Analysis of Elementary School Teachers' Thoughts About Writer's Block

Research Article

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ARTICLE INFO	ABSTRACT
<p><i>Article History:</i></p> <p>Received: 04.10.2020</p> <p>Available online: 06.02.2021</p>	<p>The purpose of this study is to examine the thoughts of elementary school teachers on writer's block. The study group of the research consists of 21 elementary school teachers who work in the central elementary schools of the city of Trabzon and were selected through the maximum variation sampling method. The qualitative research method was used in the collection, analysis and interpretation of the data obtained in the study. In this context, semi-structured interviews were conducted with elementary school teachers participated in the study. Questions about writer's block were asked to teachers in semi-structured interviews. The data obtained from the semi-structured interviews with teachers were analyzed using descriptive analysis technique. The results of the study reveal that elementary school teachers do not have sufficient information about the content of writer's block. However, elementary school teachers think that the reasons for writer's block are generally due to lack of classroom practice and inadequacy. Accordingly, they stated that students who suffer from writer's block cannot produce quality products. When the research results are examined, it can be seen that the writer's block is mostly experienced during the draft writing stage. Although most of the teachers participating in the study consider themselves to be of sufficient knowledge about writer's block, they have formulated a small number of solutions for overcoming writer's block. Finally, some recommendations were developed for writer's block.</p>
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	<p>Keywords: Elementary school, teacher, writer's block, writing skill.</p>

Introduction

Writing is a social action created and shaped by a person's thoughts, behaviors, beliefs, knowledge and even fears (Aytan 2010; Başaran & Akyol, 2019; Rose, 1984). Including mental actions with social processes reveals that writing is a process requiring coordination (Gillespie, Olinghouse, & Graham, 2013). The fact that the writing skill requires many cognitive processes may cause the authors to encounter some deficiencies in this process. According to Huston (1998), the apparent lack of writing can be defined as writer's block. In other

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words, it is the distinctly uncomfortable inability to transfer thoughts into words. This state of mental inactivity or tacit knowledge is explained as writer's block (Hall, 1998). Rose (1984) defined writer's block as an inability to begin or continue writing for reasons other than a lack of basic skill or commitment. Also Boice (1992) defined writer's block as pathology of writing and writers who experience this problem have a desire to write but fail to do so.

Although it is known that writer's block generally occurs in situations where there is little content knowledge about writing, there are many theoretical reasons for this problem (Hall, 1998). Rose (1984), examining the causes of writer's block in a cognitive framework, attributes these reasons to inadequate command of the text-generating process. According to Rose (1984); writer's block stems from strict rules on the writing process, lack of editing the text, misleading assumptions, insufficient planning strategies, and strict criteria for the evaluation process of an article.

On the authority of Poff (2004), writer's block may be the result of not having enough information about the writing process. According to Hall (1998), the reasons for writer's block may be attributed to the external factors such as strict rules in the writing process, or internal factors such as fear, perfectionism, and a sense of failure. Boice (1993) lists the internal factors of writer's block as writing apprehension, distracting by feeling the need to do other tasks before starting to write, pessimism about writing, perfectionism, evaluation anxiety, and strict rules in the writing process. As stated by Hall (1998), the reasons for writer's block are the teachers who are not guiding students during the writing process, inability to gather the information necessary to start the act of writing, lack of pre-experiences about the subject, feeling anxiety and fear of making mistakes. Huston (1998), on the other hand, explains that, besides the lack of content knowledge in the writing process, teachers' inability to provide sufficient support to their students during this process, having to write in a limited time, insufficient prior knowledge about the subject to be written, anger, temper, and restlessness cause writer's block. Rose (1984) points out to reasons other than basic skills deficiency and states that strict rules in the writing process may cause writer's block.

As claimed by Hall (1998), since the reasons for everyone's writer's block are different from each other, the solution method differs from one another. Therefore, it can be time-consuming to discover the right solution to remove a person's writer's block. Stating that writer's block is a solvable problem, Huston (1998) emphasizes that writing apprehension should primarily be reduced. Writing apprehension may be a cause of writer's block. In other words, writer's block may be partly a result of writing apprehension (Poff, 2004). As maintained by Rose (1984), writer's block is a broader concept and although it is a possible cause of writer's block, this includes writing apprehension, which is the response to writer's block.

