The Period, Duration, Type and Aim of Pre-Service Primary School Teachers for Writing Literature

Özgür Babayiğit
Yozgat Bozok University, Turkey
https://orcid.org/0000-0001-6123-0609

Abstract

The aim of this research is to determine the writing periods, writing types and writing purposes of pre-service primary school teachers. This research was conducted with the phenomenology method. In the determination of the participants, convenience sampling method and criterion sampling method were used. The participants of the research consisted of 20 students studying in Yozgat Bozok University Education Faculty Classroom Teaching undergraduate program. In this study, a semi-structured interview form was used as a data collection tool. Along with the semi-structured interview form, interviews were conducted with 20 undergraduate classroom teaching students. Content analysis was used to analyse the data. It is seen that 10% of classroom teacher students write something. In addition, 15 of the 20 students who stated that they wrote something were girls and 5 were boys. It is understood that 75% of the writers are female students and 25% are male students. As a result of the content analysis, four themes were reached. The themes reached are as follows: 1. Writing period. 2. Writing time. 3. Writing types. 4. Writing aim. It is understood that students write on average 3 times a week. The average writing time of the students is 60 minutes. It was determined that the most frequently written literary genre by the students was the diary. In addition, it was determined that the students wrote poems, stories and essays. Students wrote their diaries in order to read and remember them again in the future. It is also seen that they write their feelings as a means of expression. It is understood that some students find writing enjoyable.

Keywords: Pre-Service Primary School Teacher, Writing, Literature

Introduction

Writing can generally be defined as the expression of feelings and thoughts in writing. People write from elementary school until the end of life. This can be for various purposes. Sometimes it's like writing a petition, sometimes writing a letter, sometimes writing a poem, sometimes writing a diary. In addition, people write for communication purposes. In addition, it is seen that they write to relax emotionally.

Writing is a tool for exploration, self-expression and communication beyond the writing of spoken words on paper (Tompkins, 2021). Writing is the expression of emotions, thoughts, wishes and events in the mind with various symbols in accordance with certain rules (Calkins, 1994; Güneş, 2013 & Karadağ, 2016). Writing skill is complex and multidimensional. It is not only a tool that provides information transfer, but also a source of information (Kellogg, 1996; Tolchinsky, 2006). Writing is a mental process, not a mechanical one. It is a complex action in which upper mental skills are actively used (Güney, 2016). Writing takes place in order to communicate, share information, and transfer feelings and thoughts to others, as well as expressing themselves (Karadağ Yılmaz & Erdoğan, 2019). Writing is the main tool of sharing feelings, thoughts and experiences with others (Karatay, 2011).

Writing allows students to think, relate their thoughts, and produce new ideas (Kahn & Holody, 2012). Writing activates both the right and left hemispheres of the brain, enabling it to function at the highest possible level (Emig, 1977). Writing is a complex task that requires coordination of different skills and processes. For this reason, it is the language skill that is the most difficult to acquire and the students have the most difficulty with (Hayes, 2012; Olinghouse & Santangelo, 2010). Sharples (1999) states that writing is an analytical act and requires evaluation and problem solving.

Writing is a skill that we use in every field from the moment we start primary school to the end of our lives. Turning the writing skill into a habit is possible with the systematization and repetition of writing (Özdemir & Erdem, 2011). Writing is the activity of conveying and telling in writing what is seen and experienced with emotion, thought and knowledge. Writing, one of the four basic skills and functions of language, is a way of expression like speaking. These four basic skills of language called listening-reading-speaking and writing are actually interconnected. Teaching writing is therefore a versatile activity. The writing skill of the student depends on the thinking and speaking skills that can be developed through education and training (Koç & Müftüoğlu, 1998). Through writing, children become active in expressing the subject they speak or write using their existing knowledge and experiences, acquire new knowledge and experiences, find the cause of events, predict the consequences, and convey their knowledge and experiences based on their own experiences. Writing, it shows the power of observation of each student, the ability to think and visualize in terms of logical compatibility, and the ability to use their mother tongue (Belet, 2008). Writing is truly a creative process in which the human brain discovers all its subtleties. From this point of view, the act of writing is the most systematic among the thinking system (Karadağ, 2016).

