

**“The effect of teacher's corrective feedback on Iraqi intermediate EFL student's writing Anxiety, motivation and writing Accuracy”**

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تأثير التغذية الراجعة للمعلم على قلق مهارة الكتابة، ودقتها وتحفيزها لطلبة العراقيين دارسي اللغة الإنجليزية كلغة اجنبية على المستوى المتوسط.

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## Abstract

The purpose of this research was to examine the impact of corrective feedback provided by teachers on the motivation, accuracy, and anxiety levels of Iraqi intermediate EFL students when writing. The study employed a quasi-experimental intact control experimental group consisting of undergraduate Iraqi EFL students at the intermediate level. Individuals were selected from the available population of undergraduate EFL learners at reputable institutions in Al-Diwaniyah and Najaf through the approach of convenience sampling. One hundred individuals were chosen from a total of 179 applicants, predicated on their readiness to partake, availability throughout the study period, and performance on the Oxford Quick Placement Test. The mean age of the participants was approximately 24, with a range of 19 to 35 years.

The study employed various instruments and measures, including the Longman Academic Writing Series 3, Oxford Quick Placement Test, writing pretest and posttest, scoring rubric, English Writing Anxiety Scale, and Writing Motivation Scale. The study commenced with obtaining informed consent from the participants and conducting tests to select intermediate learners. Individuals who were chosen were separated into an experimental group and a control group. In the experimental group, participants received explicit error correction and metacognitive guidance to improve their writing skills. On the other hand, the control group revised their writing without receiving any feedback. Following a three-month period, a posttest was administered, and data analysis was conducted.

According to the findings of the research, corrective feedback significantly decreased the writing apprehension of the participants. Moreover, the experimental group participants exhibited a notably elevated level of motivation in comparison to the control group participants, thus suggesting that corrective feedback has a beneficial effect on motivation. In addition, corrective feedback significantly improved the accuracy of the participants' writing.

**Key words:** Corrective Feedback, Writing Accuracy, Writing Anxiety, Writing Motivation.

### المستخلص

تهدف هذه الدراسة إلى دراسة آثار التغذية الراجعة التصحيحية للمعلم على القلق والدافع والدقة في الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية في العراق. شمل تصميم البحث مجموعة تجريبية ضابطة شبيهة تجريبية تتألف من طلاب المرحلة الجامعية العراقية المتوسطة في اللغة الإنجليزية كلغة أجنبية. تم استعمال العينات الملائمة لاختيار المشاركين بشكل مناسب من بين السكان المتاحين من متعلمي اللغة الإنجليزية كلغة أجنبية في جامعات معترف بها في الديوانية والنجف. ومن بين 179 مشاركًا، تم اختيار 100 منهم بناءً على رغبتهم في المشاركة، ومدى توفرهم خلال مدة البحث، والدرجات في اختبار أكسفورد السريع لتحديد المستوى. وكان متوسط عمر المشاركين حوالي 24 عامًا، ويتراوح من 19 إلى 35 عامًا.

استعملت الدراسة أدوات ومقاييس مختلفة، بما في ذلك سلسلة لونجمان للكتابة الأكاديمية 3، واختبار تحديد المستوى السريع في أكسفورد، والاختبار القبلي والاختبار البعدي للكتابة، وقواعد التقييم، ومقياس القلق في الكتابة باللغة الإنجليزية، ومقياس تحفيز الكتابة. بدأت الدراسة بالحصول على موافقة مستنيرة من المشاركين وإجراء اختبارات لاختيار المتعلمين المتوسطين. تم تقسيم المشاركين المختارين إلى مجموعة تجريبية ومجموعة ضابطة. في المجموعة التجريبية، تلقى المشاركون تصحيحًا صريحًا للأخطاء وإرشادات ما وراء المعرفية لتحسين مهاراتهم في الكتابة. ومن ناحية أخرى، قامت المجموعة الضابطة بمراجعة كتاباتهم من دون تلقي أي ردود فعل.

أشارت نتائج الدراسة إلى أن التغذية الراجعة التصحيحية كان لها تأثير كبير في تقليل قلق الكتابة لدى المشاركين. بالإضافة إلى ذلك، كان دافع المشاركين في المجموعة التجريبية أعلى بكثير من دافع المشاركين في المجموعة الضابطة، مما يشير إلى التأثير الإيجابي للتغذية الراجعة التصحيحية على الدافع. إضافة إلى ذلك، كان للتغذية الراجعة التصحيحية تأثير كبير في تحسين دقة الكتابة لدى المشاركين.

