



Effect of Feedback on Turkish Fourth-Grade Elementary School Students' Fluent Writing Skills *

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Abstract

This study aimed to investigate the effect of feedback on Turkish fourth-grade students' fluent writing skills. The subjects, which were 42 fourth-grade students (21 in the control group, 21 in the experimental group) from a public elementary school in Turkey's Ankara province, were enrolled in the present study. The Fluent Writing Evaluation Rubric, story writing topics, and a feedback form were used as data collection tools. The study was carried out in three stages and lasted eight weeks. Analysis of covariance was conducted to analyze the data obtained from the students. Posttest scores of the experimental and control groups were compared. The results revealed that the experimental groups' posttest scores were significantly higher. Suggestions are offered for implementation and further research based on the results.

Keywords

Feedback
Fluency
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Introduction

Writing skills which are aimed to be acquired and developed from the first year of education life are one of the most effective and most permanent skills used by individuals in expressing themselves. It is critical important for students to use their writing in a rapid, legible and effective way, to record and express their thoughts and knowledge more easily, to develop their academic achievement and their written communication skills (Erhardt & Meade, 2005; Hamstra Bletz & Blote, 1993; Lam, Au, Leung, & Li Tsang, 2011; Li Tsang, et al., 2011; Tseng & Cermak, 1993).

According to the Turkish language arts curriculum (Republic of Turkey Ministry of National Education Board of Education and Discipline, 2017, 2018), third- and fourth-grade students are expected to write correct, clear and legible texts, to comprehend the essential and extra elements of letters, to apply these elements in their writing, and to become skillful at writing texts that are legible for second parties. In addition, students are expected to learn and develop idiosyncratic writing skills at this stage. Kibris (2010) categorizes the characteristics of good expression under three headings: "literalness/clarity", which refers to the text being simple, clear and explicit, to the extent that a reader with average intelligence can understand it; "fluency/dynamism", which refers to the vocalization and reading of the written expressions without any difficulty and presenting the written text in a dynamic

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manner appropriate to its content; and “consistency”, which refers to the expressed opinions and thoughts being consistent, not digressing from the topic.

Two concepts related to fluent writing, “autonomy” and “ratio/time”, have been developed. The first concept, autonomy, recognized as one of the most important characteristics of the writing process, focuses on ensuring the progression of text development without digressions. According to this concept, fluency is a feature of writing whereby the finished text is able to be read easily and is free of any unnecessary deviations from the topic. The second concept, ratio/time, refers to the use of the largest number of syllables, words, sentences or grammatical structures within a given time frame. It is also a fundamental feature of the writing process (Atasoy, 2015). According to the ratio/time concept, the employment of the largest number of syllables, words, sentences, or grammatical structures within a given time frame requires that the content of the writing is well planned and that thoughts are able to be transferred to text relatively quickly, without spending inordinate amounts of time thinking about the writing process. In other words, fluent writing involves both the legibility of the text and the automaticity in transferring internalized thoughts to written words.

The Effective Writing Model developed by Hayes and Flower (1980) and expanded and redefined as the Simple View of Writing by Berninger and Swanson (1994) consists of the following elements: (a) copying, (b) producing text, and (c) implementation function (for example, planning, monitoring, revising). In the first stage of this model, which extends from kindergarten to the second grade of primary school, students develop competence in fundamental copying skills. In the second stage, which begins at the third-grade level, students move from copying practice to developing the skills required for producing fluent texts. For students to develop the skills of producing high-level texts, it is critical that they develop fluent writing skills before moving on to the third stage of the model. In the final stage, students focus on high-level processes, such as planning, monitoring, and revising (Koenig, Eckert, & Hier, 2016). According to this model, a student should develop fluent writing skills by the third-grade.

The acquisition of writing skills requires that specific processes be engaged. Englert, Raphael, Anderson, Anthony, and Stevens (1991) argued that writing should include the processes of designing, organizing, drafting, editing, and correction. The process model attaches critical importance to the stage of correction (Chaudron, 1984). The correction stage, which is the final stage before publication, involves feedback regarding the consistency of the expression, the integrity of the text, the spelling and punctuation, ambiguity, and the visual presentation of the text for the purpose of improving the text and bringing it to a higher level (Akbaba & Turel, 2016). According to Wiggins (2012), feedback is information about how we are doing in our efforts to reach a goal. Feedback is one of the fundamental elements of the writing process because a writer gets notified through the feedback when she/he could not develop ideas in her/his writing well, direct readers better, has not either well organization in her/his writing or appropriate word selection (Keh, 1990). And also, through the provision of feedback, writers can discover their writing skills, correct their mistakes, and acquire an effective writing style (Ulper, 2011).

With the greater importance attached to the process assessment through changes made to the curriculum in 2005, the role of feedback and correction in teaching has become highly significant (Republic of Turkey Ministry of National Education Board of Education and Discipline, 2006). However, writing skills tend to be developed at a slower pace than other language skills due a number of reasons, including crowded classrooms or teacher-based problems, and the fact that the development of writing skills involves a complicated process and that the processes of evaluation, feedback, and correction fail to be observed at a sufficient level in the implementation process (Karatay, 2013). The provision of feedback from other readers is an important aspect of the correction process. When students are provided with feedback regarding the efficiency of their writing, they discover the interaction between the ideas, the expression of ideas and readers’ perception of the expression and their reaction towards it. Students can get informed about the effect of their writing on readers and develop effective writing skills only through feedback (Chaudron, 1984).

