

Investigation of Bilingual Students' Attitudes Towards Turkish Writing in Terms of Some Variables

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Abstract

The aim of this study is to determine the relationship between bilingual students' attitudes towards writing in Turkish and variables such as gender, grade level, father's education level, mother's education level, language spoken at home, TV watching duration at home, reading habits, keeping a diary, and the type of books read. The study was conducted using the relational survey model, which is one of the quantitative research models. The study group consists of 207 bilingual students studying in middle schools in the central districts of Van province. The data for the study were collected using the "Writing Attitude Scale" developed by Can and Topçuoğlu Ünal (2017). The collected data were analyzed using parametric analysis techniques with the SPSS 21 software package. The study found that bilingual students have a "high" level of attitude towards writing in Turkish. It was observed that the dependent variable did not have a positive or negative relationship with variables such as grade level, father's education level, mother's education level, TV watching duration at home, reading habits, and the type of books read. However, it was found that females and those who keep a diary have higher writing attitudes. Additionally, the results indicated that the language spoken more frequently at home has an impact on bilingual students' attitudes towards writing in Turkish.

Key Words: Bilingual students, writing skills, writing attitude.

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İki Dilli Öğrencilerin Türkçe Yazma Tutumlarının Bazı Değişkenler Açısından İncelenmesi

Özet

Bu çalışmanın amacı; iki dilli öğrencilerin Türkçe yazma tutumlarının cinsiyet, sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde konuşulan dil, evde TV izleme süresi, kitap okuma, günlük tutma durumu, okunan kitap türü değişkenleriyle ilişkisini tespit etmektir. Çalışma nicel araştırma modellerinden ilişki tarama modeline uygun olarak yapılmıştır. Araştırmanın çalışma grubunu Van ili merkez ilçelerindeki ortaokullarda öğrenim gören 207 iki dilli öğrenci oluşturmaktadır. Araştırmanın verileri "Yazma Tutumu Ölçeği" ve "Kişi Bilgi Formu (KBF)" ile toplanmıştır. Toplanan veriler SPSS 21 paket programı kullanılarak parametrik analiz teknikleri ile analiz edilmiştir. Çalışma sonucunda iki dilli öğrencilerin Türkçe yazma tutumlarının "yüksek" düzeyde olduğu tespit edilmiştir. Bağımlı değişkenin sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde TV izleme süresi, kitap okuma, okunan kitap türü değişkenleriyle olumlu-olumsuz bir ilişkisinin olmadığı görülmüştür. Buna karşılık kadın öğrencilerin ve günlük tutanların yazma tutumlarının daha yüksek olduğu bulgulanmıştır. Ayrıca iki dilli öğrencilerin Türkçe yazma tutumlarında evde daha çok konuşulan dilin etkili olduğu sonucuna varılmıştır.

Anahtar Kelimeler: İki dilli öğrenciler, yazma becerisi, yazma tutumu.

Introduction

Language has features that reflect the characteristics of the society to which it belongs and affect the formation of individual and social thought structures. Language can be defined as a complex structure that is far from stagnant, constantly developing and changing, and at the same time has transformative and transformative features. In this context, it is possible to talk about many features and functions of language.

Language is a culture transmitter. One of the most important elements of people being a social being is the relationship and communication they establish with each other. This communication is mostly realized through language. According to Can and Kardaş (2022), it is possible for people to convey their feelings and thoughts and to establish relationships with members of the society they live in or with other societies to the extent that they have a good command of the language they speak and the rules of this language. Can and Koç (2022) also mention the same issue and state that good language acquisition is an important factor in individual and social success. It can be said that this situation is valid for all languages spoken today.

Today, many languages continue to exist. Although the number of speakers and the geographies where languages are spoken vary and some languages have disappeared, many languages are still spoken in the world. 'It is estimated that 7117 languages are spoken today. The dramatic situation is that about 40 per cent of these languages are under the threat of extinction. In addition, only 23 languages continue to function in half of the world's population' (Ethnologue, 2020, p.1). Some of these languages may also be the common language spoken by individuals with different mother tongues. This situation can be called 'bilingualism'.

There are many definitions and explanations about bilingualism in the literature. According to Aksan (2020), learning other languages besides the mother tongue for different reasons and needs in an individual's life is called bilingualism. According to Rolffs (2009), bilingualism is knowing the culture of two languages, using two languages together, speaking, thinking and feeling in two languages, expressing two languages with gestures and mimics, using two languages with emphasis, intonation and sound features. 'Bilingualism is the skilful use of two languages by one person' (Duden, 1990, p.113). According to Lewandowski (1984, p. 184), bilingualism is the ability to master two languages at the same rate, to express oneself in the second language as well as in the first language or one's mother tongue, to communicate with others and to understand others.

A monolingual or bilingual individual's level of learning a language is closely related to his/her successful acquisition of basic language skills (listening, speaking, reading and writing). One of these basic language skills is writing. Today, writing is a basic need that we encounter in almost every aspect of life (Karadağ & Maden, 2019, p. 164). Writing is the process of transferring knowledge, manners, feelings and thoughts to others through writing. This process is a complex and intricate set of processes linked to all language skills and achieved by the human brain with great effort (Topuzkanamış, 2014). İpşiroğlu (2007) defines writing as the ability to express thoughts, experiences and observations by grounding them in a fictional integrity. According to Akyol (2015), 'Writing is a skill that enables feelings and thoughts to be transferred to a surface around some determined rules and in a planned manner, with the help of some tools, and to convey feelings and thoughts by using some symbols and signs'. According to Güneş (2014, p. 157), writing is 'the process of putting the information structured in the mind into writing'. In line with all these definitions and explanations, writing can be explained as a complex process that is carried out in a planned and systematic manner and mediates the transfer of feelings and thoughts.

In order for a person with normal developmental characteristics to be successful in acquiring writing skills, there are some factors affecting the writing process. Factors such as the strategies used in the writing process, the level of anxiety

against writing, the type of writing used, etc. are directly effective on the success of the person in the writing process. One of these factors is the attitude towards writing. Whether the attitude towards writing is positive or negative, as well as the level of the attitude directly affects the writing success. In this context, it is necessary to examine the writing attitudes of both monolingual and bilingual individuals.

Attitude is a psychological tendency that measures the degree of liking or disliking a certain phenomenon; it is a continuous and unchanging belief, feeling and tendency that leads us to always behave in the same way towards people, objects, events, etc. (Eagly & Chaiken, 1993; Öncül, 2000, pp. 1082-1083). Attitude means the way, behaviour, attitude (TDK, 2024). Attitudes are generally accepted as learned tendencies that push individuals to show certain behaviours towards certain people, objects and situations and they emerge as by-products of people's daily lives (Sözer, 1996, p. 9). Positive or negative attitude towards writing is closely related to the successful writing process of bilingual individuals.

