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PAGES: 547-558

ORIGINAL PDF URL: <https://www.anadiliegitimi.com/tr/download/article-file/2361205>



Teacher and Student Approaches to Diagnosing Review Practices on Writing Skill

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Abstract

Writing, besides being one of the most important means of telling, is the process of expressing feelings and thoughts in a planned way. In this process, the arrangement that constitutes the lower step of the planning phase; the steps of reformatting the text, classifying the thoughts, adding new thoughts and redesigning are carried out. In this study, it was aimed to determine the use cases of the students' requirements for reviewing the texts in the teaching process, and then to increase the awareness levels of the teachers about the practices they do in the text editing phase. The field research method was used in the research and the data were collected with the 'Review Applications Diagnosis Form'. Descriptive statistics were used in the analysis of the data and the data were evaluated in the IBM SPSS Statistics 22 statistical program. For this purpose, 120 teachers who graduated from Turkish language teaching undergraduate program and 110 Turkish language teachers who graduated from Turkish language literature undergraduate program were reached. In the study, it was concluded that the students applied the strategies related to the revision and re-adjustment phase of the writing process in a limited and superficial manner. In addition, it was concluded that the students preferred the way of changing words, adding or removing words more in the process of reviewing the text. On the other hand, it was concluded that while the students frequently applied word replacement in their practice of reviewing their texts regarding the editing phase of the writing process, they applied the addition and removing less frequently in phrases, sentences and thoughts, however, they almost never applied replacement and reordering. While there was a statistically significant difference between Turkish and Turkish language literature teachers in terms of awareness of revision and correction procedures, there was no statistically significant difference in terms of evaluation status.

Keywords: Turkish education, teaching process, measurement and evaluation, review, writing skills

Yazma Becerisine İlişkin Gözden Geçirme Uygulamalarını Tanılamada Öğretmen ve Öğrenci Yaklaşımları

Öz

Yazma, düşüncelerin gelişigüzel biçimde anlatılmasından çok belirlenen amaç ve izlemler doğrultusunda oluşturulan planlamanın takibi sonucunda geliştirilen süreç temelli bir edimdir. Yazma becerisinde planlama basamağının alt sürecini oluşturan düzenleme; metnin yeniden biçimlendirilmesi, düşüncelerin sınıflandırılması, yeni düşüncelerin eklenmesi ve yeniden tasarlanması aşamalarından oluşur. Bu araştırmada öğretim sürecinde yazma becerisine yönelik uygulamalarda öğrencilerin kullandığı gözden geçirme stratejilerini tanılama ve öğretmenlerin metni düzenleme aşamasına yönelik stratejilere ilişkin farkındalık düzeylerini artırma amaçlanmıştır. Alan araştırması yöntemi kullanılan çalışmada veriler 'Gözden Geçirme Uygulamalarını Tanılama Formu' ile toplanmıştır. Verilerin çözümlenmesinde tanımlayıcı istatistik kullanılmış ve veriler IBM SPSS Statistics 22 istatistik programında değerlendirilmiştir. Bu amaç

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doğrultusunda çalışmada 120 Türkçe öğretmeni ve 110 Türk dili edebiyatı bölümünden mezun Türkçe öğretmenine ulaşılmıştır. Çalışma sonucunda metinlerin gözden geçirilerek yeniden düzenleme aşamasına ilişkin öğrenci metinlerinin sınırlı düzeyde kontrol edildiği belirtilmiştir. Bununla birlikte öğrencilerin metni gözden geçirme sürecinde daha çok sözcük değiştirme stratejisi ile sözcükleri ekleme ya da çıkarma stratejilerinden yararlandıkları sonucuna ulaşılmıştır. Öte yandan öğrencilerin metni düzenleme aşamasında gözden geçirme yaparken sözcük değiştirmeyi sıklıkla; öbek, tümce, düşüncelerde ekleme ve çıkarma işlemlerini daha az sıklıkla uyguladıkları; ancak değiştirme ve yeniden sıralamayı hemen hemen hiç uygulamadıkları sonucuna ulaşılmıştır. Türkçe ve Türk dili öğretmenleri arasında gözden geçirme ve düzeltme işlemlerine ilişkin farkındalık durumu açısından istatistiksel olarak anlamlı bir farkındalık bulunurken; değerlendirme durumu açısından istatistiksel olarak anlamlı bir farklılık bulunmamıştır.

Anahtar kelimeler: Türkçe eğitimi, öğretim süreci, ölçme ve değerlendirme, gözden geçirme, yazma becerisi

Introduction

Writing is one of the processes of creating a text with the appropriate syntax and language structures of the thoughts structured in the mind and within a certain plan. The text creation process includes planning, drafting, revising, and proofreading. In these stages, which should be followed in the process of creating a qualified text, some applications are used and the text is restructured in the next stage.

