

The Impact of Explicit and Implicit Corrective Feedback on Iranian Intermediate EFL Learners' Knowledge of Collocations

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The current study investigated the effects of two types of correction on collocational competence. Specifically, it compared the effects of corrective feedback (explicit versus implicit) on Iranian intermediate EFL learners' knowledge of collocation. Data for the study were collected 40 intermediate-level students of English as a Foreign Language in Arvand Blue Wave Marine Institute. Each participant was required to sit for a pretest and after treatment a posttest of 20 questions. During the treatment sessions, the teacher corrected the participants on their collocations 'errors implicitly (using recasts) or explicitly (providing metalinguistic information) based on the group the participants belonged to. Statistical analyses were conducted on the scores the participants received on their pretest and posttest means. Results showed significant differences were found for manner of correction. Participants who received implicit correction gained significantly higher scores than those who received explicit correction. This finding lends support to the argument concerning the effect of implicit corrective feedback on the use of collocations in speaking assignments by Iranian EFL learners.

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