Coskun and Tamer (2015) state that feedback should be provided immediately after writing practices, as this will serve to support students and to clarify, for the teacher, where the student stands, better enabling them to reach success. They classify the features of feedback provided during writing practices as follows:

1. Feedback provided by the individual who evaluated the text (teacher or peer)
2. Feedback in terms of manner of communication (written or verbal)
3. Feedback that either praises or criticizes
4. Feedback on the attitude of the evaluation (constructive, unbiased, or destructive)
5. Specific or general feedback
6. Feedback on the text's form or content
7. Clear or vague feedback
8. In-text or out-of-text feedback

The role and directions of the teacher play a crucial role in the feedback process. According to Peterson (2010), a teacher has two different roles, one is "criterion-based" and the other is "reader-based". Criterion-based feedback refers to the extent to which the test meets the scoring guidelines or the criteria based on the rubric. This type of feedback involves the determination of the appropriateness of ideas and knowledge, the level of details, and the preferred point of view. Furthermore, it deals with the organization of ideas, the spelling rules, and the effective use of language. Reader-based feedback, on the other hand, reflects readers' experiences regarding the text. Such feedback defines the visual elements, the feelings triggered, and the words or sentences that have the most influence on readers. In addition, it summarizes how the text makes readers feel and what the text says to readers. Verbal feedback can be provided to students either during the writing process or during the student-teacher discussion that follows the writing practice (Peterson, 2010).

In the international literature on the relationship between feedback and writing skills, there are some studies investigating the effect of teacher and peer feedback on writing skills (e.g., Chaudron, 1984; Paulus, 1999); the use of feedback in writing training (e.g., Beason, 1993; Keh, 1990; Li Wai Shing, 1992; Peterson, 2010); the effect of various feedback types (e.g., Bitchener, Young, & Cameron, 2005; Nakanishi, 2007; Nelson & Shunn, 2009; Underwood & Tregidgo, 2006); the perspectives regarding peer feedback (e.g., Jacobs, Curtis, Braine, & Huang, 1998); teachers' written feedback (e.g., Zeller Mayer, 1989), and the effect of feedback on the motivation, process and education of writing (e.g., Duijnhouwer, Prins, & Stokking, 2012).

The Turkish scientific national literature includes some studies investigating the use of computers as a correction tool in writing education (e.g., Akbaba & Turel, 2016); the use and types of feedback in writing education (e.g., Coskun & Tamer, 2015; Yildiz, 2016); student preferences for receiving feedback regarding their texts (e.g., Ulper, 2011); and the characteristics of teacher feedback on students' texts (e.g., Ulper, 2012).

The international literature on the relationship between feedback and fluent writing skills mostly investigates the effect of feedback on primary school students' fluent writing skills (e.g., Hier & Eckert, 2014; Koenig et al., 2016; Truckenmiller, Eckert, Coddling, & Petscher, 2014), but the national literature includes no studies on this issue. Considering the studies conducted on the development of writing and fluent writing skills through feedback, while the international studies largely focus on implementation and the effectiveness of the method, the limited number of studies conducted on the development of writing skills through feedback in Turkey revolve around perspectives on the theoretical framework, feedback types, and feedback.

Because of the dearth of research in this area, it is important that more studies be conducted on feedback and fluent writing, particularly those focusing on the effectiveness of the methods for improving student writing. With that in mind, the present study aimed to develop the fluent writing

skills of fourth-grade students through feedback provided during story writing. Given the familiarity with the structure of narrative texts that students gained during their preschool years (Ateş, 2011), narrative texts were used in the study. The following research question was addressed in the present study:

Was there a significant difference between the experimental and control groups on the story writing posttest scores?

Method

Design

The study employed pretest-posttest control group design which one of the quasi-experimental research methods. Quasi-experimental studies are a type of experimental study in which participants are not assigned to groups randomly (Creswell, 2002). Since it was not possible to randomly assign the students to groups in the school where the study was carried out, the quasi-experimental design was preferred. The students showing similar characteristics according to the results of the pretest analysis were, however, randomly assigned to either the control group or the experimental group. For the experimental group, the story writing practices intervention were implemented based on the feedback provided to evaluate the students' stories and to develop their writing skills, while for the control group, the Turkish language arts curriculum requirements and related writing activities were used.

Participants

A total of 42 fourth-grade students (21 in the control group, 21 in the experimental group) from a public elementary school in Turkey's Ankara province were included in the study. The participants were selected by using convenience sampling technique. Convenience sampling is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers (Creswell & Clark, 2018). Since the students were available and volunteer, they were recruited for the present study. The study was carried out within the fourth-grade Turkish language arts course during the spring term of the 2016-2017 school year.

In experimental studies, the selection of participants and the matching of their initial characteristics have critical importance (Shadish, Cook, & Campbell, 2002; Creswell, 2002). Two classes from a public elementary school in Turkey's Ankara province were given the same topic, and a pretest was administrated to the students in the classes in order to identify whether the students in the classes were matched by their pretest scores.

The stories written by the students from these two classes were evaluated through the Fluent Writing Evaluation Rubric. The independent-samples *t*-test was used to determine whether the groups were equal in terms of their pretest scores. The *t*-test results indicated that there was equality between the classes. It means that there was not any statistically significant difference between the Class 1 ($M = 12.67$, $SD = 3.57$) and the Class 2 ($M = 12.14$, $SD = 3.45$) ($t(40) = .483$, $p = .631$).