First of all, planning is needed so that thoughts are not told in a haphazard manner. Writing, in this context, is a process-based act that develops depending on the realization of certain stages. Planning, which is the first stage of the process, is based on the creation of the draft text in line with the purpose and the continuous regulation of the cycle until the text takes its final form. Editing is the process of redesigning text, along with reformatting text, classifying ideas, and developing new ideas. Editing is the most important step in structuring the text in a more qualified way. In order for students to develop their writing skills, it is emphasized that it is necessary to spend longer time in the editing phase and to include more practices related to the subject.

Regulation is the process of coherence and relational structuring of thoughts designed in the mind. In this process, allows for rethinking, researching, adding, removing and reordering at the stage of reviewing the draft text. Ignoring the revision and rearrangement stages while structuring the draft text prevents solving the problems in the text and causes the same mistakes to be repeated in the next work. While creating the text, the students generally review the general structure of the text in a formal or lexical way (Temizkan, 2008; Yılmaz, 2012; Aşıkcan & Pilten, 2016; Çetinkaya 2019). The review process is very important for the development of writing skills. The review phase allows to define the boundaries of the purposeful message and configure the scattered language units. After the review phase, a decision is made on the topics to be added/removed from the text, taking into account the planning and sub-objectives. Corrections are completed in line with the decisions taken by reordering the language structures in the text. The priority of individuals who gain competence in writing is to limit the subject.

The revision process is the conscious reading and cyclical reformatting of the text. "The first stage in the review consists of reading the draft text for the first time, identifying the errors in the text and evaluating it by considering the purpose. The second reading is the stage where the identified problems are resolved" (Çetinkaya, 2019, p. 135). The review allows producing qualified products by gaining competence in writing skills. However, not allocating enough time to the stages and forms of practice in the teaching process creates an obstacle to the competent use of the review processes. Increasing the awareness of teachers about the structure, models and application procedures of the review and correction process is very important for the healthier progress of the process.

Various models have been developed for the review phase of the writing process to increase the quality of the text. "The more accepted ones among these models can be stated as Flower, Hayes, Carey, Schriver, and Straman's (1996) 'Cognitive Processes Model' and Butterfield, Hacker and Albertson's (1996) 'Operational Review model'" (as cited in Çetinkaya, 2019, p. 137). *The cognitive process model* includes the stages of defining the information of the text "(purpose, limitations,

criteria, etc.), researching the subject, comprehending and explaining the problems, choosing a correction method (research, postponement, rewrite, correction, etc.), evaluation and correction, and making changes on the text or plan” (Çetinkaya, 2019, p. 137). *The operational review model*, on the other hand, includes the stages of the environment (the subject of the text, its importance, its context with the reader, the compatibility of the text in terms of genre, form, lexical units and propositions) and cognitive/metacognitive system (cognitive processes related to the long-term memory and working memory of the reviewer copywriter) (Çetinkaya, 2019). In the cognitive and metacognitive systems, long-term memory makes information available for working memory. Long-term memory, which consists of cognition and metacognition stages, becomes functional as a result of the interaction of monitoring and control applications (Çetinkaya, 2019).

There have been many studies, generally focused on meaning and form, describing and classifying genres for the revision and correction stage. Faigley and Witte (1981; as cited in Çetinkaya, 2019, p. 142) “considered revision and correction types in two categories as surface structure changes and meaning changes. Surface structure changes consist of morphological changes (spelling, punctuation, tense, number, modality, abbreviations, form) and semantic changes (addition, deletion, replacement, displacement, division, merging)”. The classification of Faigley and Witte (1981) was developed on the processes of deleting existing information in the text and adding new information to the text. However, Chanquoy (1997; as cited in Çetinkaya, 2019, p. 141) “considered the types of revision as surface structure and meaning changes. Surface structure changes include completing punctuation (adding punctuation, rewriting an illegible word or segment of text, correcting typos, grammatical spelling), while semantic changes include adding, deleting, replacement, displacement, and transforming words, phrases, propositions, sentences, and longer segments”. On the other hand, in a classification related to the criteria of the scale used in this study, Sommers (1980; as cited in Çetinkaya, 2019) classified the types of review as “deletion, replacement, displacement and rearrangement of words, phrases, sentences and thought levels”.

