Expert Opinions on Improving Informative Text Writing Skills Through Descriptive Writing Practices

Emel Şaşmaz*, Selcen Çifci

Faculty of Education, Uşak University, Uşak, Turkey

Corresponding author: Emel Şaşmaz, E-mail: emelakg@gmail.com

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ABSTRACT

This current study aimed to reveal expert opinions on the development of informative text-writing skills through descriptive writing practices. The methodological design of this study is a case study that is one of the qualitative research types. In the process of data collection, 65 expert opinions were sought, 55 of whom were Turkish Language teachers, 5 English Language teachers, 3 Turkish Literature teachers, and 2 Primary-School teachers. In the formation of the study group, it was ensured that the participants were either Turkish Language teachers or had a master's degree or doctorate in the field of Turkish Language Education. In the data collection phase, expert opinions were obtained on the development of informative text-writing skills through descriptive writing practices via the expert opinion form and then the data obtained were thematized and divided into categories and codes. As a result of the study, the first five informative text types recommended by the experts were essays, autobiographies, petitions, travel writing, and diaries, respectively. Among the activity suggestions of the experts for the development of informative text writing skills are the use of appropriate materials, frequent writing activities, asking students to do research before the writing activity, and paying attention to the principles of writing. Based on the findings obtained from this study, it was seen that the first five themes chosen by the participants for descriptive writing practices were nature, books, culture, travel, and friendship, respectively. According to the expert opinions, it is recommended to organize trips for descriptive writing practices, to describe the places visited, to have students write travel essays, and to create descriptive writing activities by using objects. In addition, it is also suggested to have a description of people, characters, or anyone else in the class.

Key words: Informative Text, Description, Descriptive Narration

INTRODUCTION

Descriptive narration, which is used in many types of texts, is a form of expression that reflects the effect of an object, an individual, a situation, or an image on the author to the reader (Gündüz & Şimşek, 2011). By using descriptive narration, authors describe what is in their mind to the reader.

In addition to describing the external appearance or landscape of people, animals, or any being with descriptive expression, different aspects of beings are also depicted with descriptive expression. In a sense, description is the work of painting with words. In many literary genres such as novels, stories, and tales, heroes and places are presented to the reader through description (Asiltürk, 2011; Tosik, 2020). Through descriptive narration, the reader realizes the qualities of beings, and an image forms in the reader's mind.

Reading the texts containing descriptive narration benefits the reader in various manners. As Barasovska (1998) states, descriptive narration facilitates the reader's comprehension of the text topic. According to Baran (2021), descriptive narration improves the reader's imagination, allows the reader to pleasure from the literary text, and supports the reader to continue reading with patience. Akbayır (2006) also states that descriptive narration appeals to the reader's senses and it enriches the reader's imagination.

People need words to perceive and interpret what is around them. This need increases considerably in the act of writing and extends to expressing the characteristics of something in terms of color, shape, density, and smell. By way of words, the reader can imagine an unfamiliar place or visualize an object in detail. In this sense, description serves a function that makes readers enjoy the literary text and helps them to continue reading patiently (Baran, 2021). In other words, while descriptive narration ensures the fluency of the text, it also expands the reader's imagination. In addition, descriptive narration is one element that enables the text to be read with pleasure.

In some sources, descriptive writing is seen as a text type in itself. According to Oshima and Hogue (2007), descriptive writing is a type of writing that describes how a person, thing, or animal looks, feels, smells, tastes, and/or sounds.

Anderson and Anderson (2003) define descriptive writing as a type of writing that describes a particular person, place, or thing. Therefore, students should be encouraged to learn descriptive writing to describe any object in their environment for communication purposes.

The description is a type of expression used in both narrative and informative text types. An example of descriptive expressions is encyclopedia articles, which is a very objective type of writing. While using descriptions in informative text types, complete and clear wording is utilized. Avoiding subjective expressions, it is watched over to describe in an objective language. In informative text descriptions, the descriptions and information presented by the author are realistic. This type of description is also called descriptive narration (Akbayır, 2006). The use of descriptive narration is as necessary for informative texts as it is for narrative texts. Many individuals have to express themselves in writing in daily life. For instance, individuals use descriptive narration when writing a request for a government agency or keeping a record of an event.

