

# The Effect of Direct Corrective Feedback on the Correct Usage of the Preposition of Time

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**Abstract** - *Based on the inconclusive results of the efficacy of corrective feedback (CF), this study investigated the outcomes of direct corrective feedback given to 19 students (n=19) in the experimental group compared to the 16 students (n=16) who received no feedback. Both groups have beginner level English proficiency which is based on the placement test result. A quantitative design using SPSS version.21 was applied in analyzing the data. Analysis showed a significant improvement in the performance of the experimental group. The results indicated that direct corrective feedback provide positive reinforcement on grammatical learning, in this case, the use of correct preposition of time. Further analysis also showed that being able to recognize errors in the targeted linguistic features, as posited by Schmidt's Noticing (2010) and Swain's Output (2005) Hypothesis, helped students to improve their output production. Due to the small participants involved, the findings cannot be generalised, thus more research needs to be done on a bigger population so as to confirm the findings. Copyright © 2016 Penerbit Akademia Baru - All rights reserved.*

**Keywords:** direct corrective feedback, effects of corrective feedback, Preposition of Time, language acquisition, language learning

## 1.0 INTRODUCTION

There is active debate among educators on whether students ought to receive corrective feedback (CF) or not in their daily language learning classes. CF was thought to be related to language acquisition, particularly, second or third language, thus, it was implemented by language teachers among classroom settings. In 1996, John Truscott provided a review article for the National Tsing Hua University, China, which warned of the possible negative impact of CF in grammar accuracy and language acquisition. Truscott [42] believed that CF should be abandoned in classroom settings. Nonetheless, CF continued to be one approach of learning language in many ESL (English as a Second Language) and EFL (English as a foreign Language) settings as teachers continue to engage in CF. Despite the current standard practice of CF usage in almost all educational settings, the aforementioned and posited disagreement made by Truscott [42] has initiated a novel debate about the usefulness of CF. Much research looking at CF had debated on Truscott's [42] position and this, in turn, has spurred more earnest discussions. Consequently, the amount of studies investigating the efficacy of different types of feedback in the SLA (Second Language Acquisition) setting increased [see 5, 11, 12, 29, 36]. Many of these discussed the outcome of the various types of feedback given but none has so far, provided a discussion of one specific type of CF that could be considered as the best or most suitable to be used in specific classroom settings. Therefore, further work focusing on

CF, especially through longitudinal studies which oversee language users over a longer period of time, was initiated. This was to develop findings that help strengthen or support the arguments favouring CF particularly in relation to grammar accuracy in second language acquisition (SLA) or foreign language learning (FLA). This is an important aspect in language learning and language acquisition [14].

A study conducted by Purnawarman [34] which looks at the efficacy of corrective feedback found that CF was effective in reducing the number of errors that students committed during SLA studies. To date, many studies have been conducted focusing on one linguistic category [5]. Currently, the primary focus of CF and SLA studies has been changing because of the varying results in empirical studies. These researches have been conducted with a predetermined goal which aims to prove or disprove Truscott's [42] position in his review. Moreover, as language teachers, giving corrective feedback is a necessity as CF enables language learners to know what their previous mistakes are and how these can be corrected.

In the current study, CF is steered towards the direction of a more linguistic element and SLA. Specifically, it aims to examine the implications surrounding the use of direct corrective feedback in dealing with SLA language errors particularly, in the use of preposition of time in writing sentences made by students with a lower English proficiency level, i.e. those who are basic users of the English language.

### **1.1 Corrective Feedback in Second Language Acquisition and Learning**

Controversies surrounding the importance of CF in SLA have been ongoing for decades. Various researches have been conducted to redefine CF. Allwood [2] defines feedback as, "the giving or eliciting of information concerning contact, perception, understanding and attitude, by regularized linguistic means, whether or not this is done by a speaker in or out of turn." CF is important, argues Allwood ([2], who says that within the context of SLA, feedback is both part of the language being studied, as well as a tool for acquiring supplementary part(s) of the language being studied. It can be inferred through Allwood's [2] analysis of the empirical data taken from European countries, that second language (L2) learners possess a slightly higher need for feedback as compared to "ordinary" learners. Such argument is especially true in early adult education. Allwood [2] also emphasized on the importance of language-specific traits and feedback mechanisms as they relate to efficacy. Allwood [2] further highlights the need for SLA students to think of a good strategy when giving and receiving CF from others. This is because some CF is adequate and encouraging while others may be the reverse.