For writing, students need to understand well what they listen to and read and structure in their minds. The writing process includes three stages: reviewing, editing and transferring prior knowledge. Writing begins with a review of the emotions, thoughts and information structured in the mind. The purpose, method, subject and boundaries of the article are determined and the information to be written is selected. Selected information is organized through various mental processes. The emotions, thoughts and information that are decided to be conveyed as a result of the arrangement are conveyed through letters, syllables, words and sentences. Writing skills are developed through studies in these three stages (Ministry of National Education, 2009). The writing process is in which higher-order thinking styles come into play. Because written products; occurs in a process that also includes evaluation, analysis and interpretation. In writing, which is a narrative skill, first of all, it is necessary to think about a subject in detail and to have the ability to present one's thoughts in a simple expression and order (Kavcar, 2013). Like reading, writing also has an important place in human life. Writing feelings, thoughts and information clearly, requires developing various mental skills.

Through writing skills, students learn to order, limit, organize and apply the rules of writing their thoughts. Writing skills are directly related to listening, speaking and reading skills. The development of students' writing skills depends on their continuous reading, writing and analysis of what they have written (Ministry of National Education, 2009). Every writing experience is a new thinking and designing process. It means experiencing a new life situation. It is necessary to direct the person to writing, to get used to expressing himself in writing, to serve the development of these skills by creating different educational environments (Kavcar, 2013). Writing skill is an important process that allows the individual to use high-level cognitive skills such as analysis, synthesis and evaluation, which are formed by observing events and organizing data. In this process, while organizing the thoughts, it is necessary to examine the subject and establish a relationship between the existing information and the newly acquired information. Metaphors play an important role in this associating process between some abstract thoughts and meanings (Tiryaki & Demir, 2016). Students transfer their thoughts by writing on paper. Ideas transmitted on paper are more easily studied, compared, expanded and rearranged. These processes help the student to regulate both his

thoughts and his mental structure. For this reason, writing skills are of great importance for the mental development of students. Writing skills; it also improves students' ability to develop their thoughts, organize their knowledge, use language effectively, learn, think, understand, communicate and convey their feelings (Ministry of National Education, 2009).

It is seen that various studies have been carried out on the subject: Bayat, (2014); Çalışır Gövenç and Keşli Dollar (2016), Erdogan (2016), Gallavan, Bowles and Young (2012), Göçer (2010), İşeri and Ünal (2012), Kardaş (2015), Kiuhara, Graham and Hawken (2009), Teichman and Poris (1989), ÜrünKarahan (2017), Wynne, Guo and Wang (2014), Zimmerman and Reisemberg (1997). As a result of the research conducted by Özdemir and Erdem (2011), students sometimes express their feelings, thoughts, dreams, impressions and experiences in writing. However, Turkish teacher candidates generally do not write prose, keep a diary and do not write essays. Students never write stories. It was concluded that Turkish teacher candidates generally do not have the habit of using writing as a literary genre. It was concluded that Turkish teacher candidates generally do not have the habit of using writing as a communication tool.

The aim of this research is to determine the writing periods, writing types and writing purposes of undergraduate students of the classroom teaching department. This is an important research in terms of determining the writing habits of undergraduate students. It is thought that the research has contributed to the field of language teaching.

Method
Research Design

This research was conducted with the phenomenology method. Phenomenology defines the common meaning of the lived experiences of several people about a phenomenon or concept (Creswell, 2013). Phenomenology examines phenomena that are aware of but do not have an in-depth and detailed understanding (Christensen, Johnson & Turner, 2015; Gliner, Morgan & Leech, 2015; Fraenkel, Wallen, & Hyun, 2011 & Patton, 2014). In this context, the phenomenon focused on in the study is the writing

status of undergraduate classroom teaching students. The phenomenology method was used to determine the writing behaviours of undergraduate primary school students.

Working Group

Criterion sampling method and convenient sampling methods were used to determine the participants. Appropriate sampling method means doing what is easy to save time, money and effort (Patton, 2014). The basic understanding in criterion sampling method is to study all situations that meet a set of predetermined criteria (Yıldırım & Şimşek, 2006). Criterion sampling means choosing all situations that meet certain criteria (Patton, 2014). The participants of the research consisted of 20 students studying in Yozgat Bozok University Education Faculty Classroom Teaching undergraduate program. The writing behaviour of the students was determined as a criterion in determining the participants. First of all, 205 students studying in the classroom teaching undergraduate program were asked whether they wrote or not. 20 students out of 205 students said that they wrote something about literature. Interviews were conducted with 20 students who said that they wrote. Of the 20 participating students, 15 are girls and 5 are boys.

