

Effect Of Corrective Feedback Types On Writing Proficiency Of High And Low-Anxiety EFL Learners

Farzaneh Rasouli¹, Ghada M. Awada, Ph.D. (Corresponding Author)², Danial Babajani Azizi³

¹Department of English, Faculty of Letters and Humanities, Shahid Beheshti University, Tehran, Iran. Her research interest includes task-based learning, learning strategies, corrective feedback, motivation, and anxiety in the domain of writing. ORCID: <https://orcid.org/0000-0001-6098-6287>, farzaneh.rasouli7@yahoo.com

²Lebanese American University, Beirut, Lebanon [orcid.org/0000-0001-8486-1630 ghadawada@gmail.com](mailto:ghadawada@gmail.com)

³Department of English Language Khazar Institute of Higher Education, Mahmoud Abad, Iran, danielbabajani@yahoo.com, ORCID: <https://orcid.org/0000-0002-7205-4417>

Abstract

This mixed-methods study examined the impact of different types of written corrective feedback (WCF) on the writing proficiency of high and low anxiety English as a foreign language (EFL) learners. Using the Oxford Placement Test (OPT), 58 intermediate-level female EFL students from a private university participated in the study. Data were collected through pre and post-writing tests and the Survey of Foreign Language Classroom Anxiety Scale (FLCAS). Results showed that direct corrective feedback (CF) had no significant effect on the writing proficiency of high- and low-anxiety learners. However, the low-anxiety indirect CF group performed better than the direct CF group in the writing posttest. Additionally, low-anxiety learners preferred receiving English comments and error correction, while high-anxiety learners preferred errors corrected with fewer comments. The study also found that structural and grammatical errors were preferred by students for feedback, whereas low anxiety learners preferred feedback on vocabulary, expression, content, and ideas. The study's pedagogical implications highlight the need for integrating feedback instruction into EFL writing teaching to enhance proficiency and decrease anxiety. Further research is recommended to generalize the findings and provide a more comprehensive understanding of the relationship between anxiety and CF in EFL writing classrooms.

Keywords: Corrective Feedback, High and Low-Anxiety, EFL Writing, EFL Learner Feedback Preferences

1. Introduction

Corrective feedback (CF) in language classrooms has been a topic of debate in second language acquisition (SLA) research and language teaching methodology[1]. However, most research supports the usefulness of CF in improving language learners' utterances[2]. Meta-analyses have concluded that CF - whether oral or written - facilitates SLA[6]. Moreover, studies have shown that most language learners

prefer to have their writing mistakes corrected in class and find CF helpful[7].

However, some scholars remain skeptical about the efficacy of error treatment. They argue that error treatment may negatively impact students' perceptions and EFL learning since what works for one student in one setting may not work for another in a different setting[8]. Hence, the use of CF types should vary in language classrooms

based on learners' cognitive and practical requirements.

Writing is a crucial means of communication in the modern world, whether in a traditional paper-and-pencil format or through email [9], [10]. The effectiveness of written corrective feedback (WCF) on writing performance depends on learners' engagement with WCF and their motivational state [11]. WCF also plays a significant role in writing classes [10]. Strategy instruction in L2 writing has also been investigated [11], [12]. The genre-based approach under systemic functional linguistics is useful in improving EFL students' critical thinking capacities in academic writing, supported by text analysis results [2].

The present study is significant as it is the first study to determine whether direct corrective feedback can improve the writing proficiency of high- and low-anxiety Iranian EFL learners. Other studies found that learners' characteristics might determine the effectiveness of self-regulated writing strategies [15]. Teachers have used various methods and feedback types to teach writing in EFL classes [16]. One of the most vital issues in a writing course that teachers encounter is that providing feedback on students' writing papers is probably the most valuable method [17], [18]. A substantial number of studies have researched the correlation between learners' language performance and anxiety [19], the impacts of test anxiety on listening [20] and the impact of nervousness on reading [21]. Furthermore, this study is significant as it utilized the anxiety variable to explore the correlation between high and low anxiety and learners' preferences for WCF in an EFL context.

2. Literature Review

2.1 Theoretical Framework of the Study

This study is framed by [22]'s affective factors theory, which posits a negative correlation

between anxiety and feedback, particularly corrective feedback (CF). Feedback has the potential to negatively impact learners' emotional states, potentially hindering learning in speaking activities. However, both instructors and learners understand the importance of feedback in learning, and anxiety decreases when learning is not hindered [23]. [22] also suggests that anxiety is debilitating, and CF has the potential to be damaging for students since it may increase their anxiety levels and affective filters. This could impede students' ability to process input and limit their acquisition of EFL.

2.2 Direct Corrective Feedback

The effectiveness of direct feedback in language learning has been the subject of debate among researchers. According to [24] and [25], direct feedback is a helpful method for language learners, particularly those with lower proficiency levels, as it provides explicit correction and reduces confusion. However, some scholars, such as [28] and [29], argue that direct feedback may be less practical as it leaves no room for learners to actively engage in the error correction process. Instead, it requires only passive rewriting, which may not promote long-term learning or individual error perception and revision. [30] suggests that a balance between direct and indirect feedback methods may be necessary to achieve optimal results.

2.3 Indirect Corrective Feedback

Indirect feedback is a process that pinpoints several errors without labeling these errors [24]. Learners in indirect feedback are challenged cognitively to correct the error considering their background information. This sort of feedback expands learners' engagement and enhances their critical thinking abilities; e.g., [25]. [30] maintained the benefits of this feedback type, who uncovered that learners receiving indirect feedback and utilizing an error code significantly

outperformed those who receive direct feedback. Furthermore, instructors give feedback to enable learners to give revised writing assignments and make learners ready to analyze the errors. The feedback process becomes complete when learners correct their errors [31]. The given feedback is also successful when learners, as [30] contends, check grammar books or dictionaries to correct the errors.

2.4 Students' Preferences for Error Correction

[23] states that teachers need to know students' perceptions of language learning to encourage more successful learning techniques for learners. [23] assumes that the severe frustration caused by a discrepancy between learners' expectations and the realities they experience in the classroom can hinder language learning.

Several Scholars have explored teachers' and learners' perceptions of error correction and have discovered discrepancies between them [40]. For instance, in his research, [32]uncovered that learners' perceptions of grammar teaching and error correction were more optimistic than their instructors' perceptions; that is, students wanted more error correction. Therefore, when learners' expectations are not met, their motivation can be adversely influenced, and they may doubt the reliability of the given instruction. [32]contends that "such lack of pedagogical face validity could affect learners' motivation" (p. 349). The mismatch between learners' and instructors' expectations can adversely influence EFL learners' perceptions of the language class and can even cause the cessation of EFL learning. Instructors, thus, need to investigate their learners' perceptions and expectations to bridge the gap and boost the impacts of education.

Some studies provide strong support for indirect feedback, while a plethora of literature seems to favor direct feedback. In a study by [33],

the effect of direct and indirect feedback on students' spelling errors was compared. The results revealed that indirect feedback, which led to learners' self-correction, was more effective than direct feedback provided by the teacher without the learners' contribution to the correction process. [34] further asserts that instructors should refrain from over-correcting learners' writing errors to decrease their language anxiety. They confirm a disparity in what learners, on the one hand, and instructors, on the other hand, may consider efficient oral error treatment. Furthermore, instructors should give their learners more explicit and direct error treatment. The findings showed that low-anxiety students benefited from recasts more than high-anxiety students and could produce substantial revisions.

[35] explored instructors' and students' preferences for corrective feedback (CF) types in Japanese classrooms by audio recording and stimulated recall interviews with students. The findings showed that recasts were the instructors' most preferred CF type over elicitation and metalinguistic clues because of the time limitation of classes and their awareness of students' cognitive styles. In contrast, the students liked to have a chance to think about their errors to figure out the corrections before receiving the correct form from their instructors.

[36] also researched 110 ESL and 137 EFL (French, German, and Spanish) learners and discovered that both groups had a positive attitude toward written corrective feedback (WCF). The researchers reported that EFL learners preferred to correct language structure, vocabulary, content, and style. However, ESL learners favored feedback content and organization. In alignment with these findings, [37] maintained that EFL learners consider grammatical features as a goal in the language learning process. Sheen clarifies that EFL students prefer developing their L2 information

while ESL students build their writing ability. In the investigation carried out by [38], findings demonstrated that the efficiency of WCF relied upon the category of errors and the student's proficiency level. They recommended that specific components like students' attitudes and targets are essential elements; however, learners' perceptions of feedback remained ignored in WCF research.

In earlier research, [39] explored the impacts of CF in correlation with individual differences (i.e., background knowledge of the language, grammatical sensitivity, anxiety, and extrinsic motivation). He found no significant impact for CF; however, communication impacts showed that error treatment benefited only several learners, including the individual difference variables. Learners with great previous success, high language aptitude, and low anxiety levels benefited more from error treatment. [40] explored how students with high and low FL anxiety benefit from recasts and metalinguistic CF. The findings proved that low-anxiety students profited from both metalinguistic feedback and recasts even though the impact of metalinguistic feedback on their progress was more significant. On the other hand, the high-anxiety students learned more from recasts than from metalinguistic CF.

The present study aims to investigate whether there is a statistically significant difference between the effect of direct and indirect written corrective feedback on high- and low-anxiety Iranian EFL learners' writing proficiency. Additionally, the study aims to explore the preferences of high and low anxiety learners regarding different WCF types. The study will utilize a mixed methods research design, incorporating both qualitative and quantitative data. In the qualitative phase of the study, the learners' perceptions of feedback types will be elicited using a detailed, structured, and formative survey of corrective feedback

preferences. The study participants will be 58 intermediate-level female students aged 18 to 25, randomly sampled from 70 intermediate students attending English conversation classes, and assigned to either the DWCF or IW.

3.2 Instruments

The following five instruments were used to collect data: a) OPT, b) FLCAS, c) a pretest of L2 writing, d) a posttest of L2 writing, and e) a survey of corrective feedback (CF) preferences.

