

The Effect of Process Writing Activities on The Writing Skills of Prospective Turkish Teachers

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Abstract

Problem statement: Writing an essay is a most difficult creative work and consequently requires detailed instruction. There are in fact two types of instruction that contribute to the development of writing skills: Reading activities analysing texts in content and schematic structure to find out how they are composed and process writing activities. The reading activities in Turkish textbooks are thought to be insufficient in this aspect, and although process writing is adopted, it is not put into practise with such activities as writing on the text read or a proverb giving students a list of writing rules.

Purpose of Study: This study aims to determine the effect of process writing activities on the writing skills of prospective Turkish teachers as well as to equip them with the writing strategies to apply when teaching writing and to propose several activities in this context.

Methods: One-group pretest-posttest experimental design was used. Thirty-four first-year students at Istanbul University Education Faculty Turkish Department taken as sample wrote essays as pretest on a topic of their choosing from a presented list. They were then asked to write essays on the same topic as posttest after a 24-lesson process writing instruction. The pretests and posttests were evaluated by three experts using the "Writing Assessment Rubric" developed from the criteria for assessing written texts in the field and the activities done in the class as a base. The Cronbach's alpha reliability factor is found to be ,953 for the rubric. The students were also asked to answer a questionnaire with open-ended questions to support the research in a qualitative aspect.

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Findings and Results: The results of paired samples t-test are found significant at ($p < 0.01$) level in all writing skills constituting "Writing Assessment Rubric".

Conclusions and Recommendations: The activities are especially important for prospective Turkish teachers since in addition to improving their writing skills, they also learn how to teach writing. In the questionnaire the students claimed that they learned a planned method of writing, they could understand and evaluate the texts more easily analysing how they have been written, they gave more importance to title, unity, and coherence and they knew what to write and how to write. One student's comment, "I have learned to look not only at the texts I read but also at current events from different perspectives", indicates that process writing also improves thinking.

Keywords: Process writing activities, comprehension activities, writing skills, prospective Turkish teachers.

Language is a communication tool that has evolved as a necessity of social life. Communication is a reciprocal process between the sender and the receiver, and receptive skills are a kind of decoding of language use while productive ones are related to coding. Competency in linguistic communication requires development of the strategies peculiar to both. In fact, since there is always a listener who tries to understand a narrator and these basic skills process simultaneously, there is a parallelism between the strategies (Akyol, 2006). Writing skills can be improved by determining the features of texts in the context of content, form, and construction via sufficient comprehension activities. The researches in the field remark that the readers do not comprehend written texts as authors compose them whereas something in text structure, for example the structure of paragraphs, topic sentences, and the order of supporting ideas reflects for readers how authors have constructed them (Uzun-Subaşı, 2000). As writers are supposed to cluster related ideas, associate the paragraphs, and organize the ideas to realize a communicative function, writing needs to be taught. A benefit in the use of the word 'literacy', rather than simply 'reading and writing' is that the term recognizes the essentially related nature of the two activities of reading and writing. It carries the important pedagogic implication that the two should be taught as intimately related, breaking what had been some time-honoured practices of teaching the two as separate activities (Christie, 2006, p. 51).

McCabe and Whittaker (2006, p.1) point to the importance of writing with Olson's (1996) argument that in developed societies, understanding of our world and of ourselves is to a great extent the result of our ways of creating and interpreting written texts, and with Walter Ong's (1982) explanation that without writing, the literary mind could not think as it does, not only when engaged in writing but normally even when it is composing its thoughts in oral form. Writing calls for more complicated cognitive processes than speaking. In speaking an organizational plan is

not necessary as the communication gaps are completed during speaking whereas in writing, ideas are organized coherently within a plan in such a way that readers can relate them to each other to reach the general meaning through the reading process. If the idea is not configured in the mind of the writer, the expressions are likewise vague. Since writing is associated with the arrangement of knowledge and the transmission of the meaning, it is an essential part of generating ideas "which involve drawing upon long-term memory which consists of three main kinds of memory store: Episodic memory, which is devoted to events, experiences and visual and auditory images; semantic memory, which is devoted to information, ideas, attitudes and values; unconscious memory, which includes emotions and feelings (White & Arndt, 1991, p. 17)". Writers pass through a complicated cognitive process to analyze/evaluate the world from different aspects and then express their comments for readers in a comprehensible unity using language. For that reason writing is a matter of process not only a matter of product. Writing is for discovery of learning, not just demonstration of learning (Raimes, 2002, p. 309).

So how should writing be taught? Two approaches for teaching writing are product-based and process-based. In the conventional product-based approach writing is regarded as the recording of ideas: Related information is gathered and written in an argumentative, compare and contrast or problem and solution manner and generally evaluated in terms of formal criteria such as grammar, vocabulary or punctuation. What is important in such an approach in which writing and evaluation works mechanically is the correct use of writing technique (Dilidüzgün, 2011). Studies in the 1980s tend to focus on process writing. In a process approach, of course the product and accuracy and grammar are important—they are just not the first and only thing that is important. A principled process approach always pays serious attention to the product—but an appropriate stage in the process (Raimes, 2002: 308). The target of writing studies should be to teach not what to write but how to write and help students discover how a text is constructed analyzing the text. After that they apply the same process while they write their own. Christie (2006, p. 52) emphasizes the role of the teachers as a guide not an evaluator referring to the statement of Mackay et al (1989) that "Our most immediate task was to invent materials that would place learners in continuous control of the written language they were producing in becoming readers and writers", while Hairston (1994) says that writing is not linear but recursive. Pre-writing, writing, and revising are overlapping activities that constitute each other. As Seow (2002, p. 319) points out teachers should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities and as students go through the various stages of writing, they understand what kind of product is expected at each stage. Uzun-Subaşı (2007) remarks that being competent in a language does not facilitate writing. Writers find themselves in a problem-solving situation in which they should care about the content and the audience, organize the parts of the text in unity, to convert sentences into utterances using appropriate vocabulary, conform to writing criteria, and define and solve the problems they face during the writing process. Byrne (1988) summarizes the complication of writing under the three headings of psychological, linguistic, and cognitive.