Although writer's block and writing apprehension are not synonymous, they have many common features. Both writer's block and writing apprehension are a condition acquired as a result of difficult experiences in the writing process (Poff, 2004). Both writing apprehension and writer's block appear as factors that prevent writing. However, while writing apprehension is evaluated among the psychological factors that prevent writing; writer's block manifests itself in more applications. Therefore, writing apprehension is mostly related to the cognitive and sentimental domains, and writer's block is mostly related to the behavioral domain including cognitive domains (Zorbaz, 2010).

Akpınar (2007) states that writer's block and writing apprehension are among the important factors affecting writing. Boice (1985) found that writers with writer's block are prone to writing apprehension. Boice and Johnson (1984) showed that the writing apprehension of university teachers was positively associated with writer's block and writing productivity has a negative correlation. In this context, a systematic approach to positively affect students' writing experiences will both alleviate apprehension and restore confidence by providing an appropriate environment that requires efficient work, and thus, writer's block will be eliminated

(Huston, 1998). Therefore, the work that elementary school teachers will do with the students suffering from writer's block will play a very important role.

According to Hall (1998), the reasons for writer's block may also depend on the teacher. In this context, competencies of elementary school teachers in writing skills, their work conducted in the classroom and the feedback of the students in writing process may cause students to experience writer's block. Consequently, teachers must provide their students a broad assurance to restore their willingness to write and their stunned confidence in writing. Because the teacher's strong and supportive relationship helps each student to have a more optimistic perspective (Voss, 2003). On the contrary, negative attitudes of the teachers who mislead the writing process and try to establish authority against their students cause students to experience writer's block. Because unsuccessful experiences in the writing process cause the writer to perceive writing as a difficult process and to avoid the writing process (Boice, 1993). From this point of view, the opinions of elementary school teachers about writer's block prevail importance. Because revealing how writer's block is perceived by teachers will guide the studies to be done with teachers. It is extremely important to determine the level of knowledge of teachers about writer's block. Thus, the needs of teachers regarding writer's block will arise. Determining the needs of teachers on this subject will also contribute to making more accurate studies. Teachers' work in the writing process greatly affects writer's block. For this reason, revealing what kind of studies teachers do for students with writer's block will shed light on future studies. Thus, determining the work to be done with students suffering from writer's block will make important contributions not only to teachers but also to students. It will contribute to the success of the students who suffer from writer's block faster in the writing process. When the related literature is reviewed, few studies on writer's block may be encountered. In-depth examination of writer's block, which is a factor that negatively affects the writing process, determining its causes and proposing solutions will guide individuals experiencing writer's block. Thus, the correct studies that teachers will do will enable students to love the writing process more, to be interested in the writing process and not to be afraid of this process. Therefore, the purpose of the study is to determine the opinions of elementary school teachers on writer's block.

Method

Research Design

The objective of this study is to determine the opinions or thoughts of elementary school teachers on writer's block. Since the purpose was to present the baseline situation in the research as it was, the descriptive model was used. Qualitative research method was used in the collection, analysis and interpretation of the data obtained. Qualitative research is typically defined as a type of research in which "qualitative data collection methods such as observation, interview, and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment" (Yıldırım & Şimşek, 2006).

Study Group

The study group of the research consists of 21 elementary school teachers who work in primary schools in the city of Trabzon. They are selected through maximum variation sampling from purposive (judgement) sampling methods. Attention has been paid to the fact that teachers are from different socioeconomic regions and have different professional seniority. Some demographic characteristics of the teachers in the study group are presented in Table 1.

Table 1. Some Demographic Characteristics of the Study Group

Characteristics	f
Gender	
Female	12
Male	9
Professional Seniority	
1-5	3
6-10	5
11-15	5
16-20	5
21 and over	3
Educational Status	
College	3
Faculty of Education	18

According to Table 1, a total of 21 teachers, 12 women and 9 men, participated in the study. The table indicate that 3 teachers have 1-5 years, 5 teachers 6-10 years, 5 teachers 11-15 years, 5 teachers 16-20 years and 3 teachers 21 years and above professional experiences or seniority. In order to reveal different points of view, due efforts are exerted to select samples from as much diversity as possible in professional seniority. When the educational status of the teachers is examined, it is seen that most of them are graduates from Faculty of Education.

