Regarding the Difficulties of Writing before the Application

When Figure 7 is examined, it was observed that the codes regarding the factors which affected students' writing before the application were, *not expressing emotion and thought, not writing efficiently and sufficiently, not knowing the writing process, can't finding anything to write, obligation, not knowing written expression rules, and a long occupation*. Before the application, 3 students stated that not expressing their emotion and thought affected their writing, 3 students stated not knowing the writing process as a reason, 3 students stated not writing efficiently and sufficiently

as a reason, 2 students stated can't finding anything to write as a reason, 2 students stated obligation as a reason, 2 students stated not knowing the written expression rules as a reason, and 1 student stated that writing is a long occupation. Code and opinion samples regarding the factors that affect writing before the application were presented in Table 7.

Table 7. Code and opinion samples regarding the factors that affect writing

Code	Opinion	Student
Can't finding anything to write	<i>I can't find anything to write when I take a pen in my hand.</i>	S1
Not expressing emotion and thought	<i>Writing, putting my thoughts on paper have always been difficult for me.</i>	S13
Not making an effort	<i>Sometimes expressing what I think becomes different when I write. It requires endeavor and I don't make an effort.</i>	S2
Not writing efficiently and sufficiently	<i>It is difficult to form efficient sentences and to write anything more than one page.</i>	S3
Not knowing the written expression rules	<i>Writing has difficulties such as paying attention to spelling rules, punctuation, and ambiguity.</i>	S8
Not knowing the writing process	<i>Writing requires preparation. We need to know how to prepare in order to prepare for writing. However, I don't know how to prepare for writing.</i>	S5
Obligation	<i>My desire to write disappears when we perform mandatory writing practices.</i>	S7
A long occupation	<i>The difficulty of writing for me is that it is a long occupation.</i>	S11

The writing difficulties of students after the application were given in Figure 8.

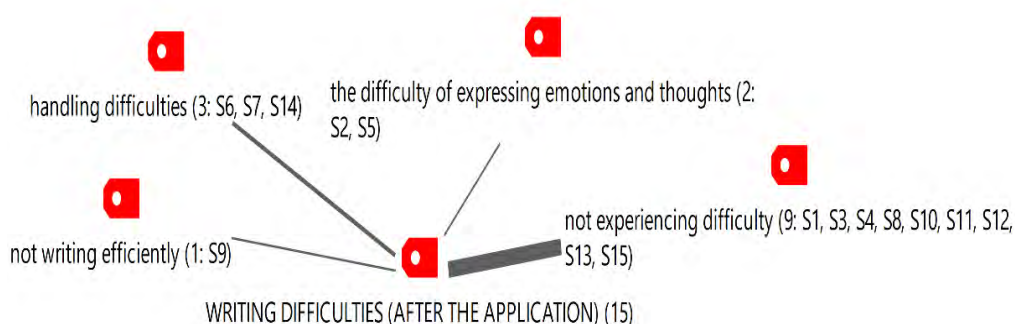


Figure 8. MAX Maps Code Concurrence Model Regarding the Difficulties of Writing after the Application

When Figure 8 is examined, it was observed that the codes regarding writing difficulties of students after the application were determined as *not experiencing difficulty*, *handling difficulties*, *the difficulty of expressing emotions and thoughts*, and *not writing efficiently*. After the application, 9 students stated that they didn't experience difficulty in writing, 3 students stated that they could handle difficulties, 2 students stated the difficulty of expressing emotions and thoughts and 1 student stated that he/she experienced difficulty in writing efficiently. Code and opinion samples regarding the writing difficulties after the application were presented in Table 8.

Table 8. Code and opinion samples regarding writing difficulties after the application

Code	Opinion	Student
------	---------	---------

Not experiencing difficulty	<i>I had difficulty in writing I didn't know how to write. But now, I can write without experiencing difficulty.</i>	S4
Not experiencing difficulty	<i>Writing was a quite difficult and terrific subject for me. Thanks to the application, I realized my mistakes and deficiencies that cause me to consider writing difficult. Thus, it enabled me to understand that writing is not difficult.</i>	S10
The difficulty of expressing emotions and thoughts	<i>It is difficult to write down my thoughts thoroughly.</i>	S2
Handling difficulties	<i>It is difficult in any case, however, I believe that I can overcome the difficulties by practicing more. I didn't think like that before.</i>	S7
Not writing efficiently	<i>It is difficult to write efficiently. Because lots of people write, so few of them are remembered. Therefore, one of the difficulties of writing is writing efficiently.</i>	S9