Data Collection Tools

A semi-structured interview form was used as a data collection tool. The semi-structured interview form helps to open the subject with different questions during the interview, to reveal various dimensions, reach new ideas about the subject (Merriam, 2013). While preparing the semi-structured interview form, the literature on the subject was reviewed. After reviewing the literature, the semi-structured interview form was presented to an expert in measurement and evaluation in education. Then, it was presented to the opinion of a professor doctor who is an expert in the field of primary education. After expert opinion, semi-structured interview form was applied to a student as a pilot interview. After the pilot interview, the semi-structured interview form was given its final form. The semi-structured interview form is in two parts. In the first part, there are questions about the demographic characteristics

of classroom teachers. In the second part, there are questions to determine the writing of undergraduate pre-service primary school teachers. These questions are:

- How often do you write? (Every day, a few times a week, a few times a month, etc.)
- How many minutes do you write each time you write?
- In which literary genres do you write? (Diary, essay, story, poem, novel, etc.)
- What is your writing purpose? Why do you write?

The main data collection tool in phenomenology research is interview (Christensen, Johnson, & Turner, 2015; Gliner, Morgan, & Leech, 2015 & Yıldırım & Şimşek, 2006). Data were collected in December 2021. Along with the semi-structured interview form, interviews were conducted with 20 undergraduate classroom teaching students. The interviews were recorded on a voice recorder with permission. Interviews were held during breaks in the faculty of education. Each interview lasted approximately 10 minutes. The questions in the semi-structured interview form were first explained to the student. The questions were asked to the pre-service primary school teacher who was interviewed in order. The interviews lasted 197 minutes in total.

Data Analysis

Data analysis in phenomenology research is aimed at revealing experiences and meanings (Yıldırım & Şimşek, 2006). Content analysis was used to analyse the data. After the content analysis data is coded, analytical techniques are used to search for themes and patterns in the data. The interviews recorded on the voice recorder were transcribed by the researcher on the computer. After the written opinions were read more than once, coding was done. Sub-themes were obtained from codes and themes from sub-themes (Creswell, 2013). In the content analysis process, key phrases are listed. In the next step, the researcher developed meaning sets and groups within the themes based on these important expressions. These important explanations and themes were then used as descriptors of the participants' experiences. The four themes reached as a result of the content analysis are presented in the Figure 1 (Glesne, 2012).
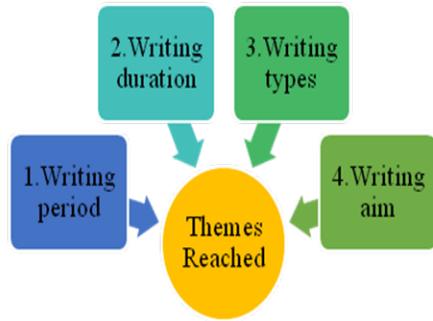
Figure 1 Themes Reached

The validity and reliability of the research was carried out in line with stated by Yıldırım and Şimşek (2006). In the dimension of internal validity, the findings were shared with the participant. The codes and themes reached together with the participant were explained. In the dimension of external validity, the research process is explained in detail. Within the scope of external reliability, the research method and stage are explained clearly. The raw data of the research are stored. In the internal reliability dimension, the research question is clearly stated.

Result

205 undergraduate classroom teaching students were asked whether they wrote anything. They stated that wrote 20 students out of 205 students. It is seen that 10% of classroom teacher students write something. In addition, 15 of the 20 students who stated that they wrote something were girls and 5 were boys. It is understood that 75% of the writers are female students and 25% are male students. As a result of the content analysis, four themes were reached. These themes are:

1. Writing period
2. Writing time
3. Writing types
4. Writing aim

The findings are explained under the themes mentioned above.

Writing Period

The first finding is the writing period of undergraduate classroom teaching students. When

the opinions of undergraduate primary school teachers are examined, it is understood that the writing periods change from every day to once a month. Regarding the subject, undergraduate classroom teaching students stated the following:

I write 2 or 3 times a week. (Student 1, girl).

I write every day. (Student 2, girl).