An informative text is a text that is put forward to convey information to the reader. Reports, interviews, essays, coverage writing in media, concept writing, and dialogistic writing are among informative texts (Yalçın, 2018). Following Duke (2000), being able to read and write informational texts from a critical perspective is one of the basic requirements of living in the information age. Informational text literacy is the key to achieving success in all kinds of social environments. One of the primary goals of education is to teach people to read, understand, interpret, and write informational texts.

Informative texts differ from other text types in that they provide information to the reader. The purpose of writing these texts is to inform the reader. The style of informative texts is simple and understandable. Even though familiarity with informative texts is important in many areas of life, it is difficult for students to understand and write these texts compared to understanding and writing narrative texts (Müldür & Çevik, 2019).

Thus, expert opinions on the development of descriptive narration practices and informative text-writing skills were consulted and it was aimed to reveal the opinions on the development of informative text-writing skills.

The Aim, Importance, and Research Question of the Study

To improve writing skills, individuals should frequently face different types of texts and know text types, and after recognizing these text types, they should write texts that form a meaningful whole for these genres.

Improving students' skills in writing informative texts is beneficial not only in mother tongue learning but also in many other professions. So long as writing informative texts, the individual uses high-level thinking skills, organizes his/her ideas, lists the steps of a process when necessary, makes his/her ideas convincing with examples, and makes use of aphorisms or numerical data to support his/her ideas. All these writing activities also affect the daily life of the individual. An individual can improve his/her skills of solving

problems faced in daily life, carefully describing the steps of an important event, and writing down his/her observations by writing informative texts.

The description is the depiction of a being, object, or action. The description is not only a style of expression used in narrative texts but also can be used in informative texts. In the related literature, the researcher searched for "Informative Text" and "Descriptive Writing" and found no study was found on descriptive writing practices and informative text writing practices. That is why we think that this current study will be the first step to fill this gap in the related literature and also will contribute to teaching both the Turkish Language and foreign languages.

In this context, the main objective of the research is to investigate expert opinions on the development of informative text writing skills with descriptive writing practices. The following research questions were addressed:

1. What is the distribution of the types of informative texts that the experts suggest to be improved predominantly?
2. What are the activity suggestions of experts for the development of informative text-writing skills?
3. What are the themes preferred by the experts in descriptive writing practices?
4. What are the activities suggested by the experts for the development of students' writing skills in descriptive writing practices?

METHODOLOGY

Research Design

In this case study, one of the qualitative research types, was conducted. According to Merriam (2018), case studies are defined as an "In-depth description and examination of a limited system". Case studies are conducted to define and explain the topic detailed. This study aimed to examine the expert opinions on the development of descriptive writing practices on informative text writing skills. The opinions of the experts on the development of descriptive writing and informative text-writing skills were scrutinized. As such, the experts were asked questions related to the subject, and a comprehensive analysis of their answers was made.

Participants

In this study, experts' opinions were sought in an attempt to explore their views on the development of informative text writing skills utilizing descriptive writing practices. For this purpose, the questions in the expert opinion form were directed to Turkish Language Teachers and experts who have a master's degree or Ph.D. in the area of Turkish Language Education. The branches and education status of the participants in the study are shown in Figure 1 and Figure 2:

When the figure is analyzed, it is seen that a total of 65 teachers participated in the study, 55 of whom were Turkish Language teachers, 5 English Language teachers, 3 Turkish Language, and Literature teachers, and 2 Primary School teachers. It was ensured that the participants in this study
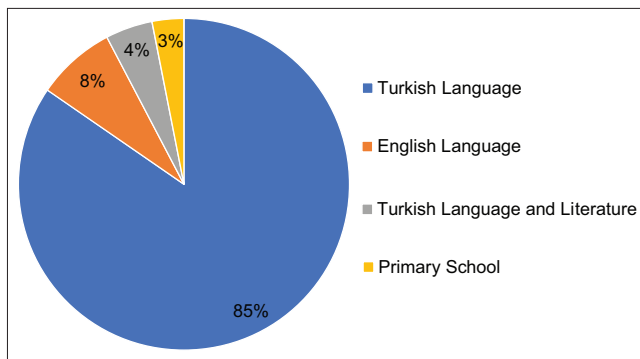
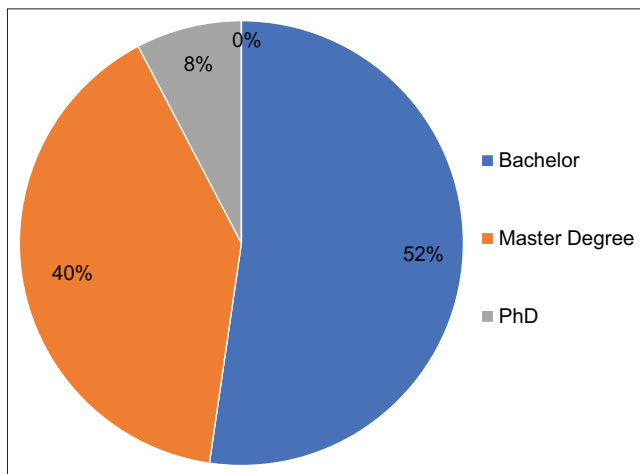**Figure 1.** *Participants' Branch Distribution*

Figure 2. *Participants' Education Level*

were either Turkish Language teachers or had a master's degree or doctorate in the field of Turkish Language Education.

When the educational status of the participants is examined, it is seen that 52.3% of them have bachelor's degrees, 40% have master's degrees and 7.7% have Ph.D. degrees.

Data Collection Tool and Process

In this study, to obtain the data, the opinions of scientific experts who are Turkish Language Teachers and have master's or Ph.D. degrees in Turkish Language Education were consulted. Accordingly, an expert opinion form was prepared. The participants were given options for following the questions in this expert opinion form: "What are the five types of 7th-grade students' informative text writing skills that should be developed primarily?" and "Which of the following themes do you recommend using in descriptive writing practices?" Later on, the questions "Write if there is an informative text type that you suggest to be developed other than the above text types." and "Write if there is a theme that you suggest to be used other than the above themes." were asked. The following open-ended questions were also included in the expert opinion form: "What kind of activities would you suggest to improve students' writing skills in informative text writing?" and "What kind of activities would you suggest to improve students' writing skills in descriptive writing practices? In forming the questions in the expert opinion form, three assessment and evaluation experts were

asked to review the questions and the form was finalized within the framework of the feedback from the experts. In the sequel, the form was directed to the experts via e-mail. Participants were asked to fill in the form they received via e-mail and send it back to the researcher as soon as possible. The researcher proceeded to the data analysis phase after all the feedback was provided.

Data Analysis

Merriam (2018) states that codes obtained from the data are used in content analysis. Themes are revealed by combining similar codes. These themes should be able to answer the sub-problems of the study. In this study, themes were created based on the data obtained from expert opinions. The sub-problem statements of the study were taken into consideration in the creation of these themes. Then, the data obtained were divided into categories and codes and finally tabulated.

Validity and Reliability

Before the data gathering process, the opinions of two experts were taken while preparing the questionnaire for expert opinion. Then, a pilot study was conducted with two Turkish Language teachers to ensure content validity. The principle of credibility was fulfilled by asking the participants to fill in the expert opinion forms in writing over Whatsapp. Information about the participants, content and scope of the study was given and the principle of transferability was applied by presenting the participants' statements unchanged in the findings section. In accordance with the principle of reliability, two different researchers created codes independently of each other and the analyzes were compared and common views were put forward. Participants' responses to the expert opinion form were stored in the computer environment to fulfill the principle of confirmability.

FINDINGS

In this part, the findings for each sub-problem question are exposed in the form of either tables and figures. Under the tables and figures presented in this section, there are comments to detail the findings acquired.

