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## Reviving Spirit through Alternative Feedback: Developing and Appraising a Positive-Corrective Typology to Boost Transcendence, FLE, and WTC

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### ABSTRACT

Positive Psychology (PP) has gained increasing attention in language education over the past decade for its potential to enhance learners' psychological well-being and learning experiences. However, its pedagogical application, particularly in classroom-based practices, remains underexplored. One instructional domain closely linked to both cognitive and affective aspects of language learning is corrective feedback (CF). This study aimed to design a PP-informed typology of CF and examine its effects on learners' transcendence, foreign language enjoyment (FLE), and willingness to communicate (WTC), in comparison with recast feedback and conventional instruction. A qualitative meta-analytic approach, combined with mediational inventory development procedures, was employed in the first phase to construct the CF typology. The second phase adopted a quasi-experimental design. The findings indicated that PP principles can inform a continuum of CF strategies ranging from implicit to explicit feedback. Statistical analyses revealed that the PP-based CF significantly enhanced learners' transcendence, FLE, and WTC. These results highlight the pedagogical value of integrating PP principles into corrective feedback practices in language education.

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## Introduction

A huge bulk of research examining different theoretical and practical dimensions of teacher-learner interaction in the classroom shows that corrective feedback (CF) has been at the forefront of foreign language teaching research during previous decades (Fu and Li, 2020). Also, the literature review reveals that these studies have underlined different dimensions of CF including type and amount (Mao, Lee and Li, 2024), quality and design (Bagheri, 2024), effect of technology (Fan, 2023), learner variables (Ha, 2023), interaction with psychological domain (Hartono et al. 2022), structure of the feedback (Nassaji and Kartchava, 2019), effect on grammar learning (Sato and Loewen, 2018), beliefs and attitudes (Li, 2017), quality of the feedback (Brown, 2014), effect on pragmatics (Takimoto, 2006) and vocabulary (Ellis and He, 1999). These studies have also proved that modifying and controlling the type, modality, and qualities of CF and agents and patients of correction results in the promotion of learning and the progress of teaching (Papi et al, 2021). Furthermore, Ergül (2021) believes that most of the errors that occur in the language class during speech production are oral and, therefore, require oral correction, bringing oral CF into prominence in language teaching. Besides, Soruç et al (2024) have endorsed that learners' errors in the target language pose a crucial quandary for language teachers while interacting with their students. Taking this central issue into account, the present study was an attempt to look through interdisciplinary knowledge for an alternative inventory of oral CF that might promote learning and learner variables in the Iranian EFL context. To this purpose, positive psychology (PP), an emerging and viable domain of psychology, which substantially contributes to education, was selected.

A scant review of the literature reveals that psychology has endowed language teaching with theory, practice, insight, and methodology. Among emerging branches of psychology that have theoretical depth and practical wealth to donate to the field of language education is PP (Li, 2021). Shedding more light on the state of this donation, Wang (2024) posits that foreign language instruction stimulates cognitive and thinking development in learners, as a result of which an array of emotional experiences are encountered by language learners. Therefore, in the field of education in general and language education in particular, special attention is devoted to the way positive emotions might affect academic engagement and achievement (Carmona-Halty et al, 2021). Allison, Waters, and Kern (2020) believe that positive psychology can flourish not only in the context of education but also in the content, material, and activities. Besides, Wang et al. (2021) emphasized the prominence of positive emotions and affectivity in second language learning and teaching. This prominence is also underscored by Wang and Jiang (2022) and Mercer and Gregersen (2023) positing that PP, in language acquisition and learning discipline, came forth as a response to a strong interest in emotions to counterbalance the short-sighted cognitive focus previously dominating language education research. The burst forth of PP in second language teaching and research might date back to Mercer and MacIntyre (2014) who concluded that PP can add new themes in second language research and practice and suggested that the adoption of a PP perspective can promote the whole

second language performance because it engenders positive spirit in the whole process of teaching and learning rather than emphasizing mere deficiencies. Furthermore, MacIntyre, Gregersen, and Mercer (2019) published a work that highlighted the emergence of PP in language teaching. During the past decade, a considerable bulk of research was devoted to PP effects on foreign and second language theory and practice including Oxford (2016) stressing theoretical aspects of this association, Dewaele et al. (2019), Jiang and Dewaele (2019) as well as Dewaele and Moskowitz (2020) and Sun (2024) stressing underlying variables in this association such as emotion. Perception, anxiety, enjoyment, and well-being. Some researchers, too, e.g., Li, Dewaele, and Hu (2020), stressed the positive effect of PP on the achievement and outcome of language learners.

In general, PP research has demonstrated that building a positive learning environment can boost language learners' engagement and attachment to the content and affect different dimensions of language teaching and learning subsequently. Yet, despite this promising evidence, this area of research is still in its infancy, and further research is required to delve into the depth of this association. Additionally, many dimensions of this association and effect are, up to this time, intact. As discussed above, one area of research that is directly related to foreign language teaching and the cognitive and affective domains involved in it is corrective feedback. It is thus hypothesized that PP theories and principles can positively contribute to the mode, modality, quality, and structure of oral corrective feedback. Thus, the present research is an attempt to examine this hypothesis by drawing on PP's theory and practice to develop a mediatory inventory of positive corrective feedback and then investigate its effect on Iranian language learners' transcendence, foreign language enjoyment (FLE), and willingness to communicate (WTC).