In assigning participants to groups, Creswell (2002) notes two different ways to perform matching and random assignment. Using random assignment, Class 1 was assigned as the experimental group and Class 2 was assigned as the control group.

Measures

In this part, the data collection tools used in the study, their characteristics, and the aim of their use are presented.

The Fluent Writing Evaluation Rubric:

The Fluent Writing Evaluation Rubric was used to evaluate the performances of the experimental and control groups regarding their fluent writing skills, both before and after the intervention. The studies in the relevant literature (Atasoy, 2015; Hier & Eckert, 2014; Ozkara, 2007; Truckenmiller, 2011; Truckenmiller et al., 2014) were first examined before the development process of the Fluent Writing Evaluation Rubric and revealed that there were no rubrics appropriate for the

purposes of this study. For this reason, a rubric that included the dimensions of fluent writing and the essential elements of a story was developed by the authors of the present study in order to evaluate the writing skills of the students. The opinions of three field experts were consulted to confirm the appropriateness of the rubric developed. Based on their opinions, the rubric was finalized (see Appendix for Fluent Writing Evaluation Rubric). The final form of the evaluation rubric consisted of the following five dimensions: amount of writing, correctness of language and expression, word choice, syntax, and arrangement of thoughts. A scaled scoring key was developed, as this is considered to be the most appropriate form for analytical scoring. The key had three criteria: 1, 3, and 5, with the lowest score possible on the rubric being 5 and the highest being 25.

Story Writing Topics:

During the students' development process for fluent writing, the students wrote stories on a different topic each week. The opinions from three field experts were consulted during the course of the researchers' selection of story topics. By means of the views of the experts, due to some topics were similar, were not appropriate for writing story, and did not have explicit instructions, they were replaced with new topics which suited the students. Based on the expert opinions, some topics were determined to be not appropriate for story writing; therefore, new topics were selected to replace them. The expert opinions were again consulted for these topics. At the final stage, it was determined that seven story topics would be included in the study. The story topics selected for writing were as follows:

1. "Write a story about the events of a child who lost her/his way during a trip with her/his friends."
2. "A farmer goes to his farm and faces an unexpected event." We ask you write a story about what the farmer will do after he faces the unexpected event
3. "You are taking backpack and looking for adventure with your dog." We ask you write a story about what you will experience in your adventure.
4. "A child guest is coming to Turkey in the National Sovereignty and Children's Day and you are inviting the child to your home." We ask you to write a story about what you experience that day.
5. "You are going to visit your best friend because she/he is is sick. When you are next to your friend, you are finding a locked notebook under her/his bed." We ask you write a story about what happens after you find the notebook.
6. "In your birthday, it is sent a gift to you. However, there is not any information on the gift box, showing who sent it to you." Let's write a story defining this mystery situation.
7. "Two brilliant friends invent a telescope and observe the environment. What do they observe?" Let's write a story about what they observe.

Feedback Form:

During the implementation process, the stories written by the students were reviewed by the researchers each week, and the most common errors were identified. Grammar and punctuations errors, not to provide necessary components to draw attention of readers, and not to describe characters and event/s in detailed were the most repeated errors in the students' writings.

A feedback form was developed based on the feedback provided for such mistakes. In addition, texts that were determined to be well-designed in terms of content and format, and that could serve as an example, were selected. The feedback form including the common mistakes and exemplary texts were shared with the classroom teachers, with the latter also being shared in the classroom by their respective authors. An example of feedback form is presented below:

Table 1. Feedback Form**Overall Errors**Grammar, Spelling, and Punctuation Errors:

Capitalize initial letters of proper nouns.

Use hyphens when needed.

Capitalize initial letter after period.

Use apostrophes for proper nouns

Errors related to Writing Story:

Use introduction, body, and conclusion paragraphs for text.

Give detailed descriptions.

Use interesting introduction for reader.

Use effective conclusion.

Individual Errors*

Deniz: Use detailed descriptions for event/s.

Ege: Use more interesting things to draw readers' attention.

Tuna: Follow lines properly and give detailed descriptions of event/s.

Derya: Pay attention to legibility of writing.

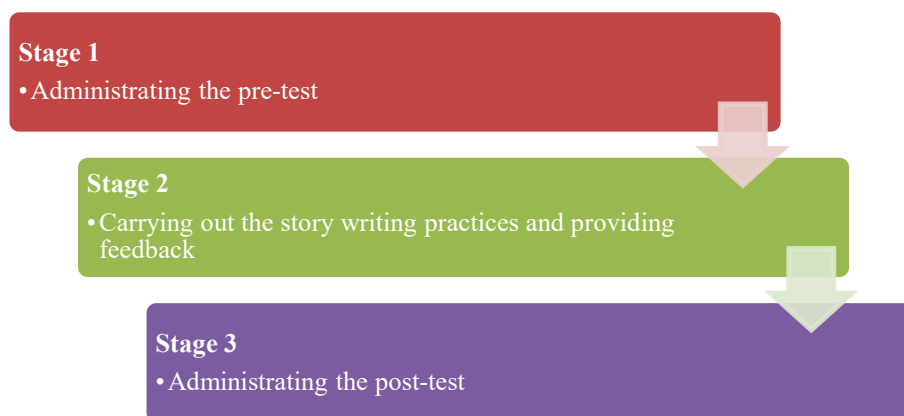
Good Writing Examples

Suna, Hale, and Kemal's writings are good examples considering content and organization. Let's share them with the entire class.