Findings for the First Sub-Problem Question

To obtain data related to the first sub-problem of the study, "What is the distribution of the types of informative texts that the experts suggest to be improved predominantly?" expert opinion was consulted. And the findings obtained from the opinion item in the expert opinion form "Please, mark the five types of informative text writing skills of 7th-grade students that need to be developed primarily?" are shown in Figure 3.

Figure 3 presents the types that experts think should be developed as a priority. When the figure is analyzed, it is understood that the first five genres that the experts think should be developed primarily in informative text writing

Table 1. Activity suggestions experts for improving informative text writing skills

Catagory	Codes	Responses to the Expert Opinion Form
Activity Recommendations for Writing Informative Texts	Material	Any material can be brought to the class and after a research study about it, short introductory paragraphs can be written with what is remembered about those materials (E1). Periodicals, newspapers, and magazines can be followed (E11). Group work and web tools can be used (E15). Guiding activities can be included in textbooks to improve writing skills. They can be given the introduction part of the text and asked to complete the rest (E32). A coursebook with examples and practical writing exercises can be prepared (E33).
	Writing Activities	Details of the letter of request can be provided to subordinates and superiors by creating an application (E2). Within the scope of the subject, purpose, and target group, I recommend them do research first and then write (E3). I recommend them read a lot and keep a diary (E7). A dictated composition on the subject can be written (E9). Creating a writing plan is an important point in this regard. It can be emphasized to gain writing skills within the framework of a specific plan, including before writing, during the writing, and after writing (E10). Transferring visuals and graphics to writing can be used to improve this skill (E10). Creative text writing can be practiced by creating a concept pool (E12). Creative writing activities can be done (E18). Frequent writing and reading summarization activities (E20). Research can be done on the given topic. They are asked to write a text (E21). Giving importance to writing (E29). Process-oriented writing-based activities (E31). On a blog page, they will create, they can write informative articles about the environment they live in, their interests, or a book they have read. They can also be asked to turn a situation they observe into a news text (E33).
	Research	Any material can be brought to the classroom and after research work is done about it, short introductory paragraphs can be written with what they remember about those materials (E1). Within the scope of the subject, purpose, and target audience, I suggest that they do research first and then write (E3). To have them conduct research and transform their research into a text suitable for the article style (E8). As a result, informative writing is a type of writing in which objective expressions are predominant. Thus, information-gathering tools such as observation, research, questionnaires, and experiments can be used (E10). Lots of reading and research (E27).
Activity Recommendations for Writing Informative Texts	Teaching Principles	In line with the principle of from near to far, students should start by writing informative texts about themselves. The family, and environment... can continue in order (E4). I think it is important to apply the principles of from easy to difficult, from concrete to abstract, and from near to far in informative writing in the development of informative writing skills. For example, students can start by applying these principles by asking them to write an informative text about a simple object around them (E10).
	Games	Word games, wheels, playing cards, and informative text types can be differentiated (U5). Knowledge competitions can be organized in certain areas (U16).
Activity Recommendations for Writing Informative Texts	Texts	By presenting sample texts and then asking the student to write a similar text, and in the final stage, the student may be asked to write an original text (E5). By presenting a sample literary text (E6). Comparison activities between text types can be done. By emphasizing the differences with event writings, it can be ensured that the features of the informative genre are better comprehended (E10). They should know what an informative text is and how it is written. First of all, fill in the texts that are given an introduction, write a text that is the same type as the sample text, etc. (E24). Analyzing and creating sample texts (E25). I recommend activities that develop attention and focus, plenty of writing exercises, and reading informative text samples frequently in class. In addition, activities aimed at distinguishing the differences between informative and narrative texts can be useful. Explaining narrative forms and writing texts about them can also be effective (E26). By creating questions about sample texts, it can be ensured that students find the important points of the text and its difference from other texts. In addition, increasing the number of applications in such acquisitions will be effective in permanence (E28). The activities for reading skills can be done by taking notes on informative texts (E30).
Activity Recommendations for Writing Informative Texts	Language Skills	The narration inherent in the writing skill can be supported by speaking activities, which is also narration included in this skill (E10). The fact that this skill is associated with other skills makes it more functional (E17).
	Topic	If topics are selected suitable according to the student's interest, ability, and mental maturation level in the informative text, better results can be obtained in the subject that will provide information. When Dale's cone of experience is taken into consideration, the fact that the subjects to provide information are subjects that are more interactive with the student can enable students to reveal their skills in written expression (E10).