## **A brief note of previous works**

### **Background on PP in Language Education**

Considering the very fact that positive psychology as a distinct discipline emerged around a decade ago, its contribution to foreign and second language teaching and learning is a brand-new branch of research (Naidoo and Guse, 2024). Wang (2024) has reported that this contribution can be divided into three distinct periods entailing the initial, development, and prosperity stages. Throughout the initial stage and relying upon Fredrickson's (2001) theory of broaden-and-build, MacIntyre and Gregersen (2012) published their seminal and directing work on PP with educational applications that were followed by Mercer and MacIntyre (2014), emphasizing the methodological and conceptual contributions of PP to foreign and second language teaching and research. Gregersen et al. (2016) brought this stage to a close by directly accounting for PP contributions to second language teaching and learning, particularly second language acquisition (SLA). Then, putting stress on different learning and learners' variables such as emotion, anxiety, foreign language enjoyment and stress, scholars of the field originated the development stage in which the leading researchers were conducted by Dewaele et al. (2019), and Saito et al. (2018) followed by Dewaele and Li (2020) putting stress on the association of PP and cognitive dominance. In the latest and ongoing stage of

prosperity, however, scholars and practitioners employed a broadened and exquisitely detailed lens to look at a diversified array of issues into account, e.g., Pawlak et al. (2020); Saleem (2022); Byrd and Abrams (2022), and Jeong et al. (2023).

### PP Theories and Principles

PP was originally constructed upon three pillar principles of PEM, representing positive emotion, engagement, and meaning-making derived from the authentic and validated happiness theory in psychology (Seligman, 2002). This theory was then enriched and modified into the well-being theory (Seligman, 2011), which still serves as a major theoretical underpinning not only for PP but also for modern psychology. Well-being theory was substantiated by PERMA principles, subsuming “Relationship” and “Accomplishment” under the earlier PEM. Wang (2024) holds that the contribution of well-being theory and PERMA principles resides in their emphasis on the psychological and cognitive health of teachers and learners. Adding to the depth and wealth of well-being theory and calling for a new coherent theory for applying PP into education, Oxford (2016) proposed “EMPATHICS” principles to embrace nine interrelated dimensions and variables, including emotion/empathy, meaning/motivation, perseverance, agency/autonomy, time, mind habits and hardiness, intelligence, character strengths, and self-factors. It is also believed that some theories related to the topic subsumed under PP can also serve as theoretical bases in this discipline ranging from flow theory (Egbert, 2003) emphasizing the association between flow and learning, control-value theory (Pekrun, 2006) laying stress on the association between good emotion and desirable achievement to more recent theoretical explications such as modified broaden-and-build theory (Dewaele and Li, 2020) highlighting the two-way relationship between emotion, its causes and consequences as well as activation/deactivation theories of emotion (Li and Wei, 2023) calling attention to conceptual structure, generation, impact, change, complex relationship and adjustment strategies of emotion. Derakhshan (2022) believes that rhetorical/relational goal theory (Mottet et al., 2006) and social cognitive theory (Bandura, 1986) also serve as other theoretical underpinnings of the study.

### Positive Psychology and Language Teaching: Related Studies

Building on a previously established link between emotional well-being and educational achievement, Sun (2024) explored the effect of Chinese college students’ emotions on their performance and achievement in speaking class. To this aim, adopting a PP perspective, twelve students were sampled and interviewed. The findings from the qualitative analysis revealed that students’ emotional state changes on different occasions in a semester and rises to its peak in the middle of the term. It was also revealed that students experience both negative and positive emotions, and both kinds of emotions affect their performance. Van Zyl et al. (2024) conducted a systematic critical review of PP and found that the absence of a robust theoretical and conceptual framework, lack of robust methodologies and evaluative instruments, scarcity of empirical evidence and

replication, distance from mainstream psychology, and a decontextualized neoliberalist ideology and capitalistic venture are major deficiencies associated with PP that limits its contribution to science and practice. Adopting a PP perspective, Wang (2024) reviewed emotions in language acquisition and obtained radical findings from the previously mentioned critical review, and reported that PP theories are deepening and innovating, the discipline is expanding, and methodology and tools are maturing. Besides, Mercer and Gregersen (2024) examined PP's role in additional language acquisition. It was revealed that PP contributes to additional language acquisition through preserving the rights of practitioners, engendering critical pedagogy and social justice, establishing humanity and compassionate interpersonal relationships, embedding positive experience, and equipping teachers and learners with an array of skills and competencies. Aimed at unearthing positive emotion in foreign language classes, Oladrostami, Rezaee, and Nushi (2022) revisited PP's association with SLA. To this aim, a local inventory of PP to be used in the language classroom was developed, and views of teachers and learners about it were examined. It was revealed that teachers, compared to learners, value PP more highly while failing to capitalize meaningfully on it during teaching. Laying stress on trends and direction, Derakhshan (2022) revisited research on PP in second and foreign language education to expatiate conceptualizations, hypotheses, theories, and methods, as well as new research trends in PP and SLA. Furthermore, PP factors associated with either learning or learners' variables are elaborated on in detail. Besides, employing a latent transition analysis, Tejada-Gallardo, Blasco-Belled, and Alsinet (2022) delved into the effect of a multicomponent PP intervention on adolescents' time attitudes (positive and negative feelings towards the past, present, and future) in a school setting. It was revealed that those who underwent intervention in the educational setting were more likely to transition to positive profiles from the negative side of a continuum of latent profiles. Building on a case study on emotional experiences, Huang (2022) adopted a PP perspective to explore the academic emotions of Chinese learners in the process of acquiring English listening skills. It was uncovered that PP exerts an effect on the diversity, intensity, and frequency of learners' emotion which is directly related to their performance in listening tasks. Carr et al. (2020) conducted a meta-analytical systematic review to investigate the effectiveness of PP interventions. It was revealed that a bulk of theoretical and empirical evidence submit proof on this effect. Building upon "engagement" as a major PP principle, Hammill, Nguyen, and Henderson (2020) investigated the effect of PP intervention on this core variable. To this aim, self-reported feedback was explored. It was indicated that the experimental group submitted to the PP intervention reported more engagement than the control group. And last but not least, Li (2019) investigated the impact of PP on EFL learners' trait emotional intelligence, foreign language enjoyment, and EFL learning achievement and found a significant, partial, and medium correlation between PP and the studied variables.

