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Exploring the Prospective Teachers' Views about Writing Topic Selection and Their Writing Skills

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Abstract

The study aims to reveal the students' -the prospective teachers for this study- the views about writing topic selection and their writing skills. This study employs phenomenological qualitative research design. The study group consists of fourty prospective teachers studying in the Turkish Language Teaching program. The reason why they were selected as the study group is that they completed the written expression and writing training courses, and their experiences in writing were optimum. In the analysis of the data, the content analysis method and NVivo 11 Pro program were used. The first finding from the study was about writing topic selection. Four categories emerged from the prospective teachers' views regarding writing topic selection: disciplines, emotions, currency, and individuals. The most cited main category among these is emotions. The emotions main category is further divided into subcategories: romance, love, longing, misery, loneliness, joy of life, breaking up, happiness, fear and motivation. The main category of discipline ranked second following emotions. This theme encompassed the categories of education, language, literature, philosophy and history. The prospective teachers mostly wrote about education and literature. The main category of currency was split into two categories, i.e. social problems and current events, while individuals main category into four: family, friendship, your own life and people. Five categories emerged from the prospective teachers' views regarding writing skill: psychology, competence, creation, expression and benefit. The most cited categories were psychology and expression.

Keywords: Writing Topic Selection, Writing Skill, Views, Prospective Teachers

1. Introduction

Writing, in its simplest form, is the process of using letters or symbols to communicate our thoughts in a readable form. According to Warnock (1983), writing is a complex process. He/she asserts that one of the terms that plays an important role in the debate on writing is 'development'. Dyson (1983) also emphasizes the developmental role of writing and states that the move from spoken to written language is the result of an undocumented developmental progress in the preschool and early school years.

There are different definitions of writing explained by some researchers. For example, Stein (1983) offers two definitions of writing. One common definition assumes that the writer always clearly communicates his/her intentions and creates a text that is easy for the reader to understand. Here there is a coherent organization to the written work, with a general plan evident throughout the structure of the text. A second definition of writing focuses on learning and the reorganization of existing knowledge in the writer's head. Here the writer is believed

to use existing knowledge to generate new information, which is then incorporated into existing information structures. Throughout this entire process, a new organization of existing information is usually constructed.

Defazio et al. (2010) also approves Stein's (1983) second definition. According to Defazio et al., writing is a skill that grounded on the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. Flower and Hayes's (1981) cognitive process theory, on the other hand, rests on four key points about writing:

1. Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing.

2. The processes of writing are hierarchically organized, with component processes embedded within other components.

3. Writing is a goal-directed process. In the act of composing, writers create a hierarchical network of goals and these in turn guide the writing process.

4. Writers create their own goals in two key ways: by generating goals and supporting sub-goals which embody a purpose; and, at times, by changing or regenerating their own top-level goals in light of what they have learned by writing.

It is a well-known fact that writing is a goal-oriented process. Establishing the goal is critical to writing. Tompkins (1982) also one of the researchers that places great emphasis on setting a goal in writing. She attempts to consider writing from children's perspectives and suggests 7 seven reasons why children should write stories:

1: To entertain
2: To foster artistic expression
3: To explore the functions and values of
4: To stimulate imagination
5: To clarify thinking
6: To search for identity
7: To learn to read and write

Flower and Hayes (1981) also focus on the writer's goals and knowledge of the topic. They further assert that the writer's goals and knowledge of the topic actively compete for the writer's attention. For Flower and Hayes, each one wants to govern the decisions and choices made next.

In certain writing situations, writers place great emphasis on reconstructing and reorganizing their own knowledge about a topic or event (Stein, 1983). Because just as a title constrains the content of a paper and a topic sentence shapes the options of a paragraph, each word in the growing text determines and limits the choices of the next step (Flower, Hayes, 1981).

Cohen (2013) talks about a popular free writing activity. This activity involves students writing as much as possible on a topic in a certain period of time. An appealing component of this type of activity is the topic selection either by the teacher or by the student. Atwell (1985) contends that students should need to select their topics to help them develop an interest in writing. McKenna, McKenna (2000) again asserts that many theorists have concluded that children who select their own topics write better than those who write on teacher-assigned topics.