Attitude towards writing can be expressed as one of the important factors affecting writing success before and during writing. In this respect, it can be said that a positive attitude towards writing will increase achievement over time, while a negative attitude will decrease achievement over time. According to Daly (1985, p. 44; as cited in Özbay & Zorbaz, 2011, p. 34), 'Positive attitude towards writing depends on successful development in writing skills and continuity in writing. Problems related to the development of writing skills in the teaching process and the lack of continuity in writing cause the development of negative attitudes towards writing. The negative attitude developed in the individual towards writing may affect the writing success over time and cause writing anxiety in the individual.' Having positive attitudes towards writing, encouraging students for writing purposes, supporting students for writing and creating a positive classroom climate are the conditions that determine students' motivation for writing (Bruning & Horn, 2000).

Analysing monolingual or bilingual individuals in the context of four basic language skills, especially writing skills, as well as determining the attitudes of individuals in these skills and determining their current situation is important for the success of individuals in the language acquisition process. In this context, it can be said that analysing the writing attitudes of bilingual individuals and identifying their deficiencies and weaknesses is important for a good language acquisition process.

When the literature is reviewed, many studies analysing the attitudes towards writing of students studying at various levels can be found. Novita and Erlita (2023) analysed students' attitudes towards English writing activities in their study, while Skar, Graham and Huebner (2023) examined the attitudes towards writing of 2,124

Norwegian 2nd grade students. Haryanti, Rasyid, and Wahyuni (2022) examined the relationship between writing anxiety, writing attitude and language awareness with questionnaire data collected from 100 students, while Adha, Rezeki, Husin, Rosnija, and Rahmani (2023) examined the attitudes of students who use internet messages as a writing tool towards writing descriptive texts and the reasons leading to this attitude. Deti, Ferede, and Tiruneh (2023) investigated the effect of reflection-assisted learning in writing instruction on students' writing attitudes and writing achievement goal orientations, while Yesuf and Anshu (2022) examined the effect of collaborative writing method on EFL learners' attitudes towards learning writing skills. It is possible to increase the number of related studies in the literature. On the other hand, studies on the four basic language skills of bilingual students can also be found in the literature. Kardaş and Kaya (2021) examined bilingual students' Turkish listening attitudes and Aydoğan (2022) examined Turkish speaking attitudes in terms of some variables. Kan and Hatay (2017) examined the dictation and writing skills of 212 bilingual secondary school students, and Ismayılova (2023) examined the early literacy skills of bilingual and monolingual children. In the related literature, there are studies examining the effect of role-playing activities on bilingual students' Turkish speaking anxiety (Kaya & Kardaş, 2020), bilingual secondary school students' written expression in terms of syntax and meaning (Kalı & Coşkun, 2022), whether bilingual 5th grade secondary school students' being bilingual affects their reading comprehension skills (Tekin, 2023), and bilingual 7th grade students' views on the aquarium teaching technique applied in Turkish oral communication lessons (Kardaş, Şahin, & Görmez, 2017). On the other hand, there are also studies examining the bibliography of scientific studies on bilingualism in Turkey (Kaya, Palas, & Can, 2022), the trends of these studies (Can & Kardaş, 2023) and the compliance of the title and abstract sections of master's and doctoral theses on bilingualism in Turkey with academic writing principles (Can, Kardaş, & Can, 2023).

One of the most important features of this study that distinguishes it from similar studies in the related literature is that it determines the Turkish writing attitudes of bilingual secondary school students whose mother tongue is not Turkish and the effects of various variables on these attitudes. Although there are many studies on bilingualism in Turkey, there are not enough scientific studies on the Turkish writing attitudes of bilingual secondary school students in the literature. It is thought that the study will contribute to the field in this respect.

In this context, the aim of the study is to determine the relationship between bilingual students' attitudes towards Turkish writing and the variables of gender, grade level, father's education level, mother's education level, language spoken at home, duration of watching TV at home, reading books, keeping a diary, and the

type of books read. In the context of this main purpose, the following problem questions were sought to be answered in the research.

1. What is the level of Turkish writing attitudes of bilingual students?
2. Do the variables of gender, grade level, father's education level, mother's education level, language spoken at home, time spent watching TV at home, reading books, keeping a diary, and the type of books read have any effect on students' attitudes towards Turkish writing?

Method

In this section, the research model, study group, data collection tools and data analysis are discussed.

Research Model

In this study, since it is aimed to determine the relationship between bilingual students' attitudes towards Turkish writing and the variables of gender, grade level, father's education level, mother's education level, language spoken at home, duration of watching TV at home, reading books, keeping a diary, and the type of books read, the relational survey model, one of the descriptive methods, was used in the study. Relational survey researches are research models that aim to determine the existence of change between two or more than two variables (Karasar, 2014). Since the relationship between dependent and independent variables was examined in this study, the relational survey model was used.

Participants of the Study

The participants of the study consisted of 207 bilingual students studying in the central districts of Van province. The data of the study were collected in a face-to-face educational environment. The study group was formed by using convenient sampling method, which is one of the non-random sampling methods. Descriptive statistics regarding the socio-demographic information of the middle school students participating in the study are given in Table 1.

Table 1. Frequency and percentages of students' socio-demographic information

Variables	Variable levels	Frequency (f)	Percent (%)
Gender	Female	116	56,04
	Male	91	43,96
Class Level	5th grade	71	34,30
	6th grade	46	22,23
	7th grade	61	29,47
	8th grade	29	14,00
Father's Education Level	University	40	19,33
	High School	56	27,06
	Middle School	61	29,47
	Primary School	22	10,61
	Illiterate	28	13,53
Mother Education Level	University	13	6,28
	High School	42	20,30
	Middle School	50	24,15
	Primary School	43	20,77
	Illiterate	59	28,50
Mainly Spoken Language At Home	Kurdish	54	26,09
	Turkish	75	36,23
	Turkish + Kurdish	78	37,68
Number Of Books Read (Annually)	0	6	2,89
	1-5	1	0,48
	6-10	4	1,93
	11-15	107	51,71
	16-20	21	10,14
	21 and above	68	32,85
Type Of Book Read	Tale	53	25,60
	Story	31	14,97
	Novel	53	25,60
	Personal Development	41	19,83
	Travelling	29	14,00
Keeping A Diary	Yes	63	30,44
	No	144	69,56
Television Viewing Time	I never watch	22	10,62
	Half an hour	73	35,26
	1-2 hours	89	42,99
	3-4 hours	14	6,79
	More than 5 hours	9	4,34
Total		207	100

When Table 1 is analysed, it is seen that 56.04% of the students participating in the study are female and 43.96% are male. The majority of the students participating in the study were in the 5th and 7th grades. When the educational status of the parents of the students was analysed, it was found that 29.47% of the fathers were graduated from secondary school and 28.50% of the mothers were illiterate. When the students were analysed according to the language spoken at home, it was found that the majority of the students spoke two languages. The majority of the students read between 11-15 books per year and prefer fairy tales and novels the most. The majority of the students who participated in the research do not write diaries and watch television between 1-2 hours a day.

Data Collection Process

The data collection tool used in data collection was hand delivered to the participants of the study and collected.

Data Collection Tools

In this study, it was aimed to determine the relationship between bilingual students' Turkish writing attitudes and some variables. For this purpose, the 'Writing Attitude Scale' developed by Can and Topçuoğlu Ünal (2017) was used as a data collection tool. The measurement tool consists of two parts. The first part includes personal information (gender, grade level, father's education level, mother's education level, language spoken at home, TV watching time at home, book reading, diary keeping status, type of book read). In the second part, there are items to measure the writing attitudes of bilingual students.