The deletion of information and repetitions that disrupt the semantic integrity in the text can be considered as surface structure changes. In the *stylistic* changes, the spelling and punctuation, page layout, abbreviation, modality etc. corrections are included. In *meaning-oriented* review processes, the implicit and purposeless information that will not change the meaning of the text is removed from the sentence (*deletion*), or more clear and concise discourses are created by adding the information that is important for the purpose to the sentence (*addition*) (Çetinkaya, 2019). However, in the process of reviewing the text, it is possible to *replace* the words, phrases, sentences or sections in the text with other language structures that have the same meaning. *Replacement* or *reordering* allows text to be reformatted for consistency and context by re-reading after language structures added or removed. *Segmentation*, on the other hand, is making a distinction in a section or between sections of the text, in long sentences, by considering consistency and coherence (Çetinkaya, 2019). On the other hand, in the revision process, small language units that preserve the semantic integrity of the text can be *combined*.

The act of writing has a complex structure in which metacognitive processes are used. In order to produce a qualified product in the act of writing and to gain competence in cognitive construction and linguistic development, the review phase in the teaching process should be carefully designed, the right practices should be included for this stage and sufficient time should be allocated for the subject. However, in the results of the studies in the literature, it is seen that the situation on the subject is exactly the opposite. It has been revealed that revision and correction practices are not sufficiently included in writing activities in the teaching process, and the reason for this situation is that the number of students is generally high, and time is limited. It was stated that the teachers did not provide explanatory feedback on the level and form of corrections to the students during the evaluation of the student texts. Types of revision and correction of the writing process during teaching are given superficially. It was observed that the students repeated the same mistakes in their next studies, despite the evaluation of their texts, since not enough time was allocated for explanatory practices related to the subject. In the studies, it was stated that the teachers gave corrective feedback mostly in a formal and verbal way that the final form of the text and the draft text were examined

comparatively and the practices for revision and correction types were not sufficiently included (Kapka & Oberman, 2001; Aşıkcan & Pilken, 2016; Şentürk, 2019). Furthermore, it was emphasized that in the teaching process, in which written and descriptive corrective feedback and revision types are included, it would be more competent to apply the revision and correction stages and a more qualified text would be obtained (Karatay, 2011; Temizyürek & Çevik, 2017). On the other hand, in a study examining the frequency of use of revision and revision types, Parsons (2001) stated that students preferred to change words more than revision types. Ülper (2019) stated that revision and correction is one of important stages that affect the development of writing skills, and a longer period of time should be devoted to this subject in teaching.

In the revision and correction applications in the teaching process, repeating the limited and monotonous operations such as only stylistic rewriting by re-reading the text, semantic word change, word addition/deletion, sentence addition/deletion, correcting grammatical errors, expanding the text by adding sections, etc. causes misinterpretation and application of this stage in the writing process. Çetinkaya (2019) emphasized that the content for the review outcome should be included in the curriculum in order to change the behavior of the student regarding the subject. Besides, it has been stated that it is very important for teachers to consider this stage when evaluating student texts, to determine the types of revision and correction needed and to plan the future writing process in this direction. In the literature, it has been observed that studies have been conducted on the importance of the review and correction phase (Lee, 2008; Cavkaytar, 2010; Yılmaz & Aklar, 2015). However, due diligence on teachers' practices and approaches to revision and correction types can increase their awareness of the subject and increase their practices. However, it helps them to control and evaluate texts more consciously, allowing them to better organize and structure the writing process. On the other hand, the level and function of the students' revision and correction types can contribute to the studies to be done in determining the type that is needed. In this study, it was aimed to determine the awareness and practice of the teachers regarding the revision and correction phases, and to reveal which level and form the students reconstruct their texts rather than the revision and correction phases. In this direction, answers to the following questions were sought in the study:

1. What is the distribution of students' practices for text review and correction types?
2. What is the distribution of awareness of Turkish and Turkish language literature teachers about revision and correction types?
3. What is the distribution of Turkish and Turkish language literature teachers in applying revision and correction types?
4. Do Turkish and Turkish language literature teachers' awareness and practice of revision and correction types differ significantly according to gender?

Method

In the research, the field research method, which aims to examine the events and phenomena in their natural conditions, was used. The research was structured in the case study model. "In research, case studies are used to a) identify and see the details that make up an event, b) develop possible explanations for an event, c) evaluate an event" (Büyüköztürk et al., 2012, p. 21). However, in research a questionnaire equivalent form was used to describe events and phenomena (sampled teachers' descriptive information about students and teachers' practical approaches to revision and correction). In order to systematically collect information from the groups that make up a population or sample in the questionnaire, it is tried to reach the answers by asking written or oral questions. In the survey method, forms called questionnaires are used as a data collection tool (Yıldırım & Şimşek, 2013). The sample group of the research was determined by the random sampling method. In this study, the types of revision and correction, which are considered as the main variables, were examined by taking into account the application tendencies of the students.

Table 1.

