



TURKISH TEACHERS' VIEWS ON PROCESS-BASED WRITING APPROACH

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Abstract

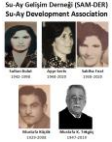
In this study, Turkish teachers' views on process-based writing approach were examined. Case study design, one of the qualitative research designs, was used in the study. Simple random sampling, one of the random sampling methods, was used and 12 Turkish teachers participated in the study. Descriptive analysis method, one of the qualitative data analysis methods, was used to analyze the data of the study. In order to collect the data of the study, a semi-structured interview form was applied to Turkish teachers. Turkish teachers allocate 1-2 hours a week for writing skills. While the teachers defined the process-based writing approach as an approach that progresses in stages and gives importance not only to the result but also to the process, 3 participants stated that this approach is not realized in practice, 3 participants stated that it is partially realized, and 2 participants stated that it is realized in practice. Turkish teachers who participated in the research believe that students are more successful in the process-based writing approach. The teachers stated that the most common problems they encountered while applying the process-based writing approach were students' lack of readiness and a very time-consuming process. The participants stated that the process-based writing approach enables them to see the whole process and gain the ability to plan and develop students' creative thinking skills. Turkish teachers justified students' negative attitudes towards writing as poor vocabulary because they did not read books and reluctance and anxiety because they were not encouraged to write. They stated that in order to make a qualified writing work, preparation on the subject before writing, feedback and correction during writing, and criticism of the work after writing should be made.

Keywords: Process-based writing, Turkish curriculum, Turkish teachers, writing skills.

INTRODUCTION

Writing is putting one's thoughts, dreams, feelings, experiences and plans on paper (Göçer, 2019: 27). Writing consists of stages that affect each other such as determining the subject, designing in the mind, and transferring thoughts to writing within a plan (Özdemir, 1991: 121). Writing, which is one of the expression skills, is a skill that an individual learns as a result of a certain education, not spontaneously, unlike speaking skill (Yılar, 2019: 75). For this reason, writing skill constitutes the last link among skills (Demirel, 1999: 59).

Writing skill is one of the prerequisites for an individual to have advanced comprehension and expression skills as well as daily needs (Uysal, 2022: 75-80). Both physical and mental processes are important in the development of writing skills. While eyes, hands and eye-hand coordination constitute the physical elements of the writing process, vocabulary, attitude, prior knowledge, working memory



and brain constitute the mental processes (Tunagür & Kardaş, 2021: 59). For an effective writing process, these processes should be given equal importance.

Different approaches are used in the development of writing skills. These are behaviorist language teaching approach, cognitive and constructivist language approach and constructivist language approach. This classification also overlaps with educational approaches (Güneş, 2020: 12). As a result of the increasing importance of practice-based learning, the development of technology and the changing needs of the age, the constructivist approach has been adopted in the curricula since the 2005-2006 academic year instead of the behaviorist approach in order to provide students with skills such as problem solving, creative, analytical and critical thinking (Erdem & Demirel, 2002: 83). With the change in the approach adopted, the product-oriented approach, which focuses on the text, was replaced by the planned writing model, which is a process-based writing approach model. With the 2006 curriculum, in addition to the planned writing model, writing workshop, creative writing, 4+1 planned writing and evaluation model, 6+1 analytical writing and evaluation model, and the writing cycle are models within the process-based writing approach (Tavşanlı & Kaldırım, 2020: 110).

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Process-based writing approach is an approach in which the writing process is divided into time intervals and not only the product but also the writing process is taken into consideration (Gezmiş Ceyhan, 2014: 49; Özdemir, 2018: 553). In this approach, not 'what' students write, but 'how' they write is more important (Ülper, 2008: 41). In the process-based writing approach, grammar, product and formal features are important, but they are not sufficient alone. What is more important in this approach is how students produce their thoughts and transfer them to paper (Badger & White, 2000; Dilidüzgün, 2019: 198; Karatay, 2017: 316). The teacher guides students in this process and helps them overcome writing anxiety (Akbaba & Ayaz, 2017: 346).