**الكلمات المفتاحية:** التغذية الراجعة، الدقة في الكتابة، القلق، التحفيز.

## **Introduction**

Corrective feedback plays a significant role in enhancing writing accuracy (Williams, 2003). Writing accuracy refers to the degree of correctness in the grammatical structures, vocabulary usage, and overall adherence to language conventions in a written text. It encompasses the ability to produce written communication that is clear, coherent, and free from errors (Ferris, 2010). When learners receive corrective feedback on their written work, it provides them with valuable information about the areas where they have made mistakes or deviated from the expected language norms. This feedback helps learners recognize and understand their errors, allowing them to make appropriate revisions and improve the accuracy of their writing (Ferris, 1997, 2006; Lyster & Ranta, 1997; Williams, 2003). Addressing grammatical errors, such as incorrect verb forms, subject-verb agreement issues, or word order problems via corrective feedback enables learners to refine their language production. It also helps learners identify and rectify vocabulary-related errors, such as inappropriate word choices or lexical inaccuracies (Lin, 2019). Moreover, as stated by VanPatten (2011), corrective feedback contributes to the development of overall language conventions, including punctuation, capitalization, and sentence structure. It guides learners in using appropriate punctuation marks, organizing their ideas into coherent paragraphs, and structuring sentences effectively. Through the process of receiving and incorporating corrective feedback, learners become more aware of the specific areas where they need improvement. They gain a deeper understanding of the grammatical rules, vocabulary nuances, and language conventions of the target language. Gaining a deeper understanding of their writing, learners can improve their writing skills and accuracy over time, leading to increased motivation to

write (Wahdan & Buragohain, 2018). The overall goal of the present research was to determine how Iraqi intermediate EFL students' writing anxiety, motivation, and accuracy were affected by their teachers' corrective feedback. In particular, the purpose of this procedure-driven study was to examine how Iraqi intermediate EFL students' writing anxiety is decreased by corrective feedback from their teachers. Additionally, the purpose of this study was to investigate how Iraqi intermediate EFL students' motivation levels were affected by their teachers' corrective feedback and to evaluate how much improvement in writing quality resulted from such feedback. These goals were pursued in order to advance our understanding of the beneficial effects of corrective feedback on Iraqi intermediate EFL students' reduced anxiety about writing, heightened motivation, and improved writing accuracy.

The investigations that follow are attempted to be addressed in this work:

RQ1. Does the teacher's corrective feedback have any effect on Iraqi intermediate EFL student's writing anxiety?

RQ2. Does the teacher's corrective feedback have any effect on Iraqi intermediate EFL student's motivation?

RQ3. Does the teacher's corrective feedback have any effect on Iraqi intermediate EFL student's writing accuracy?

## **Literature Review**

### **Theoretical Background**

The following section delves into the related theoretical background that were pointed to. Please stay tuned.

### **Corrective Feedback**

Giving students data about their responses—whether favorable or negative—represents a sort of corrective feedback. It is a method of progressively giving students feedback on how they performed so they can make improvements to their right answers and fix their wrong ones. According to Soori et al. (2011), corrective feedback is a response given to learners who make mistakes in sentences. This response can take various forms, such as pointing out the error, giving the error's correct form in the target language, or providing metalinguistic information about the error. While corrective feedback is commonly used in instructional settings, it is less common in naturalistic settings. According to Petchprasert (2012), feedback that is explicitly related to the learning process is crucial for assisting students in understanding both what they are learning and what they have already acquired. It's important to remember that the phrase "corrective feedback" usually includes fixing form-related mistakes rather than content-related ones.

The term "corrective feedback" is used in this study to refer to providing students with information, often in a computer-based format, about their performance and correcting their incorrect responses. Corrective feedback is taken into account in the research project with regard to both form and substance. Different types of corrective feedback have been identified by Lyster and Ranta (1997), including explicit error correction where the teacher provides the correct

form, clarification requests indicating a problem in comprehension or accuracy, recast which implicitly reformulates the learner's utterance, metalinguistic feedback providing comments or questions without reformulating the error, repetition of the error-containing utterance, elicitation prompting the learner to reformulate, and translation providing a target language translation for unsolicited use of the L1 (the learner's native language).

### **Affective Variables in L2 Writing: Writing Motivation and Writing Anxiety in Response to Feedback**

Pajares and Valiante (1997) assert that writing incorporates both emotional and mental operations. Anxiety and motivation are two of the many emotional elements that are thought to be essential to achieving educational results (Cheng, 2004; Lens, 2019). Motivation is recognized as a primary factor for learners, as pedagogical strategies are unlikely to succeed without it (Cohen & Dornyei, 2002).

An additional psychological aspect that was investigated in the present research was writing anxiety. Negative feelings that authors encounter when attempting to come up with thoughts and phrases are referred to as writing anxiety (Wynne, 2010). According to Tsai (2008), a variety of elements, including linguistic aptitude, sociopsychological events, cognitive processes, and instructional strategies, can impact writing anxiety. Owing to its intricate nature, there may be a reciprocal rather than one-sided link between students' methods of writing and their anxiety when writing (Lee & Krashen, 2002; Abdel Latif, 2007; Clark, 2004). Put another way, while writing is a difficult and complex task that might arouse anxiety, it can also deter students from devoting additional time and energy to their work, including thorough

modifications (Lee & Krashen, 1997, 2002). Particular characteristics associated with student writers with high anxiety have been noted by Huwari and Hashima (2011). These traits included low self-worth and trust in their ability to improve their writing, irregular writing routines, avoiding writing classes, producing low-quality papers (e.g., lacking grammatical knowledge and well-developed ideas), and an absence of motivation to write.