Distribution of Participants by Some Sociodemographic Characteristics and Gender

Department	Turkish teacher		Turkish language and literature teacher		Total	
Gender	n	%	n	%	n	%
Female	65	54.2	68	61.8	133	57.8
Male	55	45.8	42	38.2	97	42.2
Total	120	57.8	110	42.2	230	100.00
Grade Level *	n	%	n	%		
5. class	48	30.96	31	19.62		
6. class	21	13.54	47	29.74		
7. class	34	21.93	16	10.12		
8. class	52	33.57	64	40.52		
Toplam	155	100.00	158	100.00		

*Teachers teach at more than one grade level.

When the sociodemographic characteristics of the participants and the distribution by gender (Table 1) are examined, the study included a total of 120 Turkish teachers, 65 females and 55 males, who graduated from Turkish teaching, and a total of 110 secondary school Turkish teachers, 68 females and 42 males, graduated from Turkish language and literature. The research data were obtained by randomly applying to the teachers who work in secondary and high schools and who want to participate in the study.

In the study, data were collected with the 'Review Applications Diagnosis Form' developed by Parsons (2001) and translated by Çetinkaya (2019). Types of review in the form were created by classifying deletion, replacement, displacement and rearrangement processes according to word, phrase, sentence and thought levels. Furthermore, two more open-ended questions were added to the form and its final form was given in order to determine the awareness and practice approaches of teachers regarding the review types for the purpose of the study. In the continuation of the form, there are questions that teachers can choose as 'yes' or 'no'. The first one is 'Were you aware of this classification of revision and correction types?' and the second is 'Do you include students' practices in the process by consciously teaching each of the types in the revision and correction phase?'.

IBM 22 SPSS program was used to analyze the data obtained in the study. In the analysis of socio-demographic data, median, mean and percentile values were taken by using descriptive statistics. The averages of the comparisons were examined by crosstabs comparisons, chi-square and independent-sample t-tests.

Research and Publication Ethics

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were not carried out.

Ethical Procedures

Ethics committee approval of the study was obtained from Marmara University Scientific Research and Publication Ethics Committee on 09.07.2021 (Board Approval No: 2021-586).

Results

In this section, findings obtained from the analysis of the data are organized and interpreted considering the research questions.

The descriptive statistics about which level and form the students tend towards the types of text revision and correction, stated by the teachers, are presented in Table 2.

Table 2.

Students' Use Cases of Text Revision and Correction Types

Types of Reviews	Always		Often		Sometimes		Rarely		Never	
Learning Styles	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Does it change words?	156	67.8	72	31.3	2	0.9	-		-	
Does it add or remove words?	72	31.3	144	62.6	14	6.1	-		-	
Does it reorder words?	-		-		11	4.8	121	52.6	98	42.6
Does it change phrases?	-		-		8	3.5	90	39.1	132	57.4
Does it add or remove chunks?	-		7	3.0	130	56.5	72	31.3	21	9.1
Does it reorder chunks?	-		-		4	1.7	56	24.3	170	73.9
Does it change sentences?	-		-		22	9.6	80	34.8	128	55.7
Does it add or subtract sentences?	-		9	3.9	123	53.5	87	37.8	11	4.8
Does it reorder sentences?	-		-		3	1.3	48	20.9	179	77.8
Does it change your mind?	-		-		56	24.3	154	67.0	20	8.7
Adds or subtracts thoughts?	-		33	14.3	138	60.0	58	25.2	1	0.4
Does he reorder thoughts?	-		-		8	3.5	81	35.2	141	61.3
Does it change the section?	-		-		1	0.4	49	21.3	180	78.3
Does it add or subtract sections?	-		25	10.9	129	56.1	70	30.4	6	2.6
Does it reorder the sections?	-		-		5	2.2	49	21.3	176	76.5

When Table 2 is examined, it was stated that students tend to change, add and delete at the word level more during the revision and correction phase of the text. It can be stated that 65% of the students, regardless of grade level, made corrections for the word level and changing form in the applications related to the revision types. It was concluded that 52% of the students rarely applied the operations related to the level and form of reordering the words in the review process.