Although the stages of the process-based writing approach are named differently in each source, they are almost the same in terms of application and content. While Harmer (2004) classifies the stages of writing as planning, drafting, revising and finalizing the text, Akyol (2008), Flower and Hayes (1981), Karatay (2015), Tompkins, Campbell, Green and Smith (2014) classify the stages as pre-writing preparation, draft writing, revising the draft, revising, and sharing. In the pre-writing preparation stage, studies such as determining the topic, limiting, determining the concepts to be used and planning their thoughts are carried out first (Karatay, 2011: 1036). Methods such as brainstorming, questioning and clustering can be used to reveal students' prior knowledge and stimulate their imagination (Aşıkcan & Pilten, 2016: 260; Dilidüzgün, 2020: 63; Güneş, 2021: 155).

In the draft writing stage, individuals put their ideas on paper for the first time (Johnson, 2018, p. 174). At this stage, students write down their thoughts in a sketchy way without considering the rules of spelling and punctuation. The most important thing here is to make the student realize that this is not the final work and that they can make changes to the draft by making feedbacks (Tavşanlı, 2019: 66). In another stage, revising the draft, students reread the draft they have written and share what they have written with their teacher and friends. As a result of the feedback they receive, they make arrangements



in their work (Karakoç Öztürk, 2021: 551). At this stage, the student examines the text in terms of content. The main idea of the text, auxiliary ideas, consistency between sentences and paragraphs are examined (Yılmaz & Aklar, 2015: 226).

In the revision stage, unlike the draft review stage, students focus on formal features such as spelling and punctuation, page layout and grammar (Johnson, 2018: 177). The proofreading stage is the stage where final changes are made to the text, and the text is examined and formal errors are eliminated before it is presented (Baki, 2021: 235). The outcome 'Edits what he/she writes (MoNE, 2019: 50).', which is common to all grade levels, and the explanation of this outcome as 'a) It is ensured that they review and correct what they have written in terms of grammar-based expression disorders. b) It is limited to the spelling and punctuation rules in the text.' focuses on mechanical corrections.

At the sharing stage, the student presents the completed text to his/her friends and teacher (Göçer & Kurt, 2022). 'Shares what he/she has written (MoNE, 2019).' The learning outcome of the writing learning domain common at the secondary school level and the explanation of the outcome as 'Students are encouraged to share what they have written on the class and school board and on social media.' also support the development of the competency area of entrepreneurship and taking initiative in the 2019 Turkish Language Teaching Program.

When the literature is reviewed, it is seen that many studies have been conducted on process-based writing approaches, but no study has been identified in which Turkish teachers' views on process-based writing approaches were taken (Akbaba & Ayaz, 2017; Aşıkcan & Pilten, 2016; Doğan, 2020; Göçer & Kurt, 2022; Karatay & Aksu, 2017; Özdemir, 2019; Tavşanlı, 2019; Tavşanlı & Kaldırım, 2020; Yılmaz & Kadan, 2019).

The problem statement of the research was determined as 'What are Turkish teachers' views on process-based writing approach? The sub-problems of this problem are as follows:

- How many hours per week do Turkish teachers allocate to writing skills/activities in their lessons?
- What is the process-based writing approach according to Turkish teachers? Do they think that the process-based writing approach is realized in practice?
- In which writing process do Turkish teachers think middle school students will be successful? Why?
- What problems do Turkish teachers face when applying the process-based writing approach?
- According to Turkish teachers, how does the process-based writing approach contribute to students' development?
- According to Turkish teachers, what are the negative attitudes of secondary school students towards writing skills? Why do they think negative attitudes stem from?
- Which activities do Turkish teachers think should be done before, during and after writing in order for middle school students to do quality writing activities?