When the codes regarding the writing difficulties of students before and after the application were compared, it was observed that the writing difficulties of students were *not expressing emotion and thought, not writing efficiently and sufficiently, not knowing the writing process, can't finding anything to write, obligation, not knowing written expression rules, and a long occupation* before the application and after the application, *not experiencing difficulty, handling difficulties, difficulty of expressing emotions and thoughts, and not writing efficiently* conditions emerged. At the end of the application, only 3 students stated that their writing difficulties were continuing. This finding indicates that gradual writing training application decreased and removed the factors that prevent students to practice writing.

Writing Training Status Before and After the Application

The writing training status of students before the application was given in Figure 9.

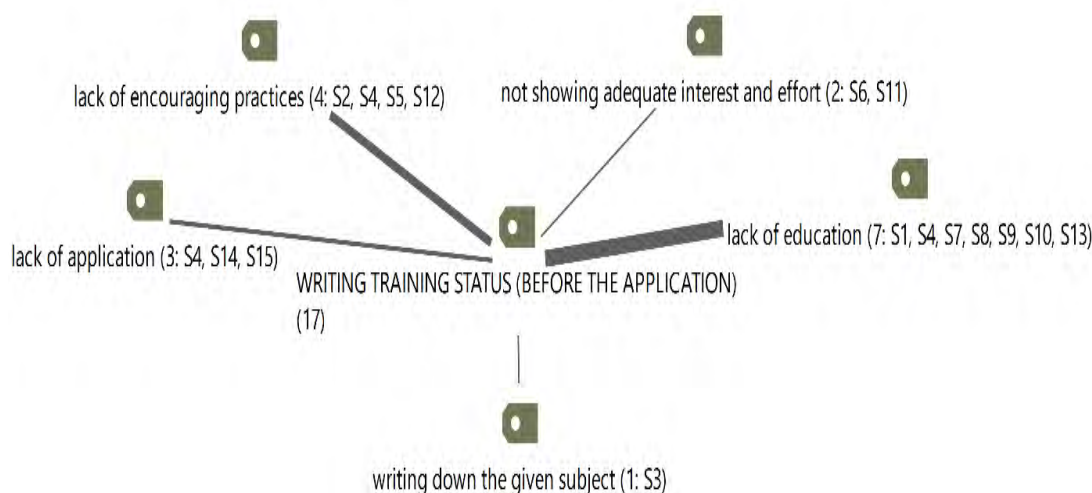


Figure 9. MAX Maps Code Concurrency Model Regarding the Writing Training Before the Application

When Figure 9 is examined, it was observed that the codes regarding the writing training of students before the application were *lack of education, lack of encouraging practices, lack of*

application, not showing adequate interest and effort, writing down the given subject. Before the application 7 students stated their writing training status as lack of education 4 students as lack of encouraging practices, 3 students as lack of application, 2 students as not showing adequate interest and effort, and 1 student stated as writing down the given subject. Code and opinion samples regarding writing training before the application were given in Table 9.

Table 9. Code and opinion samples regarding writing training before the application

Code	Opinion	Student
Lack of education	<i>I didn't receive certain training in writing. There isn't any training that I received from my teachers or training that I found by myself.</i>	S13
Lack of education	<i>Previously, writing practice was neglected in middle school and high school We didn't perform any writing practice.</i>	S7
Lack of encouraging practices	<i>There weren't any activities that would encourage writing in middle school and high school.</i>	S2
Writing down the given subject	<i>We were only asked to write things on certain subjects. We usually didn't determine the subject.</i>	S3
Not showing adequate interest and effort	<i>My biggest inadequacy is myself. I habituate myself to be lazy in writing. This laziness gradually prevailed.</i>	S6

The writing training status of students after the application was given in Figure 10.