Data Collection and Analysis

In order to obtain the views of elementary school teachers about writer's block, semi-structured interviews were conducted in 2018 spring term. For this, first of all, a draft interview form was prepared. In order to prepare the draft collection form, the relevant literature was examined and interview questions were prepared in accordance with the information obtained from the literature review. The opinions of three experts in the subject were taken in determining these questions. Then, a pre-interview was conducted with three elementary school teachers using the draft interview form. At the end of the interviews, the draft form was finalized. The questions in the interview form are as follows:

1. How would you define writer's block?
2. What are the causes of writer's block?
3. What are the problems faced by the students experiencing writer's block?
4. At what stage do you think writer's block is most common in the writing process?
5. What kind of methods do you apply for your students who suffer from writer's block?
6. How competent do you think you are about writer's block?
7. What are your suggestions for overcoming the writer's block?

In the research, semi-structured interviews were conducted with 21 elementary school teachers. The interviews were conducted by the researchers in a quiet environment. Also interviews were carried out mutually with teachers. The interviews lasted about 10-15 minutes. The data obtained were recorded with a voice recorder and then the recorded data was converted into plain text. The data obtained from the interviews with the teachers were analyzed with the descriptive analysis technique. In descriptive analysis, the data obtained are summarized and interpreted according to previously determined themes. Direct quotations are used to reflect the views of the interviewed individuals in a striking way (Yıldırım & Şimşek, 2013).

The data obtained from the research were analyzed separately by two researchers. The calculated agreement was determined to be 92% according to the Miles and Huberman (1994) formula (The number of consensus / (Number of consensus + disagreement). The results were supported by quotations from the teachers' answers. Based on these quotations, certain codes were given to the teachers and their names were hidden to abide by the ethical rules.

Validity and Reliability

The necessary validity and reliability analyses were carried out by the researchers regarding the research data. In this context, the validity and reliability analyses such as data diversification, reporting data in detail, quoting data, using valid, and reliable measurement tools, referring to expert opinions, explaining the role of the researcher, reporting the application process in detail, and exposing the research steps clearly have been conducted. Before the research, permission was obtained from the school administration.

In this context, the literature was carefully reviewed and questions were prepared for the validity of the data. The questions prepared were sent to the relevant subject experts. The questions sent to 3 academicians working on Turkish teaching were thoroughly examined and finalized by performing the necessary revisions. Thus, the scope validity was assured and the research questions were prepared in accordance with the purpose of the study.

For the reliability of the data, more than one researcher took part in the collection, analysis and interpretation of the data. All researchers were involved both in the preparation of the questions and in the analysis of the data. All the researchers in the study contributed to the study, and there was no conflict of interest among them. Additionally, the data and analyzes conducted were submitted to the control of the teachers who participated in the research. Thus, it was checked whether the comments made by the researchers were correct. The role of the researchers has been clearly stated wherever appropriate.

Findings

In this section, results and comments obtained from interviews with teachers regarding writer's block are included.

Teachers' Definitions Regarding Writer's Block

The definitions of writer's block by the elementary school teachers are given in Table 2.

Table 2. Teachers' Definitions of Writer's Block

Definitions	f
The inability to start writing	9
Inability to complete an article	8
Inability to convey his thoughts in writing	4
Dislike to write	2
Having writing apprehension	1

When Table 2 is examined, it can be seen how elementary school teachers define writer's block. Most of the teachers expressed the writer's block as being unable to start writing (f = 9) and being unable to complete the writing (f = 8). Based on this, it is seen that teachers evaluate writer's block mostly as result-oriented problems. Ö1 and Ö3 expressed their writer's block as follows:

"Writer's block means being unable to start writing anyway. When the student cannot start writing, he / she actually moves away from writing. Thus, they don't like to write. " (Ö1)

"I think writer's block is being blocked or hesitant. In other words, students who do not like to write are blocked or hesitant. Students who do not like to write also worry about writing. This causes them not to complete their writing." (Ö3)

Causes of Writer's Block

The opinions of elementary school teachers regarding the causes for writer's block are presented in Table 3.