METHOD

Research Design

In this study, case study design, one of the qualitative research designs, was used. The most basic feature of a qualitative case study is the in-depth investigation of one or more situations (Yıldırım & Şimşek, 2021: 70). In this study, the case study design was used to determine the views of Turkish teachers about the process-based writing approach. The researcher sought answers to what and how questions about speaking skills.



Working Group

Simple random sampling method, one of the random sampling methods, was used in the study. The sampling unit with equal probability of selection for each sampling unit is called simple random sampling (Karadeniz, Büyüköztürk, Akgün, Demirel and Kılıç Çakmak 2020: 87). The study group of this research consists of 12 Turkish teachers, 10 of whom are female and 2 of whom are male.

Data Analysis

Descriptive analysis method, one of the qualitative data analysis methods, was used in the study. In this method, data are classified, summarized and interpreted according to predetermined themes (Karataş, 2015: 73). In this study, the problem status and sub-problems of the research were determined and themes were organized according to the problem status and sub-problems.

Data Collection Tool

In this study, a semi-structured interview form was used as a data collection tool. In line with the research sub-problems, open-ended questions to be used in the semi-structured interview form were determined and the interview questions were sent to two field experts. After receiving the opinions of the field experts, the interview form was applied to a Turkish teacher as a pilot, and the form was finalized after receiving feedback on the questions.

Validity and Reliability

The data obtained in the research were analyzed by different researchers and it was ensured that the analyzes were not contradictory. When the data are presented with direct quotations from the statements of the participants, the credibility of the research, i.e. validity, will increase (Kartal, 2021: 233). It gives information about the method and the process followed in the study. Times New Roman, 11 font, single line spacing, and single line space between paragraphs.

RESULTS

In this part of the study, Turkish teachers' views on the process-based writing approach were analyzed by the researchers.

Table 1. The time Turkish teachers allocate to writing skills/activities weekly

Codes	f
1-2 class hours per week	12

When Table 1 is analyzed, Turkish teachers stated that the time they allocated for writing skills/activities was 1-2 class hours per week (f=12). Turkish teachers express the time they allocate to writing skills/activities in lessons as follows:

"I allocate one class hour." (Participant coded S2)

"I allocate at least one hour a week at each grade level." (Participant coded S3)

"I allocate one or two class hours per week." (Participant coded T9)

"I allocate at least one class hour, maximum two class hours, but we start the preparation and planning part in the previous lesson." (Participant coded S10)

"I can allocate one hour. Sometimes it can be even one hour every two weeks. Our time may not be enough." (Participant coded S11).

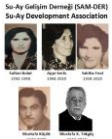


Table 2. According to Turkish teachers, process-based writing approach and the level of realization of the application in schools.

Codes	f
Progression of writing steps in stages and writing according to a plan	9
Attaching importance not only to the result but also to the process in writing activities	6
Not happening in practice	3
Partially realized in practice	3
Realization in practice	2
Difficulties in implementation in crowded classrooms	2
An approach where the teacher provides feedback and correction in the process	2
An application where the teacher is the guide and the student is active	2

According to Table 2, the Turkish teachers defined the process-based writing approach and its applicability in schools as follows; writing steps progress in stages and writing according to a plan (f=9), giving importance not only to the result but also to the process in writing activities (f=6), not realized in practice (f=3), partially realized in practice (f=3), realized in practice (f=2), difficulties in practice in crowded classes (f=2), an approach in which the teacher gives feedback and correction in the process (f=2), an application in which the teacher is a guide and the student is active (f=2). The opinions of Turkish teachers are as follows:

'It is to give importance to the process, not the result, in writing activities.' (Participant coded S1)

'It is the gradual planning of writing steps and writing according to the plan. There may be difficulties in implementation in crowded classes.' (Participant coded S2)

'It is an understanding that covers not only the writing stage of the act of writing, but also the preparations before and the evaluations after it.' (Participant coded S3)

'In process-based writing, it is not what one writes but how one writes. The important thing is not the product. How you write the product in the process, which paths you follow are examined under the guidance of the teacher. I don't think it is done in practice, more product-oriented writing is done.' (Participant coded S6)