Publications that examine the reasons of writing anxiety and how it relates to other variables are covered in this body of information available, both quantitative and qualitative. Learners with high levels of writing anxiety, for instance, tended to write and read less than students without anxiety, according to Lee and Krashen's (1997) research. Also, pupils who reported feeling "more anxious" performed worse academically, according to a different research (Mat Daud, & Abu Kassim, 2015). Rankin-Brown (2016) found that extremely nervous students could avoid writing because they are afraid of being evaluated by peers and lecturers. They might also interpret any feedback they receive as condemnation and ignore it (Goodman & Cirka, 2019). Jahin (2020), nevertheless, discovered that other people's evaluation could lessen students' anxiety. In a similar vein, Hassan (2021) proposed that students' writing anxiety might be reduced by adding peer review and minimizing the amount of teacher evaluation. According to research, students and instructors can both help to moderate or lessen students' anxiety.

## **Empirical Background**

Lalande (1982) carried out research to investigate how various feedback methods affected second language (L2) learners' writing accuracy. The study utilized a quasi-experimental research design involving 60 intermediate L2 learners studying German at an American university. Two groups for treatment and two groups for evaluation were formed out of the individuals participating. Particular educational materials and various forms of constructive criticism were distributed to every group.

The comparison groups received direct corrective feedback, where their errors were pointed out, and they were required to incorporate the corrections into their revised texts. However, through error codes, the experimental groups were provided with indirect corrective feedback. They were instructed to identify the meaning of the codes, provide the correct form for each error, and revise the entire text accordingly. Additionally, the treatment groups completed a survey aimed at assessing their awareness of the errors before drafting their next text.

Lalande found that after data analysis, the experimental groups' members outperformed the control groups' members. Compared to the students in the control groups, they produced less mistakes in their amended texts. However, Lalande noted that the generalizability of these results should be delayed until more longitudinal case studies were conducted to further investigate this issue.

Han and Hyland (2019) stress that it's critical to acknowledge the psychological effect that error repair takes on children and that every learner's reaction to written corrective feedback is unique. These responses can range from positive to neutral to negative, resulting in corresponding actions such



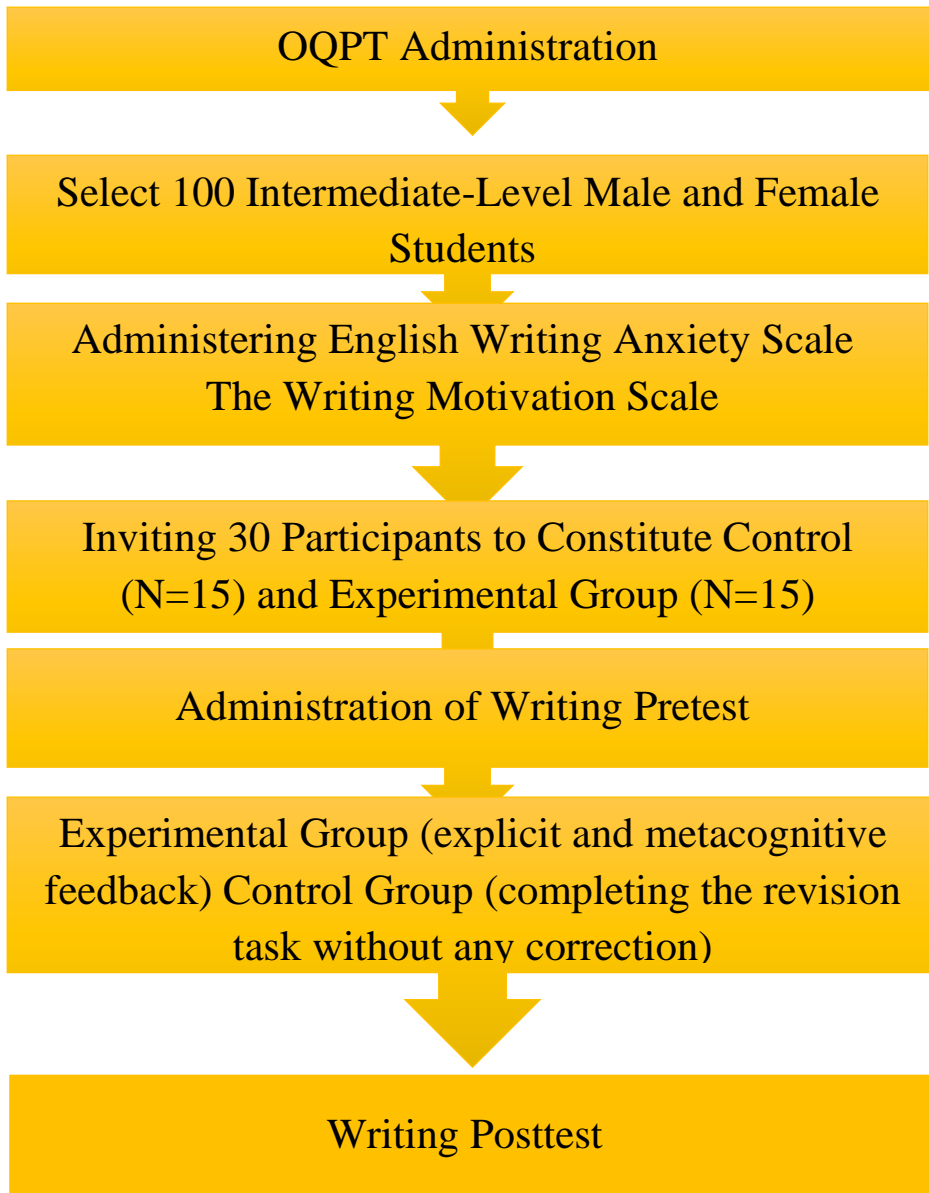
as increased motivation or avoidance. The authors caution against labeling error correction as "destructive or demoralizing" for students and suggest that teachers should support students in expressing their emotions regarding written corrective feedback to enhance their overall experience.