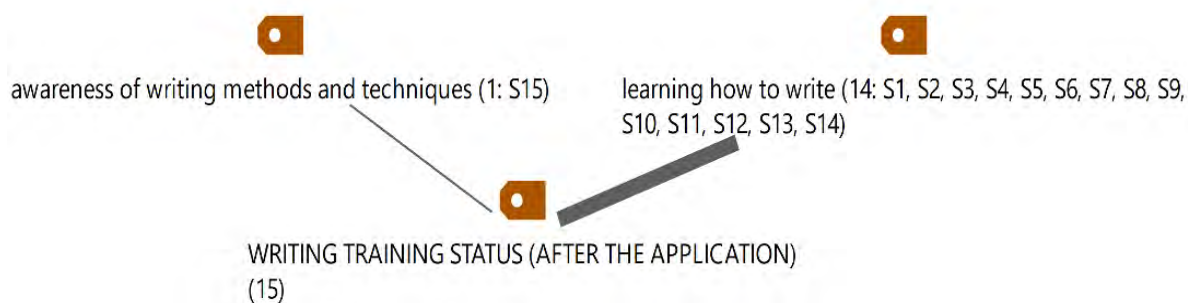


Figure 10. MAX Maps Code Concurrence Model Regarding the Writing Training After the Application

When Figure 10 is examined, it was observed that the codes regarding writing training after the application were determined as *learning how to write* and *awareness of writing methods and techniques*. After the application, 14 students stated that they learned how to write and 1 student stated that he/she became aware of the writing methods and techniques. Code and opinion samples regarding writing training after the application was given in Table 10.

Table 10. Code and opinion samples regarding writing training after the application

Code	Opinion	Student
Learning how to write	<i>I felt remote towards writing since I had no training in writing. When I received training my attitude towards writing changed and I can write easily since I am well-equipped to write.</i>	S4
Learning how to write	<i>I didn't know how to write, what is the criteria, how it is evaluated, and what should I care about when writing. Now, I know the stages of writing, what should I do in which stage, and how it is evaluated.</i>	S9
Awareness of writing methods and techniques	<i>Now, I am aware of the existence of writing methods and techniques.</i>	S15

When the codes regarding the writing training of students before and after the application were compared, it was observed that the writing training of students was *lack of education, lack of encouraging practices, lack of application, not showing adequate interest and effort, writing down the given subject* before the application and after the application, *learning how to write and awareness of writing methods and techniques* conditions emerged. This finding indicates that gradual writing training application removed the deficiencies and inadequacies of students' writing training.

Writing Process Before and After the Application

The writing process of students before the application was given in Figure 11.

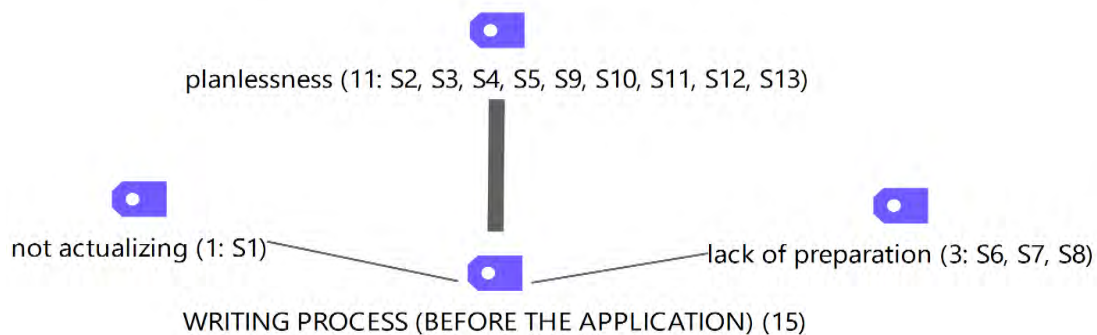


Figure 11. MAX Maps Code Concurrence Model Regarding the Writing Process before the Application

When Figure 11 is examined, it was observed that the codes regarding the writing process before the application were determined as *planlessness, lack of preparation, and not actualizing*. Before the application, 11 students stated that they didn't plan their writing, 3 students stated that they didn't prepare, and 1 student stated that he/she didn't actualize the writing plan. Code and opinion samples regarding the writing process before the application were given in Table 11.