According to Stein (1983), writing topic selection is very important. This is because when a writer has the freedom to select a topic, usually a topic of interest is chosen. An interesting topic is one where the writer has a general curiosity about some series of events or about a phenomenon in particular. Usually, some information has already been acquired about a topic, so that the writer has specific questions about the nature of a phenomenon and sets out to seek an explanation for the events.

In the literature, there are a great many studies that have been dedicated to investigate writing topic selection. For example, Aslan (2019) attempts to determine writing topics and prepared writing guidelines for secondary school students based on the literature review and expert opinions. Kurudayıoğlu & Karadağ (2010) examine the written expressions of primary school students from 1st to 8th grade as regard to topic and topic selection. Peterson (2000) again tries to determine the preferred story (narrative) topics of fourth, sixth and eighth grade students. In a similar

vein, Shippen et al. (2007) examine the preferred writing topics of urban and rural secondary school students. Arıcı (2009), on the other hand, aims to determine the preferred writing topics of the prospective Turkish teachers.

Apart from these studies, there are also some others focusing on different aspects of writing. For example, Kellogg (1987) examines the effect of knowledge of the topic on the processing time and cognitive effort spent in writing. Ülper & Çeliktürk Sezgin (2019) aims to determine the writing habits of the prospective teachers. Bonzo (2008) examines whether the topic selection in foreign language teaching affects fluency in writing. Dickinson (2014), Sponseller & Wilkins (2015), on the other hand, try to retest Bonzo's (2008) hypothesis on whether topic selection in foreign language teaching affects fluency in writing.

The literature review shows that a majority of these studies focus on exploring the purpose of writing and writing topic selection at different education levels (e.g. secondary school, university and EFL students, etc.). In these studies, the students either select their own topics or they write on teacher-assigned topics. But, there is almost no study exploring the students' views about writing. The students' views about topics are of great importance to writing. There are several steps that the teacher can take to promote student engagement in writing topic selection. One way to do this is that the teacher can discuss writing topics with the students in advance. In this way, it become possible to determine agreed writing topic. Or the students can speak on a topic of their own choosing. These practices can absolutely help students to improve their writing performances as well as motivation in writing. With this in mind, the study aims to reveal the students' -the prospective teachers for this study- the views about writing topic selection and their writing skills. Therefore, the aim of the study is twofold. Firstly, it purports to explore which writing topics the students select and the reasons why they choose them. Secondly, it attempts to examine in depth the prospective teachers' views about writing. Specifically, the study seeks answers to these questions:
1. What topic(s) do the prospective teachers want to write about? Why?
2. What are the prospective teachers' views about writing?

2. Method

This study employs phenomenological qualitative research design. According to Creswell (2007), phenomenological research design provides a deep understanding of a phenomenon or concept experienced by several other people. According to this definition, what phenomenologists focus on is identifying common characteristics of all participants who experience a phenomenon.

The study discusses the prospective teachers' views on various aspects of writing (e.g. topic selection, their writing skills etc.). So, homogeneous sampling method, one of purposeful sampling methods, is thought to best fulfill the aim of the study. As Patton (2002) explains, in-depth information about a certain subgroup may be needed in a program with many different types of participants. The study group consists of fourty prospective teachers studying in the Turkish Language Teaching program. The reason why they were selected as the study group is that they completed the written expression and writing training courses, and their experiences in writing were optimum. Initially, in order to reveal how the participants selected writing topics and what they thought about writing skills, the researcher drafted six open-ended questions. Among these, wo open-ended questions were finally structured. In order to ensure the content validity of the questions, four faculty members (experts) working in the field of Turkish Education were consulted on the issue. Based on the feedback received from experts, two of the questions, among six open-ended questions, were chosen. The questions are as follows:
1.What topic(s) do you want to write about? Why?
2.What are your views about writing?

Before the interview, three students were asked to check whether the questions are comprehensible or not, and it was observed that there was no problem in understanding the questions. As there was no problem with the questions, the researcher started to collect data.

The participants produced a 50 page document that showed the answers they provided. In the analysis of the data, the content analysis method and NVivo 11 Pro program were used. The sentences of the prospective teachers were written without any changes. The sentences were coded one by one, and codes of the same type were grouped into themes. The main consideration was to make sure that any data collected was consistent with the codes and themes.