According to Lightbown and Spada [26], corrective feedback can serve as an indicator of a student's incorrect usage of the language. By observing and accepting CF from the relevant teachers, a student will be able to notice subtle errors which he/she has made and from then on, begin to correct these errors. This occurrence is termed as Schmidt's Hypothesis [37] which notes that the learner must be attentive and conscious to the subject matter, i.e. language acquisition. This attentiveness is necessary for effective and efficient acquisition of the target language. Barrs [3] also suggests that being conscious and attentive to the target language enable the language learner to assimilate or absorb more knowledge sources into the brain.

Many studies looking at the efficacy of CF have been published. According to Gass and Selinker [18], a student should be given CF so as to help him/her foster an acute awareness of acquisition mistakes that are relevant to SLA. Al Ajmi [1] suggests that learners be given opportunities to identify the gaps in their knowledge as well as engage in metalinguistic

reflections. Al Ajmi [1] claims that both these abilities can enable learners to acquire their target language more effectively as CF can serve as the catalyst for them to develop accuracy, thereby enhancing the students SLA studies.

## **1.2 Disagreements on Corrective Feedback**

The various conclusions surrounding CF as a relevant factor to language acquisition and learning and their written output have been a controversial one for many years. While some found CF beneficial to SLA particularly in certain aspects of language such as grammar and writing (1, 13, 38), some have noted that CF can be detrimental, for example in reducing learner's motivation level and increasing student's anxiety [25, 42]. In this regard, it is critical to highlight the various conflicting results which exist among scholars whose works have contributed significantly to CF studies as well as input in developing writing skills [12, 15, 22, 38].

Due to the contradicting beliefs held by many people about the benefits or the lack of it in CF, the topic thus becomes an interesting area to explore. Truscott [42] and Kepner [23] found that CF has no significant effect on students' learning. In particular, Truscott [42] claims that CF is not only ineffective for language learners but is also damaging both in theoretical and practical reasons, starting from a "minor degree of irritation to a major communication breakdown" (see 30). Further, Krashen [25] also adds that CF raises students' anxiety, thereby impeding their ability to learn. This argument is linked to Krashen's [24] comprehensible input hypothesis which says that raising the anxiety of a student would create a negative impact on their learning. Linking this to CF, Krashen (25) thus argues that CF should be abandoned in its entirety. Meanwhile, other proponents of Krashen's (24) Comprehensible Input model suggest that even if CF were to be effective, it ought to focus on "global" errors rather than "local" errors [6]. However, the definition of what is global or local was not exploited. Hence, it is deduced that one is macro and the other is micro. In addition, it is likely that global errors focus on the organization, coherence and syntactic features of the language, especially in writing while local would refer to the more detailed errors of spelling and minor grammatical mistakes.

As one of the leading opponents of CF, Truscott [43] maintains that CF is a bad idea and is not helpful in the long run, claiming that written corrective feedback in particular, does not provide a substantial positive effect on the acquisition of certain grammatical features of the target language [44]. Truscott believes that teachers should understand and reflect on the errors made with the students. He attributes this need to the fact that correcting an error is not, nor can it be, a catalyst for student improvement, as errors are detrimental to proper language acquisition [42].

As is expected, other proponents of CF firmly believe that acknowledging errors play an important role in the acquisition of language [9]. In other words, CF facilitates an accurate and efficient learning process in SLA [28]. Another researcher such as Ferris [13] contested Truscott's remarks, citing that the latter statement made by Truscott had failed to acknowledge the contextual elements of corrective feedback. Ferris [13] criticized Truscott's claims for not considering learning situations when giving corrective feedback.

