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The Effect of Cooperative Writing Activities on Writing Anxieties of Prospective Primary School Teachers

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Article Info	Abstract
<p><i>Article History</i></p> <p>Received: 28 April 2017</p> <p>Accepted: 22 June 2017</p> <hr/> <p><i>Keywords</i></p> <p>Cooperative writing Writing anxiety Prospective primary school teacher</p>	<p>The purpose of this research is to determine the effect of cooperative writing activities on the writing anxieties of prospective primary school teachers. The study group of the research is composed of 30 prospective primary school teachers. A mixed method consisting of qualitative and quantitative research methods was used in the collection, analysis and interpretation of the data obtained in the research. A total of 12 weeks of cooperative writing activities were conducted within the scope of the research. Writing Anxiety Scale was used to determine the writing anxieties at the beginning and the end of the implementation for prospective primary school teachers. Semi-structured interviews were also held with the candidates to determine the views of the prospective primary school teachers regarding the implementation process. It was revealed at the end of the research that the cooperative writing activities reduced the writing anxieties of the prospective primary school teachers.</p>

Introduction

Writing is a productive process that involves many cognitive and affective skills, and requires good planning and evaluation (Sharples, 2003). In fact, this process is more than just a cognitive competence manifestation (Magnifico, 2010). Since writing requires self-discovery and simultaneous use of many skills (Wang, 2012), writers struggle with significant difficulties in order to be able to write a desired essay (Graham and Harris, 1989). One of these difficulties is the writing anxiety that is at the level that will prevent the writing process.

Daly (1978) define anxiety as “a person’s general tendencies to approach or avoid situations perceived to demand writing accompanied by some amount of evaluation” Also Bloom (1985, p.121) defined writing anxiety as “a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person’s ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing”. Daly (1978) has examined writing anxiety from single perspective. However, Bloom's (1985) definition of writing anxiety reveals that he has examined writing anxiety more comprehensively. Daly (1978) described writing anxiety as a demand or avoidance towards writing. Bloom (1985) also added a psychological perspective to writing anxiety by describing writing anxiety as the emotions and behaviors that emerge during the writing process (Wynne, Guo and Wang, 2014).

Writing anxiety, which is a response to writing due to various reasons, is affected both by psychological and situational attitudes (Riffe and Stacks, 1992). According to Tomlinson (1981), writing anxiety can result from a combination of many cognitive and affective factors. Students' feeling anxiety cognitively about writing may be due to the lack of knowledge about the steps of the writing process and the operations that need to be done at these steps. Moreover, since writing requires many cognitive processes, it can lead to writing anxiety in students (Schweiker-Marra and Marra, 2000). Heaton and Pray (1982) categorized cognitive problems that cause writing anxiety as inadequacy in planning process, inability to organize thoughts in the writing process, making less time for writing and review step, inability to determine the idea, and insufficient vocabulary.

Cheng, (2004) who examined the reasons for writing anxiety also from affective perspective, remarks that high expectations of the teachers on the students regarding writing may cause writing anxiety. This situation affects students' motivations and also causes them to be uninterested in the writing process. However, it is probable that the students who have various prejudices about the evaluation process related to the essay that they have written, are affectively anxious (Tomlinson, 1981).

Another affective factor that causes students to feel anxiety about the writing process is to have a negative attitude towards writing (Daly, 1985). Poff (2004) concludes that the reasons for writing anxiety result from

inadequate reading. Because the authors who read at a sufficient level embrace how letters, words, grammar, genre knowledge, spelling and punctuation, play a role in the text. This dominance facilitates writing and helps to develop a positive thought of writing. In addition, the student who has sufficient knowledge about the composing process feels more comfortable and enjoys writing (Poff, 2004). Otherwise, students who have writing anxiety do not want to write because they do not enjoy writing and do not feel ready themselves for writing (Cope, 1978). In addition, these students think they will fail even when they write. This situation causes the students to lose their interest of writing (Daly and Miller, 1975, Daly, 1978).

In the writing process, teachers have important tasks in removing the factors that prevent the writing success of the students. According to Donnelly (2010), it is becoming more and more interesting to include cooperative writing activities in the writing education process, to centralize students, to try to involve unwilling students in the process, and thus to make it easier for students to adopt their writing activities.