* Due to ethical considerations, the students' real names were not used in the feedback form.

Procedure

A flowchart including the three-stage experimental process is presented in Figure 1.

**Figure 1.** Flowchart Showing the Stages of The Present Study

In the first stage of the implementation, the pretest was administrated to the students as a group. The students were asked to write stories on a given topic and these stories were then evaluated according to the Fluent Writing Evaluation Rubric. Evaluations were performed by the researcher (first author of the study) and a field expert. The given topic was about a child who gets lost when he travels with his friends. The students' pretest scores were calculated as the mean of the scores given for each dimension of the rubric. Among the groups displaying no significant difference, one was randomly assigned as the experimental group and the other was assigned as the control group. For the evaluations, interrater reliability was to be found .78.

In the second stage of the implementation, the feedback-based story writing practices were carried out with the experimental group, while the students in the control group performed their writing practices in accord with the Turkish language arts curriculum requirements. During the feedback process with the experimental group, the students' writings were evaluated each week by the classroom teacher, the flaws and mistakes in the students' writings were determined, and the students were weekly provided feedback regarding these flaws and concerns.

The elements taken into consideration regarding the feedback on a student's text are presented below:

The text should start out by introducing the emotional and physical attributes of the characters, and the introduction should be able to grab the readers' attention. The beginning of the event should also be included in this part.

The row line should be followed.

A particular event should be included in the text, and this event should be presented in detail in the development part, where it should be presented in such a way as to attract the readers' attention.

Words other than those commonly used in daily life should be included in the text.

In the conclusion part, the event should be concluded, and how it was concluded should be explained in detail.

Attention should be given to the accurate use of punctuation, and upper- and lower-case lettering.

The margins should be equally aligned.

İngiltere' den Gelen Kocak
 Mehmed benim adım Melis 11 yaşındayım. Bugün okulda gidiyordum. Sınıfıma girdiğimde bir çocuk gördüm. Adını sordum, Adı Muhammed iiii. Herhangi ülkeden geldiğini sordum. Dedi ki İngiltere. Ne İngiltere ne sevdiğim ülkeler derken öğretmen geldi ve sordu ki. Bugün 23 Nisan ve bu yüzden arkadaşlarımız Muhammed Türkiye'ye geldi. Ve bugün Muhammed Melis'in yanında kalacak. Kendime inanamadım bu garip miydi, Muhammed benim eve yatacağı için sordum. Oki evimde yatacak birini sordum ve onu kabul ettim. Benim eve geldiğimde ağırla aldım ve onu kabul ettim ve ağırla beni yedirip yedirmediğini sordum ağırla kabul etti. Sonra ağırla beni yedirmediğini Muhammed'e sordum ve Muhammed kabul etti.

The feedback process for the students' writings included three phases. A schematic view of this process is given in Figure 2.

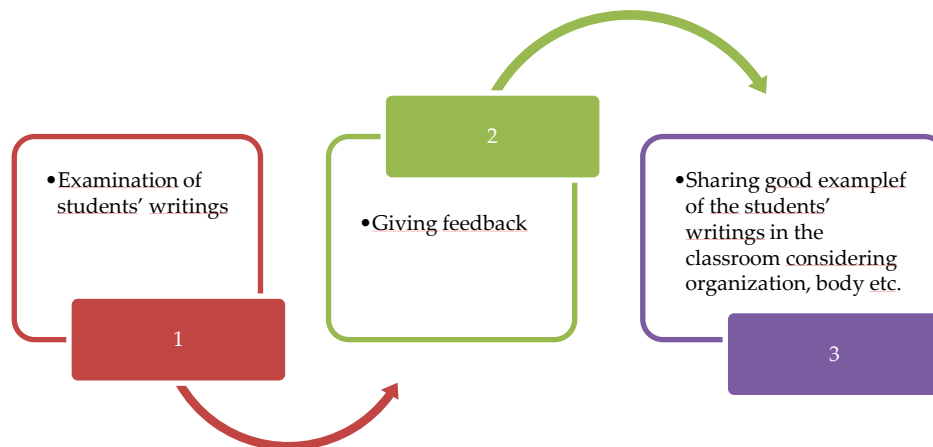


Figure 2. Flowchart Showing the Feedback Process

In the first phase, the students' overall and individual writing errors and deficiencies were determined. In the second phase, it was given recommendations to remove all these errors from their writings and about how to make their writings effective for possible readers. Additionally, interactive processes were enabled between the students and the teacher for recommendations. Beside the teacher, the students also gave recommendations for the classmates' writings. In the third phase, good examples of the students' writings considering writing organizations and contents were chosen and shared with the entire class. The students' attention was drawn to introduction, body, and conclusion paragraphs of the writings, writing organizations, grammar and punctuations. Then, the students were given new topic to be written.

In the third stage of the implementation, the posttest was administrated. In the posttest, the students were asked to write a story on the same topic given in the pretest. The students' posttest stories were evaluated according to the Fluent Writing Evaluation Rubric, just as they were in the pretest. The texts were evaluated by both the researchers and one field expert. The students' posttest scores were calculated as the mean of the scores given for each dimension of the rubric. This study lasted eight weeks.

Validity and Reliability

Internal Validity:

Attempts to control the process governing the courses taught to the experimental and control groups were made through observations. In the formation of the groups, much importance was given to ensuring that the two groups had equal characteristics in terms of certain variables, such as the socioeconomic level, school, grade level, and academic achievement, all of which can bias the results if not taken into consideration. Efforts were made to allot an equal amount of time to the experimental group and the control group for the writing practices.

