



Teaching Turkish Language and Literature: The Barriers to Improving Writing Skills in High Schools from a Teacher's Perspective

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ABSTRACT

Writing is defined as one of the most important skills that people use in social life but also the most difficult one to express themselves. Writing in the Turkish language and literature programmes involves a number of courses, contents, and approaches. Since writing is a difficult skill to acquire, it is necessary to analyse in detail its steps included in the programme and practice. In this work, an assessment of the steps associated with the writing ability envisaged in the programme is done by the implementers. This makes it possible to determine the writing competence in the programme both in practical and theoretical fields. This study discusses the problems faced in composition classes of the 2005 programme and examines the solutions that the programme recommends. The study is designed as a qualitative research, and a semi-structured interview form is used for the collection of data. Content analysis is used for analysing the qualitative data collected. According to the research, it is determined that writing courses should be designed independently and there is a need to use different strategies, methods and approaches in these courses

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Introduction

The main purpose of education and teaching activities is to help students gain information and skills to support their personal progress. Communication skills are one of the most important social skills for personal development. Basic comprehension and narration skills for communication are defined as reading, writing, listening and speaking.. Efficient and good communication is only possible when people are able to express their ideas and feelings with correct and appropriate phrases and are able to combine different words clearly and coherently and be able to write their ideas and feelings clearly (Applebee, Langer, Mullis, Latham, and Gentile, 1994, p. 25; Erdem, 2015, p.39; Kasapoğlu 2007, p. 2). These abilities during school years are put into practice through Turkish and Turkish Language and Literature courses. Turkish language and literature education is aimed to develop students' communication skills and to help them gain comprehension and construction skills of a high literary level.. It is therefore important that the instruction contributes to developing students' ability to use the language efficiently and communicate effectively. The narration skill of writing, is significant in that it supports good communication in a social environment.

Writing is an action by which we transfer our feelings, experiences, ideas and opinions. It is defined as: the act of designing a subject and those ideas related to that subject in paragraphs, to tell an idea, feeling and incident in writing; people's writing their ideas, feelings and opinions as well as their experiences and observations by planning according to the grammatical rules of that language (Ağca, 1999, p. 109; Cemiloğlu, 2003, p. 119; Demirel, 1999, p. 59; Kavcar, 1986, p. 79; Sever, 2004, p. 24). According to these definitions, it can

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be clearly understood that a strict relation between writing and thinking exists. The aim of writing, and perhaps its most outstanding quality, is it forces people who can think to think. (Baraz, 1978, p. 12; Hamman, 2005, p. 16). Therefore, extra care is needed to develop writing skills that prepare individuals for life. Fritzsche discusses three characteristics to create motivation and respond to people's social needs. He defines these as: creation of written communication, creating ideas and encouraging comprehension, as well as people expressing themselves via language and symbolically (Fritzsche, 2001, p. 14-17).

Writing ability is acquired during school years and writing education comprises the process of starting from introductory reading-writing to independent writing. Kasapoğlu (2007, p. 7) states, for students who desire to write independently, is connected to their word, phrase, context, grammar and spelling knowledge. Successful people are often times those who explore for themselves, have self-confidence and recognize their interests, and opportunities and don't just accept information from teachers or books at face value. Students who learn to explore, organize, synthesize and deliver ideas are provided with an opportunity to improve themselves (Graham and Harris, 2005, p. 19; İpşiroğlu, 2006, p. 9).

