

## THE EFFECT OF WRITTEN CORRECTIVE FEEDBACK ON WRITING PERFORMANCE AND WRITING ANXIETY IN TEACHING TURKISH AS A FOREIGN LANGUAGE\*

*Research Article*

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**Abstract:** This study investigated the effects of focused written corrective feedback (WCF), unfocused WCF, and no corrective feedback (NCF) on the writing performance and writing anxiety of 67 learners of Turkish as a foreign language. Using an explanatory sequential mixed-methods design, the quantitative phase employed a mixed-design ANOVA with four groups (focused WCF, unfocused WCF, NCF, and control), followed by a delayed post-test to examine retention. Qualitative interviews were also conducted with 18 learners. Results showed that writing performance improved significantly in the focused WCF group over time ( $p < .05$ ), whereas the unfocused WCF group showed a smaller overall improvement that did not reach statistical significance in Bonferroni-adjusted pairwise comparisons. No significant gains were observed in the NCF or control group. The focused WCF group demonstrated superior retention in the delayed post-test. Regarding anxiety, Wilcoxon and Kruskal–Wallis tests indicated significant reductions in anxiety levels (indicated by an increase in reverse-coded WAS scores) in the focused and unfocused WCF groups ( $p < .001$ ), an increase in anxiety in the NCF group, and no significant change in the control group. Dunn’s post-hoc comparisons further confirmed that feedback-receiving groups reported significantly lower anxiety than the NCF group. Qualitative findings supported these results, suggesting that WCF enhanced learners’ awareness and self-regulation, strengthened writing development, and mitigated fear of evaluation.

**Keywords:** Focused feedback, mixed-methods, teaching Turkish as a foreign language, writing anxiety, written corrective feedback.


## TÜRKÇENİN YABANCI DİL OLARAK ÖĞRETİMİNDE YAZILI DÜZELTİCİ GERİ BİLDİRİMİN YAZMA BAŞARISI VE YAZMA KAYGISINA ETKİSİ


*Araştırma Makalesi*

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**Özet:** Bu çalışmada odaklanılmış yazılı düzeltici geri bildirim (YDG), odaklanılmamış yazılı düzeltici geri bildirim ve düzeltici geri bildirim vermemenin (DGV) Türkçeyi yabancı dil olarak öğrenen 67 öğrencinin yazma başarısını ve yazma kaygısı üzerindeki etkileri incelenmiştir. Açıklayıcı sıralı karma yöntem deseni kullanılan araştırmada, nicel aşamada dört grupla (odaklanılmış YDG, odaklanılmamış YDG, DGV ve kontrol) karışık desenli ANOVA uygulanmış ve kalıcılığı incelemek amacıyla gecikmeli son test yapılmıştır. Nitel aşamada ise 18 öğrenciyle görüşmeler gerçekleştirilmiştir. Bulgular, yazma başarısının odaklanılmış YDG grubunda zaman içinde anlamlı biçimde arttığını ( $p < .05$ ); odaklanılmamış YDG grubunda ise daha sınırlı bir genel artış görülmekle birlikte Bonferroni düzeltmeli ikili karşılaştırmalarda bu artışın istatistiksel olarak anlamlı düzeye ulaşmadığını göstermiştir. DGV ve kontrol grubunda ise anlamlı bir artış saptanmamıştır. Gecikmeli son testte odaklanılmış YDG grubunun kalıcılık düzeyinin daha yüksek olduğu belirlenmiştir. Yazma kaygısı Wilcoxon ve

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Kruskal-Wallis testleriyle analiz edilmiştir. Buna göre analiz sonuçları, YDG gruplarında ters kodlanmış ölçek puanlarındaki artışla gösterilen anlamlı bir kaygı azalmasına ( $p < ,001$ ), E3 (DGV) grubunda kaygı artışına ve kontrol grubunda anlamlı bir değişim olmadığına işaret etmiştir. Dunn post-hoc karşılaştırmaları, YDG alan grupların kaygı düzeylerinin DGV grubuna kıyasla anlamlı biçimde daha düşük olduğunu ortaya çıkarmıştır. Nitel bulgular da bu sonuçları destekleyerek YDG'nin öğrencilerin farkındalık ve öz düzenleme becerilerini geliştirdiğini, yazma gelişimini güçlendirdiğini ve değerlendirilme korkusunu azalttığını göstermiştir.

**Anahtar Kelimeler:** Karma yöntem, odaklanılmış geri bildirim, yabancı dil olarak Türkçe öğretimi, yazılı düzeltici geri bildirim, yazma kaygısı.

## Introduction

In the field of language education, feedback functions not only as a corrective mechanism but also as a link between teaching and learning. It enables learners to identify their errors, become aware of the gap between their present and expected knowledge, acquire new linguistic structures, and consolidate what they have learned (Ellis, 2009; Hattie & Timperley, 2007; Lightbown & Spada, 2021). Moreover, feedback encourages personal development and supports effective communication in academic, professional, and daily life. Therefore, it is important to carefully structure and systematically implement the feedback process (Abdullah & Sidek, 2012; Hyland, 2003). Different forms and techniques of feedback can significantly improve learning outcomes. Therefore, feedback should be evaluated from a comprehensive perspective.

According to Sadler (1989), the effectiveness of feedback on students depends on three fundamental elements. First, it is stated that students must clearly understand the standards they are expected to achieve. Then, the importance of being able to compare their own performance with these standards is emphasized. Finally, it is argued that students must be able to take the necessary steps to close the gap between their current performance and the expected standards. Thanks to instructors who plan the process in accordance with its purpose, students' future writing performance improves, and thus their writing skills develop (Kocaman & Maral, 2022). In the process of developing written language skills, specific methods such as written corrective feedback (WCF) make the feedback provided more useful by offering a systematic approach for students to identify linguistic errors and improve their writing skills. In this way, it is considered that written expression skills develop.

WCF is a pedagogical practice aimed at enhancing writing abilities within the process of second language acquisition. It involves techniques such as underlining, the use of symbols, and providing comments (Mao et al., 2024). Through this approach, learners are able to detect linguistic errors in their texts and refine their language use by addressing these errors (Bitchener & Storch, 2016). Beyond supporting learners in systematically improving their writing performance, WCF is also regarded as an essential component of second language learning itself (Bitchener & Ferris, 2012). Accordingly, WCF functions as a tool that reinforces the interaction between teachers and students during the teaching–learning process and contributes to the enhancement of learning outcomes.

WCF enables students to recognize their grammatical, lexical, and structural errors and improve their writing proficiency by correcting their linguistic errors. Providing feedback on all types of errors made by students is called unfocused WCF, whereas providing feedback

only on specific types of errors is referred to as focused WCF (Ellis et al., 2008; Moser, 2020). Instructors using focused feedback target predetermined errors to foster specific improvements, increase student motivation, and enhance course efficiency. In unfocused feedback, on the other hand, all errors are corrected and a holistic perspective on the errors is provided, but it is thought that it may cause cognitive overload. It can be said that both types of feedback have their advantages and disadvantages.

According to the literature, both focused and unfocused written corrective feedback (WCF) are generally regarded as contributing to the development of writing skills (Ellis, 2009; Ferris & Roberts, 2001; Sheen, 2007). In contrast, Truscott (1996, 1999) challenges this position, arguing that grammatical correction in writing is ineffective and potentially harmful, and therefore recommending the abandonment of grammar correction. According to this view, reducing correction can help prevent cognitive overload and negative emotional consequences such as anxiety. These opposing claims have revealed the need to examine not only the cognitive but also the emotional effects of feedback. Accordingly, this study operationalizes this view as a no corrective feedback (NCF) condition.

Among the affective variables in feedback processes, writing anxiety is regarded as one of the most influential factors affecting learners' writing performance (Cheng, 2004; Horwitz et al., 1986; Karakaya & Ülper, 2011). Writing anxiety is a cognitive and affective process that may emerge before, during, or after writing. It may stem from the complexity of the target language, the expectations of the writing process, or the fear of being evaluated (Cheng, 2004; MacIntyre & Gardner, 1994; Grabe & Kaplan, 1996). Unlike fear, which is generally an immediate response to a specific threat, anxiety is seen as a more persistent feeling of tension and uneasiness (Rachman, 2013). This emotional state may lead to negative cognitive patterns such as fear of negative evaluation and behaviors such as avoiding writing tasks (Horwitz et al., 1986; MacIntyre & Gardner, 1994; Zorbaz, 2011).

From the perspective of language teaching, anxiety is expressed as an important factor affecting academic achievement (Horwitz et al., 1986; Aydın & Zengin, 2008). In the second language context, anxiety most often manifests prominently in productive skills such as writing and speaking (Cheng, 2004; MacIntyre & Gardner, 1994; İşcan & Karagöz, 2016). Learners who experience writing anxiety may avoid writing tasks because they tend to perceive themselves as inadequate (Cheng, 2004; Maden et al., 2015). This situation disrupts the language learning process and hinders the development of writing skills.