### **Corrective Feedback and Language Teaching**

Feedback and issues associated with it have been a core theme in second and foreign language

research (Yuksel, Soruc, and McKinley, 2023). Highlighting the role of teaching experience, Soruc et al. (2024) examined factors that impact EFL teachers' provision of oral CF in a Turkish setting. It was observed that a mixture of variables associated with learners (e.g., emotions and low proficiency), contextual factors (e.g., expectations), and teachers' reluctance exerts an impact on the provision of oral corrective feedback, with experience as a major variable significantly correlating with this process. Mao, Lee, and Li (2024) reviewed studies carried out on written CF and arrived at four main themes in this research area, including teachers' practices in the provision of feedback, learners' responses to the provided feedback, psychological issues affecting feedback, and practitioners' beliefs and perspectives. Accompanied by task design variables, Bagheri (2024) examined the impact of CF on the writings of EFL learners and found that task design has been more than feedback provision, while the interplay of both input variables did not have a significant impact on learners' writing complexity and accuracy. In a comparative study, Lira-Gonzales et al. (2024) investigated the effect of oral and written CF on language learners' implicit and explicit knowledge. No significant difference was reported between types of CFs. Cheng and Zhang (2024) explored the effect of computer-assisted CF on learners' performance and perspective. It was revealed that both synchronous and asynchronous CF types had a significant effect on performance. Besides, it was reported that learners held a positive view regarding both types of feedback. Adopting a qualitative-analytical perspective, Chong (2022) studied the role of feedback literacy on CF provision and concluded that language education practitioners are required to shift their research focus from feedback information to feedback process and ecology. And last but not least, Ha and Nguyen (2021) examined the alignment of language learners' and teachers' beliefs concerning targets and sources of oral corrective feedback. Findings shed light on non-alignment between learners' and teachers' views on the occasion of CF provision and attitude due to teachers' preference for self-correction compared with students' tendency for teachers' CF provision.

The present study differs from the previous research in ontology (by incorporating insights from PP as a brand-new discipline in CF provision), epistemology (by sampling from a unique language learning setting with unique problems and issues) and methodology (by employing a mixed-methods research design, developing a PP-based CF typology and inclusion of both learning and learner variables to examine the effect of newly developed CF typology).

## Method

### Context and Design

Derakhshan (2022) reported that many dimensions of PP in language education are still unexplored, and previous studies have been restricted to specific educational settings. Literature review showed that only a scant number of studies have investigated PP's contribution to the Iranian EFL setting. Thus, the current study was carried out to highlight an innovative dimension of this contribution. Building on Shan (2022), which encourages mixed-methods

studies due to their dialectical pluralism and richness of findings, a mixed-methods design was selected, aimed at developing a PP-based local typology of oral CF and then investigating the application of this typology on transcendence, FLE, and WTC. Save Creswell (2008), who believes that a mixed-methods research portrays a more comprehensive and profound picture of the phenomenon being studied, the logic behind the employment of a mixed-methods design resides in the goal and objectives of the study in each phase. The primary phase of the study was aimed at the development of a PP typology, which was qualitative in nature. However, the next phase was planned to investigate the effect of the emerged typology on a number of variables depicted above. Thus, in the first phase, a qualitative meta-analysis of CF and PP research was employed to arrive at the factors and processes involved in a PP-based CF typology. Then, adopting a quantitative quasi-experimental approach, the effect of using the developed inventory on one learning variable (Transcendence) and two learner variables (FLE and WTC) was investigated.