So, the study made use of participants' own words, rather than interpretation of the data. As stated by Yıldırım and Şimşek (2011), reporting the real and detailed data is an important criteria for validity.

In order to ensure the reliability, on the other hand, the same data was coded by a different researcher. The reliability percentage was calculated according to the compliance percentage formula [Reliability=Number of agreements/Number of agreements+disagreements (Miles & Huberman (1994)]. The reliability value was found as 0.96 for writing topic selection, and 0.93 for the views about writing.

3. Results

In this section, the findings related to the first and second questions of the study are given.

3.1 Findings Related to the Writing Topic Selection

The prospective teachers' preferences or views for writing topics were split into four main categories: disciplines, emotions, currency, and individuals. The main categories, categories and subcategories for writing topic selection are presented in Figure 1.
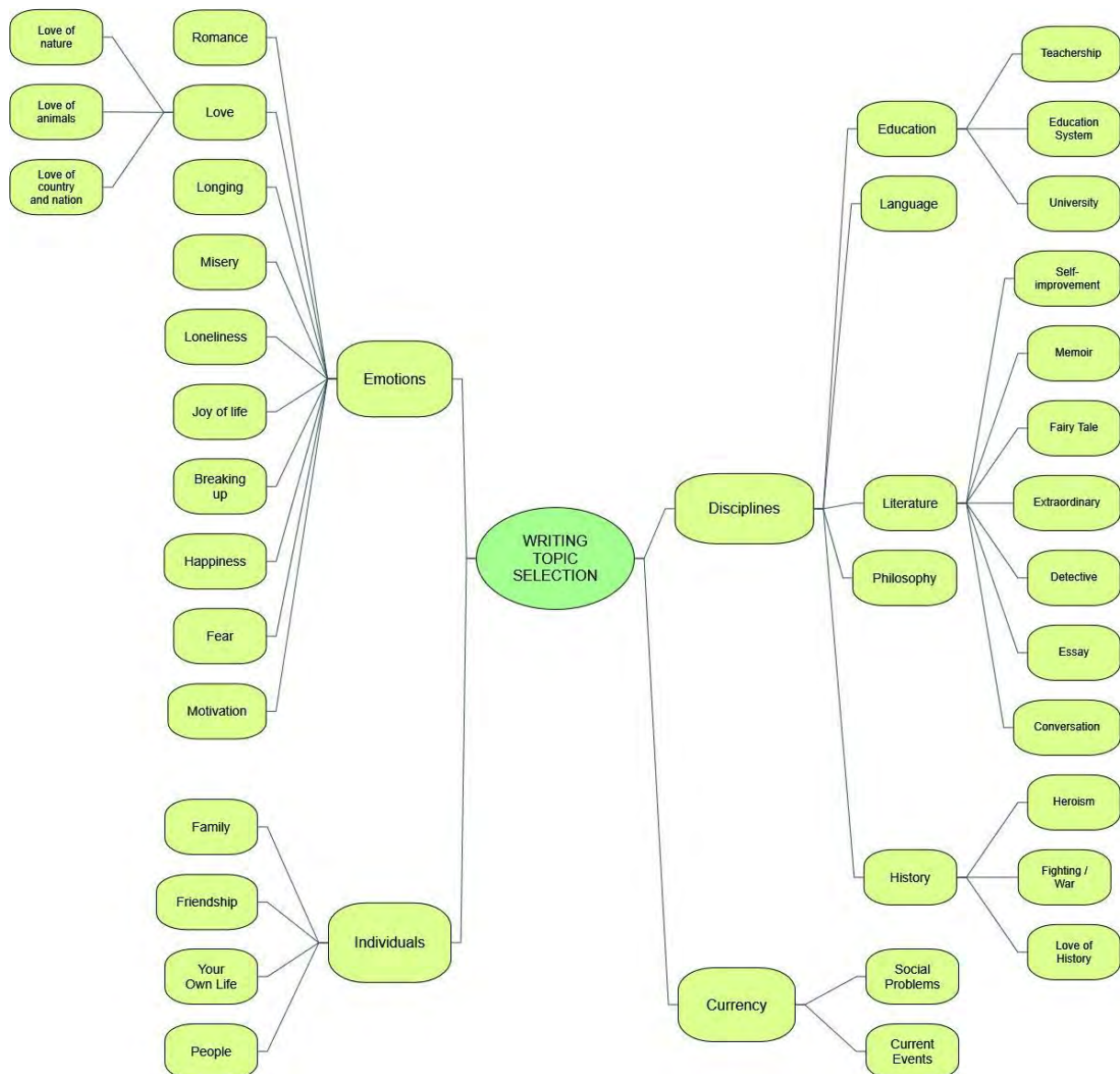