External validity:

The design of this study was based on other studies conducted with similar participants at similar periods. In addition, generalizations were confined only to the data obtained in the study.

Reliability:

The pretest and posttest scores of the students in the present study were scored by an external expert and one of the researchers (first author of the study) for reliability. The independent expert has been working in a public elementary school as an elementary school classroom teacher who has 21 years teaching experience. The raters did not know which group's writings they evaluated. Scoring was proceed at random. Cases of agreement and disagreement between the raters were determined, and the interrater reliability correlations of the pretest scores were found to be $r = .98$ for the experimental group and $r = .82$ for the control group. For the posttest scores, it was found to be $r = .95$ for the experimental

group and $r = .97$ for the control group. Given the correlations coefficients, it would be contended that there was a high consensus (homogeneity) between the raters.

Data Analysis

The pretest was administrated to both groups prior to the implementation. Pretest results were analyzed using the t-test, where from it was found that the two groups were equal. Prior to testing the determined hypotheses, normality tests for further analyses were run to see whether the pretest/posttest scores of each group displayed normal distribution. Also, analysis of covariance was used to see if there was a statistically significant difference between the groups' posttest scores by controlling their pretest scores.

Results

Normality tests for further analyses were run at first. For the pretest scores of the students in the experimental group, the skewness value was $-.376$ ($SE = .501$) and the kurtosis value was -1.380 ($SE = .972$). For the pretest scores of the students in the control group, the skewness value was $.245$ ($SE = .501$) and the kurtosis value was $-.616$ ($SE = .972$). In addition, for the posttest scores of the students in the experimental group, the skewness value was $-.893$ ($SE = .501$) and the kurtosis value was $.318$ ($SE = .972$). For the posttest scores of the students in the control group, the skewness value was $-.352$ ($SE = .501$) and the kurtosis value was $.079$ ($SE = .972$). Skewness and kurtosis within the range of ± 2 (SE) are generally considered normal (Field, 2009). Given our values, the skewness and kurtosis values of the pretest and posttest scores were within the range of normal distributions. Mean and standard deviation scores for each of the elements of rubric are presented in Table 2.

Table 2. Pretest and Posttest Mean and Standard Deviation Scores for Each of the Elements of Rubric

Groups		Presence of essential elements of a story	Correctness of language and expressions	Word choice	Syntax	Organization
Pretest Scores of Experimental Group	<i>n</i>	21	21	21	21	21
	<i>M</i>	2.76	2.38	2.43	2.67	2.43
	<i>SD</i>	.63	1.07	1.16	.86	.87
Posttest Scores of Experimental Group	<i>n</i>	21	21	21	21	21
	<i>M</i>	4.05	3.76	4.29	3.81	3.67
	<i>SD</i>	.97	1.24	1.19	1.17	1.24
Pretest Scores of Control Group	<i>n</i>	21	21	21	21	21
	<i>M</i>	2.38	2.09	2.62	2.43	2.71
	<i>SD</i>	.74	.89	1.02	1.25	.78
Posttest Scores of Control Group	<i>n</i>	21	21	21	21	21
	<i>M</i>	3.14	2.81	3.43	2.90	3.29
	<i>SD</i>	1.06	.87	1.25	1.18	1.27

In order to understand if there was a statistically significant mean difference in the students' posttest scores based on the methods used in the experimental and control groups (feedback-based story writing practices vs. writing practices based on the Turkish language arts curriculum), controlling the pretest writing scores of the students in the groups, an analysis of covariance was run and the findings are presented in Table 3 and Table 4.

Table 3. ANCOVA Results and Descriptive Statistics for Posttest Writing Performances of the Students by the Experimental and Control Groups

	Pretest Scores			Posttest Scores			
	<i>n</i>	Mean	<i>SD</i>	Observed Mean	<i>SD</i>	Adjusted Mean	<i>SE</i>
Experimental Group	21	12.67	3.57	19.57	4.72	19.39	.89
Control Group	21	12.14	3.45	15.57	4.68	15.75	.89
Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	Eta Kare	
Model	401.386 ^a	2	200.693	12.062	.000***	.382	
Pretest	233.386	1	233.386	14.027	.001***	.265	
Group	138.289	1	138.289	8.311	.006**	.176	
Error	648.900	39	16.638				
Total	14018.000	42					

Note. $R^2 = .38$, Adj. $R^2 = .3$, adjustments based on the pretest scores of the students in the groups. Homogeneity tested and not significant: $F(1,40) = 1.112$, $p = .298$.

** $p < .01$, *** $p < .001$.

Table 4. Multiple Comparisons and Mean Differences in the Posttest Scores of the Students by Groups

Comparison	Mean Difference	<i>SE</i>	<i>p</i>	Bonferroni Adjusted 95% CI
EG vs. CG	3.640*	1.262	.006	1.086, 6.193
CG vs. EG	-3.640*	1.262	.006	-6.193, -1.086

Note. Comparisons based upon ANCOVA adjusted means controlling the pretest scores of the students in the groups. EG = Experimental Group, CG = Control Group.

* $p < .05$, where p -values adjusted using the Bonferroni method.