Oxford Placement Test

To check the homogeneity of the participants, OPT was utilized. It is a flexible test of English language proficiency developed by Oxford University Press and Cambridge ESOL that gives teachers a reliable and time-saving tool to learn about students' level of English (Hill & Taylor, 2004). It is easy to administer placement testing and examination screening (Author 3 et al., 2022). The test has two parallel versions and takes approximately 30 minutes to administer.

All the test questions are in multiple-choice format; answers are recorded directly on the answer sheet; the answer sheets can be quickly marked using the overlays provided. The test is considered a global measure of ability in a language or other content areas. To have a homogeneous group of participants, the learners whose low, mid, and high scores were selected to participate in the study. The test has high reliability ($\alpha=.91$) based on Cronbach's alpha [41], p. 674). The test has high construct validity [42].

Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale (FLCAS) was used to check the learners' anxiety levels in the present study. The scale was initially developed by [23]. The scale measures the

anxiety of the EFL learners and includes 33 items. The questionnaire instructions prompted students to respond to each item by rating their level of agreement on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). It indicated a high internal reliability alpha coefficient.⁹³ "The construct validation study also established foreign language anxiety as a phenomenon related to but distinguishable from other specific anxieties" [23], p. 560). In an almost recent study, [43] revised the FLCAS for the Arabian context and found that the scale has high reliability and construct validity. FLCAS was translated into Persian, and then it was piloted among 30 Iranian EFL learners in the same institute where the study was being conducted, and the internal reliability index reported was ($\alpha=.86$) based on Cronbach's alpha.

Writing Pretest

The third instrument used in the pre-treatment level was a pretest of writing labeled as Test of Written English (TWE), which was given to the participants. The writing topic was selected from the topics given in the students' coursebook (Top Notch) specified for the intermediate level. Based on the instructions presented in the coursebook for the students to develop writings for such topics, participants were instructed to use multiple paragraphs and more sophisticated writing structures, such as introductions, body paragraphs, and conclusions. Many of the writing topics presented in the book require learners to express their attitudes and perceptions about their life and culture. The writings of the participants were scored by employing the inter-rater method. The raters and the researchers themselves employed the British Council writing scoring rubric for scoring the learners' writings.

Writing Posttest

Following the treatment, which lasted eight weeks (16 sessions), a posttest of L2 writing like

the pretest was administered. The same inter-rater method used in the pretest scoring phase was employed to score the students' papers.

Survey of Corrective Feedback Preferences

In the qualitative phase of the study and to find out the preferences of learners concerning the corrective feedback types, the researcher administered a detailed feedback preference survey. This survey was conducted at the end of the semester when learners had gained a sufficient understanding of the intervention procedures to present their perceptions on the effectiveness of each feedback type used in the classroom. This helped the researchers determine learners' preferences concerning the corrective feedback types. Because of similar instructional contexts, a form of [34]'s survey was adopted for this study.

The survey had twelve questions, eight involving a five-point psychometric response scale. The remaining four questions asked students to choose the most suitable answer on several topics. In the third part of the survey, the students were asked to give their opinion about the kinds and techniques of feedback they had received throughout the semester. This survey was also disseminated during individual writing conferences to understand the students' general opinion of the course, their feedback, and their perception of their English proficiency. The preference questionnaire with 12 items was piloted on 30 students. The Cronbach's alpha reliability for the pilot test was .88. The rest of the items were scrutinized by two PhD.holders in Teaching English as a Foreign Language (TEFL). Hence, the questionnaire's descriptive items could also pass the experts' judgment validity. The completed descriptive perceptions of the learners were transcribed, and the collected data were analyzed employing initial coding, open coding, and axial coding [11].

Materials and Coursebook

The researchers used questions from the writing conference and a brief breakdown adapted from [34]. The coursebook used in the present study was the intermediate level book of the Top Notch. Units 6-9 of Book 2 of the series were employed in the present study. Top-Notch provides teachers and students with guaranteed lively lessons of personalized, learner-centered interaction exposure to natural English and the development of learning strategies that students can take beyond the classroom.

3.3 Procedure

The present section deals with both quantitative and qualitative procedures taken to conduct the study.

Quantitative Phase

A total of 58 Iranian female EFL learners at an intermediate level of conversational English courses were selected from a pool of 70 learners with the same level of language proficiency (OPT) for homogeneity. The selected participants were then given the FLCAS to identify students with high and low anxiety.

The students were asked to write two short paragraphs using different academic journals: one using journals numbered 64-122, and the other using journals numbered 123-194.

Next, the selected learners were provided with different forms of corrective feedback types (DWCF and IWCF) in an eight-week intervention. The feedback types were explained to the learners, and they were asked to write a paragraph in each session, which was checked by the teachers who provided the learners with DWCF and IWCF.

In the DWCF cohort, the teacher provided the students with correct linguistic forms and structures to replace linguistic errors. The teacher

identified all existing linguistic errors, both grammatical and non-grammatical, and participants received feedback on all errors.

In the IWCF group, learners received specific error coding, using a code to show where and what type of error it is. Participants received feedback on all errors, including grammatical and non-grammatical errors, which were underlined, and metalinguistic information was provided above and below the errors through codes and in some cases, in the margins.

After eight weeks of instruction (16 sessions), the learners received the writing posttest TWE, which was at the same level as the pretest. The inter-rater method was employed to score the students' papers.

Qualitative Phase

In the qualitative phase, participants completed [34]'s survey at the end of the semester to express their opinions about the effectiveness of each feedback type used in the classroom. The survey consisted of twelve questions, eight of which consisted of a five-point Likert scale, and four required students to select an answer that matched their opinions about various topics. The third part of the survey required the students to present their perceptions of the feedback types they had received throughout the semester. The completed descriptive reflection logs of the learners were taken into consideration, and the collected data were analyzed by employing initial coding, open coding, and axial coding [11]. This helped the teacher find out the learners' preferred corrective feedback types.

4. Results

The current study aimed at investigating the impact of corrective feedback types on high- and low-anxiety EFL learners' L2 writing development and preferences. Before testing the research questions, the researchers checked

whether the pretest and posttest data were typically distributed. To serve this purpose, the

normality assumption of the data was checked, as shown in Table 1.

Table 1 Descriptive Statistics; Testing Normality Assumption

Group	Anxiety	N	Skewness		Kurtosis			
			Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Direct	OPT	12	-.441	.637	-0.69	-1.397	1.232	-1.13
	Low Pretest	12	1.363	.637	2.14	.973	1.232	0.79
	Posttest	12	.593	.637	0.93	-.360	1.232	-0.29
	High OPT	16	1.741	.564	3.09	1.275	1.091	1.17
	Pretest	16	-1.167	.564	-2.07	.539	1.091	0.49
	Posttest	16	-1.170	.564	-2.07	1.343	1.091	1.23
Indirect	OPT	18	-.908	.536	-1.69	-.463	1.038	-0.45
	Low Pretest	18	.188	.536	0.35	-1.803	1.038	-1.74
	Posttest	18	-1.494	.536	-2.79	4.643	1.038	4.47
	High OPT	12	.242	.637	0.38	-.943	1.232	-0.77
	Pretest	12	-.092	.637	-0.14	-.942	1.232	-0.76
	Posttest	12	-.813	.637	-1.28	.467	1.232	0.38

As shown in Table 1, the ratios of skewness and kurtosis over their standard errors were higher than +/- 1.96 for some of the variables. Since some of the variables violated the normality assumption, the present data were analyzed using non-parametric tests.

Homogenizing Groups on Pretest of Writing

A Mann-Whitney U test was run to compare the DWCF and IWCF groups' means on the pretest to prove that they were homogeneous in terms of their writing ability prior to the main study.

Table 2 Mann-Whitney U Test; Pretest of Writing by Groups

Group		N	Mean Rank	Sum of Ranks	Median	Mann-Whitney U	Z	P
	Direct	28	32.36	906.00	48.75	340.00	-1.247	.212
Pretest	Indirect	30	26.83	805.00	45			
	Total	58						

Based on the results shown in Table 2, it can be concluded that there was not any significant difference between the direct (MR = 32.36, Med = 48.75) and indirect (MR = 26.83, Med = 45) groups' mean ranks on pretest of writing (Mann-Whitney U = 340.00, Z = -1.247, p = .212). Thus, it can be claimed that the two groups were

homogenous in terms of their writing ability prior to administering the treatments.

This study investigated if there is a statistically significant difference between DWCF and IWCF on high- and low-anxiety Iranian EFL learners' writing development. A Mann-Whitney U test was run to compare them.

Table 3 Mann-Whitney U Test; Posttest of Writing by Anxiety Levels (Direct Feedback Group)

Group		N	Mean Rank	Sum of Ranks	Median	Mann-Whitney U	Z	P
	Low	12	17.25	207.00	62.50	63.00	-1.575	.115
Posttest	High	16	12.44	199.00	62.25			
	Total	28						

Based on the results shown in Table 3, it could be concluded that there was not any significant difference between the direct low anxiety (MR = 17.25, Med = 62.50) and direct high anxiety (MR = 12.42, Med = 62.25) groups' mean scores on posttest (Mann-Whitney U = 63, Z = -1.575, p = .115).

The second research question of this study investigated if IWCF has any statistically significant effect on high- and low-anxiety Iranian EFL learners' writing development. A Mann-Whitney U test was run to compare the indirect high and low anxiety groups' mean scores on the posttest.

Table 4 Mann-Whitney U Test; Posttest of Writing by Anxiety Levels (Indirect Feedback Group)

Group	N	Mean Rank	Sum of Ranks	Median	Mann-Whitney U	Z	P
Low	18	18.08	325.50	85.50	61.50	-1.992	.046
High	12	11.63	139.50	83.25			
Total	30						

Based on the results shown in Table 4, it can be concluded that the low anxiety group (MR = 18.08, Med = 85.50) had a higher mean score than the high anxiety group (MR = 11.36, Med = 83.25) groups' mean scores on posttest (Mann-Whitney U = 61.50, Z = -1.992, p = .046).

The second research question sought the preferences of high and low anxiety learners

considering different WCF types. Frequencies and percentages of the participants' preferences of teachers' written feedback, future written feedback, types of errors to be focused on, and types of feedback preferred by the learners.