Figure 1: Main category, category and subcategories for writing topic selections

Table 1: Categories, subcategories, frequency and reasons distribution for the main category of disciplines

Category (f)	Subcategory (f)	Reasons
Education (9)	Teachership (5) Education system (3) University (1)	Becoming a teacher Being related to his/her profession Informing people what will happen in the future Examining the problems in the education system Having a desire to have professional competence
Language (2)		Protecting and developing the language Encouraging professional development
Literature (8)	Self-improvement (1) Memoir (1) Fairy tale (1) Extraordinary (1) Detective (1) Essay (2) Conversation (1)	Covering every area of life Portraying literature and human relation Gaining knowledge by researching Being interested in that subject matter Being Interpreted differently by everyone Being useful for literature and culture
Philosophy (2)		Developing imagination Developing critical thinking skills Making someone think Being interested in that subject matter
History (4)	Heroism (1) Fighting/war (2) Love of history (1)	Getting information Introducing state dignitaries Expressing effectively yourself Being interested in that subject matter Raising awareness about our past history

Some parts of the prospective teachers' views regarding writing topics and the reasons for choosing them in the main category of disciplines have been presented in the form of direct quotation:

"I would like to write about teachership. Some writing topics about this may include: How to become a good teacher? How should teachers educate themselves so that they can raise students who are useful to society and humanity." (2)

"I want to write on topics regarding education and training. Because we are prospective teachers and I want to have enough knowledge and competence in these subjects." (6)

"I would like to write more about philosophical topics because they make us think and develop our imagination world. It also develops our critical thinking skills." (22)

As is seen, prospective teachers expressed views about various emotions and the reasons for them. Since the reasons for emotions are repeated in almost every emotion, it would be appropriate to summarize the reasons for emotions in a holistic summarized table.

Table 2: Categories, subcategories, frequency and reasons distribution for the main category of emotions

Category (f)	Subcategory (f)	Reasons
Romance (4)		Expressing effectively yourself Expressing emotions is easy
Love (9)	Love of nature (4) Love of animals (1) Love of country and nation (4)	Showing cues about emotions Sharing your emotions/feelings Being Interpreted differently by everyone
Longing (5) Misery (2) Loneliness (2)		Being the most fundamental writing topics Making someone realizing his/her inner world Being always with us

Joy of life (1)	Bringing good things to one's mind
Breaking up (1)	Making someone realizing his/her inner world
Happiness (2)	Being essential for life
Fear (1)	
Motivation (1)	

Here, some parts of the prospective teachers' views regarding the main category of emotions have been presented in the form of direct quotation:

"I would like to write about emotions and feelings. This is because these topics are open-ended. That is to say, you can write about whatever's on your mind: love, sadness, pain... These are open-ended topics and are Interpreted differently by everyone. Again, as such concepts or emotions as love, loneliness, etc. make you realize your inner world and evoke your past experiences or memories, it is easier to write on those topics." (10).

"I would like to write about the joy of life and my loneliness. Because my loneliness is like a shadow that haunts me, we go everywhere with it." (15)

Table 3: Categories, frequency and reasons distribution for the main category of currency

Category (f)	Reasons
Social problems (8)	Becoming a teacher
	Not being indifferent
	Suggesting solutions
	Requiring further effort for recovery
	Dealing with those who will lead society
	Correcting incorrect information
	Being in the public interest
Current events (5)	Becoming interesting
	Attracting the public's attention
	Raising people's awareness
	Gaining different perspective
	Showing a willingness to find solutions
	Writing easily

As is seen, prospective teachers also want to write about social problems and current events apart from emotions and disciplines. Here, an example of the prospective teachers' views regarding the social problems and current events categories has been presented in the form of direct quotation:

"I would like to write about a current topic. In this way, I would attract the attention of a large part of society. This also can be useful to society. In addition to this, I would bring forward some new evidence to an event that happened recently. Thanks to this, awareness can be raised among people." (13)

Table 4: Categories, frequency and reasons distribution for the main category of individuals

Category (f)	Reasons
Family (5)	Being the most important thing in life
	Being the most important element in the society
Friendship (3)	Just learning its reality
Your own life (2)	Showing people that they are not alone
People (1)	Being interested in feelings, thoughts, behaviors

Here, an example of the prospective teachers' views regarding the individuals main category has been presented in the form of direct quotation:

"I can write about the problems I have experienced. As I have experienced these problems myself, I can write down my thoughts and offer solutions to people. In this way, I can make them feel better. I'm the only one who hasn't had these problems. That's why I can write about what I went through to prove that people are not alone. They can find a piece of themselves in my writing." (29)

3.2 Findings Related to the Views about Writing Skills

The prospective teachers' views about their writing skills were split into five main categories: psychology, competence, creation, expression and benefit. These categories are presented in Figure 2.

Figure 2: Categories regarding the views about writing skills

Table 5: Codes and frequency distribution for the category of psychology

Category	f
Giving the opportunity to be intentional with your writing	1
Not feeling lonely	1
Having a therapeutic effect	15
Staying with yourself	3
Being more effective than depression medications	1
Reducing mental fatigue	1
Feeling detached from the outside world	1
Feeling free	1
Blowing off steam	2
Reducing anger	1
Getting onto paper what you can't tell others	11
Nourishing your soul	1
Making yourself feel good	2
Being our most loyal friend	1
Feeling yourself happy	1
Clinging to life	1
Being main indicator of loneliness	1
Writing for pleasure	1
Being unable to control inner feelings	9

Here, some parts of the prospective teachers' views related to the codes in the theme of psychology again have been presented in the form of direct quotation:

"Writing is an action that cling people to life. If you say to a writer "don't write", this is equivalent to saying that "give up on life". A writer who cannot write is not expected to enjoy his life." (5)

"Writing means being alone with oneself. This is because it gives the opportunity to get onto paper what you can't tell others. So that it is more effective for some people than depression medications." (7)

"Writing means blowing off steam for me. That is to say, it can help in releasing negative emotions of my life." (12)

"Sometimes you can't cope with your emotions. But ultimately you find a way to express them. You pick up a sheet of paper and start writing. Writing therefore make you feel good and relaxed. When you feel the impulse "to get out of bed and write in your diary,", you can't resist this impulse." (13)

"Thanks to writing, we can get away from the life that we find very hard and experience a purification of the soul." (21)

Table 6: Codes and frequency distribution for the category of competence

Category	f
Requiring a background knowledge	3
Requiring interpreting skill	1
Demonstrating the development of ideas	1
Being a sign of writability	1
Requiring a talent	1
Requiring imagination and experience	2
Having a rich vocabulary	1
Requiring thinking, idea, will	1

Here again some parts of the prospective teachers' views related to the category of competence have been presented in the form of direct quotation:

"Not everyone can write well. In order to write well, you need to have a sound knowledge and interpreting skill. Writing demonstrates the development of ideas. Therefore, it is an important sign of writability." (1)

"Writing is actually not as easy as it seems. In order for a person to write about any topic, he must first have a detailed knowledge of that topic. This is due to the fact that everyone can read a book in life, but not everyone has the necessary skills and imagination to write a book. Imagination and experience are as important as knowledge in writing." (32)

"Having a rich vocabulary directly affects our writing. When we use similar words in almost every sentence, we do not add any value to our writing. Good writing is not formed through writing a lot." (33)

Table 7: Codes and frequency distribution for the category of creation

Category	f
Writing grammatically correct and complete sentences	1
Requiring a set of rules to follow	3
Deciding what to write about	1
Trying to remember what you know about writing topic	1
Finding the source to learn more information	1
Being a planned activity	1
Having different purposes	1
Requiring attention and considerable time	1
Requiring a considerable time to develop good writing	2
Being able to write on every topic	1
Being hard	1
Consisting of interwoven relational components	1
Holding together the pieces of writing, i.e. introduction-body-conclusion paragraphs	1
Being able to write in every genre	1
Creating cohesion between words	1