Truscott (1996) argues that grammar correction used in the language teaching process may increase learners' anxiety levels. He states that when students are constantly exposed to corrective feedback, their affective filter may rise. Ultimately, he argues that this situation may negatively affect the learning process. In contrast, some researchers suggest that learners both expect and value feedback, and that the absence of feedback may create uncertainty and frustration (Ferris, 1999; Hyland & Hyland, 2006). Therefore, it is crucial to design the teaching-learning process in a way that reduces writing anxiety while still providing effective feedback for instance, through focused feedback that targets specific linguistic features.

In the field of teaching Turkish as a foreign language, feedback has begun to receive academic attention in recent years. It is observed that the majority of related studies primarily focus on writing skills, making this area one of the most frequently researched (e.g., Demir, 2019; Durmuş, 2022; Erol, 2024; Işık, 2015; Kılıç, 2017; Serpen, 2024; Tekin, 2023; Zileli, 2024). Therefore, reviewing some of the studies conducted on written expression skills, providing selected examples, and outlining the general trend in the field are important for identifying gaps in the literature.

It is possible to group the studies in this field thematically based on their topics and methods. One line of work focuses on technology-assisted feedback. For instance, Işık (2015) studied the role of electronic feedback in improving writing skills. Demir (2019) also examined technology-supported instruction, and Tekin (2023) looked at computer- and mobile-assisted feedback and its effect on productive skills. Another group of studies deals with peer and visual feedback. Hamzadayı (2015) and Özşavlı (2017) focused on peer feedback in writing, while Çelebi (2017) approached the issue differently by studying visual feedback in oral reading, showing how multisensory activities can support language learning. There are also studies examining the type and nature of feedback. Kılıç (2017) compared direct and indirect feedback for learning grammatical structures and discussed their impact on outcomes. Some researchers have considered the affective side as well. Kaptı (2018), for example, studied students' views and their personal experiences of feedback. More comprehensive approaches are also found. Kardaş (2021) investigated feedback in relation to the four basic language skills, and Kardaş and Cömert (2021) examined its role in grammar teaching. In addition, more recent studies have emphasized writing. Durmuş (2022), Serpen (2024), Zileli (2024), and Erol (2024) all studied how feedback affects writing skills.

As can be seen, in past research, the effectiveness of feedback has been evaluated using various approaches; the impact of feedback on skill development, functionality, or any affective domain has been examined. However, it is observed that the debate initiated by Truscott (1996, 1999) has not been sufficiently addressed in the Turkish literature, and studies comparing the effectiveness of different feedback types have not been conducted. Against this background, a comparative experimental examination of feedback types may offer clearer evidence of their relative effectiveness. Accordingly, the present study seeks to address this gap in the literature on teaching Turkish as a foreign language.

## 1. Purpose of Study

The research question guiding this study is: “In the teaching of Turkish as a foreign language, what are the effects of focused WCF, unfocused WCF, and NCF on learners' writing performance and writing anxiety?”

Based on the research problem, the sub-problems are as follows:

1. Do different feedback practices have a significant effect on the writing performance of students in the experimental and control groups?
2. Do different feedback practices have a significant effect on the writing anxiety levels of students in the experimental and control groups?

3. How do students in the experimental groups perceive the implementation process?

## 2. Method

### 2.1. Research Design

In this study, an explanatory sequential mixed methods design, one of the mixed methods research approaches, was employed to examine the effects of focused WCF, unfocused WCF, and NCF on students' writing skills and writing anxiety in the context of teaching Turkish as a foreign language. In the mixed-methods approach, quantitative and qualitative research techniques are blended within a single study. For this reason, this approach is described as a third path that offers the researcher methodological flexibility (Creswell, 2009; Johnson & Onwuegbuzie, 2004). Through this approach, quantitative and qualitative methods complement each other, enabling one to identify shortcomings that the other might overlook. It also offers more detailed insights into the reasons behind the results.

In this research, the explanatory sequential design was used to support quantitative data with qualitative findings. It has two stages, with the quantitative phase more prominent. First, quantitative data are collected and analyzed. Then, aspects needing further explanation are identified, and the qualitative phase is planned. Finally, qualitative data are interpreted to elaborate on the quantitative processes (Tashakkori & Teddlie, 2010). The quantitative phase of the study was designed using a pretest-posttest control group quasi-experimental design. Experimental designs are employed to explore cause-and-effect relationships between variables (Büyüköztürk, 2016). In addition, experimental designs allow for the systematic identification of the outcomes of the tested elements (Fraenkel et al., 2023). Moreover, in this process, it is possible to observe the effect of researcher-designed conditions on the dependent variable (Büyüköztürk, 2016). The qualitative data collection followed the quantitative phase to provide a deeper understanding of the effects of different feedback types on learners' writing performance and anxiety. This design allows for the identification of significant changes and performance differences occurring throughout the experimental process. Thus, the changes in each group are identified and interpreted.

This study was planned as an experimental design consisting of four groups in total: three experimental groups and one control group. Accordingly, during the experimental process, Group E1 received focused WCF, Group E2 received unfocused WCF, and Group E3 received NCF, while the Control Group (C) continued with the routine feedback practices of the language teaching center. Writing activities were implemented in all groups, and the only difference among the groups was in the feedback process, as described above. The feedback process was carried out through writing tasks conducted with these groups. In the first week, pre-tests were administered to measure writing performance and anxiety. The implementation lasted for twelve weeks, and post-tests for writing performance and anxiety were administered in the twelfth week. One month after the experimental practices, in the sixteenth week, a delayed post-test for writing performance was administered.

In the qualitative phase of the study, a descriptive approach was adopted to further explain and enrich the quantitative findings, consistent with the explanatory sequential design. This

method offers perspective on the underlying aspects of a situation and reveals details that cannot be captured through quantitative analysis. In line with this, interviews were conducted to explain the implementation process in detail, to identify both the strengths and weaknesses of the feedback types applied -including NCF- and to capture the perspectives of learners and instructors. In this regard, 18 participants from the experimental groups were interviewed following the implementation and again after the delayed post-test.

## **2.2. Participants**

The participants of the study were foreign students learning Turkish at a public university's language teaching center in Türkiye's capital. The independent variable was the application of focused WCF, unfocused WCF, and NCF. All groups were initially at the B1 level and progressed to B2 after six weeks. To ensure homogeneity, groups were formed based on the students' scores from the end-of-course proficiency exam (A2 level completion) and then randomly assigned as experimental or control (Karasar, 2020). The study included 67 participants (43 female, 24 male) from 28 countries: 7 associate, 47 undergraduate, and 13 postgraduate students. By age, 32 were 17-21, 22 were 22-25, 9 were 27-30, and 4 were 31 or older. To determine the effectiveness of the experimental process, identify its positive and negative aspects, and obtain in-depth information, interviews were conducted with students from the experimental groups (E1, E2, and E3). For planning, criterion sampling, one of the purposive sampling methods, was employed (Yıldırım & Şimşek, 2018). Six students with high, medium, and low achievement levels based on their writing performance scores obtained in the quantitative phase were selected from each group, and interviews were conducted with them.

## **2.3. Instruments**

### **2.3.1. Writing Anxiety Scale for Learners of Turkish as a Foreign Language**

The scale, designed to assess the writing anxiety of individuals learning Turkish as a foreign language, follows a five-point Likert format with 13 items (Şen & Boylu, 2017). Specifically, items 8, 9, 10, 11, 12, and 13, which assess negative emotional states such as anxiety and apprehension, were reverse-coded during the data processing phase. Consequently, higher total scores on the scale reflect lower levels of writing anxiety. Accordingly, an increase in WAS indicates a decrease in anxiety, whereas a decrease in WAS indicates an increase in anxiety. The Cronbach's alpha was calculated as  $\alpha = ,84$  in the original study and  $\alpha = ,803$  in the present study, confirming its internal consistency and reliability.

### **2.3.2. Analytic Rubric for Writing Skills in Narrative/Descriptive Texts**

The Analytic Rubric for Writing Skills in Narrative/Descriptive Texts (NDWR) is an assessment tool developed by İltar and Karataş (2022). The rubric includes four performance levels for each criterion: "very good (4 points), good (3 points), needs improvement (2 points), and inadequate (1 point)." In addition, it consists of three criterion categories—form, text-related elements, and language and expression—comprising a total of 13 criteria. Within this framework, the maximum score obtainable from the rubric is 52, and the minimum is 13. While developing the NDWR, Kendall's  $W$  was used to determine inter-rater agreement ( $W =$

,880). In the present study, to further ensure the objectivity of the scoring process, three independent raters evaluated the student papers. The inter-rater reliability was calculated using the Intraclass Correlation Coefficient (ICC) based on a two-way mixed model with absolute agreement. The analysis yielded an ICC value of ,815, which indicates excellent inter-rater reliability according to the criteria established by Koo and Li (2016).