Creativity is the ability to create a unique product, produce new options, and provide new ideas (Noyanalpan, 1993, p. 39-40; Sönmez, 1993, p. 145-154; Yıldırım, 2002, p. 123). It can be said that there is an important relation between creativity and writing skill (Arthur and Zell, 1996; Ataman, 2009; Burns and Lowe, 1966; Hui, 2006; Marlow, 1991; Myers, 1993; Sevim and Özdemir Erem, 2013; Ungan, 2007). Creativity amounts to adapting to changing circumstances, sorting ideas efficiently, thinking differently, and producing unique answers (Senemoğlu, 1999). Getszels states that creativity is based on either in science or any other field, intuition and rationalist image and the capability to solve, dreaming, auditing, togetherness of divergence and convergent, finding news connections and improving the current ones (San, 2004, p. 14). Creativity says that the correlation between communication and writing skills is strong (Ataman, 2009, p. 101; Bean, 1996, p. 98; Colantone, 1998, p. 17; Elbow, 1998, p. 7; Vygotsky, 1998, p. 186). According to Demir (2011, p. 1), creativity specifically determined how individuals use language in written and oral communication in their social lives. This is because creative people have the ability to see extraordinary patterns and relations, bring together the stuff and ideas in new formats, use mimesis in their speeches, resist assumptions or authority by way of reasonable difference of opinion, take independent decisions and action, and merge one idea with another.

They also have strong intuition, interest in new ideas, like to think individually, and take pleasure in working. All these characteristics are important in order to have good communication skills and communicating actively with other people. The relation of three components in Andreasen's (2011, p. 19) definition of creativity distinguishes specialization, discipline, and the individual. When these components are evaluated, it can be concluded that writing skills are necessary for gaining substantial organizational skills, while acting on the ones that are already taught. Furthermore, writing needs to be evaluated as a personal, social and professional obligation. Expressing that writing process is a progressive stage and such stages as designing ideas, producing context and within the scope of evaluating the writing should be transferred to students and make them realize (Özdemir and Binyazar, 2002, p. 15-19; Güneyli, 2007, p. 23). This is especially so in case of writing skills that are acquired during primary education that can only be transferred to a higher level of secondary education, if these processes can be maintained reasonably.

No matter how well teaching programmes are planned, positions and importance of the teachers as the implementers of the programmes through teaching activities are great. Again, teachers' experiences are among the basic sources in renewed programmes, bringing important feedback. It can be expected from the teachers to observe in the best possible way the quality, success, and impacts on students of teaching activities in programme assessment studies. In this sense, teachers complete one of the important parts of the process with the studies devoted to realizing the aims such as exploring, developing abilities, imagining and being more energetic (Pritchard and Marshall, 2002; Sandholtz, Ringstaff and Dwyer, 1997; Stufflebeam, 1968). In the meantime, to achieve more efficient results, teachers' support to carrying out the learning activities personally plays an important role (Polly and Hannafin, 2010). The awareness of the teachers as the implementers of the programme about practical method of the aims of the programme at every step has a great importance. Besides, in determining the treatment of the programme and the obstacles involved, the primary source is teacher feedback.

Programmes are quite an important part of education. It became a very important part especially since 2005–2006, when teaching programmes began to be formed after the period of secondary education was increased to four years; thus, the teaching programme for the Turkish language and literature was reworked. According to this teaching programme, two lessons – ‘Turkish Literature’ and ‘Language and Narration’-- were added to the programme of secondary education. It was decided that composition classes should be held along with the language and narration. In this programme, in relation to written narration, the level of students who could express themselves orally and in writing was taken as the starting point. It was assumed that students who completed high school could present an artwork in Turkish, had the ability to make all correspondences related to daily life, were competent to understand and evaluate scientific and philosophical articles, and could analyse and interpret artworks. In each class, according to the level of that class, reading, listening, comprehension, and interpretation studies should be performed.

Written and oral practices should be performed based on the function of cultural transmission of literary articles and works and outcomes that emerge as a result of this function. It was stated that if students shared the outcomes after they analysed the articles orally or in writing, it would allow the items mentioned in the specified goals to be adapted much more (Meb, 2005). The programme of 2005 ran for 10 years and a draft programme was presented to be practised in Turkish language and literature programmes. In the 2015 programme, in each unit, the stages of study lessons were collected under the titles ‘Reading studies’, ‘Writing studies’ and ‘Oral Communication Studies’.

Reading, writing and communication studies were generally practised according to one type, and in relation to each other. Therefore, it was assumed that knowledge and skills that students gained as a result of their reading studies could be practised through writing and oral communication studies as well. It was stated that writing studies would be practised in two stages as ‘Learning Writing Types and Techniques’, ‘Performing Writing Stage’, instead of having separate activities for each acquisition, in accordance with the explanation that each student should practice different studies aiming at producing articles (Meb, 2015).

