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A Technology-Supported Process Based Writing Case in Primary School Fourth Grade[1]

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SUMMARY

The aim of this study was to explore the experiences of primary school fourth grade students about an implementation of technology-supported process writing approach within the scope of Turkish course. This study used a qualitative methodology. The participants were selected using the typical case sampling method, a purposive sampling method. A total of 27 primary school fourth grade students, 14 girls and 13 boys, participated in the study. Data were collected through semi-structured interviews and analyzed using the descriptive analysis. According to the results, the students stated that they learned new things in terms of using technology, had fun, realized the importance of helping each other and were proud when sharing their products during their implementation of technology-supported process writing approach.

Keywords: Primary students, language arts, writing skill, process writing, technology-supported writing

INTRODUCTION

Language is the basic means of communication that consists of expression and comprehension skills. Comprehension skills include listening and reading, while expression skills comprise speaking and writing. These skills are the mental processes that form language by complementing each other, working in coordination with one another. Language skills are one of the skills that directly affect the lives of individuals. Listening, speaking, reading and writing skills are competencies that affect high-level skills such as problem solving and creative thinking. In this respect, it is considered important for individuals to acquire these language skills. One of the theories explaining the learning of language skills is Lev Vygotsky's theory of learning. According to this theory, learning takes place within the social context (Paul, 2019). Therefore, Lev Vygotsky stated that individuals should learn their native language in order for individuals to learn, reason and develop high-level thinking skills, because the mother tongue is the most important learning tool (Vygotsky, 1978). Individuals can learn and develop the writing skill, which is among the language skills, within the framework of the social context. Writing, which is an expression skill, is the construction of feelings and thoughts into writing. Writing is a form of communication that allows individuals to persuasively organize their feelings and thoughts, knowledge and beliefs, and to convey meaning through well-structured texts.

The ability of individuals to meet their daily needs, to continue their education, to communicate and to succeed depends on the development of their written expression skills (Arıcı & Ungan, 2013). The development of writing skills allows individuals to construct knowledge, to organize their own thoughts and to compare and connect thoughts. During the writing process, students develop higher-order mental skills such as summarizing, analyzing and critical thinking (Rao, 2007). The development of writing skills in students depends on performing the act of writing and the accumulation of experience in reading. There are some approaches and models in the literature developed to improve students' writing skills. There are product-oriented and process-based writing approaches in the literature. These approaches also include different writing approaches within themselves. The approach that is student-centered within the writing models approach and is thought to be suitable for the constructivist approach is the process-based writing approach (Tavşanlı, 2019).

In the process writing approach, the writing process takes place based on certain stages. The gradual implementation of written language activities helps students to produce quality writing products. As children learn about the stages of writing and add new skills on top of their previously acquired skills, the simple expressions they use are replaced by detailed and abstract expressions. In fact, students tend to write in a planned and detailed manner as they gain experience in writing. Thus, students who have improved writing skills can interpret, edit and justify information, also brainstorming and charting (Adams, et. al., 1999; Akyol, 2014). The gradual implementation of writing process also allows us to identify students' weaknesses, to offer them feedback to arrange their thoughts and correct their errors when necessary, to monitor them throughout their writing activities

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and to utilize and manage this process efficiently (Akyol, 2014; Karatay, 2011). In this regard, the Process Writing approach is a method that makes the development process of writing skill progressive and systematic. The process approach to writing offers several models of writing. For example, the 4+1 planned writing and evaluation model is one of the writing models based on the process writing approach. The 4+1 planned writing and evaluation model aims to ensure that students continue their writing action by planning a subject at certain stages, not just to write on a different subject in each writing lesson as in the traditional writing methods, and to be aware of the writing process and the products they produce (Karatay, 2013). The 4+1 planned writing and evaluation model is based on cognitive development theory of Vygotsky (1978).

The 4+1 planned writing and evaluation model is a five-step model that allows teachers and students to actively plan and evaluate the process, and it has some implementations that should be carried out at each stage. Moving to a later stage by skipping a preceding implementation causes a writing text to be based on a weak ground (Akyol, 2014). The important thing in this model is to enable students to create products by applying the stages of the process writing approach appropriately (MEB, 2015). The stages of this model are as follows (Graham & Sandmel, 2011; Karatay, 2013):

Pre-writing preparation: At this stage, the subject of the text to be written is selected first. Students do research and read about the subject. This stage involves activities that will help students decide what information from their research and reading to use in their writing.

