

**“Why Don’t We Write?”:  
Prospective Elementary Teachers’ Opinions Regarding Writing  
Obstacles  
(Sample of Adiyaman University)**

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**Abstract**

The aim of this study was to determine pre-service teachers’ opinions regarding writing obstacles. Participants of this study were 107 1st grade preservice teachers at Adiyaman University Faculty of Education, Department of Primary School Education. Qualitative research methods were applied in the study and data were collected via open-ended interview survey. In the analysis of data descriptive analysis technique was used. Findings of the study showed that teacher candidates do not have the habits of writing. Moreover, they indicated that they wrote often the description of proverbs and phrase in writing activities in primary and secondary education levels. Teacher candidates also stated that they wrote more often essays and memories. Furthermore, the findings of this study demonstrated that teacher candidates had negative attitudes toward writing because they had to write on issues determined by the teacher in primary and secondary education. Additionally, teacher candidates emphasized that main factors preventing the writing were lack of knowledge, experience, and interest, absence of the habit of writing, inability to focus on writing, having limited vocabulary. Teacher candidates pointed out that they did not want to write because of lack of self-confidence, disliking writing, lack of motivation, and being unable to use language effectively. Finally, some suggestions were made to develop writing skills.

**Keywords:** writing, writing obstacles, teacher training.

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### **Extended Summary**

#### **Purpose**

The main purpose of the study is to investigate the primary school preservice teachers' perceptions regarding factors effecting writing. For this purpose the answer for the following questions were investigated:

- What is the status of the primary school preservice teachers on having the habit of writing?
- What are the experiences of primary school preservice teachers about writing expression?
- What are the primary school preservice teachers' perceptions regarding writing expression at primary and secondary levels?
- What do the primary school preservice teachers think about their writing skills?
- What are the primary school preservice teachers perceptions about the main reasons of writing obstacles? What types of writing do the primary school preservice teachers have difficulty in?
- What are difficulties that the primary school preservice teachers experience during writing process?
- What are the primary school preservice teachers perceptions regarding the main reasons of writing reluctance?

The participants of this study were 107 first grade primary school preservice teachers at Adiyaman University Faculty of Education in 2012-2013 academic years.

#### **Method**

Qualitative research methods were applied in the study. . The data of the study were collected in the fall semester of 2012-2013 academic years through open-ended questionnaire consisting of two main parts. One part included demographics questions and second part about the primary school preservice teachers perceptions regarding reasons of writing obstacles. Before conducted the open-ended questionnaire, expert opinion was taken. The descriptive analysis technique was used to analyze data. In descriptive analysis, data was summarized and interpreted in line with pre-determined themes or categories. In order to reflect the views of the participants in a striking way, the researchers often make use of direct quotations from the interviews.

The following strategies were taken into account for providing the validity of the study:

- Each stage of data collection and analysis was explained in detail. Each stage of the study was reported from the beginning to the end. Researchers paid attention to be objective while describing and interpreting data.
- During the interpretation of the data, direct quotations were taken from the participants views.

### **Results**

The results of the study showed that the primary school preservice teachers did not have writing habits. Moreover, they pointed out that they often wrote for explaining the proverbs and phrasing texts at primary and secondary education levels. The primary school preservice teachers also stated that they wrote more often essays and memories. According to the results of this study the primary school preservice teachers had negative attitudes toward writing because they often had to write on topics determined by the teachers in primary and secondary education. The primary school preservice teachers emphasized that main factors preventing their writing were lack of knowledge, experience, and interest, absence of the habit of writing, inability to focus on writing, having limited vocabulary. Moreover, the primary school preservice teachers pointed out that they did not want to write because of lack of self-confidence, disliking writing, lack of motivation, and being unable to use language effectively.

### **Discussion and Conclusion**

The results of this study showed that students' interests and individual differences did not taken into account during writing activities in primary and secondary levels. Furthermore, this study revealed that the primary school preservice teachers did not experienced different types of writing during these periods. For example, according to the study results, the primary school preservice teachers mostly wrote for explaining proverbs. However, Gökalp (2001) and Coşkun (2011) stated that different types of writing activities should be planned during primary and secondary

levels. Also, this study revealed that the attitudes of the primary school preservice teachers towards writing at primary and secondary levels were quite negative.

Another important result of the research was that the main factors preventing the writing were lack of knowledge, experience, and interest, absence of the habit of writing, inability to focus on writing, having limited vocabulary. These factors were also considered as the main reasons of the the primary school preservice teachers' reluctance to write.

Depending on the results of the study, the following suggestions can be put forward:

- The primary school preservice teachers may be informed about the importance and necessity of written expression during writing activities.
- Different types, methods and techniques may be benefitted in written expression courses.
- The primary school preservice teachers' interests and choices may be considered in written expression studies.

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