Table 3. Causes of Writer's Block

Causes	f
Inability to generate ideas	12
Not enough time for writing	12
Teachers focus more on reading	10
Dislike the subject of writing	6
Dislike to write	5
Fear of failure	4
Not reading books	4
Previous unsuccessful experiences	4
Apathy towards writing	3

According to Table 3, elementary school teachers generally state that students have writer's block due to the inability to produce ideas for the text (f = 12), not enough time to write in the classroom (f = 12), and teachers' emphasis on reading studies (f = 10). This situation highlights the fact that the most important reasons for writer's block are caused by the teacher. Ö7 and Ö13 expressed their writer's block as follows:

"I think the most important reason why students cannot write is that they do not know what to write. Often they have trouble getting started. They cannot continue. Since it takes too much time, I don't do much writing in class. That's why they can't practice much. So they don't like to write." (S7)

"The biggest reason is that they don't read books. Besides, they don't want to start a new writing if they haven't written properly before. So they are apathetic. It is also important to find topics that will be attractive for them, but this is not always possible." (Ö13)

Problems Encountered by Students Experiencing Writer's Block

The problems faced by students with writer's block are given in Table 4.

Table 4. Problems Encountered by Students Experiencing Writer's Block

Problems	f
Failing to produce qualified products	15
Dislike to write	9
Feeling like they're failing	9
Don't trust their writings	6
Unwilling to receive feedback	5

Table 4 shows the problems faced by students with writer's block. Accordingly, most of the teachers (f = 15) stated that their students could not produce qualified products. However, it is observed that students also experience problems such as dislike to write (f = 9), feeling that they are unsuccessful in writing (f = 9), not trusting their writing (f = 6), and unwilling to receive feedback (f = 5). Ö14 and Ö15 expressed their views on this issue as follows:

"Students who are hesitant or blocked in writing often cannot produce good writings. As such, they think they are unsuccessful. "(T14)

"For example, a student of mine is quite unsuccessful at writing. I am having difficulties in criticizing this student. So I can't give feedback. He doesn't want to show it because he doesn't trust his writing. He writes bad articles. "(Ö15)

The Most Common Stage of Writer's Block

The most common stages of writer's block in the writing process are given in Table 5.

Table 5. The Most Common Stages of Writer's Block

Writing Stages	f
Draft writing	19
Organization	5
Revision	3
Publishing	3

According to Table 5, most of the students (f = 19) experience writer's block at the draft writing stage. In addition, the number of students experiencing problems during the organization (f = 5), revising (f = 3) and publishing (f = 3) stages is quite low. This situation reveals that there are problems with starting and maintaining writing. Ö2 and Ö8 expressed their views on the subject as follows:

"The biggest problem is starting to write. The student is unable to organize his thoughts, list them and transfer them to paper. "(Ö2)

"Not only do they experience problems at the beginning of the writing, but also they cannot find the mistakes in their articles when I ask them to examine their articles. " (Ö8)

Practices for Students with Writer's Block

Practices for students suffering from writer's block are presented in Table 6.

Table 6. Practices for Students Experiencing Writer's Block

Practices	f
Providing psychological support	18
Writing on their favorite topics	8
Displaying their on the board	8
Doing research on the subject	5
Seeking parent's help	5
Writing with the teacher	5
Having to read a book	3
Encouraging them to be active in other classes	1
Marking their articles with "stars"	1

Table 6 indicates that psychological support (f = 18) is taken into consideration by many teachers among the applications for students with writer's block. Based on this, it can be inferred that students attach importance to the sentimental dimension of the writing process in order not to feel deficient or unsuccessful. On the other hand, it is highly interesting that a small number of teachers (f = 3) take part in reading books for students with writer's block. Ö6 expressed his views on this issue as follows:

"First of all, I should encourage my students who cannot write. I have to convince them that they can do it. I think this is the most important thing to do at this point. Because they write if they believed it. I also take care of finding writing

topics that they like. Thus, writing attracts more attention. Whatever they write, I definitely post it on the board. If the situation is worse, I inform the family and ask them to support them. "(Ö6)

Teachers' Self-Sufficiency Levels Regarding Writer's Block

Elementary school teachers' self-sufficiency levels of writer's block are given in Table 7.

Table 7. Teachers' Self-Sufficiency Vision Levels Regarding Writer's Block

Self-Sufficiency Levels	f
I am enough	14
I'm partially enough	4
I am inadequate	3

According to Table 7, elementary school teachers consider themselves sufficient ($f = 14$) for writer's block. However, the number of teachers who are partially sufficient ($f = 4$) and who feel insufficient ($f = 3$) is low. This situation reveals that teachers believe they have knowledge, skills and experience regarding writer's block. Ö16 and Ö17 expressed their views on this issue as follows:

"I think I am extremely capable of writing. I have ample experiences about what can be done with a student who cannot write. "(Ö16)

"I can hardly say that I am capable of, because different students have different needs. Some strategies don't work for some students. Therefore, I think that some different methods are needed. "(Ö17)

Recommendations for Overcoming Writer's Block

The suggestions of elementary school teachers for eliminating writer's block are given in Table 8.