Creating a writing draft: At this stage, students can perform writing tasks once or more times. The important thing here is to make sure that students realize that these tasks are not their final works.

Reviewing/Improving/Organizing the writing draft: The aim at this stage is to enable students to review the texts they write. Students re-read and evaluate their texts and can get help from their teachers or families during this process.

Editing: At this stage, students' texts are reviewed for the last time in terms of form, grammar-spelling and coherence. Any errors determined as a result of this revision are corrected and the points that need developing are improved.

Sharing (Releasing): At this stage, students' texts are shared. This sharing can be performed in different ways. Students can share their texts with their classmates and families. Their texts can be published in places such as school bulletin boards, newspapers and magazines.

As one can see in these stages the 4+1 planned writing and evaluation model aims to engage students in the writing process. The entire process is the responsibility of the student from the very beginning to the very end of the writing process. In this process, teachers can guide students. In this model, students can work individually or as a group. They can share their texts with their friends, families or other classes. They can use different materials and technology in the writing process. Utilizing technology in the writing process can make the writing process more enjoyable and students can participate in this process more eagerly. In addition, using technology in the writing process can save time, facilitate the writing process, and help students develop basic computer skills as well as writing skills. In the 4+1 planned writing and evaluation model, they can use technology at different stages and in different ways. For example, during the pre-writing preparation stage of the writing process, students can watch documentaries or movies, write drafts using different computer software when creating a writing draft, and share what they have written with other friends through technology in the sharing stage. Students can turn their texts into videos, e-newspaper articles or e-posters through computer software and share them with their friends with internet. Websites covering information and communication technologies, e-learning environments, interactive and multimedia, video, computer use can be used to solve the problems that students face in writing skills. (Alvarez, 2012; Gökçe, 2021).

There are different studies in the literature on the process writing approach. Some of these studies are based on students' spelling-punctuation skills and writing dispositions (Sever & Memiş, 2013), their attitudes towards written expression and writing (Erdoğan & Yangın, 2014), and their views on process writing practices (Tavşanlı & Kaldırım, 2018). There are also studies on the effect of the process writing approach on writing skills and studies about the 4+1 planned writing and evaluation model (Aksu, 2015; Alan, 2019; Balcı, 2017; Bayat, 2014; Erdoğan, 2012; Erdoğan & Yangın, 2014; Güvercin, 2012; Özkara, 2007; Paquette, 2008; Sever, 2013; Sever & Memiş, 2013; Şentürk, 2009), using technology in writing skills (Rahman, Azmi & Hassan, 2020; Aliyev & Ismayilova, 2017; Green, 2005). In terms of the process writing approach, the 4+1 planned writing and evaluation model involves students taking personal responsibility in their original writing tasks and creating a supportive learning environment for them. According to this approach, students learn to use information technologies while conducting research, to communicate with others through writing, speaking and listening, and to access information by doing research and reading (Nancy, 1997 as cited in Karatay, 2011). In addition, the 4+1 planned writing and evaluation model is based on student experiences while creating a product rather than the product emerging at the end of the process. Thus, students' writing anxiety decreases and the content of the product gains importance (Akbaba & Ayaz, 2017). In this regard, utilizing the process writing approach in the writing learning domain of Turkish

courses, describing this process and reflecting students' experiences in this process could contribute to the literature on the subject. Therefore, the aim of this study was to explore the experiences of primary school fourth grade students about an implementation of technology-supported process writing approach within the scope of Turkish course.

METHOD

This study used a qualitative methodology. Qualitative research is a type of research in which a qualitative process is followed and qualitative data collection methods such as observation, interview and document analysis are employed to reveal perceptions and phenomena in a realistic and holistic way (Yıldırım & Şimşek, 2011). The basic qualitative approach was used in the research. In this approach, it focuses on how participants interpret and create their lives and what meaning they add to their experiences (Merriam, 2013).

The basic qualitative method was preferred because the study aimed to describe students' technology-supported writing process in Turkish course and reveal their experiences, emotions and thoughts in this process.

Participants

The participants were selected using the typical case sampling method, a purposive sampling method. The typical case sampling is used to reveal average cases for a subject (Glesne, 2016). This study was conducted in a primary school on the outskirts of the city where students from low-to-medium socio-economic backgrounds are the majority. The study included a total of 27 primary school fourth grade students, 14 girls and 13 boys.