I write once or twice a week. (Student 3, girl).

I write once or twice a week. (Student 4, girl).

I write once or twice a week. (Student 5, girl).

I write 3 times a week. (Student 6, boy).

I write 3 times a week. (Student 7, height).

I write once a month. (Student 8, girl).

I write every day. (Student 9, girl).

I write every day. (Student 10, girl).

I write once a month. (Student 11, girl).

I write 3 times a week. (Student 12, boy).

I write twice a week. (Student 13, boy).

I write once a month. (Student 14, girl).

I write twice a month. (Student 15, girl).

I write once a month. (Student 16, girl).

I write twice a week. (Student 17, girl).

I write once a week. (Student 18, girl).

I write once a week. (Student 19, boy).

I write once a week. (Student 20, girl).

When the student opinions above are examined, it is seen that there are students who write every day. It is also seen that there are students who write once a month. It is understood that students write on average 3 times a week.

Writing Time

The second finding is the writing time of undergraduate primary school students. When the opinions of undergraduate classroom teaching students are examined, it is understood that the writing time varies between 5 minutes and 120 minutes. Regarding the subject, undergraduate classroom teaching students stated the following:

I write between 10 minutes and 60 minutes each time I write. (Student 1, girl).

I write between 30-40 minutes every night. (Student 2, girl).

I write between 60 minutes and 90 minutes in each of my writings. (Student 3, girl).

I write for 40 minutes each time I write. (Student 4, girl).

I write between 30-60 minutes in each of my writings. (Student 5, girl).

I write for 30 minutes each time I write. (Student 6, boy).

I write between 10 minutes and 60 minutes each time I write. (Student 7, boy).

I write between 30 minutes and 60 minutes each time I write. (Student 8, girl).

I write between 60 minutes and 120 minutes each time I write. (Student 9, girl).

I write between 60 minutes and 120 minutes each time I write. (Student 10, girl).

I write between 40 minutes and 90 minutes in each of my writings. (Student 11, girl).

I write for 60 minutes each time I write. (Student 12, boy).

I write for 60 minutes each time I write. (Student 13, boy).

I write for 90-120 minutes each time I write. (Student 14, girl).

I write for 30-40 minutes each time I write. (Student 15, girl).

I write for 30-40 minutes each time I write. (Student 16, girl).

I write for 40 minutes each time I write. (Student 17, girl).

I write for 30-60 minutes each time I write. (Student 18, girl).

I write for 30-45 minutes each time I write. (Student 19, boy).

I write for 5 minutes each time I write. (Student 20, girl).

When the student opinions above are examined, it is seen that there is a student who spares 5 minutes for writing. There are also students who dedicate 120 minutes to writing. It is understood that the average writing time of the students is 60 minutes.

Writing Types

The third finding is the writing styles of undergraduate classroom teaching students. When the opinions of undergraduate primary school teachers are examined, it is understood that they write in various writing styles. Regarding the subject, undergraduate classroom teaching students stated the following:

I write diaries, poems and stories. (Student 1,

girl).

I'm writing a diary. (Student 2, girl).

Emotional diary.(Student 3, girl).

I write an emotional diary. (Student 4, girl).

I write diaries and stories. (Student 5, girl).

I write poetry, memoirs and stories. (Student 6, boy).

I write poetry and stories. (Student 7, boy).

I'm writing a story. (Student 8, girl).

I write essays, emotional diaries, poems. (Student 9, girl).

Essay, I'm writing a story. (Student 10, girl).

I am writing an essay. (Student 11, girl).

I'm writing a story. (Student 12, boy).

I am writing poetry. (Student 13, boy).

I write essays, poems, stories. (Student 14, girl).

I write an emotional diary. (Student 15, girl).

I write poetry and stories. (Student 16, girl).

I write poetry, diary. (Student 17, girl).

I am writing poetry. (Student 18, girl).

I'm writing a diary. (Student 19, boy).

I am writing poetry. (Student 20, girl).

When the above-mentioned students' opinions are examined, it is understood that the students' writings in different literary genres are understood. It was determined that the most frequently written literary genre by the students was the diary. In addition, it was determined that the students wrote poems, stories and essays.