Writing attitude scale. The development process and analyses of the 'Writing Attitude Scale' developed by Can and Topçuoğlu Ünal (2017) were explained as follows: 'The writing attitude scale was developed as a valid and reliable measurement tool that can be used to determine the attitudes of secondary school (5th-8th grade) students towards writing. The developed scale has three dimensions (interest, perception, contribution) and consists of 23 items. Exploratory and confirmatory factor analyses were applied within the scope of validity studies of the scale. As a result of the exploratory factor analysis, it was determined that the scale has three dimensions as 'interest' with 10 items, 'perception' with 6 items and 'contribution' with 7 items. The goodness of fit values obtained as a result of confirmatory factor analysis ($\chi^2 / sd = 2.19$, $RMSA = 0.097$, $GFI = 0.75$, $SRMR = 0.091$, $CFI = 0.79$, $NNFI = 0.76$, $RMR = 0.071$) show that the scale is valid in terms of structure. Reliability studies were conducted with Cronbach's Alpha method, and the internal consistency coefficient of the scale was found to be $\alpha = .891$.' (Can & Topçuoğlu Ünal, 2017).

Analysing the Data

Parametric tests were used in the analysis of the data since they met the normality assumptions. In this context, t-test was used for variables with two groups and one-way ANOVA test was used for variables with more than two groups. For multiple comparisons, Tukey test, one of the Post Hoc tests, was used.

During the descriptive analysis of the scales, evaluation categories and scores were determined using the arithmetic mean/number of items formula. According to this formula

Very low 1.00 - 1.80

Low: 1.81 - 2.60

Partially high 2.61 - 3.40

High: 3.41 - 4.20

Very high 4.21 - 5.00

Reliability and Validity Study

In this section, the reliability, validity and normality of the measurement tool and its sub-dimensions were analysed.

Table 2. Results related to the reliability values of the measurement tool and its sub-dimensions

Measurement tool and sub-dimensions	Number of items	Cronbach alfa
Writing Attitude Scale	23	.924
Interest	10	.882
Perception	6	.732
Contribution	7	.842

When Table 2 is analysed, it is seen that the reliability values of the measurement tool and sub-dimensions used to collect data in the study are above .70.

Table 3. Results related to normality tests of the measurement tool and its sub-dimensions

Measurement tool and sub-dimensions	N	Skewness	Kurtosis	Kolmogorov-Smirnov (KS)	Shapiro-Wilk (SW)
				p	p
Writing Attitude Scale	207	-,297	-,162	,200*	,006
Interest	207	-,299	-,351	,200*	,001
Perception	207	-,158	-,561	,000	,005
Contribution	207	-,449	-,135	,039	,000

*p > 0,05

One of the assumptions of normality is that skewness and kurtosis take a value close to zero. However, skewness and kurtosis values alone are not sufficient to determine normality values, statistical tests such as Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) tests are used for this purpose. Among these tests, KS test is used for large sample groups ($n > 50$) and SW test is used for small sample groups ($n \leq 50$) (Büyüköztürk, 2013; Field, 2013; Ghasemi & Zahediasl, 2012). In this context, when Table 3 is analysed, it is seen that the skewness and kurtosis of the measurement tools and sub-dimensions are between +1 and -1. Considering the Writing Attitude Scale and its sub-dimensions, it is seen that the KS test values provided normality ($p > 0.05$) in the total and one sub-dimension of the scale, but not in the other two dimensions. For this reason, it was decided to use t-test and one-way ANOVA test from parametric tests considering that the total score provided normality.

Finding

In this section, the findings related to the problem questions of the research are presented in tables and explained one by one.

The mean scores, standard deviations, minimum and maximum mean scores of bilingual students on the total and sub-dimensions of the Writing Attitude Scale are given in Table 4.

Table 4. Results related to bilingual students' Turkish writing attitude levels

Writing Attitude Scale and Subscales	N	Min.	Max.	Aver.	Ss.
Interest	207	10,00	50,00	34,20	9,45851
Perception	207	10,00	30,00	21,40	4,49806
Contribution	207	7,00	35,00	24,58	6,72342
Scale Total	207	27,00	115,00	80,19	18,7499

Table 4 shows that 207 students participated in the Writing Attitude Scale. The lowest and the highest points the students received from the Writing Attitude Scale were 27 and 115 points, respectively. The average total score of the students is 80,19. According to the evaluation category, it is seen that students' attitude towards writing in Turkish is at "high" (3,4) level. When the interest dimension scores of the students are analysed, they vary between 10 and 50 and the average score is 34,20. According to the evaluation category, it shows that students have a 'high' (3,4) level of writing attitude in the interest dimension. When we look at the perception dimension scores, the students' scores range between 10 and 30, and their average score is 21,40. According to the evaluation category, it shows that students have 'high' (3,5) level of writing attitudes in the perception dimension.

When the contribution dimension scores of the students are analysed, they vary between 7 and 35 and the average score is 24,58. According to the evaluation category, it shows that students have 'high' (3,5) level of writing attitudes from the contribution dimension. Based on these results, it can be said that the writing attitudes of bilingual students are at a 'high' level.

After the students' writing attitude levels were examined, parametric tests (t-test, one-way ANOVA) were used to compare the variables affecting writing attitudes (gender, grade level, father's education level, mother's education level, language spoken at home, duration of watching TV at home, reading books, keeping a diary, type of books read). In this context, t-test results for the gender variable are shown in Table 5.

Table 5. Results regarding the comparison of bilingual students' attitude levels towards Turkish writing according to gender

Writing Attitude Scale and Subscales	Gender	N	Aver.	Ss.	t	p
Interest	Woman	116	35,63	8,79070	2,457	,015*
	Male	91	32,37	9,99961		
Perception	Woman	116	22,08	4,45376	2,490	,014*
	Male	91	20,53	4,42796		
Contribution	Woman	116	25,43	6,27933	2,018	,045*
	Male	91	23,51	7,14199		
Scale Total	Woman	116	83,15	17,67317	2,567	,011*
	Male	91	76,42	19,49025		

*p<0,05

When Table 5 is analysed, it is found that the writing attitudes of bilingual students differ in terms of gender ($t = 2,567$; $p < 0,05$). When the results of the interest, perception and contribution dimensions of the writing attitude scale are examined, it is seen that there are significant differences in terms of gender. When the arithmetic averages are analysed, it is seen that women have higher averages than men both in the total scale and in its sub-dimensions. In this case, it can be said that women have higher writing attitudes than men.

In order to compare the writing attitudes of bilingual students according to their grade level, one-way ANOVA test was conducted and the results are given in Table 6.

