

Evaluation of the Writing Disposition of Elementary School Sixth Grade Students

Abstract

The objective of this study is the evaluation of the writing disposition of sixth grade students from the perspective of different variables using the Writing Disposition Scale developed by Piazza & Siebert (2008) and adopted into Turkish by İřeri & Ünal (2010). At the conclusion of this study we note that the writing disposition of elementary school sixth grade students in the confidence and passion sub-categories, and in the scale as a whole, showed meaningful differences according to the school they attended but that a meaningful difference in writing disposition could not be observed in the persistence sub-category.

Key words: *writing, writing disposition, grade, gender.*

Introduction

The area of activities in teaching the mother tongue for the second level of elementary school consists of the four basic skills and as a subject area, the use of grammar, spelling and punctuation (Sever, Kaya & Aslan, 2006:25–30). What can be considered as integrated language skills in Turkish teaching must be separated into equal time periods and in order to develop language skills it must be made up of writing of a literary nature. This objective will enable school textbooks presented to education and teaching settings to increase the productivity of Turkish teaching as noted in the literature (İřeri & Ünal 2010; Aslan, 2007; İřeri, 2007; Akyol, 2006; Demirel & řahiner, 2006; Özbay, 2003, 2005; 2006; Sever, 2004; Sever, Kaya & Aslan, 2006; Kavcar, Oğuzkan & Sever, 2004; Yangın, 2002; Göğüş 1978). In terms