An ANCOVA was conducted to determine if the posttest mean scores of the students differed based on the instructional methods (feedback-based story writing practices vs. writing practices based on the Turkish language arts curriculum) while controlling for the pretest scores of the students. Independence of observations was met by random assignment of the students to the groups. According to Levene's test, the homogeneity of variance assumption was satisfied [$F(1, 40) = 1.112$, $p = .298$]. Independence of the covariate and independent variable was met by random assignment of students to the groups. This assumption was also confirmed by an independent t -test which examined the mean difference on the covariate (the pretest scores of the students) by independent variable (writing practices in the groups). The results were not statistically significant, $t(40) = .483$, $p = .631$, which further confirms evidence of independence of the covariate and independent variable. There was not a statistically mean difference in the pretest scores of the students in the groups. The results of the ANCOVA suggested a statistically significant effect of the covariate, the pretest scores of the students, on the dependent variable, the posttest scores of the students ($F_{\text{pretest}} = 14.027$; $df = 1,39$; $p = .001$). More importantly, there is a statistically significant effect for instructional methods used in the groups ($F_{\text{group}} = 8.311$; $df = 1,9$; $p = .006$), with a medium effect size and strong power (partial $\eta^2_{\text{group}} = .176$, observed power = .803). The effect size suggests that about 17.6% of the variance in posttest scores can be accounted for by writing practices used in the groups when controlling for the pretest scores of the students.

Follow-up tests were conducted to evaluate the pairwise differences among the adjusted means of the posttest scores based on the experimental and control groups. The post hoc procedure selected, Bonferroni, was applied to control for the risk of increased Type I error across all pairwise comparisons. Pairwise comparisons revealed that the students in the experimental group were more successful ($M = 19.39$, $SE = .89$) than the students in the control group ($M = 15.75$, $SE = .89$) ($MD = 3.640$, $SE = 1.262$, $p = .006$) considering their posttest writing practices. In summary, the students assigned to the experimental group outperformed the students in the control group on the posttest scores when controlling for the pretest scores of the students.

Conclusion, Discussion, and Suggestions

This current study investigated the effects of feedback-based story writing practices on the students' fluent writing skills. The results of the study indicated that while there was a significant difference between the pretest and posttest scores of the students in the experimental group, there was not any statistically significant difference between the control group's pretest and posttest scores. It would be stated that the feedback-based story writing practices used in the experimental group had a positive effect on the students' development of fluent writing skills. Examples of the writing assignment from the pretest (Figure 3) and posttest (Figure 4) of a student in the experimental group are presented below.