Since cooperative writing offers many opportunities for students that they can't have when they write individually (Storch, 2005), it removes the loneliness felt by the student who starts writing alone and makes the students move faster (Sutherland and Topping, 1999). Writing alone cannot be easy for students who do not have enough idea (Amir, Ismail and Hussin, 2011). In this regard, one of the purposes of cooperative writing is to support the exchange of opinions and ideas among group members through each other (Topping, Smith, Swanson and Elliot, 2000).

Through cooperative writing, the meaningful interaction environment between group members improves the ability of students to make decisions together and take responsibility (Dale, 1994). Cooperative writing helps better writing to be produced by improving the students' critical thinking skills because it allows the alternative opinions of the group members about the subject to be discussed (Elbow, 1999). The increase of writing quality develops the self-confidence of the students. According to Lambirth and Gooch (2006), giving students the opportunity to work with the group for their writing activities motivates them more for writing. In addition, binary or large group activities provide students the opportunity for self-study and independent study. Meanwhile, students become less anxious and feel more secure (McDonough, 2004). Otherwise, students may feel unsuccessful as they try to write on their own since they won't find some ideas (Miell and MacDonald, 2000).

The complex cognitive and affective nature of the writing process causes students to struggle with many skills in this process. At this point, the perspectives of the teachers regarding the writing process, and how they will be directing the writing process become important.

Because, according to Harvley-Felder (1978), the deficiencies in the teaching of writing skills and the negative attitudes of teachers in this process affect students' writing anxiety levels. Moreover, teachers' views on writing studies play an important role in shaping the teaching process of writing (Bruning and Horn, 2000). Starting from this, it is expected in this research that prospective primary school teachers will gain a perspective on reducing the writing anxiety. Furthermore, this study also becomes important in terms of demonstrating the effect of cooperative writing studies in this process. When the relevant literature is examined, it is seen that the number of studies that investigate the effect of cooperative writing activities on the relieving the writing anxiety is quite small. In this regard, it is necessary to carry out such experimental studies in order to overcome the writing anxieties of prospective teachers. From this point of view, the purpose of this research is to determine the effect of cooperative writing activities on the writing anxieties of prospective primary school teachers. In the research, the answers to the following questions were searched in order to reach this purpose:

1. Is there a statistically significant difference between the pre-test and post-test scores that the prospective primary school teachers got from the "Writing Anxiety Scale"?
2. What are the opinions of prospective primary school teachers on cooperative writing activities?

Method

Research Model

A mixed method has been used in this study where the effects of cooperative writing activities on the writing anxieties of prospective primary school teachers were examined. Quantitative and qualitative research techniques are used together in the mixed method, and the research problem and questions are examined more extensively (Cresswell, 2014; Fraenkel and Wallen, 2006). In the research, "convergent parallel mixed method"

design of mixed method has been used. In this design, quantitative and qualitative data are collected together and the data analyzed separately. Thus, it is compared whether the findings confirm each other (Creswell, 2014). In this context, both quantitative and qualitative data were collected in order to determine the effect of cooperative writing studies on the writing anxieties of the prospective primary school teachers and it was determined whether these data support each other.

In the quantitative dimension of the research, "single group pre-test-post-test experimental design" was used. In this regard, in the research, pre- and post-writing anxieties of the prospective primary school teachers were determined using the relevant measurement tool. Whereas in the qualitative aspect of the research, semi-structured interviews with prospective primary school teachers were made at the end of cooperative writing activities. Prospective teachers to be interviewed were determined by "criterion sampling" method out of purposive sampling methods (Yıldırım and Şimşek, 2006). In this context, three students who had gotten low, medium and high scores from writing anxiety scales were selected for the interview to be made.

Sample Group

The population of the research is composed of 30 prospective primary school teachers who are studying in the 2nd grade in Karadeniz Technical University, The Department of Primary School Teacher Education in Trabzon province in Turkey. 19 of the prospective teachers in the research population are female, 11 are male. They do not have any former training in writing.

Data Gathering Tools

In the research, the "Writing Anxiety Scale" developed by Karakaya and Ülper (2011) was used. The one-dimensional scale consists of 35 items. The highest score that can be taken from a 5-point Likert type scale is 175, and the lowest score is 35. High score gotten from the scale indicates high level of anxiety, low score indicates low level of anxiety. It was seen that the reliability coefficient calculated using the Cronbach's Alpha internal consistency coefficient of the scale was 0.97 (Karakaya and Ülper, 2011).

Semi-structured interviews were made within the scope of the research to determine the opinions of the prospective primary school teachers on cooperative writing activities. Therefore, when interview questions were prepared, the related literature was reviewed first, so draft questions were prepared and three field specialists' opinions regarding the questions were taken. According to expert opinions, the questions were put into the final form.