The comprehension activities in Turkish textbooks are thought to be insufficient in this aspect. The students are generally asked to answer questions to get the information in the text not to find out how the writer composed the text to give this information. Furthermore, although process writing is adopted, it is not put into practise with the activities such as writing on the text read or a proverb giving students a list of writing rules (Dilidüzgün, 2011).

The Steps in Process Writing

Writing, unlike speaking, provides us with a way not only to generate ideas before presenting them to an audience, but also to scrutinize the ideas and language we produce. This seeing again lets us receive feedback from ourselves and others and, learning as we go, make changes and corrections (Raimes, 2002, p.309). Process writing mainly incorporates the four basic writing stages- planning, drafting (writing), revising (redrafting) and editing- and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing (Seow, p. 316) as in Figure 1.

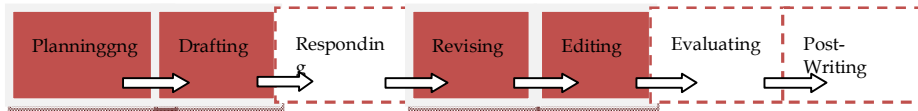


Figure 1. The steps of Process Writing

Planning as a prewriting stage includes activities such as brainstorming, clustering, rapid free writing, and asking WH-Questions to generate ideas and narrowing the topic. After determining the purpose and the audience, the main controlling idea and supporting points are identified and organized as a plan. At drafting stage, looking at the plan students start writing their temporary first drafts without trying to edit/revise. Responding is the teacher's/peers' initial reaction to students' drafts before they proceed to revise. On the basis of the feedback given in the responding stage, texts are revised for the content and organization of the ideas focusing on unity, support/detail, and coherence. Editing stage deals with "how you write" and the papers are checked for spelling, punctuation, parallelism in the structures, style, grammar, and accuracy of supportive textual material such as quotations. Students should know the criteria for evaluation, depending on the purpose of which a numerical score or grade is assigned. The same essay should be written at least three times (first draft, second one after revising, and final product after editing). Students' essays written in legible handwriting/typed go to the public through sharing, publishing or using a portfolio. Although the steps of process writing are classified under different headings in different sources - generating ideas, focusing, structuring, drafting, evaluating and reviewing in White&Arndt (1991), choosing and narrowing topic, determining the theme, identifying supporting details, organizing the ideas, drafting, revising, and editing in Adalı (2003), generating ideas (brainstorming), prewriting (searching, selecting, and choosing), organizing layout (organizing), writing (remolding and designing) and self-check

(criticising) in İpşiroğlu (2006) and planning, drafting, editing (reflecting and revising), and final version in Harmer (2004) - they can be matched in content. In the research the steps are taken under the headings of prewriting, planning and organizing, revising, editing, and final version.

If Turkish teachers are supposed to teach writing, it is not enough to equip them only with theoretical knowledge for improving writing skills. They should also be exposed to activities that will help them understand how this process works and then be able to apply to their students during their teaching experience. Thus, prospective Turkish teachers internalize the required knowledge and skills in the context of developing their own and their students' writing skills. This research aims to determine the effect of activities peculiar to each step of process writing on writing knowledge and abilities of prospective Turkish teachers, and giving examples in the context of developing writing skills.

Method

Research Design

Since the primary aim of the study is to determine the effect of process writing activities on the writing skills of prospective Turkish teachers, one-group pretest-posttest experimental design was used. Although control-group pretest-posttest design was thought to be more reliable, it could not be used because there is only one class for each level of the faculty where the research was performed. From a success rate of point of view it is also difficult to match the students from other faculties and to carry out the research with more than one class for each level due to time restriction and other circumstances.

Sample

The research includes the first-year students taking the "Writing I" course in the Turkish Department of Education Faculties in İstanbul. Thirty-four first-year students at Istanbul University, Education Faculty Turkish Department were chosen using probability-based sampling method. As pretest each student wrote an essay on a topic of their choosing from a list consisting of 16 topics: science, culture, society, language, environmental problems, nature, technology, cinema, health, education, music, transportation, books, animals, sport and Atatürk. After a 24-lesson process writing instruction, based on the activities first analyzing the written texts to find out how they were written and then to help students write their own, the students were asked to write essays on the same topic as post-tests. Thirty-four students out of 57 have remembered their topic since they were not informed why they wrote the former.

Research Instruments

The writing assessment rubric. The pretests and posttests were evaluated by the researcher and two other Turkish teachers for reliability using the "Writing Assessment Scale" developed for the research taking the criteria for assessing written

texts in the field and the process writing activities done in the class as a base. The rubric designed as a five-rank Likert-type scale is composed of 8 sub-dimensions and 34 items in total: Topic (4 items), aim (3 items), point of view (2 items), introduction (4 items), development (8 items), conclusion (5 items), unity (5 items), support and detail (3 items). In the rubric, five responses are ordered and evaluated as 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). The lowest score is 34 and the highest is 170.

Questionnaire. The students were also asked to answer a questionnaire with open-ended questions about their general opinions concerning "Writing I", how they made use of it, and what they take into consideration when writing after the course to support the research in a qualitative aspect. Mixed method was used to analyse the data. The answers were categorized in a qualitative manner and then the number of students was given for each category for a quantitative result.

Validity and Reliability

The validity and reliability of research instruments. Cronbach's alpha reliability factor is found as .953 for the whole scale of writing assessment rubric, with findings for each of the following sub-dimensions as: .838 for topic, .775 for the aim of writing, .778 for points of view, .844 for introduction, .87 for development, .86 for conclusion, .753 for unity and .771 for support and detail.