Table 6. Results regarding the comparison of students' attitudes towards writing in Turkish according to class level

Writing Attitude Scale and Subscales	Class Level	N	Aver.	Ss.	Variance Source	KT	F	p	Difference
Interest	5th grade	71	35,16	9,2813	G. Between	227,305			
	6th grade	46	35,02	7,9512	G. Inside	18202,173			
	7th grade	61	33,18	9,8801	Total	18429,478	,845	,471	-
	8th grade	29	32,68	11,1326					
	Total	207	34,20	9,4585					
	Perception	5th grade	71	21,57	4,3281	G. Between	31,757		
	6th grade	46	21,86	3,4999	G. Inside	4136,156			
	7th grade	61	21,22	4,7832	Total	4167,913	,520	,669	-
	8th grade	29	20,62	5,6720					
	Total	207	21,40	4,4980					
Contribution	5th grade	71	24,69	6,9561	G. Between	49,651			
	6th grade	46	25,34	4,7103	G. Inside	9262,445			
	7th grade	61	24,00	7,2018	Total	9312,097	,363	,780	-
	8th grade	29	24,37	7,9391					
	Total	207	24,58	6,7234					
	Scale Total	5th grade	71	81,43	18,4257	G. Between	678,084		
	6th grade	46	82,23	14,7726	G. Inside	71736,795			
	7th grade	61	78,40	19,6946	Total	72414,879	,640	,590	
	8th grade	29	77,68	23,0513					
	Total	207	80,19	18,7490					

*p<0,05; S= Sum of squares

When Table 6 is analysed, it is found that the scores of bilingual students from the writing attitude scale do not differ according to the grade level ($F = ,640$; $p > 0,05$). When the results of the interest, perception and contribution dimensions of the writing attitude scale were examined, it was found that there were no significant differences in terms of class level. According to these results, it can be said that class level is not effective on bilingual students' attitudes towards writing in Turkish.

In order to compare the writing attitudes of bilingual students according to their father's education level, one-way ANOVA test was conducted and the results are given in Table 7.

Table 7. Results related to the comparison of students' attitudes towards Turkish writing according to father's education level

Writing Attitude Scale and Subscales	Father's Education Level	N	Aver.	Ss.	Variance Source	S	F	p	Difference
Interest	(1)University	23	33,69	11,553	G. Between	53,467	,147	,964	-
	(2)High School	61	34,95	7,8727	G. Inside	18376,0			
	(3)Middle School	56	33,73	9,8543	Total	18429,4			
	(4)Primary School	40	34,05	10,285					
	5)Illiterate	27	34,14	9,3096					
	Total	207	34,20	9,4585					
Perception	(1)University	23	21,47	4,9347	G. Between	42,986	,526	,717	-
	(2)High School	61	21,68	4,7628	G. Inside	4124,9			
	(3)Middle School	56	20,69	4,2508	Total	4167,9			
	(4)Primary School	40	21,90	4,5505					
	5)Illiterate	27	21,44	4,0509					
	Total	207	21,40	4,4980					
Contribution	(1)University	23	24,30	8,4983	G. Between	33,799	,184	,947	-
	(2)High School	61	24,54	5,9570	G. Inside	9278,2			
	(3)Middle School	56	25,19	6,7914	Total	9312,0			
	(4)Primary School	40	24,07	7,3113					
	5)Illiterate	27	24,44	6,0085					
	Total	207	24,58	6,7234					
Scale Total	(1)University	23	79,47	23,422	G. Between	91,061	,064	,993	-
	(2)High School	61	81,18	16,742	G. Inside	72323,8			
	(3)Middle School	56	79,62	19,332	Total	72414,8			
	(4)Primary School	40	80,02	20,691					
	5)Illiterate	27	80,03	15,420					
	Total	207	80,19	18,749					

*p<0,05; S= Sum of squares

When Table 7 was analysed, it was found that the scores of bilingual students' writing attitude scale did not differ according to their father's education level ($F = ,064$; $p > 0,05$). When the results of the interest, perception and contribution dimensions of the writing attitude scale were examined, it was found that there were no significant differences in terms of father's education level. According to these results, it can be said

that father's education level is not effective on bilingual students' attitudes towards writing in Turkish.

In order to compare the writing attitudes of bilingual students according to their mother's education level, one-way ANOVA test was conducted and the results are given in Table 8.

Table 8. Results regarding the comparison of students' attitudes towards writing in Turkish according to mother's education level

Writing Attitude Scale and Subscales	Mother's Education Level	N	Aver.	Ss.	Variance Source	S	F	p	Difference
Interest	(1)University	43	34,79	10,800	G. Between	203,453	,564	,689	-
	(2)High School	50	33,30	9,3399	G. Inside	18226,0			
	(3)Middle School	42	35,76	8,6442	Total	18429,4			
	(4)Primary School	13	32,53	9,7006	G. Between				
	5)Illiterate	59	33,79	9,1534					
	Total	207	34,20	9,4585					
Perception	(1)University	43	21,06	4,9828	G. Between	11,824	,144	,966	-
	(2)High School	50	21,26	4,2848	G. Inside	4156,08			
	(3)Middle School	42	21,50	3,6775	Total	4167,91			
	(4)Primary School	13	21,38	5,2367					
	5)Illiterate	59	21,71	4,7888					
	Total	207	21,40	4,4980					
Contribution	(1)University	43	24,39	7,5376	G. Between	35,146	,191	,943	-
	(2)High School	50	24,24	6,4982	G. Inside	9276,95			
	(3)Middle School	42	25,16	6,0240	Total	9312,09			
	(4)Primary School	13	23,69	8,5282					
	5)Illiterate	59	24,81	6,5138					
	Total	207	24,58	6,7234					
Scale Total	(1)University	43	80,25	21,172	G. Between	394,449	,277	,893	-
	(2)High School	50	78,80	18,926	G. Inside	72020,4			
	(3)Middle School	42	82,42	16,508	Total	72414,8			
	(4)Primary School	13	77,61	22,306					
	5)Illiterate	59	80,32	17,857					
	Total	207	80,19	18,749					

*p<0,05; S= Sum of squares

When Table 8 is analysed, it is found that the scores of bilingual students from the writing attitude scale do not differ according to their mother's education level (F= ,277; p>0,05). When the results of the interest, perception and contribution dimensions

of the writing attitude scale were examined, it was found that there were no significant differences in terms of mother education level. According to these results, it can be said that the level of mother's education is not effective on bilingual students' attitudes towards writing in Turkish.

In order to compare the writing attitudes of bilingual students according to the language spoken at home, one-way ANOVA test was performed and the results are given in Table 9.

Table 9. Results regarding the comparison of students' attitudes towards Turkish writing according to the language spoken at home

Writing Attitude Scale and Subscales	Language spoken at home	N	Aver.	Ss.	Variance Source	S	F	p	Difference
Interest	(1)Turkish	75	35,04	9,480	G. Between	439,39	2,491	,085	-
	(2)Kurdish	54	35,70	9,498	G. Inside	17990,0			
	(3)Turkish +Kurdish	78	32,35	9,228	Total	18429,4			
	Total	207	34,20	9,458					
Perception	(1)Turkish	75	22,28	4,348	G. Between	171,10	4,367	,014	-
	(2)Kurdish	54	21,85	4,341	G. Inside	3996,8			
	(3)Turkish +Kurdish	78	20,25	4,556	Total	4167,9			
	Total	207	21,40	4,498					
Contribution	(1)Turkish	75	25,24	7,026	G. Between	170,78	1,906	,151	-
	(2)Kurdish	54	25,37	6,328	G. Inside	9141,3			
	(3)Turkish +Kurdish	78	23,42	6,610	Total	9312,0			
	Total	207	24,58	6,723					
Scale Total	(1)Turkish	75	82,56	19,309	G. Between	2169,81	3,151	,045*	-
	(2)Kurdish	54	82,92	17,912	G. Inside	70245,0			
	(3)Turkish +Kurdish	78	76,03	18,251	Total	72414,8			
	Total	207	80,19	18,749					

*p<0,05; S= Sum of squares

When Table 9 is analysed, it is found that the scores of bilingual students from the writing attitude scale differ significantly according to the language spoken at home (F= 3,151; p<0,05). When the results of the interest, perception and contribution dimensions of the writing attitude scale were examined, it was found that there were no significant differences in terms of the language spoken at home. According to these results, it can be said that the language spoken at home is effective in bilingual students' Turkish writing attitudes.