## **Research Methodology**

### **Design**

The research design involved a quasi-experimental intact control experimental group consisting of intermediate Iraqi EFL undergraduate students. To ensure group homogeneity, these students took the OQPT. Following this, 100 participants completed the translated questionnaires, including the English Writing Anxiety Scale (adapted from Tsai, 2008), and The Writing Motivation Scale (adapted from Tsao et al., 2017) which addressed the first and second research questions. From this initial group, 30 participants volunteered to continue with the study, addressing the third research question. Before proceeding, these participants underwent a writing pretest using the topic “The Importance of Cultural Awareness in Today’s World” and “The Benefits of Cultural Diversity,” with subsections on “The Challenges of Cross-Cultural Communication,” “The Impact of Stereotyping on Cultural Awareness,” and “Strategies for Developing Cultural Awareness” from Longman Academic Writing Series 3. They were categorized as belonging to the experimental or control intact group after their entering conduct was verified. It's crucial to remember that data collecting happened outside of the individuals' usual time at school.

Participants were invited to set aside a particular amount of time to participate in the research project without being aware of its true purpose, in order to guarantee that they would be blinded to its experimental character. Instead, they were informed that the universities were interested in assessing their ability to utilize their English proficiency in writing tasks. In the treatment group, participants received explicit and metacognitive feedback, with the researcher underlining the erroneous parts of their writing and providing corresponding error corrections. In contrast, the control group members finished the revision work without getting any feedback or corrections. For the post-test, the Iraqi EFL learners were instructed to write new descriptive, narrative, and explanatory essays, allowing for the assessment of their progress and the impact of the treatment. The following figure 3.1 best illustrates the research design in this study.



## Figure 3.1. The General Design of the Study

### **Participants**

#### **Participants Selection**

Convenience sampling is a commonly used method in research when it is challenging to obtain a random or representative sample. It involves selecting participants who are readily available and easily accessible for the study. This sampling approach is often employed in situations where researchers have limited resources or face logistical constraints.

Convenience sampling was used in the aforementioned study to conveniently pick individuals from the community of bachelor EFL students at accredited colleges in Al-Diwaniyah and Najaf. The researcher selected 100 participants from a pool of 179 based on factors such as their willingness to participate, their availability during the research period and their scores on the OQPT. The choice of the intermediate proficiency level was determined based on the frequency of participants at this proficiency levels and the fact that they had built up an acceptable language competence to receive and respond to the given intervention. By selecting participants at the intermediate level, the research examined the effectiveness of explicit and metacognitive feedback within this specific proficiency range that aligned with the majority of the participants.

#### **Demographic Information**

The participants in the study, referred to as learners, had an average age of around 24, ranging from 19 to 35. The study initially aimed to include individuals between the ages of 19 and 30. This age range was chosen because Iraqi university students typically completed their high school education around the age of 18. Prior to this age, English was taught as one of several subjects

in primary, intermediate, and high school, with only a few hours dedicated to it each week.

## **Materials**

### **Textbook**

Longman Academic Writing Series 3” is a highly regarded textbook specifically designed for intermediate English language learners who aim to enhance their academic writing skills. The main objective of this series is to equip learners with the necessary tools and strategies to become proficient academic writers. It provides comprehensive guidance on various aspects of academic writing, including essay and research paper composition, commonly encountered in university settings. The textbook is divided into units, each focusing on a specific aspect of academic writing. Within each unit, individual chapters explore different elements of the writing process, such as generating ideas, organizing content, structuring paragraphs, incorporating research, and refining language use. “Longman Academic Writing Series 3” is primarily intended for intermediate to advanced level English language learners who are preparing for academic study or seeking to improve their academic writing skills. It is widely used in academic English programs, ESL/EFL courses, and university writing courses.