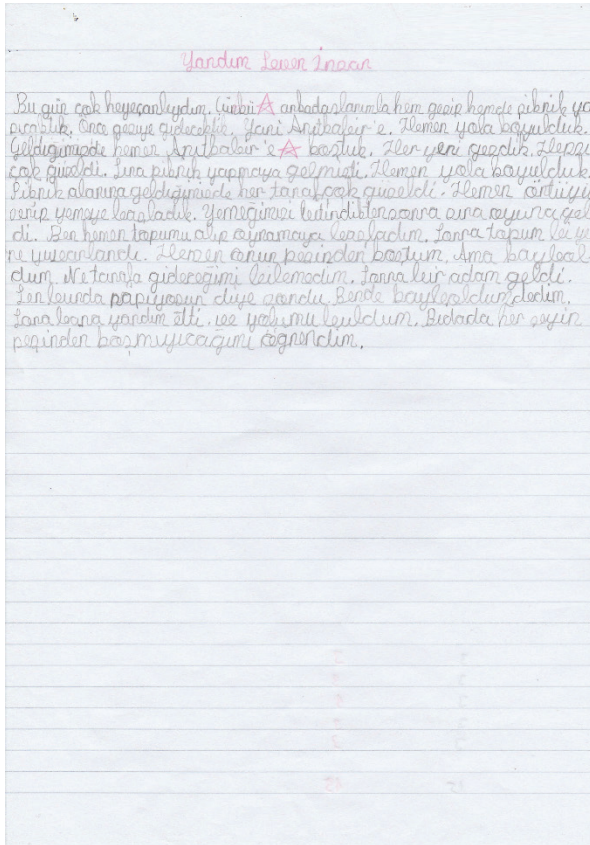


Figure 3. The Pre-test Practice

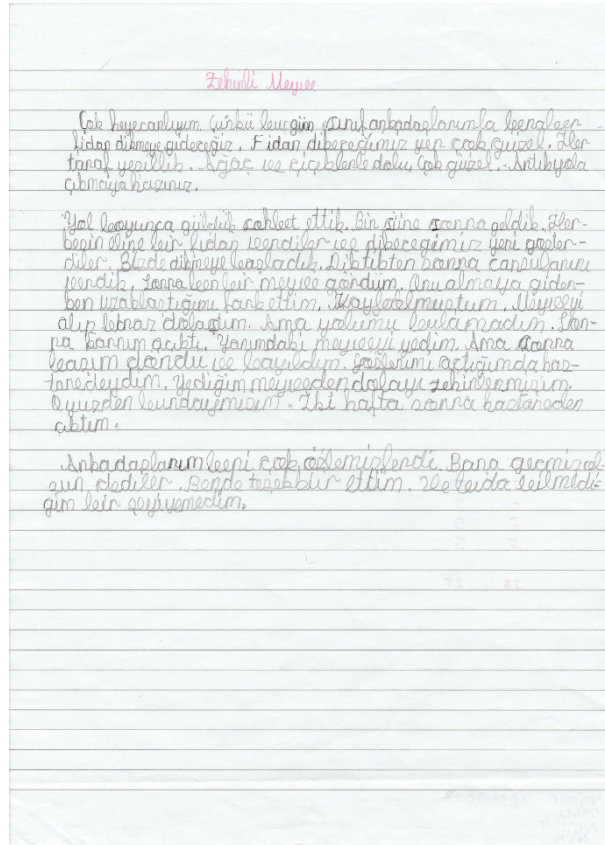


Figure 4. The Post-test Practice

When the students' texts were analyzed in terms of the presence of essential elements of a story, the correctness of language and expression, word choice, syntax, and the arrangement of thoughts, the writing practice carried out in the post-test was found to be more successful. These results are in parallel with the findings reported in the international literature on the effect of feedback on fluent writing (Hier & Eckert, 2014; Koenig et al., 2016; Truckenmiller et al., 2014). This study also underlined the effective role of the feedback-based writing practices on students' development of fluent writing skills. As stated by Black and William (1998), feedback in the learning process enables revision of the learning and teaching process and plays an important role in increasing the success of the student. The evaluations made by the teacher and the feedback given in line with these evaluations contribute to the positive development of the student in the context of the points where he / she has problems or succeeds. In addition, Hattie (2012) and Baliram and Ellis (2019) state that feedback is the most powerful strategy to increase success. Therefore, in the context of this research, it is thought that the feedback given to students about their writing contributes to their fluent writing success.

When the posttest scores of the experimental and control groups were compared, the posttest scores of the experimental group were found to be significantly higher than the control group. This significant difference suggests that the students in the experimental group, for whom feedback-based writing practices implemented, produced higher quality writing than the students in the control group, on whom the writing practices were carried out in accordance with the Turkish language arts curriculum. The written essays of two students, one from the experimental group and the other from the control group, who obtained the highest scores on the posttest are presented below in Figures 5 and 6.

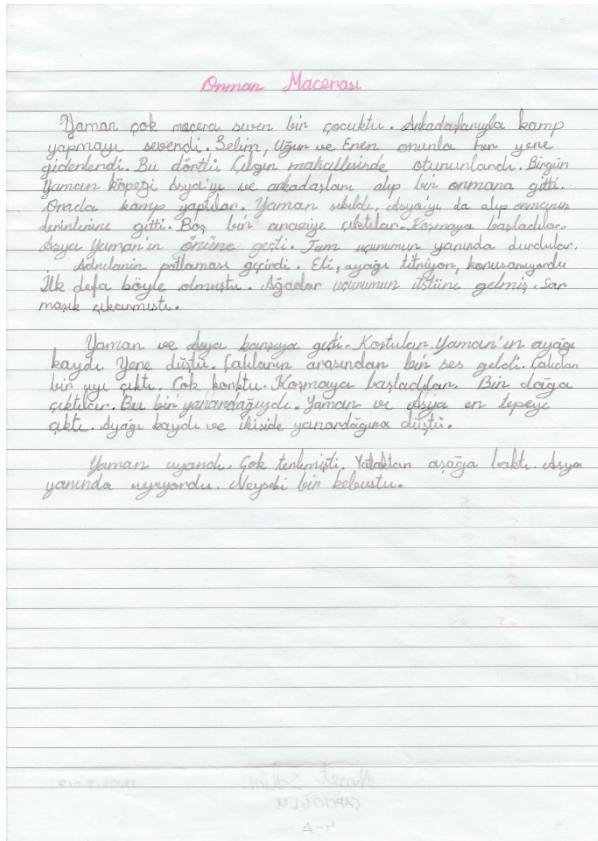


Figure 5. The post-test practice of a student in the experimental group

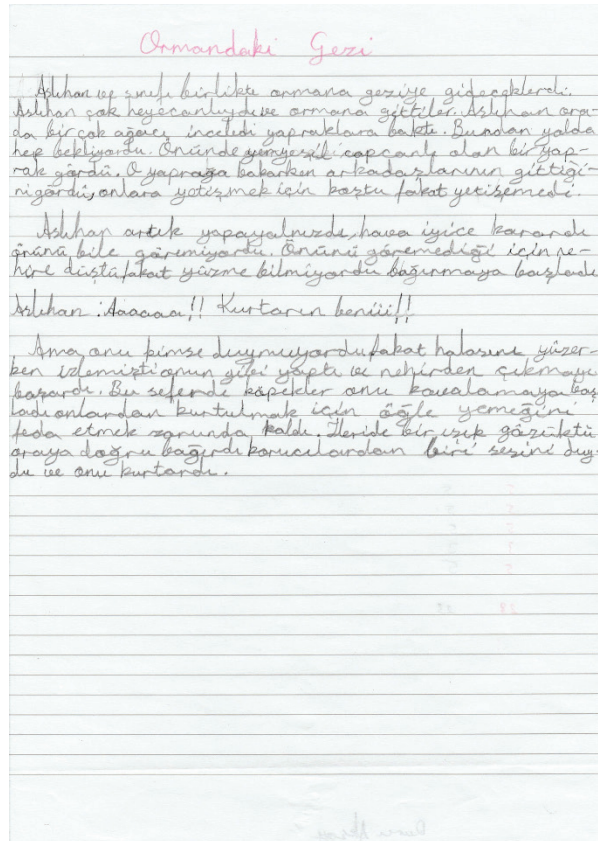


Figure 6. The post-test practice of a student in the control group

In comparing the two students' writings in terms of the presence of essential elements of a story, the correctness of language and expression, word choice, syntax, and the arrangement of thoughts, the student in the experimental group was found to be more successful than the student in the control group. This result is consistent with the findings revealed by other studies in the literature (Hier & Eckert, 2014; Koenig et al., 2016; Truckenmiller et al., 2014). This study also underlined the effective role of the feedback-based writing practices on students' development of fluent writing skills.