In order to compare the writing attitudes of bilingual students according to the number of books read per year, one-way ANOVA test was performed and the results are given in Table 10.

Table 10. Results regarding the comparison of students' attitudes towards Turkish writing according to the number of books read in a year

Writing Attitude Scale and Subscales	Number of Books	N	Aver.	Ss.	Variance Source	S	F	p	Difference
Interest	(1) 0	3	33,00	1,7320	G. Between	309,728			
	(2) 1-5	1	47,00	.	G. Inside	18119,7			
	(3) 6-10	4	31,75	9,6393	Total	18429,4			
	(4) 11-15	107	34,36	9,7915			,687	,634	-
	(5) 16-20	24	32,16	7,7159					
	(6) 21 and above	68	34,67	9,6991					
	Total	207	34,20	9,4585					
Perception	(1) 0	3	20,33	2,0816	G. Between	77,961			
	(2) 1-5	1	24,00	.	G. Inside	4089,9			
	(3) 6-10	4	19,00	4,3204	Total	4167,9			
	(4) 11-15	107	21,25	4,8332			,766	,575	-
	(5) 16-20	24	20,66	3,9083					
	(6) 21 and above	68	22,05	4,2281					
	Total	207	21,40	4,4980					
Contribution	(1) 0	3	24,66	4,0414	G. Between	147,944			
	(2) 1-5	1	35,00	.	G. Inside	9164,15			
	(3) 6-10	4	21,75	5,6789	Total	9312,09			
	(4) 11-15	107	24,63	6,9491			,649	,663	-
	(5) 16-20	24	24,08	4,9336					
	(6) 21 and above	68	24,70	7,0775					
	Total	207	24,58	6,7234					
Scale Total	(1) 0	3	78,00	6,2450	G. Between	1281,09			
	(2) 1-5	1	106,0	.	G. Inside	71133,7			
	(3) 6-10	4	72,50	19,536	Total	72414,8			
	(4) 11-15	107	80,25	20,091			,724	,606	-
	(5) 16-20	24	76,91	12,870					
	(6) 21 and above	68	81,44	18,652					
	Total	207	80,19	18,749					

*p<0,05; S= Sum of squares

When Table 10 is analysed, it is found that the scores of bilingual students on the writing attitude scale do not differ according to the number of books read per year ($F=,724$; $p>0,05$). When the results of the interest, perception and contribution dimensions of the writing attitude scale were examined, it was found that there were no significant differences in terms of the number of books read per year. According to these results, it can be said that the number of books read per year is not effective in bilingual students' Turkish writing attitudes.

In order to compare the writing attitudes of bilingual students according to the type of books read, one-way ANOVA test was performed and the results are given in Table 11.

Table 11. Results regarding the comparison of students' attitudes towards writing in Turkish according to the type of book read

Writing Attitude Scale and Subscales	Book Type	N	Aver.	Ss.	Variance Source	S	F	p	difference
Interest	(1) Tale	54	34,53	10,121	G. Between	184,011	,509	,729	-
	(2) Story	31	34,03	8,4753	G. Inside	18245,4			
	(3) Novel	53	33,05	9,1113	Total	18429,4			
	(4) Personal Development	43	34,09	10,087					
	(5) Travelling	26	36,23	9,1008					
	Total	207	34,20	9,4585					
Perception	(1) Tale	54	21,12	5,0657	G. Between	111,234	1,385	,241	-
	(2) Story	31	23,12	4,2484	G. Inside	4056,67			
	(3) Novel	53	21,24	4,3717	Total	4167,91			
	(4) Personal Development	43	21,04	4,1858					
	(5) Travelling	26	20,84	4,1249					
	Total	207	21,40	4,4980					
Contribution	(1) Tale	54	24,55	6,9815	G. Between	41,533	,226	,923	-
	(2) Story	31	25,25	5,8989	G. Inside	9270,56			
	(3) Novel	53	24,39	6,9041	Total	9312,09			
	(4) Personal Development	43	24,00	7,6126					
	(5) Travelling	26	25,23	5,4059					
	Total	207	24,58	6,7234					
Scale Total	(1) Tale	54	80,22	20,124	G. Between	436,126	,306	,874	-
	(2) Story	31	82,41	17,366	G. Inside	71978,7			
	(3) Novel	53	78,69	18,128	Total	72414,8			
	(4) Personal Development	43	79,13	20,117					
	(5) Travelling	26	82,30	17,180					
	Total	207	80,19	18,749					

* $p<0,05$; S= Sum of squares

When Table 11 is analysed, it is found that the scores of bilingual students on the writing attitude scale do not differ according to the type of book read ($F = ,306$; $p > 0,05$). When the results of the interest, perception and contribution dimensions of the writing attitude scale were examined, it was found that there were no significant differences in terms of the type of books read. According to these results, it can be said that the type of book read is not effective on bilingual students' attitudes towards writing in Turkish.

In order to compare the writing attitudes of bilingual students according to the duration of watching television, one-way ANOVA test was performed and the results are given in Table 12.

Table 12. Results regarding the comparison of students' Turkish writing attitudes according to the duration of watching television

Writing Attitude Scale and Subscales	TV viewing Time	N	Aver.	Ss.	Variance Source	S	F	p	difference
Interest	(1) Half an hour	73	36,10	9,2113	G. Between	486,162	1,368	,246	-
	(2) 1-2 hours	89	33,59	9,1635	G. Inside	17943,3			
	(3) 3-4 hours	14	32,64	9,4021	Total	18429,4			
	(4) More than 5 hours	9	33,55	3,2059					
	(5) I never watch	22	31,59	12,369					
	Total	207	34,20	9,4585					
Perception	(1) Half an hour	73	21,71	4,5627	G. Between	64,177	,790	,533	-
	(2) 1-2 hours	89	21,68	4,4583	G. Inside	4103,73			
	(3) 3-4 hours	14	20,50	4,7353	Total	4167,91			
	(4) More than 5 hours	9	20,44	3,0459					
	(5) I never watch	22	20,22	4,8297					
	Total	207	21,40	4,4980					
Contribution	(1) Half an hour	73	25,28	7,0266	G. Between	125,642	,691	,599	-
	(2) 1-2 hours	89	24,68	6,5567	G. Inside	9186,45			
	(3) 3-4 hours	14	22,64	5,4293	Total	9312,09			
	(4) More than 5 hours	9	24,00	3,9686					
	Total	207	24,00	5,4293					

	(5) I never watch	22	23,36	7,9853					
	Total	207	24,58	6,7234					
	(1) Half an hour	73	83,10	18,992	G. Between	1493,22			
	(2) 1-2 hours	89	79,96	18,481	G. Inside	70921,6			
	(3) 3-4 hours	14	75,78	15,039	Total	72414,8			
Scale Total	(4) More than 5 hours	9	78,00	8,8176			1,063	,376	-
	(5) I never watch	22	75,18	23,226					
	Total	207	80,19	18,749					

*p<0,05; S= Sum of squares

When Table 12 is analysed, it is found that the scores of bilingual students on the writing attitude scale do not differ according to the duration of television viewing ($F= 1,063$; $p> 0,05$). When the results of the interest, perception and contribution dimensions of the writing attitude scale were examined, it was found that there were no significant differences in terms of television viewing time. According to these results, it can be said that television viewing time is not effective in bilingual students' attitudes towards writing in Turkish.