(Contd...)

Table 1. *(Continued)*

Catagory	Codes	Responses to the Expert Opinion Form
Activity Recommendations for Writing Informative Texts	Genre Suitability	I think that activities should be shaped according to the determined genres (E13).
	Activities	Group work, use of web tools (E15). I recommend activities to develop creativity (E19). Trips should be organized (E22). Cooperative group activities can be created (E23). Activities combining computer-aided design and text (E33).
	Time	At least 2 hours a week should be spent on writing skills. Feedback should be given to each student (E33).

skills are essay, autobiography, petition, travel writing, and dairy. While 41 participants chose the essay genre, which ranked first, 35 participants chose the request and autobiography genre, 29 participants chose the travel writing genre and 27 participants chose the diary genre.

Findings for the Second Sub-Problem Question

To obtain data related to the second sub-problem of the study "What are the activity suggestions of experts for the development of informative text writing skills?" expert opinion was consulted. In the expert opinion form, 33 answers were obtained from the participants to the question "What kind of activities would you recommend for the development of informative text-writing skills?" The codes were created for these answers and are shown in Table 1. As well, to determine which expert the recommendations in the table belong to, each expert was given a code by the researcher and shown in the table as E1, E2, E3, E4.E65.

In conformity with the expert opinions in Table 1, appropriate materials can be used to improve students' informative text-writing skills, writing activities can be done frequently, students can be asked to do research before the writing activity, and writing principles can be taken into consideration. More, games can be used in the preparation of writing activities, students can be informed about text types based on sample texts, activities related to other language skills can be created, writing topics can be chosen close to students' lives, and activities can be created by genre. In the design of the activities, it can be ensured that group work is carried out, technology is utilized, excursions are organized and sufficient time is allocated for the activities.

Findings for the Third Sub-Problem Question

To obtain data related to the second sub-problem of the study "What are the themes preferred by the experts in descriptive writing practices?" expert opinion was consulted. In the expert opinion form, the question "Which of the following themes do you recommend using in descriptive writing practices? Please mark the five themes you suggest." is related to the third sub-problem. The answers given by the participants to this question are shown in Figure 4.

Per these results, the first five themes chosen by the participants for descriptive writing practices are as follows:
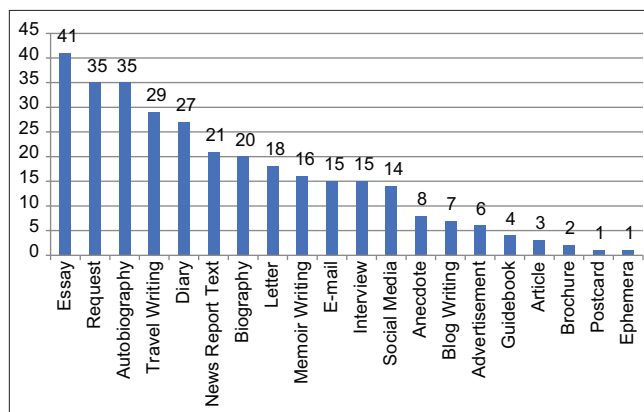
1. Nature
2. Book
3. Culture