Despite its many arguments and supports, it appears that the argument raised by Ferris [13] had initiated awareness among language experts particularly on the perspective of contextual differences as these relate to CF and the acquisition of a second language. Consequently, this gave credence to the importance of providing CF through a carefully selected manner whereby

the feedback given to student(s) are provided without duress. Ferris [13] had intended to promote the continuous use of CF in the classroom so as to remind learners of their weaknesses. Ferris [13] intention was to explore what students need to acknowledge and then improve on these as and when acquiring the language.

Learning a foreign language that is unlike one's first language is a difficult process but it is not unachievable. In the same process of learning, it has been highlighted that some learners are not keen in achieving the long-term goals of SLA. Take for example, students taking IELTS and/or TOEFL, two tests which are necessary for admission to foreign universities for further studies. It appears that many language learners, especially those learning a foreign language for instrumental motivations such as passing examinations cannot wait for feedback to come to them. This is more so among more ambitious learners who desire immediate feedback because they want to improve themselves urgently and require hasty corrections in order for them to learn and prepare for upcoming exams [36]. Nevertheless, recognizing different learning contexts is important when one aims to give effective corrective feedback [20].

Many of these scholars, without exclusivity, believe that CF is and will be valuable in developing students' writing proficiency [31, 32, 48]. The primary argument supporting this claim is that corrective feedback can and should promote the development of the most studied area, including fluency and grammatical accuracy in writing in a second language [4, 8, 16, 38]. It is deduced that this also applies to foreign language learning.

### **1.3 Direct and Indirect Corrective Feedback**

Scholars have conducted various studies which are aimed at testing the efficacy related to the different approaches and methods of providing corrective feedback. An article published in the *English Language Teaching Journal* outlined the need for a systematic approach to studying written corrective feedback [11]. To achieve this end, Ellis [11] developed a typology of written corrective feedback for SLA. Based on Ellis's model, two distinct approaches to studying feedback were developed. The first approach involves a careful examination of the strategies used for providing the given feedback (direct, indirect, or metalinguistic). The second approach focuses on the student and his/her response(s) to the given feedback (revisions, attention to correction, etc.). The current study adequately addresses the concern(s) raised by other linguistic scholars, including arguments that the feedback is only examined from the instructor's perspective.

Direct corrective feedback overtly indicates errors and provides the correct linguistic form within the error. In contrast, indirect corrective feedback leaves the correction to the students and errors are indicated by the teachers through error codes or by simply underlining the errors within the written tasks. No verbal explanation is given. Recent studies conducted on the roles of implicit and explicit corrective feedback in language acquisition that looks at the short and long term effects on the acquisition of the target feature were found to be only effective in the short-run and were also unsuccessful in recognizing the target language structure [23].

However, a study conducted by Hashemnezhad and Mohammadnejad [19] found the efficacy of direct corrective feedback as compared to indirect corrective feedback in targeting the correct grammatical forms in writing composition. The long-term effects of direct corrective feedback has also yielded positive results in the writing accuracy of the students [45].

In another study, Chandler [8] says that direct corrective feedback (CF) tends to immediately treat the learner's errors. Direct CF is intended to cause the learners to internalize the correct linguistic forms. This argument points to the idea that delaying correction may develop a potential negative effect to the learning process. Ferris and Roberts [15] and Al Ajmi [1] also emphasize on the value of direct corrective feedback to students who were found to be at the "beginner's level" with regard to second language proficiency. The overall idea associated with Chandler's argument was to lessen the confusion students might encounter in their learning experiences which could ultimately lead to negative implications.

Despite the contradicting results surrounding the effect of direct or indirect CF, other studies have indicated that there is no significant difference between these two types of corrective feedback [35]. Thus, further investigations on the efficacy of these two types of feedback will contribute to the body of knowledge on the use of corrective feedback in language learning.

#### **1.4 Contextualizing the Hypotheses of the Study**

The current study is grounded on two hypotheses: Noticing and Output hypotheses. According to Schmidt's [37] Noticing Hypothesis, one must be conscious if one wants to acquire competence in language learning; one must also learn to pay attention to certain features of the target language and be aware of the language that one is studying. In this hypothesis, learners are encouraged to pay attention to the things they do not understand in order to consolidate the input. Hence, errors must be corrected through feedback and then the necessary changes made so as to help learners understand the way the target language works [27].