### **Samples**

To fulfill the goals of the research, two different sources of data were targeted. Following Hansen, Steinmetz, and Blocks (2021), for qualitative meta-analysis, a sample of 96 research articles and books published on PP in education from 2010 to 2024 were collected from the literature in Iranian and international databases, including Google Scholar, Libgen, Science Direct, Web of science, magiran and Noormags. This step was carried out consistently with a devised protocol entailing focus and criteria for exclusion and inclusion of explored studies. Accordingly, a set of a priori keywords, themes, and some core variables associated with positive psychology, positive emotion, positive education, and positive curriculum were utilized to search data from these databases. Clinical and pure psychological articles and books were removed. Though there is no set minimum or maximum number of studies in a systematic meta-analysis, due to the inadequacy of the existing literature on PP in education, 96 studies seemed enough. According to Timulak (2009), qualitative meta-analysis follows the same logic and objective as a quantitative one, and the only difference is that the primary sources for appraisal and evaluation are qualitative or partially qualitative. Schreiber et al. (1997) had previously declared that meta-analysis has contributed to research and knowledge at least in three dimensions: building theories, explicating theories, and developing existing theories. However, for the quasi-experimental phase of the study, 32 advanced EFL learners were selected from a language institute in the city of Qom through convenience sampling. Compared with the random sampling method, convenience sampling might restrict the generalization of findings, but considering the twins of the research design, it was not far from appropriate. These

learners were then randomly assigned to the Control instruction group (N=11), receiving regular instruction, the Recast-only CF group (N=11), and the PP-based CF group (N=10). Uneven sample size is an unfortunate outcome of convenience sampling, but according to Cohen (1988), it is only permitted when the sample is fixed by circumstances. Yet, from a statistical viewpoint, uneven sample size does not endanger the validity of the findings.

## Instruments

### Transcendence Estimation Test

According to Farokhipour et al (2020), in the developmental stage of zone proximal development, transcendence is a stage after internalization. While internalization occurs when an examinee does not require assistance or guidance from the side of mediator to complete a task (Davin, 2011), transcendence is a state where every meaningful interaction has a purpose beyond the immediate need that elicited the interaction. Taking these issues into account, a teacher-made speaking test was developed and piloted by the researchers that estimated language learners' performance in an unrehearsed speaking test while unassisted and uncorrected by the language teacher. This instrument consisted of 20 items consistent with the objectives and content of the course. To secure unassisted performance, the test was administered in a static fashion, and thus, like other normative tests, the teacher did not interfere in the process during the test administration.

### FLE Scale

Deeply rooted in PP theory and practice, foreign language enjoyment (FLE) is a theoretical construct in the discipline that entails not only the learners' negative feelings, such as negative emotions and anxiety, but also the negative and positive classroom emotions and teaching activities. For the current research, we adopted a Likert-type FLE scale from Dewaele and MacIntyre (2016), which consisted of 21 items on different dimensions of the construct. The validity of the scale was estimated and confirmed in the primary study as depicted by Bartlett's test of sphericity ( $\chi^2=18,829$ , d.f.=406,  $p<0.0001$ ) and the Kaiser–Meyer–Olkin measure of sampling adequacy (KMO=0.91) as well as factor loading for each item and fit indices for the whole scale (pp 221-223).

### WTC Scale

Willingness to communicate (WTC) is a core construct in contemporary second and foreign language research because higher levels of this construct result in more achievement and better learning outcomes in both EFL and ESL contexts (Wang et al. 2021). To fulfill the goals of the present research second language WTC scale developed by MacIntyre et al., (2001) was used



which consists of 27 items measuring the respondent's degree of English WTC inside the classroom was adopted and used. Reliability and validity of the scale were estimated and confirmed in the original study as depicted by reliability scores ( $r \geq 0.80$ ) for all language skills and other correlation and orientation estimates ( $p < 0.01$ ) (pp.377-380).

### **Procedures**

In the earlier qualitative phase, all relevant sources of the selected period were collected and underwent an early appraisal in a way that meaningful propositions concerning PP principles were extracted from the sources based on theme analysis of the collected data, while trying to retain their primary meaning and function. Finfgeld (2003) was used to secure data saturation by investigating commonalities and discrepancies in the obtained principles and factors related to a PP. After arriving at core factors, variables, and principles of PP, following Farokhipour et al. (2020) in diagnosing deviant forms in teachers-students interaction and Poehner van Compernelle (2011) guidelines for devising a mediational inventory, and Oxford's (2016) model of mapping PP principles into second language education, a typology of PP-based corrective feedback was devised. For the quantitative phase, however, a post-test-only control group design was used to investigate the effect of PP-based corrective feedback, traditional corrective feedback, and regular instruction on learners' transcendence after 10 sessions of intervention. In the PP-based corrective feedback class, the participants received mediation from the early developed inventory as soon as the teacher detected a deviant form during interactions. In the normative corrective feedback class, the students received recasts when the teacher encountered a deviation. However, in regular instruction classes, errors were not noticed in a systematic fashion and therefore left unnoticed or directly corrected by the teacher, accompanied by meta-linguistic clues in some cases. After the 10 sessions of intervention for each group, the experimental phase was carried out, scales were administered to participants, and results were analyzed through ANOVA and Kruskal-Wallis test in SPSS (Version 23).

## **Results**

### **PP-based CF Typology**

As it was designated above, the primary goal of the current study was development of a corrective typology based on PP tenets and principles which targets language learners' psychological states and their linguistic performance in speaking tasks that enables the language teacher to determine a learner's understanding, emotions and problems and then lays a collaborative interactional frame in which the mediator targets support to learner needs and tracks this throughout the process of completing the task. This entails co-constructing and re-specifying a goal through interaction, which is not necessarily central to the immediate task, but rather promotes learner knowledge up to the level of transcendence and

unassisted performance in future unrehearsed conditions. The PP tenets and their consistent mediational moves in terms of CF tactics are depicted in Table 1. This continuum of PP-based CF typology ranges from implicit tactics to explicit tactics to secure students' emotional state and linguistic competence.

