

On the Impact of Direct vs. Indirect Corrective Feedback on Iranian EFL Learners' Accurate Use of Prepositions

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This study was designed to investigate and compare the effectiveness of direct and indirect versions of corrective feedback in improving accurate use of prepositions of Iranian elementary-level EFL learners. To achieve the objective, 90 female learners in the 13-15 age range who were studying in Kish institute in Sowmesara were ed among 150 participants based on their performance on OPT. The participants were randomly assigned to two experimental groups and one control group. The participants of each group were divided into 2 classes consisting of 15 participants each. A pretest piloted before with the reliability index of .75 was administered. Then, both experimental groups received 20-session treatments that were the use of the direct corrective feedback in the experimental group (A) and the use of the indirect corrective feedback in the experimental group (B). Meanwhile, the control group received a 20-session placebo that was the traditional approaches in error correction. A posttest was then administered to all the three groups. The results of this study revealed that the experimental group (B) that utilized the indirect corrective feedback achieved higher proficiency in accurate use of prepositions than the other two groups. Additionally, the experimental group (A) that received the use of the direct corrective feedback approach performed better than the control group. Based on the findings of this study, language teachers can utilize both versions of corrective feedback to improve their learners' accurate use of prepositions. The findings showed that the use of the indirect corrective feedback leads the learners to more proficiency in writing.

Keywords : Preposition-Feedback-Direct feedback-Indirect feedback

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