Swain's [41] Output Hypothesis serves three functions (noticing, hypothesis-testing and metalinguistic) and the model will also help to determine the effects of the study in the performance of the learners as they will be pushed to produce better output after they had received feedback. Swain [41] believes that it is necessary for learners to notice the gaps as well as be provided an opportunity to reflect on these gaps in order to enhance their production.

In this study, direct corrective feedback serves the function of directing students' attention in order to increase the awareness of their written output. An increase in this performance will reflect Swain's hypothesis, where interacting to modify the input will result in enhancing information that is effective for accuracy development.

#### **1.5 Research Question**

The current study aims to contribute to the body of literature on corrective feedback (CF) by contextualizing Schmidt's Noticing Model [37] and Swain's Output hypothesis [41]. These two models, when used appropriately, will help to validate the results of past studies on the issue of CF efficacy, specifically in increasing the accuracy of using correct prepositions of time in sentences. Based on this objective, the current study thus aims to answer the following research question, "What is the effect of direct corrective feedback on students' use of correct preposition of time in sentences?"

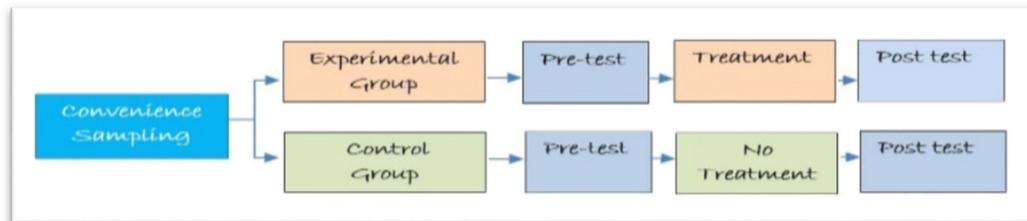
#### **1.6 Null Hypothesis**

This study takes the following null hypothesis prior to its experiment.

- a) Direct CF does not affect the performance of treatment group in using correct preposition of time in sentences.

## 2.0 METHODOLOGY

This section provides the procedures in the conduct of the study. It outlines the research design, ethical considerations, context of the study, participants, treatment set-up and the target linguistic forms.



### 2.1 Research Design

In this study, a quasi-experimental design, defined by Creswell [10] as a design of “no random assignment to group” is applied. Participants were sourced from an institution of higher learning and convenience sampling was employed in the sense that they were suitable for the study and they were also willing participants. However, extraneous variables such as their level of proficiency and age were not manipulated as these two factors were already controlled by the institution’s requirement when participants applied to enter the institution’s programmes. Through the placement test and the marking made of these tests, the proficiency level of the participants were consequently determined. Gender was not a concern of the study and therefore, not controlled.

To extract data, the study involves the use of two tasks and their results: a pre-test and a post-test result. This was done over a period of three weeks in order to assess the accuracy of the students in their understanding and use of prepositions of time. The participants consisted of 35 students recruited with consent from a local preparatory institution. The first group consisted of 19 students who received the treatment of CF, thus, they were also called the experimental group. The second group consisted of 16 students and they received no treatment, thus no CF and they were called the control group. A pre-test was carried out in the first week of the study where both groups received a pre-test from their respective teachers. These tests were identical and its aim was to examine how good students were in using the preposition of time in their writing tasks. The writing tasks consumed about 15-20 minutes and they were immediately collected back from the students upon completion. They were marked by their teachers.

On the second week, treatment procedures were administered. The experimental group was given the treatment of the CF as noted in their written tasks. Written direct corrective feedback was indicated on their written tasks by using a red pen; errors were underlined, and the correct form was written above the error within the paper itself. In contrast, the control group also received their papers back with corrections. However, no corrective feedback was given.