**Table 1. Graduated Moves of PP-based CF Typology**

| PP Tenet          | Positive CC Tactic  |
|-------------------|---|
| Resilience        | Assist in keeping the track when a halt occurs.                           |
| Engagement        | Asking for repetition when an error occurs                                |
| Social Support    | Controlling the class environment and hampering peer correction           |
| Positive Emotion  | Recalling the error point is simple and already taught.                   |
| Self-regulation   | Asking for repetition and self-correction                                 |
| Grit              | Instilling passion by asking for modification                             |
| Self-Efficacy     | Providing binary or multiple options of correct form                      |
| Empathy           | Seeing error from the mother tongue perspective (e.g., using translation) |
| Meaning & Purpose | Providing metalinguistic clues and real-world examples, real-world usage  |
| Gratitude         | Giving appreciation for attempt, responsiveness, or correct answer        |
| Autonomy/Agency   | Asking the learner to use the corrected form in an unrehearsed task       |

This typology consisted of eleven inventory CF tactics arranged from most implicit to most explicit to secure autonomy in psychological state and internalization and transcendence in linguistic performance.

### Learners' Transcendence

Aimed at investigating the effect of PP-based CF typology, a quasi-experimental post-test only control group design was employed, and the three groups of the study went through their respective instruction. The control group underwent its regular instruction, the recast-only CF group was mediated by correct forms of linguistic input during the occurrence of errors, while the PP-based CF group was intervened by a newly developed typology when a linguistic error was detected by the teacher during 10 sessions of instruction. Then, a teacher-made speaking task was administered, and unassisted achievement scores of students were collected and analyzed through ANOVA. The results are presented in the following tables.

**Table 2. ANOVA output for estimation of transcendence in the speaking test**

|                | Sum of Squares | df | Mean Square | F      | Sig. |
|----------------|----------------|----|-------------|--------|------|
| Between Groups | 91.248         | 2  | 45.624      | 11.443 | .000 |
| Within Groups  | 115.627        | 29 | 3.987       |        |      |
| Total          | 206.875        | 31 |             |        |      |

Table 2 determines whether there is any significant difference between the means of the three groups. It is indicated that the significance value is 0.000 (i.e.,  $p = 0.000$ ), which is below 0.05, and, therefore, there is a statistically significant difference in the mean of scores between the different groups

participating in the speaking test. Besides, in order to understand where the difference lies, a multiple comparison test was carried out (Table 3).

**Table 3. Tukey-HSD post-hoc test for multiple comparisons**

| (I) Groups     | (J) Groups     | Mean Difference |            |      | 95% Confidence Interval |             |
|----------------|----------------|-----------------|------------|------|-------------------------|-------------|
|                |                | (I-J)           | Std. Error | Sig. | Lower Bound             | Upper Bound |
| Control Group  | Recast Only CF | -1.909          | .851       | .081 | -4.01                   | .19         |
|                | PP-based CF    | -4.173*         | .872       | .000 | -6.33                   | -2.02       |
| Recast Only CF | Control Group  | 1.909           | .851       | .081 | -.19                    | 4.01        |
|                | PP-based CF    | -2.264*         | .872       | .038 | -4.42                   | -.11        |
| PP-based CF    | Control Group  | 4.173*          | .872       | .000 | 2.02                    | 6.33        |
|                | Recast Only CF | 2.264*          | .872       | .038 | .11                     | 4.42        |

\*. The mean difference is significant at the 0.05 level.

As it is indicated by table 3, that there is only a statistically significant difference in scores between the Control Group ( $M = 12.73$ ,  $SD = 2.102$ ) and PP-based CF group ( $M = 16.90$ ,  $SD = 1.44$ ) as determined by one-way ANOVA ( $p = 0.000$ ), however, there were no significant differences between Recast only CF group ( $M = 14.64$ ,  $SD = 2.29$ ) and Control Group ( $p = 0.081$ ), as well as between Recast only CF group and PP-based CF group ( $p = 0.038$ ), though PP-based CF group outperformed both control and Recast-only CF-groups in the mean scores obtained. In sum, there was a statistically significant difference between groups as determined by one-way ANOVA ( $F(2, 29) = 11.443$ ,  $p = 0.000$ ). A Tukey post hoc test revealed that using the developed typology significantly affected transcendence of learners in an unrehearsed, unassisted speaking test.

## FLE and WTC

After the intervention period, the FLE and WTC scales were administered to all three groups of language learners, and they reflected their views on different dimensions of the classroom environment during the intervention on a five-point rating scale ranging from strongly disagree to strongly agree in both instruments. Due to the nature of the data obtained, considering the qualities of ordinal data, Kruskal Wallis test was employed for comparing groups' responses. Since Kruskal-Wallis is an omnibus statistic, the Bonferroni test was used for post hoc analysis.