Here again some parts of the prospective teachers' views related to the codes in the theme of creation have been presented in the form of direct quotation:

"*Writing is not a random activity, but should follow a set of rules and entails clearly constructed sentences. Therefore, it requires a considerable time to develop good writing. Throughout this process, we improve ourselves and write better.*" (1)

"*People can write about anything they want. Sometimes they write about for science, and at other times they write novels, stories and poems. The key point here is not what to write but to write whatever you want.*" (35)

"*Writing is really so hard. This is because everything you write should be proper and be in connection with each other. In other words, the components of writing, i.e. introduction-body-conclusion paragraphs, should be held together and the connection between ideas should be evident.*" (39)

Table 8: Codes and frequency distribution for the category of expression

Category	f
Being the best way to express yourself	8
Getting thoughts and feelings onto paper	23
Speaking their writing	1
Getting into a flow state	1
Making the abstract concrete	2
Enabling to share experiences and ideas with other people	1
Giving a message to the reader	1
Engaging with the act of sharing	3
Being unpredictable and unknowable	1
Being the voice of reason and logic	1

Some parts of the prospective teachers' views related to category of expression have been presented in the form of direct quotation:

"*As we speak, many thoughts and ideas come to our minds. But sometimes we can't convey it by speaking. This is where writing comes into play. I think writing is the best way to express oneself.*" (6)

"*I can express myself better through writing. I can say what I couldn't say during the conversation or what I didn't think in writing*". (10)

"*Writing means getting one's thoughts and feelings onto paper.*" (27)

"*Writing is actually putting down what you have on paper. In other words, it is a part of human condition to share things: thoughts, feelings, ideas, etc.*" (37)

Table 9: Codes and frequency distribution for the category of benefit

Category	f
Serving as a permanent record of our experiences, ideas and thoughts	13
Leaving a mark on the future	3
Reaching large audiences	1
Being a tool for cultural transmission	3
Sharing your writing with others	1
Being a way to appreciate thoughts	1
Being endless or infinite	2
Developing the world of thought	1
Enhancing self-assessment skill	1

Here again some parts of the prospective teachers' views related to category of benefit have been presented in the form of direct quotation:

"*Writing serves as a permanent record of our thoughts. It enables people to reach a large audience, and makes it easier for one generation to pass on its experiences, ideas and thoughts to the next generation.*" (9)

"*It is true that if you do not record what you think or experience, they will be absolutely forgotten in the course of time. ''The palest ink is better than the sharpest memory'' is a proverb that is still relevant to us today. Therefore, writing down your thoughts and experiences is important. People die, thoughts are forgotten over time, but products or works last a long time.*" (18)

"*If something is made up of verbal forms, there is no sufficiently durable permanence in it. The life of a word is as long as the life of the speaker. But if those words are got onto paper, they will not disappear.*" (24)

4. Discussion

This section is to interpret the prospective teachers' views regarding writing topic selection and their writing skills, and to discuss these findings with related studies in the literature.

4.1 Writing Topic Selection

The first finding from the study was about writing topic selection. Four categories emerged from the prospective teachers' views regarding writing topic selection: disciplines, emotions, currency, and individuals. The most cited main category among these is emotions. The emotions main category is further divided into subcategories: romance, love, longing, misery, loneliness, joy of life, breaking up, happiness, fear and motivation. The prospective teachers made references at most to the categories of romance, love and longing.

The main category of discipline ranked second following emotions. This theme encompassed the categories of education, language, literature, philosophy and history. The prospective teachers mostly wrote about education and literature. This may be due to the influence of the department in which they studied. Arıcı's (2009) study also reached almost the same conclusion. According to the study, the prospective teachers preferred to write especially about love, education, adventure, language/literature, history and politics. As is seen, the current study showed similarities in the categories of love, education, language, literature and history with Arıcı's study.

The main category of currency was split into two categories, i.e. social problems and current events, while individuals main category into four: family, friendship, your own life and people. The study also reached a similar conclusion with Peterson's (2000) study. In Peterson's study, five categories emerged: family/friends, feelings, natural world, supernatural, social issue. This finding showed that there is a similarity between those categories and the categories emerged from the current study, i.e. individuals, emotions and currency.