On the third week, the post-test which had a similar task as the pre-test was administered on the same group of students. The aim was to measure whether or not there is an increase in the performance of the students in the same writing task. Using statistical analysis, results showed that experimental group outperformed the control group.

## **2.2 Ethical Considerations**

Prior to conducting the data, the head of the institution's language department was approached for permission to conduct the study. The head of the department was informed about the study, the procedure and the length it would take. The department was also informed that they would be given a set of the analysis which could be used for improvement within the institution. After consent was given, the researcher approached the teachers for participation. Once consent was given, the procedures of the study were disclosed. Participating students were also asked for their consent. The intention of the study was expressed and they were also given the opportunity to ask questions in order to understand fully the purpose of the research. All the 33 students agreed to participate.

## **2.3 Context of the study**

The study was conducted at the English language centre of one public preparatory institution in the Klang Valley. It also serves as a registered English course provider of City and Guilds, UK. Malay students who are aged between 18-20 years old and who plan to register at the college are required to take the English placement tests. This is to assess their English proficiency and upon their results, the prospective students are assigned to their levels of proficiency which follows the Common European Framework of Reference which comprises six levels: a) Preliminary (Basic user of the language), b) Access (Basic user of the language), c) Achiever (Independent User), d) Communicator (Independent User- Limited Operational Proficiency), e) Expert (Proficient User- advanced level of competence), and f) Mastery (Proficient User-includes more developed intercultural competence).

## **2.4 Participants**

Thirty-five participants of the study are in the Preliminary English level- students who are basic users of the English language which is in accordance to the statement given in the literature review. Ellis [11] and Al Ajmi [[1] claimed that Direct CF is suitable for these users as it helps them to be less confused with target language structures. The number of the participants was determined by the availability of the class at the centre. The homogeneity of the participants' age group and level of English proficiency were determined by the entrance placement test as mentioned earlier. Two teachers who were approached to participate in the study have also been informed of the procedure in the administration of the experiment.

## **2.5 Testing Instrument and its validity and reliability**

A teacher-made test was used for the experiment. The teacher-made test is a formal assessment where the teacher has to write or modify all the questions which are tailored to the needs and level of proficiency of the students [47]. The test consists of three sections. The first section of the test asks participants to choose the correct preposition of time from the options given while the second section requires them to fill in the gap in the sentences. The third section asks participants to construct sentences using the correct preposition of time. The test was evaluated by two teachers teaching on the program. Their teaching experience and educational qualification contributes to their credibility, in this state, having a teaching degree and years of experiences in teaching the curriculum. This is also to ensure the face and content validity of the test. The validity testing was done by asking the two teachers to go through the items to make sure that all questions measure the target structure and are suitable to the level of the participants.

To assure reliability of the test, test-retest was also conducted in another preliminary class which is not part of the experiment. These students took the test on the first week, and retook the same test on the second week. This is to determine reliability of the test. After conducting the test - retest procedure, results of the test were analyzed using the Cronbach Alpha Test of Internal Consistency through SPSS. It yielded a reliability index of  $r=.936$ . Good test reliability score in statistics should have  $r \geq .7$ . A score of  $r \leq 0.7$  would indicate a questionable reliability [46]. Thus, the reliability of the test is excellent and it possesses a high internal consistency.

## **2.6 Target Linguistic Forms**

The prepositions of time have been selected as the target linguistic form(s) in the current study. Celce-Murcia and Larsen-Freeman [7] contend that time preposition(s) in general, serve as one of the most difficult grammatical forms to acquire. Kassim and Ng [21] also studied the effects of focused and unfocused corrective feedback while examining its effect on the accuracy of the prepositions by students. Before their experiment, they analyzed 100 scripts to determine the common errors of the students. Their report indicates that 28% of the errors committed by the students in their sample is in the use of prepositions. Similarly, Nassaji [33] claims that even students with a fairly high level of proficiency is prone to making errors on this form. This supports the outcome of this study where the 35 participants of the study also seemed to be facing a similar problem when writing sentences. This issue is also verified by their respective teachers. In this regard, further research needs to be conducted so as to expand on the study which looks at the efficacy of corrective feedback [39].