Participants' Preferences of Teachers' Written Feedback

Table 5 Frequencies and Percentages of Preferred Written Feedback

Types of Written Feedback	Anxiety		Total
	Low	High	
English Comments, Error Correction, and Grade	N 7	1	8
	% 87.5%	12.5%	100.0%
English Comments and Error Correction	N 7	1	8
	% 87.5%	12.5%	100.0%
English Comments and Grade	N 8	9	17
	% 47.1%	52.9%	100.0%
Error Correction and Grade	N 0	6	6
	% 0.0%	100.0%	100.0%
Only English Comments	N 7	1	8
	% 87.5%	12.5%	100.0%
Only Error Correction	N 1	6	7
	% 14.3%	85.7%	100.0%
Only Grade	N 0	4	4

	%	0.0%	100.0%	100.0%
Total	N	30	28	58
	%	51.7%	48.3%	100.0%

Table 5 shows the frequencies and percentages of the participants' preferences of teachers' written feedback. The results showed the following:

- a- Low anxiety students (87.5 %) preferred to receive English comments, error correction, and grades more than the high anxiety group (12.5 %).
- b- Low anxiety students (87.5 %) preferred to receive English comments and error correction more than the high anxiety group (12.5 %).
- c- High anxiety students (52.9 %) preferred to receive English comments and grades more than the low anxiety group (47.1 %).

- d- High anxiety students (100 %) preferred to receive error correction and grades more than the low anxiety group (0 %).
- e- Low anxiety students (87.5 %) preferred to receive English comments only more than the high anxiety group (12.5 %).
- f- High anxiety students (85.7 %) preferred to receive error correction only more than the low anxiety group (14.3 %).
- g- High anxiety students (100 %) preferred to receive grades only more than the low anxiety group (0 %).

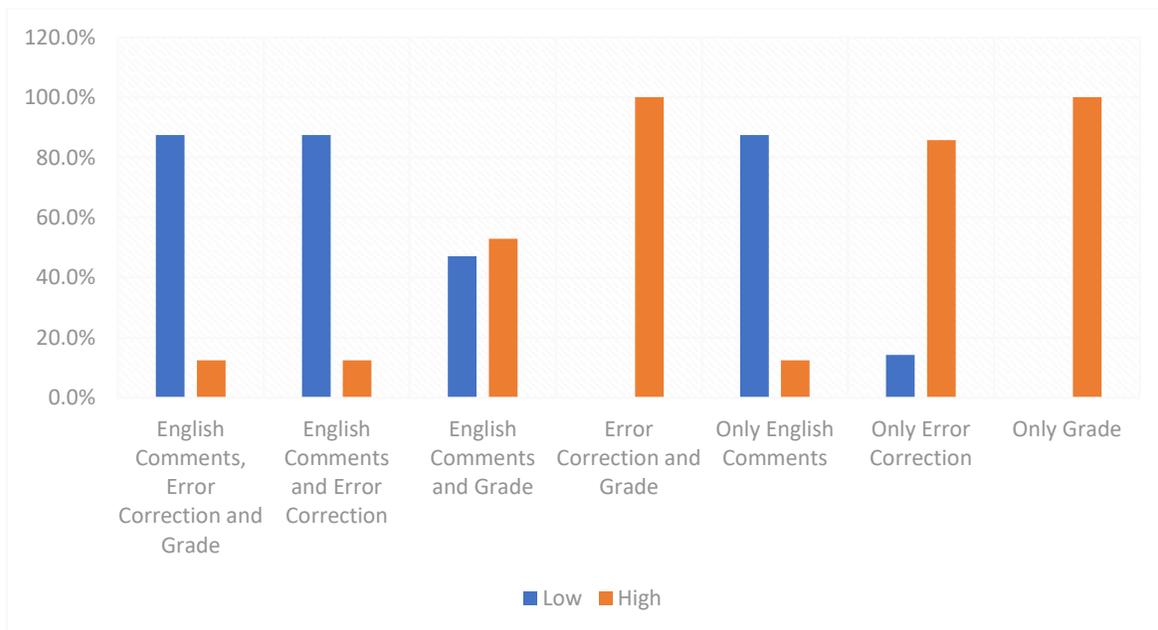


Figure.1. Percentages of preferred feedback

Participants' Preferences of Teachers' Future Written Feedback

Table 6 Frequencies and Percentages of Future Preferred Written Feedback

		Anxiety		Total
		Low	High	
Types of Written Feedback In Future	Error Correction	N 0	10	10
		% 0.0%	100.0%	100.0%
	Scores and Grades	N 13	1	14
		% 92.9%	7.1%	100.0%
	English Comments	N 13	3	16
		% 81.2%	18.8%	100.0%
	Current Method is Adequate	N 4	14	18
		% 22.2%	77.8%	100.0%
Total		N 30	28	58
		% 51.7%	48.3%	100.0%

Table 6 shows the frequencies and percentages of the participants' preferences of teachers' future written feedback (Q10). The results showed the following:

a- High anxiety students (100 %) preferred to receive error correction in the future more than the low anxiety group (0 %).

b- Low anxiety students (92.9 %) preferred to receive scores and grades in the future more than the high anxiety group (7.1 %).

c- Low anxiety students (81.2 %) preferred to receive English comments in the future more than the high anxiety group (18.8 %).

d- High anxiety students (77.8 %) preferred to continue with the present method of teachers' feedback more than the low anxiety group (22.2 %).

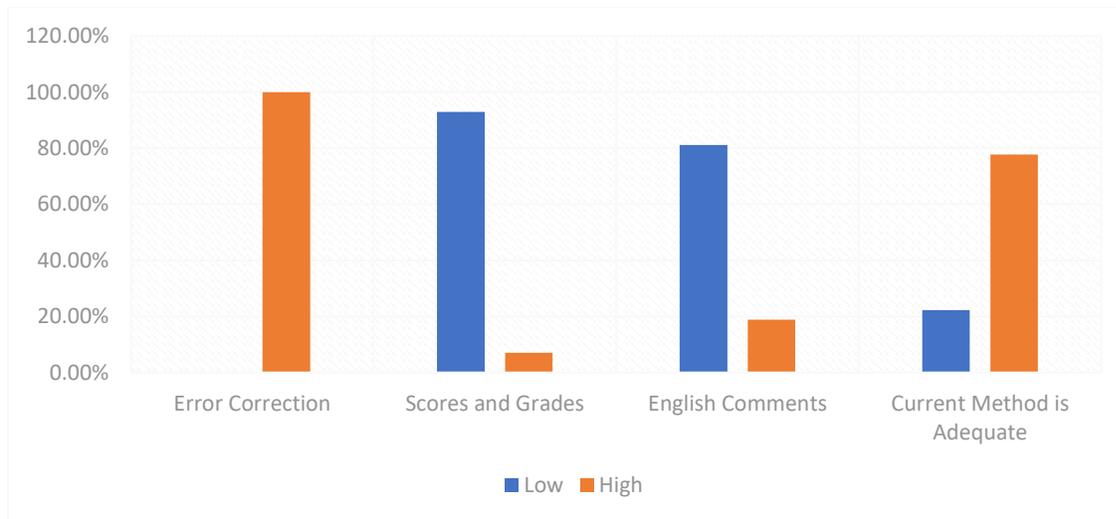


Figure.2. Percentages of preferred feedback in future

Participants' Preferences of Types of Errors to be focused on

Table 7 Frequencies and Percentages of Types of Errors to be Focused on

		Anxiety		Total
		Low	High	
Errors to be Focused on	Structural	N 0	10	10
		% 0.0%	100.0%	100.0%
	Vocabulary/Expressions	N 15	7	22
		% 68.2%	31.8%	100.0%
	Grammatical	N 0	10	10
		% 0.0%	100.0%	100.0%
	Content/Ideas	N 15	1	16
		% 93.8%	6.3%	100.0%
Total	N 30	28	58	
	% 51.7%	48.3%	100.0%	

Table 7 shows the frequencies and percentages of the participants' preferences of types of errors to be focused on (Q11). The results showed the following:

- a- High anxiety students (100 %) preferred structural errors to be focused on more than the low anxiety group (0 %).
- b- Low anxiety students (68.2 %) preferred vocabulary and expression

errors to be focused on more than the high anxiety group (31.8 %).

- c- High anxiety students (100 %) preferred grammatical errors to be focused on more than the low anxiety group (0 %).

- d- Low anxiety students (93.8 %) preferred errors related to content and ideas to be focused on more than the high anxiety group (6.2 %).

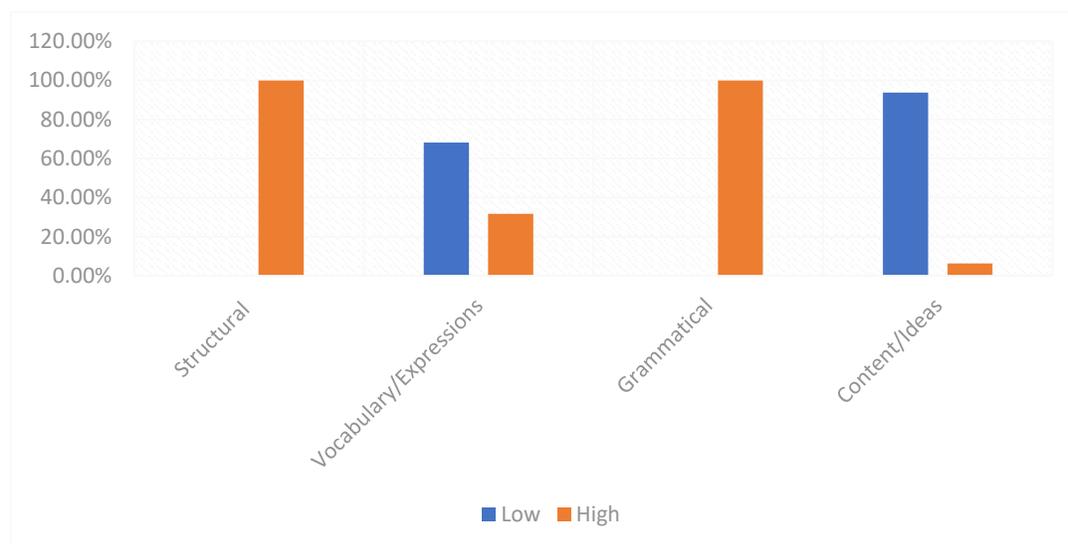


Figure 3. Percentages of types of errors to be focused on

Participants' Preferences of Types of Feedback

Table 8 Frequencies and Percentages of Types of Feedback

			Anxiety		Total
			Low	High	
Types of Written Feedback	Direct	N	12	16	28
		%	42.9%	57.1%	100.0%
	Indirect	N	18	12	30
		%	60.0%	40.0%	100.0%
Total		N	30	28	58
		%	51.7%	48.3%	100.0%

Table 8 shows the frequencies and percentages of the participants' preferences of types of feedback (Q12). The results showed the following:

a- High anxiety students (57.1 %) preferred to receive direct feedback more than the low anxiety group (42.9 %).

b- Low anxiety students (60 %) preferred indirect feedback more than the high anxiety group (40 %).

