

The Influence of Oral and Written Corrective Feedback on Writing Apprehension among Introvert and Extrovert EFL Students

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ABSTRACT

This study investigates the influence of oral and written feedback on writing apprehension among introvert and extrovert EFL students using a 2 x 2 factorial design. A total of 108 university students, 47 introverts and 61 extroverts identified using the Eysenck Personality Inventory, participated in the study. Writing apprehension was measured using a validated questionnaire after students received both oral and written feedback during writing instruction. Paired samples t-tests revealed that introvert students experienced significantly higher writing apprehension when receiving oral feedback ($t = 6.82, p < .001$), while extrovert students reported significantly higher apprehension with written feedback ($t = 4.23, p < .001$). Two-way ANOVA results revealed significant main effects of personality type ($F = 10.321, p = .002$) and feedback mode ($F = 5.921, p = .027$). Importantly, a significant interaction effect was also found between personality type and feedback mode ($F = 10.567, p = .002$), indicating that students' responses to feedback varied depending on their personality. Specifically, introvert students reported greater writing apprehension with oral feedback, whereas extrovert students experienced more apprehension with written feedback. These findings underscore the importance of adapting feedback strategies to individual learner characteristics. Tailoring feedback to align with students' personality traits can help reduce writing apprehension and enhance instructional effectiveness in EFL writing classrooms.

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KEYWORDS

Oral and Written Corrective Feedback, Writing Apprehension, Introvert, Extrovert, EFL Students.

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1. Introduction

In English as a Foreign Language (EFL) classroom, writing is often perceived as one of the most demanding skills for learners to master (Dewi, 2024; Richards & Pun, 2022). Writing in English can be a cognitively and emotionally demanding process that requires students to coordinate multiple skills, such as goal setting, problem-solving, and managing cognitive load during revision and feedback (Chang et al., 2021; Jiang & Kalyuga, 2022). Beyond the cognitive and linguistic demands, many students experience writing apprehension, a form of anxiety or fear that hinders their ability to express ideas in written form (Vadipoor et al., 2021; Yan, 2024). Writing apprehension is an emotional response characterized by fear or anxiety related to writing tasks (Cheng, 2004; Haddadian, 2024). This psychological barrier can significantly affect writing quality, participation, and overall language development (Kim et al., 2025).

Feedback can influence this apprehension by either alleviating or exacerbating it depending on how it is delivered. Writing success involves several interrelated stages, including planning and organizing ideas, developing and delivering content effectively, and responding to feedback for revision (Chung et al., 2021). Difficulties or emotional challenges in any of these stages especially in how feedback is perceived and processed can increase apprehension and interfere with students' progress in academic writing.

While research has established the critical role of feedback in shaping writing performance, less attention has been given to how students' individual differences shape their emotional responses to different types of feedback. Introverted and extroverted learners may perceive oral and written feedback differently, leading to varied levels of stress, motivation, or engagement in the revision process. For example, oral feedback might be encouraging for extroverts who thrive on interaction, yet intimidating or overwhelming for introverts. Conversely, written feedback might provide introverted learners

with the time and space to reflect, while leaving extroverted learners feeling disconnected. Exploring how personality intersects with feedback mode can help teachers deliver responses that not only inform but also emotionally support students through the writing process.

Therefore, this study aims to fill this important gap by investigating how oral and written feedback impact writing apprehension among students with different personality types. Grounded in Eysenck's Personality Theory (Eysenck & Eysenck, 1976), which posits that introversion and extroversion influence individuals' responsiveness to external stimulation, this research assumes that these personality traits shape how learners emotionally process different modes of teacher feedback. Additionally, Vygotsky's Sociocultural Theory (1978) provides the analytical lens to understand feedback as a socially mediated process in which learners internalize external input through interaction. From these theoretical perspectives, writing apprehension is conceptualized as an affective outcome arising from the dynamic interaction between learners' personality traits and the social context of feedback delivery. Understanding how feedback mode interacts with personality traits is crucial for minimizing writing apprehension and maximizing instructional effectiveness. Addressing this gap is vital not only for improving pedagogical practice but also for creating emotionally supportive writing environments that acknowledge individual learner differences. Accordingly, this study addresses the following research objectives: (1) to examine the difference in writing apprehension among extrovert students receiving oral and written corrective feedback; (2) to examine the difference in writing apprehension among introvert students receiving oral and written corrective feedback; and (3) to investigate the interaction effect of feedback mode (oral vs. written) and personality type on students' writing apprehension.