### **Oxford Quick Placement Test (OQPT)**

To achieve the study’s objectives, participants were selected and grouped based on the study’s requirements. The OQPT, a comprehensive language proficiency test, was utilized for this purpose. The OQPT comprises two sections: the first section, consisting of 40 items, evaluates various aspects such as situations, grammar, vocabulary, pronouns, cloze passages, and prepositions. The second section, comprising 20 questions, is divided into two parts: 10 multiple-choice questions related to

cloze passages and 10 completion-style questions (see Appendix A). Participants were categorized as intermediate based on the OQPT scoring level chart if they obtained scores ranging from 31 to 39.

### **Writing Pretest**

The researcher employed a Passage-Based Writing approach, where students were given a passage from the Longman Academic Writing Series 3 to read and respond to in writing. Using this technique, the investigator assessed the students' comprehension of information analysis and synthesis as well as their capacity to articulate their opinions in writing using the given material. It also provided insights into their proficiency in comprehending and effectively utilizing the vocabulary and structures presented in the passage. To ensure alignment with the students' expected proficiency level, the researcher carefully selected a passage of appropriate difficulty and length. The participants were then instructed to write a 100-word descriptive, narrative, or explanatory essay within a 45-minute time frame.

### **Writing Posttest**

Posttests were administered that were similar to the pretests to see if the therapy had any effect on the participants' writing ability. The topic for the Passage-Based Writing was selected from Longman Academic Writing Series 3 and remained consistent with the topic of the pretest. The purpose was to assess any changes in the participants' writing accuracy after the treatment.

### **Scoring Rubric**

The scoring rubric created by Brown and Bailey (1984) was utilized by the author of the study and a colleague who had over ten years of teaching experience and a Master's degree in TEFL to assess the writing pre- and posttests. This rubric is widely

recognized for assessing the quality of writing in second language learners. It consists of six categories, each scored on a scale of 0 to 5. The categories include:

1. **Content:** This category evaluates the extent to which the writing is relevant and complete in relation to the given prompt or topic. A score of 5 indicates that the content is comprehensive, pertinent, and well-developed, while a score of 0 suggests that the content is entirely irrelevant or missing.
2. **Organization:** This category examines the coherence and structure of the writing. A score of 5 indicates that the writing is well-organized, with clear and logical connections between ideas. Conversely, a score of 0 suggests that the writing is completely disorganized and difficult to follow.
3. **Vocabulary:** This category assesses the range and accuracy of the vocabulary used in the writing. A score of 5 indicates that the writing employs a wide range of vocabulary with precision and appropriateness. On the other hand, a score of 0 suggests the presence of numerous errors or a very limited vocabulary.
4. **Language Use:** This category evaluates the accuracy and appropriateness of grammar and syntax in the writing. A score of 5 indicates a high level of accuracy and appropriate language use, while a score of 0 suggests incomprehensibility due to numerous grammatical errors.
5. **Mechanics:** This category focuses on the accuracy and appropriateness of spelling, punctuation, and capitalization. A score of 5 indicates error-free writing in these areas, while a score of 0 suggests the presence of numerous errors that hinder readability.
6. **Length:** This category assesses the overall length of the writing. A score of 5 indicates that the writing meets or exceeds

the required length, while a score of 0 suggests that the writing is excessively short or completely absent.

### **The English Writing Anxiety Scale**

The English Writing Anxiety Measure was developed by Tsai (2008) as a questionnaire to gauge individuals' anxiety levels during writing. The four sections of the scale that evaluate different types of writing anxiety are the Fear of Writing Test (FWT), Anxiety over Making Mistakes (AMM), Fear of Negative Evaluation (FNE), and Low Confidence English Writing (LCEW). The FWT factor captures the fear or anxiety experienced when faced with novel writing themes. As an example, let's look at the item "An unfamiliar writing topic makes me anxious" from this element. The AMM factor measures the anxiety related to writing errors, that involves concerns about the precision of words and expressions used in an English sentence. "When writing an English composition, I worry about whether the words and expressions used are correct," is an example item from this category.

### **The Writing Motivation Scale**

The Writing Motivation Scale originally developed by Tsao et al. (2017), is a questionnaire used to assess individuals' motivation towards writing. The scale consists of two subscales: internal motivation and external motivation. The internal motivation subscale measures the intrinsic drive and personal enjoyment individuals experience while engaging in writing activities. An example item from this subscale could be, "It gives me great joy to learn new ways to communicate my thoughts and emotions in writing." This subscale comprises seven items that capture the individual's internal drive and enjoyment of the writing process.



## **Data Collection Procedure**

Once an informed consent form explaining the study's objectives, participant rights, confidentiality, and voluntary participation was created and approved by the appropriate academic ethics committee, the study investigator gave the signed agreement to participants, ensuring they recognized it and were willing to participate. The researcher then administered the Oxford Quick Placement Test to select intermediate learners from the participant pool. From the selected participants, 100 individuals were chosen for further analysis. Among these 100 participants, the English Writing Anxiety Scale and the Writing Motivation Scale were administered to assess their levels of anxiety and motivation related to writing. For the treatment phase, which addressed the third research question, 30 participants were invited. Writing pretests were conducted to establish baseline measures of writing accuracy. After then, the individuals were divided into the experimental and control groups.