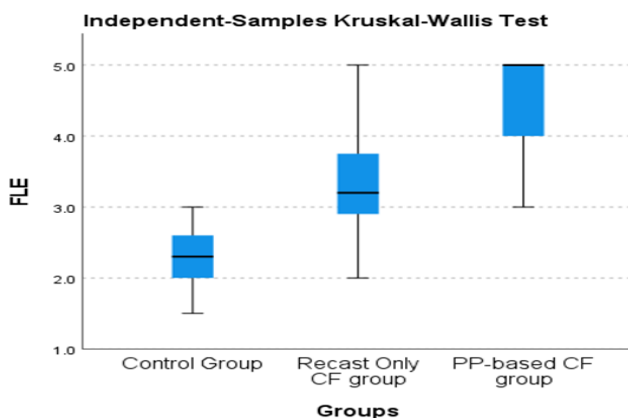
**Table 4. Hypothesis Test Summary of Kruskal-Wallis (Asymptotic significances for FLE and WTC)**

|   | Null Hypotheses   | Test           | Sig   | Decision                    |
|---|---|----------------|-------|-----------------------------|
| 1 | The distribution of FLE is the same across categories of Groups     | Kruskal-Wallis | 0.000 | Reject the null hypothesis. |
| 2 | The distribution of WTC is the same across the categories of Groups | Kruskal-Wallis | 0.001 | Reject the null hypothesis. |

**Table 5. Independent-Samples Kruskal-Wallis Test Summary for FLE**

|                                |         |
|--------------------------------|---------|
| Total N                        | 32      |
| Test Statistic                 | 21.239a |
| Degree Of Freedom              | 2       |
| Asymptotic Sig. (2-sided test) | .000    |

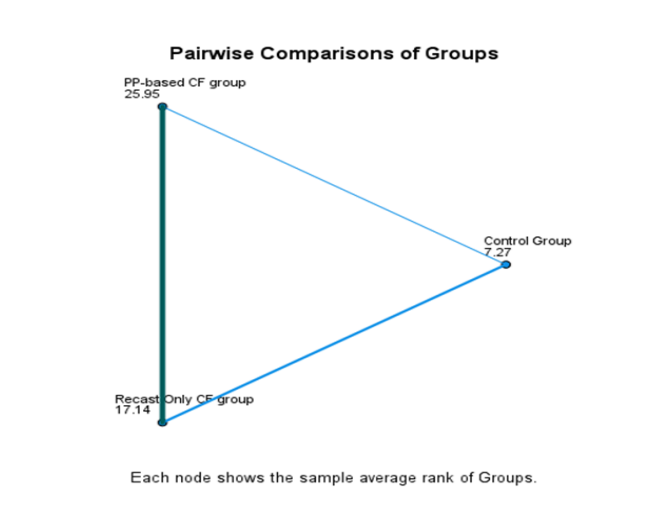
As it is depicted in Table 5,  $p$  value for FLE distribution among the three groups of the study is less than 0.05, indicating that these three groups have performed significantly differently in reflecting their views on the FLE scale. In sum, a Kruskal-Wallis H test indicated a statistically significant difference in mean scores between the different groups of language learners,  $\chi^2(2) = 21.239$ ,  $p = 0.000$ . Though these findings revealed a significant difference between the three groups on the FLE variable, the difference was revealed through further statistical manipulations because the Kruskal-Wallis H-test provided only a unitary view of the difference. To this purpose, a post hoc test was conducted. The results of this multiple comparison are shown below.

**Figure 1. Visualization of the Independent-Samples Kruskal-Wallis test for FLE**

As it is shown in Figure 1, the mean rank for the Control group, the recast-only CF group, and the PP-based CF group) stands at different points of a mean score on a Likert scale, roughly predicting a significant difference between the group but the results of multiple comparisons submitted robust proof for this estimation.

**Table 6. Pair-wise comparison statistics of groups' reflections on FLE in the post-test**

| Sample 1-Sample 2                      | Test Statistic | Std. Error | Std. Test Statistic | Sig. | Adj. Sig. a |
|--|----------------|------------|---------------------|------|-------------|
| Control Group-Recast Only CF group     | -9.864         | 3.962      | -2.489              | .013 | .038        |
| Control Group-PP-based CF group        | -18.677        | 4.060      | -4.600              | .000 | .000        |
| Recast Only CF group-PP-based CF group | -8.814         | 4.060      | -2.171              | .030 | .090        |



**Figure 2. Visualization of Pair-wise comparison statistics of groups’ reflections on FLE in the post-test**

As it is revealed in Table 6 and Figure 2, the pairwise multiple comparison of the three groups uncovered a significant difference between the Control Group-Recast Only CF group ( $p= 0.013$ ) as well as between the Control Group-PP-based CF group ( $p=0.000$ ). These findings indicated that corrective feedback provision, irrespective of its type or modality, promoted FLE among language learners. In the WTC scale, too, strikingly similar findings were confirmed, though with some subtle differences which are described and explained below.

**Table 7. Independent-Samples Kruskal-Wallis Test Summary for WTC**

|                               |         |
|-------------------------------|---------|
| Total N                       | 32      |
| Test Statistic                | 23.265a |
| Degree Of Freedom             | 2       |
| Asymptotic Sig.(2-sided test) | .001    |

Figures reported in Table 7 indicate that, unlike FLE,  $p$  value for WTC distribution among the three groups of the study is less than 0.05, indicating that these three groups have performed significantly differently in reflecting their views on the WTC scale. In sum, a Kruskal-Wallis H test indicated a statistically significant difference in mean scores between the different groups of language learners,  $\chi^2(2) = 23.265, p = 0.001$ . Kruskal-Wallis, like its parametric counterpart (ANOVA), is an omnibus test. To identify the exact point of difference, a post-hoc analysis was conducted.