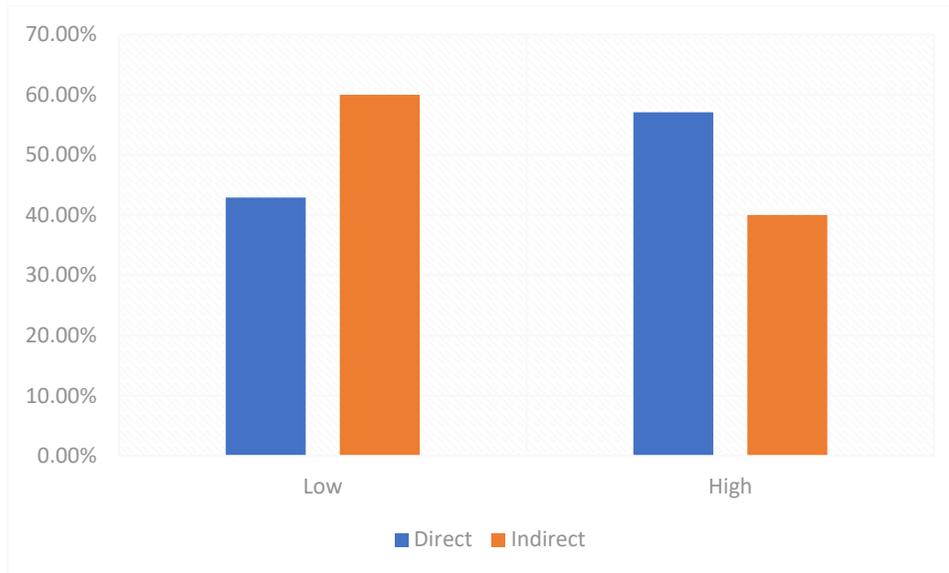


Figure 4. Percentages of preferred types of feedback

Students' Preferences

Table 9 Responses to Questions from the Writing Conference

Writing Conference Questions

1. Do you feel confident writing in English?	Very Confident 4.7%	Confident 23.9%	Not Confident 72.4%
2. How much time did you give to this assignment?	Significant 33.5%	Appropriate 9.2% 34.3%	Inadequate Effort 57.1%
3. How well do you comprehend the feedback on the assignment?	Mostly Understand 18%	Somewhat Understand 38.1%	Inadequately Understand 43.9%
4.			
5.			

6. How well do you comprehend the teacher's comments on the assignment?	Mostly Understand 15.1%	Somewhat Understand 43.9%	Inadequately Understand 41%
7. Can you correct your mistakes using the feedback from your teacher?	Yes 37%	Maybe 59.1%	No 3.9%

The researchers of the present study indicated that students' understanding of the provided written feedback was measured by the individual feedback students gave. The teachers conducted entirely English conferences to answer the participants' questions. The teachers clarified how to correct the errors they had made. The teachers generally focused on the recurring errors in the text. The participants were also given time to ask the teachers questions about their assignments.

The participants' responses indicated that 72.4% indicated that they did not feel confident about their writing skills, which the teachers did not expect. This finding aligns with research indicating that sometimes EFL students assess their writing skills at a lower level than their teachers' assessments [34],[46], [25]. In the same vein, 57.1% of the students did not feel they did their best to excel at revising their written assignments.

Likewise, the participant's responses to questions three and four examining their understanding of the teachers' feedback and comments, were similar to their responses to questions one and two. Sixteen students (43.9%) asserted that they comprehended only 50% or less of the teacher's feedback, whereas fifteen students (40%) indicated that they understood 50% or less of the teacher's comments. However, by the end of the treatment, 97% of students confirmed that they comprehended the feedback

at least 50% of the time. Three students answered that they could not correct their mistakes by employing the feedback given by the teachers, which is possibly due to a lack of understanding of the codes the teachers used.

4.2 Discussion

The present study's findings are consistent with those of [34], which suggest that there is an interaction between a teacher's feedback practices and a group of students' preferences and expectations. Specifically, students in this study preferred that their teachers provide direct lexical and grammatical error corrections and attend to all of their mistakes. However, these findings do not completely align with those of [9], which showed that written corrective feedback positively affects learners' writing performance when engagement and motivation are boosted.

The results of data analysis revealed that there was no significant difference between the effect of Direct Written Corrective Feedback (DWCF) on high and low-anxiety learners' writing development. Conversely, the study found that Indirect Written Corrective Feedback (IWCF) had a more positive impact on the L2 writing of learners than DWCF, especially when low anxiety learners received it. This finding is in line with [23], who found that low anxiety leads to greater concentration in the L2 classroom. Similarly, Horwitz, Horwitz, and Cope (1986) yielded the same finding in their study of foreign

language classroom anxiety. Furthermore, [19] found that language anxiety affects L2 writing success, and this inference was also supported by [23]'s study on language anxiety, L2 writing, and speaking achievement.

The present study also found that anxiety can predict performance in the foreign language classroom, as demonstrated in previous studies [48, 20, 43, 49]. In this study, low anxiety learners benefited more from indirect feedback than high anxiety learners, possibly due to the high concentration of low anxiety learners on the feedback they received. While students prioritize one feedback over another, indirect feedback is helpful to improve L2 proficiency and metalinguistic awareness [24].

The findings of the present study also highlight the importance of selecting appropriate feedback types for specific assignments, student proficiency levels, and classroom goals. Deciding whether to provide direct or indirect feedback in error correction remains critical [24]. This finding is in line with [52], who found that learners with low anxiety were more likely to get involved in the teacher's indirect feedback than the direct one. Conversely, learners perceived direct feedback as tedious and time-consuming. Unlike DWCF, IWCF involves learners in the process of learning and requires minimal processing on the part of language learners.

The third finding of the study demonstrated that teachers' written feedback had more impact on low anxiety students who preferred to receive English comments and error correction than on high anxiety learners who preferred to receive fewer comments and grades. Additionally, high anxiety students preferred focusing on structural and grammatical errors, while low anxiety learners preferred vocabulary and expression errors and errors related to content and ideas. This finding is consistent with [39], who studied the effects of foreign language anxiety on EFL

learners' perceptions of oral corrective feedback. According to [39], low anxiety learners were more open to indirect corrective feedback, while high anxiety learners were not at ease with indirect corrective feedback and preferred direct feedback presented by the teacher. It can be stated that high anxiety learners care more about grammatical structure than vocabulary items and expressions, as ungrammatical structures production would lead to inhibition; thus, they try to prevent these errors from recurring.

Finally, the study's results show some conflicting findings. For example, only 20 percent of the students expressed their confidence and ease with writing skills in the conference-writing stage. However, approximately 75 percent of them preferred one, two, or more feedback types, indicating their awareness of the nature of feedback provision. There may be several reasons for this range of findings. While language learners' proficiency improved vastly after the intervention, it is unlikely to happen.

Conclusion

The present study attempted to investigate the effects of corrective feedback types on high- and low-anxiety EFL learners' L2 writing development and their preferences through a mixed-method study. The data analysis results revealed no significant difference between the effect of direct WCF on high and low-anxiety learners' writing development. The indirect written feedback group with low anxiety outperformed the direct written feedback group on writing posttest.

The study has some limitations. It included a relatively small student sample. Furthermore, it was restricted to one gender. Further research is needed to repeat the present study using a larger student sample of female and male students with different proficiency levels, investigating individual factors affecting students' speaking engagement in the corrective feedback they

receive{149}. It is also critical that researchers utilize the think-aloud protocols to understand students' processing strategies rather than depend on their perceptions of these strategies.