## **2.7 Treatment Set-up**

The experimental study noted here is conducted in three stages: pre-test, treatment/no treatment, and post-test. Instructions were given to the students of each group during the pre-test in week 1. They were also allowed to ask questions about the administered instructions, and some explanation of some vocabularies. For this test, participants in each group were given 15-20 minutes to finish the test. After the pre-test, papers were collected and students were told that the papers would be returned after 1 week. In week 2, the experimental group received the papers which contains explicit corrections of the errors in preposition as well as the correct linguistic forms. On the other hand, the control group received no CF. Their papers were returned and only corrections were given. In week 3, a post-test was conducted. Students were again given 15-20 minutes to answer similar test but with reshuffled items. After the test, papers were scored and analysed to determine the effects of the experiment. Tests administered consisted of the same questions and level of difficulty.

## **2.8 Test Scoring**

The tests were scored by counting the correct answers given by the students in each item. One correct answer is equal to one mark ( $X=1$ ). After collecting the pre-test and post-test scores, data were encoded to SPSS version 21 to be analyzed using independent sample T-test.

### 3.0 RESULT

To obtain the baseline score and to distinguish the level of English proficiency of the students, the pre-test was conducted and independent sample t-test was used to generate statistical data to provide the mean scores for comparison between the two groups.

**Table 1:** Pre-test Independent Samples t-Test between Control and Experimental Group

Statistical Tool	Values	
	Control Group	Experimental Group
N	16	19
Mean	10.68	10.26
Standard Deviation	2.06	2.58
t-test	-0.531	
Sig. (2-tailed) (p)	0.599	
Df	33	
Interpretation	No Significant Difference	

There was no significant difference in the scores for control group ( $M = 10.68$ ,  $SD = 2.06$ ) and experimental group ( $M = 10.26$ ,  $SD = 2.58$ );  $t(33) = -0.531$ ,  $p = 0.599$ . These results suggest that the two groups have a similar level of proficiency in using prepositions of time in writing sentences. Specifically, the result suggests that it is a good indication to note that both groups belong to the same level, one of the major criteria before the experiment was conducted.

To answer the research question, the post-test results of the two groups were analyzed using independent sample t-test to determine any significant difference between the two groups' performance in using the correct prepositions of time.

**Table 2:** Post Test Independent Samples t-Test between Control and Experimental Group

Statistical Tool	Values	
	Control Group	Experimental Group
N	16	19
Mean	11.50	18.05
Standard Deviation	1.59	1.68
t-test	11.763	
Sig. (2-tailed) (p)	0.000	
Df	33	
Interpretation	Significant Difference	

In order to test the efficacy of direct corrective feedback treatment in improving the student's use of preposition of time in writing the sentences, an independent samples t-test was conducted, as shown in table 2. This test was found to be statistically significant,  $t(33) = 11.763$ ,  $p = 0.000$ . These results indicate that students in the treatment group who had received direct corrective feedback after the pre-test ( $M = 18.05$ ,  $SD = 1.68$ ), had performed better in the post-test than students in the control group who did not receive the treatment ( $M = 11.50$ ,  $SD = 1.59$ ). Furthermore, the null hypothesis "Direct CF does not affect the performance of the treatment group in using correct prepositions of time in sentences" is rejected. Based on the data, it can be posited that the performance of the experimental group, which received direct written corrective feedback, showed a significant improvement in their performance. However,

the performance of the control group, who did not receive feedback, did not show much improvement. Furthermore, there is no significant difference in the mean score of the pre-test for either the experiment or the control group in the first week. However, after the third week, the mean score of the post-test for the experimental group has improved significantly whereas the control group has not shown much improvement. This shows that there is a significant difference in the mean score of the post-test between the experimental group and the control group.