The researcher developed the Informative/Expository Writing Rubric (IEWR) specifically for this study as an analytic assessment tool. The rubric employs four performance levels for each criterion: “very good (4 points), good (3 points), needs improvement (2 points), and inadequate (1 point).” The IEWR consists of four criterion categories-organization, structure and design of the text, text management, and spelling and punctuation-comprising a total of 12 criteria. The highest possible score on the rubric is 48, while the lowest is 12. During the development of the rubric, Kendall’s *W* was used to determine inter-rater reliability ( $W = ,923$ ). In the evaluation phase of this study, three independent raters scored the informative texts. To verify the reliability of these ratings, the ICC was calculated using a two-way mixed model with absolute agreement. The analysis resulted in an ICC value of ,829, which represents excellent inter-rater reliability according to the guidelines of Koo and Li (2016). Therefore, both rubrics were considered highly valid and reliable for assessing the students’ writing performance in this study.

### **2.3.3. Personal Information Form**

In order to determine the demographic characteristics of language learners, a personal information form developed by the researcher was used. This form included questions regarding gender, age, country, educational background, and foreign language proficiency.

### **2.3.4. Semi-Structured Interview Form**

In developing the interview form, the researcher conducted a literature review. The questions were designed to shed light on the quantitative findings and address points requiring further explanation. It was emphasized that participants should respond comfortably and elaborate on the topic (Balci, 2016). The questions were also constructed to be clear, purposeful, unbiased, and accurately phrased to cover topics on which the interviewees were knowledgeable (Karasar, 2020). These principles were taken into account in formulating the questions.

## **2.4. Procedure**

Before the implementation, the most common errors of B1 and B2 level language learners were identified to determine the error types to focus on and to design the focused WCF accordingly. Six B1 and B2 level exams from the past three years at the Turkish language teaching center were randomly selected. From each exam, the written papers of 10 learners were also randomly chosen, yielding 60 texts analyzed for error frequency. Based on this analysis, the three most frequent error types at each level were determined.

**Table 1**
*Feedback Practices in the Experimental Process*

Proficiency Level	Groups and Implemented Practices			
	E1 - Focused WCF	E2 - Unfocused WCF	E3 - NCF	C
B1	1. Distinction between -(y)An and -DIK (participles)	Feedback was provided on all error types.	NCF was provided.	The existing practices at the language teaching center were maintained.
	2. Word order			
	3. Dative case suffix: -(y)A			
B2	1. Voice inconsistency (active/passive)	Feedback was provided on all error types.	NCF was provided.	The existing practices at the language teaching center were maintained.
	2. Indirect speech suffix distinction: -mA / -DIK / -(y)AcAK			
	3. Accusative case suffix: -(y)I			

After reviewing the relevant literature and the practices at the language teaching center, it was considered important to include not only an NCF group but also a control group to strengthen internal validity. To summarize the procedures: in E1, feedback was provided over 12 weeks at the B1 and B2 levels on the specific error types listed above. In E2, feedback covered all error types (grammar, vocabulary, form, content, etc.). In E3, no corrective feedback (NCF) was provided. The control group followed the regular institutional curriculum (“business-as-usual” instruction) and completed the same weekly writing tasks as the experimental groups to account for potential practice effects. No experimental feedback treatment was introduced in this group; instead, students continued with the language center’s usual pedagogical practices. Feedback in the control condition was limited to instructors’ usual scoring and brief, non-systematic general comments consistent with standard procedures (i.e., not provided after every task, not based on predefined error categories, and not involving a structured revision cycle). This design allowed the outcomes of the experimental conditions (focused and unfocused WCF) to be interpreted relative to a naturalistic instructional baseline rather than a complete absence of writing activity.

In order to determine the topics on which students would write texts, the literature was reviewed and the Turkish teaching set used at the center was examined. Care was taken to ensure that the selected topics were aligned with the textbook used. In this way, it was ensured that language learners had sufficient vocabulary knowledge and appropriate grammatical proficiency related to the texts they were to write. In the literature, it has been observed that using the same topics for both the pre-test and post-test leads language learners to produce similar texts (Sheen, 2007). This situation has been found to negatively affect the accurate assessment of students’ writing performance. Therefore, the same writing topics were not used at any stage of the experimental process, including the pre-test, post-test, and delayed post-test.

All writing topics from the pre-test to the delayed post-test were determined weekly. In selecting these topics and setting the minimum word count, the practices at the center and the “Yedi İklim Turkish Teaching Set” were taken as the basis. A minimum of 100 words was set for story completion tasks and 140 words for essays. Based on feedback from two field experts and one assessment specialist, revisions were made regarding the topics and flow.

Before the main implementation, a pilot study was conducted with 13 students, and their opinions on the topics and sequence were collected. After this stage, the writing topics were finalized for implementation.

The experimental process started with a pre-test and concluded with a post-test. To examine whether the influence of feedback on students’ writing performance remained over time, a delayed post-test was conducted four weeks later. The intervention lasted for a total of twelve weeks—six weeks at the B1 level followed by six weeks at the B2 level. After each weekly writing task and prior to the next one, systematic experimental feedback was provided in E1 and E2. In the control group, students continued with the language center’s routine pedagogical practices, which included occasional scoring and brief, non-systematic comments as per institutional norms. In the case of E3, writing activities continued without any feedback.

**Table 2**  
*Overview of the Experimental Process*

Week	Procedures	Phase	Level
1	Essay, story completion, and anxiety scale	Pre-test	
2	Essay		
3	Story completion		B1
4	Essay		
5	Story completion		
6	Essay		
7	Story completion		
8	Essay		
9	Story completion		B2
10	Essay		
11	Story completion		
12	Essay, story completion, and anxiety scale	Post-test	
16	Essay and story completion	Delayed post-test	4 weeks after Week 12

Throughout the implementation, learners’ anxiety levels were measured using an anxiety scale administered during both the pre-test and post-test phases. To evaluate writing performance, student texts produced in the pre-test, post-test, and delayed post-test were assessed by three independent experts, employing analytic rubrics suitable for the text types: the Narrative/Descriptive Writing Rubric (NDWR) and the Informative/Expository Writing Rubric (IEWR). Prior to receiving any feedback, these texts were scanned and digitized so that the versions evaluated remained unaltered, ensuring the results were not affected by earlier feedback. Following the completion of the quantitative phase (i.e., after the delayed post-test at Week 16), semi-structured interviews were carried out with 18 students who had taken part in the experimental procedure, using an interview form prepared by the researcher.

**2.5. Data Analysis**

In this study, normality tests were run first to decide which statistical analyses would be suitable. Since the number of participants in each group was below 50, the Shapiro–Wilk test was applied. The analysis indicated that the scores from the pre-test, post-test, and delayed post-test were normally distributed ( $p > .05$ ). In addition, the skewness and kurtosis values

were within the range of +1,5 to -1,5, and Levene's test suggested that the variances were homogeneous ( $p > ,05$ ). The histogram graphs also supported this result.

Based on these findings, parametric tests were used in the analysis (Büyüköztürk, 2016). To address the research questions concerning writing performance, a 4 (Group: E1, E2, E3, C)  $\times$  3 (Time: Pre-test, Post-test, Delayed post-test) Mixed-Design ANOVA was performed. This analysis allowed for the examination of both the main effects of time and group and the Time  $\times$  Group interaction. Where the interaction effect reached statistical significance, simple main effects and pairwise comparisons with Bonferroni correction were conducted to determine the specific differences between groups at each measurement period. Due to the different score ranges of the rubrics (13–52 for NDWR and 12–48 for IEWR), a min-max standardization was applied to transform the raw scores into a common 0–100 scale before the main analyses. This ensured that both text types contributed equally to the final composite writing achievement score. Standard scores were calculated using the following formula:

$$\text{Standardized Score} = \frac{\text{Obtained Score} - \text{Min Score}}{\text{Max Score} - \text{Min Score}} \times 100$$

The results for writing anxiety scores (WAS) indicated that the data were not normally distributed in the pre-test and post-test ( $p < ,05$ ). Skewness and kurtosis values also fell outside the acceptable range of +1,5 to -1,5, and the histogram plots confirmed this outcome. Consequently, non-parametric tests were employed (Pallant, 2020). To compare the pre- and post-test anxiety scores within each group, the Wilcoxon signed-rank test was utilized. Following this, the Kruskal–Wallis test was performed to identify group-level differences. To determine the specific locations of significant differences between the groups, Dunn's post-hoc test with Bonferroni correction was applied.

This study considered it important to complement the quantitative findings and gain in-depth insights into students' experiences during the experimental process. Therefore, a qualitative phase was added, and interviews were conducted with 18 students using a six-question semi-structured form developed by the researcher. The data were analyzed through content analysis, in which data are conceptualized, organized, and categorized into themes (Yıldırım & Şimşek, 2018). Initially, the interviews were independently coded by the researcher and a field expert. Following this independent coding stage, consensus meetings were held to compare the results, resolve discrepancies, and standardize code definitions. Through this iterative process, the final agreement between the coders was calculated as 90% using Miles and Huberman's (1994) formula. Additionally, the views of an academic experienced in qualitative analysis but not involved in the study were consulted to ensure objectivity. Selected quotations were presented to illustrate the themes. In this way, the data were examined in greater detail, providing a perspective that complemented and explained the quantitative findings.

Qualitative research does not directly incorporate the concepts of validity and reliability, unlike quantitative research. Instead, processes such as credibility and transferability, dependability and confirmability are employed to ensure validity and reliability (Lincoln & Guba, 1985). In this study, the validity of the data was sought to be ensured through

purposeful sampling, detailed description, in-depth data collection, participant confirmation, expert review, and prolonged engagement (Creswell, 2009; Morrow, 2005; Yıldırım & Şimşek, 2018).