In the treatment group, participants received explicit and metacognitive feedback aimed at improving their writing skills. The feedback was provided by the researcher and involved a two-fold approach: explicit error correction and metacognitive guidance.

## **Data Analysis**

In order to assess the assumption of normalcy and ensure that the data is normal, normality tests were conducted prior to data analysis. Independent samples t-tests were used to compare the outcomes of the test for the experimental group and the control group after the normality of the data was determined. Version 24 of the Statistical Package for Social Sciences (SPSS) program was used to conduct the statistical tests.

## Result

### Descriptive Results of the OQPT

The OQPT was administered to the participants in order to assess their overall proficiency in English and confirm that they were intermediate students.

Table 1.1

Results of the OQPT

N	Valid	60
	Missing	0
Mean		34.36
Median		34.15
Std. Deviation		1.420
Range		6
Minimum		31
Maximum		38

According to Table 1.1, the OQPT had a mean score of 34.36 and a range of 31 to 38. As a result, every participant was an intermediate EFL student.

### Results of the Pretest

To ensure that every participant was at a comparable level of writing accuracy, the pretest was given to them prior to the treatment.

Table 1.3

Descriptive results of the writing pretest

Groups	N	Mean	Std. Deviation	Std. Error Mean
Writing Pretest	Control	30 14.24	2.304	.421
	Experimental	30 14.61	2.616	.478

Table 4.3 indicates the mean score and standard deviation of the control group ( $M = 14.24$ ,  $SD = 2.30$ ) and the mean score and standard deviation of the experimental group ( $M = 14.61$ ,  $SD = 2.62$ ) on the writing pretest. It is obvious that the difference between the mean scores was inconsiderable. Nevertheless, the independent samples t-test was performed to ensure that this difference was not also statistically significant.

Table 4.4  
Findings from the writing pretest independent samples t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Writing Pretest	Equal variances assumed	1.350	.250	-.577	58	.566	-.367	.636	-1.641	.907
	Equal variances not assumed			-.577	57.090	.566	-.367	.636	-1.641	.907

Because the  $p$  value was more than .05., Table 1.4 demonstrates that the independent samples t-test findings for the writing pretest were not statistically significant ( $t(58) = -.58$ ,  $p = .566$ ). As a result, prior to the treatment, all individuals' writing accuracy was the same.

### 1.5. Results of the First Research Question

The anxiety questionnaire's responses were taken into consideration when answering this study question.

Table 1.5

Descriptive results of the anxiety test

Groups		N	Mean	Std. Deviation	Std. Error Mean
Anxiety Test	Control	30	3.700	.5706	.1042
	Experimental	30	2.657	.7128	.1301

Table 4.5 indicates the mean score and standard deviation of the control group ( $M = 3.70$ ,  $SD = .57$ ) and the mean score and standard deviation of the experimental group ( $M = 2.67$ ,  $SD = .71$ ) on the anxiety test. It is evident that the experimental group's participants experienced reduced levels of anxiety. Nonetheless, to confirm that this difference was also statistically significant, the independent samples t-test was conducted.

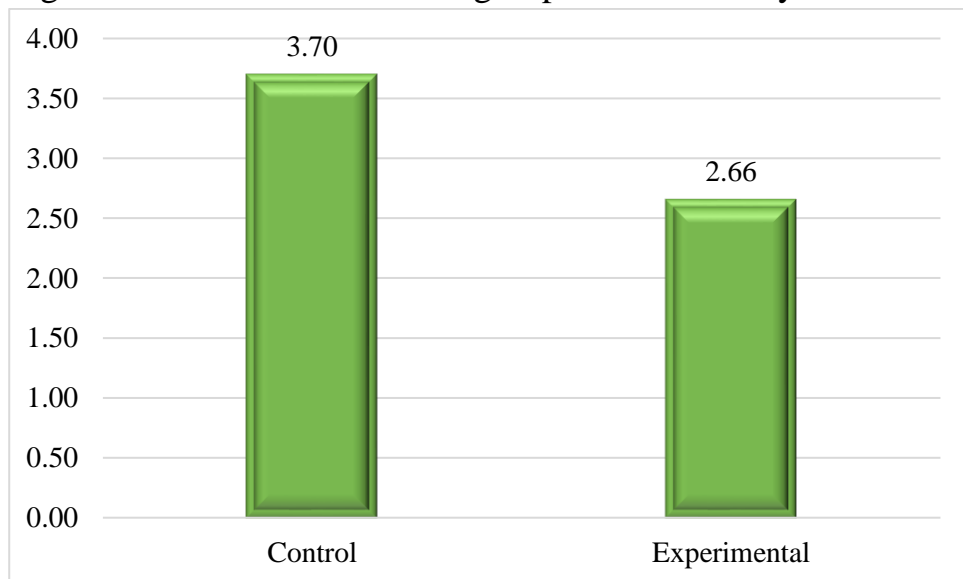
Table 1.6

Results of the independent samples t-test for the anxiety test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Anxiety Test	Equal variances assumed	1.495	.226	6.257	58	.000	1.0431	.1667	.7094	1.3767
	Equal variances not assumed			6.257	55.347	.000	1.0431	.1667	.7091	1.3771