#### 4.0 DISCUSSION AND CONCLUSION

Taking the findings of this study, which aim to answer the research question into consideration, it can be said that the pre-test scores of both groups did not display any significant difference, implying the homogeneity of the two groups in terms of language proficiency level. Comparatively, these two groups showed a difference in their performance after the treatment procedures where the accuracy of using prepositions of time in the case of the treatment group had shown a significantly higher score when compared to the control group. This finding is thus in line with the earlier studies noted by Van Beuningen et al. [45], Chandler [8], Al Ajmi [1], and Sheen [38]. It implies that corrective feedback has benefits on the learners. Further, the findings of this study also dispels the assertion of Truscott [42] who says that corrective feedback has negative effects on language acquisition or language learning. Perhaps, the impact of CF depends on the manner CF is given. Nonetheless, as the current study was conducted as a preliminary study, the results may not be as valid since the participants involved are small. Despite the fact that the outcome shows a positive extension to the claims made by Ferris and Roberts [15] and Al Ajmi [1] on the effectiveness of direct corrective feedback in improving the accuracy of certain grammatical features among language learners, this study is still limited to some extent not just the participants but also the tasks given. A more intricate written task involving prepositions of time may need to be further developed for this purpose.

Reflecting on Purnawarman's [34] study which focused on the efficacy of CF, it can be assumed that direct corrective feedback is effective in reducing grammatical errors. This outcome of Purnawarman's and the current study also support Swain's Output Hypothesis and Schmidt's Noticing Hypothesis, both of which claim that direct CF contributes to an increased performance of learners and in this case, the performance of the experimental group. Swain's Output Hypothesis contends that students are pushed to make a better output once errors from feedback are noticed. Similarly, in relation to Schmidt's Noticing Hypothesis, correction in the form of feedback increases learner's awareness of the gaps, which is necessary to acquire correct linguistic forms. These results can act as a scaffold in enhancing language acquisition. Apparently, these two hypotheses appear to be functioning in the current study.

This study had investigated the effect of direct corrective feedback on the accuracy of using prepositions of time in sentences. It appears that the efficacy of corrective feedback of CF is affirmed in the experiment conducted. Based on the improved results shown by the participants in the treatment group, it can thus be concluded that direct corrective feedback, in this case, direct written CF, has a positive effect on the learners and it improves the language skills of the students. However, it is important to note that this study did not test for the long-term effect of corrective feedback. As a result, this study cannot confirm the long-term efficacy as mentioned by Khoshsima and Farid [23]. It is also worth mentioning that the current study only focused on students with low proficiency in English. A study involving students with a different

level of English proficiency would be beneficial in uncovering any relationships that might exist between high and low proficiency, where corrective feedback is concerned.

It is also apt to mention that this study only utilized direct corrective feedback as a treatment procedure considering that various other feedback types may also undoubtedly, be beneficial in SLA. Further, including a larger number of students in the study would also be beneficial for a more robust result. The results would not only be extensive but possibly, serve as a better representation of CF effects in a studied population. The inclusion of more students or participants would hence, give the study more credibility and generate a more reliable conclusion.

Another limitation of this study is in the fact that students were not interviewed following the study which could have provided better insights into their personal perceptions on the corrections and type(s) of feedback received. Doing so would likely provide and highlight specific factors, including, but not limited to- how they perceived and received the feedback, as well as whether or not the students found the feedback to be effective, and whether or not they would prefer differing styles of feedback.

Lastly, future study on a much more complex grammatical feature is necessary. The utilization of such a feature would appear to be helpful in lending support or counter claims to Ellis [11], Ferris and Roberts [15] and Al Ajmi [1] claim that direct CF is only useful to learners with a low language proficiency.

Overall, many valuable insights have been garnered throughout this process. These valuable insights were that CF was found to be beneficial to students. Significant headway has been garnered to support the idea that an instructor's careful use of corrective feedbacks can and/or shall lead to a favourable increase in the performance of their students. In that regard, this study provides the opportunity for educational institutions to improve students' performance and their teaching efficacy. With increasing competitions in the education sector, especially post-secondary education, adopting and applying the results and indications laid out in this research would help to strengthen the credibility of the schools. Greater reputations attract greater investments, greater investments foster growth. The concept of educational growth would benefit both students and schools. The evidence-based recommendation on use of corrective feedback promotes implementation and facilitates educational growth.

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