### 3. Findings

This section presents both the quantitative and qualitative findings of the study. In this context, the writing performance and writing anxiety levels of language learners before and after the experimental procedures were identified through quantitative analyses and interpreted accordingly. In addition, the interview findings were used to further clarify and support the quantitative results.

#### 3.1. Findings on the Writing Performance of the Experimental and Control Groups

**Table 3**

*Descriptive Statistics for Pre-Test, Post-Test and Delayed Post-Test Scores Across Groups*

Groups		N	$\bar{X}$	S
E1	Pre-test	17	75,47	9,90
	Post-test	17	82,94	10,57
	Delayed post-test	17	82,88	10,78
E2	Pre-test	17	72,05	9,02
	Post-test	17	77,88	6,87
	Delayed post-test	17	75,11	7,33
E3	Pre-test	17	71,17	8,57
	Post-test	17	70,11	8,98
	Delayed post-test	17	70,82	8,42
C	Pre-test	16	73,75	5,62
	Post-test	16	73,12	7,50
	Delayed post-test	16	70,18	8,61

Table 3 presents the means and standard deviations for the pre-test, post-test, and delayed post-test scores of the research groups. An examination of the pre-test mean scores indicates that the initial proficiency levels of the groups were closely aligned. According to the post-test results, an increase was observed in the scores of the E1 and E2 groups. In contrast, the changes in E3 and the control group appeared to be limited. Regarding the delayed post-test means, it was found that students in the E1 group largely maintained their gains, whereas a slight decrease was observed in the E2 group between the post-test and the delayed post-test. No notable increase was observed in the delayed post-test measurements of E3 and the control group. Based on these descriptive findings, it appears that the pedagogical applications employed during the experimental process may have had varying effects on the groups.

**Table 4**

*Mixed-design ANOVA Results*

Effect	df	F	p	$\eta^2p$
Time	2,126	4,256	,016	,063
Group	3,63	5,805	,001	,217
Time x Group	6,126	3,735	,002	,151

Note.  $\eta^2p$  = partial eta squared.

According to the mixed-design ANOVA results presented in Table 4, the main effect of time was found to be statistically significant,  $F(2, 126) = 4,256, p = ,016, \eta^2p = ,063$ . This finding indicates that there was an overall change in students' scores across the measurement periods. Additionally, the main effect of group was also significant,  $F(3, 63) = 5,805, p = ,001, \eta^2p = ,217$ . This result demonstrates that the general achievement levels of the groups differed from one another. In addition to the main effects (time and group) that reveal general differences in scores, examining the 'time x group' interaction is crucial for understanding the varying effects of the intervention across groups. Consequently, the analysis revealed that the interaction effect between time and group was also significant,  $F(6, 126) = 3,735, p = ,002, \eta^2p = ,151$ . This interaction indicates that the patterns of change over time differed among the groups and that the applications had varying levels of impact on each group. Therefore, the simple effects of time were analyzed for each group to further investigate these differences.

**Table 5**

*Simple Main Effects of Time for Each Group*

Group	df	F	p	$\eta^2p$
E1	2,32	10,179	,001	,389
E2	2,32	4,004	,028	,200
E3	2,32	0,179	,837	,011
C	2,30	1,475	,245	,090

Following the significant time  $\times$  group interaction effect, the simple main effects of time were examined for each group, and the results are presented in Table 5. According to the analysis, the effect of time was found to be strong and statistically significant in the Experimental 1 group,  $F(2, 32) = 10,179, p < ,001, \eta^2p = ,389$ . Similarly, a significant effect of time was observed in the Experimental 2 group,  $F(2, 32) = 4,004, p = ,028, \eta^2p = ,200$ . However, Bonferroni-adjusted pairwise comparisons did not reveal any significant differences between specific time points, suggesting that the omnibus effect may reflect a modest overall fluctuation rather than a robust change between particular measurements. In contrast, the effect of time was not statistically significant in Experimental 3 or the control group ( $F(2, 32) = 0,179, p = ,837$  and  $F(2, 30) = 1,475, p = ,245$ , respectively). These findings indicate that the effects of the interventions over time varied significantly across the groups.

**Table 6**

*Pairwise Comparisons across Time Points for Experimental Groups*

Group	Comparison	Mean Difference	p	Result
E1	Pre-Post	-7,471	,006	Significant
	Pre-Delayed	-7,412	,010	Significant
	Post-Delayed	0,059	1,000	Non-significant
E2	Pre-Post	-5,824	,067	Non-significant
	Pre-Delayed	-3,059	,652	Non-significant
	Post-Delayed	2,765	,158	Non-significant

Note. Bonferroni correction was applied.

In Table 6, the results of the pairwise comparisons with Bonferroni correction are presented for the E1 and E2 groups. When evaluating the findings, a statistically significant difference

was found in the E1 group between the pre-test and post-test scores ( $p = ,006$ ). Similarly, a significant difference was observed between the pre-test and delayed post-test scores ( $p = ,010$ ). However, the difference between the post-test and delayed post-test was not significant in the same group ( $p = 1,000$ ). These findings show that the effect of the applications in the E1 group emerged in the post-test and was largely maintained in the delayed measurement. In the E2 group, comparisons were performed after the Bonferroni correction. According to this, the differences between pre-test, post-test, and delayed post-test scores did not reach statistical significance ( $p > ,05$ ). This situation indicates that the change observed in the E2 group was limited.

Figure 1 illustrates the mean scores of the groups in the pre-test, post-test, and delayed post-test. The changes in the performance of the groups across the measurement periods can be observed in the figure.

**Figure 1**

*Mean Scores of the Groups Throughout the Implementation*

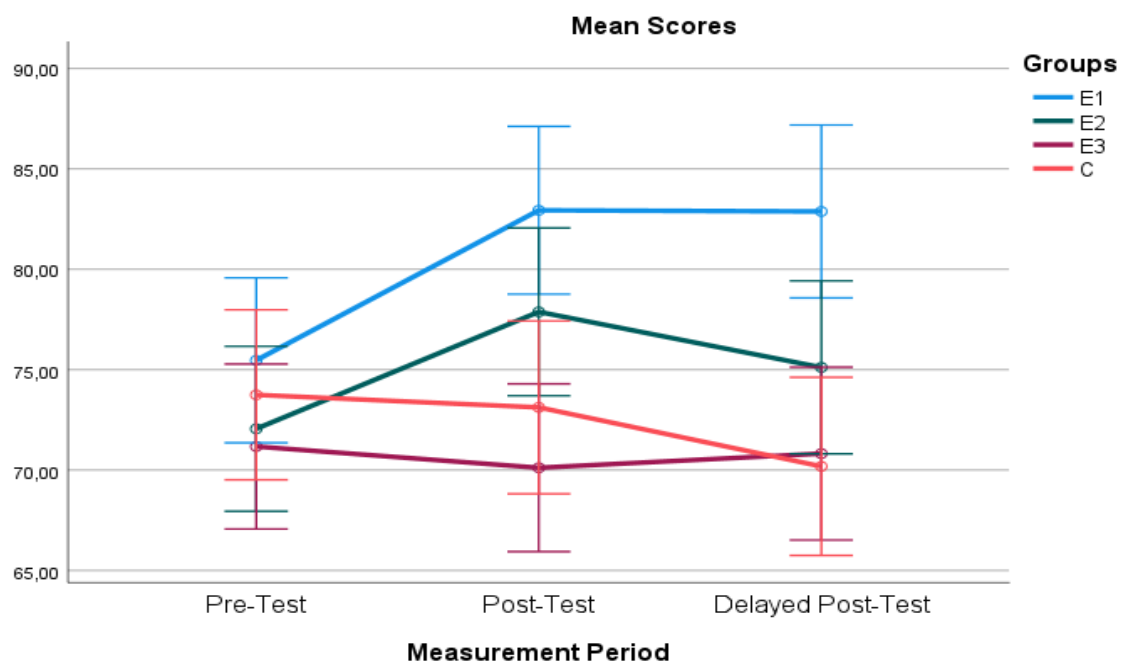


Figure 1 presents the mean performance scores with 95% confidence interval error bars. As illustrated, a significant Time  $\times$  Group interaction effect is evident: while all groups started at a similar baseline, the E1 group not only achieved the highest gains in the post-test but also demonstrated superior retention in the delayed post-test. In contrast, the E2 group showed a decline after the post-test, while E3 and Control groups maintained significantly lower trajectories. These visual trends provide a robust illustration of the statistical differences reported in the ANOVA results, highlighting the long-term effectiveness of focused feedback (E1).

