

عنوان مقاله:

The Role of Corrective Feedback and Learning Styles on EFL Students' Acquisition of Grammatical Structures

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خلاصه مقاله:

The role of oral corrective feedback has been investigated by SLA researchers from various perspectives. Focusing on Iranian EFL context, the present study aimed to explore the role of receiving corrective feedback in the learning of English grammatical structures. It also probed the association between the type of corrective feedback and EFL learners' learning styles. This was an experimental study examining a sample of ۱۲۸ intermediate-level EFL learners through pretest-posttest control group design. Data of the study was analysed through one-way ANOVA conducted on post-test scores. Results of the study indicated that there were statistically significant differences between experimental groups and control group in terms of receiving feedback. These findings implied the outperformance of the metalinguistic feedback group over recast group and also the superiority of providing EFL learners with feedback compared to no-feedback. The results obtained from two-way ANOVA revealed an effectively significant interaction between the type of oral corrective feedback and the learners' learning styles. The study discussed how both types of corrective feedback and learning styles could manipulate L۲ acquisition which might have some implications for EFL language teachers in the classroom.

کلمات کلیدی:

Corrective Feedback, Recast, Metalinguistic Feedback, Learning Styles, Field-Dependency

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