In order to understand whether the variable of keeping a diary is effective in bilingual students' writing attitudes, t-test was conducted and the results of the test are shown in Table 13.

Table 13. Results regarding the comparison of bilingual students' Turkish writing attitude levels according to keeping a diary

Writing Attitude Scale and Subscales	Keeping a Diary		N	Aver.	Ss.	t	p
	Yes	No					
Interest	Yes	63	36,36	9,19906	2,218	,028*	
	No	144	33,25	9,44602			
Perception	Yes	63	22,00	4,32174	1,286	,201	
	No	144	21,14	4,56341			
Contribution	Yes	63	26,71	5,67800	3,319	,001*	
	No	144	23,65	6,94853			
Scale Total	Yes	63	85,07	17,63913	2,577	,011*	
	No	144	78,06	18,87879			

*p<0,05

When Table 13 is analysed, it is found that bilingual students' writing attitudes differ in terms of keeping a diary ($t = 2,577$; $p<0,05$). When the results of the interest and contribution dimensions of the writing attitude scale are examined, it is seen that there are significant differences in terms of diary keeping. However, it is seen that there is no difference only in the perception dimension. When the

arithmetic averages are analysed, it is seen that diary-keepers have higher averages than non-diary-keepers both in the total scale and in the interest and contribution dimensions. In this case, it can be said that the writing attitudes of those who keep a diary are higher than those who do not keep a diary.

Conclusion, Discussion and Recommendations

In this study, which aims to determine the relationship between bilingual students' attitudes towards Turkish writing and the variables of gender, grade level, father's education level, mother's education level, language spoken at home, duration of watching television at home, reading books, keeping a diary and the type of books read, various results were reached.

The study sought to answer the question "What is the level of bilingual students' attitudes towards writing in Turkish?". As a result of the study, it was determined that bilingual students' attitudes towards writing Turkish were at a "high" level.

There are scientific studies examining students' writing attitudes in the literature. While the participants of some of these studies are bilingual students studying in secondary school and university, the participants of some others are monolingual students. For example, Yesuf and Anshu (2022), in their study examining the effect of collaborative writing on EFL learners' attitudes towards learning writing skills, found that there were "positive" changes in the attitudes of students who experienced collaborative writing compared to non-collaborative writing students. The study concluded that the writing attitudes of bilingual students who experienced collaborative writing were initially low. In the context of the study results, it can be stated that both studies reached different conclusions. While this study found the writing attitudes of bilingual students to be high, the similar study found the writing attitudes of bilingual students to be low in the pre-test results, and the post-tests of the students who were taught collaborative writing showed a positive change compared to the initial results. Both studies are not similar in terms of the results obtained. Skar et al. (2023) examined the attitudes towards writing of 2,124 Norwegian second grade students (1,069 girls; 1,055 boys). Half of the students in the study group were monolingual and half bilingual. At the end of the study, it was found that bilingual students generally had a more positive attitude towards writing than other students. It can be stated that both studies are similar in terms of finding bilingual students' writing attitudes at a high level. Akın (2016) found that the writing attitudes of secondary school students were generally at a high level and reached a similar conclusion with this study. Akbulut (2016) found that native Arabic students' attitudes towards writing at a low level. These results differ from the results of the related study. Yıldız (2021) found that the

writing attitudes of primary school students were high. This finding is similar to the results obtained from the study in question.

In addition to these studies, there are also studies in the literature that examine monolingual students' attitudes towards writing. Novita and Erlita (2023) aimed to analyze students' attitudes towards writing activities in their study. They found that student attitudes were generally positive. The fact that the students who make up the study groups are at the middle school level in both studies, as well as being monolingual in one and bilingual in the other, does not make it possible to fully compare both studies. On the other hand, the fact that the writing attitudes of the students in the same similar age group have similar writing attitudes is an issue that needs to be expressed. Türkben (2021) also conducted a similar study. According to the findings of his study, in which the study group consisted of 6th, 7th and 8th grade students, he found that the students' attitudes towards writing were at a "moderate level". In both studies, it is seen that the results obtained from the attitudes of secondary school students towards writing are at different levels.

In the literature, there are also scientific studies that examine bilingual students' speaking and listening skills in the context of attitude level. Aydoğan (2022) examined bilingual students' speaking attitudes and found that bilingual students' speaking attitudes were at a "high level". Kardaş (2021), on the other hand, concluded that bilingual students' attitudes towards listening to Turkish were at a "high level". In the context of these studies, it was concluded that bilingual middle school students' attitudes towards writing, listening and speaking skills are at a "high level".

In the study, an answer to the question "Do the variables of gender, grade level, father's education level, mother's education level, language spoken at home, TV viewing time at home, book reading, journaling, and type of books read have an effect on students' attitudes towards writing in Turkish?" was sought. It was determined that the dependent variable did not have a positive-negative relationship with the variables of grade level, father's education level, mother's education level, TV viewing time at home, book reading, and type of books read. In the context of these results, it can be stated that bilingual secondary school students' grade level, father's level of education, mother's level of education, time spent watching TV at home, reading books, and the type of books read are similar to each other. In his study, Yıldız (2021) also found that mother and father education levels were not effective on the writing attitudes of primary school students. This result is similar to the result obtained in the related study.

In the study, it was determined that women and those who kept diaries had higher levels of writing attitudes, and the language spoken at home was effective in

bilingual students' Turkish writing attitudes. Türkben (2021) also determined that the writing attitude and writing motivation scores of female students were higher than male students according to gender variable. It was determined that students who had the habit of keeping a diary had higher writing attitude and writing motivation scores. Yıldız (2021) also found that primary school students who kept a diary had higher attitudes towards writing than those who did not. The findings of both studies are similar. Skar et al. (2023) examined attitudes towards writing and found that girls had more positive attitudes towards writing than boys. Temel and Katrancı (2019) and Canıtezer (2014) also reached similar results in their studies.

These results are similar to the results of the related study. Akın (2016) did not find a significant difference between students' writing attitudes and their parents' education level and socioeconomic level in his study, but he found a significant difference in favor of girls in terms of gender variable and against upper grades in terms of class variable. These results coincide with the results of the related study. Akbulut (2016) found no difference in the writing attitudes of university students learning Arabic as a second language in terms of gender and grade level, but found significant differences in the level of attitudes towards writing due to native language differences. While this study differs from the related study in terms of gender, it is similar in terms of grade level. Yıldız (2021) found that the writing attitude levels of primary school students did not differ according to the gender factor. This result does not coincide with the result of the related study.