Writing Aim

The fourth and final finding is the writing purpose of undergraduate primary school students. When the opinions of undergraduate classroom teaching students are examined, it is understood that they write for various purposes. Regarding the subject, undergraduate classroom teaching students stated the following:

I like to remember. Re-reading my diaries helps me remember. That's why I'm writing. I like to remember what I wrote. (Student 1, girl).

I write to record what I experience every day. I also write to see my progress. (Student 2, girl).

I write when I'm sad. When I'm sad, I relax when I write. I write things I can't tell people. I write my feelings. (Student 3, girl).

When I am very sad, I do not want to share them with anyone. I'm writing this down without sharing it with anyone. This relaxes me. I reread what you wrote later to remember that moment. I write when I am very happy. I think those moments contributed a lot to my personality. That's why I keep them. (Student 4, girl).

I'm writing the diary to look ahead and see what I'm going through. I'm writing an emotion diary. When I'm going to be a teacher, I need to understand students' feelings. For this, I need to learn about my own feelings first. That's why I write a diary. I create my own world by writing stories. (Student 5, girl).

I write to relax myself. To relax as a thought. (Student 6, boy).

I write when I am depressed. I wanted to write myself about the pleasure I get while reading literary works. (Student 7, boy).

I write to put my own feelings and thoughts on paper. I write to relax myself. (Student 8, girl).

The negativities in my life push me to write. As I write, I relax. I want to write a book in the future. (Student 9, girl).

I write to end the turmoil in my mind. I write to interpret the behaviour of people I see around me. (Student 10, girl).

I do not want to be insensitive to social problems. That's why I'm writing. (Student 11, girl).

I am writing to pour out some of the accumulated feelings inside me. (Student 12, boy).

I write to get away from my thoughts. I like to write poetry. I enjoy writing. (Student 13, boy).

I transfer the ideas that come to my mind on paper so that they do not take place in my mind anymore. I am writing to express an opinion on a subject that caught my attention. (Student 14, girl).

I write to relax myself. I write to remember my past and refresh the memory. I write when I am happy or sad. (Student 15, girl).

I note down a sentence from my environment that I like. Then I write a story or poem based on this sentence. (Student 16, girl).

After a while, people fill up. Writing relaxes me. This is how I express my feelings. (Student 17, girl).

I want to put my feelings on paper. This relaxes

me. (Student 18, girl).

I write in my emotional moments. Writing relaxes me. I want to convey my thoughts to other people. (Student 19, boy).

I write when I feel alone. I write to reflect my feelings and to relax. (Student 20, girl).

Above are the writing matches of the pre-service primary school teachers. It is understood that the students wrote their diaries in order to read and remember them again in the future. It is also seen that they write their feelings as a means of expression. It is understood that some students find writing enjoyable.

Discussion and Conclusions

In this study, the writing periods, writing types and writing purposes of the undergraduate students of the classroom teaching department were determined. 205 undergraduate classroom teaching students were asked whether they wrote anything. They stated that he wrote 20 students out of 205 students. It is seen that 10% of classroom teacher students write something. Özdemir and Erdem (2011) state that Turkish teacher candidates generally do not have the habit of using writing as a literary genre. It was concluded that Turkish teacher candidates generally do not have the habit of using writing as a communication tool. In addition, 15 of the 20 students who stated that they wrote something were girls and 5 were boys. It is understood that 75% of the writers are female students and 25% are male students. As a result of the content analysis, four themes were reached. These themes are:

1. Writing period
2. Writing time
3. Writing types
4. Writing aim

The first finding is the writing period of undergraduate classroom teaching students. When the opinions of undergraduate primary school teachers are examined, it is understood that the writing periods change from every day to once a month. It is seen that there are students who write every day. It is also seen that there are students who write once a month. It is understood that students write on average 3 times a week. Özdemir and Erdem (2011) says that students sometimes express

their feelings, thoughts, dreams, impressions and experiences in writing.

The second finding is the writing time of undergraduate primary school students. When the opinions of undergraduate classroom teaching students are examined, it is understood that the writing time varies between 5 minutes and 120 minutes. When the students' opinions are examined, it is seen that there is a student who spares 5 minutes for writing. There are also students who dedicate 120 minutes to writing. It is understood that the average writing time of the students is 60 minutes.