Procedure

At the beginning of the term first class students in the Turkish department taking the "Writing I" course were asked to write an essay in ninety minutes choosing/narrowing a topic, which interested them and one on which they had enough knowledge to expand, from a given list consisting of general topics (Atatürk, science, culture, society, language, environmental issues, nature, technology, cinema, health, education, music, transportation, books, animals and sports) as pretest. They were asked to write essays on the same topic using and showing the steps of process writing as posttest after a 12-week process writing instruction lasting two hours a week. This instruction includes several activities to develop skills peculiar to the steps of process writing on choosing and narrowing the topic, thinking of ideas, determining the purpose/voice, identifying the main controlling idea and supporting points, organizing the order of the supporting points, writing an outline and revising unity, support/detail and coherence. The pretests and posttests were evaluated by three experts using the "Writing Assessment Rubric" developed for the research taking the points of assessing written texts in the field and the activities done in the class as a base. The students were also asked to complete a questionnaire with open-ended questions on efficiency of process writing instruction to support the research in a qualitative aspect.

The activities during the process writing instruction

From the activities to develop special skills for the steps of process writing compiled by Dilidüzgün (2011) the activities applied in the class during the instruction took place in the research because of restricted time and the content of the course. During this research accepting the fact that teaching process writing begins

with analyzing written texts and finding out how the writer creates the meaning using language students try to guess the writing process of the author that is parallel to the reading process- his aim, points of view, main idea and supporting points, plan, unity, and coherence - analyzing the language of reading passages. If we simply ask students to analyze, manipulate, and imitate given texts, we are not allowing them to grapple for that fit between content and form that all writers need to do (Raimes, 2002, p. 309). After those kinds of analyses students try to write their own essays thorough in-class activities. While teachers guide the activities, they also write and share their writings and ask students to criticise them. Students can say their thoughts and share their writings in a motivating and meaningful atmosphere.

Prewriting. For choosing topic, students are given multiple choice activities to decide on unique, interesting, specific, and supportable topics and to identify good and bad topics. The ideas are generated on the board the entire class using such techniques as brainstorming, clustering, free writing, and asking questions. Then the topic is narrowed and demonstrated on the board. In the context of narrowing topic from general to specific, favourable and unfavourable texts are given as examples and analyzed (Adalı, 2003; Beyreli et al., 2005; Özdemir & Binyazar, 1998).

Planning and organizing. Analyzing reading texts, the feature, form, and content of the main controlling idea are determined and students ask questions to narrow a given topic and find the main idea. Furthermore they identify the topic sentence of a mixed paragraph (Adalı, 2003; Seow, 2002).

Determining points of view requires finding repeated/key words and adjectives/adverbs modifying people/events in the text. Two authors can make different comments on the same topic using different words, modals, and conjunctions. Texts written on the same topic but from different points of view are compared in terms of language items and related to their main controlling idea (Özdemir & Binyazar, 1998). Students are also asked to fill the blanks in given texts with appropriate adjectives/adverbs to express different points of view.

Before students lay their opinions out, they are informed about paragraph types/ contents, the planning and the main idea of paragraphs. The first and the last version of paragraphs are compared in terms of unity, support/detail, and cohesion (Selvikavak, 2006). The worksheet with several introduction paragraphs written with different techniques is handed out and students are asked to guess what is the subject of the day. Then they match introduction paragraphs with interesting techniques for writing introductions, write different introductions for the same topic, and order the mixed sentences of a paragraph from general to specific. For writing development paragraphs, students are asked to remove odd sentences from the list of the sentences given under the headings of importance, difference, and relatedness. The contents of development paragraphs are determined converting the main idea into the question and finding answers and writing topic sentences for given main ideas. Development paragraphs/supporting ideas are sequenced with respect to time, place, and importance. After the content and markers of conclusion paragraphs are introduced, the introduction and conclusion paragraphs of texts are compared in

terms of quality, content, and cohesion. The conclusion and introduction paragraphs of three texts (six paragraphs) on the same topic are mixed. First the students identify which ones are conclusions and which ones are introductions and then they match the conclusions and introductions. Other activities are to write conclusions to given introductions or introductions to given texts. An integrated activity for text organization is to divide a text given as one part into paragraphs and write conclusions/introductions if missing.

When writing their own essays after generating ideas, choosing/narrowing the topic, students determine the main points in the form of headings under which supporting points are listed, which is essential to refrain from departing from the main idea. In lay-out topic and supporting ideas are written in sentences, questions or noun phrases. A plan is analyzed in point of coherence of conclusion and introduction paragraphs as an example. A lay-out on a topic is prepared on the board with the contribution of students. Mixed sentences of a text are classified as topic sentences/supporting details into paragraphs and sequenced to make up the text or missing topics/details are added to given plans with blanks.

Revising. For revising activities, the versions of the same text before and after the revision are compared in the context of unity, support/detail and cohesion. Students form paragraphs from sentences/texts from paragraphs and complete the text with missing topic change markers (conjunctions/transitions) to analyze relations between propositions.

Editing. As the research focuses on the construction and the content of the texts and because of lack of time, activities on editing did not take place. As a result editing was not evaluated in Writing Assessment Rubric.

The students are asked to analyze an essay in the context of process writing and write their own using process writing technique as homework before they take the posttest. In this process the teacher is always ready for the questions of the students.

Data Analyses

The essays written by the subjects as pretests and posttests were evaluated by the researcher and two Turkish teachers for reliability using the Writing Assessment Rubric. The Pearson Product-Moment Correlation was used to determine the strength of association of evaluations and as in Table 1 correlation was found significant at the level of 0.01.

Table 1.

The Validity and Reliability of Evaluations

| | 1. expert | 2. expert | 3. expert |
|-----------|-----------|-----------|-----------|
| 1. expert | 1 | | |
| 2. expert | ,572** | 1 | |
| 3. expert | ,619** | ,564** | 1 |

** . Correlation is significant at the 0.01 level (1-tailed).

In data analysis mean, standard deviation and paired samples t-test, used to compare the means of two variables for a single group, via SPSS 18.0 for Windows were used to determine the significant difference between the means of sub-dimensions and whole scale of pretests and posttests. The students' answers to open-ended questions in the questionnaire were also analyzed and classified under the headings with their frequency.