Implementation Process

The research process consists of five stages. Applications related to these stages are the following:

Stage I: Some of the learning outcomes for the writing skills in Turkish Course Curriculum for 4th Grade were selected (Table 1). The learning outcomes "*Write informative texts*", "*Edit what they write*", "*Share what they write*", and "*Use drawings, graphics and visuals to enrich what they write*" in Table 1 were selected because they are related to the process writing. After obtaining the necessary permissions, the students included in the study were informed about the implementation process, and they were explained that they would prepare an informative short video in which they would introduce the local historical and touristic places to first grade students.

Table 1. "Writing" learning outcomes selected for the study

Outcome No.	Grade	Outcome
T.4.4.4.	4	Write informative texts.
T.4.4.11.	4	Edit what they write.
T.4.4.12.	4	Share what they write.
T. 4.4.14.	4	Use drawings, graphics and visuals to enrich what they write.

Stage II: The students were divided into groups of three and they were asked to prepare a figure or a puppet for the informative short video. The students brought the necessary materials for their puppets and figures to the school and made their puppets or figures as a group during Turkish classes for two hours in the classroom (Visual 1).

Stage III: Once the puppets were made ready, the students watched a video clip promoting the touristic and historical places in the city that they had visited before and they were given informative brochures of these places. Each group was asked to decide on a place to introduce. After obtaining the necessary permissions, the student groups were taken to touristic and historical places they chose, accompanied by the researchers and their class teachers. Each group took photographs with the puppets they made in these places. The students visit to the places in Eskisehir; zoo, open air miniature exhibition, historical houses of Odunpazarı, science and arts center, city center of Eskişehir, mosque and complex, glass arts and wood arts exhibition center and wax sculpture museum.

Stage IV: After the trips, the groups were asked to write informative texts introducing the places they chose for the short video. The groups shared their first drafts with the other groups, and they revised their texts by reviewing the feedback from the other groups about any unclear points. In groups, the students discussed what their target audience, first grade primary school students, might be curious about more. In this process, the students realized that they needed more information and, under the guidance of the teacher, they made a research on the Internet about the places they chose. Meanwhile, the teacher guided the students about accurate and reliable sources of information. At this stage of the process writing approach, the groups read their informative texts aloud in the

classroom with the other group members, teachers and researchers. Then, based on the feedbacks, they wrote the final drafts of the texts.



Visual 1. Group works, puppets and figures

The researchers printed out the photographs taken by the groups and delivered them to the groups. Next, among the photographs they took, the groups selected and ordered the photographs that were suitable for their texts. After that, one student from each group or all the students in a group read aloud and recorded their informative texts. As this process required a silent environment, each group went to the school library and they were guided by the researchers there. After the recording sessions, the researchers and groups came together and, using a video editing software, they produced the short video using the texts voice-recorded and the photographs previously selected by the students.

Stage V: At the last stage of the process, the informative short video prepared by the fourth grade students was watched by first grade students to serve the learning outcome *"Recognize local historical, natural and touristic places"* specified in the curriculum of Social Studies course for primary school first grade (Visual 2). The first grade students watched the video in the school conference hall. At the same time, all the first grade students in the school and the fourth grade students involved in the study were present in the conference hall. The researchers, class teachers and the first and fourth grade students watched the short video together. In fact, the researchers paid attention that all the students were together while watching the short video.



Visual 2. Fourth and first grade students watching the short video together

Data Collection

The aim of this study was to explore the experiences of primary school fourth grade students about an implementation of technology-supported process writing approach within the scope of Turkish course. In the study, data were collected through interviews. Interview is a data collection tool in which two or more individuals transfer information from one to the other for a specific purpose, and it is an interactive process taking place in the atmosphere of a conversation (Bogdan & Biklen, 2006). In the interview technique, the researcher has a list of questions regarding the subject in accordance with the purpose of the study. In this way, the researcher has the freedom both to ask questions prepared in advance and to ask probing or follow-up questions in addition to these questions for more detailed information, while remaining faithful to the questions he or she prepared previously (Yıldırım & Şimşek, 2011). As the first step in this study, an interview form was prepared based on the relevant literature. Expert opinion was sought in this process so that the interview form would be appropriate for the study purpose. After the final draft of the interview form was prepared, interviews were conducted with the students at times convenient for them in the library of the primary school where the study was conducted. The interviews were recorded using a voice-recorder to prevent data loss. The interview sessions lasted between "5 minutes 7 seconds" and "13 minutes 14 seconds".

