

The Impact of Directed Error Feedback on Iranian Intermediate EFL Learners' Conditional Sentences

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This quasi-experimental study investigated the impact of directed error feedback on Iranian intermediate EFL learners' learning of conditional sentences. After administering Quick Placement Test, in order to homogenize the participants and make sure they were at the same English proficiency level, 60 intermediate level learners were ed among the target population which was 107. These 60 participants were randomly assigned to two groups. After a pre-test, ed the IELTS exams, inquiring the conditionals was given to the participants in order to assure that they did not have a prior knowledge of these target structures. After the treatment was given to each group, the post-test was given in order to measure the effectiveness of the instructional approach. The results of data analysis for this study demonstrated that there was a significant difference between the participants' performance on their knowledge of conditional sentences in the experimental group and it was found that directed error feedback was effective in helping the participants develop their knowledge of conditional sentences.

Keywords : directed performance

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