References

- [1] Sheen, Y., & Ellis, R. (2011). Corrective feedback in language teaching. *Handbook of Research in Second Language Teaching and Learning*, 2(2), 593-610.
- [2] Hamied, F. A., & Emilia, E. (2020). Teaching critical thinking through academic writing to tertiary EFL Students in Pontianak Indonesia: A utilization of a genre-based approach. *The Asian EFL Journal Quarterly*, 6-25.
- [3] Lee, E. J. E. (2013). Corrective feedback preferences and learner repair among advanced ESL students. *The system*, 41(2), 217-230. <https://doi.org/10.1016/j.system.2013.01.022>
- [4] Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A meta-analysis. *Studies in Second Language Acquisition*, 32(2), 265-302. <https://www.jstor.org/stable/44488129>
- [5] Havranek, G. (2002). When is corrective feedback most likely to succeed? *International Journal of Educational Research*, 37(3), 255-270. [https://doi.org/10.1016/S0883-0355\(03\)00004-1](https://doi.org/10.1016/S0883-0355(03)00004-1)
- [6] Ellis, R. (2008). A typology of written corrective feedback types. *ELT Journal*, 28(2), 97-107. <https://doi.org/10.1093/elt/ccn023>
- [7] Bai, B., Understanding primary school students' use of self-regulated writing strategies through think-aloud protocols, *System* (2018), <https://doi.org/10.1016/j.system.2018.07.003>
- [8] Chandler, J. (2003). The efficacy of various kinds of error feedback improves the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12(2), 267-296. [https://doi.org/10.1016/S1060-3743\(03\)00038-9](https://doi.org/10.1016/S1060-3743(03)00038-9)
- [9] Tsao J-J, Tseng W-T, Hsiao T-Y, Wang C, Gao AX.(2021). Toward a motivation-regulated learner engagement WCF model of L2 writing performance. *SAGE Open*. 2021. doi:10.1177/21582440211023172
- [10] Author 3, Gharanjik, N., & Dehqan, M. (In press). The effects of mobile-mediated explicit and implicit feedback on EFL learners' use of English prepositions. *Theory and Practice of Second Language Acquisition*, x(x), xx-xx.
- [11] Rajasekhar, M. I. (2019). A pilot study is on the effects of cognitive language learning strategy instruction on ESL engineering college students' reading and writing performance. *IJELLH (International Journal of English Language, Literature in Humanities)*, 7(2), 23-23.
- [12] Khokhar, S., & Sangi, M. K. (2019). Language learning strategies and styles of second language learners. *Grassroots*, 52 (1), 63-77.
- [13] Hamied, F. A., & Emilia, E. (2020). Teaching critical thinking through academic writing to tertiary EFL Students in Pontianak Indonesia: A utilization of a genre-based approach. *The Asian EFL Journal Quarterly*, 6-25
- [14] Awada, Ghada M. 2021. Exploring Intercultural Interaction Model for Literacy of Underprivileged Learners of EFL. *Journal of Intercultural Communication Research*, 50(2), 166-184. <https://doi.org/10.1080/17475759.2020.1839941>
- [15] Teng, F., & Huang, J. (2019). Predictive Effects of Writing Strategies for Self-Regulated Learning on Secondary School Learners' EFL Writing Proficiency. *TESOL Quarterly*, 53(1), 232-247. <https://doi.org/10.1002/tesq.462>

- [16]Hyland, F. (1998). The impact of teacher written feedback on individual writers. *Journal of Second Language Writing*, 7(2), 255-286.[https://doi.org/10.1016/S1060-3743\(98\)90017-](https://doi.org/10.1016/S1060-3743(98)90017-)
- [17]Awada, Ghada M. and Diab, Nuwar M. 2021. Effect of online peer review versus face-to-Face peer review on argumentative writing achievement of EFL learners.*Computer Assisted Language Learning*, 1-19. <https://doi.org/10.1080/09588221.2021.1912104>
- [18] Hyland, K., & Hyland, F. (2006). Contexts and issues in feedback on L2 writing: An introduction. In K. Hyland and F. Hyland (eds.), *feedback in second language writing: Contexts and issues* (pp. 1-19). Cambridge: Cambridge University Press.
- [19]Cheng, Y., Horwitz, E., & Schallert, D. (1999). Language anxiety differentiating writing and speaking components. *Language Learning*, 49(3), 417-446. <https://doi.org/10.1111/0023-8333.00095>
- [20]In'nami, Y. (2006). The effects of test anxiety on listening test performance. *The system*, 34(1), 317-340. <https://doi.org/10.1016/j.system.2006.04.005>
- [21]Saito, Y., Garza, T., & Horwitz, E. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2), 202-218.
- [22]Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- [23]Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20(3), 559-562. <https://doi.org/10.2307/3586302>
- [24]Ferris, D. R. (1995). Teaching ESL composition students to become independent self-editors. *TESOL Journal*, 4(3), 18-22. <https://doi.org/10.1111/j.1751-2208.1995.tb00017.x>
- [25]Bitchener, J., & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research*, 12(1), 409-431. <https://doi.org/10.1177/1362168808089924>
- [26]Park, H. S. (2010). Teachers' and learners' preferences for error correction. Unpublished doctoral dissertation. California State University, Sacramento.
- [27]Awada, Ghada M., Ghaith, Ghazi M. and Diab, Nuwar. M. 2020.Using Third Space and Literature Circles (TSLC) as transformative pedagogy for marginalized EFL learners. *Innovation in Language Learning and Teaching*, 1-9. <https://doi.org/10.1080/17501229.2020.1819288>
- [28] Elashri, I. (2013). The impact of the direct teacher feedback strategy on the EFL secondary stage students' writing performance (Unpublished doctoral dissertation). Faculty of Education, Mansoura University, Egypt.
- [29]Ko, K., & Hirvela, A. (2010). Perceptions of KFL/ESL teachers in North America regarding feedback on college student writing. (Unpublished doctoral dissertation). The Ohio State University, Ohio, the USA.
- [30]Khodareza, M., & Delvand, S. (2016). The impact of written corrective feedback of grammatical points on Iranian EFL learners' writing accuracy. *Indian Journal of Fundamental and Applied Life Sciences*, 6(1), 470-475.
- [31]Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing*, 9(2), 227-257.

- [https://doi.org/10.1016/S1060-3743\(00\)000278](https://doi.org/10.1016/S1060-3743(00)000278)
- [32] Harmer, J. (2000). *The practice of English language teaching*. London: Longman.
- [33] Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: the USA–Colombia. *The Modern Language Journal*, 85(2), 244-258. <https://doi.org/10.1111/0026-7902.00107>
- [34] Baleghizadeh, S., & Dadashi, M. (2011). The effect of direct and indirect corrective feedback on students' spelling errors. *Profile Issues in Teachers Professional Development*, 13(1), 129-137.
- [35] Lasagabaster, D., & Sierra, J. M. (2005). Error correction: Students' versus teachers' perceptions. *Language Awareness*, 14(2), 112-127. <https://doi.org/10.1080/09658410508668828>
- [36] Hedgcock, J., & Lefkowitz, N. (1994). Feedback on feedback: Assessing learner receptivity to teacher response in L2 composing. *Journal of Second Language Writing*, 3(2), 141-163. [https://doi.org/10.1016/1060-3743\(94\)90012-4](https://doi.org/10.1016/1060-3743(94)90012-4)
- [37] Yoshida, R. (2008). Teachers' choice and learners' preference of corrective feedback types. *Language Awareness*, 17(1), 78-93. <https://doi.org/10.2167/la429.0>
- [38] Sheen, Y. (2011). *Corrective feedback, individual defends second language learning*. New York: Springer.
- [39] Rassaei, E. (2015a). Oral corrective feedback, foreign language anxiety, and L2 development. *The system*, 49(2), 98-109.
- <https://doi.org/10.1016/j.system.2015.01.002>
- [40] Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164. <https://doi.org/10.1111/j.0963-7214.2004.00298.x>
- [41] Berthold, M. (2011). Reliability of Quick Placement Tests: How much faith can we place on quick paper or internet-based placement tests. *Australian Journal of Teacher Education*, 35(6), 674-698.
- [42] Motallebzadeh, K., & Nematizadeh, S. (2011). Does gender play a role in the assessment of oral proficiency? *English Language Teaching*, 4(4), 165-172. <https://doi.org/10.5539/elt.v4n4p165>
- [43] Al-Saraj, T. M. (2014). Revisiting the foreign language classroom anxiety scale (FLCAS): The anxiety of female English language learners in Saudi Arabia. *L2 Journal*, 6(1), 50-76. <https://doi.org/10.5070/L26121650>
- [44] Irwin, B. (2017). Written corrective feedback: Student preferences and teacher feedback practices. *IAFOR Journal*, 3(2), 35-58.
- [45] Creswell, J.W. (2013). *Research design: qualitative, quantitative, and mixed methods approach (3rd ed.)*. Los Angeles: SAGE.
- [46] Matsuno, S. (2009). Self-, peer-, and teacher assessments in Japanese university EFL writing classrooms. *Language Testing*, 26(1), 75-100. <https://doi.org/10.1177/0265532208097337>
- [47] Heine, S. J., Kitayama, S., & Lehman, D. R. (2016). Cultural differences in self-evaluation. *Journal of Cross-Cultural Psychology*, 32(4), 434-443.

- <https://doi.org/10.1177/0022022101032004004>
- [48] Matsuda, S., & Gobel, P. (2003). Anxiety and predictors of performance in the foreign language classroom. *The system*, 32(2), 21-36. <https://doi.org/10.1016/j.system.2003.08.002>
- [49] Luquin Urtasun, M. (2017). "That is wrong. It is pronounced/æŋ'zarətr/": corrective feedback, foreign language anxiety, and pronunciation development. Retrieved from <http://academic.e.unavarra.es/handle/2454/25296>
- [50] Martin, S., & Valdivia, I. M. A. (2017). Students' feedback beliefs and anxiety in online foreign language oral tasks. *International Journal of Educational Technology in Higher Education*, 14(1), 18-23. <https://doi.org/10.1186/s41239-017-0056-z>
- [51] Han, Y., & Hyland, F. (2015). Exploring learner engagement with written corrective feedback in a Chinese tertiary EFL classroom. *Journal of second language writing*, 30, 31-44.
- [52] Di Loreto, S. (2013). The relationship between instructor feedback and foreign language anxiety (Doctoral dissertation, Concordia University).
- [53] Adnan, M. (2017). Perceptions of senior-year ELT students for the flipped classroom: A materials development course. *Computer Assisted Language Learning*, 30(3-4), 204- 222.
- [54] Al-Abbas, Mohammad and Saab, Samer S. October 2020. "The Impact of Collaborative Research: A Case Study in a Developing Country," in 2020 4th International Symposium on Multidisciplinary Studies and Innovative Technologies (ISMS), pp. 1-7
- [55] Abi Raad, Vanda. "How to implement simulation-based education in a new medical school" *BMJ Simulation and Technology Enhanced Learning* 1, no. 1 (2015).
- [56] Awwad, Rita, and Michael Ammoury. 2019. "Owner's perspective on the evolution of bid prices under various price-driven bid selection methods." *Journal of Computing in Civil Engineering* 33, no. 2 (2019): 04018061. DOI: 10.1061/(ASCE)CP.1943- 5487.0000803.
- [57] A.-N. El-Kassar and S. K. Singh, "Green innovation and organizational performance: The influence of big data and the moderating role of management commitment and HR practices," *Technol. Forecast. Soc. Change*, vol. 144, pp. 483- 498, 2019, DOI: 10.1016/j.techfore.2017.12.016.
- [58] Al-Abbas, Mohammad and Saab, Samer S. October 2020. "The Impact of Collaborative Research: A Case Study in a Developing Country," in 2020 4th International Symposium on Multidisciplinary Studies and Innovative Technologies (ISMS), pp. 1-7
- [59] Aboultaif, E. W. 2018. Revisiting the Druze Politics in Palestine under British Colonial Rule. *Arab Studies Quarterly*, 40(3), 233-253
- [60] Arayssi, Mahmoud, Jizi, Mohammad and Tabaja, Hala, H. 2020. "The impact of board composition on the level of ESG disclosures in GCC countries," *Sustain. Accounting, Manag. Policy J.*, vol. 11, no. 1, pp. 137- 161
- [61] Awada, Ghada, Burston, Jack, and Ghannage, Rosie., 2020. "Effect of student team achievement division through WebQuest on EFL students' argumentative writing skills and their instructors' perceptions." *Computer Assisted Language Learning* 33, no. 3. 275-300.
- [62] Alianak, S. L. (2014). *Transition Towards Revolution and Reform: The Arab Spring Realized?* Edinburgh University Press.