Because the  $p$  value was less than .05. Table 1.6 illustrates that the anxiety test's independent samples t-test results were statistically significant ( $t(58) = 6.26, p < .001$ ). Consequently, when it came to writing, the experimental group's members' anxiety was noticeably less than that of the control group. In summary, the participants' writing anxiety was significantly reduced by the remedial feedback they received. The figure below also displays the results graphically.

Figure 1.1. Mean scores of the groups on the anxiety test



It is evident from Figure 1.1 that the experimental group's participants experienced less writing anxiety.

### 1.6. Results of the Second Research Question

In order to respond to this study topic, the motivation questionnaire findings were taken into account.

Table 1.7  
Descriptive results of the motivation test

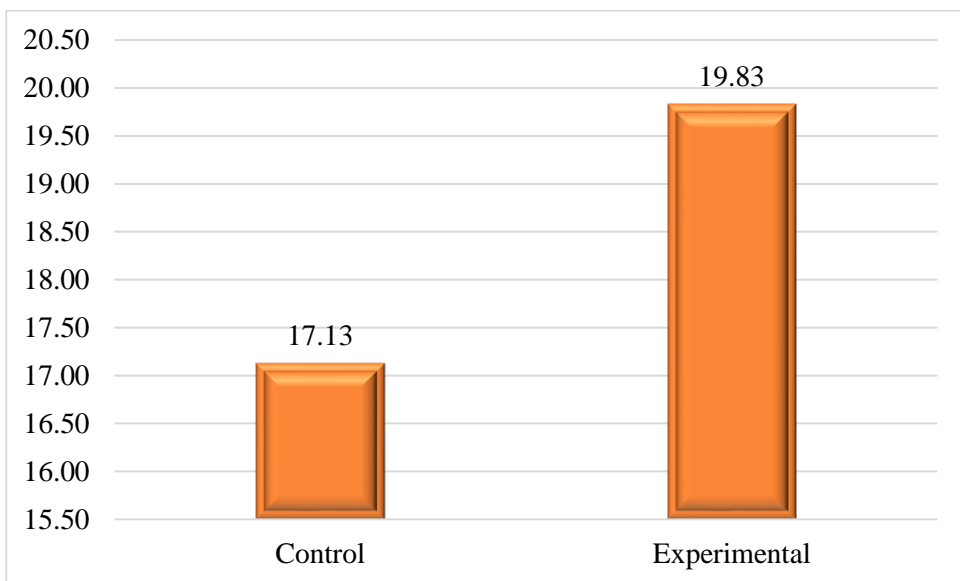
Groups		N	Mean	Std. Deviation	Std. Error Mean
Motivation Test	Control	30	2.760	.7465	.1363
	Experimental	30	3.943	.5244	.0957

Regarding the motivation test, Table 4.7 shows the mean score and standard deviation of the experimental group (M = 2.67, SD =.71) and the control group (M = 3.70, SD =.57). The experimental group's participants clearly exhibited a higher degree of motivation. The independent samples t-test, however, was performed to confirm that this difference was likewise statistically significant.

Table 1.8  
Results of the independent samples t-test for the motivation test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Motivation Test	Equal variances assumed	2.310	.134	-7.107	58	.000	-1.1837	.1666	1.5171	-.8503
	Equal variances not assumed			-7.107	52.014	.000	-1.1837	.1666	1.5179	-.8495

Table 1.8 indicates that the motivation test's independent samples t-test findings were statistically significant ( $t(58) = -7.12, p < .001$ ) due to the p-value being less than .05. For this reason, when it came to writing, the experimental group's participants were much more motivated than those in the control group. In summary, the participants' motivation to write was significantly increased by corrected feedback. The outcomes are displayed graphically in the image following as well.



It is evident from Figure 1.2 that the experimental group's participants were more motivated to write.

### **1.7. Results of the Third Research Question**

The writing posttest scores were taken into consideration when answering this study question.

Table 1.9  
Descriptive results of the writing posttest

Groups	N	Mean	Std. Deviation	Std. Error Mean
Writing Posttest Control	30	17.13	1.659	.303
Writing Posttest Experimental	30	19.83	1.877	.343

Table 1.9 presents the mean score and standard deviation of the experimental group (M = 19.83, SD = 1.88) and the control group (M = 17.13, SD = 1.66) on the writing posttest. It's clear that the experimental group's members fared better on the writing posttest. But in order to confirm that this difference was also statistically significant, the independent samples t-test was performed.