1.1 Oral and Written Feedback

Teacher feedback is a fundamental part of writing instruction in EFL classrooms (Rababah et al., 2023; Said et al., 2021). There are several types of feedback commonly used in writing instruction, including oral feedback, written feedback, peer feedback, and electronic or digital feedback (Kerman et al., 2024; Nguyen et al., 2021; Anggawirya et al., 2021). However, the mode of feedback may not affect all students equally (Scherer et al., 2024; Ko et al., 2025). Oral feedback provides immediate interaction and clarification but may increase anxiety in students who are self-conscious or uncomfortable with verbal correction (Nakata et al., 2025). Conversely, written feedback allows for self-paced review but may feel impersonal or overly critical, potentially raising doubts about the interpretation of the comments (Haddadian, 2024). Individual personality traits such as introversion and extroversion may influence how students perceive and respond to these feedback types (Avval et al., 2023; Karubaba & Rahman, 2025; Junaid et al., 2025). Despite growing attention to feedback practices, many classroom implementations remain uniform and overlook the influence of learner personality on emotional reactions to feedback.

1.2 Introversion and Extroversion in Receiving Feedback

The distinction between introvert and extrovert learners plays a crucial role in how feedback is received and processed. In terms of writing behavior, introverts tend to prefer writing as a solitary activity and may excel in content and vocabulary choice, often reflecting deeply before writing. Extroverts, on the other hand, may find writing isolating and benefit more from oral feedback and discussion to generate ideas. According to Eysenck's Personality Theory, introverts tend to be more inward-focused (Stone et al., 2025), reflective (Petric, 2022), and sensitive to external stimulation (Hatipoglu & Koc, 2023), which can make them more susceptible to anxiety when confronted with immediate or public forms of feedback such as oral correction. Extroverts, on the other hand, are generally more outgoing, sociable, and stimulated by external interaction (Hatipoglu & Koc, 2023), often thriving in dynamic, dialogic environments. Vygotsky's sociocultural theory also supports this by emphasizing the importance of individual differences in how learners interact with and internalize instructional input (Xu & Long, 2020). These fundamental differences imply that learners may not only respond differently to the same feedback but also process and internalize it in distinct ways (Karimi & Nazari, 2021).

A review of state-of-the-art research reveals varied and sometimes contradictory findings regarding feedback and personality. Astrid and Manalullaili (2021) found that extroverted students performed better in format and content, while introverted students excelled in sentence structure and vocabulary. Küçükali (2017) reported that oral feedback significantly improved overall writing performance compared to written feedback. However, Hellin et al. (2023) observed no difference in student satisfaction between oral and written feedback, while Qadir et al. (2021) found that students' writing apprehension varied depending on the types of writing and tasks. Another study investigating the impact of personality traits on writing progress found no significant relationship between being introvert or extrovert and students' improvement in writing (Hajimohammadi & Mukundan, 2011). The study underscores that the method of feedback (self-correction vs. teacher correction) had a more notable effect than personality alone. These studies indicate that feedback type, learner

personality, and emotional outcomes such as writing apprehension are interrelated in complex ways. Yet, most feedback strategies are still applied uniformly, without considering how students' personality types might mediate their emotional reactions to feedback. More importantly, existing studies have predominantly focused on writing performance or satisfaction with feedback, with limited exploration of how feedback types interact with personality traits to influence students' emotional states particularly writing apprehension.

2. Methodology

This study employed a 2x2 factorial design (Creswell, 2018) to examine the influence of feedback mode (oral and written) on students' writing apprehension, considering their personality type (introvert and extrovert). The independent variables were personality type and feedback mode, while the dependent variable was students' level of writing apprehension. Although described as a factorial design, the study utilized pre-existing personality groups identified using the Eysenck Personality Inventory rather than randomly assigning participants to conditions, making personality type a quasi-independent variable. Additionally, since all participants received both types of feedback, feedback mode functioned as a within-subjects factor. The study aimed to determine whether differences in personality type affect students' psychological responses to different feedback modes in writing instruction.