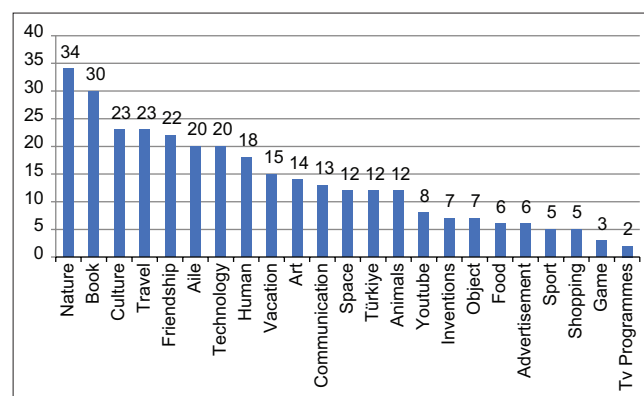**Figure 3.** *Distribution of the Types of Informative Texts that Experts Suggest to be Developed Priority*

Figure 4. *Theme Preferences of Experts for Descriptive Writing Practices*

4. Travel
5. Friendship.

Findings for the Fourth Sub-Problem Question

To obtain data related to the second sub-problem of the study "What are the activities suggested by the experts for the development of students' writing skills in descriptive writing practices?" expert opinion was consulted. In the expert opinion form, 32 answers were obtained from the participants to the question "What kind of activities would you recommend for the development of informative text-writing skills?" Codes were created for these responses and these codes and expert opinions are presented in the table below. In addition, in identifying which expert the recommendations in the table belong to, each expert was

Table 2. Experts' activity suggestions for improving descriptive writing skills

Category	Codes	Experts' Responses
Activity Recommendations for Writing Informative Texts	Travel	Writing can be practiced in nature. It can be written in the location visited. What is kept in mind after the visit can be described (E1). Writing a text in class based on the descriptive narrative technique. I ask them to prepare a text about the trip they have made. I ask them to write their observations (E7). A trip can be organized and then they can be asked to write about it (E8). Travel observation can be made (E10). They can be asked to describe a place they have visited (E23). Travel and social activities should be increased (E28).
	Object	The desired object to be described is opened on the interactive board and writing practice can be done (E1). Examples such as sample objects, videos, etc. can be provided for description (E4). Perceptible materials can be used (E5). Each student is asked to write a descriptive sentence about a selected object or landscape, and the sentences are combined to form a text (E17). Activities for improving concentration, engaging the five senses, writing down the impressions gained, and writing activities supported by visuals and objects (E20). There should be printed materials for the writing skills course. There should be a description of activities of an object brought to class, the school and its surroundings, and classmates (E30).
	Person	The game "Who is this person?" can be played. After the game, they can depict the person they love (U1) There should be printed materials for the writing skills course. There should be a description of activities of an object brought to class, the school and its surroundings, and classmates (E30). Activities can be done to create characters based on emotions (E26). In descriptive writing, the thing to be described (person, place, etc.) should be determined first (E32).
Activity Recommendations for Writing Informative Texts	Writing Strategies	In descriptive writing activities, I first give them preliminary information about which points to pay more attention to, and then I ask them to do a similar writing activity by having them do reading and monitoring activities respectively. Writing can be done sentence by sentence and then paragraph by paragraph (E2) Web tools, use of visuals and explanations, ranking and listing activities, writing activities by selecting from a pool of words and concepts, guided writing activities, interactive activities (E13). Constant writing activities should be practiced and monitored (E16). Activities involving strategies such as guided writing, controlled writing, and writing by selecting from a pool of words and concepts can be designed (E18). Writing education (E22). I think activities such as creative writing, guided writing, and free writing will be effective (E24).
Activity Recommendations for Writing Informative Texts	Congruity for All	Activities should be prepared to target all students; for example, every child eats, and every child likes to play games. But there may be many students who cannot access YouTube and do not know space (E3).
	Drama	Dramatization can be done with a case study and a description can be requested (E4). Animation and observation (E29).
Activity Recommendations for Writing Informative Texts	Senses	Writing exercises can be accompanied by music, and students' horizons can be opened by using visuals (E8). Visual and auditory materials can be used (E11). Trips can be organized to enhance students' visual acuity (E13). Activities for improving concentration, activities that engage the five senses and then writing down the impressions gained, and writing activities supported by visuals and objects (E20). If they are first given concrete visuals and asked to explain and describe these visuals, they can comprehend the subject better with more concrete steps (E21). Different nature photographs can be shown on the smart board and they can be asked to describe them (E25). It should be combined with visual reading and presentations should be provided to share what they have written (E31). They can be asked to write down any imaginary caricature or drawings containing meaning such as a graphic table. In this way, it is emphasized that description has similar aspects to drawing a picture and that the main function of description is similar to drawing a picture (E32).
Activity Recommendations for Writing Informative Texts	Monitoring	Descriptive writing skill requires, first of all, some important skills such as attention, differentiation, noticing details, imagination, and observation (E9). Writing activities based on observation (E15). They can be moved to places where observations can be done (E19). Animation and observation (E29).
	Adjective	Activities related to adjectives can be done (E20).
	Planning	In descriptive writing, the thing to be described (person, place, etc.) is first determined. If description is to be used as a technique for a different text, its position in the plan created for that text and prepared before writing is determined. If the objective is just to make a description, the following plan can be developed in this regard: 1. The thing to be described is identified. 2. The outstanding features of the thing to be described that differentiate it from other things are identified. 3. A draft article is created. 4. The writing is completed by revising it (E32).