Data Analysis

Data were analyzed using the descriptive analysis technique. In descriptive analysis, the data obtained are summarized and interpreted according to previously determined themes. Direct quotes are used to reflect the views of the interviewed or observed individuals in a clarifying way (Yıldırım & Şimşek, 2011). In this study, the interview questions were taken as a basis for a data analysis framework after the data were transcribed and processed on computer.

Trustworthiness

Some measures were taken by the researchers to ensure the trustworthiness of this study. These measures are shown in Table 2 below.

Table 2: Trustworthiness of the study

Creditability	Receiving expert opinion
	Participant confirmation
	Direct quotes
	Support by visuals
Confirmability	Explanation of the data collection tools and process
	Explanation of the data analysis process
	Description of the implementation process of the participants
Dependability	Prevention of data loss by using a voice-recorder
	Presentation of the results without making a comment
	Checking the consistency between data
	Use of a checklist

In order to ensure trustworthiness (Guba, 1981; Guba & Lincoln, 1982; Lincoln & Guba, 1985; Krefting, 1991) of the study, experts' opinions for the semi-structured interview form were taken into consideration before the implementation, an initial interview was conducted to understand whether the interview questions were understandable and this interview was not included in the study. The interviews were conducted in the library on dates and times determined by the class teacher, researchers and students together. A voice-recorder was used to prevent data loss. The interviews lasted between "5 minutes 7 seconds" and "13 minutes 14 seconds". During the interviews, the researchers repeated the students' answers and asked them to confirm their responses to each question. During data analysis, each of the researchers individually coded and created themes, and a checklist was created. Then, the researchers came together and compared their checklists. In case of a conflict, the audio-recording transcripts were examined again to reach a consensus. Direct quotes from the students' statements were included to support the findings. Finally, the students were given pseudonyms instead of their real names.

FINDINGS

Data obtained from the interviews with primary school fourth grade students regarding their experience of technology-supported process writing practice are presented under the themes in Figure 1. In this way, the students' opinions were categorized under the themes of "Learning outcomes", "Implementation process", "Sharing", "Challenges" and "Recommendations".