2.1 Participants

The participants consisted of 108 EFL senior high school students in one private school in Indonesia. Total sampling was employed. Based on the results of a personality inventory, 47 students were classified as introverts and 61 as extroverts. All participants had similar levels of English proficiency based on their previous English test records and were exposed to writing instruction that incorporated both oral and written teacher feedback over the course of the study.

2.2 Research Instrument

To determine the participants' personality type, the study employed the Eysenck Personality Inventory (Eysenck & Eysenck, 1976), which consists of 24 items measuring extraversion and introversion traits. Participants responded to each item on a binary (yes/no) scale. Based on their total scores, students were classified as either introvert or extrovert following the standard scoring guidelines provided by Eysenck. Students' levels of writing apprehension were measured using a Writing Apprehension Questionnaire adopted from the Second Language Writing Apprehension Scale (SLWAS) developed by Daly (1978). The questionnaire included items related to anxiety, fear of evaluation, avoidance of writing tasks, and confidence in writing. Responses were rated on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), and total scores represented the degree of writing apprehension, with higher scores indicating higher levels of apprehension. The questionnaire has been previously validated to 30 respondents outside the sample. The questionnaire was previously validated with 30 respondents outside the main sample, and the results showed that all 24 items were valid. The range of *r*-values (corrected item-total correlations) was 0.391 to 0.821, exceeding the critical value of 0.361, and the significance (*p*-values) ranged from 0.000 to 0.024, indicating that all items were statistically significant at the 0.05 level. Furthermore, the reliability analysis yielded a Cronbach's Alpha coefficient above 0.969, demonstrating high internal consistency of the instrument.

2.3 Research Procedure

The procedure of this quasi-experimental study involved a series of writing lessons focused on composing descriptive texts, aligned with the junior high school English curriculum. Students were first categorized as introverts or extroverts using the Eysenck Personality Inventory. The writing instruction was conducted over two sessions, each consisting of four meetings that followed the stages of the process writing approach: pre-writing, drafting, revising, and editing. In the first session, students wrote a descriptive paragraph and received oral feedback through one-on-one teacher conferences during each stage of the writing process. The feedback verbally addressed students' strengths and areas for improvement, with a focus on content, organization, grammar, and vocabulary. In the second session, students completed a new descriptive writing task and received written feedback in the form of marginal comments and end notes at each writing stage, targeting the same writing components. The order of feedback delivery was counterbalanced to control for order effects. After each session, students completed a validated writing apprehension questionnaire to assess their emotional responses to the type of feedback received.

2.4 Data Analysis

The statistical analyses were performed using IBM SPSS Statistics 23, with a significance level set at $p < 0.05$. Descriptive statistics such as mean score and standard deviation were used to summarize the writing apprehension scores

of introvert and extrovert students after receiving oral and written feedback. Paired sample t-tests were conducted to compare writing apprehension between each feedback mode for the two types of personality, following prior tests for normality. A two-way ANOVA was also used to examine the interaction effect between personality type and feedback mode on writing apprehension. The research hypotheses were formulated as follows.

- a) H_1 : There is a significant difference in the writing apprehension of extrovert students when they receive oral feedback compared to written feedback.
- b) H_2 : There is a significant difference in the writing apprehension of introvert students when they receive oral feedback compared to written feedback.
- c) H_3 : There is a significant interaction effect between feedback mode (oral vs. written) and personality type (introvert vs. extrovert) on students' writing apprehension.

3. Result and Discussion

3.1 Result

3.1.1 The Difference between Oral and Written Feedback in Influencing Writing Apprehension among Introvert Students

A normality test was conducted to ensure the data met parametric assumptions. The Shapiro-Wilk result was .098 (Sig. = .200, n = 47), indicating that the data were normally distributed. Descriptive statistics showed that introverts students experienced higher writing apprehension after receiving oral feedback (M = 67.68, SD = 9.16) compared to written feedback (M = 63.70, SD = 8.69). A paired samples t-test was conducted to examine this difference. The results are presented below:

Table 1. The Result of Difference Test Between Oral and Corrective Feedback Among Introvert Students

Measure	Value
Mean Difference	3.98
Standard Deviation	3.99
Standard Error of Mean	0.58
95% Confidence Interval	2.81 to 5.15
t-value	6.82
Degrees of Freedom (df)	46
Significance (p-value)	.000

As the p-value was below 0.05, the null hypothesis was rejected. This indicates a statistically significant difference in writing apprehension based on feedback type. It implies that introvert students showed significantly higher apprehension after receiving oral feedback than written feedback.