Since writing is a hard occupation and its development requires time, it is obligatory to consult the assessments of stakeholders in teaching activities associated with this field. It is an important question that how much of the 2005 Turkish language and literature programme, which is implemented for 10 years uninterruptedly, contributes to student’s development with regard to writing ability. With the 2005 programme, the removal of a separate course on writing studies and students’ perception that writing activities are of secondary importance mostly because of the density of language and literature courses represent the basic obstacles to gaining writing ability. On the other hand, to what extent do writing activities, re-designed with the 2015 programme, eliminate the inadequacies of the 2005 programme is also an important question. This study asks the teachers to assess the programme competence and aims to establish the elements that need to be elaborated in the process of reconstruction of the programme. In this study, along with the programme of 2005, the problems in attending composition classes were discussed and the solutions the 2015 Turkish language and literature programme offer are analysed.

Method

This study, aimed at the collection of data pertaining to Turkish language and literature teachers’ opinions about writing classes is designed as a qualitative research. Data are gathered by using the observation technique as a qualitative research method via semi-structured questionnaires. The literature on the subject is scanned and a semi-structured interview form is designed for the purpose of the research. Such interviews not only have single-choice answer but go deeper in the related field (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel 2008, p. 234). The content analysis method is used for interpreting the qualitative data. The working group of the research includes seven Turkish language and literature teachers. The experience of these teachers in the working group is between five and 25 years.

Table 1. Working group’s properties

Variables	Sub-variables	f
Sex	Female	3
	Male	4
Total		7

The teachers in the working group of this study have been chosen from different regions and types of schools. The study group consists of 3 females and 4 males. In the coding of teachers, P1, P2, P3...

Table 2. Distribution of Professional seniority

Variables	Sub-variables	f
Professional seniority	1-5 years	2
	5-10 years	2
	10-15 years	1
	15-20 years	1
	20-25 years	1
Total		7

Distribution of teacher’s professional seniority is concentrated between 1-10 years. After 10 years, there is one teacher for every 5 year time slot.

Collection of Data

Semi-structured interview forms with 11 open-ended questions are used to determine the teachers’ opinions about writing classes. These semi-structured interview forms are presented to three Turkish language and literature experts. Experts are asked to determine whether the questions in the interview forms are clear and cover the subject of the research. Following the experts’ opinions, the clarity of these questions is checked with two Turkish language and literature teachers, and the form is designed according to their feedback. A recorder and notebook are used in all the interviews. Writing courses that are part of language courses, its competence the importance of these courses for the teachers, productivity of writing courses, teacher competence and assessment of writing ability are situated.

Analysing the Data

The research data is interpreted according to the content analysis method. After the interviews with the teachers, their opinions are presented. Themes are determined on the basis of the research problem and the findings tabulated. Thematic coding is done within the semi-structured interview form, according to the questions determined previously. Cognitive coding is performed, in accordance with the data collected from teachers, in line with the concepts derived from the data. The data collected from the interviews within the qualitative study is analyzed under 11 basic themes. Teachers’ opinions are directly quoted for analyzing the findings of the research. In the direct quotations, only one opinion is included from a set of similar quotations from teachers. Study was examined by a different field expert for determination of reliability and codification were made. The points that have a harmony and the ones that have not were determined by contrasting relevant codes after codifications. The documents, examined by researchers and field experts, were discussed as “consensus” and “difference of opinion” and necessary regulations were made. The reliability formula (Reliability = Consensus/ (Consensus + Difference of Opinion)) that Miles and Huberman (1994) had suggested, was used in harmony percentage between the codifications of two researchers. Harmony percentage between the codifications was found as %73,7. To find reliability calculations more than %70 is accepted as reliable for the research (Miles and Huberman, 1994).

