

عنوان مقاله:

The Impacts of Explicit And Implicit Oral Corrective Feedback on Iranian EFL Learners' Speaking Ability: The Moderating Role of Self-Regulation Strategy

محل انتشار:

پانزدهمین کنفرانس بین المللی زبان، ادبیات، فرهنگ و تاریخ (سال: 1402)

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نویسندگان:

Nadia Gharani - *Islamic Azad university*

Hamed Zarabi - *Islamic Azad university*

Nima Yamrali - *Islamic Azad university*

خلاصه مقاله:

This research examined the impact of oral corrective feedback on Iranian EFL learner's emerging role of self-regulation strategy and two types of explicit and implicit, in the context of oral corrective feedback. The study was conducted with data being gathered via 60 students, In secondary high school in Gonbad-e- Kavous. The cohort was divided into three groups of 20 Students in each class. 20 of students are in control group, 20 others were in experimental 1 group and 20 other students are in experimental 2 group. There were 60 students in the initial cohort, and half of them were female. The Oxford Placement Test was used in this study to homogenize the students' levels of language proficiency and collect data. The performance of EFL learners on the pretest of speaking was in pre-intermediate level. Results showed that the explicit group had highest mean on posttest of speaking after controlling for the effect of pretest. Thus; the first null-hypothesis as "oral corrective feedback did not have any significant impact on Iranian EFL learner's speaking ability" was rejected. In other part, the self-regulation test proved that this strategy .had highest mean on explicit group rather than implicit and control group

کلمات کلیدی:

Oral) Corrective feedback (CF) ", "Self-regulation Strategy", "Explicit Oral Corrective Feedback (EOCF) ", "Implicit)"
."Oral Corrective Feedback (IOCF) ", "Speaking ability

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