Table 8. Recommendations for Overcoming Writer's Block

Recommendations	f
Psychological support should be provided to the student	19
Writing exercises should be conducted	15
Many books should be asked for reading	14
Their articles should not be criticized too much	8
Constructive feedback should be provided	4
Speaking exercises should be done	4
Family support should be provided	4
Group work should be performed	3

When Table 8 is examined, it can be seen that most of the teachers ($f = 19$) attribute great importance to psychological support. However, they stated that it is important to focus on writing studies ($f = 15$) and reading books ($f = 14$). At this point, the teachers gave few suggestions about the writing process in the classroom. Ö9's views on the subject are as follows:

"Students with a writer's block must first be treated very carefully. So we should make them feel that we support them psychologically. Our job will be easier as we will establish a warm dialogue with the student. I also think that students should be given writing exercise frequently. The more he writes, the more he can write. We should also examine their writings meticulously and criticize them with a nice language. Otherwise, when they see a lot of scratches or comments on the paper or in the book, all their motivation disappears. "(Ö9).

Discussion, Conclusion and Suggestions

The data obtained from the study implicate that elementary school teachers interpret writer's block as the deficiencies in the product that emerges at the end of the writing process. In other words, it can be stated that teachers adopt a result-oriented approach. However, writer's block also includes negative feelings and anxieties about the writing process. According to Huston (1998), writer's block is the inadequacy felt about the writing process. Therefore, it is inevitable that students suffering from writer's block do not trust their own abilities, stay away from writing and fail to produce a quality product at the end. For this reason, it is extremely important for teachers to provide affective or sentimental support for students with writer's block to overcome their negative feelings or anxieties about writing.

Another result obtained from the study is that teachers think that the reasons for writer's block are usually caused by them. Accordingly, it was stated that students suffer from writing problem due to the lack of sufficient time allocated for writing in the classroom and giving more emphasis on reading instead. Poff (2004) states that exercises in the classroom greatly affect students' perceptions of writing. Boice (1993) stated that negative experiences, wrong practices and inadequate studies in the classroom environment increase writer's block. Accordingly, students should be encouraged to start writing enthusiastically in order to see themselves as good writers. For this, students can be given options regarding the subject of writing. However, the results obtained from the literature reveal that teachers do not provide students with options regarding the subject of writing and they do not conduct studies that will contribute to their creative ideas for writing. At this point, teachers should structure the writing process properly and effectively so that students do not experience writer's block (Voss, 2003).

The majority of the teachers participating in the study stated that students with writer's block could not produce qualified products. However, they stated that these students do not like to write and feel themselves unsuccessful. The feeling of failure causes students to distance themselves from writing initiative before they start writing. Fear of failure may result from feeling inadequate, inability to produce a good article, belief of inadequate and denying criticism. For this reason, students with writer's block lower their expectations about their writing and decrease their probability of success (Boice, 1993). Thus, they think that they will not be successful before they even start writing and cause them to have a writer's block (Özbay & Zorbaz, 2012). According to the results of the research, most of the students who suffer from writer's block do not trust their writings and do not want to receive feedback on their writings. According to Boice (1993), students with writer's block take the criticism of their teachers, friends or people, who evaluate their writings, very seriously and accept them. This situation causes students to fear being evaluated and feel that they are unsuccessful in writing (Özbay & Zorbaz, 2012; Rose & Rose, 2009).

The research results indicated that the writer's block is mostly experienced during the draft writing stage. Such result indicates that students have problems with starting and maintaining writing. In fact, Özbay and Zorbaz (2012) point out that writer's block is mostly seen at the beginning of writing. Rose (1984), on the other hand, stated that students with writer's block spend most of their time in the pre-writing stage of the planning process. Such results show that teachers do not allocate enough time for preparatory work at the beginning of the writing process, students have difficulty in generating ideas about the writing and thus have problems with continuing to write.