3.1.2 The Difference between Oral and Written Feedback in Influencing Writing Apprehension among Extrovert Students

A normality test was conducted to ensure the data met parametric assumptions. The Shapiro-Wilk result was .068 (Sig. = .200, n = 61), indicating that the data were normally distributed. Descriptive statistics showed that extroverted students experienced higher writing apprehension after receiving written feedback (M = 66.02, SD = 9.01) compared to oral feedback (M = 63.80, SD = 10.01). A paired samples t-test was conducted to examine this difference. The results are presented below:

Table 2. The Result of Difference Test Between Oral and Corrective Feedback Among Extrovert Students

Measure	Value
Mean Difference	2.21
Standard Deviation	4.09

Standard Error of Mean	0.52
95% Confidence Interval	1.17 to 3.26
t-value	4.23
Degrees of Freedom (df)	60
Significance (p-value)	.000

As the p-value was below 0.05, the null hypothesis was rejected. This indicates a statistically significant difference in writing apprehension based on feedback type. It implies that extrovert students showed significantly higher apprehension after receiving written feedback than oral feedback.

3.1.3 The Interaction between Types of Feedback and Students' Personality in Influencing Writing Apprehension

The homogeneity test result showed a significance value of 0.451, which is greater than 0.05. It indicates that the data met the assumption of homogeneity of variances. Therefore, it was appropriate to proceed with a two-way ANOVA to examine the interaction effect between feedback type (oral vs. written) and personality type (introvert vs. extrovert) on students' writing apprehension.

Table 3. Two-Way ANOVA

Source	F	Sig.
Personality	10.321	.002
Feedback	5.921	.027
Personality * Feedback	10.567	.002

The two-way ANOVA results showed that personality type (introvert vs. extrovert) had a significant effect on students' writing apprehension ($F = 10.321, p = .002$). Similarly, the interaction between personality and feedback type was also statistically significant ($F = 10.567, p = .002$). These findings indicate that personality type not only influences writing apprehension on its own but also moderates the relationship between feedback type and writing apprehension. Additionally, the type of feedback (oral vs. written) had a significant main effect on writing apprehension ($F = 5.921, p = .027$), suggesting that students' apprehension levels varied depending on the feedback mode. Overall, the results highlight that both personality and feedback type, as well as their interaction, play important roles in shaping students' emotional responses during writing instruction.

3.2 Discussion

The findings of this study provide valuable insights into the relationship between students' personality traits and the mode of feedback on writing apprehension. First, introvert students experienced significantly higher levels of writing apprehension when receiving oral feedback compared to written feedback. This can be explained by the tendency of introvert individuals to prefer reflective, solitary environments and avoid direct interpersonal exchanges (Avval et al., 2023; Petric, 2022). Oral feedback, particularly when delivered in real time or in public, can create pressure, trigger fear of judgment, and increase anxiety (Rütti-Joy, 2024). It is in line with Rababah et al. (2023) who argues that oral feedback can increase anxiety for introvert learners because it involves immediate, public interaction, which may heighten their fear of making errors or being judged in front of peers. Introvert students generally prefer written feedback as it allows them more time to process the information privately and reduces the pressure of spontaneous verbal responses (Rofiqoh & Chakim, 2020). Specifically, the results show that while oral feedback may boost confidence and closeness with teachers for some students, introvert students often find it less effective and more anxiety-inducing than written feedback. Written feedback helps them organize ideas more clearly and use language features more effectively, whereas oral feedback can provoke apprehension due to the social and performance demands involved. Moreover, introvert students may hesitate to respond appropriately to oral feedback, fearing they might react incorrectly or draw unwanted attention, which further amplifies their apprehension during writing instruction.

In contrast, extrovert students who typically thrive on social interaction and immediate feedback experience higher writing apprehension when faced with written feedback compared to oral feedback. This is because written feedback is less interactive and may not provide the immediate social engagement that extroverts prefer. Extroverts generally prefer

dynamic, interactive communication and tend to seek immediate clarification (Bay et al., 2023). Oral feedback such as face-to-face conversations allows immediate clarification and interactive discussion. On the other hand, written feedback, while detailed, can sometimes lead to negative feelings such as confusion, perceived disrespect, or hierarchy, especially if the feedback is not clearly worded or if students feel they lack the opportunity to discuss it (Taggart & Laughlin, 2017). As a result, written feedback which lacks verbal cues can be challenging for them. Extroverted students may worry of misinterpreting written feedback accurately, leading to concerns about their errors or failing to revise according to the teacher's expectations. The absence of two-way interaction may heighten their apprehension due to uncertainty and self-doubt about their revisions.