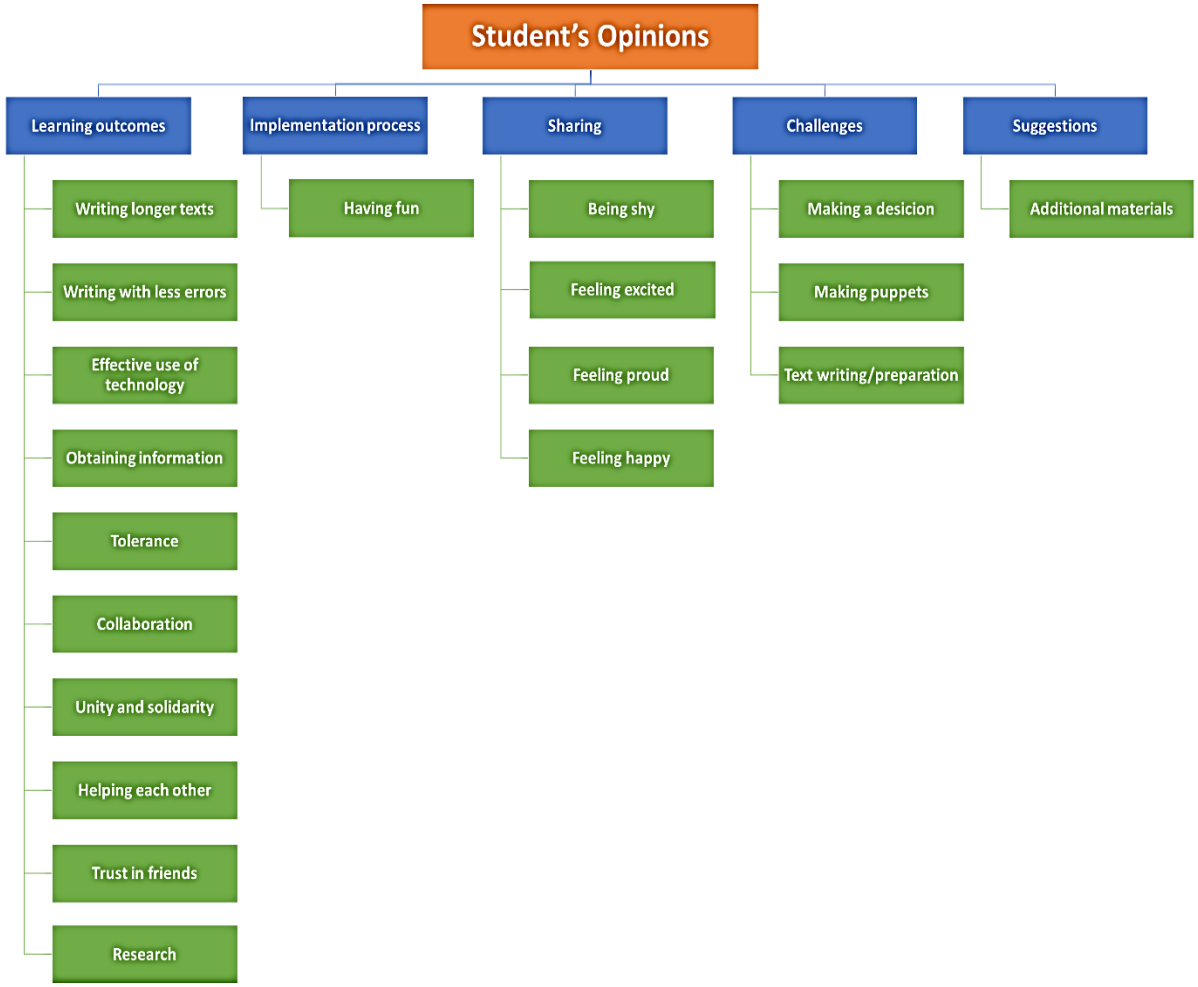


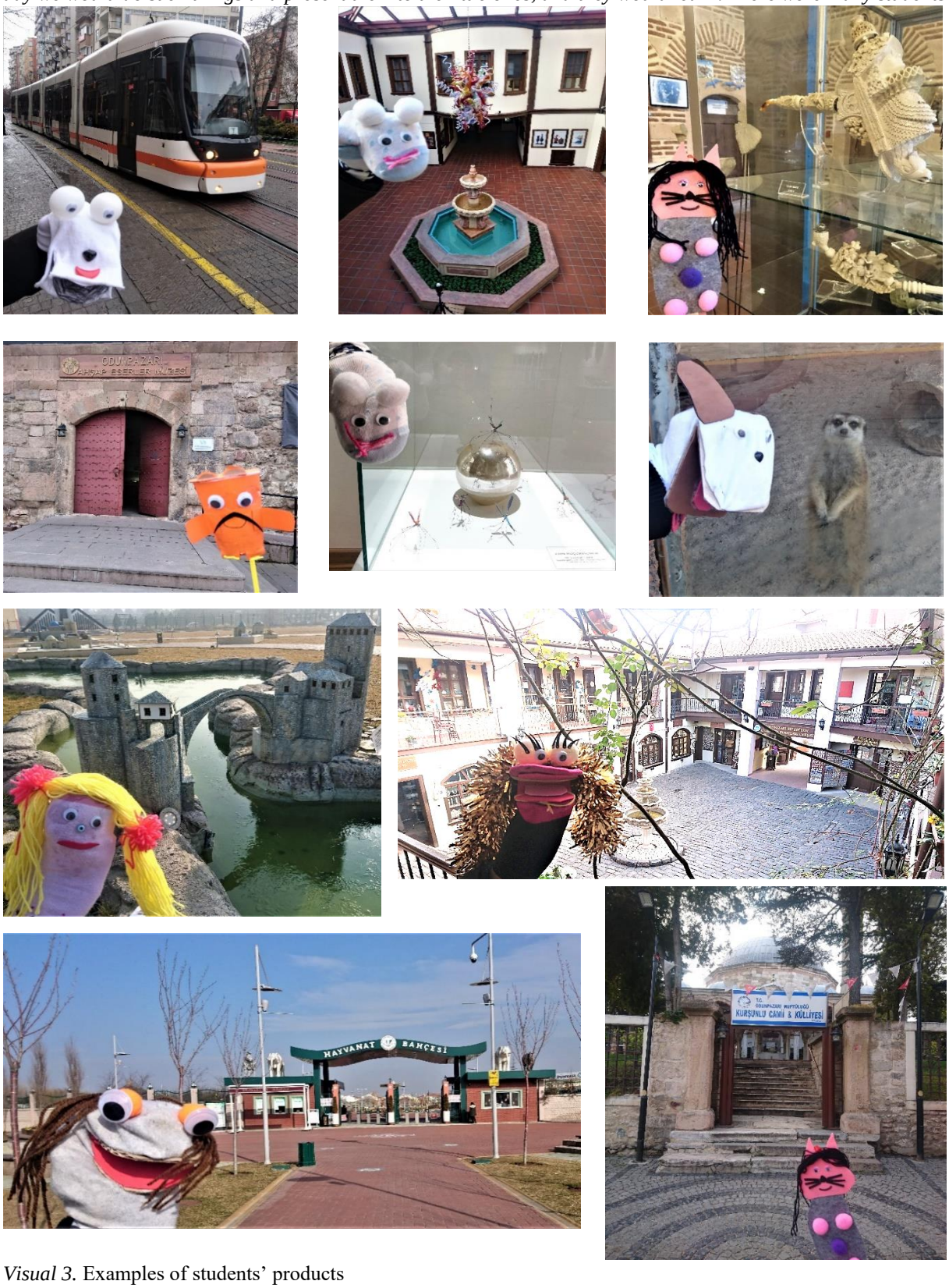
Figure 1. Students' opinions about technology-supported process writing practice