'It is the progression of writing in stages. I think this method is partially realized.' (Participant coded S7)

'It is a writing process in which the students actively participate in the writing process within a certain plan and the teacher gives immediate feedback and correction. No, I don't think it is realized in practice.' (Participant coded S8)

'Process-based writing is an approach that consists of stages and spreads these stages over a period of time, allowing the student to progress step by step and, if necessary, to move between these steps. It is quite difficult to fully implement it at school because it consists of a long process that requires a lot of time. Although we cannot apply it collectively in the classroom, we make individual applications with some students.' (Participant coded T9)

'It is to apply the writing process by dividing it into processes such as preparation, planning and creation and to produce a product at the end of this process. Although not for every course, yes, process-based writing is practiced.' (Participant coded S10)

'I see it as the student trying to convey his feelings and thoughts freely and in accordance with the rules. I think it is very useful for students because it is a planned and organized writing process without worrying about points.' (Participant coded S11)

'I think it is realized in practice. Process-based writing is a writing approach that focuses on the process rather than the result, which involves long-term work.' (Participant coded S12).

Table 3. The approach to be used in developing writing skills according to Turkish teachers

Process	f	Conclusion	f
Succeeds in process-based writing	10	Succeeds in result-oriented writing	2
Because every stage of writing is important	3	Because of his past habit of writing	1
When the student feels more comfortable and free	2		
If students understand what to do in their writing work	2		
If given a certain number of hours	1		
If the teacher becomes a guide in this process	1		

According to Table 3, the Turkish teachers who participated in the research think that students will be successful in process-based writing in general. They think that they will be successful in process-based writing approach because every stage of writing is important (f=3), when the student feels more comfortable and free (f=2), if students understand what to do in writing studies (f=2), if certain class hours are given (f=1), if the teacher is a guide in this process (f=1); they think that they will be successful in result-based writing because of the writing habit from the past (f=1). Turkish teachers express in which writing process students will be successful and the reason for this as follows:

'They are more successful in process-based writing.' (Participant coded S1)

'I think it will be more successful in process-based writing; because different evaluations and different skills emerge in the writing stages.' (Participant coded S2)

'Process-based writing because the preparation phase of writing and the evaluation phase afterwards are at least as important as the writing process. Therefore, I think they will be more successful in process-based writing.' (Participant coded S3)

'They are more successful in process-based writing because process-based writing skills can be learned and practiced better.' (Participant coded S4)

'I think they will be successful in process-based writing. Because in process-based writing, the student is active in the process and plays a role in the whole process, he feels comfortable because he is in control' (Participant coded T6)

'I think they will be more successful in result-oriented writing because of their writing habits from the past.' (Participant coded S7)

'If they are given certain class hours, they will be successful on a process basis.' (Participant coded S8)

'Students' reluctance to write can make it difficult for students in process-oriented writing studies. They do not know how they should act individually in the process, but process-oriented writing is successful when they understand what to do clearly.' (Participant coded T9)

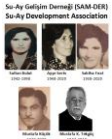
'Students are generally reluctant to do writing activities. I think that writing activities that focus on the process and progress with the student throughout this process will be more successful.' (Participant coded S10)

'In process-based writing, the student can be more successful because he/she does not experience a score problem and feels more free.' (Participant coded S10)

'They are more successful in result-oriented writing.' (Participant coded S11).

Table 4. Problems Turkish teachers face while implementing the process-based writing approach

Codes	f
Lack of readiness	5
A very time-consuming process	4
Reluctance and impetuosity in children	3
Fear of not being able to deliver the curriculum	3
Trouble in the production phase	2



Deficiency in other skills	1
Lack of quality texts	1
Exam pressure	1

When Table 4 is examined, it is seen that the Turkish teachers who participated in the research encountered the problems of students' lack of readiness (f=5), a process that requires a lot of time (f=4), reluctance and hastiness in children (f=3), fear of not being able to complete the curriculum (f=3), trouble in the production phase (f=2), deficiency in other skills (f=1), not producing qualified texts (f=1), exam pressure (f=1) while applying the process-based writing approach. Turkish teachers express the problems they face while applying the process-based writing approach as follows:

'When applying this approach, especially 5th grade students have readiness problems. They have problems in terms of both page layout and content. It is a problem to work with students whose primary school acquisitions are incomplete, who do not know the beginning of a paragraph, who have not assimilated the rules of punctuation and spelling. Since they are in the concrete operations period, they have difficulties in organizing the introduction, development and conclusion sections. This causes the curriculum to take longer and the curriculum to be delayed. It also takes a lot of time to give feedback and correction in crowded classes.' (Participant coded S1)

'Since the student is taken to the center, there may sometimes be difficulties in terms of the student's competencies.' (Participant coded S2)

'I face time problems. The process-based approach is an approach that requires a wide time span and the curriculum does not allow this.' (Participant coded S3)

'I have problems at the production stage.' (Participant coded S4)

'There are problems with time.' (Participant coded S5)

'Students' negative attitudes towards writing also negatively affect the writing process. Students need to be ready for the writing process; when they are not, it can lead to problems. Apart from this, students' reading also affects their writing skills. Students who have problems in reading and comprehension may have problems in the writing phase.' (Participant coded S6)

'The fact that students do not come with the desired preparation makes it difficult to follow a systematic process.' (Participant coded S7)

'Qualified texts are not produced. Because I do not think that students have the necessary vocabulary for writing.' (Participant coded S8)

'The first problem we face is the reluctance and hastiness of children. Students tend to write and get rid of them as soon as possible. The second problem is the pressure on us to catch up with the curriculum and prepare children for the exam. Especially in the 7th and 8th grades, it is a separate problem that students see such activities as a waste of time. While writing activities can be practiced in grades 5, 6 and 7, they become inapplicable due to the exam pressure on grades 8.' (Participant coded T9)

'We encounter problems such as the student's reluctance to write, not allocating long time for writing studies, not being able to deal with each student one-on-one, not giving enough feedback and not being able to convince the student to share the resulting work with his friends.' (Participant coded S10)

'Students don't always want to write. It is difficult to make them willing to write. Since there are points at the end of writing, some students feel obliged to write.' (Participant coded S11)

'Although the student sometimes feels limited, this problem can be prevented with the teacher's instructions.' (Participant coded S12)

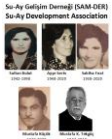


Table 5. The effect of process-based writing approach on student development according to Turkish teachers

Codes	f
Gaining the ability to see the whole process and make a plan	6
Getting better at writing skills	6
Development of creative and analytical thinking skills	4
Enjoying the joy of producing	3
Self-confidence of the student	2
Discovering their talents	1

According to Table 5, the Turkish teachers who participated in the study expressed the following about the contribution of the process-based writing approach to student development: gaining the ability to see the whole process and make a plan (f=6), getting better in writing skills (f=6), developing creative and analytical thinking skills (f=4), enjoying producing (f=3), students' self-confidence (f=2), discovering their talents (f=1). Turkish teachers' views on the effect of process-based writing approach on student development are as follows:

'I think it will enable students to develop their creativity, to enjoy the pleasure of being able to produce something, and to discover their talent by realizing their development in the process.' (Participant coded T1)

'It develops creative and analytical thinking skills.' (Participant coded S2)

'I think it develops students positively. Students can see the whole process and the act of writing becomes fun instead of boring.' (Participant coded S3)

'It contributes positively, but it can be improved further.' (Participant coded S4)

'It develops creativity skills.' (Participant coded S5)

'It contributes to students' self-confidence and to express themselves properly in writing. In process-based writing, when students are in cooperation with their friends, they can produce ideas more easily and get instant feedback from them. Thus, students can be more productive.' (Participant coded S6)

'Learning to write in a systematic way allows them to become better at writing acquisition.' (Participant coded S7)