### 3.2. Findings on the writing anxiety of the experimental groups and the control group

**Table 7**
*Wilcoxon Test Results for Pre- and Post-test WAS*

	Pre-Test – Post-Test	n	Mean Rank	Sum of Ranks	z	p
<b>E1</b>	Negative Ranks	0	,00	,00	-3,62*	< ,001
	Positive Ranks	17	9,00	153,00		
	Ties	0	-	-		
<b>E2</b>	Negative Ranks	1	1,00	1,00	-3,57*	< ,001
	Positive Ranks	16	9,50	152,00		
	Ties	0	-	-		
<b>E3</b>	Negative Ranks	11	9,27	102,00	-2,38*	,017
	Positive Ranks	4	4,50	18,00		
	Ties	2	-	-		
<b>C</b>	Negative Ranks	6	7,50	45,00	-,472	,637
	Positive Ranks	8	7,50	60		
	Ties	2	-	-		

\*Based on negative ranks

Wilcoxon signed-rank test results regarding whether the pre-test and post-test WAS of students learning Turkish as a foreign language showed significant differences are presented in Table 7. Given the reverse-coded scoring of the scale (higher WAS indicates lower anxiety), a significant increase in WAS was observed in the E1 group, which received focused feedback ( $z = -3,62$ ,  $p < ,001$ ), indicating reduced anxiety. A significant increase in WAS was also found in the E2 group, which received unfocused feedback ( $z = -3,57$ ,  $p < ,001$ ), likewise indicating reduced anxiety. In the E3 group, which did not receive any feedback, a significant decrease in WAS was observed ( $z = -2,38$ ,  $p = ,017$ ), indicating increased anxiety. No significant difference was observed in the control group ( $z = -0,472$ ,  $p = ,637$ ). Accordingly, it was determined that anxiety decreased in the feedback groups (E1 and E2), increased in the no-feedback group (E3), and remained stable in the control group.

**Table 8**
*Kruskal-Wallis Test Results for Pre- and Post-Test was Scores*

	Groups	n	Mean Rank	df	$\chi^2$	p
<b>Pre-test</b>	E1	17	34,56	3	2,11	,549
	E2	17	28,32			
	E3	17	37,35			
	C	16	35,88			
<b>Post-test</b>	E1	17	52,41	3	37,150	< ,001
	E2	17	42,15			
	E3	17	15,00			
	C	16	25,97			

According to Table 8, the mean ranks of WAS in the pre-test were determined as 34,56 for E1, 28,32 for E2, 37,35 for E3, and 35,88 for the control group. The analysis showed no significant difference between the groups,  $\chi^2(3, n = 67) = 2,11$ ,  $p = ,549$ . This finding indicates that the groups had similar writing anxiety levels before the experiment. In the post-test, the mean ranks were calculated as 52,41 for E1, 42,15 for E2, 15,00 for E3, and 25,97 for

the control group. Accordingly, a significant difference was found between the groups in the post-test scores,  $\chi^2(3, n = 67) = 37,15, p < ,001$ .

**Table 9**

*Dunn's Post-hoc Pairwise Comparisons of Post-test Scores*

Comparison	<i>z</i> (Std. Test)	<i>p</i> (Unadj.)	<i>p</i> (Adj./Bonf.)	Cohen's <i>d</i>	Result
E1-E3	5,61	< ,001	< ,001	3,54	Significant
E1 – Control	3,90	< ,001	,001	2,11	Significant
E2 – E3	4,07	< ,001	< ,001	1,86	Significant
E2 – Control	2,39	,017	,102	1,00	Non-significant
E1 – E2	1,54	,124	,744	0,74	Non-significant
E3 – Control	-1,62	,106	,633	-0,85	Non-significant

To determine the source of these differences, Dunn's post-hoc test with Bonferroni correction was conducted (see Table 9). According to the post-hoc results: The E1 group had significantly different anxiety levels compared to the E3 ( $p < ,001, d = 3,54$ ) and control ( $p = ,001, d = 2,11$ ) groups. The E2 group had a significantly different anxiety level compared to the E3 group ( $p < ,001, d = 1,86$ ). However, the difference between the E2 and the control group was not statistically significant after the Bonferroni adjustment ( $p = ,102, d = 1,00$ ). Within this framework, it was determined that anxiety levels decreased in the groups receiving feedback, particularly in E1 and E2. However, no significant difference was found between the E1 group (focused feedback) and the E2 group (unfocused feedback) in terms of anxiety levels ( $p = ,744$ ). Nevertheless, looking at the mean ranks (E1 = 52,41; E2 = 42,15), it was observed that the students in the E1 group exhibited a trend toward lower anxiety levels compared to the E2 group.

### 3.3. Qualitative findings on the experimental process

The table below displays the themes and codes developed based on the data obtained from interviews with participants in the E1 and E2 groups, which received feedback.

**Table 10**

*Thematic Analysis of Students' Views on Focused and Unfocused Feedback*

Themes	E1 Codes	F	E2 Codes	F
<b>Revision and error awareness</b>	Avoiding repetition of the same errors	6	Avoiding repetition of the same errors	5
	Correcting errors	4	Correcting errors	4
	Recognizing one's own errors	3	Recognizing one's own errors	3
	Questioning	3	Questioning	2
	Long-term retention of learning	1		
<b>Development in written expression and organization</b>	Grammar improvement	6	Grammar improvement	5
	Vocabulary expansion	5	Vocabulary expansion	4
	Improvement in writing skills	4	Spelling and punctuation development	4
	Spelling and punctuation development	3	Improvement in writing skills	3
	Expressing emotions and thoughts	3	Structural development and organization	3
<b>Independent and social</b>			Positive impact on other skills	2
	Gaining self-confidence	5	Gaining self-confidence	4
	Developing self-regulation skills	4	Conducting research	3

<b>learning</b>	Conducting research	3	Developing self-regulation skills	2
	Using the target language on social media	3	Transferring to daily life	2
	Transferring to daily life	2		
<b>Affective gains</b>	Reduction of anxiety	6	Reduction of anxiety	5
	Increased motivation	4	Increased motivation	5
	Diminished fear	3	Diminished fear	4
	Feeling of happiness	2	Feeling of happiness	3
<b>Feelings of inadequacy and negative emotions</b>	Loss of motivation	2	Fear of failure	3
	Feeling unhappy	2	Feeling unhappy	2
			Loss of motivation	1

The findings derived from participant opinions were categorized under five themes: revision and error awareness, development in written expression and organization, independent and social learning, affective gains, and feelings of inadequacy and negative emotions. Among these, the findings related to the Revision and Error Awareness theme revealed four common codes for both the E1 and E2 groups: avoiding repetition of the same errors, correcting errors, recognizing one's own errors, and questioning. In addition, the code of long-term retention of learning was identified exclusively in the E1 group and was not observed in E2.

Within the theme of Revision and Error Awareness, participants emphasized that they became aware of their errors, developed questioning skills, and avoided repeating previous ones. Regarding the 'avoiding repetition of errors' code, learners stated that the feedback they received helped them identify their errors, learn the correct forms, and make improvements. Two notable quotes under this code include:

This thing (Focused WCF) was very helpful for me. My errors were marked with a pen and the correct versions were written. Then I saw the error and didn't repeat it when writing again. (P6)

I can correct my own errors. Because if I just give you (what I've written) and don't get any feedback, how would I know what to fix? With the feedback, we can see the correct versions of what we wrote and fix them. (P9)

Similarly, E2 participants also reported that when their errors were shown through feedback, they tended not to repeat them, and that their errors gradually decreased over time (P8, P12).

In the correcting errors code, both E1 and E2 participants indicated that they initially made errors, but over time, they were able to fix them thanks to feedback. For example, an E1 student noted, "I started to correct these errors of mine. Feedback helped me realize and improve them" (P1), while an E2 student stated, "I find the errors and write the correct version" (P7).

This finding suggests that, for a language learner to correct their errors, they must first recognize them — highlighting the importance of the recognizing one's own errors code. Several students mentioned that they had learned to identify where their errors were in a text, which helped them improve (P1, P3, P9, P11).

Within the questioning code, it was observed that learners benefited from the feedback they had previously received on their writing and applied it when producing new texts:

Now I write while thinking. I ask myself, ‘What was the correct form again?’ I remember what the teacher said and the feedback, and I try to do it correctly. (P3)

I received feedback. I looked at my errors and read them. A few days later, I rewrote the same text myself. But this time, I didn’t give it to the teacher. I checked it myself for errors. Then I looked at the initial feedback paper and compared the two versions. Reviewing was useful for me. (P11)

The long-term retention of learning code, unique to the E1 group, referred to students’ ability to maintain correct usage even after the lesson had ended, as in the comment: “Not only in that lesson, but also afterwards, I did not make these errors. What I learned was very lasting” (P4).