Results

The results of paired samples t-test were found significant in the sub-dimensions of choosing/narrowing the topic, realizing the aim of the writing, expressing point of view, composing introduction, development and conclusion in form/content, forming the unity of the text, and giving effective support/detail.

Table 2.

The Effect of Process Writing Activities on Choosing Topic

| <i>Variables</i> | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> | |
|------------------|----------|----------|-----------|-----------|----------|----------|------|
| Topic1 | pretest | 34 | 3,76 | 1,07 | 33 | 5,263 | ,000 |
| | posttest | 34 | 4,70 | ,675 | | | |
| Topic 2 | pretest | 34 | 2,58 | 1,55 | 33 | 2,746 | ,010 |
| | posttest | 34 | 3,44 | 1,39 | | | |
| Topic 3 | pretest | 34 | 4,17 | ,86 | 33 | 4,924 | ,000 |
| | posttest | 34 | 4,88 | ,32 | | | |
| Topic 4 | pretest | 34 | 2,55 | 1,33 | 33 | 4,616 | ,000 |
| | posttest | 34 | 4,05 | 1,22 | | | |
| Sum of Topic | pretest | 34 | 13,08 | 4,05 | 33 | 4,875 | ,000 |
| | posttest | 34 | 16,88 | 2,84 | | | |

As seen in Table 2, the output of the paired samples t-test shows that there is a significant difference between pretests and posttests in terms of topic in total [$t(33)=4,87$, $p<0.01$], having an interesting and specific topic [$t(33)=5,263$, $p<0.01$], including original ideas [$t(33)=2,746$, $p<0.05$], having a supportable topic [$t(33)=4,924$, $p<0.01$], and narrowing the topic [$t(33)=4,616$, $p<0.01$].

Table 3.*The Effect of Process Writing Activities on Realizing the Aim of Writing*

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|------------------|----------|----------|----------|-----------|-----------|----------|----------|
| Aim1 | pretest | 34 | 3,14 | 1,32 | 33 | 4,490 | ,000 |
| | posttest | 34 | 4,26 | 1,05 | | | |
| Aim 2 | pretest | 34 | 2,97 | 1,02 | 33 | 6,076 | ,000 |
| | posttest | 34 | 4,23 | ,85 | | | |
| Aim 3 | pretest | 34 | 4,35 | ,91 | 33 | 3,230 | ,003 |
| | posttest | 34 | 4,76 | ,49 | | | |
| Sum of Aim | pretest | 34 | 10,61 | 2,91 | 33 | 5,080 | ,000 |
| | posttest | 34 | 13,29 | 1,85 | | | |

The result in Table 3 shows that the mean differences of pretests and posttests are significant for realizing the aim of the writing in total [$t(33)=5,080$, $p<0.01$]. The difference is also significant in identifying the main controlling idea [$t(33)=4,490$, $p<0.01$], determining the supporting points [$t(33)=6,076$, $p<0.01$], and using linguistic/stylistic devices proper to the genre [$t(33)=3,230$, $p<0.01$].

Table 4*The Effect of Process Writing Activities on Expressing Point of View*

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|----------------------|----------|-----------|----------|-----------|-----------|----------|----------|
| Point of View 1 | pretest | 34 | 3,35 | 1,17 | 33 | 3,199 | ,003 |
| | posttest | 34 | 4,11 | 1,14 | | | |
| Point of View 2 | pretest | 34 | 3,91 | ,90 | 33 | 2,938 | ,006 |
| | posttest | 34 | 4,41 | ,85 | | | |
| Sum of Point of View | pretest | 34 | 7,26 | 1,89 | 33 | 3,282 | ,002 |
| | posttest | 34 | 8,52 | 1,94 | | | |

In the context of point of view, as seen in Table 4, the results are significant [$t(33)=3,282$, $p<0.01$] for expressing the idea completely [$t(33)=3,199$, $p<0.01$] and using linguistic elements to imply point of view [$t(33)=2,938$, $p<0.01$].

Table 5

The Effect of Process Writing Activities on the Form and Content of Introduction Paragraph

| Variables | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|---------------------|----------|----------|----------|-----------|-----------|----------|----------|
| Introduction1 | pretest | 34 | 2,79 | 1,38 | 33 | 4,367 | ,000 |
| | posttest | 34 | 4,00 | 1,12 | | | |
| Introduction2 | pretest | 34 | 2,38 | 1,49 | 33 | 7,819 | ,000 |
| | posttest | 34 | 4,55 | ,78 | | | |
| Introduction3 | pretest | 34 | 2,91 | 1,44 | 33 | 5,250 | ,000 |
| | posttest | 34 | 4,14 | 1,04 | | | |
| Introduction4 | pretest | 34 | 2,70 | 1,46 | 33 | 4,437 | ,000 |
| | posttest | 34 | 4,14 | 1,04 | | | |
| Sum of Introduction | pretest | 34 | 10,79 | 4,78 | 33 | 6,592 | ,000 |
| | posttest | 34 | 16,85 | 3,04 | | | |

In terms of planning the result was significant [$t(33)=6,592$, $p<0.01$] for introduction (Table 5). The difference between the means of pretests and posttests are significant for relevance to the main idea and reflecting the content of the text [$t(33)=4,367$, $p<0.01$], for having the main points parallel [$t(33)=7,819$, $p<0.01$], for having a gripping/appropriate introduction technique [$t(33)=5,250$, $p<0.01$], and for a sequence from general to specific [$t(33)=4,437$, $p<0.01$].