Learning outcomes: The primary school fourth grade students stated that they achieved learning outcomes such as "Obtaining knowledge, doing research, being tolerant, collaborating, trusting friends, realizing the importance of unity and solidarity, working in teams and cooperating, writing longer texts, writing error-free texts, and using technology effectively" in their experience of technology-supported process writing. They stated that they did research, worked in teams, realized the importance of unity and solidarity, obtained information and became more tolerant. For example, Ali said, "*We learned about the places we introduced, too. We learned about teamwork, wrote together and received each other's opinions. I looked things up on the Internet. I realized that I could write longer texts now*". Zeynep said, "*I love spending time on computer. I liked combining photos and preparing our own video clip. Now I can make movies from my own photos, too*" Ece said, "*I learned about unity and solidarity. I saw the work of my friends. I realized that Eskişehir actually dates back to ancient times. My writing texts have less errors now, and I am very happy about that*". Mesut said, "*Sometimes, I used be a little bit angry with my friends. But then I realized I shouldn't be angry while we were making the puppets*". Sevgi said, "*This experience taught us unity and solidarity. For example, if I did not trust my friends, we would not have achieved such great success. So, it went very well and I loved the activity*". The students also emphasized that they trusted their friends during the implementation process, they helped each other and they divided the work based on cooperation. For example, Hilal said, "*We made a division of labor by drawing lots. We solved it by helping each other. We helped each other*". Elif said, "*We made a division of labor, everyone chose a material for themselves, then we brought those materials. As we decided, Ecrin did the drawing, I did the cutting, and finally Zeynep combined them"*. As can be understood from the statements of the students, we could suggest that the students acquired various knowledge, skills and values through their experience of technology-supported process writing approach.

Implementation process: The primary school fourth grade students stated that they found the implementation process fun during their experience of technology-supported process writing. For example, Ece said, *"It was fun what we did. I think we've done a good job because it was fun and beautiful"* and Raşide said, *"I love this kind of activities. It got even better when we shared the tasks. It was fun"*. The students might have considered their experience as fun because the process was enriched with activities such as doing research, making decisions

together, making puppets, visiting the places, making observations, taking photographs, voicing the texts and finally creating a short video instead of solely writing a text.

Sharing: The students stated that they felt "proud, excited, happy and shy" while they were sharing their short informative video with first grade students. For example, Raşide mentioned her self-pride by saying, "*I was proud of myself, and I was happy because they also learned about Eskişehir, and that's why I was happy*". Hilal mentioned her excitement and pride by saying, "*I was happy, excited and proud. I would never imagine that one day we would do such things and present them to the little ones, and they would learn. There were many students*



Visual 3. Examples of students' products

watching and they loved our puppets. There was always a smile on their faces". Yusuf stated that he was shy but he felt good, and he said, "*I was a little bit shy at first, but then, while they were watching our video, I felt really good. They watched our puppets, they liked our texts and they were happy. I mean they were smiling and paying attention. We also learned about the animals and local touristic places*". In the sharing stage, which is the last stage of the process writing approach, the students' sharing the products they created with first-grade students enabled them to see that both themselves and the products they created were valuable and that they achieved their writing objectives, and this made them feel good. Examples of the students' works are given in Visual 3.

