

The Effect of Teacher Implicit Correction Through Recast Versus Explicit Self-Correction Through Elicitation on Iranian Intermediate EFL Learners' Use of Collocations in Writing

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Over the last decades, the vital role of corrective feedback and its effectiveness on the acquisition of language components have attracted much attention, and a wide range of researches have been conducted about various feedback types to examine different effects of them on learning process. However, few studies have considered the effects of feedback on the acquisition of specific lexical items such as collocations. To bridge this gap, the current research was conducted to investigate the effect of two types of feedback, namely, recast as implicit feedback and elicitation as explicit corrective feedback on the use of collocations in writing. The participants of the study were 45 intermediate English language learners at Kish Air Language Institute, in Qaemshahr, Iran. They were all native speakers of Persian and female who aged 16 to 24. Solutions Placement Test was administered at the beginning of the study to illustrate that all the participants are at the same level of proficiency. Then, they were randomly assigned into three groups, two experimental and one control groups. Each group consisted of 15 participants. In the next step, the pretest was administered. Then, in the treatment phase, one experimental group received implicit feedback through recast, and the other one received explicit feedback through elicitation, and the control group received no feedback on their collocational errors. After the treatment sessions, the posttest was administered to demonstrate the effectiveness of the treatment. Finally, the collected data were analyzed by one-way ANOVA. The findings of the current study illustrated that the two experimental groups outperformed the control group, which confirmed the

effectiveness of providing feedback in the learning process. On the other hand, it was revealed that the recast group performed significantly better than the elicitation group.

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