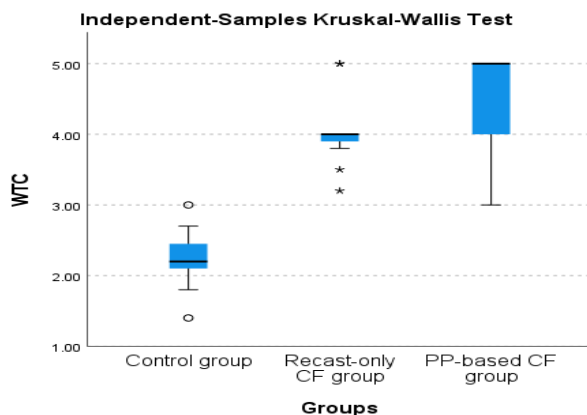


Figure 3. Visualization of the Independent-Samples Kruskal-Wallis test for WTC

Figure 3 shows that the mean rank for the control group, the recast-only CF group, and the PP-based CF group stands at different points of a mean score on a Likert scale, confidently predicting a difference between the group but the results of multiple comparisons submitted robust proof of a significant contradistinction among the three groups.

Table 8. Pair-wise comparison statistics of groups' reflections on WTC in the post-test

| Sample 1-Sample 2                      | Test Statistic | Std. Error | Std. Test Statistic | Sig. | Adj. Sig. a |
|--|----------------|------------|---------------------|------|-------------|
| Control Group-Recast Only CF group     | -13.500        | 3.922      | -3.442              | .001 | .002        |
| Control Group-PP-based CF group        | -18.605        | 4.019      | -4.629              | .000 | .000        |
| Recast Only CF group-PP-based CF group | -5.105         | 4.019      | -1.270              | .204 | .612        |

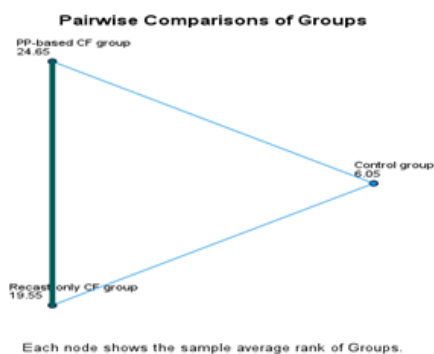


Figure 4. Visualization of Pair-wise comparison statistics of groups' reflections on WTC in the post-test

Similarly, in Table 8 and Figure 4, the pairwise multiple comparison of the three groups uncovered a significant difference between the Control Group-Recast Only CF group ( $p=0.02$ ) as well as between the

Control Group-PP-based CF group ( $p=0.000$ ). These findings indicated that corrective feedback provision, irrespective of its type or modality, promoted WTC among language learners too. These findings are discussed below.

## Discussion

Although Llewellyn et al (2024) have voiced trenchant criticism against epistemology and methodology of positive psychology in theory and practice, a huge bulk of empirical and theoretical studies stand firm against these criticisms and prove the reverse from Seligman (2000) and Fredrickson (2001) first reporting the effect of PP on emotion and learners affective status to Grobler et al. (2014) reporting higher levels of learner motivation and autonomy, adoption of positive attitude towards learning, and lower levels of educational anxiety, and Bester and Kuyper (2020) reporting additional educational support, positive teacher-learner relationships, cognitive development, and study methods as well as higher resilience and academic achievement as the results of applying PP principles in the real language learning class. The findings of the current research tallies with those studies supporting the productive role of positive psychology such as Derakhshan (2022b) highlighting positive practices enhancing both teachers and learners, Dong and Xu (2022) underlining the positive impacts of PP tenets on teaching practice and teaching quality, as well as Dahling, Gabriel and MacGowan (2017) emphasizing the role of typologies of feedback environment perceptions on language learning and teaching. It is worth mentioning that a huge bulk of studies have inquired into one or more variables of positive psychology, such as those conducted on anxiety, emotion regulation, affective filters, dynamic assessment, dynamic interaction, etc., but are not branded under PP research. In particular, the first part of the findings revealed that PP principles can be put into effect in a real teaching activity. In this part, the findings of the study are consistent with Gurzynski-Weiss (2016), underlining that contextual variables, on top of that, the environment of teaching, correlate positively with the success of oral corrective feedback because a positive environment promotes encouraging factors and shows consideration for anxiety level and emotional states of the students. Findings of this part are also in line with Atai and Shafiee's (2017), which revealed that affective consideration is a critical learner variable in impacting oral CF provision in language classes. Furthermore, structure, sequence and mode of the developed typology was consistent with Soruç et al (2024) that concluded that for an effective oral CF provision seriousness of the error, linguistic focus, type of the activity, timing of the error, timing of the correction, teacher's choice in dismissing or attending the error and fear of too much correction are critical issues that must be consider by the mediator. The developed typology of PP-based CF is an inventory that not only addresses these critical issues but also provides a sound basis for applying them in a real educational setting. This typology, also, heeds Ha and Murray (2023), underscoring mediators' consideration for the type of error since in the early mediational moves a mediator can choose if the occurred speaking problem has been an error or a mistake in the performance. This is also consistent with Farokhipour et al (2020), depicting how a mediator can decide to address a problem in students' performance while using a mediational inventory aimed at scaffolding language students' learning. Moreover, building on a critical tenet in PP

and well-being theory, i.e., meaning and engagement, the current developed typology shows due consideration for error impeding meaning and interrupting communication, which brings about both cognitive and affective consequences for language learners. Thus, from this angle of look, the current findings support Kamiya (2016), which underlines the error that exert debilitating effect on the provision of CF. Also, employing the critical tenets of engagement and sympathy from the PP discipline, the current typology has included the use of mother tongue and first language to ease the environment and positively mediate the cognitive and affective state of language learners. From this perspective, too, the typology is consistent with Sato (2019), who concluded that the use of the first language is an effective strategy of corrective feedback in EFL contexts. Besides, the structure of the developed typology and distribution of mediatory feedback from implicit to explicit conform to Bao (2019), who underlined the importance of preserving the flow of speech during CF provision.