coded by the researcher and shown in the table as E1, E2, E3, E4...E64.

The expert opinions in Table 2 suggest that organizing travel trips, describing the locations visited, and having students write travel writing are recommended for descriptive writing practices. In addition to this, it is also suggested to create descriptive writing activities by utilizing objects. A further suggestion is to have students write descriptions of people, characters, or any other individual in the class. It is also recommended that writing strategies should be included for descriptive writing activities and that activities should be created by utilizing these writing strategies. Activities prepared according to expert opinions should be suitable for everyone in terms of age and interest level. One other suggestion is that drama activities can be used in descriptive writing activities. Numerous experts expressed that activities associated with the senses can be used for descriptive writing. It was also stated that in creating activities that address the five senses, smart boards can be used and activities can be designed by using real objects, photographs, visuals, music, graphics, and tables. Organizing activities centered on observation is also recommended by experts. It is also proposed to organize activities concerning adjectives. The last suggestion related to descriptive writing is planning. Students should be made aware of the necessity of making descriptions in a certain order in line with a purpose.

DISCUSSION AND CONCLUSION

In this study, according to expert opinions, the first five types of informative texts in the Ministry of Education (2019) Turkish language teaching program, which are recommended to be improved priority in the writing skill, are listed as essay, autobiography, request writing, travel writing, and diary. Some Studies support this result. Şahbaz (2008) suggested that the essay text type should be included in textbooks by taking into account the age level of students. In this way, the researcher emphasized that students will encounter the richness of the Turkish Language, that students will expand their perspectives with the essay, which is a genre that has no subject limitation, and that the essay text genre is a genre that should be taught to students. By Kemiksiz (2018), the number of texts in the autobiography genre should be increased in Turkish language textbooks. According to Özçakmak and Kadan (2017), every individual should learn how to write a request and should be able to write the proposal themselves when they need it. Tekşan et al. (2019) emphasize that travel writing texts that improve children in many aspects. Travel writings contribute to children in terms of providing information, enhancing the power of observation, and introducing different cultures. Travel writings are effective in the improvement of children's comprehension, narration, and interpretation skills. According to Özbay and Zorbaz (2012), students who keep a diary can express themselves more easily in writing. Students who keep a diary have less writer's block compared to students who do not keep a diary.

According to the opinion of experts, appropriate materials should be used in the activities to be prepared for the development of informative text-writing skills. These materials include periodicals, newspapers, magazines, web tools, sample texts, and textbooks. Göçer and Akgül (2019) stated that the use of materials in the education and training environment will increase students' interest in the lesson and make students more eager to learn.