Table 6

The Effect of Process Writing Activities on the Form and Content of Development Paragraphs

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|--------------------|----------|----------|----------|-----------|-----------|----------|----------|
| Development1 | pretest | 34 | 3,08 | ,96 | 33 | 7,455 | ,000 |
| | posttest | 34 | 4,50 | ,74 | | | |
| Development2 | pretest | 34 | 2,94 | 1,15 | 33 | 7,284 | ,000 |
| | posttest | 34 | 4,61 | ,77 | | | |
| Development3 | pretest | 34 | 4,08 | ,79 | 33 | 4,545 | ,000 |
| | posttest | 34 | 4,79 | ,64 | | | |
| Development4 | pretest | 34 | 3,52 | 1,13 | 33 | 6,319 | ,000 |
| | posttest | 34 | 4,82 | ,45 | | | |
| Development5 | pretest | 34 | 3,29 | 1,31 | 33 | 5,216 | ,000 |
| | posttest | 34 | 4,58 | ,74 | | | |
| Development6 | pretest | 34 | 2,44 | 1,33 | 33 | 4,380 | ,000 |
| | posttest | 34 | 3,91 | 1,33 | | | |
| Development7 | pretest | 34 | 3,73 | 1,18 | 33 | 4,206 | ,000 |
| | posttest | 34 | 4,64 | ,77 | | | |
| Development8 | pretest | 34 | 3,20 | 1,27 | 33 | 3,806 | ,001 |
| | posttest | 34 | 4,17 | 1,21 | | | |
| Sum of Development | pretest | 34 | 26,32 | 6,69 | 33 | 7,574 | ,000 |
| | posttest | 34 | 35,91 | 4,82 | | | |

As detailed in Table 6, when compared with the paired samples t-test, the means of development items in pretests and posttest differ significantly in total [$t(33)=7,574$, $p<0.01$]. The significance was found in having important supporting points [$t(33)=7,455$, $p<0.01$], in supporting points for being different [$t(33)=7,284$, $p<0.01$], relevant [$t(33)=4,545$, $p<0.01$], parallel [$t(33)=6,319$, $p<0.01$], balanced in number [$t(33)=5,216$, $p<0.01$], in the same order as in the introduction [$t(33)=4,380$, $p<0.01$], focused on one topic [$t(33)=4,206$, $p<0.01$], and in a logical order [$t(33)=3,806$, $p<0.01$].

Table 7*The Effect of Process Writing Activities on the Form and Content of Conclusion Paragraph*

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|-------------------|----------|----------|----------|-----------|-----------|----------|----------|
| Conclusion1 | pretest | 34 | 4,17 | 1,64 | 33 | 2,659 | ,012 |
| | posttest | 34 | 4,88 | ,68 | | | |
| Conclusion2 | pretest | 34 | 2,44 | 1,79 | 33 | 4,078 | ,000 |
| | posttest | 34 | 4,20 | 1,47 | | | |
| Conclusion3 | pretest | 34 | 3,02 | 1,44 | 33 | 4,189 | ,000 |
| | posttest | 34 | 4,32 | 1,03 | | | |
| Conclusion4 | pretest | 34 | 3,32 | 1,36 | 33 | 5,012 | ,000 |
| | posttest | 34 | 4,67 | ,68 | | | |
| Conclusion5 | pretest | 34 | 3,23 | 1,67 | 33 | 3,239 | ,003 |
| | posttest | 34 | 4,29 | 1,11 | | | |
| Sum of Conclusion | pretest | 34 | 16,20 | 6,36 | 33 | 5,064 | ,000 |
| | posttest | 34 | 22,38 | 3,02 | | | |

The conclusion paragraphs of the pretests and posttests differs significantly in content and form as analyzed in Table 7 [$t(33)=5,064$, $p<0.01$]. The results are significant for having a conclusion paragraph [$t(33)=2,659$, $p<0.05$], for having linguistic markers to determine the conclusion [$t(33)=4,078$, $p<0.01$], for summarizing the information presented in the body [$t(33)=4,189$, $p<0.01$], for stating the main idea in a different way [$t(33)=5,012$, $p<0.01$], and for the coherence of introduction and conclusion paragraphs [$t(33)=3,239$, $p<0.01$].

Table 8*The Effect of Process Writing Activities on Forming the Unity of the Text*

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|------------------|----------|----------|----------|-----------|-----------|----------|----------|
| Unity1 | pretest | 34 | 2,17 | 1,52 | 33 | 5,393 | ,000 |
| | posttest | 34 | 3,94 | 1,25 | | | |
| Unity2 | pretest | 34 | 3,88 | 1,00 | 33 | 2,852 | ,007 |
| | posttest | 34 | 4,52 | ,82 | | | |
| Unity 3 | pretest | 34 | 3,61 | 1,27 | 33 | 3,510 | ,001 |
| | posttest | 34 | 4,47 | ,74 | | | |
| Unity4 | pretest | 34 | 4,02 | ,99 | 33 | | ,018 |
| | posttest | 34 | 4,58 | ,74 | | 2,493 | |
| Unity5 | pretest | 34 | 3,94 | ,95 | 33 | 3,032 | ,005 |
| | posttest | 34 | 4,52 | ,66 | | | |
| Sum of Unity | pretest | 34 | 17,64 | 4,16 | 33 | | ,000 |
| | posttest | 34 | 22,05 | 2,96 | | 4,987 | |

As seen in Table 8, a significant difference was found in the context of unity in total [$t(33)=4,987$, $p<0.01$] between the essays written before and after the process writing instruction. The results are significant for the relevance of title to genre and the content [$t(33)=5,393$, $p<0.01$], for the relevance of all sentences to the topic sentence [$t(33)=2,852$, $p<0.01$], for unnecessary repetitions [$t(33)=3,510$, $p<0.01$], for the correct sentence order [$t(33)=2,493$, $p<0.05$] and for having sentences flow smoothly and naturally to the next [$t(33)=3,032$, $p<0.01$].