The experimental part of the study also revealed that inclusion of PP tenets in classroom activities, particularly oral feedback provision, results in a meaningful boost of unassisted performance during unrehearsed speaking tasks, FLE, and WTC among language learners. In the first variable of this phase, i.e., transcendence, the current findings harmonize with Carmona-Halty et al (2021), who emphasized the significant correlation between positive emotion and academic performance. This was also consistent with the literature on this link, particularly Walsh et al. (2018), who reported that exposure to a higher frequency of positive emotions increases academic engagement and subsequently exerts a positive effect on academic performance. In addition, the findings in this part are consistent with Huang (2022), implying that task-related emotion is a critical factor in the success of task performance. Similarly, the findings of the current research showed that using a PP-based CF intervention and showing consideration for learners' emotional state during the occurrence of error resulted in better performance on future speaking tasks. With regard to the learners' variables (FLE and WTC), too, the current study stood firm behind the existing literature. The findings in this part confirm Li (2019), endorsing that employment of PP principles in language education results in higher achievement, lower foreign language anxiety, and higher FLE. Also, these findings harmonize with Piniel and Albert (2018), who found that considering positive and negative emotions within second language education results in the promotion of enjoyment and lowering of anxiety and stress that deviates learners' cognitive and affective potential from learning. Further, these findings stand firm behind Dewaele and Alfawzan (2018), who concluded that PP enhances both FLE and achievement. For WTC, too, the same was the case. The current study revealed that attending to speaking errors through a PP-based CF typology encourages higher WTC compared to the control group. Findings of the current research endorse Lee and Taylor (2022), who found that PP constructs such as grit and enjoyment predict WTC of language learners inside and outside the class. The findings also support Adnan and Nadeem (2023), who reported a meaningful association between WTC and a number of PP variables involving gratitude, pride, hope, inspiration, and amusement.



## Conclusion

This study sought two primary objectives. First, it was intended to build on a qualitative meta-analysis and derive critical principles and tenets of PP that might contribute to language education, particularly CF provision in speaking tasks. To this aim, a thorough systematic review was conducted, PP factors were derived, and then, based on a number of guidelines for typology development from the literature, a mediatory CF typology was developed. It was revealed that factors such as Resilience, Engagement, Social Support, Positive Emotion, Self-regulation, Grit, Self-Efficacy, Empathy, Meaning & Purpose, Gratitude, and Autonomy/Agency can contribute to several mediational CFs arranged on a continuum from implicit to explicit. Besides, the second purpose of the research was to investigate the effect of the developed typology on transcendence, WTC, and FLE. Findings from a quasi-experimental design showed that utilizing the typology during a 10-session intervention resulted in a significant effect on both performance on a future speaking task and learners' emotional and affective state as depicted by FLE and WTC measures. In sum, the current study emphasized the facilitative role of PP on both learning and learners from a qualitative and quantitative perspective. These findings have considerable pedagogical implications for EFL practitioners and stakeholders. The primary implication is for language teachers who could consider integrating PP principles and tenets not only in moderating affective dimensions of language teaching but also in cognitively demanding real-time activities such as error correction, internalization of learning, and transcendence of linguistic performance. It was proven that PP principles could be exercised during oral CF speaking tasks and bring about a boost in education and learning. Besides, among other implications of the current research is the inclusion of PP feedback in alternative assessment. Findings of the current research revealed that a CF typology promoted learning and emotion in Iranian contexts. Alternative assessment approaches, such as dynamic assessment, can enrich their mediational inventories with PP tenets, which are both theoretically and methodologically more innovative than previous social constructivism. These findings can also be used in teacher talk research and practice, and therefore have implications for researchers and practitioners too.

## Limitations and Suggestions for Further Research

While this study revealed the possible utilization of PP in a real teaching activity, i.e., oral CF, and submitted some empirical proof on its constructive impact on learning, WTC, and FLE, it was not without limitations. Thus, several suggestions for future research are proposed to address these limitations. Positive psychology is a new emerging construct that is new to the research. The current study used meta-analysis for extracting the factors involved in this construct, while rigorous methodologies are required to uncover this construct. Therefore, it is suggested that future researchers use more rigorous and intricate approaches, such as SEM (structural equation modeling), to explore and validate factors of this construct. Besides, in the quasi-experimental phase, an intact group design consisting of a limited number of language learners was sampled. Future research can sample from a greater population and context to secure greater generalizability of its findings. Also, inclusion of more learning and learner variables, such

as other language skills, psychological traits, such as anxiety and motivation are suggested. It is also suggested to use PP principles in other language teaching activities other than CF.

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