Table 11. Code and opinion samples regarding the writing process before the application

Code	Opinion	Student
Lack of preparation	<i>In fact, there isn't any process in my opinion. I write whenever I want to. There is no such thing as a preparation process.</i>	S5
Planlessness	<i>I used to convey whatever I think without any plans. Thus, there is constantly a disconnection in my writings.</i>	S14
Planlessness	<i>I determine the main idea and subject after I complete writing. Sometimes the things I write contradicts with itself.</i>	S10

Writing process of students after the application was given in Figure 12.

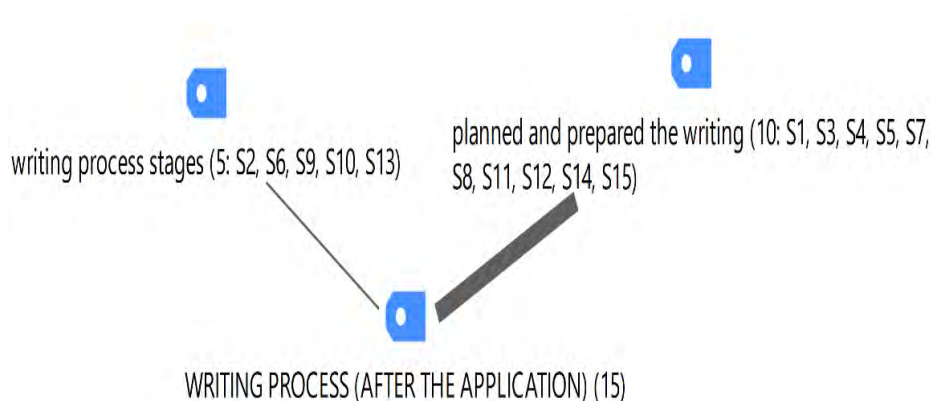


Figure 12. MAX Maps Code Concurrence Model Regarding the Writing Process after the Application

When Figure 12 is examined, it was observed that the codes regarding the writing process after the application were *planned and prepared the writing* and *writing process stages*. After the application, 10 students stated that they wrote planned and prepared and 5 students tried to write in accordance with the writing process stages. Code and opinion samples regarding the writing process after the application were given in Table 12.

Table 12. Code and opinion samples regarding the writing process after the application

Code	Opinion	Student
Planned and prepared writing	<i>First, I designate the subject in my head. Then I create a writing plan.</i>	S7
Planned and prepared writing	<i>Firstly, I make a plan. Then, I write down my thoughts in accordance with my plan.</i>	S4
Writing process stages	<i>I write according to the preparation, planning, correction, editing, and sharing stages.</i>	S2
Writing process stages	<i>I research according to the subject for preparation Then I create a writing plan and write accordingly. At the end of my writing, I make a final correction and then make a clean copy.</i>	S10

When the codes regarding the writing process of students before and after the application were compared, it was observed that the writing process of students was *planlessness, lack of preparation, and not actualizing* before the application and after the application *planned and prepared writing* and *writing process stages* conditions emerged. This finding indicates that students can perform gradual writing training application procedure-based.

Code-Category Distribution Before and After the Application

Code-category distribution (Code Matrix Scanner) of students before the application was given in Figure 13.



Figure 13. Code-Category Distribution (Code Matrix Scanner) of Students before the Application

When Figure 13 is examined, it was observed that the codes of which students stated the most before the application was *planlessness (writing process)*, *reluctance (motivation and attitude)*, *lack of education (writing training)*, *expressing emotion and thoughts (writing perception)*, *not knowing how to write (anxiety and fear)*. Before the application, 7 students stated that they perceived writing as expressing emotions and thoughts, 9 students stated that they were reluctant to write, 6 students stated

that they felt anxious and frightened since they didn't know how to write, 11 students stated that they wrote without planning, and 7 students stated that their writing training was inadequate.

Code-category distribution (Code Matrix Scanner) of students before the application was given in Figure 14.