Table 9*The Effect of Process Writing Activities on Giving Effective Support and Detail*

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|-----------------------|----------|----------|----------|-----------|-----------|----------|----------|
| Support and Detail1 | pretest | 34 | 2,70 | ,93 | 33 | 8,003 | ,000 |
| | posttest | 34 | 4,14 | ,89 | | | |
| Support and Detail2 | pretest | 34 | 3,32 | 1,14 | 33 | 3,809 | ,001 |
| | posttest | 34 | 4,17 | ,90 | | | |
| Support and Detail3 | pretest | 34 | 4,23 | ,81 | 33 | 2,263 | ,030 |
| | posttest | 34 | 4,61 | ,69 | | | |
| Sum of Support/Detail | pretest | 34 | 10,26 | 2,42 | 33 | 5,422 | ,000 |
| | posttest | 34 | 12,94 | 2,30 | | | |

It is found that there is a significant difference between pretests and posttests in terms of giving effective support/detail [$t(33)=5,422$, $p<0.01$]. In Table 9, the results for the effectiveness of the supporting points [$t(33)=8,003$, $p<0.01$], for having any gaps in the context of time, place, and importance [$t(33)=3,809$, $p<0.01$] and for having inessential details to distract the reader [$t(33)=2,263$, $p<0.05$] are significant.

As seen in Table 10, the results of paired samples t-test are significant [$t(33)=6,979$, $p<0.01$] in all writing skills constituting Writing Assessment Scale.

Table 10*The Effect of Process Writing Activities on the Development of Writing Skills.*

| <i>Variables</i> | | <i>n</i> | <i>M</i> | <i>SD</i> | <i>Df</i> | <i>t</i> | <i>P</i> |
|------------------|-------------|----------|----------|-----------|-----------|----------|----------|
| Genel toplam | önuygulama | 34 | 112,20 | 26,62 | 33 | 6,979 | ,000 |
| | sonuygulama | 34 | 148,85 | 18,74 | | | |

In the questionnaire one of the students indicates that he has learned how to write with these sentences: "I used to be a person that did not like writing and believe not to be talented about it, but after this course I have realized that I did not know how to write; now I write easily thorough a plan". Another one states "I used to think that I was a good writer, but I have realised that my texts were incomplete and writing is not listing emotions and thoughts". Fourteen students said that they have had the habit of writing, preparing a plan, and taking care of the contents of introduction, development, and conclusion paragraphs. In addition 14 students remarked that they can easily comprehend and evaluate the written texts analyzing their plans and how they were written. Ten students say that they have begun to give attention to fluency, unity,

and cohesion, 5 students pointed that they know what and how to write now, 1 student states that he is careful now to watch for repetitions and unnecessary sentences. One student said that she can compose the appropriate title, 4 students remarked that they have gained writing skills generally and 1 student emphasized that a writing course is essential for language education.

Discussion and Conclusion

The results of the research show that the effect of process writing activities on developing writing skills is significant at ($p < 0.01$) level. The parallelism between qualitative and quantitative results also supports the thesis of the research. In language teacher training, theory should be put into practice. Listing the features of text types and the rules of writing such as "An appropriate title should be given to texts" is not enough for prospective Turkish teachers to develop writing skills and to teach writing. Writing is not taught asking students to write on the text read or a proverb giving students a list of writing rules. The research done by Ülper (2011) shows that prospective Turkish teachers use more time for writing stage more than planning as pre-writing stage and post-writing stage; furthermore, the results of the research emphasize the fact that they are not instructed enough in planning. This results are thought to be easily estimated for the reason of that although there are several theoretical books on process writing in Turkish (Adalı, 2003; Beyreli et al., 2005; Dilidüzgün, 2011; Özdemir & Binyazar, 1998; Uzun Subaşı, 2007), these have not been reflected on Turkish textbooks in primary and secondary education. Writing being a kind of cognitive process requires analysis and synthesis and students needs to be instructed in order to be competent writers as realized in the research. There is no doubt that students can develop their writing skills thorough writing activities. What is important here to decide what kind of activities except "write an essay on X topic" as generally seen as a typical writing activity in Turkish textbooks can help to equip students with writing abilities.

Before asking students to write a text they need to know what a text is and how it is formed. The basic way to understand this concept and this process is to analyse written texts, that is, how they have been planned and organized and how the language has been used to succeed this. Students analyse reading passages to grapple for the fit between content and form in the context of the author's aim, points of view, main idea and supporting points, plan, unity, and coherence. Those kinds of analyses prepares them to write their own essays. This research that aims to determine the effect of process writing activities on the writing skills of prospective Turkish teachers as well as to equip them with the writing strategies to apply when teaching writing also aims to propose several activities peculiar to each step of process writing.

In the research with one-group pretest-posttest experimental design, thirty-four first-year students taking the "Writing I" course at Istanbul University, Education Faculty Turkish Department took a 24-lesson process writing instruction. During the

instruction based on the activities compiled essentially from Broukal (2004), Byrne (1988), Harmer (2004), Pritchard & Honeycutt (2005) and White & Arndt (1991) first analyzing the written texts to find out how they were written and then to help students write their own. The instruction has been planned to be realized in four stages-rewriting, planning and organizing, revising, and editing; however, editing has not been studied because of lack of time. In rewriting stage, exercises for choosing interesting and specific topic, finding original ideas and a supportable topic, and narrowing topic lead the students to make a progress in this context, which is the result of the significant difference ($p<0.01$) in total. In planning and organizing stage, that is, in determining point of view, realizing the aim of the writing, composing introduction, development and conclusion paragraphs a significant difference has been found ($p<0.01$). From the point of view of unity and support and detail, the students make a progress and there is a significant difference ($p<0.01$) between the results of their pretests and posttests. The results point that process writing help students to write. Everybody can write, but "to write" means to "to compose a text" here.

The activities exemplified in the research are important for prospective Turkish teachers since while they improve their own writing skills, they also learn how to teach writing. In the questionnaire that supports the research in a qualitative aspect the students said that they have learned the planned method of writing, they can understand and evaluate the texts more easily analysing how they are written, they give more importance to title, unity, and coherence and they know what to write and how to write now. The comment by a student that "*I have learned to look not only at the texts I read but also at current events from different perspectives*" supports the idea that process writing also improves thinking.