In the Development in Written Expression and Organization theme, participants stated in the grammar improvement code that they increased their knowledge and understanding of grammar through feedback, and that this reduced the likelihood of making errors. Along with vocabulary expansion, it was observed that language learners’ active vocabulary in written production increased, the lexical elements used in texts diversified, and they became more competent in the target language. “Sometimes I used words in the wrong context and in the wrong place. I learned which word, idiom or sentence to use depending on the context.” (P2)

They also reported improvements in writing skills and style, as well as in spelling and orthography. “I used to make a lot of errors when writing words, but now I write them correctly.” (P1) In the E1 group, participants emphasized that they could now express their feelings and thoughts clearly in writing. “I can now clearly express my ideas and explain myself more easily.” (P4) In the E2 group, students mentioned formal development in their writing and positive effects on other language skills such as speaking, reading, and listening. “Thanks to feedback, my errors in speaking also decreased. I now understand reading texts and listening recordings better.” (P7)

In the Independent and Social Learning theme, students reported gaining self-regulation skills and being encouraged to research their errors through feedback, which supported their self-confidence. “While doing this, I always looked up things I didn’t know on the internet and continued writing later. First I checked the correct forms, then I wrote.” (P2)

They also stated that they transferred writing skills to daily life, using Turkish more actively in online platforms and social media. “Not only in class and exams, but I continue to write much better in general. On Turkish websites, in review sections (shopping, food, etc.), and on social media (Whatsapp, X, Instagram, etc.), I can express my thoughts better when writing.” (P6)

Additionally, some learners emphasized research habits and practice-based improvement:

Before B1, I didn’t understand some tenses in the book. Or I didn’t fully know how to write them. Thanks to feedback, I also searched for the reasons for my errors... After that, I understood the deficiencies better. (P10)

In the Affective Gains theme, students reported that their anxiety and fear decreased, while their motivation and happiness increased as a result of feedback.

Both my expressions and uses improved when using Turkish, and I felt happy when writing in Turkish. I continue to write with pleasure. There are a few more things (but this is the most important. (P1)

They also emphasized the role of feedback in reducing anxiety:

All people are different. Everyone thinks differently. But now I'm just not worried. I mean, I'm learning in class. (...) This (situation) really reduces my anxiety. (P4)

In addition, some participants highlighted increased willingness to write:

Now I'm much more eager to write. I didn't want to write before; I always thought I would write incorrectly. Now I'm more comfortable. (Now) I love writing (more). (P5)

The Feelings of Inadequacy and Negative Emotions theme may seem interesting especially for students who received feedback. But what formed this theme and its negative codes was the feeling of inadequacy caused by making too many errors at the beginning. Some participants stated that, in the first weeks, the large number of errors on their papers reduced their desire to write and led to a temporary loss of motivation. However, as the process progressed and the number of errors decreased, their motivation increased again. Others expressed that they initially felt unhappy when they saw many errors in their writing, but these feelings diminished over time. In the E2 group, some students additionally reported experiencing thoughts of failure, believing they would not be able to correct all of their errors.

This theme can be summarized by P6's statement: In the first weeks, I had a lot of errors on my paper. When I saw those errors, I didn't want to study. Because I had a lot of errors. But then (as time passed), the errors decreased.

**Table 11**

*Thematic Analysis of Students' Views on Receiving NCF*

Themes	E3 Codes	F	Theme	E3 Codes	F
<b>Learning difficulties</b>	Repeating errors	6	<b>Negative affective factors</b>	Increased anxiety	6
	Inability to correct errors	4		Fear of failure	4
	Failure to recognize own errors	3		Increased fear	4
	Learning incorrect forms	2		Feeling unhappy	4
<b>Deficiencies in written expression and production</b>	Spelling errors	3		Loss of motivation	4
	Lack of improvement in writing skills	3		Loss of self-confidence	3
	Failure to acquire grammar knowledge	2		Feeling of inadequacy	2
<b>Individual learning</b>	Conducting research	4		Feeling of guilt	1
	Developing self-regulation skills	3			
	Receiving peer support	3			

Based on the findings obtained within the scope of the Learning Difficulties theme, participants stated that they repeated the same errors in different writing tasks because they were unaware of where they had made errors. Furthermore, they expressed that they did not

feel competent enough to identify their own errors. Due to these challenges, they believed they would continue to make such errors and would not be able to correct them in the future. As a result, it was observed that learners were learning incorrect forms related to writing. Some student statements related to this theme are as follows:

(...) If I don't know where my error is, I can't correct it and I learn it wrongly. Then, if I make this error everywhere, it will never be corrected. (P13)

I mean, if you look at my writings, you will see my errors and then you can say, 'You, P13, have these errors here. Fix them and write it again.' If I see these errors, I can correct them. But if you don't tell me, I won't know where I went wrong. That's why I don't know what is correct or incorrect in writing classes. (P13)

Not receiving feedback was bad for me because I don't know my future errors (...). I think the things I produce (the structures in the sentences I write) are incorrect. I don't know my errors. That's why I cannot correct them. (P15)

If we see all our errors, we correct them. It's not possible to correct without seeing. After seeing and learning the errors, we don't repeat them again. (P18)

Within the scope of the Deficiency in Written Expression and Production theme, participants stated that they did not know how to write certain words while writing and, as a result, made errors which they were unable to correct. This indicates that they perceived themselves as lacking in this area. Additionally, they mentioned that their knowledge of grammar was limited to what was taught in class and that they were not even aware of their errors due to a lack of practice. Some of the participants' statements regarding this theme are as follows:

It didn't improve. I don't feel good at all when it comes to writing. (P14)

For example, when I have to do something, I make errors. I mean, I cannot spell the words correctly. If you had told me which words I wrote wrong, I would have checked them. If you had said, 'This is the correct form,' I would have known. (P16)

I make many grammar errors. I make a lot of errors. I think I couldn't learn sentence structure and so on very well. (P18)

Within the scope of the Individual Learning theme, it was identified that participants attempted to learn the correct forms of the language by conducting research on topics they did not know, did not understand, or performed incorrectly. This was considered one of the positive aspects of not receiving NCF. It was observed that students turned to Turkish dictionaries, artificial intelligence tools, and online language resources. Moreover, due to NCF on their errors, participants attempted to make many observations and corrections on their own, which contributed to the development of their self-regulation skills. Additionally, they stated that they sought help from native speakers or non-native friends who spoke Turkish when they felt insufficient in certain areas. Some of the student statements related to this theme are as follows:

(...) I stay in a dorm. There are friends there (who speak Turkish). They help me. When I ask questions, they answer. But I don't always want to ask. (P14)

Sometimes I use the wrong words. I do research on the things I don't know and try to use them correctly. When there are words I don't know, I look them up in an online dictionary. (P16)

I try to find my errors by myself. Sometimes I check our textbooks and so on. When I write something, I check whether I made a error. (P17)

Within the scope of the Negative Affective Factors theme, all interviewed students stated that their anxiety had increased. Furthermore, they expressed concerns and fears about not being able to succeed in exams. They reported feeling uneasy during writing tasks due to the fear of failure. Additionally, it was observed that they felt uncomfortable and unhappy throughout the writing process. Some participants also reported a loss of motivation, saying that they felt reluctant to write and wished to move on to other lessons, or that some people might become demotivated and stressed because of frequent errors (P14, P17). As a result, they lost interest in writing and experienced a decline in motivation. All these factors triggered a loss of self-confidence and led to feelings of inadequacy and guilt. Some students stated that they felt inadequate despite studying for their classes, often comparing themselves to others and criticizing themselves (P16). Others expressed feelings of guilt, questioning why they had not completed lessons or assignments (P15). Some student statements related to this theme are as follows:

It got worse. (...) Now I feel insecure, and my writing also feels insecure. (P13)

I didn't practice, I didn't get feedback. Of course I'm going to be afraid. I'm wondering how I will do on the exam. I'm scared I won't do well. (P14)

No, I don't think it helped me much. For example, a few days ago, I needed a document. I went to Mr. (name) at the center. He asked me to write a letter (a petition). But I couldn't do it. I asked another friend for help with it. (...) I didn't feel good at that moment. (P17)

## **Conclusion and Recommendations**

The primary research question of this study is to examine the effects of focused WCF and unfocused WCF on students' writing performance scores (WPS) and writing anxiety. The findings reveal that focused WCF significantly enhances WPS and reduces writing anxiety with long-term retention. While unfocused WCF also leads to numerical improvements and anxiety reduction, its impact on writing performance did not reach statistical significance in pairwise comparisons. In contrast, NCF has no significant impact on WPS and tends to increase writing anxiety.

The findings of this study are in line with the results reported in the studies by Chandler (2003), Ferris (1995; 1997; 2006), Lalande (1982), and Robb et al. (1986). These studies also emphasized the positive effects of written feedback on student achievement and supported the contribution of focused feedback to learning processes. However, as Truscott (1996) points out, most studies in this field focus on comparing the effects of different types of feedback rather than on the effect of providing or not providing feedback.

Furthermore, Truscott (2004), criticizing Chandler (2003), emphasized the absence of a no-feedback group in his study and explicitly stated his opposition to the correction of grammatical errors. In this context, the lack of a no-feedback group in studies and the focus of feedback primarily on grammatical errors have weakened the conclusiveness of the results obtained. In this study, a no-feedback group was included within the context of teaching Turkish as a foreign language, thereby contributing to the literature in the field. This situation demonstrates how important it is to include a no-feedback group and compare it with feedback-receiving groups in order to more clearly reveal the effect of feedback.