Implementation Process

In the research, 12 week implementation was carried out regarding the cooperative writing activities. A total of 24 hours implementation was carried out as 2 hours implementation per week. The actions performed in the implementations are as follows:

1. First, groups were created. The number of prospective teachers in the groups is between 4-5. Then there was an activity organized to help the groups to put their preliminary information about the subject in action. In this activity, a study was carried out in such a way that active participation of all members in the groups will be ensured. In terms of cognitive and affective preparation of the group regarding the topics to be written, there were some activities such as improvisation, banner preparation, watching video, creating a discussion environment, examining the photographs related to the subject, puppet preparation, and costume preparation, writing and singing a song.
2. After the preparatory work, groups were given various writing topics. The groups were asked to write in a cooperative manner by choosing the writing topics that they desire.
3. Sharing of the written writings with the class was provided. A different method was followed each week during the sharing. For this, different activities such as reading the writing produced, presenting it in the form of a news bulletin, creating a booklet from the written texts, and posting them on the board, have been done.

In all the steps mentioned above, care has been taken to ensure active participation of group members and work has been done in a cooperative manner. At this point, the researchers have carefully followed the groups and made the necessary guidance.

Data Collection and Analysis

In the study, the t-test was used to determine whether there is any significant difference between the scores that the prospective primary school teacher got from "Writing Anxiety Scale" at the beginning and end of cooperative writing.

Semi-structured interviews with prospective primary school teachers were conducted within the scope of the research. For the interview questions, the relevant literature was reviewed, and the opinions of 3 specialists in this field were taken. Then, interviews were conducted with the finalized questions. The interviews lasted about 15-20 minutes. In accordance with the permissions received, the interview was recorded with voice recorder. In the research, the data obtained from the interviews were analyzed using the "descriptive analysis" technique. In descriptive analysis according to Yıldırım and Şimşek (2006), the obtained data are summarized and interpreted according to the previously determined theme.

The reliability of the research was provided by analyzing the data obtained from the research separately by the three researchers. The agreement percentage formula ($\text{Agreement percentage} = \frac{\text{Opinion Unity}}{\text{Opinion Union} + \text{Opinion Absence}} \times 100$) is used when the reliability is determined (Miles and Huberman, 1994). It is assumed that the agreement percentage is reached when the percentage of compliance is 70% in the reliability calculation (Yıldırım and Şimşek, 2006). As a result of the analysis, the overall agreement percentage for all the questions was 92%. It has been seen that there is a high level of agreement among researchers. In addition, findings were supported by quoting from answers that the prospective teachers had given. The names of the prospective teachers are not included in the research due to the ethical rules. The names of the teachers were hidden using codes for teachers (T, number) while making exact quotations from interviews made.

Findings

Findings Related to the First Research Question

In order to determine whether there is a significant difference between the mean of pre-test and post-test scores that the prospective primary school teachers got from "Writing Anxiety Scale", the normality distribution was primarily examined. According to Büyüköztürk (2007), when the normality distribution is examined, the Shapiro-Wilk test is used in the case that the group size is less than 50. When the results of the performed Shapiro-Wilk test are examined, it is seen that pre-test and post-test scores have a normal distribution ($p > .05$). Therefore, parametric statistics were used in the analyses made in the research. From this point of view, the t test was used to determine whether there was a significant difference between the pre-test and post-test scores taken from the writing anxiety scale, and the results are given in Table 1.

Table 1. t-test results of pre-test and post-test scores that the prospective primary school teachers received from "writing anxiety scale"

Test	n	\bar{X}	Ss	sd	t	p
Writing anxiety Pre-test	30	129.20	13.91			
Post-test	30	61.20	13.74	29	17.166	0.000

* $p < .05$

When the data in Table 1 are examined, it is seen that there is a statistically significant difference between the scores received from the writing anxiety scale ($p < .05$). This suggests that the writing anxieties of the prospective primary school teachers decrease after the implementation.

Findings obtained from interviews with prospective primary school teachers are given below.

Table 2. Problems that the prospective primary school teachers experience in writing process

Problems	f
The problem of focusing on writing	6
Inability to gather information	5
Anxiety for being evaluated	5
Lack of self-confidence	4
Perfectionism	4
Not having sufficient information about the subject	3
Inability to use the time effectively	2

When Table 2 is examined, it is seen that the prospective primary school teachers have the problem of focusing on writing and inability to gather the information most before the implementation, and they feel anxiety about evaluation process. All these problems in the writing process reveal the points where the prospective primary school teachers feel themselves weak during the writing process. This suggests that candidates have many problems both at the beginning of the writing process and during the writing process. In relation to this issue, T5 and T7 expressed their views as follows.