- [63] Aboultaif, Eduardo Wassim. "Revisiting the Druze Politics in Palestine under British Colonial Rule." *Arab Studies Quarterly* 40, no. 3 (2018): 233-253.
- [64] Aboultaif, Eduardo Wassim, and Paul Tabar. "National versus communal memory in Lebanon." *Nationalism and Ethnic Politics* 25, no. 1 (2019): 97-114.
- [65] Aboultaif, Eduardo Wassim. "Energy, mobilization, memory, and trauma in consociational systems." *Nations and Nationalism* 25, no. 2 (2019): 564-586.
- [66] Badran, Dany. "Democracy and Rhetoric in the Arab World." *The Journal of the Middle East and Africa* 4, no. 1 (2013): 65-86.
- [67] Bahous, Rima and Nabhani, Mona. 2015. Faculty views on developing and assessing learning outcomes at the tertiary level. *The Journal of General Education*, 64(4), 294-309
- [68] Baroudi, Sami E., and Vahid Behmardi. "Sheikh Wahbah al-Zuhaili on international relations: the discourse of a prominent Islamist scholar (1932–2015)." *Middle Eastern Studies* 53, no. 3 (2017): 363-385.
- [69] Baroudi, Sami E. "The Islamic Realism of Sheikh Yusuf Qaradawi (1926–) and [45] Sayyid Muhammad Hussein Fadlallah (1935–2010)." *British Journal of Middle Eastern Studies* 43, no. 1 (2016): 94-114.
- [70] Baroudi, Sami E., and Jennifer Skulte-Ouass. "Mohamed Hassanein Heikal on the United States: The Critical Discourse of a Leading Arab Intellectual." *Middle Eastern Studies* 51, no. 1 (2015): 93-114.
- [71] Baroudi, Sami E. "Countering US Hegemony: The Discourse of Salim al-Hoss and other Arab Intellectuals." *Middle Eastern Studies* 44, no. 1 (2008): 105-129.
- [72] Baroudi, Sami. "US–Lebanese Relations in the 21st Century: A View from Beirut." *The Arab World Geographer* 8, no. 4 (2005): 196-219.
- [73] Baroudi, Sami E. "Continuity in economic policy in postwar Lebanon: The record of the Hariri and Hoss governments examined, 1992-2000." *Arab studies quarterly* (2002): 63-90.
- [74] Baroudi, Sami E., and Imad Salamey. "US-French collaboration on Lebanon: How Syria's role in Lebanon and the Middle East contributed to a US-French Convergence." *The Middle East Journal* 65, no. 3 (2011): 398-425.
- [75] Baroudi, Sami E. "Business associations and the representation of business interests in post-war Lebanon: the case of the association of Lebanese industrialists." *Middle Eastern Studies* 36, no. 3 (2000): 23-51.
- [76] Baroudi, Sami. "Conflict and Co-operation within Lebanon's Business Community: Relations between Merchant's and Industrialists' Associations." *Middle Eastern Studies* 37, no. 4 (2001): 71-100.
- [77] Baroudi, Sami E. "Lebanon's Foreign Trade Relations in the Postwar Era: Scenarios for Integration (1990–Present)." *Middle Eastern Studies* 41, no. 2 (2005): 201-225.
- [78] Baroudi, Sami Emile. "Islamist Perspectives on International Relations: The Discourse of Sayyid Muhammad Hussein Fadlallah (1935–2010)." *Middle Eastern Studies* 49, no. 1 (2013): 107-133.
- [79] Bradley, L., Bahous, R., and Albasha, A. 2020. Professional development of Syrian refugee women: proceeding with a career within education. *Studies in Continuing Education*, 1-18.

- [80] Bahous, S. A., Salameh, P., Salloum, et al. 2018. Voluntary vs. compulsory student evaluation of clerkships affects validity and potential bias. *BMC medical education*, 18(1), 1-10.
- [81] Bahous, Rima and Nabhani, Mona. 2015. Faculty views on developing and assessing learning outcomes at the tertiary level. *The Journal of General Education*, 64(4), 294-309.
- [82] Bahous, Rima, Diab, R. and Nabhani, M. 2019. Language teachers' perceptions of practitioner research. *Journal of Applied Research in Higher Education*.
- [83] Bradley, L., Bahous, R., and Albasha, A. 2020. Professional development of Syrian refugee women: proceeding with a career within education. *Studies in Continuing Education*, 1-18.
- [84] Badaan, V., Richa, R., & Jost, J. T. (2020). Ideological justification of the sectarian political system in Lebanon. *Current opinion in psychology*, 32, 138-145.
- [85] Bou-Karroum, Lama, Fadi El-Jardali, Nour Hemadi, Yasmine Faraj, Utkarsh Ojha, Maher Shahrour, Andrea Darzi, et al. "Using media to impact health policy-making: an integrative systematic review." *Implementation Science* 12, no. 1 (2017): 1-14.
- [86] Clark, Janine A., & Bassel F. Salloukh. 2013. "Elite Strategies, Civil Society, and Sectarian Identities in Postwar Lebanon." *International Journal of Middle East Studies* 45 (04): 731–749. doi:10.1017/s0020743813000883.
- [87] Christiansen, Connie Carøe. "Gender, Development, and Security in Yemen's Transition Process." *Journal of intervention and state-building* 13, no. 2 (2019): 197-215.
- [88] Clark, Janine A., & Bassel F. Salloukh. *East Studies* 45 (04): 731–749. 2013. "Elite Strategies, Civil Society, and Sectarian Identities in Postwar Lebanon." *International Journal of Middle East Studies* doi:10.1017/s0020743813000883.
- [89] Christiansen, Connie, and Sabria Al-Thawr. "Muhamesheen activism: enacting citizenship during Yemen's transition." *Citizenship Studies* 23, no. 2 (2019): 115-138.
- [90] Djoundourian, Salpie S. "Response of the Arab world to climate change challenges and the Paris agreement." *International Environmental Agreements: Politics, Law and Economics* (2021): 1-23.
- [91] Dabbous, Amal, and Abbas Tarhini. "Assessing the impact of knowledge and perceived economic benefits on sustainable consumption through the sharing economy: A sociotechnical approach," *Technol. Forecast. Soc. Change*, vol. 149, 2019, DOI: 10.1016/j.
- [92] Darwich, May, Morten Valbjørn, Bassel F. Salloukh, Waleed Hazbun, Amira Abu Samra, Said Saddiki, Adham Saouli, Hamad H. Albloshi, and Karim Makdisi. "The politics of teaching international relations in the Arab world: Reading Walt in Beirut, Wendt in Doha, and Abul-Fadl in Cairo." *International Studies Perspectives* 22, no. 4 (2021): 407-438
- [93] Dibeh, Ghassan, Ali Fakh, and Walid Marrouch. "Decision to emigrate amongst the youth in Lebanon." *International Migration* 56, no. 1 (2018): 5-22.
- [94] Djoundourian, S. S. 2021. Response of the Arab world to climate change challenges and the Paris agreement. *International Environmental Agreements: Politics, Law and Economics*, 1-23.
- [95] Dabbous, Amal, and Abbas Tarhini. "Assessing the impact of knowledge and

- perceived economic benefits on sustainable consumption through the sharing economy: A sociotechnical approach," *Technol. Forecast. Soc. Change*, vol. 149, 2019, DOI: 10.1016/j.techfore.2019.119775.
- [96] Deets, S. and Skulte-Ouais, J. 2021. Breaking into a Consociational Election. *Ethnopolitics*, 20(2), 157-185
- [97] Deets, Stephen, and Jennifer Skulte-Ouais. "Breaking into a Consociational System: Civic Parties in Lebanon's 2018 Parliamentary Election." *Ethnopolitics* 20, no. 2 (2021): 157-185
- [98] El Khoury, Ghada, and Pascale Salameh. "Assessment of the awareness and usages of family planning methods in the Lebanese community." *BMJ Sexual & reproductive health* 45, no. 4 (2019): 269-274. DOI: 10.1136/bmjsex-2018-200067
- [99] Fakhoury, Tamirace. "The European Union's Engagement in Conflict Processes and Conflict Spillovers: The Case of Lebanon Since the Onset of the Syrian War." *European Foreign Affairs Review* 22, no. 1 (2017).
- [100] Fakhoury, Ali, and May Ibrahim. "The impact of Syrian refugees on the labor market in neighboring countries: empirical evidence from Jordan." *Defense and Peace Economics* 27, no. 1 (2016): 64-86.
- [101] Fakhoury, Ali, Nathir Haimoun, and Mohamad Kassem. "Youth unemployment, gender and institutions during transition: evidence from the Arab spring." *Social Indicators Research* 150, no. 1 (2020): 311-336.
- [102] Fakhoury, T. 2019. Power-sharing after the Arab Spring? Insights from Lebanon's political transition. *Nationalism and Ethnic Politics*, 25(1), 9-26.
- [103] Fakhoury, T. 2017. The European Union's Engagement in Conflict Processes and Conflict Spillovers: The Case of Lebanon Since the Onset of the Syrian War. *European Foreign Affairs Review*, 22(1).
- [104] Farah, Maya F., Zahy B. Ramadan, and Dana H. Harb. "The examination of virtual reality at the intersection of consumer experience, shopping journey and physical retailing." *Journal of Retailing and Consumer Services* 48 (2019): 136-143. DOI: 10.1016/j.jretconser.2019.02.016.
- [105] Ghosn-Chelala, M., & Akar, B. (2021). Citizenship education for environmental sustainability in Lebanon: public school teachers' understandings and approaches. *Environmental Education Research*, 27(3), 366-381.
- [106] Gjertsson, S. (2021). The Impacts of Corruption on Lebanon's Public Health. *THE SWEDISH INSTITUTE OF INTERNATIONAL AFFAIRS* | UI.SE. <https://www.ui.se/globalassets/ui.se-eng/publications/ui-publications/2021/ui-brief-no.-3-2021.pdf>.
- [107] Kadri, Jude. "The Collapse of Yemen's Sovereignty by Permanent Violence: A Means of Both Production and Consumption of Value." *Arab Studies Quarterly* 43, no. 2 (2021): 98-120.
- [108] Khoury, Melissa Plourde. "Challenging Panopticism through Representations: Burj al-Murr." *Middle East Journal of Culture and Communication* 11, no. 3 (2018): 295-315.
- [109] Karam, Jeffrey G. "Reflections on Beirut Rules: the wider consequences of US foreign and security policy in Lebanon in the 1980s." *Intelligence and National Security* 36, no. 3 (2021): 431-443.
- [110] Kadri, Jude. "Impact of 1962-68 North Yemen War on Cold War Balance of