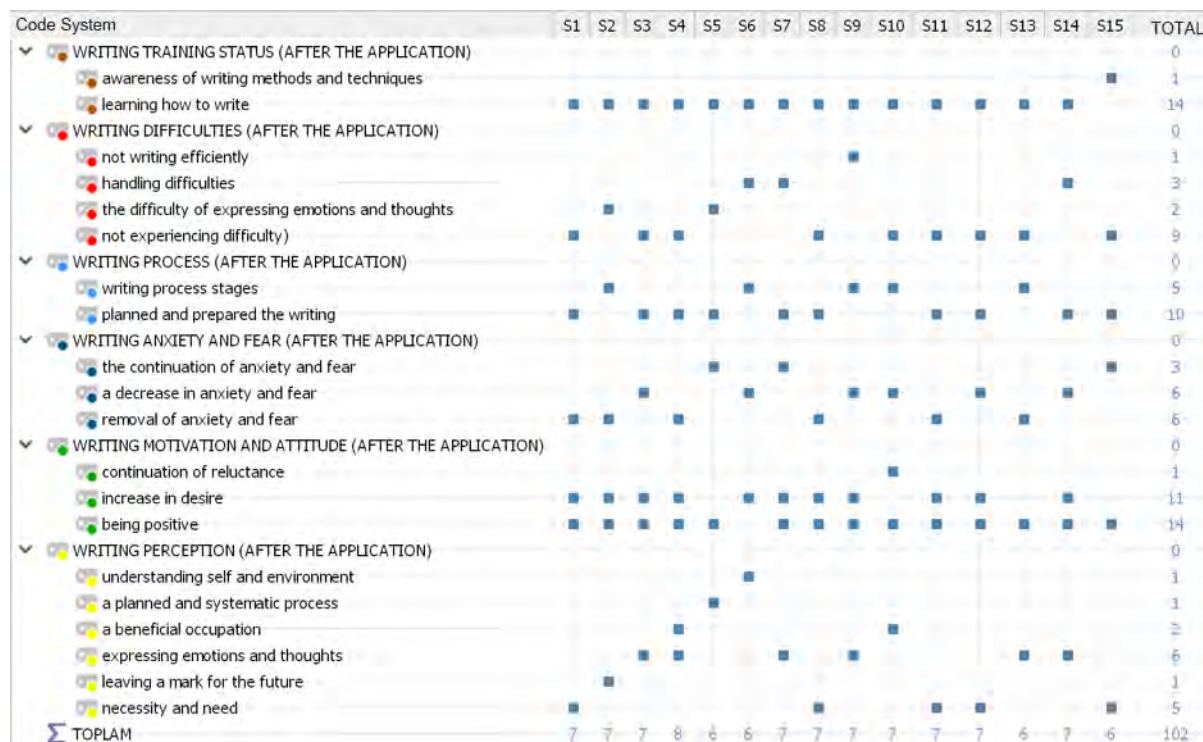


Figure 14. Code-Category Distribution (Code Matrix Scanner) of Students after the Application

When Figure 14 is examined, it was observed that the codes of which students stated the most were *being positive (motivation and attitude)*, *increase in desire (motivation and attitude)*, *decrease in anxiety and fear (anxiety and fear)*, *removal of anxiety and fear (anxiety and fear)*, *planned and prepared writing (writing process)*, *not experiencing difficulty (difficulties of writing)*, *not knowing how to write (writing training)*. After the application, 14 students stated that they were positive about writing, 11 students stated that their desire to write increased, 6 students stated that their writing anxiety and fear decreased, 6 students stated that their writing anxiety and fear were removed, 10 students stated that they can write planned and prepared, 9 students stated that they didn't experience difficulty in writing, and 14 students stated that they learned how to write.

When the codes and their frequency are examined overall before and after the application, it was observed that gradual writing training application positively changed the writing perception of students, increased motivation towards writing and positively changed their attitude, decreased and removed writing anxiety and fear, eliminated the differences experienced in writing, completed the deficiencies in writing training, and provided students to write in accordance with the writing process.

Discussion

With the gradual writing training application, it was aimed to determine the changes that take place in writing processes and the writing perceptions, motivations and attitudes, anxiety and fear statuses, writing difficulties and writing training conditions of the students.