"I was having a lot of ideas while I was writing but I didn't know in how to present them. I could not completely focus on writing. I was also thinking about the score I would get after writing. And that was making me a little anxious. I actually wanted to do something good but I did not think I could." (T5)

"I did not really trust myself about writing before these activities. The grade that I would get was always in my mind. I mean, I could not think of the writing because I will get grade. That's why I was wasting most of my time." (T7)

Table 3. Opinions of the prospective primary school teachers regarding the reasons of the problems that they experience in writing process

The reasons of the problems	f
Not being ready for writing	6
Uninteresting writing topics	6
Not having sufficient information about the subject	5
Wrong teacher attitude	5
Negative thoughts about writing	3
Grade anxiety	3
Writing competitions	1

According to Table 3, it's seen that among the reasons of the problems that the prospective primary school teachers have experienced in the writing process, the most common ones are not being ready for writing, being forced to write on uninteresting topics, not having sufficient knowledge about the subject, and wrong teaching attitude. The prospective primary school teachers' opinions on the causes of the problems that they experience are important clues for improving the writing process. The opinions of T4 about the subject are as follows.

"To me, the students are asked to write without making the necessary preparations for writing. How much would students write before their preliminary information is activated? In addition, things become even more difficult when they have a subject that they do not like or prefer. I think that teachers have very wrong practices at this point. We were also alienated from writing because of the teachers who behaved like this." (T5)

According to Table 4, the prospective primary school teachers seem to experience the anxiety most in the writing process before the implementations. This situation shows that candidates try to deal with many negative and unwanted feelings in writing process. T1 and T8's views on the subject are as follows:

Table 4. Emotions that the prospective primary school teachers feel during the writing process

Emotions	f
Anxiety	5
Unhappiness	3
Failure	3
Loneliness	3
Lack of interest	2
Anger	1

"I was getting very anxious when I was writing. It would make me unhappy to think I would not write well. I think that I could not write good writings since I thought that way." (T1)

"Writing was a complete source of unhappiness for me. I actually wasn't interested in writing that much. I was getting really mad at teachers when they gave us writing homework." (T8)

Table 5. Opinions of the prospective primary school teachers on cooperative writing activities

Opinions	f
Studying with a group is fun	7
Feeling more comfortable	5
Everyone is able to express their ideas easily	4
Finding opportunity to have knowledge about the writing process	3
Finding opportunity to listen to different ideas	3
Development of creative thinking skills	3
Teacher is acting as a guide	2
Creating a group is difficult	1

Most of the prospective primary school teachers stated that it is very fun to write with the group. They also expressed that they feel comfortable and can say their opinions easily in this process. From this, it can be said that candidates have positive views on cooperative writing activities. T3 and T9 expressed their views on this subject as follows:

"Writing with the group was very fun. I felt myself very comfortable and good. Like everyone else, I talked comfortably. As listening to others, more different ideas came into our minds. I wish we could always write like this." (T3)

"The groups we were in and wrote with were very good. I felt myself great. It was like I learnt writing all over again. But I also saw the difficulties of creating a group. I think that the teacher has important tasks at this point." (T9)

Table 6. Opinions of the prospective primary school teachers on preparatory activities

Opinions	f
It's being very fun	9
Having an opinion on the subject to be written	7
Motivating to write	6
Increasing the interaction between group members	5

According to Table 6, all of the prospective primary school teachers expressed that they had a lot of fun during the preparatory work before writing. It can be said that because of the preparatory activities performed by the group, the groups have an idea about the topic to be written and are motivated to write. T4 expressed his/her views on this subject as follows:

"The activities we did at the beginning of the class were very fun. When we did this together with the group, many different ideas came to our minds and we got excited to write them." (T4)

Table 7. Opinions on the effect of cooperative writing activities on writing anxiety

Definitions	f
Not feeling anxiety for writing	8
Not worrying regarding the writings to be read by others	7
Being enthusiastic about writing	5
Writing more comfortable	5
Writing fluently	4
Enjoying writing	4
Increased interest in writing	4
Writing essay in shorter time	2
Starting to write in leisure time	1