In this study, it is apparent that teachers have developed various practical approaches towards the students with writer's block. When the practical applications for these students are examined, it can be stated that psychological support is the most striking approach. This situation can be interpreted as such that the teachers attribute great importance to the affective or sentimental dimension of the writing process. Voss (2003) also states that the sentimental approaches and writing beliefs of students with writer's block should be

revisited and improved first. In such case, the role, duties or responsibilities of the teacher gets higher importance.

Another results obtained from the work indicate that a small number of teachers featured reading books for students with writer's block. One of the important conditions for developing writing skills is to encourage students with reading habits (Arıcı & Urgan, 2008). Writer's block is less common in students who regularly read books and have reading habits (Routman, 2005). This is due to the fact that both thinking and self-expression skills of students who read books and are exposed to more words well develop over time. This situation prevents students from having problems with focusing on and feeling inadequate in the writing process (Blanch et al., 2017). Based on this, it is extremely interesting and challenging that the teachers participating in the research practice less for reading experiences. Poff (2004) states that writer's block can be seen more frequently in students who do not have enough reading experience. Students who read less have more lack of information about the writing process. These students have to struggle with these shortcomings more while writing. Since they have difficulties in trying to review their writings both in terms of style and content, they may seclude and withdraw themselves completely (Poff, 2004). For this reason, it is extremely important to direct students with writer's block to reading.

A great majority of the teachers participating in the study consider themselves competent for writer's block. Hall (1998) states that it is very important for teachers to have self-confidence in the writing process and to carry out appropriate exercises in this process for students' success. Qualified practices of teachers regarding the writing process prevent students from feeling inadequate. Based on this, the fact that the teachers participating in the study feel themselves competent can be interpreted as they can engage various applications for students with writer's block and they can develop solutions to overcome this problem. However, when the suggestions of elementary school teachers to eliminate writer's block are examined, it can be seen that teachers develop a small number of suggestions for the writing process in the classroom. Most of the suggestions emphasize psychological support. However, the teachers did not express how they would support their students psychologically. There are no concrete suggestions on what can be done to maintain and keep students' writing motivation alive. The most important need of people with writer's block is affective and sentimental support. Therefore, before starting the writing process, preparing students affectively for the process increases the efficiency and quality of the writing process. Consequently, the practices that teachers perform are extremely important (Poff, 2004) as the writer's block is largely a result of teachers' misbehavior (Hall, 1998).

Most of the teachers who participated in the study suggested the study of reading books for students suffering from writer's block. However, when the practices of teachers for these students are examined, it can be seen that a small number of teachers take part in reading books. In the same time, the suggestions of elementary school teachers to eliminate writer's block indicate that a small number of teachers take part in group work. At this point, it can be stated that teachers do not benefit enough from cooperation. However, the collaborative environment provided in the classroom writing process both strengthens students' social relations with their peer group and decreases writer's block and apprehension (Akpınar, 2007; Hall, 1998). However, involving collaboration for writing studies motivates students more to write. It can also be a different and exciting experience for the students who suffer from writing block (Amir, Ismail, & Hussin, 2011; Hernandez et al., 2010; Lambirth & Goouch, 2006). Many studies indicated that collaboration and group work reduce writing apprehension and writer's block (Erdoğan, 2012; Humphris, 2010; Louth, McAllister, & McAllister, 1993; Sutherland & Topping, 1999; Yarrow & Topping, 2001).

The results of this study reveal that elementary school teachers do not have sufficient information about the content of writer's block. However, elementary school teachers think that the reasons for writer's block are generally due to the lack of classroom practices and inadequacy. Accordingly, they stated that students who

suffer from writer's block cannot produce quality products. The literature indicated that the writer's block is mostly experienced during the draft writing stage. The teachers have not provided appropriate solutions for this stage either. Whereas, the reasons for students' writer's block should be emphasized and studies should be carried out both in the classroom and outside the classroom environments (Baştuğ, 2015).

It can be stated that psychological support is the most striking application for students with writer's block. Although the majority of the teachers participating in the study consider themselves to be sufficient for writer's block, they propose only a small number of suggestions to overcome the writer's block. As a solution alternative, in-service trainings and seminars on writer's block can be provided to teachers. In these trainings and seminars, the definition of the writer's block, its detection methods, and the practices to be conducted for students who have writer's block should be explained. However, different experimental and descriptive studies should be conducted on writer's block.

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