'I think it improves students' ability to plan their work according to a certain plan.' (Participant coded S8)

'It improves students' ability to plan and implement this plan. It gives the opportunity to find and correct the flaws in the plan. Students learn to prepare a draft and work on a draft. It allows them to get help at necessary points as they progress through the process. Presenting the work they have created positively affects self-confidence. However, since our education system is result-oriented, it is quite difficult to encourage children to such studies.' (Participant coded S9)

'Students learn the stages of written expression. They have an idea about organizing the information and transferring it to the other party. Learning the steps to create a work makes students more controlled and self-confident in the following studies.' (Participant coded S10)

'Since we are interested in 'How' writing, not 'What' writing, reflecting the stages such as preparation, planning and organization to the students' work makes the student successful in writing skills.' (Participant coded S11)

'It contributes positively.' (Participant coded S12).

Table 6. Students' negative attitudes towards writing according to Turkish language teachers

Kodlar	f
Poor imagination and vocabulary because they do not read books	6
Reluctance and anxiety because they are not encouraged to write	5
Student's lack of self-confidence due to not being able to produce successful texts	4
Their creativity is weak because they use the continuous test technique	4
Lack of writing skills and spelling/punctuation	2
The writing process as a result-oriented process	2
Being bored because the writing process takes a long time	2
Becoming accustomed to readiness due to easy access to information	1
Embarrassment when sharing their work	1

When Table 6 is examined, the Turkish teachers participating in the study talked about students' negative attitudes towards writing and the reasons for these negative attitudes; students' imagination and vocabulary are weak because they do not read books (f=6), reluctance and anxiety because they are not encouraged to write (f=5), students' lack of self-confidence because they cannot produce successful texts (f=4), their creativity is weak because they constantly use the test technique (f=4), writing skills and deficiency in spelling and punctuation (f=2), the writing process being handled as result-oriented (f=2), getting bored due to the long duration of the writing process (f=2), getting used to readiness due to easy access to information (f=1), and feeling embarrassed when sharing their work (f=1). Turkish teachers express students' negative attitudes towards writing and the reasons for these attitudes as follows:

'Children have problems with insecurity. Their creativity is weak. Their imagination does not develop because they do not read books. They have problems in production because they receive every information and object ready-made due to technological advances.' (Participant coded T1)

'Attitudes such as reluctance and anxiety are observed in students. These negative situations are due to reasons such as students not feeling competent in this field, not being encouraged enough, deficiencies in spelling and punctuation, and poor vocabulary because they do not read books.' (Participant coded S2)

'I think their negative attitudes are due to the result-oriented approach.' (Participant coded S3)

'They are afraid to write, they hesitate and overestimate themselves.' (Participant coded S4)

'Lack of vocabulary, not reading books and rote memorization system negatively affect children's writing skills.' (Participant coded S5)

'Negative attitudes include the fact that writing activities take too long, that they are embarrassed when sharing their writing with the class and that they get bored of writing the same thing. It is caused by reasons such as the student's lack of self-confidence and embarrassment, not having enough vocabulary.' (Participant coded T6)

'They are reluctant and cannot express themselves in writing for a long time and get bored. The low reading culture causes the writing infrastructure to be insufficient.' (Participant coded S7)

'The lack of successful texts negatively affects their motivation. This situation arises because their vocabulary is insufficient.' (Participant coded S8)

'The constant exposure to the test technique has a negative impact on many children. Students are very deficient in forming opinions on given topics and putting these opinions into writing. Most of the students are very reluctant to write, they tend to run away claiming that they do not have writing skills. They can be made a little more willing through creative writing activities.' (Participant coded T9)



'There is a reluctance towards writing activities. Since children are focused on tests and exams, they find writing activities unnecessary. They lack self-confidence in expressing themselves.' (Participant coded S10)

'Some students want to make an effort if there is a grade at the end; others prefer to write more freely, freely, without worrying about points. It is difficult for us to find the middle.' (Participant coded S11)