Power." *Middle East Critique* 30, no. 3 (2021): 265-286.

[111] Kadri, Jude. "Prospective for Yemen's violent contradictions." *Digest of Middle East Studies* 30, no. 3 (2021): 203-220.

[112] Karam, J. G. 2021. Reflections on Beirut Rules: the wider consequences of US foreign and security policy in Lebanon in the 1980s. *Intelligence and National Security*, 36(3), 431-443

[113] Khansa, J. and Bahous, Rima 2021. Challenges of teaching Syrian refugee children in Lebanon: teachers' insights. *Intercultural Education*, 1-16.

[114] .Melki, Jad P., Eveline A. Hitti, Michael J. Oghia, and Afif A. Mufarrij. "Media exposure, mediated social comparison to idealized images of muscularity, and anabolic steroid use." *Health Communication* 30, no. 5 (2015): 473-484.

[115] Melki, Jad. "The interplay of politics, economics, and culture in the news framing Middle East wars." *Media, War & Conflict* 7, no. 2 (2014): 165-186.

[116] Rowayheb, Marwan George. "Political change and the outbreak of Civil War: The case of Lebanon." *Civil Wars* 13, no. 4 (2011): 414-436.

[117] Rønn, Anne Kirstine (2020). The Development and Negotiation of Frames During Non-sectarian Mobilizations in Lebanon, *The Review of Faith & International Affairs*, 18:1, 87-96, DOI: 10.1080/15570274.2020.1729533

[118] Ramadan, Zahy B., and Maya F. Farah. "The advent of the social moment of truth in online communities." *International Journal of Web-Based Communities* 13, no. 3 (2017): 364-378

[119] Palmer, Lindsay, and Jad Melki. "Shapeshifting in the conflict zone: The strategic performance of gender in war reporting." *Journalism Studies* 19, no. 1 (2018): 126-142.

[120] Syed, Q. R., and Bouri, E.2021. Impact of economic policy uncertainty on CO2 emissions in the US: Evidence from bootstrap ARDL approach. *Journal of Public Affairs*, e2595

[121] Salloukh, B. F. 2019. War memory, confessional imaginaries, and political contestation in postwar Lebanon. *Middle East Critique*, 28(3), 341-359.

[122] Salloukh, B. F. 2017. The Syrian war: spillover effects on Lebanon. *Middle East Policy*, 24(1), 62-78.

[123] Salloukh, B. F. 2019. Taif and the Lebanese state: the political economy of a very sectarian public sector. *Nationalism and Ethnic Politics*, 25(1), 43-60.

[124] Diab, Rula, and Luma Balaa. 2011. "Developing detailed rubrics for assessing critique writing: Impact on EFL university students' performance and attitudes." *TESOL Journal* 2, no. 1: 52-72

[125] Habre, Cendrella, and Houeida Kammourié. "Redesigning Spaces for Effective Learning: Challenges Facing Riyadh Nassar Library in Meeting Users' Perceptions and Expectations." *Journal of library administration* 58, no. 5 (2018): 519-544.

[126] Hamdan, M. 2017. Beyond the Given: Stretching Mathematical Thinking Through Journaling. *PRIMUS*, 27(10), 916-925

[127] Fathi, J., & Rahimi, M. (2020). Examining the impact of the flipped classroom on writing complexity, accuracy, and fluency: a case of EFL students. *Computer Assisted Language Learning*, 1-39.

- [128] Fidaoui, Diana, Rima Bahous, and Nahla N. Bacha. 2010. CALL in Lebanese elementary ESL writing classrooms. *Computer Assisted Language Learning*, 23(2), 151-168.
- [129] Ghaith, Ghazi M., and Awada, Ghada G. 2022. "Scaffolding Understanding of Scholarly Educational Research Through Teacher/Student Conferencing and Differentiated Instruction." *Teaching & Learning Inquiry* 10. <https://doi.org/10.20343/teachlearnqu.10.8>
- [130] Hitti, Eveline, Dima Hadid, Jad Melki, Rima Kaddoura, and Mohamad Alameddine. "Mobile device use among emergency department healthcare professionals: prevalence, utilization, and attitudes." *Scientific Reports* 11, no. 1 (2021): 1-8.
- [131] Khansa, Jida, and Rima Bahous. 2021. Challenges of teaching Syrian refugee children in Lebanon: teachers' insights. *Intercultural Education*, 1-16
- [132] Kadri, J. 2021. Prospective of Yemen's violent contradictions. *Digest of Middle East Studies*, 30(3), 203-220.
- [133] Mazzetti, Silvia. 2020. Multidisciplinary collaboration: an integrated and practical approach to project management teaching. *International Journal of Continuing Engineering Education and Life-Long Learning*, 30(1), 52-67.
- [134] Mazzetti, Silvia 2019. A practical, multidisciplinary approach for assessing leadership in project management education. *Journal of Applied Research in Higher Education*.
- [135] Maamari, B. E. and Majdalani, J. F. (2019). The effect of highly emotionally intelligent teachers on their students' satisfaction. *International Journal of Educational Management*
- [136] Melki, J. and Kozman, C. 2021. Media dependency, selective exposure, and trust during the war: Media sources and information needs of displaced and non-displaced Syrians. *Media, War & Conflict*, 14(1), 93-113.
- [137] Melki, Jad, and Claudia Kozman. "Media dependency, selective exposure and trust during the war: Media sources and information needs of displaced and non-displaced Syrians." *Media, War & Conflict* 14, no. 1 (2021): 93-113.
- [138] Melki, Jad P. "Sowing the seeds of digital and media literacy in Lebanon and the Arab world." *Media literacy education in action: Theoretical and pedagogical perspectives* (2013): 77-86.
- [139] Marrouch, Walid, and Jana Mourad. "Effect of gasoline prices on car fuel efficiency: Evidence from Lebanon." *Energy Policy* 135 (2019): 111001. DOI: 10.1016/j.enpol.2019.111001
- [140] Melki, Jad. "Journalism and media studies in Lebanon." *Journalism Studies* 10, no. 5 (2009): 672-690.
- [141] Melki, Jad. "Media habits of MENA youth: A three-country survey." *Youth in the Arab World* (2010).
- [142] Melki, Jad, Hani Tamim, Dima Hadid, Sally Farhat, Maha Makki, Lara Ghandour, and Eveline Hitti. "Media Exposure and Health Behavior during Pandemics: The Mediating Effect of Perceived Knowledge and Fear on Compliance with COVID-19 Prevention Measures." *Health Communication* (2020): 1-11.
- [143] Melki, Jad, and May Jabado. "Mediated public diplomacy of the Islamic State in Iraq and Syria: The synergistic use of terrorism, social media, and branding." *Media and Communication* 4, no. 2 (2016): 92-103.