Shippen et al. (2007) reported that the main writing topics in view of secondary school students include current events, youth issues, politics, school, and celebrities. However, this finding was not consistent with the current study. Only one category was noted as overlapping, i.e. current events. This may be due to the age difference between the study groups. Because Shippen et al. (2007) asserted that when selecting a writing topic, the commonality of adolescence is interestingly much more important than the location in which the students receives education, i.e. urban and rural.

According to McKenna and McKenna (2000), these findings in favor of self-selected topics by the students did not result in better writing. Therefore, no matter how fascinating the concept was, letting students select their own writing topics was not the solution to their poor writing. While a student's prior knowledge of a topic was helpful, prior knowledge alone was never enough to enable students to produce good writing.

Apart from these studies, there are also some others delving into depth the effect of writing topic selection. For example, Bonzo (2008), Cohen (2013), Dickinson (2014), Sponseller & Wilkins (2015) showed that topic selection has a statistically significant effect on increasing writing fluency on foreign language learners. Stein (1983), on the other hand, stated that the writer's goals can change during the act of writing, and this is related to the amount of prior knowledge about a particular topic.

In fact, these findings are similar. Leaving the choice of what to write up to the students is important in prior knowledge exploitation. But not limited to this alone. There are some other steps that the teacher can take to promote student engagement in writing topic selection. One way to do this is that the teacher can discuss writing topics with the students in advance. In this way, it become possible to determine agreed writing topic. Or the students can speak on a topic of their own choosing. These practices can absolutely help students to improve their writing performances as well as motivation in writing.

4.2 The Views about Writing Skills

The second finding from the study was about the views regarding writing skill. Five categories emerged from the prospective teachers' views regarding writing skill: psychology, competence, creation, expression and benefit. The most cited categories were psychology and expression. The most occurring codes or reasons reported by the prospective teachers, on the other hand, were: ''blowing off steams, getting onto paper what you can't tell others, being unable to control inner feelings,'' for the category of psychology; ''getting thoughts and feelings onto paper'' for the category of expression, and ''serving as a permanent record of our experiences, ideas and thoughts'' for the category of benefit.

For the creation category, prospective teachers reported some basic grammar rules and guidelines to create a text. These included: ''writing grammatically correct and complete sentences, requiring a set of rules to follow, being a planned activity, being hard, consisting of interwoven relational components.'' Similar findings also reached by Defazio et al. (2010). According to the study, writing may be arduous and even dreaded activity of attempting to get the thoughts onto paper while developing mastery over grammatical rules of writing, i.e. citation, spelling, grammar and format from the point of view of students. On the contrary, from the point of view of faculty members, writing entails more than adhering to grammatical rules. It also encompasses such skills as problem solving, creative inspiration, revision and reflection.

Ülper & Çeliktürk Sezgin (2019) aimed to determine the writing habits of the prospective teachers. The study found that student's writing habits include: relaxation, love, self-expression, not forgetting, giving information to others, communicating, and creating. It is evident that these findings share similarities with the codes of the therapeutic nature of writing, being the best way to express yourself, and getting thoughts and feelings onto paper in the themes of psychology and expression in the current study.

When I asked about his/her thoughts about writing skills, one of my students said, "Thanks to writing, we can get away from the life that we find very hard and experience a purification of the soul. This is because we get our thoughts and feelings onto paper.'' I came across these sentences when I analyzed the writings of the students after a semester. And I had a big shock because my student had ended his life at the end of the school year in which he had written these lines. What overwhelmed me, as I traced the writing of my students, was realizing how the life was so difficult and hard from the perspective of my student. But unfortunately, we were too late.

These findings from the study indicate that there are many ways self-selected topics may benefit students. All in all, it is benefited mainly from two aspects. These include the development of writing skills and psychological relaxation. Psychological relaxation, as stated by the students themselves, is extremely helpful for them especially during the adolescence period when sudden psychological and emotional changes take place. But not limited to this alone. There are also many more benefits that I can claim. For example, I experienced many times in my writing classes that a good communication can be established with introverted students through writing. The fact that writing is inescapable and important part of our lives is also approved by the authorities or experts. The authorities or experts recommend that people engage in writing first in the morning. The reason why they recommend writing above all other things is because it clears your feelings and thoughts, and enables you to start the day with a fresh mind.

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