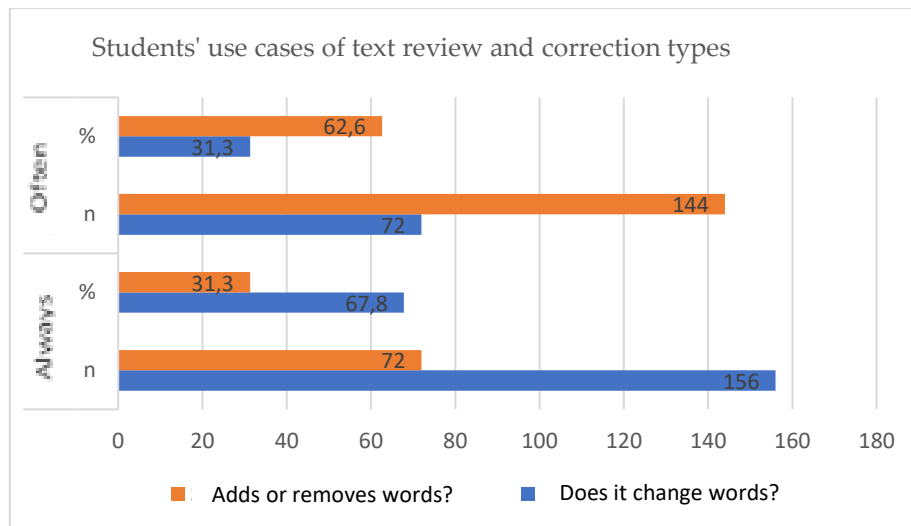


Figure 1. Chart of Forms and Levels of Students' Types of Review and Correction

Figure 1 includes a graphical interpretation of the levels and forms that students tend to be more prone to in terms of text revision and correction types. Students make corrections for word-level replacement rather than revision types. The most common type of revision after word replacement is word-level addition and deletion. It can be stated that this situation usually occurs in the form of deleting repeated words or replacing them with their synonyms.

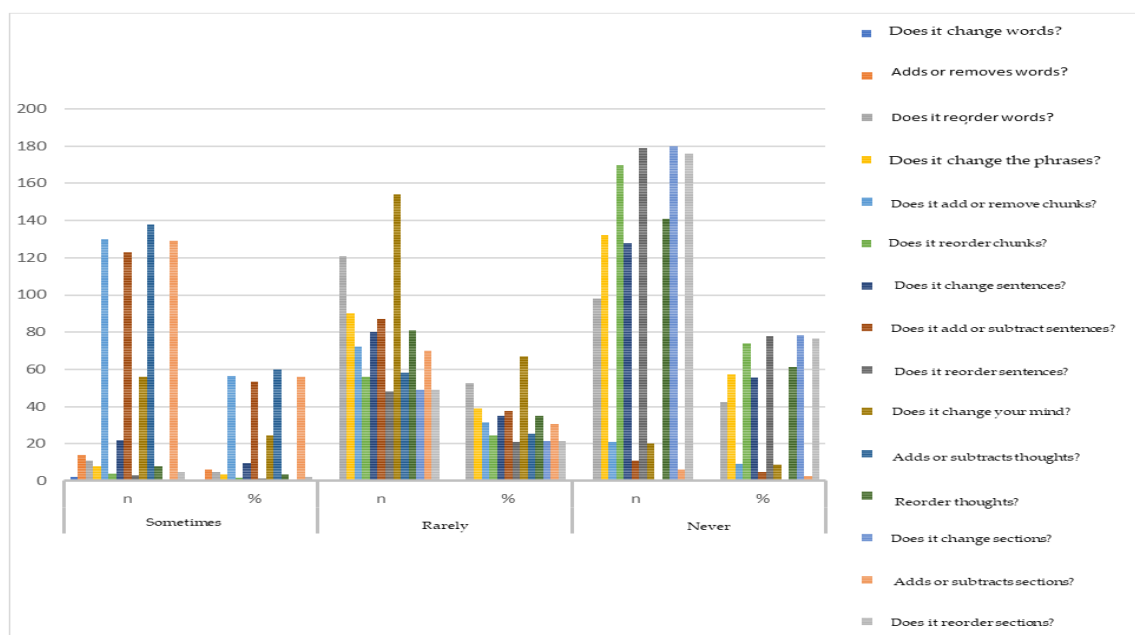


Figure 2. Students' Use of Text Review and Correction Types

In Figure 2, it was stated that the students frequently used the change operation in the revision and correction types, and they used the addition and deletion process less frequently, moreover, they experienced problems in the reordering process, the frequency of which was determined as rarely and never. In this diagram, which summarizes the results of 230 teachers working at each grade level evaluating the students' review and application of correction types, no significant difference was observed between grade levels. It can be stated that students approach the process of reviewing the text superficially and focus more on formal changes, while they tend to be less inclined to applications that require metacognitive processes (reordering, cross-section changing, etc.). Common revision operations are word replacement, addition, and deletion. Although students' level of application of adding/removing and changing processes at phrase and sentence level is less, the level of application of changing and reordering sections at the phrase and thought level is very rare. Reordering of words, phrases, sentences and sections is almost never applied.

Table 3.