Findings

Table 3. Quality and quantity of writing studies

Theme	Category	Code
Quality and Quantity of Writing Studies	Writing Courses that are part of Language Courses	• Not of a quality to develop writing, only grammar request, no time for writing, perceived as useless, method does not take part
	Productivity of Writing Studies	• Minimum productivity, students don’t write, can’t write, there are utopic duties, there is regression in proportion top ast, test questions
	About Increasing Productivity of Writing Studies	• Make practices a separate course, other teachers as sample, using in every class, to make use of internet, activities in school, educating teachers, books are so bad
	About the Importance of Language, Literature and Narration Courses	• The relation between language and literature, the relation between word and sentence, key section

Neither of the two is enough and teachers cannot spend time on any of them to catch up with the programme (P5, P6, P7, P1, P3). As they focus on studying articles, grammar, and genre, teachers generally disregard writing and students see this as an opportunity. Writing studies change from teacher to teacher. Thus, I really think that a planning needs to be done to teach the writing discipline in a grammatical, mental, or emotional way, be it called 'composition' like in the past or something else. *The practices and exercises in the course books are not good enough to improve writing skills* (P4). *We do not do so much because there is not a separate course. Time is not enough and we cannot catch up with it* (P2). *Students use university as an excuse and we do not do much* (P6, P4). *It may be enough in a book but, in practice, it is definitely not* (P5, P6, P7, P1, P2, P3, P4).

It is not possible to improve writing skills with the help of the current programme. We used to teach student how to form a whole text instead of forming sentences and paragraphs stage by stage, in keeping with the literature genres. It might be normative, but at least students can understand planned writing. However, students neither can compose a suitable text in the context of the subject nor do we see any order in a suitable form of narration (P3, P4, P5). Nevertheless, to study the all the grammar subjects, only grammar needs to be studied. *We can spend time on composition. Courses can be complex, and composition is definitely not studied* (P2, P7). Furthermore, *composition classes are considered unnecessary for university exams and only grammar is required. Writing is only taught at grammar classes. It does not matter whether it is oral or written, but it definitely needs a separate class* (P7, P2). *There used to be a separate class, and students came to classes prepared, but nobody wants to study anymore. We cannot study these courses, as we do not have enough time. This is an age of technology and students use the internet* (P2, P6).

They can just learn it as a lesson but cannot apply it to their daily lives. *They never use grammar or punctuation rules in their daily lives or on the internet or telephone* (P5, P6). *There is no other area that they can use except for social media* (P2, P4). There is a pathetic situation at some levels; it is evident from their exam papers that the students cannot do anything. *If it were an independent lesson, it could contribute to the student, although it is difficult and not good. Students cannot use it and cannot briefly express what they want. The situation changes according to the type of the school. They are successful in speaking of their troubles; it is reflected in every area of their lives* (P7, P1, P3).

We are not trained like that; we are not given any information about how to write, although there is a writing lesson. We did not get enough guidance at the university about this subject. No, there was no lesson, we just wrote compositions in exams. It is not enough; we got very few lessons at the university. We just got technical information about literature (P1, P2, P3, P4, P5, P6, P7).

Table 4. Method theme about writing studies

Theme	Category	Code
Method Theme About Writing Studies	Method Knowledge	<ul style="list-style-type: none"> • Not giving information in university, not knowing writing techniques, traditional method •
	Personal Practices	<ul style="list-style-type: none"> • Public culture, connotation world, article, essay, similar studies, homework, to make hem write poems, mail
	Education Taken for Writing Activities	<ul style="list-style-type: none"> • Not existence of a special course, writing composition only in the exam

To encourage writing, a journal, poem or letter can be written, but these can only be practices engaged in during spare time. *When this is given as homework, students do not care about it and, since it is not scored, it becomes unnecessary for the student* (P2, P3, P6). *They first write an article or an essay but afterwards we expect them to write something within specific rules. I do not think that we are useful enough* (P5, P7). *Students at the last grade cannot even write a letter of application. When composition is studied as a lesson, students are not open. I am stuck with grammar. Students are already fed up with it in secondary education. Authorship workshops can be organized, directors and good writers can be invited and writing techniques taught* (P4). *Since our childhood, particularly games, folk culture, tales from folk literature and stories were very important in terms of childhood associations* (P1).

