عنوان مقاله:

Incorporating Assessment-based Feedbacks into EFL Speaking Class: MetalinguisticFeedback vs. Explicit Correction

محل انتشار:

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خلاصه مقاله:

Assessment is no longer taken as a means of grading learners' learning, rather as a means of enhancing learning as formative assessment it can be a platform for rendering feedback to facilitate and enhance learning. To verify this acclaimed conjecture, 90 Iranian male intermediate EFL learners divided into two experimental and one control groups. The former groups received two distinct types of assessment–based feedback including metalinguistic feedback and explicit corrective feedback, while the latter group was exposed to conventional instructions in a conversation course, respectively. In this quasi-experimental research design study, One-way ANOVA and multivariate ANOVA (MANOVA) of the collected data revealed outperformance by the metalinguistic feedback group over the control one, while the control group outperformed those who received explicit correction feedback. Along with the statistical data, comparative monitoring of the classroom performance revealed effectiveness of assessment-based intervention in general compared to the conventional instruction.

کلمات کلیدی:

Assessment; Formative Assessment; Metalinguistic Feedback; Explicit Correction; Speaking Skill

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