

Evaluation of Private Writing from the Student's Viewpoint

By

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Abstract

It is known that written communication activities in traditional instructional environments are carried out under the supervision and control of the teacher. It is observed in educational and instructional environments that it is the teacher who determines the subject of the writing and who evaluates the written product which is guided in terms of content and style; in other words, a teacher-centered approach is prevalent in such environments. On the other hand, private writing emerges as writing process suitable for the instructional approach that focuses on learner-centered principles. In private writing, the student decides on the subject, genre, and duration of writing, and he/she carries out the evaluation process. Private writing places the whole responsibility for writing on the student. Therefore, the teacher is no longer in charge of written communication activities but simply serves as a guide. The purpose of the present study is to identify what changes private writing lead to in the way students view writing. To that end, a total of 42 voluntary students were subject to a 12-week private writing process. The training was followed by interviews with the participants, and they were asked open-ended questions accordingly. Their responses to the questions, intended to monitor the effects of private writing in the context of freedom, self-confidence and duration of writing, were subject to content analysis. The students reported that they would prefer to write on whatever subjects they liked rather than write according to what an authority liked, to determine the duration of writing themselves, and to be completely free during the process. Following the private writing process, the students considered themselves freer in various aspects, more self-confident in writing, and more competent to assume responsibility for determining the duration of writing.

Keywords: *Private writing, writing skills, teaching writing, writing process.*