Awareness and Evaluation Status of Teachers' In-Class Review Practices

Department	Turkish teacher		Turkish language and literature teacher		Total	
State of awareness	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	87	59.2	60	40.8	147	63.9
No	33	39.8	50	60.2	83	36.1
Total	120	52.2	110	47.8	230	100.0
<i>p</i>						.004
Evaluation Status	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	45	53.6	39	46.4	84	36.5
No	75	51.4	71	48.6	146	63.5
Total	120	52.2	110	47.8	230	100.0
<i>p</i>						.749

In Table 3, a statistically significant difference was found between Turkish and Turkish language literature teachers in terms of awareness of revision and correction procedures ($p=.004$). There was

no statistically significant difference between Turkish and Turkish language literature teachers in terms of applying and evaluating the revision and correction procedures (Figure 3).

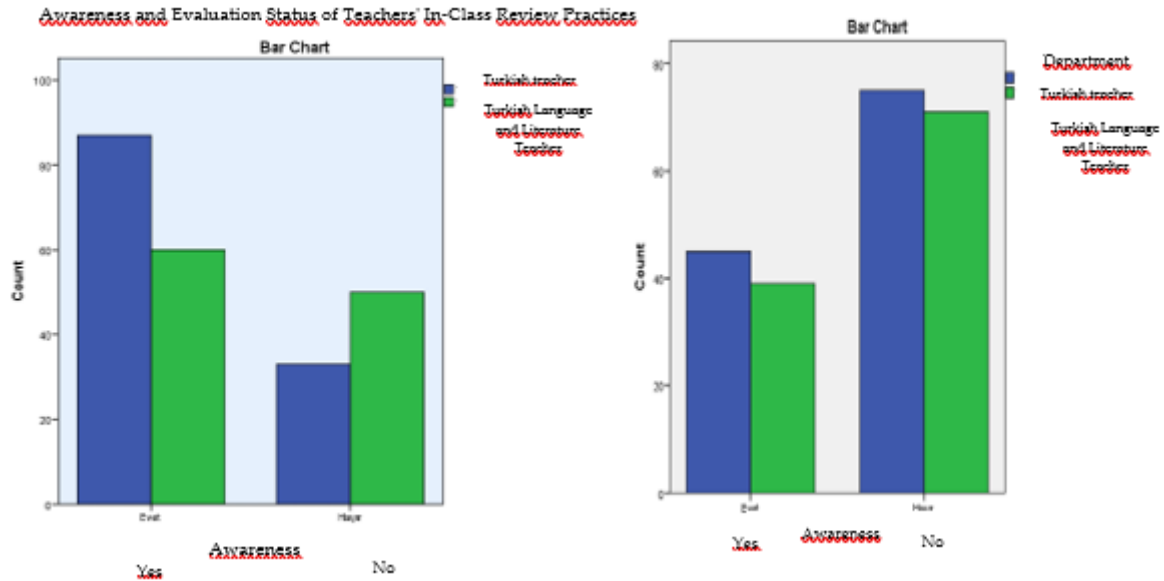


Figure 3. Awareness and Evaluation Status of Teachers' In-Class Review Practices

Table 4.

Comparison of Teachers' Awareness and Evaluation of In-Class Review Practices by Gender

Department	Turkish teacher				Turkish language and literature teacher				Total			
State of awareness	Female		Male		Female		Male		Female		Male	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	54	62.1	33	37.9	36	60.0	24	40.0	90	61.2	57	38.8
No	11	33.3	22	66.7	32	64.0	18	36.0	43	51.8	40	48.2
Comparison within groups	$p=.005$				$p=.671$				$p=.166$			
Evaluation Status	n		n		n		n		n		n	
	%		%		%		%		%		%	
Yes	30	46.2	15	27.3	26	38.2	13	31.0	56	66.7	28	33.3
No	35	53.8	40	72.7	42	61.8	29	69.0	77	52.7	69	47.3
Total	65	54.2	55	45.8	68	61.8	42	38.2	133	57.8	97	42.2
Comparison within groups	$p=.033$				$p=.443$				$p=.06$			

When Table 4 is examined, when the awareness and evaluation status of teachers in the review practices according to the gender variable are compared, a statistically significant difference was found between Turkish teachers and Turkish language literature teachers ($p=.005$, $p=.033$).