The third finding is the writing styles of undergraduate classroom teaching students. When the opinions of undergraduate primary school teachers are examined, it is understood that they write in various writing styles. When the students' opinions are examined, it is understood that the students' regrets in different literary genres are understood. It was determined that the most frequently written literary genre by the students was the diary. In addition, it was determined that the students wrote poems, stories and essays. Özdemir and Erdem (2011) say that Turkish teacher candidates generally do not write prose, keep a diary and do not write essays. Students never write stories.

The fourth and final finding is the writing purpose of undergraduate primary school students. When the opinions of undergraduate classroom teaching students are examined, it is understood that they write for various purposes. Writing matches of classroom teacher students can be seen. It is understood that the students wrote their diaries in order to read and remember them again in the future. It is also seen that they write their feelings as a means of expression. It is understood that some students find writing enjoyable. Diamond (1999), Graham (2006) emphasize that writing is used for different purposes. Writing takes place in order to communicate, share information, and transfer feelings and thoughts to others, as well as expressing themselves (Karadağ Yılmaz & Erdoğan, 2019). People who have the habit of writing; they often prefer to express their feelings, dreams, wishes and thoughts through writing. Those who state that they express themselves more easily in written form see writing as an effective means of expressing (Özdemir & Erdem, 2011). Smyth

(1998) says that writing about one's experiences and feelings can be beneficial psychologically. People use writing to tell stories, create imagined worlds, share information, and explore who they are (Graham, Gillespie & McKeown, 2013). Posts always convey something. Sometimes they convey love, sometimes anger, and sometimes information. Every article is about sending a message through a channel. For this reason, writings can be viewed as a means of communication. But the purpose of the emergence of the literary genre; It is the expression of the feelings and ideas that are desired to be brought to the society with an artistic language. Literary writings differ from those written to use the text as a means of communication (Özdemir & Erdem, 2011). Tompkins (1982) stated that children's reasons for writing are to have fun, to nurture their artistic expression, to encourage imagination, and to explain their thoughts.

According to the Results of the Research, the Following Recommendations are Made
- It is recommended to study the benefit of writing in transferring emotions to paper.
- It is recommended that primary school teacher candidates be directed to writing.
- This research was conducted with undergraduate students from different faculties.

References
Bayat, N. (2014). The effect of the process writing approach on writing success and anxiety. Educational Sciences: Theory & Practice, 14(3), 1133-1141.

Belet, Ş. D. (2008).Yazmaöğrenmealanı [Writing learning topic]. In H. Pilancı (Ed.), Türkçeöğretimi [Turkish teaching] (107-131).Eskişehir: Anadolu University Open Education Faculty Publication.

Büyüköztürk, Ş., KılıçÇakmak, E., Akgün, Ö. E., Karadeniz, Ş. &Demirel, F. (2012). Bilimselaraştırmayöntemleri [Scientific research methods] (12th ed.). Ankara: Pegem Academy.

ÇalışırGövenç, K. N. &Keşli Dollar, Y. (2016). Gaining insights into preparatory school instructors' and students' metaphorical images of EFL writing instructors through metaphor analysis. Participatory Educational Research, 3(3), 47-64. doi: 10.17275/per.16.14.3.3

Calkins, L. M. (1994). The art of teaching writing. Portsmouth, NH: Heinnemann.

Christensen, L. B., Johnson, R. B. & Turner, L. A. (2015).Araştırmayöntemleridesenveanaliz [Research methods design and analysis]. (Trans. Ed.: A. Aypay). Ankara: Anı Publishing.

Creswell, J. W. (2013). Nitelaraştırmayöntemleri: beşyaklaşımagörenitelara ştırmavearaştırmadeseni[Qualitative inquiry and research design: choosing among five approaches] (Translation from 3rd Edition) (Trans. Eds.: M. Bütün& S. B. Demir). Ankara: Siyasal Bookstore.

Diamond, J. (1999).Guns, germs, and steel: The fates of human societies. New York: Norton.

Emig, J. (1977). Writing as a mode of learning. College Composition and Communication, 28, 122-128.

Erdoğan, Ö. (2016). İşbirlikliyazmaetkinli klerininsınıföğretmen iadaylarınınyazmabeceriler ineveyazmayailişkintutumlarınaetkisi [The effects of col laborative writing activities on pre-service classroom teachers' writing and attitude towards writing].Bartin University Journal of Faculty of Education, 5(2), 273 – 286. doi: 10.14686/buefad.v5i2.5000164895

Flower, L. & Hayes, J. R. (1981).cognitive process theory of writing. College Composition and Communication, 32(4), 365-387.

Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2011). How to design and evaluate research in education (8th Edition). New York: McGraw-Hill.

Glesne, C. (2012). Nitelaraştırmayagiriş. [Becoming qualitative researchers: an introduction] (Trans. Edts: A. Ersoy& P. Yalçınoğlu). Ankara: Anı Publishing.

Gliner, J. A., Morgan, G. A., & Leech, N. L. (2015).Uygulamadaaraştır mayöntemleri: desenveanalizibütünleştirenyaklaşım [Research methods in applied settings an integrated approach to design and analysis]

(Trans. Ed.: S. Turan). Ankara: Nobel Broadcast Distribution.

Göçer, A. (2010). Türkçeöğretimindeyazmaeğitimi [Writing education in Turkish teaching].The Journal of International Social Research, 3 (12), 178-194.

Graham, S. (2006). Writing.In P. Alexander & P. Winne (Eds.), Handbook of educational psychology (457–477). Mahwah, NJ: Erlbaum.

Graham, S., Berninger, V. & Fan, W. (2007). The structural relationship between writing attitude and writing achievement in first and third grade students.Contemporary Educational Psychology, 32, 516–536.

Graham, S., Gillespie, A. &McKeown, D. (2013). Writing: importance, development, and instruction. Reading & Writing, 26 (1), 1–15. doi: 10.1007/s11145-012-9395-2

Güneş, F. (2013). Türkçeöğretimiyaklaşımlarvemodeller [Turkish teaching approaches and models]. Ankara: Pegem Academy.

Güney, N. (2016). Öğretmenlerinya zmaeğitimineyönelikdüşünceleri [Perspectives of teachers regarding writing education].International Journal of Turkish Literature Culture Education, 5(2), 970-985.

Hayes, J. R. (2012). Modeling and remodeling writing. Written Communication, 29(3), 369–388.doi: 10.1177/0741088312451260

İşeri, K. &Ünal, E. (2012). larınınçeşitlideğişkenleraçısındanincelenmesi [Analyzing the Turkish teacher candidates' writing anxiety situations in terms of several variables].Mersin University Journal of the Faculty of Education, 8(2), 67-76.

Kahn, J. M. &Holody, R. (2012).Supporting field instructors' efforts to help students improve writing.Journal of Social Work Education, 48 (1), 65-73.

Kalaycı, D. &Erdoğan, T. (2017). Sınıfve Türkçeöğretmeniada ylarınınyazmakaygılarınıincelen mesi [Investigating the writing anxiety of primary education and Turkish language teacher candidates].Electronic Journal of Social

Sciences, 16 (64-Additional Issue), 1480-1495.

KaradağYılmaz, R. &Erdoğan, Ö. (2019).Yazma, yaratıcıyazmaeğitimi [Writing, creative writing education].In H. Akyol& A. Şahin (Eds.), Türkçeöğretimi [Turkish teaching] (55-80). Ankara: Pegem Academy.

Karadağ, R. (2016). Yazmaeğitimi [Writing education]. F. SusarKırmızı (Ed.), İlk veortaokullardaTürkçeöğretimi 2015 programınauygun [In accordance with the 2015 program of teaching Turkish in primary and secondary schools] (163-210). Ankara: Anı Publishing.

Karatay, H. (2011). 4+1 planlıyazmavedeğerlendirmemodelin inöğretmenadaylarınınyazıigeliştirmeyeetkisi [The effect of 4+1 planned writing and evaluation model to develop the attitudes of preservice teachers as to written expression and their writing skills]. Turkish Studies - International Periodical for The Languages, Literature and History of Turkish or Turkic, 6(3), 1029-1047.

Kardaş, M. N. (2015). İkidilliTürkçeöğretmeniadaylarının Türkçeyazılıanlatımbecerilerivey azmakaygılarıüzerinebiraraştırma [A study on Turkish written expression skills and writing anxiety of bilingual pre-service Turkish teachers].International Journal of Social Science, 37, 239-252.

Kavcar,C.(2013).Yazılıanlatım[Writtenexpression]. In Ş. D. Belet (Ed.). Türkçeyazılıanlatım [Turkish written expression] (2nd ed.) (1-19). Eskişehir: Anadolu University Open Education Faculty Publication.