At the end of the process writing instruction prospective Turkish teachers have witnessed the development in their writing skills and the effect and necessity of process writing activities, and they believe in the fact that writing should be taught. Reading studies should not be limited by comprehension questions, instead they should include the analysis of the aim, point of view, plan, unity, and coherence of text, and briefly explain how the text is written. When the students get to know this process, they can consciously write their own texts. When students write essays they need to know where to begin, what to do at every step, and what they are expected to do. Process writing activities with the guidance of the teacher help them to find the answers to those questions. To realize this what has to be done is to train teacher equipped with process writing knowledge and skills, which requires such courses in education faculties and to reflect theoretical knowledge to Turkish textbooks.

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Süreç Odaklı Yazma Etkinliklerinin Türkçe Öğretmen Adaylarının Yazma Becerilerine Etkisi

Atıf:

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(Özet)

Problem Durumu :Yazı yazmak yaratıcı eylemlerin en zorudur ve belli bir eğitim sonucu öğrenilebilmektedir. Yazma becerisini geliştirmek sırasıyla iki tür çalışma gerektirmektedir: metinlerin içerik ve retorik yapılarını çözümleyerek nasıl yazıldıklarını ortaya çıkaran okuma etkinlikleri ve süreç odaklı yazma etkinlikleri. Türkçe ders kitaplarındaki okuma-anlama etkinlikleri metinlerin nasıl

oluşturduklarını ortaya çıkaran metin yapısı çözümleme niteliği taşımadığı için öğrencilerin yazma becerilerini geliştirme bağlamında yeterli değildir ve süreç odaklı yazma benimsenmesine rağmen okunan metin ya da bir atasözü üzerine, verilen yazma kuralları listesine uygun yazı yazma türü çalışmalarla bu kuramsal yaklaşım, uygulamaya geçirilememektedir.

Araştırmanın Amacı :Bu çalışma, süreç odaklı yazma etkinliklerinin Türkçe öğretmen adaylarının yazma becerilerine etkisini belirlemekle beraber onları öğrencilerine yazmayı öğretirken uygulayabilecekleri yazma stratejileriyle donatmayı ve bu bağlamda etkinlikler önermeyi amaçlamaktadır.

Araştırmanın Yöntemi :Araştırmada tek grup öntest-sontest deneysel desen kullanılmış ve örneklem olarak İstanbul Üniversitesi Hasan Ali Yücel Eğitim Fakültesi Türkçe Öğretmenliği Programı'ndan 34 birinci sınıf öğrencisi alınmıştır. Öğrencilerden her biri dönem başında "Yazılı Anlatım I" dersinde; Atatürk, bilim, kültür, toplum, dil, çevre sorunları, doğa, teknoloji, sinema, sağlık, eğitim, müzik, ulaşım, kitap, hayvanlar ve spor konularının bulunduğu listeden ilgisi ve bilgisi doğrultusunda bir konu seçerek öntest olarak bir düşünce yazısı oluşturmuştur. Haftada 2 saat olmak üzere 12 haftalık bir süreç odaklı yazma eğitiminden sonra öğrencilerden sontest olarak eğitimden önce yazdıkları yazıyla aynı konuda bir düşünce yazısını bu kez süreç odaklı yazma aşamalarını işleterek yazmaları istenmiştir. Öntest ve sontestler üç uzman tarafından, alanda yazılı anlatımı değerlendirme ölçütleri ve çalışmada eğitim sürecinde uygulanan yazma eğitimi etkinlikleri temel alınarak, bu çalışma için oluşturulmuş 5'li likert tipinde "Yazma Değerlendirme Rubriği"yle değerlendirilmiştir. Konuyu seçme, yazma amacını gerçekleştirme, bakış açısını ifade etme, giriş/gelişme/sonuç paragraflarının içeriğini ve biçimini geliştirme, metnin bütünlüğünü sağlama, yeterli destek/ayrıntıyı verme alt ölçeklerinde 34 maddeli "Yazma Değerlendirme Rubriği"nin toplam Cronbach's alpha güvenilirlik katsayısı ,953'tür. Üç uzman tarafından yapılan değerlendirmeler arasındaki ilişki Pearson Product-Moment korelasyonu uygulanarak 0.01 seviyesinde anlamlı bulunmuştur. Araştırma, öğrencilere uygulanan "Yazılı Anlatım I dersi için genel düşünceleriniz nelerdir ve eğitim sonucunda yazı yazarken nelere dikkat etmeye başladınız?" gibi açık uçlu soruların yer aldığı sormaca ile nitel bağlamda da desteklenmiştir.

Araştırmanın Bulguları :SPSS 18.0 for Windows programı ile yapılan ilişkiyel t testi sonucunda süreç odaklı yazma etkinliklerinin Türkçe öğretmen adaylarının yazma becerisine etkisi ölçeğin tamamında ($p<0.01$) düzeyinde anlamlı bulunmuştur. Öntest ve sontest arasında genel konu bağlamında ($p<0.01$) ilginç ve özel bir konu bulma ($p<0.01$), ilginç fikirleri kapsama ($p<0.05$), desteklenebilir bir konu olma ($p<0.01$) ve konuyu sınırlandırma ($p<0.01$) maddelerinde anlamlı bir fark bulunmuştur. Yazma amacı doğrultusunda toplamda ($p<0.01$) düzeyinde olmak üzere temel düşünceyi bulma, destekleyici düşünceleri belirleme ve türe uygun dilsel ve biçimsel düzenekleri işletme maddelerinde öntest ve sontestler arasında anlamlı bir fark bulunmuştur. Bakış açısı bağlamında düşünceleri net olarak açıklama ve