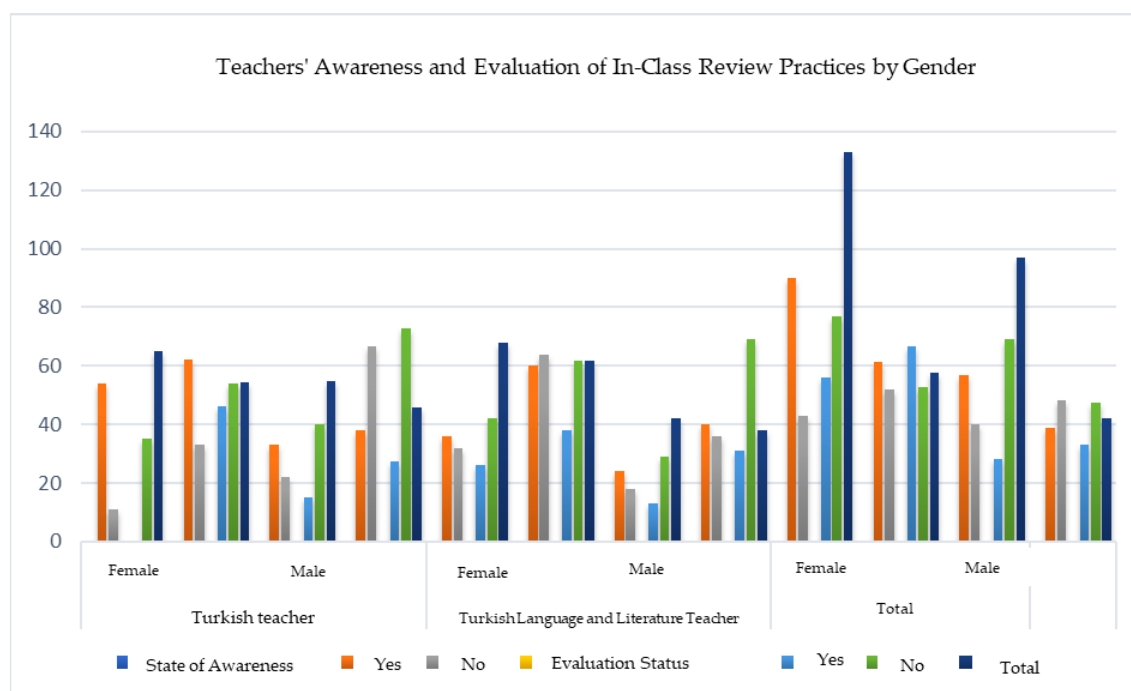


Figure 4. Comparison of Teachers' Awareness and Evaluation of in-Class Review Practices by Gender

In the diagram in Figure 4, where the review and correction practices of the teachers are examined according to the gender variable, it was stated that the awareness level of female teachers was higher than male teachers at the rate of 62% of Turkish teachers and 60% of Turkish language literature teachers.

Discussion and Conclusion

In the study, in which teachers' awareness of the review and correction phase of writing skills in the teaching process and the application status of the students were examined, it was concluded that the students applied this process in a uniform and superficial manner. However, the main purpose of the review process is to determine which operation (adding, deleting, changing, etc.) should be applied to which level (word, sentence, chapter, section, etc.) of the written text and to structure the narrative with operations that will increase the fluency, coherence, consistency and functionality of the text. It can be stated that the students completed the 'review and correction' phase of the text with more surface structure changes such as replacing the words in the text with another word that better defines it, or with its synonyms, removing duplicate words or sentences, expanding the text by adding sections they find insufficient, editing the text formally such as punctuation, page layout, and correcting spelling errors. Longer and permanent practices should be made regarding the application of revision and correction processes in writing skills, and activities and achievements related to the subject should be included in the curriculum and books.

In the study, it was concluded that the students mostly used the word replacement strategy and the processes of adding and removing words in the review process. In addition to this, it was concluded that the students applied the word change process frequently while reviewing their texts at the stage of editing the text, and they applied the addition and deletion less frequently at the phrase, sentence and thought level. On the other hand, it was stated that they almost never used replacement and reordering processes in phrases, sentences, thoughts and sections. This situation revealed that the students were limited to the revisions of the superficial structure rather than the deep structure of the text and that they had difficulties in changing and reordering the text.

Another result of the study is that while there was a statistically significant difference ($p=.004$) between Turkish and Turkish language literature teachers in terms of awareness of revision and

correction procedures, there was no statistically significant difference in terms of evaluation status (*Table 3*). On the other hand, when the awareness and evaluation status of teachers' review practices were examined according to the gender variable, a statistically significant difference was found in Turkish teachers compared to Turkish language literature teachers ($p=.005$, $p=.033$). Considering that most of the teachers are aware of the revision and correction classification, but they are insufficient in practice, this can be explained by factors such as time management, teaching planning, and the number of students that affect the teaching process. However, teachers, who are the guides of the teaching process, should include sample applications regarding the level and form types of the revision and correction phase in the evaluation process of writing studies to increase the development of students' writing skills and to provide students with competence in creating texts. In Lee (2008)'s study, it was revealed that a small number of corrective feedback, which is understandable and explanatory by students, contributes to a healthier progression of the writing process.