- [144] Melki, Jad P. "Sowing the seeds of digital and media literacy in Lebanon and the Arab world." *Media literacy education in action: Theoretical and pedagogical perspectives* (2013): 77-86.
- [145] Nagle, John, and Tamirace Fakhoury. "Between Co-Option and Radical Opposition: A Comparative Analysis of Power-Sharing on Gender Equality and LGBTQ rights in Northern Ireland and Lebanon." *Nationalism and Ethnic Politics* 24, no. 1 (2018): 82-99.
- [146] Nabhani, Mona, Nicolas, M. O. D. and Bahous, Rima. 2014. Principals' views on teachers' professional development. *Professional development in education*, 40(2), 228-242. <https://doi.org/10.1080/19415257.2013.803999>
- [147] Ramadan, Z. B., Farah, M. F., & Daouk, S. 2019. The effect of e-retailers innovations on shoppers' impulsiveness and addiction in web-based communities: the case of Amazon's Prime Now. *International Journal of Web-Based Communities*, 15(4), 327-343
- [148] Rahimi, M., & Fathi, J. (2022). Employing e-tandem language learning method to enhance speaking skills and willingness to communicate: the case of EFL learners. *Computer Assisted Language Learning*, 1-37.
- [149] Rowayheb, Marwan G. "Lebanese Leaders: Are They a Factor of Political Change?." *The Journal of the Middle East and Africa* 5, no. 3 (2014): 181-200.
- [150] Rowayheb, Marwan George. "Lebanese militias: A new perspective." *Middle Eastern Studies* 42, no. 2 (2006): 303-318.
- [151] Rowayheb, Marwan G. "Walid Jumblat and political alliances: The politics of adaptation." *Middle East Critique* 20, no. 01 (2011): 47-66.
- [152] Rahimi, M., & Fathi, J. (2021). Exploring the impact of wiki-mediated collaborative writing on EFL students' writing performance, writing self-regulation, and writing self-efficacy: a mixed-methods study. *Computer Assisted Language Learning*, 1-48.
- [153] Salamey, Imad, and Rhys Payne. "Parliamentary consociationalism in Lebanon: equal citizenry vs. quoted confessionalism." *The Journal of Legislative Studies* 14, no. 4 (2008): 451-473.
- [154] Salloukh, Bassel F. "The Syrian war: spillover effects on Lebanon." *Middle East Policy* 24, no. 1 (2017): 62-78.
- [155] Salloukh, Bassel F., & Renko A. Verheij.(2017). "Transforming Power Sharing: From Corporate to Hybrid Consociation in Postwar Lebanon." *Middle East Law and Governance* 9 (2): 147–173.
- [156] Salamey, Imad. "Failing consociationalism in Lebanon and integrative options." *International Journal of Peace Studies* (2009): 83-105.
- [157] Salamey, Imad. "Post-Arab Spring: changes and challenges." *Third world quarterly* 36, no. 1 (2015): 111-129.
- [158] Salloukh, Bassel F. "War memory, confessional imaginaries, and political contestation in postwar Lebanon." *Middle East Critique* 28, no. 3 (2019): 341-359.
- [159] Salloukh, Bassel F. "Taif and the Lebanese state: the political economy of a very sectarian public sector." *Nationalism and Ethnic Politics* 25, no. 1 (2019): 43-60.
- [160] Salloukh, Bassel F., & Renko A. Verheij.(2017). "Transforming Power Sharing: From Corporate to Hybrid Consociation in Postwar Lebanon." *Middle East Law and Governance* 9 (2): 147–173.

- [161] Saab, Samer S., and Zaher M. Kassas. "Map-based land vehicle navigation system with DGPS." In *Intelligent Vehicle Symposium*, 2002. IEEE, vol. 1, pp. 209-214. IEEE, 2002
- [162] Ouais, Makram, and Marwan Rowayheb. "Ex-combatants Working for Peace and the Lebanese Civil Society: A Case Study in Non-communal Reintegration." *Civil Wars* 19, no. 4 (2017): 448-469.
- [163] Tabar, P., Denison, A. and Alkhomassy, M. 2020. Access to social protection by immigrants, emigrants, and resident nationals in Lebanon. *Migration and Social Protection in Europe and Beyond (Volume 3)*, 183.
- [164] Open Society Foundations, Jad Melki, Khaled Nasser, Sarah Mallat, Maysa Shawwa, Michael Oghia, Diana Bachoura, et al. *Mapping Digital Media: Lebanon: A Report by the Open Society Foundations*. Open Society Foundations, 2012.
- [165] Osta, Iman, Colette Laborde, Celia Hoyles et al. .1998. "Computer technology and the teaching of geometry." In *Perspectives on the teaching of geometry for the 21st century*, pp. 109-158. Springer, Dordrecht.
- [166] Oasis, Makram, and Marwan Rowayheb. "Ex-combatants Working for Peace and the Lebanese Civil Society: A Case Study in Non-communal Reintegration." *Civil Wars* 19, no. 4 (2017): 448-469.
- [167] Shahzad, Syed Jawad Hussain, Elie Bouri, Mobeen Ur Rehman, and David Roubaud. "The hedge asset for BRICS stock markets: Bitcoin, gold, or VIX." *The World Economy* (2021).
- [168] Salamey, Imad, and Zanoobia Othman. "Shia revival and wilayat al-faqih in the making of Iranian foreign policy." *Politics, religion & ideology* 12, no. 2 (2011): 197-212
- [169] Salamey, Imad, and Frederic S. Pearson. "The Collapse of Middle Eastern Authoritarianism: breaking the barriers of fear and power." *Third World Quarterly* 33, no. 5 (2012): 931-948.
- [170] Salamey, Imad, and Frederic Pearson. "Hezbollah: a proletarian party with an Islamic manifesto—a sociopolitical analysis of Islamist populism in Lebanon and the Middle East." *Small Wars & Insurgencies* 18, no. 3 (2007): 416-438.
- [171] Salamey, Imad, and Paul Tabar. "Consociational Democracy and urban sustainability: Transforming the confessional divides in Beirut." *Ethnopolitics* 7, no. 2-3 (2008): 239-26
- [172] Salamey, Imad. *The decline of nation-states after the Arab spring: The rise of communitocracy*. Routledge, 2016.
- [173] Salamey, Imad. "Middle Eastern exceptionalism: Globalization and the balance of power." *Democracy and Security* 5, no. 3 (2009): 249-260
- [174] Syed, Qasim Raza, and Elie Bouri. "Impact of economic policy uncertainty on CO2 emissions in the US: Evidence from bootstrap ARDL approach." *Journal of Public Affairs* (2021): e2595.
- [175] Syed, Qasim Raza, Elie Bouri, Raja Fawad Zafar, and Oluwasegun B. Adekoya. "Does geopolitical risk mitigate inbound tourism? Evidence from panel quantile regression." *Journal of Public Affairs*: e2784.
- [176] Tabar, P., Denison, A. and Alkhomassy, M. 2020. Access to social protection by immigrants, emigrants, and resident nationals in Lebanon. *Migration and Social Protection in Europe and Beyond (Volume 3)*, 183.

- [177] Tarhini, Abbas, Jihan Tarhini, and Anwar Tarhini. 2019. "Information Technology Adoption and Implementation in Higher Education: evidence from a case study in Lebanon." *International Journal of Educational Management*.
- [178] Ouais, Makram, and Marwan Rowayheb. "Ex-combatants Working for Peace and the Lebanese Civil Society: A Case Study in Non-communal Reintegration." *Civil Wars* 19, no. 4 (2017): 448-469.
- [179] Yunis, Manal, Abbas Tarhini, and Abdunasser Kassar. 2018. "The role of ICT and innovation in enhancing organizational performance: The catalyzing effect of corporate entrepreneurship." *Journal of Business Research* 88:344-356.
- [180] Yunis, Manal, Abdul-Nasser El-Kassar, and Abbas Tarhini. 2017. "Impact of ICT-based innovations on organizational performance: The role of corporate entrepreneurship." *Journal of Enterprise Information Management*
- [181] Yammine, Kaissar, and Assi. Chahine. 2020. "Educational assessment of the major lower limb amputations videos on YouTube," *Vascular*, vol. 28, no. 5, pp. 536-541, 2020
- {182} Balaa, L. (2022). Adiza. *New Writing*, 19(3), 274-275.
- {183} Hamdan, S. (2022). Superior, Violent and Aggressive: Hegemonic Masculinity in Arabic Music Videos. *Arab Media and Society*, 2021, 45-62.
- {184} El Khoury, J. (2022). Scarred Skin and Wiggling Worms: What I Learned from my Eating Disorder. *Life Writing*, 1-10.
- {185} Straub, C., Beham, B., Fayad, M., & Ramadan, N. (2022). Managing work and nonwork responsibilities when labor protection is weak: The role of family supportive supervisor behaviors. *Applied Psychology*.
- {186} El G, A. (2022). No Cure: Illness through a Lebanese Arab Queer Lens. *Life Writing*, 1-12.
- {187} Baroudi, S. E. (2022). Contemporary islamist perspectives on international relations: mainstream voices from the Sunni and Shii Arab World. Peter Lang.
- {188} Al-Bataineh, A., Yoghoutjian, K., & Chakmakjian, S. (2022). 8 Can Western Armenian Pedagogy be Decolonial? Training Heritage Language Teachers in Social Justice-Based Language Pedagogy. In *Transforming World Language Teaching and Teacher Education for Equity and Justice* (pp. 138-157). Multilingual Matters.
- {189} Mourad, L. (2021). Impoliteness and power dynamics in intimate interactions: An analysis of Joe Blann's 'Things We Had'. *Language and Literature*, 30(4), 315-340.
- {190} Karam, J. G. (2021). Reflections on Beirut Rules: the wider consequences of US foreign and security policy in Lebanon in the 1980s. *Intelligence and National Security*, 36(3), 431-443.
- {191} Khoury, R. E., & Ardizzola, P. (2021). Syrian children's imagination and play areas beyond the physical reality of urban spaces in Beirut. *International Journal of Islamic Architecture*, 10(2), 467-484.
- {192} El-Hussari, I. A. (2020). Amos Oz in A Tale of Love and Darkness: An anachronistic call for a dialogue with the Palestinian other. *Language and Dialogue*, 10(2), 271-289.

{193} Affeich, A., & Hilal, H. (2020). A feminist voice re/written in translation: A case study of the Arabic version of Joumana Haddad's *I Killed Scheherazade*. *New Voices in Translation Studies*, 23(23).

{194} Hansson, L., & Yacoubian, H. A. (2021). Correction to: Nature of Science for Social Justice: Why, What and How?. In *Nature of Science for Social Justice* (pp. C1-C1). Cham: Springer International Publishing.

Appendixes

Appendix A: Writing Pretest

Write the way you think you can best express yourself.

People attend college or university for many different reasons (new experiences, career preparation, and increased knowledge). Why do you think people attend college or university? Use specific reasons and examples to support your answer.

Appendix B: Writing Posttest

Write the way you think you can best express yourself.

A company has announced that it wishes to build a large factory near your community. Discuss the advantages and disadvantages of this new influence on your community. Do you support or oppose the factory? Explain your position.

Appendix C: British Council Writing Scoring Rubric

Guidelines for Raters.

Reproduced from Alderson, C., & Tankó, G. (2010). *Into Europe: The writing handbook*. London: British Council, P. 129.

Adapted from: https://www.britishcouncil.org/sites/default/files/aptis_scale_revision_layout.pdf

Appendix D: Student Preferences of Teacher Feedback Survey

Adapted from: Irwin, B. (2017). Written corrective feedback: Student preferences and teacher feedback practices. *IAFOR Journal*, 3(2), 35-58. 2/