'Since children are always faced with multiple-choice exams by their teachers, they cannot internalize writing activities. But this problem can be overcome because it is teacher-centered.' (Participant coded S12)

Table 7. According to Turkish language teachers, activities to be performed in the stages before, during and after writing

Pre-Writing	f	Writing Sequence	f	Post Writing	f
Preparing for the topic	7	Providing feedback and correction	6	Criticizing the work	5
Examining readiness	3	The teacher must be a guide	4	Sharing	4
Conducting activities	2	Making group work	2		
Vocabulary development	1	Create a draft text	1		

According to Table 7, the Turkish teachers participating in the study stated that in order for students to do quality writing activities, they should making preparation on the subject (f=7), making feedback and correction (f=6), making criticism about the work (f=5), the teacher should be a guide in the process (f=4), sharing (f=4), examining readiness (f=3), having group work (f=2), having activities appropriate to the level (f=2), developing vocabulary (f=1), creating a draft text (f=1). Turkish teachers express what students should do before, during and after writing as follows:

'Their readiness should be examined before writing. It is very important to make corrections during writing. After writing, it is useful to share and make constructive criticism as a class.' (Participant coded S1)

'Studies should be carried out to improve vocabulary and skills in the use of language.' (Participant coded S2)

'They should do activities such as preparation for writing, observation, character development, noting the events developing around them, keeping a diary. After writing his/her article, he/she should share it in printed media (school newspaper, magazine, etc.) or on the internet and take into account the comments on his/her article.' (Participant coded S3)

'There should definitely be prior knowledge and readiness beforehand. Afterwards, the arrangement needs to be done properly.' (Participant coded S4)

'Before writing, research, talking together, brainstorming should be given importance.' (Participant coded S5)

'Before writing, preparation for writing should be made and prior knowledge should be activated. Then, they should be enabled to create a draft and start writing based on the draft. After this stage, their writing should be revised. In the editing stage, students check their writing mechanically and finalize their writing. In the sharing stage, it should be ensured that students share their writings in the classroom environment or hang them on the board.' (Participant coded S6)

'They need to do a lot of reading and writing activities.' (Participant coded S7)

'The whole process should be given to the students in advance and activities appropriate to the level should be done.' (Participant coded S8)



'Support can be received from process-oriented students for group work for students who cannot focus on the process. During the process, feedback can be given to the students and the process can be monitored. Group evaluations can be made after the process.' (Participant coded S9)

'A brainstorming session can be held on the topic of writing and the whole class can be encouraged to think about the topic. They can be given tips to look at the topic from different angles. Group work can be done. Feedback can be given during the writing work and the process can be monitored more closely. Deficiencies can be identified together with the student after the written expression work. Opinions can be taken from other students about the good and missing aspects of the work.' (Participant coded S10)

'In the pre-writing preparation part, it is useful to use brainstorming, discussion and observation. Students can be more willing. Afterwards, I want them to share it with their friends and criticize each other about their work.' (Participant coded S11)

'I direct children to do research beforehand, and I constantly guide them in the process at other stages.' (Participant coded S12)

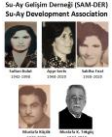
DISCUSSION and CONCLUSION

Turkish teachers stated that they allocate one or two hours per week for writing skills/activities. Kokkokoğlu and Doğan (2021) and Aydın (2022) concluded that teachers could not allocate enough time for writing skills due to the anxiety of completing the curriculum. Aydın (2014), in his study with middle school students, stated that writing activity hours should be practiced like free reading hours and that this practice would improve students' self-expression and creativity skills. In the study conducted by Tavşanlı (2017), similar to this study, teachers stated that the time allocated for writing was insufficient.