There is a need for a separate lesson; they should practice regularly. Besides, not only literature teachers but other teachers, too, should set examples and care about this. *They should use this in history and geography. Literature courses comprise only 13% or 14% of these classes, which is not enough. They should use it in every class (P5, P2). In schools, people who are competent to do this should talk about this issue. They should organize activities and make them attractive. Something should also be done on the internet (P6). Teachers are not capable enough to do this, as they themselves cannot write. Grammar is generally studied. Students' writing is always set aside (P4). There should be a separate lesson and reasonable activities. Composition is driven by grammar. We try to catch up with the syllabus; we cannot teach a whole writing lesson. It needs to be re-organized. The books are really bad. Not enough information is given to direct these studies. Only teachers speak (P7). They should write at the first stage without paying attention to grammar rules, they should not impede expression, they need to go beyond grammar rules. Teachers should pay attention to that. Language and narration classes do not compensate for writing classes. It would be better if teachers get enough training in universities in this subject (P3).*

I do not feel competent (P2, P3, P5, P6). We need to be trained about this a bit more. To be honest, I do not feel competent. I do not believe that neither at the high school nor at the university I got enough training (P4). We cannot write as teachers. Yes, I trust myself. I also practice the same writing method that I advise my students to adopt. Writing is related to ability (P1, P7).

Table 5. Competence and reflections of writing studies

Theme	Category	Code
Competence and Reflections of Writing Studies	Competence of Writing Studies that are part of the Programme and Textbook	<ul style="list-style-type: none"> • Not able to allow time, giving more importance to text assessment, being neglected, changes from teacher to teacher, a separate plan, duration is limited, textbooks are not up to the standard
	Whether One Feels Competent about Writing Ability Courses	<ul style="list-style-type: none"> • Not feeling competent; we can't write, we did have a good education, writing is all about ability
	Applying Writing Ability to Everyday Life	<ul style="list-style-type: none"> • It isn't reflected in everyday life, they cannot use the rules, cannot tell in a short and clear manner, no place other than social media
	Necessity of Composition Studies	<ul style="list-style-type: none"> • To write, to discipline oneself, have a separate course, visual materials, deep memory, to think a few times

The opinions of the teachers regarding the necessity of writing studies are: 'It is important to write the ideas, speaking is different, but you need to think before writing because ideas can be expressed much more accurately. *You chose the expression and, therefore, writing needs much more care (P3, P5, P1). Writing disciplines both ideas and feelings and aims at saying things formally. Writing should be taught as an independent course and there is need to be disciplined and plan as a whole. Composition classes given individually this could be done partially, but it is not possible right now. This is up to the teacher's personal effort. Writing does not improve because students use the internet and other technological devices. As a result, they lose their writing skills; I can see that this is a big problem for primary students. Thus, students avoid writing and just follow visual materials, the absorption of which into the deeper memory decreases by up to 30%. As students cannot discipline ideas while writing, the materials are not remembered. Therefore, writing discipline needs to be taught (P4, P2, P6, P7).*

There is, unfortunately, not a method we know or have learnt at the university. It is the traditional method (P5, P6). I think that we need to be trained about this (P3). Good teachers need to be trained about Turkish lessons and this subject (P1, P2). We, unfortunately, do not use anything. I give homework and do not use any specific technique. I say that I care about narration so much but cannot give directions about composition, as there is no separate lesson (P7).

There is not much applicability and productivity of writing activities and, in some classes, there is little time. For example, there is no time for writing courses in Classes 9 and 11. There is also no balance between classes (P1, P6, P7). If teachers follow the course book, students will not be able to write. There are a lot of utopian tasks. The same question is always asked without enough focus (P2, P3). There should definitely be a separate class. Even if there are 5–

6 classes, every student should be able to write accurately (P5). Students' writing skills are barely enough. They are stuck in test questions, as they can hardly write even one paragraph. I think that is of no use. There is a regression in comparison with the past; the lessons are full of narration, but there is little scope for writing (P1, P2, P3, P4, P5, P6, P7).