As a result of the application, the writing perceptions of the students were improved, their writing motivations were increased, their attitude towards writing became positive, anxiety and fear towards writing were reduced/eliminated, difficulties in writing were reduced/eliminated, the deficiencies in the writing training conditions were eliminated and the students were able to perform procedure-based writing training in an incremental manner. Nauman (2007) defines writing as a productive process that requires making observations and analyzing, editing and transcribing them. Bayat (2014) concluded that the procedure-based writing approach had a significant effect on writing success and anxiety. Göçer (2010) concluded that classroom teacher candidates adopted a product-based approach in developing the writing skills of students instead of the procedure-based approach. This result reveals the necessity of developing incremental and procedure-based writing skills in teacher training. Karatay (2011) stated that the Turkish teacher candidates in the written expression courses experiment group where the 4+1 planned writing and evaluation model was applied developed their written expression skills to a more significant extent compared to the participants in the control group. Deniz and Demir (2019) concluded that the teacher opinions emphasized the positive effects of the procedure-based writing application on students' attitudes toward writing, writing skills, cognitive and personal development and basic language skills. Many researchers emphasized the necessity to develop the writing skills of students with procedure-based writing training (Bruning and Horn, 2000; Graham and Sandmel, 2011; Karatay, 2013; Neuman, 2007). The statements in the literature related to writing skills and the results of previous studies coincide with the results of the present study.

How students perceive writing is an important factor in the development of writing skills. Lüle-Mert (2013) concluded that Turkish teacher candidates perceived writing in various categories such as writing as a difficult and boring activity, writing as a necessity and writing as an obligation. Baki and Karakuş (2017) concluded that the metaphors created by the teacher candidates towards writing were therapy, accumulation, order, reflection, guide, infinity and complexity. Considering the results of previous studies on writing perception, the present study has revealed the necessity to carry out procedure-based writing education in an incremental way in order to achieve a positive perception towards writing. Writing perceptions of the students has changed positively with the application performed in the study.

It is known that motivation and attitude towards writing are important factors in the development of writing skills. Boscolo and Gelati (2007) stated that the willingness of students to write generally diminishes and disappears. Therefore, it is important to carry out procedure-based writing training applications in an incremental way in order to encourage students to write. Göçer (2017) stated that Turkish teacher candidates are required to motivate their students to write, improve

their writing skills and establish a positive attitude towards writing. In order to achieve this, teachers are required to have high levels of motivation and positive attitudes toward writing. Kurudayıoğlu and Karadağ (2010) stated that most of the students were unwilling to write. Therefore, it is necessary to conduct studies to improve writing skills. Ackerman (2006) emphasized the importance of motivation in writing training, stating that it was not possible for the writer to make significant progress or improvement without the use of motivational methods. Hidi and Boscolo (2006) concluded that the writing performances of students with high motivation and willingness to write were higher compared to students with low motivation and unwillingness to write. Akyol and Aktaş (2018) stated that students with high writing motivations had high story writing scores while Troia, Harbaugh, Shankland, Wolbers and Lawrence (2013) found that students with high writing motivations also had high writing scores. Karatay (2011) stated that procedure-based writing applications and the 4+1 planned writing and evaluation model significantly improved the attitudes of teacher candidates towards written expression courses. Graham and Sandmel (2011) concluded that procedure-based writing applications supported writing motivation. Previous studies stated that motivation and attitude were important factors in obtaining writing skills. Motivations and attitudes of the students have improved with the application performed in the present study. This result coincides with the study results in the literature.

It is of importance to reduce and eliminate anxiety and fear towards writing in the development of writing skills. Teksan (2012) concluded that a significant number of middle-school students had writing anxiety. Karahan (2017) found that Turkish teacher candidates had high levels of anxiety. As a result of the interviews they conducted with classroom and Turkish teacher candidates, Erdoğan and Kalaycı (2017) found that teacher candidates generally disliked writing and experienced writing anxiety. It is important for Turkish teachers to eliminate the writing anxiety of students in terms of improving their writing skills. This can be possible by eliminating the writing anxiety of teacher candidates during training. In the present study, it was found that the majority of the students experienced anxiety and fear towards writing, which were reduced/eliminated with the application performed.

The difficulties experienced during the writing process hinder the development of the writing skills of students. Baki and Karakuş (2017) found that classroom teacher candidates mostly experienced difficulties in planning writing and connecting sentences while Turkish teacher candidates experienced problems in writing rules and punctuation. Kurudayıoğlu and Karadağ (2010) stated that most of the students experienced difficulties in writing. It appears to be impossible for students to obtain writing skills without the elimination of the difficulties they encounter. In the present study, the difficulties experienced by the students were reduced/eliminated with the application performed.