Based on these results, the following suggestions can be made:

- Bilingual students can be encouraged to write regularly and keep a diary.
- In order to provide more successful writing instruction to bilingual students, studies on writing attitudes can be conducted.
- This study can be repeated with participants at different grade levels.

Research and Publication Ethics

In this study, all rules specified in the Directive on Scientific Research and Publication Ethics of Higher Education Institutions were followed. None of the actions described under the title of Actions Contrary to Scientific Research and Publication Ethics in the Directive have been carried out.

Ethics Committee Permission

This research was conducted with the permission of Van Yüzüncü Yıl University Social and Human Scientific Research and Publication Ethics Committee

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Contribution Rate of Authors

The authors contributed equally to the study (1st author 50%, 2nd author 50%).

Conflict of Interest

There is no conflict of interest in this study.

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Geniş Özet

Giriş

Dil, ait olduğu toplumun özelliklerini yansıtan, bireysel ve toplumsal düşünce yapılarının oluşmasına etki eden, durağanlıktan uzak, sürekli gelişen ve değişen bunun yanında değiştiren ve dönüştüren özelliklere sahip karmaşık bir yapıdır.

Günümüzde birçok dil varlığını devam ettirmektedir. Dilleri konuşan sayısı ve dillerin konuşulduğu coğrafyalar farklılık gösterse de ve bazı diller yok olmuş olsa da dünya da hâlâ çok sayıda dil konuşulmaktadır. İki ve daha fazla dil konuşan bireylere iki dilli veya çok dilli birey denir. Alan yazınında iki dillilik ile ilgili çok sayıda tanım ve açıklama mevcuttur. Aksan'a (2020) göre bireyin yaşamında farklı neden ve ihtiyaçlardan ötürü anadillerinin yanında başka diller öğrenmelerine iki dillilik denir. Tek dilli veya iki dilli bireyin bir dili öğrenme düzeyi temel dil becerilerini (dinleme, konuşma, okuma ve yazma) başarılı bir şekilde edinmesi ile yakından ilgilidir. Söz konusu bu temel dil becerilerden biri de yazmadır.

Normal gelişim özellikleri gösteren bir kişinin yazma becerisi edinmesinde birtakım faktörler söz konusudur. Yazma sürecinde kullandığı stratejiler, yazmaya karşı gösterdiği kaygı düzeyi, kullandığı yazma türü vb. etkenler kişinin yazma sürecinde göstereceği başarıda etkili olabilmektedir. Bu etkenlerden biri de kişinin yazmaya karşı gösterdiği tutumdur. Yazmaya karşı geliştirilen tutumun olumlu veya olumsuz olması, tutumun düzeyi yazma başarısını doğrudan etkilemektedir. Bu bağlamda gerek tek dili gerekse iki dilli bireylerin yazma tutumlarının incelenmesi gerekmektedir. "Tutum, belirli bir olguyu sevme ya da sevmeme derecesini ölçen psikolojik bir eğilim; kişilere, nesnelere, olaylara vb. karşı benzer davranışlar sergilemeye neden olan inanç, duygu ve eğilimdir." (Eagly ve Chaiken, 1993; Öncül, 2000, s. 1082-1083). Tutum; tutulan yol, davranış, tavır demektir (TDK, 2024).

Bu çalışmayı ilgili alan yazınındaki benzer çalışmalardan ayıran en önemli özelliklerinden biri ana dili Türkçe olmayan iki dilli ortaokul öğrencilerinin Türkçe yazma tutumlarını ve çeşitli değişkenlerin bu tutumlara etkisini belirlemesidir. Türkiye'de iki dillilik üzerine birçok çalışma yapılmasına karşılık alan yazınında iki dilli ortaokul öğrencilerinin Türkçe yazma tutumları üzerine yapılmış yeterli sayıda bilimsel çalışma bulunmamaktadır. Çalışmanın bu yönüyle alana katkı sunacağı düşünülmektedir.

Bu bağlamda çalışmanın amacı; iki dilli öğrencilerin Türkçe yazma tutumlarının cinsiyet, sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde konuşulan dil, evde TV izleme süresi, kitap okuma, günlük tutma durumu, okunan kitap türü değişkenleriyle ilişkisini tespit etmektir. Bu temel amaç bağlamında araştırmada şu problem sorularına cevap aranmıştır.

1. İki dilli öğrencilerin Türkçe yazma tutumları hangi düzeydedir?

2. Cinsiyet, sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde konuşulan dil, evde TV izleme süresi, kitap okuma, günlük tutma durumu, okunan kitap türü değişkenlerinin öğrencilerin Türkçe yazma tutumlarına bir etkisi var mıdır?

Yöntem

Bu bölümde araştırmanın modeli, çalışma grubu, veri toplama araçları ve veri analizi üzerinde durulmuştur. Bu çalışmada, iki dilli öğrencilerin Türkçe yazma tutumlarının cinsiyet, sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde konuşulan dil, evde TV izleme süresi, kitap okuma, günlük tutma durumu, okunan kitap türü değişkenleriyle ilişkisinin tespit edilmesi amaçlandığından, çalışmada betimsel yöntemlerden ilişkisel tarama modeli kullanılmıştır. Araştırmanın katılımcılarını, Van ili merkez ilçelerinde öğrenim gören ve iki dil bilen 207 öğrenci oluşturmaktadır. Araştırmanın verileri yüz yüze eğitim ortamında toplanmıştır. Araştırmanın çalışma grubu, seçkisiz olmayan örnekleme yöntemlerinden uygun örnekleme metodu kullanılarak oluşturulmuştur. Verilerin toplanmasında kullanılan veri toplama aracı çalışmanın katılımcılarına elden ulaştırılmış ve toplanmıştır. Bu çalışmada iki dilli öğrencilerin Türkçe yazma tutumlarının bazı değişkenlerle ilişkisini tespit etmek amaçlanmıştır. Bu amaç doğrultusunda Can ve Topçuoğlu Ünal (2017) tarafından geliştirilen "Yazma Tutumu Ölçeği" veri toplama aracı olarak kullanılmıştır. Ölçme aracı iki bölüme ayrılmıştır. Birinci bölümde kişisel bilgiler (cinsiyet, sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde konuşulan dil, evde TV izleme süresi, kitap okuma, günlük tutma durumu, okunan kitap türü) yer almaktadır. İkinci bölümde ise iki dilli öğrencilerin yazma tutumlarını ölçmeye yönelik maddeler bulunmaktadır. Verilerin analizinde normallik varsayımlarını karşıladığı için parametrik testler kullanılmıştır. Bu bağlamda iki gruba olan değişkenler için t-testi; ikiden fazla gruba olan değişkenler içinse tek yönlü ANOVA testi ile analizler gerçekleştirilmiştir. Çoklu karşılaştırmalar için Post Hoc testlerinden Tukey testi kullanılmıştır.