Table 7 shows the positive effect of cooperative writing activities in reducing the anxiety that the prospective primary school teachers both in the writing process and in the post-writing process. Moreover, it can be said that the writing process is more functional due to the cooperative writing activities. T2 and T7's views on the subject are as follows:

"I realized that I was no longer getting worried very much when I was writing because of the cooperation we made. We even think sometimes that we wish to create a group and write again. I would not believe if someone told me that I would be more enthusiastic about writing!" (T2)

"It's terrific not to be alone when writing. One can write more easily. Furthermore, I think that we have written good writings. That's why we want our teacher to read our writing very much. I do not think whether he would like it or not." (T7)

Table 8. Opinions on implementing cooperative writing activities

Opinions	f
I implement the cooperative writing activities	8
I do not implement the cooperative writing activities	1

When Table 8 is examined, it is seen that most of the prospective primary school teachers will use cooperative writing activities in their classes. Thus, it can be said that the prospective primary school teachers are eager to implement cooperative writing activities and have an idea about the positive effects of these activities on the writing process. T4's and T9's, who does not consider implementing cooperative writing activities, views on the subject are as follow:

"I will certainly do these activities in my own class. Because such writing is so much fun." (T4)

"Although these activities have very positive aspects, I think it is a little difficult to implement. The teacher requires creating a group and observing and directing the working of the groups. I am not planning to use this implementation a lot." (T9)

Results and Discussion

The purpose of this research is to determine the effect of cooperative writing activities on the writing anxieties of prospective teachers. The results obtained from the research reveal that cooperative writing activities are effective in relieving the writing anxiety. In addition, the data obtained from interviews with prospective teachers supports this situation.

Since writing anxiety is an individual situation related to the tendencies of people to avoid writing (Daly, 1978), negative emotions towards this process are described as writing anxiety (McLeod, 1987). After cooperative writing studies conducted in the research, it is seen that prospective primary school teachers have positive feelings towards the writing process. Cooperative writing activities encourage students to write and allow students to be excited about this situation (Hernandez, Hoeksema, Kelm, Jefferies, Lawrence, Lee and Miller, 2010). Moreover, students think that these studies are very interesting (Karsbaek, 2011). In the empirical study carried out by Shehadeh (2011), it was determined that students found their cooperative writing studies very useful and had a lot of fun during writing. In this research, the findings of the interviews with the prospective

primary school teachers reveal that the candidates had a lot of fun and felt comfortable with their cooperative writing studies. This finding is thought to be effective in reducing the writing anxiety.

The fact that the group members do not change during the research is thought to be effective in reducing the anxieties of the prospective primary school teachers about writing as they feel themselves in a comfortable and reliable environment. Because it's thought that the prospective teachers get used to each other during 12 weeks and they would be less anxious in the group where they discover the mentalities of each other. It is inevitable for this situation to affect the writing anxiety. Because, according to Martinez, Kock and Cass (2011), those having writing anxiety are often tense during writing process and feel themselves anxious. In a study conducted by Cecil (2015), it was revealed that students enjoyed and had a lot of fun because of cooperative writing studies. In addition, two different methods were used to group students in this study. Members of the first group did not change during the implementation. In the second group, however, the group members were changed in each implementation. At the end of the implementation, it was found that the students working with the same group members were happier than the other group, felt themselves more secure, more motivated to write, and played along with each other. According to Cecil (2015), the harmony of the group members during cooperative activities helps students both feel confident and reduce their anxieties.

The results obtained from the research reveal that cooperative writing activities are effective in reducing the writing anxiety of the prospective primary school teachers. According to McDonough (2004), cooperative writing activities help students to become less anxious. Moreover, these studies play an important role in motivating students to write (Karsbaek, 2011). The motivation that the students have during the writing process eliminates their hesitation for the writing process (Lam and Law, 2007). Shehadeh (2011) stated in an experimental research conducted with university freshmen that, students found their cooperative writing activities very useful and they had lots of fun during that. Thus in this research, motivating the students towards writing, increasing their sharing by cooperating with their friends and thus relieving their anxieties about the writing process have been aimed by their collaborative writing activities. Moreover, it is believed that the various writing topics presented to the prospective teachers influence the motivation towards writing process positively. The preliminary information about the subject to be written and the cognitive and affective readiness to the subject influence the writing process (Lee, 2008). In this regard, offering options for prospective teachers regarding the writing issue has helped them to feel less anxiety about the writing action. According to Corgill (2008), students see themselves as authorized, decision-makers when they make their own choices about the subject to be written. So they become more enthusiastic about writing. In short, offering writers more options about writing topic, is more likely to motivate them towards writing (Bruning and Horn, 2000; Nauman, 2007). Therefore, it can be interpreted as that offering prospective teachers the options related to writing topic helps candidates to become more motivated to write.