Experts think that it is useful to conduct writing activities frequently for the improvement of informative writing skills. Among the suggestions of the experts are having plenty of writing practices, including planned writing activities, asking students to put the information in visuals and graphics into writing, and allocating time for creative writing practices by choosing from the concept and vocabulary pool. It is also thought that it would be useful to have students practice writing texts in writing styles such as requests, blogs, and news reports. Another suggestion is to have students write the introduction of a book they have read. Yüksel (2016) also states that writing skills improve over a while and that the frequency of work on writing skills is effective in this process. Writing skills improve as they practice writing. Arıcı and Ungan (2008) state that the improvement of writing skills depends on having accurate writing education and practicing on this subject. Therefore, providing students with writing education from an earlier age, identifying students' problems related to writing, and working on these problems can affect the improvement of their writing skills.

Another result of this study is that it would be useful to encourage students to carry out research before the writing practices. As Bayrakçı (2007) points out, there are many useful benefits of assigning research tasks to students. The interaction of students with various individuals, resources, and organizations during their research tasks has a positive effect on their personality development. In addition, a research task that students will do together with a group has an impact on their being socialized.

Şimşek et al. (2010) stated that games are effective in ensuring permanence, addressing all age groups, improving creativity and communication skills, also gaining experience when they are utilized in the teaching environment. In this research, it is seen that experts recommend using word games and quiz competitions in the activities to be prepared for the improvement of informative text-writing skills.

Several experts suggested that informative text-writing activities should include sample text studies. It was also suggested to carry out activities to recognize the differences between text types, to have students find the introduction, improvement, and conclusion sections of the texts, and to have students take notes on sample informative texts. In addition, according to the field experts, attention should be paid to the selection of topics in the preparation of informative text-writing activities, the activities should be appropriate for the age level of the students and the time allocated for the activities should be sufficient.

The skills of reading, listening, speaking, and writing, which is the four basic language skills, are not skills that improve independently of each other. The improvement of these four basic language skills depends on the development of each of them (Arıcı, 2018). According to the opinions of experts, the four basic language skills should be associated

with each other in the preparation of activities for the improvement of informative text-writing skills.

The first five themes most preferred by the experts for descriptive writing studies were determined as nature, books, culture, travel, and friendship, respectively. The 2019 Turkish Teaching Program has similar themes. The themes of Nature and the Universe, Reading Culture, Our National Culture, Time and Space, and Virtues are similar to the themes above (Ministry of Education, 2019).

One of the text types that use descriptive narration is travel writing. In travel writings, the places visited and seen are described by depicting them. Traveled locations and festivals should be described successfully (Çetin, 1999; Mishra, 2014; Soydaş, 2016). In this research, activity suggestions of the experts for improving descriptive writing skills included traveling with the students and having them write a text after the travel.

Experts have recommended activities in which object, landscape, and person descriptions are made for the improvement of descriptive writing skills. Anderson and Anderson (2003) define descriptive writing as a type of writing that describes a specific person, place, or thing. Hence, students should be encouraged to describe any object in their environment for communication purposes by learning the subject of descriptive writing.

Moreover, considering writing strategies in descriptive writing activities; guided writing, controlled writing, writing by selecting from a pool of words and concepts, creative writing, and free writing are among the suggestions experts. PLEASE strategy is also used in descriptive writing activities. For Graham and Harris (2005), the PLEASE strategy is used to write a text within a plan consisting of a topic sentence, supporting statements, details, and a concluding sentence.

In conclusion, the experts stated that activities that will appeal to all students should be created, drama activities can be effective, activities that cater to the senses should be organized, activities based on observation can improve descriptive writing skills and these activities can be associated with the subject of adjectives.

When the literature was reviewed, no study was observed on the improvement of informative text writing skills through descriptive writing practices. With this study, the suggestions of Turkish education experts for the development of informative text writing skills were reached. In addition, the opinions of experts about descriptive writing practices were taken. It is thought that these opinions will shed light on teachers and researchers who want to improve students' informative text writing skills. In adding, it can be said that this study can provide ideas for the activities to be prepared for descriptive writing practices. In these aspects, it differs from other studies in the field. As a result, it is expected that this study will contribute to the literature.

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