Challenges: The fourth grade students stated that they had difficulty in "preparing texts, making puppets and making decisions" during their experience of technology-supported process writing. For example, Mesut said, *" Sometimes we had a hard time deciding what to tell about the place we were supposed to give information about*". Zeliha said, "*We were the first to finish our puppet. We had just finished it and, while we were taking it to the teacher to show it, the pieces of the puppet came apart. I was upset and nervous. I mean we had worked so hard, we spent great effort, and it just broke into pieces. We tried it two or three times, but it didn't work. We tried hard. Then we fastened it with a piece of string*". Eren said, "*While writing the text, she constantly changed it. There were meaningless sentences and so on, and I corrected them constantly. But the text I wrote with the names of the sculptures had errors, so I finally imagined in my head, wrote the text without writing the names, and it became better this way*". The fact that the students had difficulties in making puppets, writing texts and making decisions might have been caused by their developmental characteristics and their lack of experience because they had not performed such an activity before.

Suggestions: The primary school fourth grade students in this study made suggestions for the technology-supported process writing activity to be more functional. The students stated that they needed additional materials and these materials could be provided by the teacher. For example, Elif said, "*We couldn't stick the pieces together while making our puppet. Someone could have brought silicone adhesive to the school*". Also, Ali said, "*Some materials were not available. Our teacher could have brought them*".

In summary, our results showed that the students had fun and acquired some skills, knowledge and values because they were actively involved in the process during their experience of technology-supported process writing. The students also stated that sharing their products with other students made them happy and proud. On the other hand, the results also showed that they had difficulties in some stages of the process. Finally, it was observed that the students made suggestions so that the process could be more functional.

Conclusion, Discussion and Suggestions

The results from this study, which aimed to explore the opinions of primary school fourth grade students about technology-supported process writing practice, were gathered under themes such as "Learning outcomes, Implementation process, Sharing, Challenges and Suggestions". The results obtained in the light of these themes are as follows:

- The primary school fourth grade students stated that they had fun during the implementation.
- They stated that they became more tolerant during the implementation process, realized the importance of unity and solidarity, collaborated and worked as teams, helped their friends, conducted research and obtained information.
- The students stated that they had difficulties in preparing and writing texts, making puppets, and deciding on things in the process.
- The students stated that their technological competence improved.
- Regarding the presentation of their own products to the first grade students, they emphasized that they were happy, excited and proud of themselves.
- The students suggested that they should be provided with additional materials to make the process more functional.

Research showed that learning activities designed based on the process writing approach improved students' writing skills and attitudes towards writing (Tavşanlı & Kaldırım, 2020; Bayat, 2014; Kaya, 2013; Kaya, 2016; Şentürk, 2009; Karatay, 2011; Sever & Memiş 2013; Erdoğan & Yangın 2014; Graham & Sandmel, 2011; Mehr, 2017; Johari, 2018; Zahran, Sheir & Korua, 2015). Tavşanlı and Kaldırım (2018) examined the opinions of primary school second grade students on the process writing and found that the students had both positive and negative views of this approach. In that study, as positive opinions, the students stated that they wrote better texts thanks to the process writing approach and regarded themselves as better writers and, as negative opinions, they stated that their writing activities took a long time, they did not want to find the errors of their friends, they were shy while reading aloud their texts, and they were tired of writing the same article repeatedly on the same topic. Similarly, in this study, the students stated that they wrote error-free articles through tasks designed based on the process-

based approach. Considering the contribution of the process writing approach to writing skills and to the affective domain of students, it is useful to employ the process writing approach in writing tasks.

The process-based writing approach has emerged as a product of the constructivist approach. (Yılmaz & Kadan, 2019). What is important in the constructivist approach is that students learn by doing, based on their prior knowledge and their own experiences. Thus, it is important to include student-centered activities in the learning process for the development of students in all aspects, including cognitive, affective and psychomotor skills. Therefore, process-based writing is a student-centered process. In this process, the student structures his/her feelings and thoughts within the framework of a plan, then writes them with his/her own sentences, checks the mistakes after completing the text and corrects these mistakes. Thus, the student learns to create a written text by doing and experiencing (Özdemir, 2019). In addition, Nordin & Mohammad (2006) emphasized that regarding the process-based writing approach, students 'experiences in the process are important, not their products, and these experiences have positive effects on students' writing skills. In this study, students conducted group work in the pre-writing preparation stage, which is the first step of the process-based writing approach. In group work, they first designed and made puppets. Then, they made a research to write an introductory and informative text about historical and touristic places regarding the task assigned to the groups. In the writing process, students conducted research, gathered the information they collected to form the draft text, and shared their ideas with each other in this process. During the day trips, the students took various photographs with puppets in the places where they were responsible. The photos taken are brought together. Later, the texts were voiced and combined with photographs, a promotional film was created. The promotional film prepared was presented to the first grade students in the conference hall of the school. Thus, students created a product and shared this product with first grade students. Vygotsky (1978) stated that language learning takes place in a social context, and language learning occurs more effectively when communicating and collaborating with teachers, peers, and other adults. In this study, students worked in cooperation with their friends to improve their writing skills, and they used their writing skills in a social environment where their friends, learning and physical environment. Thus, in the technology-supported process-based writing skills approach, students tried to develop their writing skills within the social context, as Vygotsky (1978) stated.