When the studies in the literature are examined, it has been stated that the teachers ignore the types of revision and correction in the writing process, they evaluate the student texts more superficially and formally, they evaluate more with grades or they only give feedback by using correction marks (Kapka & Oberman, 2001; Temizkan, 2008; Ülper, 2008; Cavkaytar, 2010; Yılmaz, 2012; Çetinkaya, 2019). In the study by Çetinkaya (2020), it was emphasized that how the draft text review process should be operated was discussed in terms of reading, and it was emphasized that focusing on spelling, punctuation and grammatical deviations in the surface structure may prevent the author from perceiving the deviations in the semantic dimension of the text.

To increase the development of writing skills in the teaching process, to produce a qualified text and not to repeat the mistakes made, activities related to the types of revision and correction and the way of their implementation should be carefully included, and students should be taught how to apply the procedures at this stage. In the study of Temizyürek and Çevik (2017), the importance of the revision and correction phase in the writing model based on the mental design was emphasized. It has been stated that the teaching related to this stage contributes to the students' creation of qualified writing and gaining competence in writing. In another study, Yılmaz and Aklar (2015) investigated the effect of planned writing and evaluation models on writing skills. It has been revealed that teaching the planned writing stages one-to-one in the teaching process and including their implementation in the activities positively affect the development of writing skills. Ülper (2008) stated that the review and editing phase in the text writing process improves creative thinking and contributes to the discovery of new ideas on the subject. It has been revealed that the revision phase offers the person the opportunity to restructure the text by considering the consistency and coherence with the new thoughts he/she has acquired on the subject. Schader and Maloku (2005), emphasizing that careful review and correction of the text help students gain competence in the principles of standard writing of the mother tongue, stated in their study that the revision process increases the language awareness of the written language.

On the other hand, Temizkan (2008), who examined the correction and evaluation status of Turkish and primary school teacher candidates in their written expression studies, revealed that the texts were not at a sufficient level in terms of evaluating the internal and external structure features and evaluating the language and expression features. Teacher candidates stated that they could not adequately apply knowledge on similar topics such as 'proposing a title to the text, arranging the paragraphs, writing compound words'. Teachers who plan the writing process and act as a guide in raising awareness about the stages of the process should include less activity if necessary, and ensure that the student acquires all stages of the skill correctly, adequately and gradually. Aşıkcı and Pilten (2016) evaluated the written expression studies of classroom teachers in terms of the process-based writing model. In the study, it was stated that the majority of the teachers did not include the draft text creation phase in the teaching process; accordingly, it has been revealed that the implementation of the revision, correction and re-creation phases is limited to the teachers who create the draft text. Karatay (2011) stated that in order to create a qualified text and improve students' written expression skills, in a well-designed, monitored and directed writing process, teachers should give feedback to students on their writing development at certain stages. However, in the study, it was revealed that

teachers should not allow students to move on to the next stage without completing one stage of the writing process and that they should provide students with cognitive awareness of the writing process by showing where and what is missing.

It is very important for teachers to provide effective feedback on student texts during review practices in writing activities (Ferris & Roberts, 2001). In written expression, the revision and correction phase gains functionality through the interactional process between teacher-student and peers. It can be stated that the content to which the feedback is addressed, the type of feedback used, student expectations and the teacher's competence in giving feedback play an important role in the effectiveness of written correction feedback (Çetinkaya, Bayat & Alaca, 2016). In the literature, it has been revealed that teachers evaluate student texts in the form of verbal feedback, evaluation with grades or feedback with correction marks (Yılmaz, 2012; Akışcan & Pilten, 2016; Göçer & Şentürk, 2019). However, while giving corrective feedback on the student text, teachers' use of descriptive, explanatory and motivating language structures ensures that the feedback is permanent, raises awareness of the mistakes made by the students at which level of the text, and prevents the repetition of the mistake. In another study on the subject, Michaud and Perks (2015) classified corrective feedback. The effect of corrective feedback on the development of students' writing during the review and correction phase of the writing process was revealed. However, Mariana and Nurhajati (2017) stated that effective and conscious corrective feedback improves writing skills. Adequate and planned guidance of the students in the revision and correction stages of the writing process contributes to the better structuring of the written expression of the student, to the development of his/her creativity, to the reader's sensitivity and to the creation of a qualified text.

Research and Publication Ethics

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, were not carried out.

Ethical Procedures

Ethics committee approval of the study was obtained from Marmara University Scientific Research and Publication Ethics Committee on 09.07.2021 (Board Approval No: 2021-586).

Authors Contribution Rate

The first and second authors contributed equally to this study.

Conflicts of Interest

The authors declare that there is no conflict of interest.

Acknowledgements

The authors would like to thank the Turkish and Turkish literature teachers who participated in the study for their support. The study has an ethics committee approval.

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