At the center of the writing definition, there is the motivation for writing and the commitment to writing (Rebecca, Martin and Curwood, 2016). For this reason, writers who stay away from writing are likely to be anxious about writing. In this regard, the reduction of writing anxiety is possible with the reinforcement of the writers' senses of trust. According to McDonough (2004), cooperative writing studies enable students to feel secure. Through the cooperative writing studies conducted within the scope of the research, it was aimed to encourage the students to write with the interaction environment within the group. In this regard, the communication in the group has made it possible for each prospective teacher to become aware of their own thoughts and it was also provided that their thoughts were discussed in the group and were seen value. It can be said that this helps the prospective teachers to develop their self-esteem about writing and to reduce their writing anxieties.

According to Rose (1984), writing is a social action that is shaped by the person's thoughts, actions, beliefs, knowledge, and even fears. In this context authors need to communicate and cooperate to write (Gillet and Beverly, 2001). Thus, in this research, the prospective primary school teachers were asked to make cooperative writing activities. During the cooperative writing activities, a learning environment in which all students can freely express their ideas was tried to be created and determination of the ideas to be used in writing was provided. It is believed that maturing these ideas in a discussion environment, encouraged students to write and reduce the anxieties of students. Because according to Dobao (2012), cooperative writing makes students think and argue over the writings they have written. This joint discovery process facilitates the writing process by helping to structure the writing (Vass, 2007).

The results obtained from the research reveal that preparatory activities conducted by the group before cooperative writing, increase the writing desires of the prospective primary school teachers and thus they perceive the writing process as a more entertaining process. In addition, the conducting of these preparatory

activities with the group has allowed the group members to produce ideas, think and question together for writing that they will write together. According to Dorn and Soffos (2001), it is primarily important to find an idea for writing. All preparatory work at this point encourages students to both talk and think and helps them to create their own thoughts (Cutler and Graham, 2008, Gibaldi, 2010). Thus, students who have been prepared mentally to write and whose preliminary information about the topic to be written was activated, can express themselves in writing in an effective way (Erdoğan, 2016). It can be said at this point that the preparatory work done with the group is effective and these activities helped to decrease the candidates' writing anxieties. Thus, candidates are thought to have moved away from negative feelings and thoughts regarding the writing process. Expressions of the prospective teachers also support this finding.

According to Archibald (2010), sharing the written writings provides students an opportunity to realize that they are valued for their writing and so they can have fun. In this context, it can be said in this research that the publishing efforts made after group writing increased the students' interest to the writing process. Because, according to Nauman (2007), students see themselves as a real writer when they see that their own writing is read or listened by others, which in turn affects students' thoughts on writing positively. It can be said that the fact that different publishing studies are addressed in the research every week about the writings written by the prospective teachers helped them to get away from the anxieties of getting good grades and being evaluated. On the other hand, it's seen that prospective teachers have experienced writing and being evaluated anxieties regarding their writing activities before cooperative writing studies. This situation is likely to cause anxiety on the author. Gillet and Beverly, (2001) suggest that it's not right for the authors to write to be graded or evaluated. Therefore they indicate that writers need authentic reasons. Thus, in this research, the prospective teachers were given more sincere, candid, and authentic writing topics. Discussing these writing topics within the group makes the topic more realistic. In this regard, it can be said that authors who need to communicate to write (Gillet and Beverly, 2001) have reduced anxieties about the writing process through cooperative writing activities.

When the results obtained from the research are examined in general, it was found that cooperative writing activities reduce the writing anxieties of the prospective primary school teachers. In addition, the data obtained from interviews with prospective teachers supports this result. It can be suggested in the light of this result obtained from the research that, cooperative writing activities should be included in various classes in reducing writing anxiety of the prospective teachers. In addition, the findings obtained from the research give important clues regarding the writing process. In this context, including activities that would activate the authors' preliminary information, creating a writing environment where they would feel comfortable, eliminating the factors causing anxiety, offering the candidates various writing topics and doing publishing activities that would get the attention of authors can be suggested along with cooperative writing activities during writing process. When the relevant literature is reviewed, it can be said that it is necessary to increase the studies that examine the relationship between cooperative writing activities and writing anxiety. Similar researches can be done on both teachers and students.

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