Bruton (2010) stated that any additional reliable evidence, whether positive or negative, would contribute to the development of students' existing knowledge as long as there are no obstacles. In contrast, Truscott (2007, 2010) argued that there is a lack of convincing theoretical or experimental evidence demonstrating the effectiveness of feedback. However, there are studies that contradict this view (Bitchener & Knoch, 2010a; Ellis et al., 2008; Van Beuningen et al., 2012). This study also provides strong evidence, through experimental findings, that both focused and unfocused direct feedback are effective, supporting recent syntheses of naturalistic classroom research demonstrating the consistent effectiveness of written corrective feedback across instructional contexts (Mao et al., 2024).

In conclusion, experimental studies have consistently shown that groups receiving feedback generally perform better than those who do not receive feedback (Bitchener & Knoch, 2009; Karim & Nassaji, 2018; Kim, 2019), a finding further supported by recent meta-analytic evidence highlighting the motivational benefits of feedback practices (Cen & Zheng, 2024). The findings of the present study corroborate this growing body of research by demonstrating that written corrective feedback contributes to improvements in learners' writing performance.

The second research question of the study aimed to determine the effects of different types of WCF on students' WAS. Some studies have suggested that feedback in writing may motivate students and facilitate anxiety reduction (Brown, 1987; Scovel, 1978). While researchers such as Gardner and MacIntyre (1993a, 1993b) have shown that language learning anxiety negatively affects learning, other studies (Kırmızı & Kırmızı, 2015; Zileli, 2024; Zorbaz, 2011) have argued that negative feedback may increase anxiety. Kruskal–Wallis tests showed no between-group differences at pre-test ( $p = .549$ ), whereas significant differences emerged at post-test ( $p < .001$ ). Given the reverse-coded scoring (higher WAS scores indicate lower anxiety), post-test mean ranks were highest in E1 and E2 and lowest in E3. Dunn's post-hoc tests with Bonferroni adjustment indicated that E1 and E2 scored significantly higher than E3, and E1 also scored significantly higher than the control group, reflecting lower anxiety levels in these conditions.

The overall pattern of the post-test results suggests that writing anxiety was lower in the feedback conditions (particularly E1 and E2) and higher in the no-feedback condition (E3), given the reverse-coded scoring of the scale. This pattern challenges the view that corrective feedback necessarily increases anxiety (Truscott, 1996) and instead supports the argument that structured feedback may reduce uncertainty by providing learners with clearer guidance.

These findings also align with previous research reporting beneficial effects of WCF on learners' affective outcomes, including reduced writing anxiety (e.g., Razmi & Ghane, 2024). Moreover, the literature emphasizes that frequent writing practice and supportive correction procedures can help reduce students' anxiety (Göçer & Şentürk, 2019; Lee, 2017; Yastıbaş & Yastıbaş, 2015). However, the difference between E2 and the control group did not remain significant after Bonferroni adjustment.

In the study, the effects of different feedback processes implemented were evaluated not only through quantitative data but also through qualitative findings based on students' views. The themes obtained from the qualitative data revealed the significant impact of written feedback on cognitive, affective, and social learning processes. According to the data presented with an in-depth perspective, Table 10 displays only the E1 and E2 groups, which received feedback, while Table 11 presents the E3 group, which did not receive feedback. This structure facilitated the comparison of the effects of providing feedback versus NCF on students' writing skills.

In the E1 and E2 groups, written feedback contributed to students' ability to recognize, correct, and avoid repeating the same errors. Moreover, it was found that after receiving feedback, students began to conduct research and check their own texts. In this way, they stated that they reviewed their texts with a critical eye based on the feedback they received and experienced a more conscious writing process. The code of long-term learning in the E1 group indicated that focused WCF created awareness in writing. This pattern is consistent with research highlighting the role of feedback in self-regulation and cognitive awareness (Bitchener & Knoch, 2010a; Butler & Winne, 1995; Hattie & Timperley, 2007). The stronger retention in E1 may also be related to the clearer focus of feedback on a limited set of error types, which can make revision more manageable for learners (Sweller, 1988). In E2, where multiple error types were addressed, the gains appeared more limited, possibly because students had to attend to several issues at the same time. Additionally, written feedback contributed to improvements in grammar, vocabulary, spelling, and punctuation, and some students reported increased fluency and more appropriate expression choices. While these findings are consistent with the literature on the contribution of written feedback to writing development (Bitchener & Knoch, 2010b; Chandler, 2003; Masrul et al., 2024), students in the E3 group felt inadequate in their written production outside classroom practices and believed that they could not improve their writing skills. It was also observed that they constantly needed external support. These findings reveal the limiting effect of not providing feedback on writing performance.

In the E1 and E2 groups, written feedback was observed to reduce students' writing anxiety, increase their motivation, and positively transform the writing process. Participants developed a positive attitude toward writing and felt more confident because they believed they would make fewer errors. These findings are consistent with Lee (2020), Srichanyachon (2012), and recent structural modeling research demonstrating that corrective feedback supports not only linguistic development but also learners' emotional and motivational processes (Zhu & Wang, 2025). In contrast, NCF in the E3 group increased students' anxiety levels in writing. It also triggered negative emotions such as fear of failure, loss of self-confidence, and emotional

distress. In summary, the writing process became a source of stress in this group. This is consistent with Cen & Zheng (2024), who stated that a lack of feedback undermines motivation to learn, and with İskender (2021), who noted that it can lead to anxiety. In addition, some students in the E3 group thought they made too many errors and stated that they avoided writing for this reason. Based on this, NCF may pose pedagogical and emotional risks during the writing process. These results also align with studies such as Ferris (2004) and Akbulut (2016), which report the negative effects of insufficient or absent feedback on anxiety and writing avoidance.

Overall, the E1 group demonstrated a clear improvement in many aspects. In this group, writing skills improved in terms of long-term learning, self-regulation, and use in social contexts. Although the E2 group showed similar gains, some of these remained more superficial. In contrast, the students in the E3 group experienced both cognitive and affective difficulties due to NCF. This negatively affected their confidence in the learning process and reduced their motivation. In this context, Truscott's (2007) anti-feedback views need to be reconsidered, as the findings indicated that feedback is not ineffective; on the contrary, NCF may hinder the learning process.

The most significant relationship among the themes is between error awareness and affective gains. Students stated that as they became more aware of their errors, they felt more successful. This also positively transformed their attitudes toward writing. In addition, the development of self-regulation skills supported them in experiencing a more controlled writing process. All of these holistic developments demonstrated that feedback is not merely a tool for error correction, but also serves as a supportive element in learning, development, and emotional regulation. Taken together, these findings highlight the importance of integrating cognitive and affective dimensions of written corrective feedback in instructional design, suggesting that future research and pedagogical practices should address writing performance and learner emotions as interconnected components of the learning process.

In this study, the effect of focused and unfocused feedback and the effect of NCF on the writing skills and writing anxiety of learners of Turkish as a foreign language were examined. The results of the study particularly indicate that focused feedback has positive effects on students' writing skills and anxiety. Therefore, it is recommended that instructors incorporate this type of feedback more extensively in writing classes. To establish an effective feedback process in language teaching, developing structured, targeted (focusing on specific grammar topics, word choice, sentence structure, etc.), and systematic feedback techniques to support instructors may be beneficial. Unfocused feedback also appears to be effective in reducing language learners' anxiety, although its impact is not as strong as that of focused feedback. Consequently, the choice of feedback type used by instructors in the teaching-learning process may vary depending on students' needs and instructional goals. It is recommended that these factors be taken into consideration when deciding which feedback to provide. Additionally, it has been found that situations and environments lacking feedback should be avoided during instruction. Ultimately, students who received NCF exhibited increased anxiety levels and negative changes in writing skills. Therefore, the importance of not leaving students

completely without feedback when designing the writing instruction process should be emphasized.

Four weeks after the post-test, the achievement levels of the groups that received focused and unfocused feedback remained consistent. This study supports the long-term effects of feedback. Therefore, it is recommended that sustainable feedback techniques be incorporated into language instruction. Similar studies can be conducted to investigate the impact and effectiveness of feedback on learners at different language levels or in different languages in various contexts. In addition, the effects of feedback types on students' motivation, self-efficacy and learning strategies can also be examined.

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### Genişletilmiş Özet

Dil öğretim sürecinde geri bildirim salt hataları düzeltme aracı değil, aynı zamanda öğrenme sürecinde bir köprü işlevi gören önemli bir unsurdur. Öğrencilerin mevcut bilgileriyle öğrenecekleri arasındaki farklılığı görmesini, yeni bilgiler öğrenmesini ve öğrendiklerini içselleştirmesini sağlar. Ayrıca bireylerin kişisel gelişimlerini ve iletişim becerilerini destekler. Bu sürecin etkili olması için planlanması ve amaca uygun bir şekilde yürütülmesi gerekir. Alan yazınında Sadler’in (1989) işaret ettiği üzere öğrencilerin ulaşmaları gereken standartları anlaması, performanslarını bunlarla karşılaştırabilmesi ve aradaki farkı kapatmak için atacakları adımları netleştirmeleri üç temel şarttır.

