

WRITTEN CORRECTIVE FEEDBACK AND THE CORRECT USE OF DEFINITE/INDEFINITE ARTICLES

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ABSTRACT

This study investigates the effectiveness of written corrective feedback—explicit/implicit, on increasing the correct use of definite/indefinite articles. To this end, sixty Iranian pre-intermediate EFL learners were randomly assigned to two experimental groups, receiving explicit and implicit feedback, respectively; and one control group receiving no feedback. Each group included twenty participants (N=20). The homogeneity test of KET preceded the treatment. Prior to the treatment, a pre-test was administered to gain insight into the participants' current command of English articles. After the treatment, the same set of tests was administered as post-test to assess the probable increase in the correct use of definite/indefinite articles for the experimental groups compared to the control group. Analysis of the results through two separate ANOVAs revealed that the experimental group 1 who received explicit corrective feedback significantly outperformed the experimental group 2 and the control group in terms of the correct use of indefinite articles. In terms of definite articles, there were no statistically significant differences among the three groups. The results of this study indicate that language learners benefit from teacher-provided feedback in improving their grammatical accuracy in writing. Furthermore, more research is merited as there is a lot to be investigated in this field.

Key Words: Corrective feedback, Explicit, Implicit, Noticing hypothesis.