In this process, students participated in writing activities by doing and experiencing. They stated that they had some experiences in the process and had some gains as a result of the experiences. These gains; tolerance, cooperation, unity and solidarity, helping each other, use of technology, knowledge and research. Johari's research (2018) concluded that the process-based writing approach contributes positively to the development of students' writing skills as well as their collaboration skills and sense of togetherness. In the study conducted by Kaya & Ateş (2016), they concluded that process-based writing contributes to the metacognitive skills of students in addition to their writing skills. In addition, Widodo (2013) stated in the research that students work collaboratively and support each other in process-based writing. Therefore, it can be said that the process-based writing approach contributes to students' cognitive and affective aspects as well as to their writing skills.

In the process-based writing process, students were happy finally to share their product with other students. Again, the students stated that they were ashamed, excited and proud of themselves. The reason for this may be that students have not performed such an activity before. Aşıkcan & Pilten (2016) stated in their study that teachers, in the process of sharing of the process-based writing approach, carried out activities such as reading in the classroom, displaying on class boards, and publishing in the school/classroom newspaper. In this study, the students presented their promotion video product to students at a different grade level in the sharing stage. It can be said that students feel valuable when they share their own product with other students. Therefore, in the process-based writing approach, it can be thought that students also perform implicit learning.

It has been observed in the researches that there are various problems related to the process based writing process. In this context, while there were teachers' opinions regarding the applicability of the process-based writing approach, various difficulties and deficiencies were experienced, problems such as text writing and lack of time emerged (Deniz & Demir, 2019; Tavşanlı & Kaldırım, 2020). In this study, the students stated that they wrote better articles with the process-based writing approach as a positive opinion and felt themselves as a better writer.

As a negative opinion, they stated that they had difficulty in deciding on the content of the article with their friends, making puppets and writing texts. They also stated that the writing activities took a long time, they did not want to find the mistakes of their friends and they were embarrassed while reading their articles. Considering the contribution of the process-based writing approach to the writing skill and the affective dimension of the students, it is important to use the process-based writing approach.

In every stage of this research, in which the process-based writing approach was used, the students were involved in various processes, and despite their problems and difficulties, they achieved a sense of satisfaction by creating products. At the same time, it can be said that this situation provides many affective gains such as being happy, excited, feeling valuable, important and useful. In this respect, the students should see the results of the activities they performed themselves, that they are useful and effective; positive self-perception, self-efficacy belief, self-

confidence, can pave the way for many affective developments such as self-esteem. In addition to these, it can be regarded as an indication that it will motivate them for future activities and can take responsibility.

Based on the acquisitions stated in the official program implemented within the framework of the research, a research-study trip was organized to various places with out-of-school learning environments, and the development of students in different areas was observed. Particularly, the fact that part of the activity was held in out-of-school learning environments enriched the process. In this regard, Lakin (2006) emphasizes that activities performed in out-of-school learning environments contribute to the development of cognitive, affective and psychomotor skills as well as values and attitudes. At the same time, it should not be overlooked that such activities can help students develop a positive perspective towards school, lesson and learning (Bozdoğan & Yalçın, 2006; Şahin & Yazgan, 2013).

It should not be overlooked that the students were in such an activity for the first time. Because the research focused not only on the writing skill, but an approach that puts the holistic development of the students at the center by ensuring that the student takes part in the process cognitively, affectively and psychologically. In this respect, it can be said that holistic development and multi-skill development can be achieved in active learning-based and student-centered process-based writing activity.

In order to use the process-based writing approach effectively, both pre-service and in-service activities, activities that will enable primary school teachers and teacher candidates to develop beliefs on this subject should be organized and necessary support should be provided. Based on the conclusion that process-based writing studies can improve many aspects of students and can be used in other courses, interdisciplinary research can be done and activities can be organized.

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