The best relation between language and literature is formed only via composition. I think that if literature is studied as literature science, and creatively, this interest can be enhanced. However, if it is not presented in an artistic way and only as a theory, this relation cannot be established. Students can be competent enough at word and sentence formation and making a correlation between them. I guess the key is composition. The relation between literature and language is composition (P1). From my side, literature and composition is an inseparable whole; without grammar, writing and literature cannot exist. They are all related to each other; the most important thing is to gain speaking and writing skills, but I cannot say that we can do it (P2, P3, P4, P5, P6, P7).

Discussion and Results

Teachers state that writing classes can create an important skill among students and writing classes can gain importance among them to discipline their opinions and feelings, and students can realize the power of expression. It is stated that training only with visual materials is one of the barriers to teaching. In this regard, teachers considered teaching the art of writing to be important. Warburton (2007) share similar information indicating that writing focuses on thought and students can express them.

Teachers think that writing exercises in course books are not enough, especially the fact that text examination, grammar, and genre studies are intense, it brings itself disregarding writing studies to catch up with the timing on the programme. At this point, the issue of timing is a big barrier for writing activities. Inadequacies of the writing activities at the programme level are mentioned by Özbay (2010). It is clear that course books do not present quality studies to improve students' writing skills. This leads to certain aspects of learning in writing studies changes from teacher to teacher. Similar studies support the observation that course books are not designed to improve writing skills (İşeri, 2001; Kolaç, 2003; Tağa and Ünlü, 2013).

It is stated that students studying to pass the university exam do not encounter evaluation methods in relation to writing skills, causing students in high schools to consider this lesson unimportant and, hence, adopt a careless approach. The fact that examination choices in relation to lessons adversely affect writing adversely is mentioned by Akbayır, (2010), Aktaş and Gündüz (2007), Ayyıldız and Bozkurt (2006), Babacan (2003), Çiftçi (2006), Özbay (2010), Tağa and Ünlü (2013) Troia (2008), Ungan (2007) in similar studies.

The fact that there is no separate lesson is unanimously agreed by teachers and came as a problem to us. It was stated in the 1991 programme that writing studies were practised much more systematically, and the change in the 2005 programme did not make any positive contribution to writing. In this case, writing classes cannot be performed in one class like language and narration. With the 2005 programme, a teacher, who acts according to the course book, encounters problems about timing, the relation of the subjects to real life, and measurement and assessment. Besides, the fact that writing is utopic, goals and attitudes are not realistic. In this regard, it is stated that an increase in the effectiveness of writing studies can only be possible if the lesson are studied separately. Baraz (1978, p. 34) mentions that Turkish language and composition classes are considered together and a joint evaluation can be negative. Schiller (1954), Marlow (1991), Nas (2001), Roe and Smith (2005), Hidi and Boscolo (2006), Güneşli (2007), and Demir (2011) state that writing skill is the most difficult to acquire, requiring considerable time to do so. It is mentioned in similar studies that the time frame of these lessons is not enough, and thus poses a problem (Susar Kırmızı and Akkaya, 2009; Ungan, 2007; Yıldız et. all, 2010; Cavkaytar, 2010; Tağa and Ünlü, 2013). It is stated that in-service trainings for teachers, source books for writing activities and various exercises to improve teachers' performance should be organized. The fact that writing is not just limited to language and narration but covers all areas of life should be impressed on students. It is stated that writing skills, which can be used in daily life by students, is generally related to the social media and they do not present subtract and intense narration to convey their troubles. It is stated that the success in written narration changes according to school types. The necessity to give an education changing according to school types are related to get ready of students and this is mentioned in similar studies of Akbayır (2010) and Ungan (2007). It is also clarified in similar studies that written narration courses are probably used in daily life and cannot be transferred to

social media (Akalin, 2000; Aktaş and Gündüz, 2007; Kabadayı, 2006; Tağa and Ünlü, 2013; Yaman and Yavuz, 2007; Yıldırım and Tahiroğlu, 2006).