The educational statuses of the students related to writing also have a direct effect on the development of writing skills. Pilav (2018) concluded that students were reluctant towards writing and

therefore it was important for teachers to encourage their students towards writing in order to develop their writing skills. Temizkan (2008) found that Turkish and classroom teacher candidates were inadequate in terms of editing and evaluating instructive and narrative texts. In the present study, it was found that the educational statuses of the students related to writing were insufficient and the deficiencies in this subject were corrected.

Conclusion And Suggestion

The results that emerged within the framework of the sub-problems of the study are as follows:

It was concluded that the students perceived writing as *expressing feelings and thought, homework and necessity, skill, relaxation, scribble, a difficult process, a tiring and difficult task* before the application and as *expressing feelings and thought, necessary and needed, a beneficial activity, leaving a mark, a systematic process, understanding oneself and the environment* after the application. When the results before and after the application were compared, it was concluded that the gradual writing training application influenced a positive change in the writing perceptions of the students.

The students stated their motivation and attitude towards writing as *unwillingness, partial willingness, dislike towards writing, not feeling the need to write, lack of self-confidence, being distanced from writing, negative opinions towards writing, prejudice towards writing, willingness towards writing* (1 student) before the application and it was determined that the students *leaned towards writing and their willingness increased*, while *unwillingness towards writing* persisted for 1 student after the application. When the results before and after the application were compared, it was concluded that the gradual writing training application increased the writing motivations of the students and positively affected their attitudes.

It was determined that the factors of writing anxiety and fear experienced by the students emerged in the forms of *not knowing how to write, lack of self-confidence, being disliked, inability to express oneself, making mistakes, disinterest, repeating oneself, inefficient writing and inability to conclude* before the application and that *writing anxiety was reduced/eliminated* while *writing anxiety and fear* persisted for 3 students after the application. When the results before and after the application were compared, it was concluded that the gradual writing training application reduced/eliminated the writing anxiety of the students.

It was determined that the students experienced difficulties such as *inability to convey thoughts and feelings, inability to write efficient and sufficient, lack of knowledge on the process of writing, inability to come up with a subject, obligation, not knowing the rules of written expression and considering writing as a long process* before the application and it was found that the students *did not experience difficulty in writing and overcame the difficulties of writing* while 2 students experienced difficulty in *expressing thought and feelings*, and 1 student experienced difficulty in

inefficient writing after the application. When the results before and after the application were compared, it was concluded that the gradual writing training application reduced/eliminated the writing difficulties experienced by the students.

It was determined that the educational statuses of the students towards writing consisted of *lack of education, lack of motivational studies, lack of applications, demonstrating inadequate interest and effort* and *writing on the given subject* before the application and that the students *learned how to write* and *got informed about writing methods and techniques* after the application. When the results before and after the application were compared, it was concluded that the gradual writing training application eliminated the deficiencies in writing training.

It was determined that the students experienced *a lack of planning, unpreparedness* and *inability to realize* in the writing processes before the application and they were *planned, prepared* and *able to work in accordance with the phases of the writing process* after the application. When the results before and after the application were compared, it was concluded that the gradual writing training application enabled the students to carry out procedure-based writing.

It was determined that the most common student opinions were on *lack of planning (writing process), unwillingness (motivation and attitude), lack of education (writing education), expressing thought and feelings (writing perception)* and *not knowing how to write (anxiety and fear)* before the study and on *leaning towards writing (motivation and attitude), increased willingness to write (motivation and attitude), decreased writing anxiety and fear (anxiety and fear), elimination of writing anxiety and fear (anxiety and fear), planned and prepared writing (writing process), writing without difficulty (difficulties of writing), learning how to write (writing training)* after the application. When the codes that emerged from the student opinions and the frequency of codes before and after the study were considered, it was determined that the gradual writing training application positively affected the writing perceptions of the students, improved their motivation and attitudes toward writing, reduced/eliminated their writing anxiety and fear, eliminated the difficulties in writing, corrected the deficiencies in writing training and enabled them to write in accordance with writing processes.

Based on the results of the present study, it can be suggested to give adequate importance to writing education in teacher training, conduct studies towards eliminating students' unwillingness and negative attitudes toward writing, perform writing activities to improve the writing perception of students and eliminate writing anxiety and fear, and carry out procedure-based writing training in an incremental manner.

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