Kellogg, R. (1996). A model of working memory in writing. In M. Levy & S. Ransdell (Eds.), The science of writing: Theories, methods, individual differences, and applications (57–72). New York: Earlbaum.

Kiuhara, S., Graham, S., &Hawken, L. (2009). Teaching writing to high school students: A national survey. Journal of Educational Psychology, 101, 136–160.

Koç, S. &Müftüoğlu, G. (1998).

Konuşmaveyazmaöğretimi [Speaking and writing teaching].In S. Topbaş (Ed.).Türkçeöğretimi [Turkish teaching] (71-80).Eskişehir: Anadolu University Open Education Faculty Publication.

Merriam, S. B. (2013). Nitelaraştırmadese nveuygulamaiçinbirrehber [Qualitative research: a guide to design and implementation] (Trans. Ed.: S. Turan). Ankara: Nobel Academic Publishing.

MillîEğitimBakanlığı [Ministry of National Education] (2009).İlköğretimTürkçedersiö ğretimprogramıvekılavuzu (1- 5. sınıflar) [Primary education Turkish lesson curriculum and guide (1-5th grades)]. Ankara: State Books Directorate Printing House.

Olinghouse, N. G. &Santangelo, T. (2010). Assessing the writing of struggling learners.Focus On Exceptional Children, 43 (4), 1-27.

Özdemir, N. H. &Erdem, İ. (2011). Türkçeöğretmeniadayla rınınyazmaalışkanlıklarını nbazıdeğişkenleraçısındanincelenmesi [A research on Turkish language teaching students' writing habits in the aspects of some variables].Uşak University Journal of Social Sciences, 4(2), 101-125.

Patton, M. Q. (2014). Nitelaraştırmavedeğerl endirmeyöntemleri [Qualitative research & evaluation methods] (Translation from 3rd Edition). (Trans.Edts: M. Bütün& S. B. Demir). Ankara: Pegem Academy.

Sharples, M. (1999).How we write: writing as creative design. London: Routledge.

Smyth, J. (1998). Written emotional expression: effect sizes, outcome types, and moderating variables. Journal of Consulting and Clinical Psychology, 66, 174–184.

Teichman, M. &Poris, M. (1989).Initial effects of word processing on writing quality and writing anxiety of freshman writers.Computers and the Humanities, 23 (2), 93-103.

Tiryaki, E. N. &Demir, A. (2016). Türkçeöğretmeniadaylarınıny azmabecerisineyöneli kmetaforikalgıları [Turkish teacher candidates' metaphorical perceptions related to writing skills]. Mustafa Kemal University Journal of Graduate School of Social Sciences, 13(33), 18-27.

Tolchinsky, L. (2006). The emergence of writing.In C. A. Macarthur, S. Graham & J. Fitzgerald (Eds), Handbook of writing research (83-96). New York: Guilford Press.

Tompkins, G. E. (1982). Seven reasons why children should write stories. Language Arts, 59(7), 718-721.

Tompkins, G. E. (2021). Dilsanatlarınıntemelleri [Language arts essentials]. E. Boylu& H. Serpil (Trans. Eds.). Ankara: Pegem Academy.

ÜrünKarahan, B. (2017). Türkçeöğretmeniadaylarınıny azmakaygılarıileyazmaalışka nlıklarıarasındakiilişki. [The relationship between writing anxieties and writing habits of Turkish teacher candidates]. Journal of the Human and Social Science Researches, 6(5), 3065-3075.

Wynne, C., Guo, Y. & Wang, S. (2014). Writing anxiety groups: a creative approach for graduate students.Journal of Creativity in Mental Health, 9(3), 366-379.

Yıldırım, A. &Şimşek, H. (2006).Sosyalbilimlerdeni telaraştırmayöntemleri[Qualitative research methods in the social sciences] (6th ed). Ankara: Seçkin Publishing.

Zimmerman, B., &Reisemberg, R. (1997).Becoming a self-regulated writer: A social cognitive perspective.Contemporary Educational Psychology, 22, 73–101.

Author Details

Özgür Babayiğit, *Yozgat Bozok University, Turkey, **Email ID***: *ozgur.babayigit@bozok.edu.tr*