The separation of writing classes, considered the most important step to increase productivity in written narration, is presented as a common idea. It is also stated by teachers that studies conducted with a specific method are more likely to be successful. In the studies of Oxford (1990), Close (2005), Ayyıldız and Bozkurt (2006), it is stated that method knowledge in improving writing skills is important. Thus, at this stage, teachers' training gains in importance.

Teachers unanimously agree that had not got any lessons, including method knowledge, during their entire university education. They say they used writing only in exams and for a few practises in classes, and that there was no scientific approach to this teaching method at the university. Therefore, teachers consider themselves as ill-equipped to teach writing techniques, evaluate, and use scientific methods. The fact that teachers do not get enough training on writing leads to the assumption of insufficiency. Teachers' incompetence regarding writing training methods and techniques required by the programme, tools and instruments, and assessment methods are discussed in studies by Aktaş and Gündüz (2007), Çiftçi (2006), Duman (1997), Susar Kırmızı and Akkaya (2009), Tağa and Ünlü (2013), Tansel (1975) and Yiğitoğlu (2007).

Teachers do not find writing exercises in classes to be of qualitative or quantitative standards. It is stated that tension needs to be decreased by increasing writing exercises and using proper strategy. Simultaneously, in field researches, the examples to decrease strategy and tension are succeeded by writing often and a lot (Ashworth, 1992; Bagents, 2008; Byrer, 1986; Cheshire, 1984; Erden and Demirel, 1991; Friend, 1994; Graham and Harris, 2005; Hassan, 2001; Lambert, 2000; Nicholas, 2002; Özer, 2001; Senemoglu, 1997; Smith, 1984; Talu, 1997; Tighe, 1987; Wang, 2013; Weinstein et. all, 1988; Zorbaz, 2010).

The fact that there is no separate score system for lessons, gives the impression that writing classes are unnecessary. Writing exercises, which are obligatory homework for students, do not serve their real purpose. Therefore, writing exercises are obligatory for students and are considered undesirable for them. Akbayır (2010), Nas (2003); Ungan (2007) and Zorbaz (2005), stated that writing exercises were considered boring by students. Writing competency is regarded as the best connection tool between language and literature. In this regard, writing can be artistic via the creativity of literature and grammar. Students gain the ability to make a connection between words and sentences by writing. Thus, literature is regarded as a transmission point between literature and grammar. Writing and speaking skills are significant because they help individuals place themselves in the right position in social life. Baraz (1978), Baştürk (2004), and Kavcar, Oğuzkan and Sever (1997) state that language, literature, and narration courses complement each other.

In the 2015 Turkish language and literature draft programme, the rate of gain is 21.8%; speaking is 17.7%; listening is 9.3%; reading is 41.6%; introduction to Turkish language and literature is 9.3%. It is seen that the 2015 draft programme's writing strategies and creative writing as well as writing exercises of the titles of the units is an innovation that is required by teachers. The programme is considered as positive since it presents some methodological approaches to writing classes. Nevertheless, the fact that there is no separate time for writing classes causes a similar problem with the 2005 programme as well. Teachers' disregarding writing classes for the sake of reaching other goals of Turkish language and literature; teachers and students finding writing exercises as unnecessary like in the old programme are included in the possible problems that can be encountered in the new programme.

Suggestions

It is suggested that an independent writing class be introduced so that the studies can be more effective and productive.

In Turkish language and literature teaching department and other areas, which can be a source of literature teaching at universities, writing exercises should be discussed for the use of scientific methods and strategies.

It is thought that new practices and information should be reached to teachers especially via in-service training. It should be remembered that the quality of writing in teaching institutions are based on teachers' quality.

It is thought that making standards that will allow narration skills to be assessed for Higher Education will become useful.

The scope of the tasks to direct the goals mentioned in the programme in relation to writing course books should be reasonable and clear for both teachers and students.

While taking into consideration the fact that gaining writing skills is a long and difficult process, it is suggested that a programme should be designed to cover primary and high school education.

It is thought that designing goals and attitudes, which change according to the school types and the contents of course books, will be useful.

The designing of such innovation and changes in education such it will include programme designs based on the principles of integrity and continuity are regarded as bringing more productive and maintainable outcomes in training fields.

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