The study also revealed a significant main effect of personality on overall writing apprehension. This suggests that being introverted or extroverted does influence how apprehensive a student feels about writing and receiving feedback. While Hz (2023) previously argued that introverts are more prone to writing anxiety due to their inward focus and heightened self-awareness, the current findings support the notion that personality traits do contribute meaningfully to writing-related emotional responses. Writing apprehension is a multifaceted phenomenon influenced by a complex interplay of factors, including task difficulty, perceived clarity of feedback, previous writing experiences, and classroom environment, and personality (Chen et al., 2023; Daly, 1978) In fact, recent research (Qadir et al., 2021) shows that writing apprehension can emerge in both introverted and extroverted students depending on how feedback is delivered and interpreted.

The findings emphasize the need for differentiated feedback strategies. Since both personality and feedback mode significantly affect writing apprehension and their interaction matters, teachers should not adopt a one-size-fits-all approach. Instead, they should consider students' individual personality traits when designing feedback methods. Offering a balance of oral and written feedback, ensuring clarity, and providing opportunities for discussion can reduce writing apprehension and support more effective writing instruction for both introvert and extrovert learners. Although these differences were observed within each group, the study found no significant main effect of personality on overall writing apprehension. This indicates that being introverted or extroverted alone does not directly determine how apprehensive a student feels about writing and receiving feedback.

The current study supports previous research on the impact of feedback type that the types of feedback plays a crucial role in influencing students' affective responses (Barrot, 2023; Choi et al., 2018; Kim & Lee, 2019; Nusrat et al., 2022). It further expands these findings by emphasizing that the type of feedback has a significant impact on students' writing apprehension levels, and that different personality types are negatively affected by different feedback modes. Oral feedback, with its immediacy and interactive nature, can reduce misunderstandings and foster a more supportive teacher-student relationship, which is crucial for building writing confidence (Rofiqoh & Chakim, 2020). It also encourages higher-order revisions, such as improving organization and content development, which engage students more deeply. However, because it is less permanent, students may revise less frequently compared to when receiving written feedback. On the other hand, written feedback offers permanence and clarity, allowing students to revisit comments and apply them systematically, which can support more numerous revisions and improve accuracy in areas like grammar and mechanics (Ferris, 2014). For many EFL learners, the tangible nature of written feedback also provides a sense of control and security, potentially reducing writing apprehension. Nevertheless, without clarification, written comments can sometimes be vague or misinterpreted, particularly by students with lower proficiency or limited confidence.

Importantly, this study found that personality interacts with feedback type, indicating that different personality types respond differently to various feedback modes. This interaction suggests that personality moderates the relationship between feedback type and writing apprehension. For example, introvert students may find oral feedback more intimidating due to the immediacy of interaction, while extrovert students may find it more encouraging. Conversely, written feedback may offer introvert students a greater sense of control and time for reflection, while extrovert students may find it less engaging or harder to interpret without dialogue.

4. Conclusion

This study investigated the influence of oral and written feedback on writing apprehension among introvert and extrovert EFL students. The results revealed that both personality type and feedback mode significantly affected students' writing apprehension levels. Furthermore, a significant interaction between personality and feedback type was found, indicating that students' emotional responses to feedback are shaped not only by the mode of feedback but also by how it aligns with their personality traits. Specifically, introvert students exhibited greater apprehension when receiving oral

feedback, while extrovert students were more apprehensive when given written feedback. These findings underscore the complex interplay between individual differences and instructional practices in shaping learners' affective experiences. This study contributes to the growing body of research on affect-sensitive pedagogy by emphasizing the importance of tailoring feedback strategies to students' personality profiles. Recognizing that one feedback approach does not fit all, EFL instructors should consider offering flexible, student-centered feedback methods that acknowledge learners' emotional needs. Future research could explore the effectiveness of blended feedback strategies and feedback literacy interventions in enhancing student confidence, emotional regulation, and writing performance across diverse learner profiles.

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