Bulgular

Çalışmada öğrencilerin Yazma Tutum Ölçeği'nin toplamından aldığı en düşük 27, en yüksek ise 115 puandır. Öğrencilerin ölçekten aldığı toplam puan ortalaması 80,19'dur. Değerlendirme kategorisine göre öğrencilerin Türkçe yazma tutumunun "yüksek" (3,4) düzeyde olduğu görülmektedir. İlgili boyutu puanlarına bakıldığında, öğrencilerin 10 ile 50 arasında değişmekte olup, ortalama puanları 34,20'dir. Değerlendirme kategorisine göre öğrencilerin ilgi boyutunda "yüksek" (3,4) düzeyde yazma tutumunun olduğunu göstermektedir. Algı boyutu puanlarına bakıldığında, öğrencilerin 10 ile 30 arasında değişmekte olup, ortalama puanları 21,40'dur. Değerlendirme kategorisine göre öğrencilerin algı boyutundan "yüksek" (3,5) düzeyde yazma tutumlarının olduğunu göstermektedir. Katkı boyutu puanlarına

bakıldığında ise öğrencilerin 7 ile 35 arasında değişmekte olup, ortalama 24,58'dir. Değerlendirme kategorisine göre öğrencilerin katkı boyutundan "yüksek" (3,5) düzeyde yazma tutumlarının olduğunu göstermektedir. Bu sonuçlardan hareketle iki dilli öğrencilerin yazma tutumlarının "yüksek" düzeyde olduğu söylenebilir.

Çalışma sonucunda iki dilli öğrencilerin yazma tutumlarının cinsiyet açısından farklılaştığı tespit edilmiştir ($t = 2,567$; $p < 0,05$). Bu durumda kadınların yazma tutumlarının erkeklere göre daha yüksek olduğu söylenebilir. Araştırmada iki dilli öğrencilerin yazma tutum ölçeğinden aldıkları puanların sınıf düzeyine göre farklılaşmadığı bulgulanmıştır ($F = ,640$; $p > 0,05$). Yazma tutumu ölçeğinin ilgi, algı ve katkı boyutlarının sonuçlarına bakıldığında ise sınıf düzeyi açısından anlamlı farklılıklar olmadığı tespit edilmiştir. İki dilli öğrencilerin yazma tutum ölçeğinden aldıkları puanların baba ve anne eğitim düzeyine göre farklılaşmadığı bulunmuştur. Çalışmada iki dilli öğrencilerin yazma tutum ölçeğinden aldıkları puanların evde konuşulan dile göre anlamlı olarak farklılaştığı saptanmıştır ($F = 3,151$; $p < 0,05$). İki dilli öğrencilerin yazma tutum ölçeğinden aldıkları puanların yılda okuna kitap sayısına göre farklılaşmadığı sonucuna ulaşılmıştır ($F = ,724$; $p > 0,05$). Yazma tutumu ölçeğinin ilgi, algı ve katkı boyutlarının sonuçlarına bakıldığında ise yıldan okunan kitap sayısı açısından anlamlı farklılıklar olmadığı tespit edilmiştir. Bu sonuçlara göre iki dilli öğrencilerin Türkçe yazma tutumunda yılda okunan kitap sayısının etkili olmadığı söylenebilir. Araştırmada iki dilli öğrencilerin yazma tutum ölçeğinden aldıkları puanların okunan kitap türüne göre farklılaşmadığı bulunmuştur ($F = ,306$; $p > 0,05$). İki dilli öğrencilerin yazma tutum ölçeğinden aldıkları puanların televizyon izleme sürelerine göre farklılaşmadığı tespit edilmiştir. ($F = 1,063$; $p > 0,05$). Çalışmada iki dilli öğrencilerin yazma tutumlarının günlük tutma açısından farklılaştığı bulunmuştur ($t = 2,577$; $p < 0,05$). Yazma tutumu ölçeğinin ilgi ve katkı boyutlarının sonuçlarına bakıldığında günlük tutma açısından anlamlı farklılıklar olduğu görülmektedir.

Sonuç ve Tartışma

Çalışmada "İki dilli öğrencilerin Türkçe yazma tutumları hangi düzeydedir?" sorusuna yanıt aranmıştır. Çalışma sonucunda iki dilli öğrencilerin Türkçe yazma tutumlarının "yüksek" düzeyde olduğu bulgulanmıştır.

Alan yazınında öğrencilerin yazma tutumlarını inceleyen bilimsel çalışmalar mevcuttur. Bu çalışmaların bir kısmını katılımcıları ortaokul ve üniversitede okumakta olan iki dilli öğrenciler oluştururken bir kısmında da katılımcıları tek dilli öğrenciler oluşturmaktadır. Örneğin; Yesuf ve Anshu (2022) iş birlikli yazma yönteminin İngilizceyi yabancı dil olarak öğrenen öğrencilerin yazma becerilerinin öğrenmeye yönelik tutumları üzerindeki etkisini inceledikleri çalışmalarında iş birlikli yazma deneyimi yaşayan öğrencilerin, iş birlikli olmayan öğrencilere kıyasla tutumlarında "olumlu yönde" değişiklikler yaşandığını tespit etmiştir. Skar, Graham

ve Huebner (2023) çalışmalarında, 2,124 Norveçli 2. sınıf öğrencisinin (1,069 kız; 1,055 erkek) yazmaya yönelik tutumunu incelemiştir. Çalışma sonunda genel olarak iki dilli öğrencilerin diğer öğrencilere göre daha olumlu bir yazma tutumuna sahip olduğu bulgulanmıştır. Novita ve Erlita (2023) ise çalışmalarında öğrencilerin yazma etkinliklerine yönelik tutumlarını analiz etmeyi amaçlamışlardır. Genel olarak öğrenci tutumlarının olumlu olduğunu belirlemişlerdir.

“Cinsiyet, sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde konuşulan dil, evde TV izleme süresi, kitap okuma, günlük tutma durumu, okunan kitap türü değişkenlerinin öğrencilerin Türkçe yazma tutumlarına bir etkisi var mıdır?” şeklindeki çalışma sorularına yanıt aranmıştır. Bağımlı değişkenin sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde TV izleme süresi, kitap okuma, okunan kitap türü değişkenleriyle olumlu-olumsuz bir ilişkisi olmadığı tespit edilmiştir. Bu sonuçlar bağlamında iki dilli ortaokul öğrencilerinde sınıf düzeyi, baba eğitim düzeyi, anne eğitim düzeyi, evde TV izleme süresi, kitap okuma, okunan kitap türü değişkenlerinin, öğrencilerdeki Türkçe yazma tutum düzeylerinin birbirine benzer olduğu ifade edilebilir.

Çalışmada kadınların ve günlük tutanların yazma tutumlarının daha yüksek düzeyde olduğu, iki dilli öğrencilerin Türkçe yazma tutumunda evde ağırlıklı konuşulan dilin etkili olduğu tespit edilmiştir. Türkben (2021) de çalışmasında cinsiyet değişkenine göre, kızların yazma tutum ve yazma motivasyon puanlarının erkek öğrencilerden daha yüksek olduğunu belirlemiştir. Günlük tutma alışkanlığı olan öğrencilerin ise yazma tutum ve yazma motivasyon puanlarının daha yüksek olduğunu tespit etmiştir.