Yazma becerisinin geliştirilmesinde yazılı düzeltici geri bildirim (YDG) önemli görülmektedir. Çünkü öğrencilerin hatalarını sistematik biçimde fark etmelerine ve yazılı dil becerilerini ilerletmelerini destekler. İşaretler, semboller ya da yorumlar vasıtasıyla hatalar belirlenir. Bu sayede öğrencilerin dil bilgisi, söz varlığı ve biçim hatalarını fark etmeleri ve bu hatalarını düzelterip gelecekteki performanslarını iyileştirerek yazma yeterliliklerini artırmaları sağlanır. Çok sayıda çalışmada odaklanılmış ve odaklanılmamış geri bildirim türleri ele alınmıştır.

Odaklanılmış YDG hedeflenen hata türlerinde gelişim sağlarken odaklanılmamış YDG’nin ise bütüncül bir yaklaşım sunsa da bilişsel yük oluşturabildiğine işaret edilmektedir. İki geri bildirim türünün de olumlu ve olumsuz yönleri vardır. Ancak Truscott (1996, 1999) yazılı düzeltmelerin verimsiz olduğunu savunmuş ve bu görüşüyle tartışmaları başlatmıştır. Buna zıt

olarak arařtırmalarda yazılı geri bildirim beceri geliřimine katkı sađladıđı ortaya ıkmıř ve đrencilerin kaygı ve motivasyonlarını olumlu etkilediđi rapor edilmiřtir.

Türke alan yazınında geri bildirim konusuna son yıllarda ilgi gsterilmektedir. Ancak Truscott'un bařlattıđı ve alanda devam eden tartıřmalar Türkiye bađlamında tartıřılmamaktadır. Dahası geri bildirim trleri arasındaki farkları deneysel olarak inceleyen arařtırmalar ise sınırlıdır. Alan yazında yer alan bu bořluktan tr arařtırma problemi "Trkenin yabancı dil olarak đretiminde odaklanılmıř yazılı dzeltici geri bildirim ve odaklanılmamıř yazılı dzeltici geri bildirim vermek ile herhangi bir geri bildirimde bulunmamak đrencilerin yazma bařarısını ve yazma kaygısını nasıl etkilemektedir?" biiminde olmuřtur.

Arařtırmada aıklayıcı sıralı karma yntem deseni kullanılmıřtır. İlk olarak nicel veriler toplanmıř ve analiz edilmiřtir. Ardından bu nicel sonuları derinlikli olarak aıklamak iin nitel verilerden yararlanılmıřtır. Arařtırmanın nicel ařaması n test – son test kontrol gruplu yarı deneysel desendedir. alıřmada 28 lkeden 67 đrenci,  deney bir kontrol grubunu oluřturmuřtur. Arařtırmadaki E1 grubu odaklanılmıř, E2 grubu odaklanılmamıř geri bildirim alırken E3 grubuna herhangi bir geri bildirim sađlanmamıřtır. C grubu ise kontrol grubu olarak atanmıřtır.

Arařtırmada deney sreci 12 hafta olarak planlanmıřtır. Deney ve kontrol gruplarındaki đrencilerin yazma performansı ve yazma kaygısı dzeyi n test ve son test ile llmřtir. Drt hafta sonra gecikmeli son test ile yazma performansının deneysel iřlemlerin ardından deđiřip deđiřmediđine bakılmıřtır. Bu erevede alıřmanın nicel lmlerinin tm 16 haftada tamamlanmıřtır. Dil đrencilerinin yazma performansını lmek iin analitik dereceli puanlama anahtarları kullanılmıřtır. Farklı rubriklerden elde edilen puanları ortak bir zeminde deđerlendirebilmek iin veriler analiz ncesinde normalize edilmiř ve gruplar arası temel etkiler ile zaman iindeki deđiřimleri belirlemek amacıyla karıřık desenli ANOVA testi uygulanmıřtır. Yazma kaygı dzeyini belirlemek iin "Trkeyi Yabancı Dil Olarak đrenenlere Ynelik Yazma Kaygısı leđi" iře kořulmuřtur. Nitel ařamada, nicel sreci derinlemesine anlamak iin 18 đrenciyle yarı yapılandırılmıř grřmeler gerekleřtirilmiř ve bu grřmeler ierik analiziyle zmlenmiřtir.

Nicel bulgular, E1 ve E2 gruplarının yazma bařarımlarının anlamlı olarak arttıđını ortaya ıkarılmıřtır. Ancak yapılan ikili karıřılařtırmalar (Bonferroni), bařarıdaki artıřın ve kalıcılıđın en gl ve istatistiksel olarak anlamlı řekilde odaklanılmıř geri bildirim alan E1 grubunda gerekleřtiđini gstermiřtir. E3 ve kontrol grubunda ise anlamlı bir deđiřiklik saptanmamıřtır. Gruplar arası karıřılařtırmalarda E1, E3 ve kontrol grubuna gre anlamlı bir řekilde daha bařarılıdır. Kaygı leđinden elde edilen verilerin analizine gre E1 ve E2 gruplarının kaygı dzeyinde anlamlı bir azalma saptanmıřtır. Dunn's post-hoc testleri, geri bildirim alan grupların kaygı dzeylerinin, geri bildirim almayan E3 grubuna gre anlamlı derecede dřk olduđunu kanıtlamıřtır. Ayrıca E3 grubu kaygı dzeyinde artıř grlrken kontrol grubunda anlamlı bir deđiřiklik grlmemiřtir.

Nitel bulgular E1 ve E2 grubunda "gzden geirme, yazılı anlatım ve organizasyon geliřimi, bađımsız ve sosyal đrenme, duyuřsal etkiler, yetersizlik ve olumsuz duyuřlar" biiminde beř

temadır. E3 grubunda “öğrenme zorlukları, yazılı anlatım ve ifade eksikliği, bireysel öğrenme, olumsuz duyuşsal etkiler” şeklinde dört temadır. Geri bildirim sağlanan ilk iki gruptaki öğrenciler hatalarını fark edip düzelttiklerini ve yazılı düzeltici geri bildirim sayesinde aynı hataları tekrarlamadıklarını söylemişlerdir. Görüşülen öğrenciler, gramer ve sözcük bilgisinde gelişim gösterdiğini, öz düzenleme becerisi kazandığını ve kaygı düzeylerinin azaldığını dile getirmişlerdir. Fakat özellikle E2 grubunda ilk haftalardaki yoğun hata tespitlerinin başlarda motivasyonu düşürdüğüne de dikkat çekmişlerdir. Bu iki gruba zıt olarak E3’teki ifadelerde geri bildirim sağlanmamış olmasından ötürü hataların tekrar ettiği ve bunun yanlış öğrenmelere yol açtığı görülmüştür. Bu nedenle bu gruptaki öğrenciler, yazılı anlatım becerisinde gelişim göstermediklerini düşünmüştür. Ayrıca öğrenciler kaygı, güvensizlik, başarısızlık korkusu ve motivasyon kaybı yaşadıklarını belirtmişlerdir. Fakat geri bildirim sağlanmadığı durumda olumlu bir nokta dikkat çekmiştir. Bazı öğrenciler bireysel olarak araştırma yapmaya yönelmiştir. Öğrencilerin bu çabası eksikliklerini gidermeye yetmemiştir.

Araştırma bulguları, YDG’nin bilişsel ve duyuşsal açıdan öğrenme sürecini desteklediğini ortaya çıkarmış ve odaklanılmış YDG’nin kalıcılık sağlayıp yazma becerisini geliştirdiği ve kaygıyı azalttığı belirlenmiştir. Tüm bu sonuçlar geri bildirim bazı açılardan yararsız olduğunu savunan Truscott’un görüşlerini çürütmüş ve dahası geri bildirim verilmediği takdirde bu durumun öğrencilerde duyuşsal ve bilişsel açıdan birçok olumsuz etkilere yol açtığı görülmüştür. Alan yazınındaki birçok çalışma da bu çalışmayla benzer sonuçlar ortaya çıkarmıştır. Araştırmacılar, geri bildirim alan öğrencilerin almayan öğrencilere nazaran yazma performanslarının daha yüksek olduğunu raporlamışlardır. Bu araştırma, kontrol grubuna ek olarak geri bildirim verilmeyen bir grubu da sürece dâhil ederek alan yazınına özgün bir katkı sağlamıştır.

Çalışma sonucuna göre Türkçenin yabancı dil olarak öğretiminde öğrenme öğretme süreci kurgulanırken planlı ve hedefli olarak odaklanılmış geri bildirim yoğun bir şekilde kullanılması önerilmektedir. Benzer şekilde amaca, ihtiyaca ve konuların yoğunluğuna göre değişkenlik gösterse de odaklanılmamış geri bildirim de başvurulabilir. Bu seçimin öğrenme sürecinin doğasına göre değişiklik göstereceği göz önünde bulundurulmalıdır. Geri bildirim sağlanmadığında ise öğrenme süreci verimsiz olacağından bundan kaçınılması önemli görülmektedir. Bunlara ek olarak sürdürebilir geri bildirim tekniklerinin işe koşulması, bunların geliştirilmesi ve farklı dil düzeylerinde veya dil öğretim bağlamlarında da benzer çalışmalarla alanın zenginleştirilmesi önerilmektedir. Bu sayede geri bildirim alanında bir tartışma zemini oluşturulup öğrenme sürecinin bütüncül bir yapıda planlanması sağlanabilir.