





Learning Styles, Brain Dominance, Emotional Intelligence, and Second Language Learning Motivation and Anxiety in Secondary Students

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E d i t o r

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R e v i e w e r s

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1. Round 1

1.1 Reviewer 1

Reviewer:

The use of a 60-item HBDI equivalent without justification or validation in the Persian context is methodologically problematic. Herrmann International requires certified administration of the full 120-item HBDI, and the adaptation lacks evidence of construct equivalence. This compromises the validity of brain quadrant dominance findings and should be addressed with a proper validation study or instrument justification.

The sample size calculation (308 needed) is based on an effect size of 0.10, but the observed effect sizes (e.g., $r = 0.668$ for active experimentation → extrinsic motivation) are substantially larger. The justification should reconcile this discrepancy to validate the sample's adequacy for the actual effect sizes observed.

The discussion notes cultural factors may limit generalizability but fails to contextualize findings within Iranian educational culture (e.g., standardized testing pressures, gender dynamics in Alborz Province). Adding this nuance would strengthen the practical relevance for Iranian educators.

Authors revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Reviewer:

The Bradberry-Greaves questionnaire (trait-based) is conflated with Mayer-Salovey's ability-based EI model in the theoretical framing. This inconsistency creates conceptual confusion, as the instrument measures trait EI, not ability EI. The discussion must clarify this distinction to avoid overstating theoretical contributions.

The abstract claims "68% of variance" for amotivation/intrinsic motivation and "73% for extrinsic motivation," but Table 4 reports adjusted R^2 values (0.689, 0.689, 0.737). The abstract should specify "adjusted R^2 " to align with statistical conventions and avoid misinterpretation of explained variance.

The discussion repeatedly implies causal relationships (e.g., "instruction that aligns with learning styles reduces amotivation"), yet the correlational design cannot support causality. This overreach requires careful rephrasing to emphasize associations and predictive relationships only.

The absence of any anxiety measure (e.g., Foreign Language Anxiety Scale) contradicts the title, abstract, and introduction's focus on anxiety. The study examines motivation, not anxiety—this critical omission must be rectified in the title, abstract, and discussion to prevent reader confusion.

Authors revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.