Table 1.10  
Results of the independent samples t-test for the writing accuracy test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Writing Posttest	Equal variances assumed	.057	.812	-5.900	58	.000	-2.698	.457	-3.614	-1.783
	Equal variances not assumed			-5.900	57.136	.000	-2.698	.457	-3.614	-1.783

Because the p value was less than .05., Table 1.10 demonstrates that the writing posttest test results of the independent samples t-test were statistically significant ( $t(58) = -5.90, p < .001$ ). In light



of this, individuals in the experimental group were substantially more accurate in their writing than those in the control group. In summary, the participants' writing accuracy significantly improved as a result of receiving correction comments. The accompanying figure also provides an illustration of the outcomes.

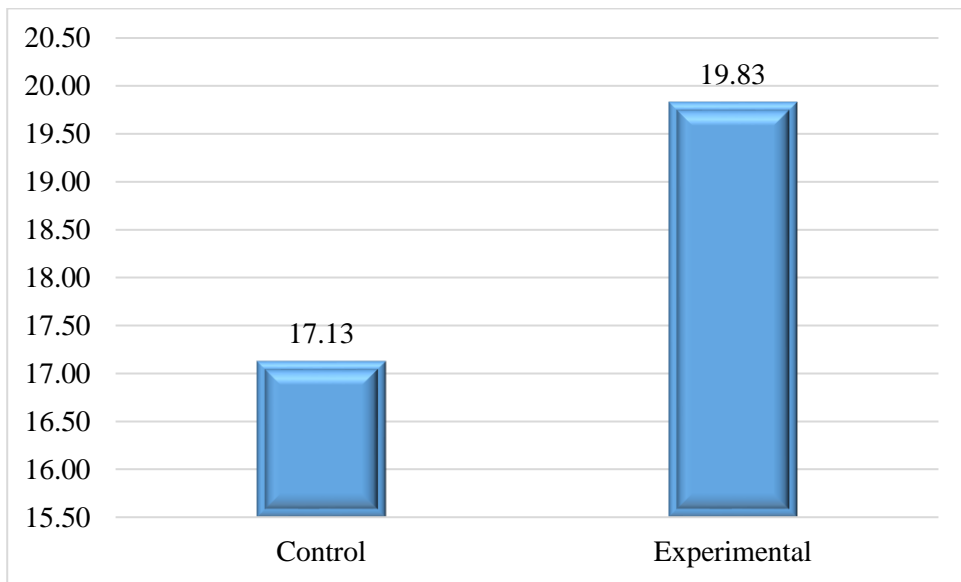


Figure 1.3 clearly shows that the participants in the experimental group had higher accuracy in writing on the posttest.

### **Discussion Dealing Theoretically and Empirically with RQ1**

The first research question was to determine whether Iraqi intermediate EFL students' writing anxiety was impacted in any way by the teacher's corrective comments. An independent samples t-test was used to investigate this. The results showed that participants' anxiety levels in the experimental group were much lower than those in the control group, indicating that participants' anxiety levels related to writing were greatly reduced by the corrected feedback.

### Discussion Dealing Theoretically and Empirically with RQ2

The second research question sought to determine whether Iraqi intermediate EFL students' motivation to write was impacted in any way by the teacher's corrective feedback. An independent samples t-test was used to investigate this. The findings showed that the experimental group's participants were substantially more motivated to write than the control group's participants were.

### **Discussion Dealing Theoretically and Empirically with RQ3**

The purpose of the third study question was to investigate how Iraqi intermediate EFL students' writing correctness was affected by their teachers' corrective comments. An independent samples t-test was used to analyze the data, and the findings showed that individuals in the experimental group wrote with much more accuracy than those in the control group.

### **Conclusion**

The purpose of the present research was to find out if Iraqi intermediate EFL students' writing anxiety, motivation, and correctness were affected by their teachers' feedback. The results revealed that the teacher's feedback reduced writing anxiety, increased writing motivation, and improved writing accuracy among these students.

In some contexts, there is a belief that teachers who do not provide corrective feedback may be seen as incompetent, lazy, or irresponsible. Many L2/EFL students including Iraqi EFL learners prefer corrective feedback, and not addressing errors could negatively affect student motivation. Teachers should emphasize particular grammar issues, concentrate on recurrent error patterns, and give remedial feedback on a regular basis in order to assist students in improving the accuracy of their writing. Corrective

feedback, seen via a sociocultural lens, more effectively facilitates students' learning within their zone of proximal development over time. Teachers can still address other grammar-related issues through instruction, even though they might only focus on a small number of fault kinds in each piece of writing.

In order to apply an evidence-based strategy for corrective feedback, educators should collect baseline data from students' writing in order to monitor the evolution of their written accuracy. Teachers can help students develop personal learning goals by identifying their strengths and weaknesses through the analysis of error kinds in their writing and the calculation of error ratios. For the benefit of the entire class, this error analysis data can also be compiled to inform teachers' correctional feedback and grammatical lessons. A comparable writing assignment can be given to students at the conclusion of the school year or writing course to gauge their development in written accuracy. A comparable error analysis process can be used to produce data showing any improvement in students' written accuracy.

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