dilsel öğeleri bakış açısını belirlemede kullanma başlıklarında ($p<0.01$) düzeyinde anlamlı bir fark bulunmuştur. Planlama konusunda giriş paragrafı bağlamında temel düşünce ile ilgili olma ve metnin içeriğini yansıtmaya, temel noktaların metinle paralel sıralanması, ilgi çekici bir giriş tekniğine sahip olma ve genelden özele uzanma maddelerinde ($p<0.01$) düzeyinde anlamlı bir fark bulunmuştur. Gelişme paragrafı için destekleyicilerin önemli, ilgili, paralel, sayıca dengeli, giriş paragrafıyla aynı sırada olması, bir konu üzerinde odaklanması ve mantıklı bir şekilde sıralanması maddelerinde ($p<0.01$) düzeyinde anlamlı bir farkın olduğu görülmüştür. Sonuç paragrafı bulundurmama, sonucu gösteren dilsel belirleyicileri kullanmama, gelişme bölümündeki bilgileri özetlemeyi, temel düşünceyi farklı şekilde ifade etmeyi, giriş ve sonuç paragrafının tutarlılığını kapsayan sonuç alt ölçeğinde de öntest ve sontest arasında ($p<0.01$) düzeyinde anlamlı bir fark vardır. Başlığın türe ve içeriğe uygun olması, bütün tümcelerin konu tümcesi ile ilişkili olması, gereksiz yinelenmelerin olmaması, tümcelerin doğru sıralanması ve birbirlerine doğal olarak ve akıcı bir şekilde bağlanması maddelerini kapsayan bütünlük alt ölçeğinde de fark ($p<0.01$) düzeyinde anlamlıdır. Sonuçlar destek ve ayrıntı verme alt ölçeğinde de destekleyici düşüncelerin etkililiği, zaman/yer ve önemlilik bağlamında boşlukların olmaması maddelerinde ($p<0.01$) düzeyinde ve okuyucunun ilgisini dağıtacak gereksiz ayrıntıların olmaması için ise ($p<0.05$) düzeyde anlamlı bulunmuştur.

Açık uçlu sorulardan oluşan sormacaya öğrencilerden biri, "Ben yazı yazmayı sevmeyen ve bu konuda beceriksiz olduğumu düşünen bir insandım, ama bu ders sayesinde yazma sıkıntımın nasıl yazacağımı bilmediğimden kaynaklandığını öğrendim, şimdi planımı hazırlayıp rahat bir şekilde yazımı yazabiliyorum," sözleriyle nasıl yazılacağını öğrendiğini belirtirken bir diğeri, "Güzel yazdığımı düşünüyordum, ne kadar eksik yazdığımı gördüm. Yazı yazmak sadece duygu ve düşünceleri sıralamak değilmiş" sözleriyle yazılarındaki eksikliklerin farkına vardığını belirtmiştir. 14 öğrenci giriş, gelişme ve sonuç paragraflarının içeriğini dikkate alıp planlı yazı yazma alışkanlığı kazandıklarını, 14 öğrenci ise başka metinlerin de nasıl yazıldıklarını ve planlarını çözümlenerek metinleri daha kolay anlayabildiklerini ve değerlendirebildiklerini söylemiştir. 10 öğrenci metnin akışını bozmamaya ve metnin bütünlük/tutarlılığını göz önünde tutmaya başladığını, 5 öğrenci neyi ve nasıl yazacaklarını artık bildiklerini, 1 öğrenci yinelenmelere ve gereksiz tümcelere yer vermediğini, 1 öğrenci yazısına uygun başlık koyduğunu belirtirken; 4 öğrenci genel olarak güzel yazı yazma yeteneği kazandığını, 1 öğrenci ise yazılı anlatım dersinin vazgeçilemez olduğunu belirtmiştir.

Araştırmanın Sonuçları ve Önerileri :Araştırmanın sonuçları süreç odaklı yazma etkinliklerinin öğretmen adaylarının yazma becerileri üzerinde anlamlı bir fark yarattığını göstermekte, nitel ve nicel çözümlenmelerin koşutluğu da araştırmanın tezini desteklemektedir. Dil öğretmeni yetiştirmede kuram, uygulamaya dökülebilmelidir. Metin türlerinin özelliklerini ve yazma kurallarını sıralama öğretmen adaylarının yazma becerilerini geliştirme ve yazmayı öğretmeleri için gerekli stratejileri kazanmaları açısından yeterli değildir. Yazma kurallarını hatırlatıp

öğrencilerden okunan metin ya da bir atasözü üzerine bir yazı yazmalarını isteyerek yazı yazmanın öğretilmeyeceği açıktır. Yazma, araştırmada gerçekleştirildiği gibi süreç odaklı yazma temelinde analiz ve sentezi gerektiren bilişsel bir süreçtir. Bir öğrencinin eğitim sonunda “Sadece okuduğum metinlerde değil günlük hayatta da yaşadığım olaylara karşı çok yönlü olmayı öğrendim” tümcesi, yazma eğitiminin aynı zamanda düşünce gelişimini sağladığı konusunda da araştırma alanı açmaktadır.

Süreç odaklı yazma eğitimi sonucunda Türkçe öğretmen adayları, yazma becerilerindeki gelişimin ve yazma etkinliklerinin zorunluluğunun farkına varmışlar ve yazmanın öğrenilen bir beceri olduğuna inanmışlardır. Okuma çalışmaları okuma-anlama sorularıyla sınırlandırılmamalı; metin amaç, bakış açısı, plan, bütünlük ve tutarlılık açısından da çözümlenerek metnin nasıl yazıldığı açıklanmalıdır. Öğrenciler metin yazarken nereden başlayacaklarını, her aşamada ne yapacaklarını ve kendilerinden ne beklendiğini bilmek zorundadır. Öğretmen rehberliğinde süreç odaklı yazma etkinliklerinin bu sorulara yanıt bulmada yardımcı olacağı düşünülmektedir.

Anahtar Sözcükler: Süreç odaklı yazma etkinlikleri, okuma-anlama etkinlikleri, yazma becerisi, Türkçe öğretmen adayları.