The Turkish teachers who participated in the research stated that the process-based writing approach is not applied in Turkish lessons, that the classes are too crowded for practice, that guidance activities cannot be fully realized, and therefore the constructivist education approach is not sufficiently applied in Turkish lessons. Karatay (2011) stated in his study that teachers do not adopt a common writing approach in schools. In his study with classroom teachers, Ünsal (2013), similar to this study, stated that since students are active in the methods, techniques and models emerging with the effect of constructivist understanding, there are difficulties in making such applications in crowded classes. In addition, teachers define the process-based writing approach as an application that is written in stages and within a plan, focuses on the writing process rather than the product, and where the teacher is the guide and the student is active. Based on his study with primary school students, Yılmaz (2012) states that when using the process-based writing approach, the student should spend the most time on preparatory work. In this way, students become more successful in planning and process management. Özkara (2007) found in his study that the process-based writing approach provides students with features such as the use of correct style, the ability to organize ideas, correct word choice, presentation and spelling.

Turkish teachers who participated in the study think that students will be successful in process-based writing. Similar to this study, Aksu (2015) in his study with eighth grade students, Yılmaz and Kadan (2019) in their study with classroom teachers, Martínez, López-Díaz, and Pérez (2020) in their study with non-native English speakers concluded that students would be more successful in process-based writing. Güvercin (2012), in his study comparing TÖMER model writing education and process-based writing model, concluded that the class in which process-based writing model was applied was more successful than the class in which TÖMER model was applied.

In the process-based writing approach, students act freely but within a certain plan, and their writing skills develop in the process. If the teacher provides effective guidance in this process, gives feedback to students quickly and cares about each stage of writing, students will be much more successful in



process-based writing skills. Students' ignorance of the stages of process-based writing, lack of readiness, lack of time, lack of motivation, students' reluctance, and anxiety about not being able to complete the curriculum are seen as major problems. Kokkokoğlu and Doğan (2021) conducted a study with Turkish teachers and concluded that students do not attach importance to narration skills due to the multiple-choice nature of the LGS exam, and therefore their creativity is negatively affected. Kansızoğlu and Bayrak Cömert (2017) examined the effect of process-based writing approaches on writing success and stated that writing success will increase as a result of proper planning, caring about the whole process, and regular writing practice. In his study with classroom teachers, Tavşanlı (2017) suggested that classroom teachers should conduct writing activities in every lesson and outside the classroom in order to overcome students' negative attitudes towards writing.

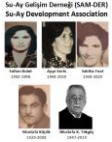
Turkish teachers stated that the process-based writing approach improves planning, creative thinking and writing skills; at the same time, students enjoy the process and gain self-confidence. Yazıcı, Baş, and Karatay (2020) and Öztürk and Alan (2019) concluded that the process-based writing approach would improve writing skills. Similar to these studies, Selanikli (2015) concluded that the process-based writing approach improves writing skills in his study with middle school students.

Turkish teachers who participated in the research associate the reasons for students' negative attitudes towards writing with not reading books, reluctance, lack of self-confidence, poor creativity, deficiency in spelling and punctuation, score anxiety, embarrassment and being used to readiness. Karakoç Öztürk (2012) examined the writing anxiety of middle school students and found that students who read books every day have lower writing anxiety than students who do not read books. Aküzüm, Aküzüm, Erdem, Tekin, and Aküzüm (2023) revealed in their study that students could not improve themselves in narration skills due to constant exposure to test techniques. In a study conducted by İşeri and Ünal (2012) with prospective Turkish teachers, it was concluded that writing anxiety decreased as writing frequency increased. In order to help students overcome their negative attitudes, different activities should be done and they should enjoy the process (Tavşanlı, 2019).

Turkish teachers talked about the process-based writing process: making preparations about the subject beforehand, examining students' readiness, having them do activities, developing vocabulary; making feedback and corrections during the process, guiding students, having them do group work, creating draft texts; and criticizing and sharing the work afterwards. Gezmiş Ceyhan (2014) concluded in her study that when process-based writing stages are fully implemented, there will be significant changes in students' attitudes, behaviors and ideas. Aşıkcan and Pilten (2016), in their study with classroom teachers, found that most of the teachers did not know anything about the process-based writing approach and did not consider the stages of the approach.

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