Considering the results of this study, together with the results reported by other studies in the literature, it is safe to assert that feedback is a necessary element for students' development of fluent writing skills. During the implementation of the present research, oral feedback was given to the students about their writings. Oral feedback made contribution to the interaction between the students and teacher, helped the students to get involved in the activities effectively. In addition, oral feedback helped the students to see not only their own writing errors but also the peers' writing errors and to exchange their ideas about the writings. It would be told that using feedback in developing fluent writing skills of students may increase students' motivation to writing process and also their writing engagement.

Teachers can provide oral feedback and writing feedback to students' writing. According to Bitchener et al. (2005), when oral and written feedback are given together, they make more contribution to development of fluent writing skills. Also, Duijnhouwer et al. (2012) contended that providing feedback in writing improves students' writing performances, motivation, and process. Considering the all scientific literature and the results of the current research, enabling feedback would help students' development of written expression and fluent writing skills.

Limitations and Recommendations for Future Research

With the greater importance attached to the process assessment through the changes made to the curriculum in 2005 in Turkey, the role of feedback and correction in teaching has become highly significant. Providing instructive feedback to students regarding their flaws and errors during the writing process is important in terms of developing their writing skills in Turkish language. Writing topics that students can relate within daily life and that encourage them to use their imagination should be included in writing practices. The participants' positive reactions to the writing topics selected for this study encouraged the researchers to propose this suggestion. Students should not be forced to write faster in a less amount of time in fluent writing practices. In the time allotted for writing, students should rather be encouraged to produce more creative ideas and to transfer these ideas to the paper to create written texts of high quality.

Considering the limited number of studies in Turkey with a focus on developing content for writing processes, there is a need for similar studies to be conducted with different grade levels. This study was carried out with primary school fourth-grade students. A similar study can be carried out with third-grade students. Studies on students' development of fluent writing skills can also be conducted with fourth-grade level or higher students using different models and approaches. The participants in this study had a middle socioeconomic status. Further studies can be conducted to investigate the effectiveness of the feedback-based writing practices on fluent writing skills for students from different socioeconomic backgrounds. The implementations within the scope of the study were carried out for a period of eight-weeks. This period of time was sufficient for improving the fluent writing skills of the students in the experimental group. However, further studies involving longer periods of instruction can investigate the effects of feedback on retention of the fluent writing skills developed. More generalizable results can be put forward by including more participants in the experimental and control groups. Another limitation of the study was the amount of time spent for writing practices in the groups. The amount of time used in the experimental and control groups differentiated from each other in the groups. The differences in time spent writing practices by the control and experimental groups would also have resulted in significant differences between the posttest of the groups. In future studies, the time will be used for writing practices in the groups would be fixed.

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Appendix 1. Fluent Writing Evaluation Rubric

Dimensions of fluent writing	5 points	3 points	1 point
The presence of essential elements of a story	The essential elements of a story were completely included in the text, and the story was written with a rich vocabulary.	The essential elements of a story were included; however, the vocabulary used is limited, or a rich vocabulary was used in the text; however, the essential elements of a story were included in a limited way.	There is a significant number of deficiencies regarding the essential elements of a story and the vocabulary was quite weak.
Correctness of language and expressions	Spelling (punctuation, grammar and indents) was accurate and used in a way that enriched reading enjoyment. The number of mistakes is almost nonexistent. (Five mistakes were made at most).	Spelling was partially accurate and valid. Spelling enriches the text at times; however, the mistakes make it difficult to read the text (The number of mistakes ranges between 6 and 10).	The constant spelling mistakes are annoying to the reader and make it difficult to read the story. (The number of mistakes is 11 or higher).
Word choice	The words enriching the expression were frequently included, the word choice is impressive.	The number of words which enrich the expression is limited, and the word choice is not impressive or interesting, or the number of words enriching the expression was not sufficient, however, the word choice is impressive.	There were not enough words which enriched the expression. The word choice is not impressive.
Syntax	Words were used in appropriate places. Sentences were presented in a way that added to reader enjoyment. The relationship between the events within the story was clear. The order and presentation of information encouraged the readers to finish reading the text.	The text has integrity; however, sentences should be presented in a more impressive or orderly manner. The relationship between the events was not made clear enough. Although the text is not fascinating, it encourages readers to finish reading it.	There is no general integrity in the text. Sentences were not presented in an impressive and orderly manner. The relationship between the events was not sufficiently clear. Readers needed to make an effort in order to understand the text.
Arrangement of thoughts (Organization)	The text was focused on a single topic. The thoughts were clear and organized in a way that supported the main idea and topic. A harmony exists between the sentences and the introduction, development, and concluding paragraphs.	The topic was not framed; however, the main idea of the text can be understood. A harmony exists between the sentences and the introduction, development, and concluding paragraphs; however, either a quick transition was made between the thoughts or unnecessary details were included.	The text was not focused on a single topic and its main idea was poorly presented and difficult to be understood. No harmony exists between the sentences and the introduction, development, and concluding paragraphs.
TOTAL	____ / 25		